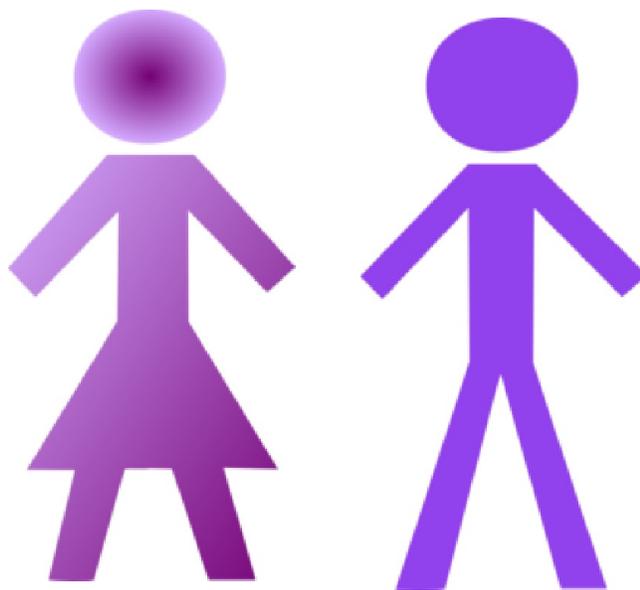


**MOVING ON UP!**



**Knowledge, Pride and Future!**

**AMERICAN SAMOA'S  
COMPREHENSIVE CAREER GUIDANCE AND COUNSELING  
PROGRAM TENTH GRADE CURRICULUM  
2011**

## FOREWORD

American Samoa continues to ensure that students learn and achieve and counselors are at the very center of many educational initiatives. Activities that counselors do with students are designed to enable students to achieve success by preparing them for secondary and post-secondary opportunities, meaningful employment, and active citizenship.

The American Samoa Department of Education's Comprehensive Guidance and Counseling Program has expanded and adopted the National School Counselors Association's (ASCA) standards and competencies to ensure all areas are provided for our students. Any education initiative takes time to implement and requires patience from everyone involved as the process unfolds. As a counselor, you will discover that program changes affect your role, responsibilities, and schedule. Change can be stressful, but the truth is that a Comprehensive Career Guidance and Counseling Program fully implemented will actually make your job even more rewarding and exciting. The short term and long term results will support student achievement and success.

As a school counselor, you are in a unique position to help students take advantage of all that education has to offer. You are at the center of the effort to reorganize learning around career clusters that will prepare students to graduate ready to participate in an increasingly competitive global economy.

The curriculum provided here is a tool you can use to help students create an education plan based on their individual interests, talents, and career goals. Each lesson is designed to help students develop directions for their lives and to understand the world of work opportunities waiting for them as well as what those opportunities will require from them.

You have the opportunity to help every student prepare for a lifetime of success. Our students need and deserve the support of every school counselor to ensure that all students reach his or her highest potential in school, at work, and in life. This curriculum is designed to assist counselors in providing content relating to academic, personal/social and career development.

I know that all school leaders should support their guidance and counseling programs as well as publish yearly Support Personnel Accountability Report Cards to update everyone of their schools' progress. I thank everyone who supports these efforts for they are needed to ensure the success of future generations.

Liza Maria Tuato'o  
Counseling & Guidance Program Director

“LET US PUT OUR MINDS TOGETHER AND SEE WHAT LIFE WE CAN MAKE FOR  
OUR CHILDREN.”  
Sitting Bull, Lakota Indian - 1877

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## **Purpose and Introduction:**

The purpose of the **American Samoa Plan for Comprehensive Career Guidance and Counseling** is to focus and revitalize school counseling programs in American Samoa's schools to be more responsive to the challenges facing our children, youth, families and communities today and in the future. The continued emphasis is on reaching ALL children with a school counseling program that is based on a defined framework emphasizing standards, student competencies, connecting activities and processes. This program is to be delivered by a well-trained and certified school counselors with campus teams of teachers using appropriate materials and resources. The program must incorporate a team approach, academic, personal/social and career competency development, deficiency remediation and systemic implementation. Further, the program must be continuously improved through quality evaluation, addressing the changing needs of all students and the individual school. Our role is to prepare our youth with knowledge, power and a route to a future of their choice.

## **Curriculum:**

This curriculum was developed to assist counselors in providing a purpose behind what is taught in the core curriculum and the skills necessary for school and work place success. The major skill areas covered here include the following:

- Self-Knowledge
- Skills for School Success
- Skills for Academic Development
- Work Ethic Skills
- Life Skills
- Skills for Career Planning

Each lesson will show an “identifier” to be used by counselors to document lessons taught in specific areas including Stop Bullying and special needs support in the areas of academic, career development and/or personal/social lessons. Begin many of your group and/or class presentations with some icebreakers or team building activities as even those are teaching great lessons. One site to find ones that appeal to you and that would work in your school with your students would be <http://wilderdom.com/teambuilding/>.

With national research showing how having such a program improves the academic achievement, standardized test scores, grade level successes, school attendance records and graduation rates, it is important that Counselors ensure that all students receive the necessary training and information.

It is expected that there will be local issues and required instructional groups and sessions conducted throughout the year and this curriculum therefore does not cover every standard and competency. The local, **campus specific lessons** will supplement those areas.

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In efforts to ensure improvement, the Guidance and Counseling Department will continue to provide materials, resources and leadership support to all counselors in meeting the needs of students in American Samoa. **Please ALWAYS use additional forms and requirements as provided by the Guidance Office Staff and Director as those requirements supplement this curriculum and meet all of your duties and requirements.**

**It is important for your own information and improvements, but also a requirement of the department for you to obtain an evaluation of all programs and group or classroom sessions you conduct. Always use an evaluation with all programs and participants!**

## **Content Standards and Student Competencies**

The Guidance and Counseling content standards and student competencies for American Samoa's Department of Education are based on the National American School Counseling Association's (ASCA) Standards adopted by the American Samoa Guidance and Counseling Program as of 2011. These cover areas in academic, career and personal/social development as listed below. Basically, these will enhance the students' abilities to learn. Beginning in the ninth grade, students will implement strategies and participate in activities to support and maximize these abilities.

About ASCA: The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe. For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), or call (703) 683-ASCA (2722).

## **ASCA STANDARDS: Legend: A:A-1.1 = Academic Domain, Standard A, Competency 1 and Indicator 1**

### **Academic Development**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

- Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
  - A:A1 Improve Academic Self-concept
    - A:A1.1 Articulate feelings of competence and confidence as learners
    - A:A1.2 Display a positive interest in learning
    - A:A1.3 Take pride in work and achievement
    - A:A1.4 Accept mistakes as essential to the learning process
    - A:A1.5 Identify attitudes and behaviors that lead to successful learning

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## A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

## A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

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

## A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

## A:B2 Plan to Achieve Goals

- A:B2.1 Establish challenging academic goals in elementary, middle/ jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

## A:C1 Relate School to Life Experiences

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- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## **Career Development**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

### C:A1 Develop Career Awareness

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

### C:A2 Develop Employment Readiness

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

C:B1 Acquire Career Information

C:B1.1 Apply decision-making skills to career planning, course selection and career transition

C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career-planning process

C:B1.4 Know the various ways in which occupations can be classified

C:B1.5 Use research and information resources to obtain career information

C:B1.6 Learn to use the Internet to access career-planning information

C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice

C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career

C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience

C:B2.4 Select course work that is related to career interests

C:B2.5 Maintain a career-planning portfolio

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

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

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- C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-knowledge Application

PS:B1.1 Use a decision-making and problem-solving model

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

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- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals
- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

- PS:C1 Acquire Personal Safety Skills
- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

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## **American Samoa Crosswalk for TENTH Grade Curriculum Standards and Competencies**

As students progress to the tenth ninth grade it is important that their educational experiences provide them with the skills and knowledge for success through high school rigorous courses and life's expectations. Individual, long-term career/educational plans will be reviewed and revised to continue to develop their preparedness for the work place or post secondary education. Strategies for exploring and planning for future occupations will be expanded with the knowledge of expected social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into lessons and discussion topics as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). The lessons are developed to include delivery through a wide range of media, technology tools and community/work-based learning experiences.

**Academics (Legend: A.S.10.1 = Academic, Standard, Tenth Grade, Competency/Indicator 1) A.C.10.1.01 = Academic Competency, Tenth Grade, etc.**

**Academic development:** The content standards for academic development guide the school counseling program to implement strategies and activities in order to support and enable students to improve academically, maximize learning through commitment, produce high quality work, and be prepared for all possible options and opportunities after high school. The academic development area includes the acquisition of skills in decision making, problem solving and goal setting, critical thinking, logical reasoning, and interpersonal communication and the application of these skills to academic achievement. The school counseling program enables all students to achieve success in school and to develop into contributing members of society.

### **Grade 10 - Academics**

Standard:1 Contributing to Effective Learning

A.S.10.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Objectives Students will

- A.C.10.1.01 apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life.
- A.C.10.1.02 identify attitudes and behaviors that lead to successful learning.
- A.C.10.1.03 accept mistakes as essential to the learning process.
- A.C.10.1.04 become aware of the benefits of improving their own organizational skills and steps they can take to accomplish this.
- A.C.10.1.05 analyze the most recent standardized test results to identify strengths and challenges.
- A.C.10.1.06 apply knowledge of learning styles to positively influence school performance.

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- A.C.10.1.07 understand and use assessment results in educational and post-secondary planning.
- A.C.10.1.08 update portfolio to include extra-curricular activities and community services.
- A.C.10.1.09 identify sources of extra help available to students needing academic support.
- A.C.10.1.10 assess and apply information to expand awareness of the relationship between high school choices and post-secondary options.
- A.C.10.1.11 apply test-taking and writing strategies to improve success on statewide assessments.
- A.C.10.1.12 learn to evaluate reliability of websites and other resources that may be used to increase learning
- A.C.10.1.13 apply knowledge gained from shared experiences of seniors and other mentors to increase successes and overcome challenges to success in school.

## Standard:2 Academic Rigor and Post-secondary Options

- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

### Objectives Students will

- A.C.10.2.01 learn and apply critical thinking skills.
- A.C.10.2.02 apply the study skills necessary for academic success.
- A.C.10.2.03 use knowledge of learning styles to positively influence school performance.
- A.C.10.2.04 establish challenging academic goals and review progress toward choosing a concentration.
- A.C.10.2.05 know where to find resources, seek information and support from faculty, staff, family, peers, and the community.
- A.C.10.2.06 understand the importance of assessment results in educational and post-secondary planning.
- A.C.10.2.07 learn, practice and utilize test-taking strategies to improve assessment results.
- A.C.10.2.08 understand and demonstrate the importance of achieving individual potential.
- A.C.10.2.09 review the academic transcript and update graduation requirement checklist.
- A.C.10.2.10 demonstrate strategies to become a self-directed, independent learner.

## Standard: 3 Understanding the World of Work, Home, and Community

- A.S.10.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

### Objectives Students will

- A.C.10.3.01 identify resource people in the school and community and know how to seek their help.
- A.C.10.3.02 understand the importance of responsibility, dependability, punctuality, integrity and effort in school.
- A.C.10.3.03 identify barriers to personal academic success.
- A.C.10.3.04 understand the relationship between classroom performance, effort, and success in school.

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A.C.10.3.05 review high school plan, grade level checklists, and demonstrate knowledge of grade requirements.

**Career development.** The content standards for career development guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge enabling students to make a successful transition from school to the world of work and from job to job across the life career span.

Standard:4 Exploration and Planning

(A.C.S.4) Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Objectives Students will

C.C.10.4.01 learn about the variety of traditional and nontraditional occupations.

C.C.10.4.02 learn how to interact and work cooperatively in teams.

C.C.10.4.03 acquire employability skills such as problem solving, and organizational skills.

C.C.10.4.04 develop skills to locate, evaluate, and interpret career information.

C.C.10.4.05 learn to balance work and leisure time.

C.C.10.4.06 use research and information resources to obtain information on a variety of careers.

C.C.10.4.07 obtain knowledge of career clusters and concentrations.

C.C.10.4.08 pursue and develop competence in areas of interest.

Standard: 5 Strategies for Future Career Goals

(CA.S.10.5) Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.

Objectives Students will

C.C.10.5.01 learn to use the Internet to access career planning information.

C.C.10.5.02 review academic transcript and make necessary course changes to graduate.

C.C.10.5.03 demonstrate the knowledge of the career planning process.

C.C.10.5.04 develop educational plans to support career goals.

C.C.10.5.05 evaluate personal effort, lessons and experiences to help improve educational programs for self and others

C.C.10.5.06 actively engage in career planning by evaluating job descriptions, working conditions, education requirements, earnings, and values for careers under consideration.

Standard:6 Employment Readiness Skills

(C.S.10.6) Students will understand the relationship between personal qualities, education, training and the world of work.

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Objectives Students will

- C.C.10.6.01 identify steps which can be used to resolve ethical issues related to school or work situations.
- C.C.10.6.02 assess personal problem-solving and conflict resolution skills for coping with challenges.
- C.C.10.6.03 identify how intellectual strengths can lead to future career success.
- C.C.10.6.04 identify opportunities in the school and community to meet service learning requirements.
- C.C.10.6.05 define multiple intelligence, self-access and identify strengths and weaknesses as it relates to course and career planning.

**Personal/Social Development:** The content standards for personal/social development guide the school counseling program to provide the foundation for personal and social growth as students progress through school and into adulthood. The personal/social development content standards are:

Standard:7 Respect for Self and Others

(PS.S.10.7) Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Objectives Students will

- PS.C.10.7.01 identify personal strengths and assets.
- PS.C.10.7.02 build upon activities and experiences that help the individual student become a contributing member of a global community.
- PS.C.10.7.03 learn about the relationship between rules, laws, safety and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.
- PS.C.10.7.04 learn the difference between appropriate and inappropriate physical contact.
- PS.C.10.7.05 learn how to interact and work cooperatively in teams.
- PS.C.10.7.06 understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead.
- PS.C.10.7.07 develop skills to improve relationships with parents, family members, and peers.
- PS.C.10.7.08 implement skills necessary to exhibit and maintain a positive self-concept and effective self-control.
- PS.C.10.7.09 share feelings, insights, successes and challenges of the sophomore year.

Standard:8 Decision-Making

(PS.S.10.8) Students will make decisions, set goals, and take necessary action to achieve goals.

Objectives Students will

- PS.C.10.8.01 develop coping skills to deal with academic pressure.

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- PS.C.10.8.02 identify personal attributes and behavior that demonstrate professionalism and good work ethic.
- PS.C.10.8.03 identify rights and responsibilities to self and others.
- PS.C.10.8.04 use problem-solving and decision-making skill to make safe healthy choices.
- PS.C.10.8.05 evaluate the ability to balance school, studies, extracurricular activities and family life.

## Standard:9 Personal Safety Skills

(PS.S.10.9) Students will understand safety and survival skills and apply coping strategies.

### Objectives Students will

- PS.C.10.9.01 develop effective group communication and problem-solving skills.
- PS.C.10.9.02 learn safety perimeters for using the Internet including social networking sites.
- PS.C.10.9.03 demonstrate positive coping skills for managing life's events.
- PS.C.10.9.04 identify and use positive techniques for managing stress and conflict.
- PS.C.10.9.05 utilize the "lessons learned" of advanced learners to problem solve, set goals and make choices that lead to improved success.

**American Samoa Comprehensive Career Guidance and Counseling  
Program  
Grade 10 – Lesson 1**

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**GRADE 10 LESSON 1: New School Year Orientation**

**Time required:** 30-45 minutes

**Content Standards:**

- PS.S.10.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
- A.S.10.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...**

- PS.C.10.7.02 Build upon activities and experiences that help the individual student become a contributing member of a global community.
- PS.C.10.7.03 Learn about the relationship between rules, laws, safety, and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.
- PS.C.10.7.04 Learn the difference between appropriate and inappropriate physical contact.
- A.C.10.3.01 Identify resource people in the school and community and know how to seek their help.
- A.C.10.3.02 Understand the importance of responsibility, dependability, punctuality, integrity and effort in school

**GOAL:** Students will become familiar with the rules, personnel, and expectations of their school.

**Activity Statements:**

1. Students will participate in a grade-level orientation to understand some of the school traditions, expectations, and routines.
2. Students will participate in first advisory session to process and clarify information and rules relevant to the new school year.

**Materials:**

1. Gather information specifically about your high school: the bell schedule, map of the building, school rules, bell schedule, supply lists, names of staff, etc.
2. Individual Student Schedules
3. Student Handbooks (one per student)
4. Emergency rules, lunch forms, permission forms and other materials to be completed by students and/or parents.
5. Rules signature form.
6. Student Needs Form

**Procedures:**

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1. Begin the day with a school assembly or classroom setting by reviewing and explaining school traditions, rules, and expectations. Identify specific changes that have occurred since following year including new programs, activities, and schedules.
2. Distribute necessary materials and forms required or needed and discuss/explain (using discussion questions below). Sample schedules and ideas are provided, but will need to be specific to your school..
3. Explain and clarify the role of the counselors and the curriculum to be covered by the program. If you have completed a student/parent flyer on your program, this would be the time to distribute and explain.
4. Have students complete all forms relating to topics, needs, etc. that would be a part of the guidance program.
5. Use icebreakers or team building activities as appropriate for size of group and/or facilities. Example: Create cards which can be pinned to students backs and have helpers do that without the student being pinned knowing what his/her card says. Have the students move around the room giving “hints” to the other students and accepting hints until all have “guessed” what their card says. Before a hint can be given, the student offering the hint MUST introduce his/her self to the other student and tell one thing they liked during their 9<sup>th</sup> grade year at school. Once that is done, then the hint can be given to each other. There are icebreaker ideas and team building ideas for you to us on many websites but one with lots to choose from is <http://wilderdom.com/teambuilding/>
6. When passing out schedules, remind the students that if there is a problem with their schedules, they must see their counseling individually as changes would not be made during the orientation sessions. Suggest that they make a copy of their schedule so as to have a backup in case one is lost or damaged.
7. If student handbooks are available, cover all the content with students and if important school phone numbers are not included, provide those on separate sheet of paper.(i.e., the main office, counseling office, attendance office, etc.)
8. Identify key people and their office locations including their school counselor, school nurse, and principals.
9. Discuss what extracurricular activities they might be interested in participating in during the year. (If possible, you might have 11<sup>th</sup> or 12<sup>th</sup> students who have been involved in clubs or organizations to give a brief “why you should join my club/organization/activity” to the 10<sup>th</sup> graders.
10. Ensure that all have received school rules and have signed the form that they received them and were provided orientation on those rules.

Discussion Questions:

1. Review your schedule to make sure it appears the way you think it should. Are all of the classes there that you will need for this semester/quarter? If there are errors, be sure to go to your counselor’s office following these sessions.
  - a. Open your handbook and let’s review some of the important items together.

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(Review items.) Do you notice any changes from last year?  
Later, you will be receiving information about our school. While you are waiting, what questions do you have for me?

**Additional Resources:**

**Extension Activities:**

Request that some students volunteer to be a “mentor/guide” to the new, first time at you school, students to give them some assistance and guidance during the first few days of school. Remind the students who might volunteer that they may use this “willingness” to help as volunteer service as a mentor and to document their contribution to assist the new students.

If classroom assignments have changed from last year, cover the room number changes and/or do walking tour of building. This is something that should be done with new students anyway to help them to locate and identifying where key people and places would be located.

**Activity:**

Handout sample Portfolio form and directions to all students to remind them that updating and/or completing their portfolios is a requirement for advancing to the next grade level and/or for graduation.

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**Grade 10 Lesson 1: Handout A** (Design and use your own)

SAMPLE SCHEDULE FOR FIRST WEEK OF SCHOOL

**Day 1**

1. Attend schedule distribution classroom/meeting.
2. Receive guidance services forms and complete.
3. Students needing a schedule or a schedule change will report to assigned counselor's office at the end of first morning meeting.

**Day 2**

1. Students will deliver all forms from previous day to their assigned counselor prior to class schedule.
2. No schedule changes should be allowed if student does not present a copy of the agenda for the advisory until all the information covered is done with the student!

**Day 3**

1. Students will report to assigned counselor's office prior to the first period bell ringing to deliver any/all forms still needed by the counselors.

**Day 4**

Regular school day

**Day 5**

Regular school day

Students will report to their assigned counselor after the last period bell rings to see if they are still needing to complete any forms or to receive new forms as designated.

This could be a "required" meeting time (end of the day on the last day of the week) for the first few weeks of school for no more than 20 minutes per day. Then, after that is up, this could be the time to schedule any advisory meetings you may need to hold after school (no more than 1 hour on any day). If you plan on using a subject teacher's classroom and/or students for advisory time, this should be distributed with permission to parents at this time and required to be returned with a signature.

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**HANDOUT B: *SAMPLE* ADVISORY LESSONS SCHEDULE FOR DAY 1**

**AM**

1. Icebreaker or team building activity
2. Go over graduation requirements and remind students to make sure they have the correct classes on their schedule to meet graduation requirements. Have a credit requirements check sheet to pass out in their folder.
3. Necessary permits and/or pre-responsibilities for entering specific clubs or courses (i.e., CTE courses, drill teams, honor clubs, cheerleaders, etc.)
4. Distribute and review school handbook.

**PM**

Cover all of the other information needed for the orientation. Some possible reminders:

1. School policies (might include some of the following:)
  - Leaving school early
  - Absences
  - Tardies
  - Lunch
  - Field trips
  - Grading scale
  - Sexual/racial/religious harassment (bullying would be here)
  - Medication
  - Insurance (especially for those involved in sports or physical activities)
  - Basic student information update
  - Emergency procedures
  - Student code of conduct
  - Use of phones (office and cell)
  - Alternative school, in-school suspension and/or disciplinary procedures
  - Basic building rules

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### Grade 10 Lesson 2: Group and/or Advisory Orientation and Rules

**Time Required:** 30-45 minutes

**Content Standards:**

- A.S.10.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- PS.S.10.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Student will...**

- A.C.10.1.02 Identify attitudes and behaviors that lead to successful learning.
- PS.C.10.7.05 Learn how to interact and work cooperatively in teams.

**GOAL:** Students will become familiar with advisory and discuss what they hope to accomplish from the advisory experience this year.

**Activity Statements:**

1. Students will participate in a group icebreaker.
2. Students will review the guidelines for discussion and become familiar with the advisory goals.
3. Students will have an opportunity to use advisory to obtain information about questions that they have for starting a new school year.

**Materials:**

Handout 1 -- “Guidelines for Discussion”

**Procedures and Discussion Guidelines:**

1. Begin activities with a group icebreaker. (Select from website listed under additional resources.) Choose one of your own or see samples below:

**Two Truths and a Lie**

Call on students one at a time to share 3 statements about themselves relating to last school year with the rest of the class. Students must guess which statement is false or made up. This back to school ice breaker can also be altered into a game where students must share information about the previous advisory or orientation meeting such as "Share 2 truths and a lie about High School Orientation Information as covered." This helps refresh students' memories, catch up those who are behind, and reinforce ideas and knowledge from previous lessons.

**Toilet Paper Talk**

As students enter the classroom, instruct them to take as many squares of toilet paper as they need from a roll to be used later. Some students will ask what it is for and how much they should take, but don't give out any further directions. When you are

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ready for the game, let students know that the number of squares they have determines how many facts they must share about themselves. This ice breaker can also work as a lesson review or for discussion about the guidance and counseling program and sessions. Example: “Today we are discussing (X Topic) and now each of you will tell me, based on your squares, one thing for each square you learned in that session.” NOTE: For future icebreakers, you can change it up by using cotton balls, paper clips, or other bulk items you have on hand to keep students guessing about the uses that will be applied to the items.

3. Ask students if they completed the “what I want to know or need help with form” previously given to them and ask they would like to share any of what they included as to what the group sessions should be about this year. Keep a list on the board or have one student keep a list on paper.
4. After time for the #3 discussion, ask the students to choose 5 topics that would be considered goals for this year for the guidance program: (samples)
  - A. To share information with students and assist them in developing life skills in school;
  - B. To provide time for teachers to establish a positive relationship with students.
  - C. To help students with their relationship issues.
  - D. To guide students to ensure they are on target for graduation.
5. Review the procedures your high school will use for advisory. (Assembly hall, English classrooms, counselor offices, guidance center, etc., with what days, time of day, etc., and specific permission forms that will be needed based on topics and attendance.
6. Go over guidelines handout for advisory sessions.

### **Discussion:**

1. Given what you know and that has been discussed about the goals of advisory, what expectations do you have for the advisor?
2. What expectations do you have for the other students in your advisory?
3. What is one thing that you can do to help make advisory successful?

### **Closing Statement:**

Reiterate that advisory is a place where students can ask questions, share answers, and support each other. Emphasize that you are a part of that team effort as well.

### **Additional Resources:**

**Icebreakers:** <http://wilderdom.com/games/Icebreakers.html>  
[http://catholicism.suite101.com/article.cfm/first\\_day\\_icebreakers](http://catholicism.suite101.com/article.cfm/first_day_icebreakers)

### **Extension Activities:**

#### **Activity:**

Remind students that there is a school website and many resources for them to obtain and/or us. If time allows, take students to computer lab or setup computer with screen in

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meeting room to show and demonstrate all that is available on the school and DOE websites.

Students: Review websites and begin preparing your portfolio.

**Advisors:** Setup arranged time to review all students transcripts and schedules to ensure on target for graduation.

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**HANDOUT: Guidelines for Discussions**

**SAMPLE**

- One person speaks at a time.
- Show respect of other people’s ideas and opinions.
- All must behave in an atmosphere of mutual respect.
- Emphasize the positive points.
- Give each person the right to have and express his/her own view.
- All must listen; no put-downs or mocking in session or out of session based on shared information during sessions.
- Allow time for everyone to speak; no one should be excluded for any reason.
- Teach and use “I statements” as a way of expressing views.
- Avoid talking about people in the group who are not present in sessions or out of sessions.



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**GRADE 10 LESSON 3: Target Graduation and Beyond!**

**Time Required: 30-45 minutes**

**Content Standards:**

- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.**
- C.S.10.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.**

**Competencies: Student Will...**

- A.C.10.1.08 update portfolio to include extra-curricular activities and community services.
- A.C.10.3.05 Review academic transcript and make necessary course changes to graduate.

**GOAL: Students will review the graduation requirements and course sequences.**

**Activity Statements:**

1. Students will review and discuss graduation requirements and sample course schedules.
2. Students will review and update post-high school plans.

**Materials:**

1. Paper/Pencil/pen
2. Graduation Check List
3. Transcript and/or report card from previous year
4. Graduation requirements

**Procedures:**

- Distribute copies of the graduation checklists, graduation requirements, and previous year's transcript to students.
- Instruct students to:
  - ✓ Check off courses on graduation checklist that were completed last year and to make note of (circle) any 9<sup>th</sup> grade courses they failed.
  - ✓ Review their schedules to determine if they are in all courses they need to repeat or are required for the current school year.
- Follow school procedures to see school counselor to add or delete any course from schedule.
- Place checklist in portfolio folder for further reference.

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**Discussion:**

1. Ask basic questions to make sure students understand their schedules and the schools graduation requirement. Sample questions:
  - According to your schedule:
    - What time does the school day begin?
    - What are the names of the course you are currently taking?
2. According to the school's graduation requirements:
  - a. How many math credits are required for graduation?
  - b. How many English classes are necessary for graduation?
  - c. What classes do you still need in order to graduate?
  - d. Are different classes required for different tracks of study?
  - e. Based on the list of graduation requirements you have been given, will you meet promotion requirements? (List their requirements here.)
3. Have you met with your counselor for credit evaluation and discussed your future educational plans?
4. Discuss tutoring programs and support services that are available.

**Closing Statement:**

High school success is based on successful completion of promotion requirements and your possibilities and choices of after high school training or college can depend greatly on your choices and completions now. If you have not been successful up to now, it is essential that you seek assistance from the school counselor to revise your schedule and to locate resources to help you improve your academic performance.

**Additional Resources:**

<http://www.studygs.net/concen.htm>

**Extension Activities:**

Remind students to make an appointment with their assigned counselor to make any necessary course changes to stay on target for graduation and beyond. Develop personal school improvement plan after completing the *Checklist for the Current Grading Period*.

**Activity:**

Have students fill out their Plan of Study with their grades, enrolled and planned courses, then discuss changes with their counselor if any are considered.

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**HANDOUT 1 - School's Graduation Requirements Currently**

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**HANDOUT 2: GRADUATION CHECK LIST:**

NAME: \_\_\_\_\_

STUDENT NO: \_\_\_\_\_

Instructions: Place a checkmark in each square for each ½ credit course you pass. Circle any courses that you failed that will need repeated in order to graduate. Each CHECKED or passed box is a semester which equals ½ credit. Total required credits needed for graduation: \_\_\_\_\_

**English 4 credits:**

English 9	<input type="checkbox"/>	<input type="checkbox"/>
English 10	<input type="checkbox"/>	<input type="checkbox"/>
English 11	<input type="checkbox"/>	<input type="checkbox"/>
English 12	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Social Studies 4 credits:**

World Studies	<input type="checkbox"/>	<input type="checkbox"/>
US History	<input type="checkbox"/>	<input type="checkbox"/>
Civics/Government	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Math 4 credits, 3 of which must be Algebra 1 and above:**

Algebra I	<input type="checkbox"/>	<input type="checkbox"/>
Geometry	<input type="checkbox"/>	<input type="checkbox"/>
Algebra II	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Science 3 credits:**

Phys Science 9	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Fitness 2 credits:**

Health 9	<input type="checkbox"/>	<input type="checkbox"/>
Health 10	<input type="checkbox"/>	<input type="checkbox"/>
PE 9	<input type="checkbox"/>	<input type="checkbox"/>
PE 10	<input type="checkbox"/>	<input type="checkbox"/>

**The Arts 1 credit (art, music, theater, or dance fine arts):**

_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Computers/Keyboard 1 credit:**

Key/Comp	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Electives 2 credits:**

_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

**Career Pathway**

Professional  
 Skilled Level

**Career Concentration 4 credits:**

_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>

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**Handout 3 - Checklist for the Current Grading Period**

If you are not completely satisfied with your grades for the grading period, the checklist below may help in evaluating your performance in the classroom.

- \_\_\_ **Attendance**—Has your attendance been regular? Have you been tardy?
- \_\_\_ **Makeup Work**—If you have had to be absent from school, have you done all makeup work?
- \_\_\_ **Book**—If a book is required for class, have you brought it each day? Have you read materials in the book relating to the lessons or as the teacher has assigned?
- \_\_\_ **Materials**—Have you brought all necessary materials to class every day? (pens, paper, notebook, etc.)
- \_\_\_ **Assignments**—Have you completed all assignments and turned them in on time?
- \_\_\_ **Study time**—Have you spent time at home studying and completing assignments?
- \_\_\_ **Attitude**—Have you had a positive attitude in class?
- \_\_\_ **Behavior**—Has your behavior interfered with class instruction or your understanding of assignments?
- \_\_\_ **Concentration/Focus**—Have you been focused on the teacher and the assignments in each class?

***REMEMBER - Bringing materials/tools to work and doing the work as assigned with a positive attitude and focusing on assigned duties are required on any job!***

NOW here this! Your job is that of a (employee) student and tasks are done my way (supervisor)! If you do not come prepared with tools for work, we do not need you on the job!



*Adapted from: Louisiana Teachers As Educational Advisors and Mentors  
<http://www.doe.state.la.us/lde/uploads/4879.pdf>*

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**GRADE 10 LESSON 4: Planning to Succeed: Know Your Testing**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.10.1      Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies:** Students will...

A.C.10.1.05      Analyze the most recent standardized test results to identify strengths and challenges.

**GOAL:**      Students will understand how to read and interpret test scores.

**Activity Statements:**

1. Students will discuss standardized tests and understand test scores and the uses of such testing.

**Materials:**

- Pen/pencil
- Handout 1 – “Understanding Test Scores”
- Testing schedule of all tests for sophomore year.
- Handout 2 – “PSAT: Why Take the Test”
- Note: If possible, it would be good to have some sample test results to “show and tell” without names.

**Procedures:**

1. Write the words *standardized tests* and *non-standardized tests* on the chalkboard or overhead.
2. Ask students to identify the difference between these two tests.
3. What is a percentile score?
4. Ask students to name examples of standardized tests (ACT, SAT, PSAT, etc.).
5. Distribute and discuss Handout 1.
6. Distribute and discuss Handout 2.
7. Distribute sophomore testing schedule. Discuss dates and procedures for upcoming tests.

**Discussion:**

1. Have a discussion on the types of scores given for some of the test?
2. What is a national percentile score?
3. What types of tests are needed for four year college admission, community/technical college?
4. What is a grade equivalent score?

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5. Where do you fall in the score range — think about it without saying it? Give me some examples of what is needed to be done to move to the next level?

**Closing Statement:**

1. Analyzing test results can help students understand their test performance and develop better test-taking strategies.
2. Please remind your parents they can call your counselor for help understanding your scores.

**Additional Resources:**

<http://www.collegeboard.com/student/testing/psat>  
<http://www.collegeboard.com/student/testing/>

**Extension Activities:** Review above websites for additional help in understanding your test scores.

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**Grade 10 Lesson 4: Handout 1: Understanding of Test Scores**

**Percentile Score (Percentile Rank) (PR)**

A percentile score or more appropriately a percentile rank shows a student's rank relative to a large, representative sample of students within the same grade. Percentile ranks range from a low of 1 to a high of 99. The number is the percent of students in the standardized sample that earned lower scores on a test. A percentile rank of 35 means that a student performed higher than 35 percent of the students within his or her grade.

**National Percentile Score**

A national percentile rank (score) describes how well a student performed in comparison with a nationwide sample of students in the same grade.

**Stanine Scores**

Stanines are single-digit scores ranging from a low of 1 to a high of 9, with an average of 5. There is a relationship of stanines to percentile ranks.

**Percentile Ranks Stanines 1, 2, 3, 4, 5, 6, 7, 8, 9**

96 and up

89-95

77-88

60-76

40-59

23-39

11-22

4-10

Below 4

**Grade Equivalent Score**

A grade equivalent score is a decimal number that describes performance in terms of grade levels and months. For example, if a ninth grade student obtains a grade equivalent of 10.4 on the vocabulary test, he or she is performing like a typical student at the end of the fourth month of tenth grade.

**Standardized Tests**

A standardized test is one, which has directions, time limits, materials and scoring procedures designed to remain constant each time the test is given. Standardized tests often provide scores based on a norm group.

**Non-Standardized Tests**

An informal test usually designed to give an approximate index of an individual's level of ability or learning style; often teacher-constructed.

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*Department of Student assessment, Office of Accountability, Chicago Public Schools*

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**Handout 2: PSAT: Why Take the Test?**

Throughout your school years, you have been required to take various standardized tests -- exams that are developed, administered and scored under controlled conditions to produce scores that reflect assessment of students' abilities and knowledge in specific academic or skills areas. In fact, most states now require yearly testing of public school students to measure their achievement in relationship to the standards set for the schools' curricula.

College entrance tests are standardized tests designed to assess a student's knowledge and predict the pre-college student's ability to perform in college-level classes. These tests provide colleges and universities with standardized data for use in the college admissions process since grading systems and courses vary greatly among high schools.

There are, basically, two types of college entrance examinations -- placement tests and admission tests. Such tests are used in various admissions settings -- community colleges, four-year colleges, career colleges, graduate and professional school programs, etc. Since placement tests are most often used in community colleges, we will focus, for our purposes in this article, on admission tests -- those used in the process of selecting high school graduates into undergraduate programs at four-year colleges and universities.

In the 10th and 11th grades, you will have the opportunity to take the PLAN test and/or the PSAT. Neither of these tests is used in the admission process. Rather, they are preliminary testing for the ACT and the SAT Reasoning Tests, respectively.

What is the difference between PLAN and the PSAT?

PLAN is a three-hour pre-ACT exam, administered to 10th graders. It covers English, math, reading, and science reasoning. Students who take PLAN receive an interpretive, individualized Student Report. (You can learn more about PLAN by visiting [www.ACTstudent.org](http://www.ACTstudent.org).) Check with your counselor about when your school will administer the PLAN test.

The Preliminary Scholastic Aptitude Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT) is taken in mid October of your junior year (some high schools offer for sophomores). It may be thought of as the pre-SAT exam measuring critical reading, mathematics, and writing skills. Although it is not used for the purpose of college admission, it is the examination through which students are identified for recognition in the National Merit Scholarship competition. Students are provided with their PSAT scores and a report of their performance on the exam about 2 to 3 months after the test. (Go to [www.collegeboard.com](http://www.collegeboard.com) for detailed information about the PSAT/NMSQT exam.)

Which exams are actually used as criteria for college admission?

The ACT and the SAT examinations are the college entrance tests that are used in college admission. While some colleges have dropped these exams as admission criteria, most

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institutions will accept scores from either or both as criteria for admission. American College Testing's exam, the ACT, measures student knowledge and achievement in four subject areas -- English, mathematics, reading, and science reasoning. There is also an optional writing test that assesses students' skills in writing an essay. The ACT is scored on a scale of 1 to 36 for each of the four areas. A Composite Score is developed by computing an average of the four subject area scores.

The SAT Reasoning Test is thought to assess students' critical thinking skills as they relate to the ability to manage college level instruction. This exam measures verbal and mathematical skills, as well as grammar/conventions, and the ability to write a brief essay. Students may earn a maximum of 2400 points on the three-hour exam or 200-800 points in each of the exam's content areas—critical reading, math, and writing skills.

SAT Subject Area Tests are also available through The College Board. Some colleges require two or more of these one-hour examinations for admission. Exams are offered in literature, sciences, history, math, and languages.

If you plan to apply to a four-year college or university, we recommend that you register to take your first SAT or ACT exam in the winter or spring of your junior year, after you have completed the first semester of 11th grade mathematics. You may wish to take the exam again, later in your junior year and/or early in your senior year to be sure that you have achieved your best scores when you submit them as a part of your profile during the college application process.

Here is what the National College Board ([www.collegeboard.com](http://www.collegeboard.com)) has to say about taking such tests.

The Preliminary Scholastic Assessment Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is an early practice test for the SAT I. More than 2 million students take the PSAT each year. The types of questions that appear on this test are identical to the ones you will see on the SAT I. The format of the two tests is also the same. The test is given in October, and you will have your results by December, which allows you plenty of time to set up a study schedule for taking the SAT I in May or June. In 1998, for those who had taken the PSAT/ NMSQT, the mean SAT I score was 129 points higher than those who had not taken the earlier test.

The PSAT reports what are called silent scores. Only you and your guidance counselor see your scores. They are not reported to colleges. This allows you to practice without penalty in a timed setting similar to the testing circumstances you will find for the SAT I. The test results, which are provided in a detailed, easy-to-read form, are an excellent tool to help you determine those areas where you need extra help and study.

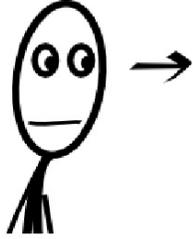
Depending on your score on the PSAT, you may be able to enter the national scholarship competition run by the National Merit Scholarship Corporation. Finally, the PSAT provides

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schools with the information that you are interested in attending college, which means that colleges and universities will put you on their mailing lists.

**Sound Scary? Keep reading!**



**What to Bring**

- PSAT entry card or your name on the guidance list for entry.
- Several sharpened #2 pencils.
- Identification, preferably with a picture, such as a driver's license or school ID. You could also bring a copy of your transcript or a note from the guidance department on school letterhead attesting to your identity. ID will be checked at the test!
- Calculator. Any four-function scientific or graphing calculator will do. Do not bring a calculator with the memory the size of a computer or one with a noisy typewriter-like keyboard. Do not bring a laptop, an electronic writing pad, or a pocket organizer. If you bring a calculator with a display screen so big that it can be seen by others, the test supervisor may decide not to seat you. Also, your calculator cannot speak to you, have paper tape, or require an electrical outlet. Leave the following at home: loud watches, CD players, tape recorders, cell phones, pagers, and school supplies. You will not need scratch paper, notes, books, dictionaries, compasses, protractors, rulers, highlighters, or colored pens or pencils. You might want to bring some fruit juice, tea, or water and a healthy snack for the breaks.



**Timing**

Traditionally, students have taken the PSAT in October of their junior year so that they can use the score for the National Merit Scholarship Qualifying Test. The NMSQT compares the scores of juniors across the country. Above a certain cutoff, students are able to enter the competition for National Merit scholarships.

In recent years, it has become more common for students to take the PSAT in October of their sophomore year. About 33 percent of test takers choose this route. Taking the PSAT this early allows students and counselors more time to plan schedules to

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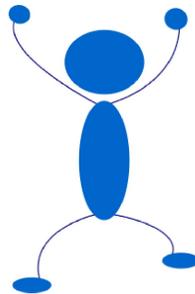
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meet students' academic needs and better prepare them for their career choices. However, taking the test in October of your sophomore year does not enter you into the National Merit Scholarship competition.

**Strategies**

- Know the format and timing of the test. The best way to do this is to practice, practice, and then practice some more. Purchase review books and take the practice tests in them and in the Student Bulletin. Make a schedule and set aside a regular time to practice. Isolate yourself and try to simulate a testing environment when you practice.
- Know the directions for each section and type of question. The directions are the same on the PSAT as they are on the SAT I. It will save you time during the real test if you do not have to read the directions.
- Learn how to make educated guesses. All but ten questions on the PSAT are multiple-choice. You need to be able to eliminate at least one answer as wrong, however, before making your best guess.
- Build a vocabulary bank. Read, read, and read some more. No amount of drills, flash cards, or memorizing words out of context is going to help you own these words. Pick up a Sunday newspaper and read the editorial section every week. Read it with a dictionary next to you. Then do the crossword. These two activities alone will grow your vocabulary about 800 words a year.

**CAN DO!**



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**GRADE 10 LESSON 5: Study Skills Make a Difference!**

**Time Required: 30-45 minutes**

**Content Standards:** A.S.10.2      Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

- A.C.10.2.02    Apply the study skills necessary for academic success.
- A.C.10.2.04    Establish challenging academic goals and review progress toward choosing a concentration.
- A.C.10.2.10    Demonstrate strategies for becoming independent, self-directed learners.

**GOAL:**    Students learn ways to improve their study habits and choose one area to improve as a step forward..

**Activity Statements:**

1. Students will complete a review of good study habits versus those they practice and develop plan for improving those not meeting their needs.
2. Students will learn there is a method to good study skills that will improve their grades and future tasks.

**Materials:**

1. Handout 1 – “Study Habits of Successful Students”
2. Pen/pencil
3. Handout 2 – “Study Skills Tips”

**Procedures:**

1. Distribute Handout 1.
2. Have students read the Handout information and to make note of the “successful habits” they need to try or are not doing now.
3. Once the list is made, have students break into small groups and discuss the points made in the handout that they believe would make a real difference in good grades and be ready to report the top 5 they selected to the rest of the group.
4. Allow time for groups to report and comment.
5. Tell the students they will be asked to make a plan to improve one area in their own study habits and submit to advisor and in their portfolio.
6. Distribute and discuss Handout 2. Ask students to highlight any tips they might be able to apply in their own lives to improve their current study habits.

**Discussion:**

1. Where is the best place to study in your school?

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2. Why do you think that many college students form study groups?
3. What advice would you give an eighth grader about how to study in high school?
4. How does discipline yourself to study and to study the best way you can impact your future job descriptions and tasks such as “getting the job done” or “learning the information required on the job”?

**Closing Statement:**

All professional people must get updates on new practices and/or research in their field through reading professional journals or staff development or even taking courses at universities. Even heart surgeons and truck drivers or teachers must update their skills and information sources. It is important that you work on improvements you need and not feel that you are being punished. Finding areas where you need to improve and then working toward that improvement is a positive habit.

**Additional Resources:**

*Read more on FamilyEducation:*

*<http://school.familyeducation.com/skill-builder/college-prep/37653.html#ixzz1jPWO7fYI>*

**Extension Activities:**

Ask students to practice the skills they have learned in the lesson to improve.

Activity:

Resource:

Students: Remember to put short term goals and long term goals and/or edit the ones already in their portfolios.

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**Handout 1 – “Study Habits of Successful Students”**

Successful students have good study habits. They apply these habits to all of their classes. Read about each study habit. Work to develop any study habit you do not have.

Successful students:

- Try not to do too much studying at one time.

If you try to do too much studying at one time, you will tire and your studying will not be very effective. Space the work you have to do over shorter periods of time. Taking short breaks will restore your mental energy.

- Plan specific times for studying.

Study time is any time you are doing something related to schoolwork. It can be completing assigned reading, working on a paper or project, or studying for a test. Schedule specific times throughout the week for your study time.

- Try to study at the same times each day.

Studying at the same times each day establishes a routine that becomes a regular part of your life, just like sleeping and eating. When a scheduled study time comes up during the day, you will be mentally prepared to begin studying.

- Set specific goals for their study times.

Goals will help you stay focused and monitor your progress. Simply sitting down to study has little value. You must be very clear about what you want to accomplish during your study times.

- Start studying when planned.

You may delay starting your studying because you don't like an assignment or think it is too hard. A delay in studying is called "procrastination." If you procrastinate for any reason, you will find it difficult to get everything done when you need to. You may rush to make up the time you wasted getting started, resulting in careless work and errors.

- Work on the assignment they find most difficult first.

Your most difficult assignment will require the most effort. Start with your most difficult assignment since this is when you have the most mental energy.

- Review their notes before beginning an assignment.

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Reviewing your notes can help you make sure you are doing an assignment correctly. Also, your notes may include information that will help you complete an assignment.

- Tell their friends not to call them during their study times.

Two study problems can occur if your friends call you during your study times. First, your work is interrupted. It is not that easy to get back to what you were doing. Second, your friends may talk about things that will distract you from what you need to do. Here's a simple idea - turn off your cell phone during your study times.

- Call another student when they have difficulty with an assignment.

This is a case where "two heads may be better than one."

- Review their schoolwork over the weekend.

Yes, weekends should be fun time. But there is also time to do some review. This will help you be ready to go on Monday morning when another school week begins.

These study habits can help you throughout your education. Make sure they are your study ***habits***. Whether you're a freshman or a senior, developing the following skills will help you achieve success in school, in your chosen career, and in life.

1. Time Management

You know the deal: There are just 24 hours in each day. What you do with that time makes all the difference. While high-school students average 35 hours per week of class time, college students log an average of 15 to 18 hours per week.

Getting your "free" time under control now will help prepare you for managing that extra 20 hours a week come freshman year of college -- when you'll need to study and want to socialize more than ever.

If you don't already, start using a daily planner. This could be a date book you keep in your bag, an online version you maintain at home, or both. It's easy to over-schedule or "double-book" if we aren't careful. Manage your time wisely and you'll get the maximum out of each day.

2. Good Study Habits

If you've got them, great. If not - well, there's still time to develop them. Good study habits include these basics:

- Always be prepared for class, and attend classes regularly. No cutting!
- Complete assignments thoroughly and in a timely manner.
- Review your notes daily rather than cram for tests the night before.

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- Set aside quiet time each day for study -- even if you don't have homework or a test the next day!
3. **The Ability to Set Attainable Goals**  
It's important to set goals, as long as they're attainable. Setting goals that are unreasonably high is a set-up -- you'll be doomed to frustration and disappointment.
  4. **Concentration**  
Listen to your teacher and stay focused. This means listening with your brain as well as your ears! Be sure that you understand the lesson. If you don't understand something, ask questions! You've heard it before, but "the only dumb question is the one you don't ask" is absolutely true. If you've been paying attention, it definitely won't be a dumb question.
  5. **Good Note-Taking**  
You can't possibly write down everything the teacher says since we talk at a rate of about 225 words per minute. But, you do need to write down the important material.  
  
Be sure to validate yourself after a test by going back over your notes to see if your notes contained the answers to questions asked on the test. If not, you need to ask to see a classmate's notes or check with the teacher for help on improving your note-taking.  
  
Studying with a partner is also a good idea, provided that you study and don't turn it into a talk-fest (there's time for that later). Note-taking should be in a form that's most helpful to you. If you're more of a visual person, try writing notes on different colored index cards. Music can also be a good memory aid as long as you don't find it distracting. Re-writing your notes daily is another strategy. If you really have a problem with note-taking, you might ask your teacher if you can tape-record daily lessons. Do whatever it takes!
  6. **Completion of Assignments**  
Teachers assign homework for a reason. While it may seem like "busywork" at times, it definitely has a purpose. Put your homework to good use. Remember, you'll only get out of it what you put into it!
  7. **Review of Daily Notes**  
Don't wait until the night before the test to review your notes. Go over your notes each day while the lecture is still fresh in your mind. Add any missing pieces. Compare your notes with a classmate's notes. This isn't cheating -- it may even be mutually beneficial. Review your notes each day to reinforce your learning and build towards your ultimate goal: MASTERY of the subject or skill.

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8. Organizational Skills

Keeping yourself organized will save you valuable time and allow you to do everything you need to do. Remember: "A place for everything and everything in its place." Keep all your study materials (calculator, planner, books, notebooks, laptop, etc.) in one convenient location.

9. Motivation

You need to be motivated to learn and work hard, whether or not you like a specific subject or teacher. Self-motivation can be extremely important when you aren't particularly excited about a class. If you must, view it as an obstacle you must overcome. Then, set your mind to it and do it -- no excuses. Success is up to you!

10. Commitment

You've started the course, now you need to complete it. Do the best -- and get the most out of it -- that you can! Your commitment will pay off in the end. It is often an easy way out to change classes where you feel there is a problem or stop some involvement that you had agreed to do, but in reality, the best workers finish what they commit to and then make choices - not in the middle!

*Read more on FamilyEducation:*

*<http://school.familyeducation.com/skill-builder/college-prep/37653.html#ixzz1jPWO7fYI>*

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**Handout 2: Study Skills Tips**

You have to develop many different types of skills to be a successful student. You need skills that help you study, organize, manage your time, take tests, take notes, and cope with stress.

What set would do you need to work on?

**Study Skills**

Organizational Skills  
Time Management Skills  
Test Taking Skills  
Note Taking Skills  
Stress Management Skills

**STUDY SKILLS**

- Find your own quiet place at home to study where you can concentrate and maximize performance on your homework.
- When studying, sit in a comfortable chair but not one that is TOO comfortable.
- Don't do homework in front of the TV – it is too distracting. While you're at it, try to ignore the telephone – your friends can leave a message!
- Quiet background music might help you stay focused while you are studying.
- Study with a friend or a group of friends. Compare notes and ask each other questions.
- Identify your learning style and study in a way that best matches the learning style.
- Take short but frequent breaks, like a five minute break after twenty-five minutes of studying.
- Try to relate what you are studying to things you already know to remember information more easily.
- Start with the most difficult tasks or assignments, and then move on to the easier ones to focus maximum brain power on the hardest tasks.
- The **quality** of your study time is much more important than the **quantity** of your study time.
- Get into the habit of studying **every day**.
- Try to determine your best study time and plan on studying at that time every day.
- Think of homework as practice, not work. You know that you don't get better at things like sports or music or cheerleading unless you practice. School and any job or occupation is no different!
- Plan on a fun activity for yourself as a reward for when you are DONE with your studying.
- After each study session try to recall the main points and as many details as possible.
- If you are not sure about something, ask a teacher, parent or friend for help. Asking questions is one of the most effective ways we learn!
- Plan to spend MORE time (not less time) on the subjects that are harder for you.

**ORGANIZATIONAL SKILLS**

- Use things like outlines, charts, or flash cards to help you organize and learn new material. You'll be reviewing the material while you are making these tools, and you'll have them to use later when it's time to study for tests.
- Use a planner to keep track of homework assignments, tests and projects. Write in your planner every single day so that it becomes a habit!
- Keep a notebook or folder for all your notes and homework assignments. You might need one for each subject to make things easier.

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- Keep a "To Do" list. Write down things you need to do, then decide what needs to be done right away and what can wait until later.

**TIME MANAGEMENT SKILLS**

- For each study period, decide what you want to accomplish and how long you will spend on each subject or assignment.
- Break your workload down into manageable chunks and take your homework one step at a time.
- Don't procrastinate (that's a big word that means putting things off). Give yourself plenty of time to get things done by planning ahead and sticking to a schedule.
- Be aware of things that distract you or waste your time, and keep them to a minimum.

**TEST TAKING SKILLS**

- Be well rested before taking tests.
- Don't cram for tests! It's OK to spend extra time studying the night before a big test, but don't try to learn EVERYTHING that night.
- Try to find out what type of test you will be taking (essay, multiple choice, True/ False, matching, etc.). It's likely that test questions will be similar to homework you have done, because homework is "practice."
- DON'T PANIC. Just tackle one question at a time. If a question is too hard, skip it and come back to it later.

**NOTE TAKING SKILLS**

- Don't try to write down everything the teacher says. Focus on the main ideas.
- When you're taking notes, use your own words.
- Keep your notes organized. They will be as important as the text book.
- Each night, review the notes you took that day. This will make things easier to remember when it comes time to study for the test.

**STRESS MANAGEMENT SKILLS**

- Don't sweat the small stuff. Try to prioritize your activities, and focus on the most important ones.
- Work off stress through some kind of physical activity. Exercise is a great stress reliever because it takes your mind off of things that are bothering you.
- Take care of yourself. Be sure to eat right and get enough sleep. Eating too much or too little, or sleeping too much or too little, can aggravate the stress that you already have.

**Source:**

**West Virginia Department of Education: <http://wvde.state.wv.us/counselors/links/>**

**American Samoa Comprehensive Career Guidance and Counseling  
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**GRADE 10 LESSON 6: Have a Support System!**

**Time Required: 30-45 minutes**

**Content Standards:**

- A.S.10.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

- A.C.10.1.09 Identify sources of extra help available to students needing academic support.
- A.C.10.2.05 Know where to find resources, seek information and support from faculty, staff, family, peers, and the community.

**GOAL:** Students will become familiar with the support services available in their school and those outside of school who can help them.

**Activity Statements:**

Students will discuss and add to a list of people who can offer them support and what services that these people offer.

**Materials:**

1. Chalkboard or overhead
2. Handout of a list of school support personnel to include information about: IEPs, 504s, SAT, tutoring, mentors, natural helpers, conflict mediators, school nurses, school-based mental health services, career center, security, counselors, etc.
3. Handout of community Support Services to include information about: police, DHHR, behavioral health centers, YMCA, food bank, United Way, etc.
4. If you want to add to this lesson with additional activity you might assign the students to groups and give each group an organization or location in the community to research what they could do to help students in school with academics and/or problems they might be having. Have the groups write up a report on the agency/agencies or organizations they contacted and what they are willing to do to help students in order to share and report to the whole group at the next meeting. This also gives you future information to share each year.

**Procedures:**

1. Have students choose a partner to discuss the people in their school and community who can provide support and help them when needed. (\*Be sure to include tutoring programs, after school programs through YMCA's and Boys and Girls Clubs, church, etc.)

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2. Consider a few weeks ahead of the date this lesson will be taught to invite people from other agencies who could explain the kinds of services he/she could provide and if so on that day, encourage students to ask questions.
3. Group assignment if chosen to be included.

**Discussion:**

1. Why do you think schools have so many professionals available to students?
2. How can a student access this professional in the school?
3. What services can these professionals provide to students?
4. When problems arise, where can you go to seek help?
5. What is the first thing that you do when you discover you need help with class work?
6. How can you tell whether or not you are passing a class?
7. Is it easy to let others know that you need help?
8. Are teachers easy to talk to when you do not understand class work?

**Closing Statement:**

Students are often unaware of what other professionals in the school do unless they had a reason to use these services. Many times, initial contact may be negative because the student is having difficulties. These services are in the schools to enhance student performance and improve their high school experience.

**Additional Resources:**

Obtain as many contact numbers and websites as possible of support services in the school and community to provide to students and as them to add more to the list.

**Extension Activities:** Ask students to share resources they learn about from the partner they shared with in class and from their parents and community.

**Activity:**

Tell the students to add to their list of support contacts and to add that list to their portfolio for future reference.

**Resources:**

Handout 1: List of school support personnel in your school with roles each would play in assisting students.

Handout 2: List of community Support Services in your local community to include information about: police, DHHR, behavioral health centers, YMCA, food bank, United Way, etc.

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**Grade 10 Lesson 7: Getting Ready for Post-Secondary NOW!**

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

A.C.10.2.06 Understand the importance of assessment results in educational and post-secondary planning.

**GOAL:** Students will understand why they need to take the PLAN/PSAT and other necessary assessments and how the results are important for their academic and post-secondary career choices.

**Activity Statements:**

This lesson should be provided using additional resources from major testing websites that are both for teachers and students. If possible, this would be a good lesson to use in a computer lab session where students could go to specific websites as directed and see the information available to them.

Also, the Guidance and Counseling Office has available counselor/advisor/facilitator guides for 10<sup>th</sup> grade as well as Student Handbooks for 10<sup>th</sup> graders you may get a copy of and work through the units on assessments and planning. Each school can do this lesson based on their student groups and how far they are in understanding the need for post-secondary educational involvement and training.

When contacting the Office, ask for the 10<sup>th</sup> Grade Assessment documents that are reflected in this lesson.

**Resources:**

<http://www.roadstosuccess.org/materials/facilitators-guides/grade-10>

<http://www.actstudent.org/plan/>

<http://www.majortests.com/sat/8-week-sat-prep-plan.pdf>

<http://sat.collegeboard.org/practice/sat-study-plan>

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**GRADE 10 LESSON 8: Updating Your 4- or 5-Year Plan**

**Time Required: 30-45 minutes**

**Content Standards:**

- C.S.10.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and post-secondary training/education.

**Competencies: Students will...**

- C.C.10.5.03 Demonstrate the knowledge of the career planning process.  
C.C.10.5.04 Develop educational plans to support career goals.

**GOAL:** Students will build upon their educational and career plan from the previous year and/or start an educational career plan.

**Activity Statements:**

Students should have started a five-year plan in the 9<sup>th</sup> grade but some new students may not have that so it is important to ensure that all students are at that level at the beginning of this lesson. New students can develop one while previous students will update their plans. This is also known as the Individual Student Transition Plan or ISTP. However, remember the word “career” involves understanding the Career and Technology (vocational) components to this plan and the career clusters and pathways available to them in American Samoa.

This is the time to update all students’ educational plans and to review that all are on schedule with their courses and have declared a plan.

**Materials:**

1. School specific information on Career Clusters and Pathways
2. Student portfolio folders with unofficial transcripts
3. Previous student plans
4. School ISTP forms

**Procedures:**

1. Students will review school information on career concentrations and choose a career cluster to do research to finalize career decision-making process for career concentration or to update their choices.
2. Students will review school materials to discover required courses and recommended electives for concentrations they are considering.

**Discussion:**

1. What is your chosen career cluster?
2. Are you happy with the career cluster you previously chose?

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3. Do you plan to change your career cluster?
4. What career appeals to you most right now?
5. What courses should you take while in high school to prepare?
6. What additional post-secondary training are you planning based on your career choice?
7. What does the training location/school require you have and do in order to be accepted into the post-secondary training program?

**Additional Resources:**

**Occupational Outlook Handbook** <http://www.bls.gov/oco>

**WORKFORCE WV** <http://www.wvbep.org/bep/LMI/default.htm>

**Career One Stop Videos by Cluster**

<http://www.acinet.org/acinet/videos.asp?id=27&nodeid=27>

**American Career Resource Network** [www.acrnetwork.org](http://www.acrnetwork.org)

**Extension Activities:**

**Activity:**

Have students browse the Career Pathway Guides used in CTE (vocational) Department. Have them explore careers, programs of study and recommended plans for each Cluster. When they find a cluster they like, have them add it to their Portfolio.

**Resources:**

American Samoa's DOE Vocational Department Information and Career Pathways Guides

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**Grade 10 Lesson 9: Why Leadership Skills**

**Time Required:** 30-45 minutes

**Content Standards:**

PS.S.10.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

PS.C.10.7.01 Identify personal strengths and assets.

PS.C.10.7.06 Understand why leadership is important, evaluate leadership roles, examine their own potential for leadership and learn to appreciate the value of leadership and those who choose to take the lead.

**GOAL: Students will learn the importance of developing leadership roles in various extracurricular activities. They will learn how to inspire others and help them work toward a common goal.**

**Activity Statements:**

1. Students will complete an inventory to assess their leadership abilities.

**Materials:**

1. Handout 1 – “Self-Analysis/Leadership Inventory”
2. Handout 2 – “Improving Leadership Skills”
3. Pens/pencils

**Procedures:**

1. Hand out copies of the Leadership Inventory to the students.
2. Tell students they will not have to share it with anyone and have them complete it.
3. After a few minutes, distribute the Guidelines for Developing Leadership skills.

**Discussion:**

1. Why do we need leaders?
2. Which is more important: being popular or being a leader?
3. Can people learn to lead?
4. Are leaders born or developed?
5. Name a world leader. Name a leader in American Samoa. Name a school leader who is not an adult.
6. What are the qualities of a good leader?
7. Name one thing a good leader would do to improve something at school.
8. Do you believe these abilities or skills are important in job situations?
9. Do you believe that informing colleges and/or companies you are applying for jobs with need to know you have such skills?

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**Closing Statement:**

Leadership is not just a matter of taking control. Leadership means being a team player. There are many different ways to lead. For example, students can lead by taking risks, putting group concerns above personal ones, and by being a good communicator. You all should put your leadership skills you identify on job applications and/or college or scholarship applications.

**Additional Resources:**

[www.7habits4teens.com](http://www.7habits4teens.com) Book by Steven Covey

**Extension Activities:** Ask students to check out opportunities to be a leader in your community. If your school/community does not have 4-H or FFA, check out these websites to learn about creating a club and developing leaders.

**Activity:**

Have students document their leadership abilities in their Portfolio.

**Students:** If there are areas in your leadership skills that you need to improve, make a plan to work on those skills and put the plan in your folder/portfolio for referring to as you progress.

**Advisors:** View information posted by students in their portfolio

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**Handout 1: Self-Analysis Leadership Inventory**

This self-survey will provide you with feedback as to your feelings of leading others. Rate yourself on a scale of 1 to 5, with **5 being a definite YES** and **1 being a definite NO**. Be honest about your answers as this survey is only for your own self-assessment. Circle the number which you feel most closely represents your feelings about the task:

<b>NO</b>	<b>YES</b>	
1 2 3 4 5		I enjoy working on teams.
1 2 3 4 5		I am able to speak clearly to others.
1 2 3 4 5		I enjoy relating to others on an interpersonal basis.
1 2 3 4 5		I am good at planning.
1 2 3 4 5		I can interpret rules and regulations.
1 2 3 4 5		I feel comfortable asking others for advice.
1 2 3 4 5		I enjoy collecting and analyzing data.
1 2 3 4 5		I am good at solving problems.
1 2 3 4 5		I am comfortable writing memos to others.
1 2 3 4 5		I can delegate work to others.
1 2 3 4 5		I am effective at handling classmates' and others' complaints.
1 2 3 4 5		Giving directions is comfortable for me.
1 2 3 4 5		I know how to develop goals and carry them out.
1 2 3 4 5		I am comfortable at implementing new techniques.
1 2 3 4 5		I enjoy appraising performance and giving feedback.
1 2 3 4 5		If I made an mistake, I would admit it and correct it.
1 2 3 4 5		I am able to resolve conflict in school and in places where I work or participate in other things.
1 2 3 4 5		I believe in diversity in the school and the workplace.
1 2 3 4 5		I thrive on change.
1 2 3 4 5		One of my greatest desires is to become a leader.

Scoring:

Score the survey by adding the numbers that you circled: \_\_\_\_\_

A score of fifty or higher indicates a desire to become a leader and a perceived ability to perform the tasks required of a leader.

A score of fifty or less indicates a general dislike of wanting to become a leader or a perceived inability to perform the tasks required of a leader.

**BUT**, no matter what your score is, your commitment, desire, and determination are the biggest indicators of your ability to become a leader.

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Use this assessment to help you to determine what skills and abilities you can continue to improve (Strengths) and what skills and abilities you need to develop (opportunities for growth). By knowing your strengths and weaknesses, you can begin to improve in the areas where you feel you want to expand.

What are your strengths?

What are your opportunities for growth?

Would you want to be a PEER MENTOR helping other students in your class and below?

Write a statement about why being a Peer Mentor appeals to you:

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**Handout 2: Improving Leadership Skills**

**Ways to be a Good Leader:**

1. Show that you care about the issues and people you are involved with.
2. Show that you are willing to cooperate and be a member of the team.
3. Be a good listener and speak only when you need to or have to.
4. Improve your speaking and presentation skills.
5. Look for creative ways to change situations.

**Why Improve Leadership Skills:**

1. It strengthens your personal confidence levels.
2. It helps to reach your personal goals and those of the groups/teams you are involved with.
3. It shows personal growth academically and socially.
4. It develops skills all employers would like to have in their future employees.
5. It demonstrates a maturity that colleges and other training organizations and institutions rank high in terms of selection.

**Effective Leaders are Excellent Communicators:**

1. Leaders have the ability to speak and write clearly and appropriately.
2. Leaders' are optimistic and their enthusiasm to getting the tasks done well motivates others.
3. Leaders are team players.

**Effective Leaders Impact Others by Their Personal Behavior**

- Friendliness
- Understanding
- Fairness
- Enthusiasm
- Sharing
- Caring

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**GRADE 10 LESSON 10: Team Building for Now and the Future!**

**Time Required: 30-45 minutes**

**Content Standards:**

PS.S.10.9 Students will understand safety and survival skills and apply coping strategies.

Competencies: Students will...

PS.C.10.9.01 Develop effective group communication and problem-solving skills.

**GOAL:** Students will take part in team-building exercises to learn the importance of good communication and team work to solve problems.

**Activity Statements:**

Counselors/teachers should select several team building exercises from the suggested websites and complete exercises. Remember the largest of major companies do team building activities with their employees so it is time to start now!

**Materials:** Selected exercise and required prompts.

**Procedures:**

You choose or have students select one or more of the team building activities from the website <http://wilderdom.com/games/InitiativeGames.html>. There are more websites if you search that offer many other activities for this lesson.

**Have the students write a one page essay about what they learned and why they now believe these types of skills would be important in school and in the work environments where employees work with others.**

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**GRADE 10 LESSON 11: Critical Thinking Skills**

**Time Required: 30-45 minutes**

**Content Standards:**

- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.

**Competencies: Students will...**

- A.C.10.2.01 Learn and apply critical thinking skills.

**GOAL:** Students will use deductive reasoning and creative thinking skills to make something better in their community, a new television show or to create a new invention.

**Activity Statements:**

Students will work together in teams to brainstorm about something that has not been invented yet that could be the important in the future or beneficial.

**Materials:**

1. Pencils, paper and other resources such as computers, calculators, etc.
2. Handout 1: “Higher Order Thinking Skills”
3. Handout 2: “Evaluating our Levels of Thinking Skills”

**Procedures:**

1. Determine a way to put students into groups and try to vary from groups they have participated with in past activities. One way would be to have them “select as many squares of toilet paper as they want when entering the room or have them use a counting off based on the number of groups you want to setup. Tell them to remember their number. The count off would be 1 to 3 if you only want 3 groups or 1 to 5 if you want 5 groups (i.e., 1, 2, 3 and then start again with next student, 1, 2, 3. Put all the number 1 in a group, all the number 2 in a group, etc.
2. Ask students to brainstorm about something they could invent that would be used widely in the world or to brainstorm a new television program that would be widely popular with young people or to think of something they need to do to improve a community in American Samoa and develop the campaign.
3. Give group 10 minutes to brainstorm and agree on an idea. Then each group announces their idea to the group and it becomes their assignment.
4. Give students an additional 10 minutes to plan how they would create/manufacture/market the product or show or change they wish to make.
5. Allow time for each group to give a one minute summary of their invention, show or change and why they believe their choice would be for the good.

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6. Ask students to review Handout 1 as a reference for completing Handout 2.

**Discussion:**

Have the students give you additional uses of higher order thinking skills to use in school and/or a workplace.

**Additional Resources:**

**Extension Activities:**

**Activity:**

1. Have students discuss what careers of today evolved from what careers of the earliest people in the world. This can be earliest careers in American Samoa or in the U.S. based on their interest. (i.e., stage coach driver = taxi driver or bus driver; ship captain = taxi driver or bus driver)
2. Have students discuss what careers did not exist 10 years ago and what careers might exist in the future that do not exist now? Have students estimate which careers in a specific career cluster would be the newest ones.

**Resources:**

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**Higher-Order Thinking Skills:** Benjamin Bloom led a group of educational psychologists in classifying levels of intellectual behavior within learning environments. Known as Bloom’s Taxonomy, this hierarchy identifies six levels within the cognitive domain. At the lowest level is simple recall or recognition of facts. The categories represent increasing complexity and abstraction, with the highest level being evaluation. Bloom found that over **95% of test questions require students to think only at the lowest possible level...**the recall of information. The following table describes Bloom’s Taxonomy and indicates both student and instructor activities appropriate for each level. Appropriate process verbs should be selected when writing the learning objectives that drive course development and delivery.

LEVEL	PROCESS VERBS	STUDENT ACTIVITIES	INSTRUCTOR ACTIVITIES	STUDENT ASSESSMENT
<b>Knowledge</b> - remembering previously learned materials.	cite, define, identify, label, list, match, name, quote, recite, reproduce, state	reads materials, listens to lectures, watches videos, notes	directs, tells, shows	name, list, define, answer Yes or No questions
<b>Comprehension</b> - ability to grasp the meaning of material.	alter, change, convert, depict, describe, discover, explain, give main idea, illustrate, interpret, manage, paraphrase, relate, rephrase, compare, restate, locate	explains idea in written or oral form, translate information into their own words, make an example, interprets what is said	demonstrates, listens, questions, compares, contrasts, and examines information	give an example, compare, contrast, justify why they say something, give an idea in their own words, respond to "What caused this?" or "Why did you say that?"
<b>Application</b> -ability to use abstractions in new and concrete situations	apply, classify, compute, demonstrate, direct, discover, employ, evidence, manage, manifest, predict, prepare, present, relate, show, solve,	takes knowledge learned at above levels and applies to a new situation, solves problems, recognizes problems and develops tools to solve them	shows, facilitates, observes, and criticizes	solve, "How can I find an answer to...?", apply the generalization to ...
<b>Analysis</b> - ability to break down material into its component parts so that its organizational structure may be understood.	analyze, ascertain, associate, conclude, designate, determine, diagnose, diagram, differentiate, discriminate, dissect, distinguish, divide, examine	analyzes and take apart, explains each of the parts, discusses, uncovers, lists and dissects.	probes, guides, observes, and acts as a resource	answer questions like "What reason do I give for this conclusion", "Does the evidence support the conclusion?"
<b>Synthesis</b> - ability to put parts together to form a new whole.	combine, compile, compose, conceive, create, design, develop, devise, expand, extend,	puts parts together into a unified whole, creates plans and hypothesis for finding solutions, uses original creative thinking	reflects, extends, analyses, and evaluates	create a plan, develop a model, combine these parts
<b>Evaluation</b> - ability to judge the value of material for a given purpose	assess, compare, conclude, contrast, criticize, critique, deduce, evaluate, judge, weigh	makes a value judgment based on considerations, write editorials, discuss or debate	clarifies, accepts, harmonizes, guides	demonstrate making a judgment, evaluate an idea using some criteria or standard

Bloom, B.S., Enghart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (Eds.) (1956) *Taxonomy of educational objectives, the classification of educational goals, Handbook I: cognitive domain*. New York: Longmans. For more information, contact Kathy Schmidt (232-1536) or Mary Crawford (232-9419). The University of Texas at Austin | College of Engineering | Faculty InnovationCenter ETC 2.146 | 512-471-3850 | <http://fic.engr.utexas.edu>

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**Handout 2: Evaluating our Levels of Thinking Skills**

From the activities you completed and the Handout 1 you just reviewed, which of the skills on the chart did you and your team members use in your group activity to invent or develop a new show or change a community? List them below:

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**GRADE 10 LESSON 12: Effective Learning**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.10.1      Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.10.1.06      Apply knowledge of learning styles to positively influence school performance.

**GOAL:**      Students will explore learning styles and study techniques and choose strategies to improve individual learning.

**Activity Statements:**

Students will identify their individual learning style-visual, auditory, tactile, or combination. By using the results of a self-assessment, they will develop a plan to include strategies to improve their ability to learn.

**Materials:**

1. Handout 1: CAREER VOYAGES TO THE FUTURE (Tabloid located on the Guidance and Counseling website and/or in the Guidance and Counseling Office)
2. Copies of students' previous learning styles assessment (9<sup>th</sup> grade or on their own)

**Procedures:**

pages 13 - 14

1. Distribute Handout 1 and tell students that even if they did this activity in the 9<sup>th</sup> grade or on their own, it is time to review to see if they would be the same learners they were then. Also, if any of the students have not taken this previously, be sure to go over the directions and have them all complete this again or for the first time.
2. Discuss the definitions for each of the learning styles - visual, auditory, tactile, or combination.
3. Divide students into groups according to the results of the self-assessment. Tell the students to discuss how knowing their style will or has helped in improving learning – “what works for me.”
4. Students will independently complete “My Plan” on how to develop their individual plans to improve learning. *(Some students may have completed a plan in the 9<sup>th</sup> grade. They should be instructed to revise that plan based on those strategies that have worked for them or modify their plan to include new strategies they might try.)*

**Discussion:**

1. What is your dominate learning style?

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2. Was there a large gap between the scores for the dominant style and the other two styles? Or were they more evenly distributed?
3. What, if any, surprised you about your style(s) and/or scores?
4. What strategies do you think will work best for you?

**Additional Resources:**

There are a number of websites which allow students to go online and take an assessment to help them determine their learning style. One example is Dartmouth's Learning and Study Strategies Inventory (LASSI).

<http://www.dartmouth.edu/~acskills/success/selftest.html>

**Extension Activities:** Encourage students to on their own, go to one or more websites and complete the assessments; continue to learn about themselves and try new techniques that fit your learning style.

**Extension Activities:**

Students will be encouraged to share the tabloid and assessments and websites with parents and other individuals who provide academic support. Not only will this provide guidance for those assisting with homework, but can explain why students perform better on tasks where they can apply their dominant learning style.

**Activity:**

Have students record their Learning Style Inventory Results in their portfolio.

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**GRADE 10 LESSON 13: Improving Organization Skills**

**Time Required:** 30-45 minutes

**Content Standards:**

- A.S.10.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

- A.C.10.1.01 Apply time management and task management and learn to balance school, studies, extra-curricular activities, leisure time, and family life.
- A.C.10.1.04 Become aware of the benefits of improving their own organizational skills and steps they can take to accomplish this.

**GOAL:** Students will become aware of the benefits of improving their own organizational skills and steps they can take to accomplish this.

**Activity Statements:**

Students will complete a survey and choose particular steps that they can take to improve their organization skills.

**Materials:**

1. Handout 1 – “Organizational Skills Survey”
2. Pen/pencil
3. Portfolio/Folders of students from past year

**Procedures:**

1. Distribute Handout 1.
2. Give the students 20 minutes to complete the survey.
3. Ask students to discuss some of their responses.
4. Use any remaining time to discuss the questions below.

**Discussion:**

1. Many of you did studies on organizational skills in the 9<sup>th</sup> grade and identified ways to improve. Can you share some of those now and how far you have gone in improving in the area(s) you identified?
2. If getting yourself organized is a struggle, how can you improve?
3. How can organizational skills be beneficial after you have finished school?
4. If you were a parent, at what age would you begin to teach organizational skills?
5. Give some tips that you have used that help you get more things done.
6. Who is the most organized person you know? Why?

**Closing Statement:**

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Getting organized and changing habits takes real effort. The key is to identify one thing at a time and make the effort to improve that one thing. The struggle to stay on top of your responsibilities will be a lifelong one. You will face a number of new situations and jobs in the future. In just about every case, the habits and organizational skills you learn in school will empower you to meet these challenges, but only if you put the effort in now to acquire them.

**Additional Resources:**

**Seven Habits of Highly Effective Teams by Steven Covey**

Organizational Tips for Students: <http://www.hellofriend.org/parents/organizational.html>

**Extension Activities:**

Activity:

Resource:

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**Handout 1: Organizational Skills Survey**

Put a check mark by each item you think you have a problem with or might need to improve. This is to help YOU so remember as you take this survey is to be **HONEST** with yourself. You will not be able to improve in a particular skill if you do not identify that you need to work on it.

- 1. I get organized the night before to be prepared for the next day's activities or school.
- 2. I have my clothing and school materials ready each night before I have school.
- 3. I have and use a daily planner.
- 4. I write my assignments down in a notebook daily.
- 5. I review my assignments and notes every night even when I do not have homework.
- 6. I have a time and quiet place to study every night.
- 7. I keep track of the grades that I have received in each class.
- 8. My room at home is neat enough to find things quickly.
- 9. I put my class papers in a separate folder or separate section of a portfolio.
- 10. I usually go to bed at the same time on school nights.
- 11. I finish homework before I watch television or talk with friends on school nights.
- 12. I tape my favorite shows to watch later if they interfere with my study time.
- 13. I try to finish things early so that if something unexpected comes up I will finish on time.
- 14. I have all the materials with me that I need for each class.
- 15. I keep a calendar of all my due dates, appointments and tasks.
- 16. I keep an up to date check list of assignments and responsibilities.

Look at the items that you checked. Choose two that you want to work on this week and write it below.

Now write down how you plan to improve overall in being better organized.

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**GRADE 10 LESSON 14: INTERNET SAFETY/SOCIAL NETWORKING**

**Time Required:** 30-45 minutes

**Content Standards:**

PS.S.10.9 Students will understand safety and survival skills and apply coping strategies.

**Competencies: Students will...**

PS.C.10.9.02 Learn safety perimeters for using the Internet including social networking sites.

**GOAL:** Students will discuss ways to be when safe when using the internet including social networking sites.

**Activity Statements:**

Students will explore the importance of responsible use of electronic media as a method of socialization including the Internet – chat rooms, blogs, social websites and email. They will discuss the pros and cons of Internet use and the dangers that exist.

**Materials:**

1. Handout 1 – Pros and Cons of the Internet
2. Handout 2 – Dangers of the Internet
3. Handout 3 – Safety Resources

**Procedures:**

1. Ask the students the following questions:
  - a. Do you have a posting on MySpace or Face Book?
  - b. Do you IM your friends and family?
  - c. Do you chat with strangers?
  - d. How much time do you spend on the Internet outside school hours?
2. Give students Handout 1 and review the pros and cons of using the Internet as a communication tool.
3. Divide students into small groups and give them Handout 2. Each group should discuss the Internet dangers and have them record examples of these dangerous activities and the consequences. The examples may be either from personal experiences or those they are aware of from the news.
4. Have students share their responses to the Internet dangers.

**Discussion:**

1. What can you do to protect yourself from the dangers of the Internet?
2. Have you or someone you know been harassed on the internet.
3. What did you or that person do?
4. What should you do if you feel that you are being exploited or harassed?

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**Additional Resources:**

[http://kidshealth.org/teen/safety/safebasics/internet\\_safety.html](http://kidshealth.org/teen/safety/safebasics/internet_safety.html) - Safe Surfing Tips  
[http://www.usatoday.com/tech/news/2007-01-08-teen-networks\\_x.htm](http://www.usatoday.com/tech/news/2007-01-08-teen-networks_x.htm) - USA Today article on Pew survey of teen social networking – includes statistics on habits of teens  
<http://www.pbs.org/mediashift/2006/10/finding-balance-in-teen-use-of-social-media293.html> - Finding Balance in Teen Use of Social Media

**Extension Activities:**

Student will go online and explore websites from Handout 3 to learn about resources to help with safety issues. Students will develop a personal do's and don'ts list for using the Internet when not supervised by a responsible adult. They will share this with their parents and agree to the conditions for online socializing. This will not only serve as a reminder but as a contract between students and parents.

**Activity:**

Source:

Adapted from West Virginia Department of Education, LINKS Program:  
<http://wvde.state.wv.us/counselors/links/>

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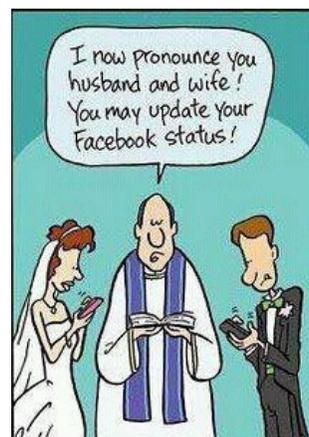
**Handout I: POSITIVES AND NEGATIVES OF INTERNET USE**

**POSITIVES**

- Highly skilled at multitasking and making complex, immediate connections.
- Quickly access, create, swap and manipulate information on many levels.
  - At the one-to-one level, using email and IM.
  - At the one-to-many level, using blogs and web pages.
  - At the collaborative level, they using message boards and wikis.
- Make smart, a la carte use of technology - neither afraid of nor infatuated by the tools - simply select those which are useful to the task in hand.
- Highly suited to work in the knowledge economy, where applying knowledge, learning and access to information are keys to success.
- Easier to keep in touch with larger group of friends, spread out by geography.
- Learning important skills such as typing and writing by doing IM, texting and blogging.
- Shy people in person might be better able to communicate in IM or email.
- More freedoms online than in real world where freedoms are curtailed for teens.

**NEGATIVES**

- In open chat rooms or when posting to a blog, thoughts are out there for everyone in the world to see.
- Too much texting – English writing skills can be hurt by all the abbreviations.
- Ergonomic problems of too much computer, texting time.
- Students spend time on school computers texting or posting to blog, when they should be doing school work.
- Students can cheat on tests by texting each other or photographing tests and sharing them.
- Reliance on texting or email rather than face-to-face or phone conversations.
- Anonymous "flaming" of other people, saying things online you'd never say to someone's face.
- Less inhibited conversation, people think they're in fantasy world but aren't!
- No matter how anonymous you think you are, you CAN be tracked down and ID'ed!
- Growing addiction to the technology and not being able to turn it off.
- Isolation from face-to-face contact despite contact electronics.



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**Handout 2: Internet Dangers**

Exposure to inappropriate content - sexual, malicious, racist

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Crime related dangers - hackers and crackers

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Sex related dangers - online chats and forums and face-to-face meetings

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Politically related dangers - extreme organizations

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Love on the internet - inappropriate romantic relationships and undesirable consequences

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Drugs, alcohol and other dangers - sources of illegal materials, recipe for drugs, etc.

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Gambling on the internet - illegal gambling for minors

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**Handout 3: Safety Resources for Internet Users**

**CyberAngels** is an organization whose mission it is to function as a "virtual 411" safety destination, and to address the concerns of parents, the needs of children, on-line abuse and cyber crime, while supporting the right of free speech.

<http://www.cyberangels.org>

**Cyberbullying.** Mobilizing educators, parents, students, and others to combat online social cruelty.

<http://www.cyberbully.org>

**Internet Super Heroes.** Delivering smart, safe and responsible surfing messages to children, teens, schools and parents, online and offline.

<http://www.internetsuperheroes.org/cyberbullying>

**The NetSmartz Workshop** is an interactive, educational safety resource from the National Center for Missing & Exploited Children® (NCMEC) and Boys & Girls Clubs of America (BGCA) for children aged 5 to 17, parents, guardians, educators, and law enforcement that uses age-appropriate, 3-D activities to teach children how to stay safer on the Internet. Read an overview of NetSmartz age-appropriate materials for each age group. <http://www.netsmartz.org/>

**SafeKids.com.** Your family's guide to making the Internet and Technology fun, safe and productive. <http://www.safekids.com/>

**SafetyNet Links** is a page from my website, [www.SchoolCounselor.com](http://www.SchoolCounselor.com) will give you a list of practical sites about Internet/Technology safety.

<http://www.schoolcounselor.com/safetynetlinks.asp>

**Teen Safety on the Information Highway** by Larry Magid is a publication of the National Center for Missing and Exploited Children.

<http://www.safeteens.com/safeteens.htm>

**Ten Commandments for Kids Online.**

<http://www.komando.com/kimskidscontract.html>

**WHOA** is a volunteer organization founded in 1997 to fight online harassment through education of the general public, education of law enforcement personnel, and empowerment of victims. We've also formulated voluntary policies which we encourage online communities to adopt in order to create safe and welcoming environments for all Internet users. <http://www.haltabuse.org>

**WiredSafety** provides help, information and education to Internet and mobile device users of all ages. We handle cases of cyber-abuse ranging from identity and credential theft, online fraud and cyber-stalking, to hacking and malicious code attacks.

<http://www.wiredsafety.org/>

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**GRADE 10 LESSON 15: Even Smart Students Can Fail**

**Time Required:** 30-45 minutes

**Content Standards:**

- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.
- A.S.10.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...**

- A.C.10.2.08 Understand and demonstrate the importance of achieving individual potential.
- A.C.10.3.03 Identify barriers to personal academic success.
- A.C.10.3.04 Understand the relationship between classroom performance, effort, and success in school.

**GOAL:** Students will understand the causes of both academic success and failure.

**Activity Statements:**

Students will discuss what factors impede their academic progress.

**Materials:**

1. Paper and pencil
2. Chalkboard and chalk
3. Handout 1 -- "Reasons Smart Kids Fail"
4. Handout 2 -- "Tips for Talking to Teachers"

**Procedures:**

1. Start discussion by asking students the following discussion questions:
  - ✓ Why do students fail?
  - ✓ Why are students able to pass?
  - ✓ What can teachers do to help students pass?
2. Pass out the first handout on "Reasons Smart Kids Fail" and break students into groups of three's and allow them to discuss what this handout outlines. Ask them to identify where they see themselves on the lists.
  - Encourage some students to share their insights.
3. Hand out the "Tips for Talking to Teachers." If time allows, review these important suggestions with the students. Use the following discussion questions to encourage student participation.

**Discussion:**

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1. What is the hardest thing about talking to a teacher about bad grades?
2. What can you take from today's information to help you improve in school?

**Closing Statement:**

Many students feel frustrated when they do not do well in school. The goal of this session is to address factors that lead to academic success and failure. There are ways to get support for academic problems in school but the students need to ask for help and guidance. Give students a chance to think and maybe talk about their own situations. Be encouraging and supportive.

**Additional Resources:** <http://www.thinkfinity.org/StudentHome.aspx>

**Extension Activities:** Use skills learned in this lesson and talk to teachers in classes where you have academic concerns.

**Activity:**

Remind students to put academic improvement plans and actions in their folders in the form of a written plan to have to stay on track for improving.

When possible, provide a handout on people who are willing to tutor and mentor students for them to consider.

Resource: Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons  
<http://intranet.cps.k12.il.us/Lessons/Advisory/>

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**Handout 1: Reasons Why Smart Kids Fail**

- ✓ **Lack of motivation:** Motivation is the key to success. It is what keeps you moving forward in spite of difficulties.
- ✓ **Poor time management:** Managing your time effectively is crucial as you attempt to balance multiple responsibilities, (i.e. school, work, leisure and family obligations). It is important not to become so over-committed that you can't devote the necessary time to your studies.
- ✓ **Lack of perseverance--giving up too easily:** Learning a new skill or new subject is difficult and requires a commitment of time and mental energy. Mastering the subject or skill does not happen overnight, but requires concerted effort and repetition over time.
- ✓ **Inability to apply concepts to different situations:** Learning something new requires going beyond the facts. To truly understand a concept you must be able to apply it. Until you have a thorough understanding and are able to recognize its application in a new situation, you don't have a true understanding. College-level work calls for the application of concepts in new situations.
- ✓ **Inability to complete tasks:** Everyone gets "stuck" sometimes. The wise person seeks assistance. Work through the task and identify the area that is giving you problems, then seek appropriate assistance.
- ✓ **Fear of failure:** Failure is a fact of life. If Thomas Edison had quit the first time his light bulb didn't work, we'd be sitting in the dark. What is important is not to become discouraged when things don't work out. It is important to learn from your mistakes and move on.
- ✓ **Procrastination:** No one does their best work at the last minute. Procrastination can lead to stress, substandard or marginal work, and poor performance on exams. College-level work calls for pre-reading material for lectures and frequent review of material. This requires planned study times each day, not last minute cramming.
- ✓ **Excessive dependency:** Independent thought and action are keys to success in college. Depending upon your professor to tell you everything you need to know for an exam is a recipe for failure. Take responsibility for your own learning, cover the material required, and seek out needed help and resources.
- ✓ **Too little or too much self-confidence:** Self-confidence is a wonderful thing, but over-confidence can be detrimental to your college career. An accurate appraisal of your abilities is key to success in college. Recognizing areas that require further development is

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the key to your success as a student and as a person. Conversely, too little confidence can paralyze you and prevent you from building on strengths you already possess.

- ✓ **Inability to delay gratification:** You may experience classes at the college level where there are few graded activities, forcing you to wait for feedback on your progress. It is important that you stay motivated in spite of this lack of feedback. You can help yourself by creating milestones for yourself to measure your progress and keep yourself motivated.
  
- ✓ **Lack of balance between critical, analytical and creative thinking:** College-level work requires several types of thinking beyond rote memory. Critical, analytical and creative thinking are not automatic, but are skills that can be learned. Make the effort to learn these skills for a substantial pay-off in mastering your course work and boosting your grade point average.

2/16/2007

<http://www.advising.wayne.edu/hndbk/fail.php>

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**Handout 2: Tips for Talking to Teachers**

- Are you having a problem with a class or an assignment?
- Can you see room for improvement in how a subject is taught?
- Do you have a better idea for a special project or term paper?
- Don't just tell your friends.
- Talk to the teacher!

Many students don't know how to go about doing this. The following suggestions are meant to make it easier for everyone -students and teachers-.

- ★ **Make an appointment to meet and talk.** This shows the teacher that you are serious and you have some understanding of his or her busy schedule. Tell the teacher about how much time you will need, be flexible, and don't be late.
- ★ **If you know about other student who feel the way you do, consider approaching the teacher together.** There's strength in numbers. If a teacher hears the same thing from four or five people, he or she is more likely to do something about it.
- ★ **Think through what you want to say before you go into your meeting with the teacher.** Write down your questions or concerns. Make a list of the items you want to cover. You may even want to copy your list for the teacher so both of you can consult it during you meeting. (or consider giving it to the teacher ahead of time).
- ★ **Choose your words carefully.** Example: Instead of saying, "I hate doing reports; they're boring and a waste of time," try, "Is there some other way I could satisfy this requirement? Could I do a video instead?" Strike the word "boring" from your vocabulary. it's a word that's not helpful for teachers (and might *even* make them mad).
- ★ **Don't expect the teacher to do all the work of proposing all the answers.** Be prepared to make suggestions, offer solutions, even recommend resources. The teacher will appreciate that you took the initiative.
- ★ **Be diplomatic, tactful, and respectful.** Teachers have feelings, too. And they're more likely to be responsive if you remember that the purpose of your meeting is conversation, not confrontation.
- ★ **Focus on what you need, not on what you think the teacher is doing wrong.** The more the teacher learns about you, the more he or she will be able to help. The more defensive the teacher feels, the less he or she will want to help.
- ★ **Don't forget to listen.** Strange but true, students need practice in this essential skill. The purpose of your meeting isn't just to hear yourself talk.

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- ★ **Bring your sense of humor.** Not necessarily the joke-telling sense of humor, but the one that lets you laugh at yourself and your own misunderstanding and mistakes.
  
- ★ **If your meeting isn't successful, get help from another adult.** "Successful" doesn't necessarily mean that you emerged victorious. Even if the teacher denies your request, your meeting can still be judged successful. If you had a real conversation -if you communicated openly, listened carefully, and respected each other's point of view- then congratulate yourself on a great meeting. If the air crackled with tension, the meeting fell apart, and you felt disrespected (or acted disrespectful), then it's time to bring in another adult. Suggestions: a guidance counselor, the gifted program coordinator, or another teacher you know and trust who seems likely to support you and advocate for you. Once you've found help, approach your teacher and try again.

*Resource: When Gifted Kids don't have all the answers, by Jim Delisle & Judy Galbraith*

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**Grade 10 Lesson 16: Getting the Most From Assessments and Testing**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.10.1      Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.10.1.07      Understand and use assessment results in educational and post-secondary planning.

**GOAL:**      Students will demonstrate understanding of their individual ACT PLAN results.

**Activity Statements:**

1. Students will understand how to effectively use the PLAN results to predict performance on the ACT Test, explore career interests, and develop a course work plan for the remaining years of high school and future educational and career plans.

The lesson will:

- ▶ map the development of students' knowledge and skills in English, mathematics, reading, and science
- ▶ analyze students' progress to identify areas of strength and areas that need more attention
- ▶ help determine next steps in the instructional planning process

**Materials:**

1. Student ACT PLAN results
2. *Using Your Plan Results* booklet
3. *Interpretive Guide for Student and School Reports*
4. Handout 1: Self-Assessment of ACT PLAN

**Resources:**

All of the booklets and guides may be downloaded from the ACT website: <http://www.act.org/plan/materials.html> or picked up from the Guidance and Counseling Office with DOE. If you choose, the information on the handout in this guide is from the ACT website and can be used to explain and motivate for improvement: <http://actstudent.org/plan/score/index.html>

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#### Alternative Handout 1: What Do My Scores Mean?

Your scores are between 1 (the lowest score you can receive) and 32 (the highest score you can receive). PLAN takes the number of questions you got right on each test and translates it into a number between 1 and 32.

Just like grades, your scores tell you how well you did on each test.

**PLAN**  
Your Score Report

TAYLOR, ANN C.  
1404 8TH ST  
ANYTOWN, USA 00000

GRADE: 10  
SORT CODE: 5

SCHOOL NAME: EXAMPLE HIGH SCHOOL

TEST DATE: OCTOBER 23, 2009

**ACT**

**Your Scores**

Score	Score Range (1-32)	%ile
<b>Composite Score</b>	<b>18</b>	64%
<b>English</b>	<b>20</b>	79%
Usage/Mechanics (1-16)	11	85%
Rhetorical Skills (1-16)	10	74%
<b>Mathematics</b>	<b>17</b>	57%
Pre-Alg./Algebra (1-16)	08	
Geometry (1-16)	08	
<b>Reading</b>	<b>20</b>	79%
<b>Science</b>	<b>16</b>	32%

**Your High School Course Compared to Core**

Core means minimum number of high school courses to prepare for college.

Subject	0 Years	1 Year	2 Years
English	0	1	2
Mathematics	0	1	2
Social Studies	0	1	2
Science	0	1	2

**Your Plans**

**About Your Course Plans.** Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

**About Your Scores.** One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.

**Admission Standards**

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16-21
Traditional	18-24
Selective	21-26
Highly Selective	25-30

**Profile for Success**

**Your Career Area Preference Management**

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25  
See Using Your PLAN Results.

**Your reported needs**

- Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
- Improving my study skills
- Improving my math skills

click to enlarge

Your Composite score is simply the average of your test scores in English, Mathematics, Reading, and Science (rounded to a whole number).

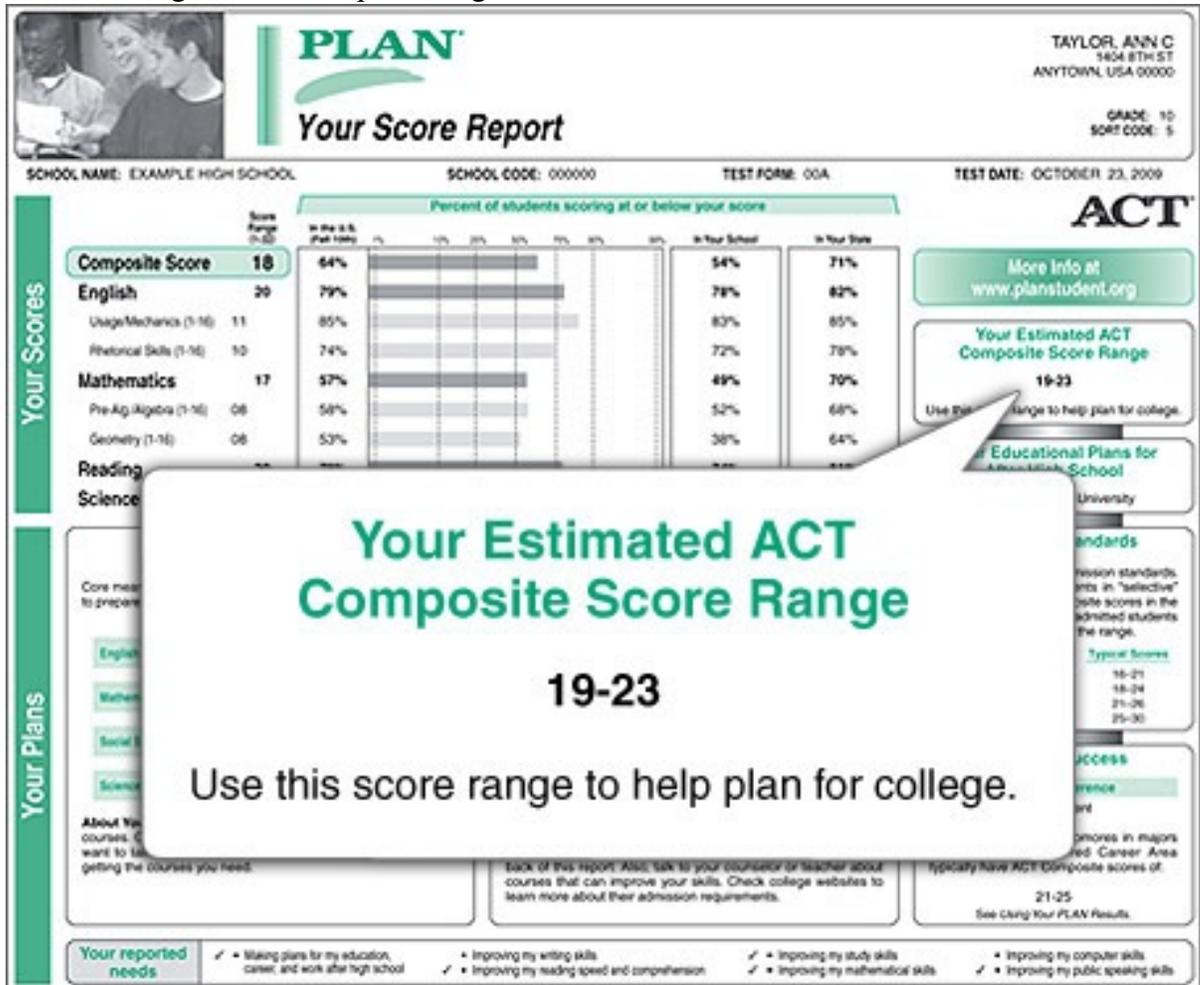
The two scores directly under English and Math only range from 1 to 16. They tell you how well you did in two specific areas of each subject. These scores added together do NOT necessarily equal your English or Math Test scores.

How Do My Scores Compare with Those of Other Students Who Took PLAN?



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Your PLAN scores can be used to predict how you are likely to do if you take the ACT as an 11th or 12th grader and keep working hard.



The estimated ACT Composite score range is a prediction about how you are likely to score on the ACT if you take the right courses and work hard in those courses.

You can use these predicted or estimated scores to see if you are on track to achieve the scores you want when you take the ACT later in high school. (See EXPLORE, PLAN, and the ACT.)

Keep in mind that these scores are only estimates, not guarantees. Improving your study habits and taking more challenging courses are likely to improve your ACT scores.

How Can I Improve?

The back of your Score Report describes the skills and knowledge you already probably have.

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You'll also see some ideas for improving even more in the different subject areas. The suggestions are based on your scores and can help you do better.

Your Skills

More Info at [www.planstudent.org](http://www.planstudent.org)

Ask for your test booklet so you can review the questions and your answers. "+" = correct answer, "o" = no response, "\*" = marked more than one answer

SUBSCORE AREA  
(s = Usage; r = Rhetorical Skills)

	Correct			Correct Answer Not Selected			Incorrect				
	Q	A	+	Q	A	+	Q	A	+		
1	A	+	+	18	D	+	+	35	A	+	+
2	C	+	+	19	D	C	+	36	B	C	+
3	A	+	+	20	A	+	+	37	D	+	+
4	D	+	+	21	C	+	+	38	D	+	+
5	B	+	+	22	C	B	+	39	A	+	+
6	B	A	+	23	A	+	+	40	B	+	+
7	D	+	+	24	B	+	+	41	C	B	+
8	A	+	+	25	B	+	+	42	D	+	+
9	C	+	+	26	A	D	+	43	C	+	+
10	B	A	+	27	C	+	+	44	A	+	+
11	A	+	+	28	D	+	+	45	D	B	+
12	D	C	+	29	B	+	+	46	B	C	+
13	D	+	+	30	D	+	+	47	A	+	+
14	B	D	+	31	A	+	+	48	A	+	+
15	A	+	+	32	C	+	+	49	B	+	+
16	B	A	+	33	C	+	+	50	B	A	+
17	C	+	+	34	C	B	+				

• You correctly answered 34 out of 50 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 13 questions.

SUBSCORE AREA  
(s = Algebra; g = Geometry)

	Correct			Correct Answer Not Selected			Incorrect				
	Q	A	+	Q	A	+	Q	A	+		
1	A	+	+	15	A	+	+	29	B	C	g
2	C	+	+	16	B	A	g	30	D	+	g
3	A	+	+	17	C	+	+	31	A	+	g
4	D	+	+	18	D	+	+	32	C	+	g
5	B	+	g	19	D	C	g	33	C	+	g
6	B	A	g	20	A	+	g	34	C	B	g
7	D	+	g	21	C	+	+	35	A	+	g
8	A	+	g	22	C	B	+	36	B	C	g
9	C	+	g	23	A	+	g	37	D	+	g
10	B	A	g	24	B	+	g	38	D	+	g
11	A	+	g	25	B	+	g	39	A	+	g
12	D	+	g	26	A	D	+	40	B	+	g
13	D	+	g	27	C	+	g	41	C	B	g
14	B	D	+	28	D	+	g	42	D	+	g
15	A	+	g	29	B	+	g	43	C	+	g
16	B	A	g	30	D	+	g	44	A	+	g
17	C	+	g	31	A	+	g	45	D	B	g
				32	C	+	g	46	B	C	g
				33	C	+	g	47	A	+	g
				34	C	B	+	48	A	+	g
				35	A	+	g	49	B	+	g
				36	B	A	g	50	B	A	g

	Content Areas	To improve your skills you can:
English	<b>Topic Development</b>	challenge yourself by reading new kinds of books; experiment with new writing styles rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic add examples to illustrate or support major points
	<b>Organization</b>	use transitions (like similarly or to repeat) to compare or emphasize ideas have a classmate read your paper to see if sentences need to be reordered for clarity try different openings and closings for a paper; say which works best and why
	<b>Word Choice</b>	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.) verify that each pronoun clearly refers to a noun or noun phrase reread writing to make sure the words convey the same tone or vary in tone for a good reason
	<b>Sentence Structure</b>	learn the difference between uses of coordinating conjunctions (like and or but) and subordinating conjunctions (like after or though) make sure pronoun person is consistent in a sentence; for instance, avoid shifts from one ("when one sees . . .") to you (" . . . you are impressed.")
	<b>Usage</b>	check possessive pronouns (like her or his) to make sure they are used correctly use the word have (not of) following verbs like court, wout, and shout
	<b>Punctuation</b>	use commas, dashes, or parentheses to set off nonessential information in a sentence delete unneeded commas in compound constructions, as in "Flags waved,] and rustled" check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school,] because he was late.")
Mathematics	<b>Basic Operations</b>	determine the discount price of items on sale (for example, an item that normally cost \$10.00 is on sale for 13% off, so the sale price of the item is \$8.70)
	<b>Probability</b>	calculate the score value you need on your next math test to raise your overall grade by a certain percent predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)
	<b>Numbers, Concepts and Properties</b>	research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
	<b>Expressions, Equations, and Inequalities</b>	obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate practice adding and subtracting algebraic expressions such as $(3h + 6) - (2h - 2) = -2h + 10$ practice solving two-step equations such as $3x = 12$ use parentheses to solve word problems

[click to enlarge](#)

You will definitely want to discuss these ideas with your counselors, teachers, and parents so that you can work together to get the most from your courses and be "college ready."

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Handout 2: **PLAN Results Self Assessment**

**1. In what academic area(s) am I strongest?**

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**2. In what academic area(s) am I weakest? What can I do to improve in these areas?**

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**3. What, if any, changes in courses planned for the junior and senior years that I would consider after reviewing my results?**

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**2. Are there any career choices that I might now consider that were not in my plans before reviewing the PLAN results?**

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**Grade 10 Lesson 17: Updating and Improving Your Portfolio**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.10.1      Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

**Competencies: Students will...**

A.C.10.1.08      Update portfolio to include extra-curricular activities and community services.

**GOAL:**      Students will update portfolio with new information including: updated unofficial transcripts, test scores, extra-curricular activities, and work and volunteer work experience.

**Activity Statements:**

1. Students will review the contents of their portfolios and update it using lesson handouts as a guide.

**Materials:**

1. Career Portfolio format for each student. This may be within a computer program or a format created by the counselor/instructor but should be what is approved by American Samoa's Guidance and Counseling Office and Student Records.
2. Portfolio example(s) – real or fabricated.
3. Handout 2 – Portfolio Planner
4. Handout 1 – Building Your Portfolio
5. Education Plan
6. Other school specific handouts for recording work experience and community service.

**Procedures:**

1. Students will review the “Building Your Portfolio” handout for a comprehensive list of items the student will accumulate in portfolio throughout high school.
2. Students will inventory the list of items in their portfolio, checking off items in their personal portfolio.
3. Students will secure any missing information from the appropriate persons including:
  - Updated unofficial transcripts – school counselor
  - Copies of all grade 9 & 10 test scores – school counselor
  - Work record – employer or teacher of CTE program
  - Community Service Record – community agency
  - Learning Styles Results - counselor/advisor
  - Goals Letter – student should review and chart progress

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- Co and Extra-curricular activities – update with all 9<sup>th</sup> & 10 grade school, community clubs, sports, church activities, etc.
  - Awards or other certificates: Make note of any items not included in portfolio to add next week.
3. Students will update Portfolio Planner (Handout 2). Provide all relevant information for grades 9 & 10. This paper copy should be kept for easy access as a backup for electronic portfolio.
  4. Student will review *sophomore checklist* and check off activities completed and make plans to complete activities that could not be checked off.
  5. Students will review their Plan/Pathway and update with any changes in academic and career plans.

**Discussion:**

1. If you are new to our school and to American Samoa, you will need to add more information than others unless you transferred in with a portfolio and planner. However, we will be looking at this for 10<sup>th</sup> graders so you can go back and complete the 9<sup>th</sup> grade as needed.
2. What is missing from your portfolio?
3. Where can you locate it?
4. What items have you not completed on your 10<sup>th</sup> grade checklist?
5. On a scale of 1 – 10 with 1 being incomplete and 10 being very complete, how complete is your 10<sup>th</sup> grade portfolio?

**Additional Resources:**

**Extension Activities:** Make a copy of portfolio and sophomore checklist. Discuss with parents what you need to do to complete your 10<sup>th</sup> grade portfolio. If your parents/guardians need more clarification, please have them make an appointment with you counselor.

Remind students of the importance of documenting their extracurricular activities and volunteer experience to the Portfolio

**Advisors:** Record notes from advisement meetings in students' advisement logs (schedule accordingly)

**Activity:**

Have students fill out the Experiences and Activities section of their Portfolio.

**Resources:**

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**Handout 1: Building Your Portfolio**

*Why a Portfolio?* A portfolio is a tool that allows you to professionally package yourself, portraying your best assets and to enhance your chances of obtaining your primary goals after high school whether it is obtaining scholarships, admissions to your post-secondary school of choice, or landing a job. The portfolio contains all items necessary to complement your applications and eliminates the need to scramble at the last minute to get things together. The portfolio is a work in progress and needs to be updated as you complete new accomplishments. Consider it a lifelong process that you can modify to fit the demands of the situation. You will also be required to present your portfolio. A regularly updated portfolio will allow you to approach the post-secondary application process with confidence.

Your portfolio should contain...

- Your Goals Letter
- Checklist by grade level
- Individual Education, Career and Learning Plans (with two-year and four-year options)
- Interests Inventories
- Graduation checklist
- Unofficial Transcript
- Copies of tests scores (grade level, college entrance, etc.)
- Certificates of recognition/achievement with Descriptive Page to explain the certificate
- Extra-Curricular Activities Sheet with Activity Sheets included (i.e., district winner, state winner, tournament winner, etc.)
- Community/Service Learning Activities Record
- Work experience record including shadowing
- Experiential learning
- Essays
- Resume
- Three letters of recommendation
  - ✓ two from teachers or other school personnel
  - ✓ one from community leader or employer
- Life Plan
- Competed Job Application (on the basis that you have been out of high school for five years)
- Complete post-secondary application
- Senior Project Plan and Outline for Paper

*Other documentation you may want to keep in your Tool-Kit folder:*

- copy of birth certificate
- copy of immunization records
- documentation of your previous year's income (or parents')
- copy of parent's tax return (previous year) – this information is often requested by scholarship agencies.

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- completed copy of FAFSA (explained later)
- completed copy of post-secondary applications to the specific schools you wish to attend
- Worksheet for College Applications
- Annual yearly Checklist
- Detailed Senior Year Checklist
- College Comparison Worksheet
- Copy of completed FINAL FAFSA*

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GUIDANCE PORTFOLIO: (6-year Career and Educational Plan)

Contact/Counselor	
<b>Region</b>	
<b>Phone</b>	
<b>Email</b>	

GRADE LEVEL(S)	
STUDENT INDICATOR(S)	
TIME REQUIRED	50 group presentation 50 workshop 20 individual appointment
MATERIALS NEEDED	Guidance Portfolios required one for each student High School Curriculum Guide
ACTIVITY SUMMARY	It is required that all student to have a career plan by the end of 9 <sup>th</sup> grade. This lesson helps students to first develop the knowledge and skills they need for meaningful planning and then create a guidance portfolio including a four-year high school course plan related to a tentative career pathway. Students participate in an information sharing session, workshop, and individual guidance session.
PROCEDURES	Activity 1: Educational Planning Extravaganza (time required – 50 minutes) This activity works best in small or classroom size groups. At this meeting, the facilitator introduces various content related to educational planning including, but not limited to: <ul style="list-style-type: none"> <li><input type="checkbox"/> graduation requirements</li> <li><input type="checkbox"/> diploma types</li> <li><input type="checkbox"/> course offerings for the following year</li> <li><input type="checkbox"/> post-secondary admissions requirements (for all types of post-secondary education including apprenticeships and skill training through the military)</li> <li><input type="checkbox"/> vocational school (area career center) admissions requirements</li> <li><input type="checkbox"/> NCAA eligibility requirements</li> </ul>

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<b>PROCEDURE</b>	<p>Activity 2: Educational Planning Workshop (time required – 50 minutes)</p> <p>This activity works best in small group or classroom size groups. At this session, students are given 1) a copy of the High School Curriculum Guide and 2) their Guidance Portfolio (folder). Students are asked to complete the front cover (Post High School Plan) and back cover (Four-Year Course Plan) of their portfolio. The portfolio is completed in pencil so students can make changes in the future. Eighth graders complete this information for the first time. Ninth, tenth, and eleventh graders update their portfolios.</p> <p>Activity 3: Individual Planning – 20 minutes</p> <p>Counselors or advisors meet individually with students (and if possible, parents). The following procedure is followed:</p> <ul style="list-style-type: none"> <li>• Add grades from the past semester (or two semesters) to the student’s Course Plan.</li> <li>• Review the student’s career plans, post-secondary plans, course selections, and grades. Do each of these four areas support one another. For example, if the student is interested in teaching, is s/he planning to go to college? If the student is interested in the building trades, is s/he taking algebra and drafting? If the student is interested in pursuing a professional degree in medicine, is s/he earning strong grades? When students four areas are not in agreement, advise the student accordingly and note the advise in the review history.</li> <li>• Sign the “Portfolio Review History” and ask the student and parent to do the same.</li> </ul> <p>Note: The inside covers of the folder and exhibitions will be added through additional guidance activities.</p>
<b>EVALUATION:</b>	<p>Effectiveness of the activities is evaluated by determining the percentage of all students who have a complete and up-to-date Guidance Portfolio.</p>

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<b>GUIDANCE PORTFOLIO Academic and Career Planning FOLDER FORMAT</b>
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**The following four pages may be copied onto the inside and outside covers of a file folder to create the Guidance Portfolio. They may also be adapted to meet the needs of the local school.**

**WHAT IS A GUIDANCE PORTFOLIO?**

The Guidance Portfolio is a comprehensive collection of student work that illustrates the student’s efforts, progress, and achievement throughout his or her school years. The portfolio is developed to help the student and parents with educational and career decision making.

The portfolio is sequential in that it addresses five different levels of development:

1. Self Awareness
2. Educational and Career Exploration
3. Educational and Career Planning
4. Achievement
5. Transition

**SAMPLE GUIDANCE PORTFOLIO SECTIONS (see following four pages):**

- Post High School Plan
- High School Course Plan
- Exhibitions
- Self Knowledge
- Best Educational Work
- Leadership Skills
- Educational and Career Exploration
- Educational Achievement Reports
- Personal Management Skills
- Educational and Career Exploration
- Transition Materials
- Team Building Skills
- Problem Solving Skills
- Extracurricular Activity Log
- Guidance Activity Log

Remind Students: Consider questions like: “What have I learned?” “How have I grown?” “What is my next target?” “What do I still need to do?” “Who do I need to get help from?”

Counselors: The portfolio enables counselors to help students see the link between learning and future success, between the present and the future. This often enables students and their

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parents to make more meaningful decisions about school and careers, and often leads to increased motivation and educational rigor for the student.

Teachers: The Student Planning Portfolio enables teachers and administrators to develop links between curriculum, instruction, assessment, and careers. This helps education be meaningful with application to the real world.

Employers / Post-Secondary Admissions Representatives: The portfolio is a profile of the student's scholastic, leadership, personal management, team building, problem solving skills, and overall potential. Employers and post-secondary admission representatives will be able to review the student portfolio to determine appropriateness of job placement and post-secondary admission.

### **STUDENT RESPONSIBILITY**

Students are in charge of their portfolio. They will take responsibility for placing materials in the portfolio and for keeping the portfolio outside and inside covers up-to-date. Students should:

- Date all work
- Select pieces of work that best represent the student for the "Exhibition" section
- Record reasons why the samples were selected
- Assess work, looking for personal growth
- Seek connections between the post high school plans, high school course plans, extracurricular activities, guidance activities, and high school course work.

### **TRANSFERRING THE PORTFOLIO**

When students transfer to another school, the student portfolio should be sent to the receiving school along with the student's transcript. When the student graduates from high school, the portfolio should be given to the student.

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Name: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Parent / Guardian Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Social Security Number (optional): \_\_\_\_\_

**POST HIGH SCHOOL PLAN**

**Flexible Career Plan**

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**Flexible High School Career Major**

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**Flexible Plan for Additional Education** (circle one):

High School Vocational Program	Four-Year College	Community College	Apprenticeship Program	Occupational Training in the Military	On-the-Job Occupational Training
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**Flexible High School Diploma Goal** (circle one):

Traditional High School Diploma	Core Diploma	Academic Honors Diploma
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**PORTFOLIO REVIEW HISTORY**

<b>9<sup>TH</sup> GRADE</b>	<b>Student:</b>	<b>11<sup>TH</sup> GRADE</b>	<b>Student:</b>
	<b>Parent:</b>		<b>Parent:</b>
	<b>Counselor:</b>		<b>Counselor:</b>
<b>10<sup>TH</sup> GRADE</b>	<b>Student:</b>	<b>12<sup>TH</sup> GRADE</b>	<b>Student:</b>
	<b>Parent:</b>		<b>Parent:</b>
	<b>Counselor:</b>		<b>Counselor:</b>

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**GUIDANCE PORTFOLIO**

The materials in this folder will help you make informed educational and career decisions that will impact your future. Should you transfer schools, this folder will be sent to your new school. Upon graduation, you will be given this portfolio. Add these contents as you complete self-awareness, educational / career exploration, and educational / career planning activities:

**HIGH SCHOOL COURSE PLAN**

1. Use pencil. Write in the courses you plan to take throughout high school.
  - A. Consider your school’s sample four-year course plans for the career major(s) which interests you.
  - B. Consider the following: Graduation Requirements; Academic Honors Diploma; NCAA Eligibility Requirements; Core Curriculum; Post-secondary Admissions Requirements; Scholarship Requirements
2. Review your Four-Year High School Course Plan each semester. Make revisions as your plans change. After each semester, add your grades and credits for that semester.

9 <sup>TH</sup> GRADE				10 <sup>TH</sup> GRADE			
1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade	1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade
TOTAL CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS	
CLASS RANK		CLASS RANK		CLASS RANK		CLASS RANK	

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11 <sup>TH</sup> GRADE				12 <sup>TH</sup> GRADE			
1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade	1 <sup>ST</sup> SEMESTER	Grade	2 <sup>ND</sup> SEMESTER	Grade
TOTAL CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS		CUMULATIVE CREDITS	
CLASS RANK		CLASS RANK		CLASS RANK		CLASS RANK	



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<b>GUIDANCE ACTIVITY LOG</b>	
Check each of the activities you have completed.	
<b>SELF-KNOWLEDGE</b>	
Taken a career interest assessment	
Taken a career aptitude assessment	
Taken a career preference assessment	
Identified the career cluster(s) that most closely match my career interests, aptitudes, and preferences.	
Taken a learning styles assessment	
Taken the Graduation Qualifying Exam	
Taken the PSAT or PLAN assessment	
Taken the SAT or ACT assessment	
<b>CAREER EXPLORATION</b>	
Learned how much education will be required for jobs in 2005	
Learned how choices may impact my standard of living	
Learned about the career clusters offered at my high school	
Used a computerized information system.	
Participated in at least one job-shadowing experience	
Participated in an in-depth internship experience	
<b>EDUCATIONAL EXPLORATION</b>	
Accurately visualized each of the following: 4-year college, community college, apprenticeship program, career colleges, military skill training, and on-the-job training	

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***CAREER AND COURSE PLANNER***

*This Career and Course Planner is designed to complement the Student Advisement Program. You will use this tool to help document your career plans, assessment results, experiential learning and coursework to help you make meaningful plans for the future.*

**Student Identification**

Name	Year of Graduation
Address	Phone
City, State, Zip	Parent/Guardian
E-mail	Student Test Number

**Career Plan**

<b>Careers that interest me</b>	
<b>My career interest inventory results</b>	

**High School Academic/ Career Plan**

**My diploma goal**

College Readiness     Work Readiness     Modified

**Career Cluster:** \_\_\_\_\_

**Review Dates:** \_\_\_\_\_

**Career Concentration:** \_\_\_\_\_

**Postsecondary\* Education Plan**

<b>What I want to do after high school</b>	
<b>Colleges or training programs I want to learn more about</b>	

***\*\*Four-Year University / Two-Year Community College / Apprenticeship / Proprietary School / Military / On-the-Job Training***

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**Improvement Plan for Learning**

Here are some of the skills and behaviors I'd like to improve to help me succeed and to support my learning. Here is a plan for how and when I will learn that new skill or behavior.

**9<sup>TH</sup> Grade**

Skill /Behavior	Improvement Plan	Evaluation Date

**10<sup>TH</sup> Grade**

Skill /Behavior	Improvement Plan	Evaluation Date

**11<sup>TH</sup> Grade**

Skill /Behavior	Improvement Plan	Evaluation Date

**12<sup>TH</sup> Grade**

Skill /Behavior	Improvement Plan	Evaluation Date

**Extracurricular Activity Log (ECA)**

Extracurricular activities are a great way for me to explore career interests and prepare for future scholarship opportunities. Part-time jobs provide great work experience and help me save for college. Here's a list of sports, clubs, church activities and/or community service, work experience and so forth that I participate in throughout high school.

<b>Four-Year</b>	<b>9<sup>th</sup> Grade</b>			<b>2nd Semester</b>		
	1st Semester	ECA*		Grade	ECA*	
	English			English		
	Math			Math		
	Science			Science		
	Social Studies			Social Studies		
	<b>Total Credits</b>			<b>Cumulative Credits</b>		
	<b>Class Rank</b>			<b>Class Rank</b>		
	<b>GPA</b>			<b>GPA</b>		

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**10<sup>th</sup> Grade**

1st Semester	ECA*	Grade	2nd Semester	ECA*	Grade
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
Total Credits			Cumulative Credits		
Class Rank			Class Rank		
GPA			GPA		

**11<sup>th</sup> Grade**

1st Semester	ECA*	Grade	2nd Semester	ECA*	Grade
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
Total Credits			Cumulative Credits		
Class Rank			Class Rank		
GPA			GPA		

**12<sup>th</sup> Grade**

1st Semester	ECA*	Grade	2nd Semester	OCA*	Grade
English			English		
Math			Math		
Science			Science		
Social Studies			Social Studies		
Total Credits			Cumulative Credits		
Class Rank			Class Rank		
GPA			GPA		

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**Handout Checklist**

Activities I need to complete each year to ensure that I am well-prepared for post-secondary success.

<b>9<sup>th</sup> Grade/Freshman Year</b>	✓	<b>10<sup>th</sup> Grade/Sophomore Year</b>	✓
Attended my high school orientation		Attended my high school orientation	
Developed a study/time management plan		Completed a Credit Checklist	
Wrote goals letter for high school,		Took a career interest inventory	
Took a career interest inventory,		Reviewed activities suggested for 10 <sup>th</sup>	
Took a learning-style assessment,		Assessed my study habits	
Worked with/on online versions of career planning and educational planning		Worked to develop social/ethical/employability skills for the workplace	
Created a portfolio		Learned effective test taking strategies	
Participated in at least one club		Learned about ACT	
Explored careers at websites and with counselor programs		Took the PSAT and/or other national assessment for 10 <sup>th</sup> graders	
Learned about resources in my school/community		Discussed my future plans with my counselor/advisor and family	
Learned about Dual credit courses		Learned writing assessment scoring	
Learned how to prepare for semester tests and how to review credits toward graduation		Explored career clusters and developed a program plan	
Started/continued a foreign language		Reviewed my credits needed to graduate	
Discussed my future plans with my counselor and family		Learned about leadership skills	
Learned about programs of study and how to choose a concentration from the Career Technical Education Programs		Reviewed the reasons for school success and failure	
Learned test taking skills		Improved organizational skills	
Improved organizational skills		Completed ___ community service hours	

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11th Grade / Junior Year	✓	12th Grade / Senior Year	
Learned about personal budget and finances.		Took the SAT and/or ACT to increase scores	
Learned about planners and resumes		Reviewed my credits and transcript	
Continued exploring careers, colleges, apprenticeships and other training programs		Visited college campuses and/or training programs	
Learned appropriate interviewing skills		Attended the financial aid program at my high school	
Registered for rigorous courses		Applied for scholarships <i>(if applicable)</i>	
Took the PSAT and/r an ASVAB assessment		Developed a budget for life after high school	
Took the SAT and/or ACT		Learned about college application	
Discussed the requirements of senior year		Completed all graduation requirements and preparations	
Attended a college fair, college campus, training center or apprenticeship site		Submitted college or training program applications	
Applied for all scholarships and leadership programs that are applicable to my interests and abilities		Applied to the military and took the ASVAB <i>(if applicable)</i>	
Learned about the obligations people have in the workplace and a group setting		Submitted a FAFSA application for need-based financial aid at <a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a> by the deadline	
Discussed my future plans with my counselor and family		Discussed my future plans with my counselor and family	
Reviewed my credit and 5 year plan to graduate		Learned about Financial Literacy—credit cards and debt, housing and car ownership, savings accounts, etc.	
Developed a resume and letters of recommendation while updating my portfolio		Registered for the Selective Service, Voter’s Registration Card , NCAA Clearinghouse <i>(if applicable)</i>	

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**GRADE 10 - LESSON 18: Checking Report Card and Procedures for Accuracy**

**Time Required:** 30-45 minutes

**Content Standards:**

A.S.10.3: Students will understand the relationship of academics to the world of work and to life at home and in the community.

**Competencies: Students will...:**

A.C.10.3.02: Understand the importance of responsibility, dependability, punctuality, integrity and effort in school.

**GOAL:** Students will review first nine weeks report card and determine if they are passing required classes for graduation.

**Activity Statements:**

Students will review report card and graduation checklist and determine what they can do to stay on target for graduation and with the goals set in goals letter.

**Materials:**

Report Card  
Handout 1 – Course Checklist (from student’s portfolio file)  
Handout 2 – First Grading Period Checklist  
Goals Letter (from student’s file)  
School ‘*academic support*’ resource list

**Procedures:**

- Distribute portfolio folders to each student
- Have students review *Credit Checklist (Handout 1)*, graduation requirements and first nine weeks report cards to students.
- Instruct students to review ninth grade courses required for graduation and their career plan and compare with grades earned on their report cards.
- Handout goals letter (from each students file) and have students self-analyze if they are on target to meet high school goals.
- If you have new students who have not completed a goals letter, give students instructions and have them complete their goals letter by next meeting.
- Have students complete *Handout 2 – First Grading Period Checklist*
- Ask student to set three personal goals to improve school success after completing checklist.
- *Share information about “academic resources” available to students in your school, study groups, tutoring, after school programs, mentors, etc.*

**Discussion:**

1. According to the graduation requirements from your school:

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- a. How many math credits are required for graduation?
  - b. How many English classes are necessary for graduation?
  - c. Are different classes required for different tracks of study?
  - d. What classes do you still need in order to graduate?
2. Based on the list of graduation requirements you have been given, will you meet promotion requirements? (Each school will list their requirements here.)
  3. Have you visited your counselor for credit evaluation and discussed your future educational plans?
  4. Discuss tutoring programs and support services that are available.

**Additional Resources:**

Effective Study Habits

<http://www.studygs.net/attmot4.htm>

<http://www.studygs.net/concen.htm>

McMillan Publishers: <http://www.palgrave.com/skills4study/sitemap.asp>

**Extension Activities:**

Students who are at high risk for failure or dropping out should be referred to an individual meeting with the school counselor.

**Activity:**

Remind students to use their calendars to keep information and timing on support plans for any required tutoring or study assistance.

**Resources:**

Refer to website resources for additional resources with this lesson.

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**Handout: Checklist for the First Grading Period**

If you are not completely satisfied with your grades for the first grading period, the checklist below may help you to see areas that need or could be improved and in evaluating your performance in the classroom.

- Attendance:** Has your attendance been regular? Have you been tardy for school often?
- Makeup Work:** If you have had to be absent from school, have you completed all makeup work?
- Books:** If a book is required for classes, have you had them with you each day?
- Materials:** Have you brought all necessary materials to class each day? (pens, paper, notebook, etc.)
- Assignments:** Have you completed all assignments and turned them in on time?
- Study time:** Have you spent time at home studying and completing assignments?
- Attitude:** Have you had a positive attitude in all your classes?
- Behavior:** Has your behavior interfered with class instruction or your understanding of assignments?
- Concentration/Focus:** Have you been focused on the teacher and the assignments in each class?

**Sources:  
Louisiana Teachers As Educational Advisors and Mentors**

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**GRADE 10 LESSON 19: Staying on the Path with Goals**

**Time Required:** 30-45 minutes

**Content Standards:** A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.

**Competencies: Students will...**

A.C.10.2.04 Establish challenging academic goals and review progress toward choosing a concentration.

**GOAL:** Students will understand that each career has different career paths allowing them to transition to higher level jobs with more training and experience.

**Activity Statements:**

1. Students will be able to identify career paths related to various careers.

**Materials:**

1. Handout 1 – “Tenth Grade Checklist”
2. Pencil or pen
3. Letter written for portfolio in 9<sup>th</sup> when goals were set.
4. Handout 1 – “Career Pathways Ladder”

**Procedures:**

1. Open with the reminder about the importance of setting goals and stress the “if you work toward meeting those goals.” Also discuss how people change occupations several times during their working careers. Ask students to their goals letter to show any new changes. Discuss how one can start in one level and move to the next level on the career pathways. For example, a teacher may start as an aide or mother’s helper or student tutor, and later become a teacher, counselor, dean, principal or superintendent. That is a career pathway and one can begin the pathway and stop or keep moving up the ladder to the top level.
2. Review the goal listed above. Remind students that some people are often afraid to choose certain goals for fear of being locked in. Help students to understand that future education, training, and opportunity will have an impact on their plans and some plans will alter.
3. Hand out the “Career Pathways Ladder” (Handout 1). Tell the students they will have ten minutes to construct as many career pathways on the sheet as they can.
4. Start with volunteers and have the students tell the pathways they created and have group to comment or question. Then, move to the next volunteer with the statement that they may only give any pathways that have NOT already been discussed.

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5. Review Handout 2. Discuss where students are currently on the timeline and any upcoming events they may need to be preparing for.

**Discussion:**

1. Why is important to identify career paths?
2. What is your career goal?
3. What training or educational institution will you attend to reach your future goal?
4. Discuss the “options” of a 2 + 2 + 2 pathway. This would be 2 years of skill training (CTE) courses in high school related to the future goals, then 2 years at the community college for the “next level” on the pathway ladder and then on to the next 2 years (4 year degree) and perhaps finally to an advanced degree. (i.e., 2 years in high school in health care, 2 year certificate in nursing from community college, 4 year degree from university the on to medical school)

**Closing Statement:**

It’s important to look at the possibly of advancement in each career pathway even though each individual will stop at the level where they are happy and comfortable. A person may start out thinking they want to do basic skills in construction but end up as an Engineer. Look at your career potential over your life span.

Put the following words on the board or on a handout and discuss:

**CAREER:** A series of occupational/employment and educational experiences throughout one’s lifetime. One’s career represents ALL their career-related choices and outcomes.

**JOB:** A certain task or group of tasks that a worker performs in an occupation. Any work that a person does for money.

**OCCUPATION:** A set of specific job titles and tasks that a worker performs to complete his/her work that are put together by an employer for an individual.

**CAREER DEVELOPMENT:** A human growth and development process by which individuals develop and identify their life roles and go through a continuum of career awareness, career exploration, work exposure, and educational activities that helps them to discern their own career path and life plan.

Career development is a lifelong process in which individuals come to understand themselves as they relate to the world of work, their community interaction, leisure, and their role in each.

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Thus, careers are life-long. It is important to choose a career based on your interests and abilities and to get necessary education and required training to move up and to maintain a good work ethic. Remember, it is not JUST getting the job, but KEEPING the job!

**Additional Resources:**

**Occupational Outlook Handbook** <http://www.bls.gov/search/oooh.asp?ct=OOH>

Students can search careers by job title and job demand.

**Extension Activities:** Ask students to do research on their career interests to determine pathways and job advancement in relationship to post-secondary training and work experience. This would be reviewed and shared at the next class/group meeting.

**Activity:**

Ask students to update the Short Term Goals section within their Portfolio  
Have a computer/internet projection of some of the videos on the website of people in actual jobs or have students to watch two in computer lab or on their own and write a pathway for the one's the view.

**Resource:**

**Advisors:** Ensure that all activities and forms are in the students' folders and/or portfolio. For students who have changed their goals, remind them to make an appointment for a private meeting with their counselor about their changes and plans.

**Adapted Resource:**

Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons  
<http://intranet.cps.k12.il.us/Lessons/Advisory/>

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**Handout 1: Tenth Grade Checklist of Activities to Prepare for  
Post-Secondary Plans**



**Fall**

- Review transcript and graduation requirements with counselor and/or advisor.
- Review all major test scores with your counselor and parents.
- Take the PSAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for practice. When you fill out your test sheet, check the box that releases your name to colleges so you can start receiving brochures from them.
- Take the PLAN (Pre-ACT) assessment program, which helps determine your study habits and academic progress and interests. This test will prepare you for the ACT Assessment next year.
- Take on-line career interest inventory to find career matches.
- Take the ASVAB or similar aptitude/interest inventory.
- Research potential careers.
- Complete community service
- Review websites, view books, and brochures regarding your career of interest to find out eligibility requirements.
- Become familiar with entrance for trade schools, 2-year and 4-year colleges, military, apprenticeship programs, etc. that match your career plans.
- Become familiar with other career options and requirements.
- Participate in your school's and/or state's career development activities.

**Winter**

- Discuss your PSAT/PLAN scores with your counselor/advisor/parents.
- Get involved in co-curricular activities (outside the classroom).
- Work toward leadership positions in the activities that you like best.
- Become involved in community service and other volunteer activities.
- Read, read, read. Read as many books as possible from a comprehensive reading list.
- Work on your writing skills—you'll need them no matter what you do.
- Find a teacher or another adult who will advise regarding personal/social matters and encourage you to do well in school, write well, and make good decisions.

**Spring**

- Keep your grades up so you can have the highest GPA and class rank possible.
- Ask your counselor/advisor about post-secondary credit options, dual credit, Advanced Placement (AP) courses and other ways to earn college credit while in high school.
- Continue to explore interests and careers that you think you might like.
- Begin narrowing the type of training you would prefer after high school (two-year or four-year, small or large, rural or urban, hands-on, military, etc).
- If you are interested in attending a military academy, such as West Point or Annapolis, seek information from your counselor. Contact your congressman for a nomination.
- Explore college/career websites to determine academic requirements for admission/eligibility.
- Read all of the mail you receive from colleges, technical schools, etc. You may see something you like. Try to visit a campus.
- Attend college/career fairs. Keep putting money away for college. Get a summer job.

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**Handout: Career Pathway Ladders**

This activity contains six possible career paths. Beginning at each of the start positions, write (in the columns to the right of the start positions) the names of likely positions to which the starting position can lead. Use the example to help you.

<i>Superintendent</i>	Construction Company Owner or Eng. Firm Owner	Engineering Firm Ownership	Medical Doctor		Mechanical Engineer	Lawyer/ Attorney
<i>Principal</i>	Construction Manager or Architectural Engineer	<i>Engineer (Electrical or Tele-communications)</i>	Nursing Administrator	Sergeant Major	Master Mechanic	Criminal Justice Administration
<i>Assistant Principal</i>	Building Const. Manager or Inspector	Engineering and Design Technician	Registered Nurse (RN)	Corporal or Specialist	Mechanic Supervisor	Para-Legal
<i>Department Chair</i>	Carpenter	Business Information Technology Specialist	Licensed Nurse (LPN/LVN)	Private First Class	Certified Mechanic (Ag or Auto or Electrical)	Secretary or Law Clerk
<i>Example: Teacher</i>	Start #1 <b>Construction Framing Helper</b>	Start #2 <b>Computer Sales Person</b>	Start #3 <b>Nurse's Aide</b>	Start #4 <b>Army Private</b>	Start #5 <b>Mechanic's Helper</b>	Start #6 <b>Legal Assistant</b>

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**Sample Answers Handout: Career Pathway Ladders**

This activity contains six possible career paths. Beginning at each of the start positions, write (in the columns to the right of the start positions) the names of likely positions to which the starting position can lead. Use the example to help you.

<i>Superintendent</i>	Construction Company Owner or Eng. Firm Owner	Engineering Firm Ownership	Medical Doctor		Mechanical Engineer	Lawyer/ Attorney
<i>Principal</i>	Construction Manager or Architectural Engineer	<i>Engineer (Electrical or Tele-communications)</i>	Nursing Administrator	Sergeant Major	Master Mechanic	Criminal Justice Administration
<i>Assistant Principal</i>	Building Const. Manager or Inspector	Engineering and Design Technician	Registered Nurse (RN)	Corporal or Specialist	Mechanic Supervisor	Para-Legal
<i>Department Chair</i>	Carpenter	Business Information Technology Specialist	Licensed Nurse (LPN/LVN)	Private First Class	Certified Mechanic (Ag or Auto or Electrical)	Secretary or Law Clerk
<i>Example: Teacher</i>	Start #1 <b>Construction Framing Helper</b>	Start #2 <b>Computer Sales Person</b>	Start #3 <b>Nurse's Aide</b>	Start #4 <b>Army Private</b>	Start #5 <b>Mechanic's Helper</b>	Start #6 <b>Legal Assistant</b>

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**GRADE 10 LESSON 20: Communications with Parents**

Time Required: 30-45 minutes

Content Standards: PS.S.10.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will...**

PS.C.10.7.07 Develop skills to improve relationships with parents, family members, and peers.

**GOAL:** Students will become more aware of the communication barriers that exist between parents and teens and plan improvement strategies.

**Activity Statements:**

1. Students will read a short selection and discuss its contents and implications.

**Materials:**

1. Handout1 – “Parent/Teen Communication”
2. Developing Scenarios/Role Plays
3. Pen/pencil

**Procedures:**

1. Have the discussion from below first.
2. Distribute the Handout 1.
3. Divide students into teams/groups.
4. Have students read the handout quietly.
5. Begin discussions:
  - a. Tell the students that within their group, they are to discuss the handout and scenarios of such communications or mis-communications with parents.
  - b. Once they have discussed the handout enough and had several scenarios to help them understand the problems of communications between teens and parents, tell them to write down two (2) “role play” scrips of such a scenario that could be “acted out” by them or other students.  
Remind the groups that they are to identify the communication issue and at least one solution to improve communication in each of their role play scenarios.
  - c. The “role play” papers are to be graded and returned based on whether teacher or counselor conducting the lesson. These should be placed in their folder/portfolio for reminders.

**Discussion:**

1. Do you ever feel your parents are “meddling” in what should just be your business?
2. Why do you think parents do this?
3. Should parents ever meddle in their children’s lives?

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4. How can you best demonstrate to an adult that you are ready for more independence?
5. What is a better situation for a teen, having parents that hardly ever set limits or having parents who are strict?
6. What can families do to improve communication?

**Closing Statement:**

The serious and sustained interest of parents can sometimes be interpreted by teens as meddling or mistrust. However, typically parents are displaying a concern and interest in the best interests of the child. At times everyone has problems communicating, but disagreements do not have to lead to serious breakdowns in communication.

**Additional Resources:**

*[http://kidshealth.org/teen/your\\_mind/families/talk\\_to\\_parents.html](http://kidshealth.org/teen/your_mind/families/talk_to_parents.html)*

*<http://www.utextension.utk.edu/publications/spfiles/SP681-Y.pdf>*

**Extension Activities:** Instruct students to go to the above websites to learn more communication strategies, then practice these communication strategies along with the ones learned in class.

**Activity:**

1. Communication and teamwork skills are very important in having a successful career. To “try out” real-life communication challenges in jobs -- have the students go to the O’Net online website used earlier and search for the communication skills needed in the career goal and pathway they have set for themselves.
2. Select a lesson in one of the “hands-on” kits that requires communications (i.e., giving directions or instructions, giving advice, etc.) and have them do the lesson as specified with the kit curriculum.

Adapted from  
Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons  
<http://intranet.cps.k12.il.us/Lessons/Advisory/>

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**Handout 1: PARENT/TEEN COMMUNICATION**

Do parents have the right to be frightened about their child’s future? Do they have the right to have high expectations in reference to responsibilities?

For parents, the idea of adulthood is more likely to be associated with the notion of *responsibility*. For the adolescent, adulthood is more likely to be associated with the notion of *freedom*.

This does not mean that parents never see the importance of freedom or independence for their children. Conversely, it does not imply that teens are blind to the notion that they must develop into responsible adults. Each group, though, does tend to be more fixated on one notion rather than the other. This sometimes causes conflicts. Why?

Transition to adulthood takes place over the space of years. It does not happen instantly. This presents challenges for both parents and teens. No two adolescents mature at exactly the same rate. Even in the same family, siblings have very different personalities. On top of this, families have to deal with cultural influences that may mislead and harm family members.

Someone once said that it’s the job of parents to set limits and it’s the job of teens to test them (or at least complain about them). Often communication problems arise because each person, teen or parent, does not empathize with the other’s situation. Most often, the parent is trying to empathize but stand firm and the teen is not empathizing with the adult or parent.

Within families, anger and resentment result not so much when a person thinks the other doesn’t understand, as when a person is convinced that the other doesn’t care enough to *try* to understand.

Teens and parents can improve their communication and their relationships by recognizing that each has a different role to play in their relationship and each has the responsibility to try to put himself/herself in the shoes of the other. All should remember that there will inevitably be disagreements. Communication need not break down when disagreements arise.

You probably talk to friends way more than you talk to your parents. That's natural. Even if you and your parents have a great relationship, you want to find your own path and make your own choices. However, think on this? Are you being influenced by your friends INSTEAD of making your own choices? Is that not the same thing as being influenced by your parents? Is it “finding your own path” or “fitting in?”

Still, most of us want a parent's help, advice, and support at times. But talking to the adults in your life can seem difficult or intimidating — especially when it comes to certain subjects. Here are some tips to make it easier.

**Talk About Everyday Stuff — and Do It Every Day**

The more you do something, the easier it gets. Talking to the adults in your life about everyday stuff builds a bond that can smooth the way for when you need to discuss something more serious.

Find something trivial to chat about each day. Talk about how your team did at the track meet. Share something one of your teachers said. Even small talk about what's for dinner can keep your relationship strong and comfortable.

It's never too late to start. If you feel your relationship with your parents is strained, try easing into conversations. Mention that cute thing the dog did. Talk about how well your little sister is doing in math. Chatting with parents every day not only keeps an existing relationship strong, it also can help a frayed relationship get stronger.

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When parents feel connected to your daily life, they can be there for you if something really important comes up.

### Raising Difficult Topics

Maybe you need to break bad news to a parent, like getting a speeding ticket or failing an exam. Perhaps you're feeling scared or stressed about something. Or maybe you just really, really want to tell your parents about your new boyfriend or girlfriend, but you don't know how they'll react, how it will feel to tell them, or how to find the words.

Here are 3 steps to help you prepare for that talk.

#### Step 1: Know What You Want From the Conversation

It takes maturity to figure out what you want to get out of a conversation. (Most adults aren't so good at this!)

What you hope to achieve can vary. Most often you'll probably want the adults in your life to do one or more of these things:

- simply listen and understand what you're going through without offering advice or commentary
- give permission or support for something
- offer you advice or help
- guide you back on track if you're in trouble — in a way that's fair and without harsh criticism or put-downs

Why think about this before you begin talking? So you can say why you want to talk in a way that communicates what you need. For example:

"Mom, I need to tell you about a problem I'm having, but I need you to just listen, OK? Don't give me advice — I just want you to know what's bothering me."

"Dad, I need to get your permission to go on a class trip next week. Can I tell you about it?"

"Grandad, I need your advice about something. Can we talk?"

### More on Difficult Talks

#### Step 2: Identify Your Feelings

Things like personal feelings or sex are awkward to discuss with anyone, let alone a parent. It's natural to be nervous when talking about sensitive topics.

Recognize how you're feeling — for example, maybe you're worried that telling parents about a problem will make them disappointed or upset. But instead of letting those feelings stop you from talking, put them into words as part of the conversation. For example:

"Mom, I need to talk to you — but I'm afraid I'll disappoint you."

"Dad, I need to talk to you about something — but it's kind of embarrassing."

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What if you think a parent may be unsupportive, harsh, or critical? It can help to defuse things by beginning with a statement like, "Mom, I have something to tell you. I'm not proud of what I've done, and you might be mad. But I know I need to tell you. Can you hear me out?"

### Step 3: Pick a Good Time to Talk

Approach your parent when he or she isn't busy with something else. Ask, "Can we talk? Is now a good time?"

Driving in the car or going for a walk can be great opportunities to talk. If it's hard to find a good time, say, "I need to talk to you. When is a good time?"

Difficult conversations benefit from good planning. Think ahead about what you want to say or ask. Write down the most important ideas if you need to.

### How to Talk So Parents Will Listen

As most of us know, talking and listening don't go smoothly every time. Emotions and past experiences can get in the way.

Will parents take you seriously, believe what you say, listen to and respect your opinions, and hear you out without interrupting? A lot depends on your parent. Some parents are easy to talk to, some are great listeners, and some are harder to approach.

But some of what happens depends on you, too. Since communication is a two-way street, the way you talk can influence how well a parent listens and understands you.

So here are some guidelines to consider when talking to parents:

- Be clear and direct. Be as clear as you can about what you think, feel, and want. Give details that can help parents understand your situation. They can listen better or be more helpful if they understand what you mean and what's really going on.
- Be honest. If you're always honest, a parent will be likely to believe what you say. If you sometimes hide the truth or add too much drama, parents will have a harder time believing what you tell them. If you lie, they'll find it hard to trust you.
- Try to understand their point of view. If you have a disagreement, can you see your parents' side? If you can, say so. Telling parents you understand their views and feelings helps them be willing to see yours, too.
- Try not to argue or whine. Using a tone that's friendly and respectful makes it more likely parents will listen and take what you say seriously. It also makes it more likely that they'll talk to you in the same way. Of course, this is hard for any of us (adults included) when we're feeling heated about something. If you think your emotions might get the better of you, do something to blow off steam before talking: Go for a run. Cry. Hit your pillow. Do something to sound calm when you need to.

### What If Talking to Parents Doesn't Work?

Your parents won't always see things your way and they won't always say yes to what you ask. They might listen respectfully, understand your point of view, and do everything you need except say yes. It can be hard to take no for an answer. But gracefully accepting a no can help you get more yeses in the future.

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What if it's more than just saying no to something, though? What if you really need your parents to be there for you but they can't? Some parents have troubles of their own. Others just can't be available in the ways their kids need at the time or deserve. Others have a hard time being flexible.

If you can't talk to your parent, seek out other adults you can trust. Find a relative, a teacher, or a counselor who will listen, understand, encourage, believe in you, and care. Then follow all the tips above to get the most from your conversation with that person.

Acting respectfully demonstrates maturity. Parents are more likely to think of their children as grown up (and, as a result, capable of making more important decisions) when they see them acting maturely. Give these tips a try and you'll come across that way — maybe even more mature than your parents!

Reviewed by: D'Arcy Lyness, PhD  
Date reviewed: August 2009

My mom keeps asking what's going on at school, if I'm going to audition for the play, why I didn't try out for band, what my friends are doing, and stuff that's really my business. It's annoying and sometimes it's like she doesn't trust me. How can I get her to stop?

- Katie

If you don't share or talk much with your parents, they might feel the need to ask you questions to find out about your day, etc. It might seem like they're prying into your business, but they're probably just trying to keep your relationship strong. In fact, parenting experts often tell parents to stay connected to their kids by asking about what's going on in their lives.

Some parents do this better than others, of course. (And, sadly, some parents do ask questions because they don't trust their kids — especially if their kids have been in trouble.) So start by trying to give your parents the benefit of the doubt. Maybe they're just trying to stay close because they love and care about you.

That doesn't make the questions any less annoying, though. If you're tired of so many questions about your day, turn the tables — ask your parents about their day and use it as a way to practice your good listening skills. Or beat them to it: Tell them about your day before they ask. If you offer more info, conversations with your parents won't seem so much like a round of 20 Questions!

Would these same considerations work with co-workers or supervisors on the job?

Reviewed by: D'Arcy Lyness, PhD  
Date reviewed: August 2009

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**GRADE 10 LESSON 21: SELF-ESTEEM/SELF-CONTROL PART 1**

**Time Required: 30-45 minutes**

**Content Standards:** PS.S.10.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

**Competencies: Students will....:**

PS.C.10.7.08 Implement skills necessary to exhibit and maintain a positive self-concept and effective self-control.

**GOAL:** Students will understand how to develop feelings of competence in the face of failure.

**Activity Statements:**

1. Using a real-life scenario, students will learn how to overcome anger accompanying failure and develop a plan of action to demonstrate competence.

**Materials:**

1. Pen/Paper
2. Chalk/chalkboard or overhead to write on while displayed or handout with just word as directed.
3. Handout 1: *Using “I” messages*
4. Handout 2: *Using Positive Self-Talk*
5. Handout 3: Self-Control (Depending on the interaction and involvement up to this handout, you may consider this a separate lesson.)

**Procedures:**

1. Write the following words and word groups on the board, overhead or handout:
  - “I” messages
  - Positive “Self-Talk”
  - Self-esteem
  - Self-controlAsk the students to tell what each of these mean to them.
2. Write the following options on the board or have on a handout:
  - A. *Give up and drop out of school;*
    - *Talk to her mother using “I” messages.*
    - *Use positive self-talk to avoid using the comparison between her and her brother personally and do her best in school;*
    - *Try harder to be like her brother.*

Tell students to listen as you read aloud the following scenario:

***Linda’s mother criticized her for not getting good grades like her brother John. Linda is angry with herself for not being smarter. Which of the above options would be best for Linda?***

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Ask the students which option would be best for Linda to choose and tell why.

3. Begin the discussion as offered below. Once discussion has read the “Move Ahead” point, go on to #4.
4. Using Handout 2, ask students to identify bad messages one could be giving to oneself and how to replace those with “positive” self messages.

**Discussion:**

1. Do you know someone who is always “negative” about what is happening or life in general? Why do you think that is? Do you think that person is really a negative believer or does it have to do with how they themselves feel about themselves?
2. What do you do to overcome your negative feelings?
3. How can you respond “positively” to criticism from others? Is the criticism “constructive” or “destructive?” Can you explain the difference?
4. How should you respond to a comparison made between you and someone?
5. Do you know how to use “I” messages? (After some response, give Handout 1 to all students and ask them to take 5 minutes to read it and then ask for reactions to what they read.
6. Ask students if they have ever heard a professional football player or baseball player say before a game, “Oh we are going to get beat!” What would you think about that person if you did hear something like that from an athlete?
7. Ask students, “What are some positive messages (self-talk) you can use to motivate yourself?” Allow all to give input. Then, ask if a person is saying “they can’t do something — could that in itself be the problem?”
8. Pass out Handout 2 and ask the students to break up into groups of 3 each and discuss the handout. Then, put the Handouts in their folders and/or portfolios for future reference.
9. Start the discussion on Part 2: Self-Control with Handout 3.

**Closing Statement:**

When students are able to overcome the negative attitudes underlying their feelings of failure, their emotional resilience dramatically increases, enabling them to better handle the pressures of growing up. Sometimes we allow negative messages from others to get us down and we tend to give up. This is self-defeating behavior. Also, sometimes we ourselves use that “I can’t” as a way not to try because of fear of failing at what we try. Practice using positive self messages to set goals for future success.

**Additional Resources**

**Extension Activities:** Practice using positive messages to self to overcome failure. Stay future focused and set goals to overcome future failure.

Resource:

Adapted from: Chicago Public Schools (9-12) Advisor/Advisee Lessons  
<http://intranet.cps.k12.il.us/Lessons/Advisory/>

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**Self Esteem/Self Control– Handout 1: “I” Messages**

“I” messages allow you to express to someone your need for them to change their behavior, without blaming them or putting them down. “I” messages create a positive atmosphere for communication and problem solving.

**There are four parts to an “I” message:**

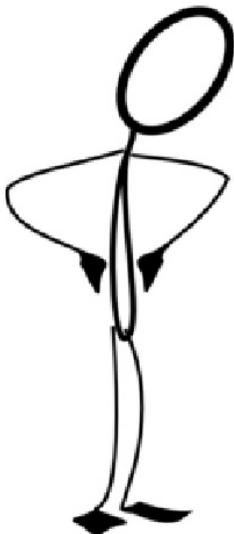
1. **I feel . . .**  
State the feeling: I feel betrayed . . .
2. **when you . . .**  
state the other person's behavior: When you tell other people something I told you in confidence...
3. **because ...**  
state the effect on you: because it's humiliating and it makes me feel I can't trust you.
4. **I need ...**  
state what you want to happen: I need to know that when I tell you something personal and private, you won't tell a single person.

**“I” messages don’t always have to be about something negative. It’s important to send positive “I” messages, too.**

*“I’m really glad that you’ve been coming to the after-school study sessions. It makes me feel that you really care about your work. I’ll be glad to help you in any way I can.”*

**Beware of put-downs disguised as “I” messages.**

*“I can’t believe you’re such a slob! Everyday is miserable because of you. I want you out of my locker and out of my life!”*



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**Handout 2: Replacing Negative Self-talk with the “positive” messages**

One of the most powerful influences on your attitude and personality is what you say to yourself. It is not what happens to you but how you respond internally to what happens to you that determines your thoughts, feelings, and your actions. By controlling your inner dialogue (what you say to yourself), or your “self talk,” you can begin to gain control over every part of your life.

We are constantly faced with challenges, difficulties, and problems in everyday life. This is unavoidable. Much of your ability to succeed comes from the way you deal with life. Below are some examples of how we undermine our own success, followed by a more positive way to handle each scenario.

**Expecting the worst:** "What if I don't pass the exam?" Expecting the worst does not encourage you to behave as though you can succeed. Expecting the worst only promotes stress. **Instead:** Ask questions that presuppose positive outcomes. "How can I make a favorable impression?" "How can I prepare for the exam?"

**Focusing only on problems:** This is known as complaining. We dwell on the problem, instead of solutions. **Instead:** Assume most problems have solutions, and ask "How do I want this situation to be different?" "What can I do to improve the situation?"

**Catastrophizing:** You define every bad thing that happens is a horrible disaster as though life is about to end forever. **Instead:** Be realistic when you summarize all possible outcomes and stop scaring yourself. Yes, bad things do happen, and many bad things are often inconveniences, mistakes, and foul-ups---not necessarily traumas, tragedies, or disasters.

**Stereotyping:** By putting others, and ourselves, into preconceived categories, we avoid thinking of people as unique individuals. This leads to strained relationships, and gives us an undesired sense of superiority or inferiority. It also often deprives us of opportunities to know and understand the giftedness of those whom we stereotype. **Instead:** Remind yourself that we are all human beings, with unique personalities, each having qualities and shortcomings.

**Shoulds:** *Should, ought, must, have to...* used carelessly, these words may impose rules and standards for behavior that do not exist in reality. They imply an obligation to be or behave a certain way, often evoke guilt and may make you want to give up for not being ‘good enough.’ For example "I should be smarter than I am." or "I ought to be a straight “A” student! **Instead:** Replace the words *should, ought, or must* with the word "COULD" and realize you have choices.

**Thinking in Absolutes:** We exaggerate reality with words like "always," "never," and "everyone," as in "I always eat too much--I will never be slim." **Instead:** Replace exaggeration with words that more accurately reflect reality. Example "*I often eat more than I need, but I can change that.*"

**All or Nothing Thinking:** We distort reality by thinking only in extremes. Our efforts become total failures or complete successes---with nothing in between. Example: "Either I

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get an “A” on my next exam or I quit studying." **Instead:** Give yourself options or choices whenever possible. Example: "I want to have an “A” average on my next report card to...I want to do better than I did last time. Even a “C” average is a big improvement. I will keep trying harder instead of giving up when things aren’t perfect.

**Negative labels:** Negative labels are the tools we use to lower self-esteem in ourselves and others. Example: "I'm stupid," or "I'm fat." When we say phrases like these often, they become a part of our identity and we can begin to dislike who we are. **Instead:** Remember, people are not their faults or shortcomings. You may engage in stupid behavior occasionally, but that doesn't make you a stupid person. Change your negative "I-am" statement into a statement about behaviors. Example: "I make unhealthy choices when it comes to food." It's easier to change a behavior, than to change your identity.

**Blaming:** We blame others, instead of solving the problem. If we can blame others, then we can feel vindicated in a wrong-doing, and avoid responsibility. **Instead:** Focus on what YOU can do to promote a solution to the problem.

**"Yes but..." Arguments:** When someone offers a possible solution to our problems, we "yes but..." and list reasons why the proposed solution won't work. "Yes but..." says *"I'm really not listening to you right now."* **Instead:** Open up to new possibilities and consider alternatives. Really listen to advice and give it a fair hearing, before dismissing it so quickly. If you keep trying the same things, you will keep getting the same results.

**Overgeneralizing:** This is similar to stereotyping and thinking in absolutes. It means that we take a single instance or occurrence, and generalize it to numerous other situations. Example: "Joyce is a nice girl, and she doesn't want to date me. Therefore: *No nice girl will ever want to date me.*" When misused, this kind of generalizing can lead to illogical conclusions. Instead: Ask yourself whether there could be exceptions to your generalization. Does a single occurrence mean it will happen every time?

Now you know what negative self-talk sounds like. Negative self-talk is usually a mixture of half-truths, poor logic, and distortions of reality that perpetuates negative emotions, such as pessimism, guilt, fear, and anxiety. It often occurs when in times of emotional turmoil, or when we are going through stress or a personal transition.

When you catch your negative self-talk, take a deep breath, relax, and remove yourself from the situation. Get up and stretch, or take a walk, or get a drink of water, in order to interrupt your train of thought and get out of the negative rut. Write down some of your negative thoughts and then ask yourself "Are the things I'm saying true? Are there other possibilities and meanings that I could get from these circumstances?" Then replace your negative thoughts with realistic, positive thoughts---and write those down too. Soon you'll stop that self-talk in mid-sentence. If you have difficulty changing your self-talk, you may have clinical depression, and a psychotherapist could help you.

### **Affirmations**

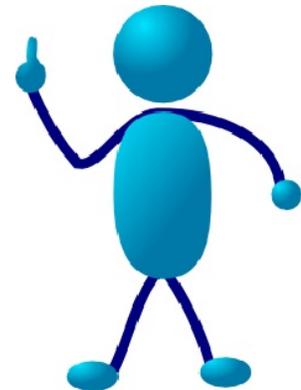
One way to reprogram your self-talk is by repeating positive affirmations until you begin to get a good sense of what positive thinking really sounds like. What we most often tell ourselves can become a self-fulfilling prophecy. If you want to explore the power of positive affirmations, follow these guidelines.

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- Personalize your affirmations with words like "I," "me," and "my." You can't always control circumstances or other people, so make your affirmations about what you can control---yourself. Make your affirmations state your own goals, wants, and values---not someone else's.
- Affirmations are best stated in the present tense, because, if affirmations are in future tense ("I will...") your subconscious mind feels no urgency to act NOW. If you feel like a hypocrite stating affirmations in the present tense (as in "I am slender and healthy") then state your affirmations as a process (as in "Each day I am becoming more slender and healthier.")
- Make your affirmations believable and realistic. Begin with small, obtainable goals, and work your way up to bigger accomplishments. "My self control is perfect." is probably more believable as "I have self-control most of the time."
- State affirmations in the positive. To say "I won't have a bad report card," only focuses your attention on the behavior you want to avoid. Instead say "My report card will be good."
- Make affirmations short and easy to remember.
- Repeat your positive affirmations often and positive thinking will become routine.
- As you improve your self-talk; commit to changing your actions to reach your goals. We must change our thinking as well as our behaviors.

**Can do attitude!**



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**GRADE 10 LESSON 21: SELF-ESTEEM/SELF-CONTROL PART 2**

**Discussion:**

1. Start with a statement like, “Now that you have the self-esteem ideas going, let’s look at self-control.”
2. Ask the students to remember back when they were very small when they would get mad because they did not get something and would cry or get angry as a young child. What did their parents do or say to them?

Maybe self-control really would be “Baby Steps to Grown-Up Control!” Learning to control yourself in the face of adversity is essential in becoming a complete person. The lesson of self-control is one best learned early. Children are naturally impulsive and need to be taught how to handle these inclinations. Teaching the art of self-containment can be challenging but is one of the most profitable life skills you can learn.

**STEPS TO SELF-CONTROL**

You have been taught the steps to self-control as a child and maybe have not practiced those because you have gotten older. Take a look at the Handout 3 and volunteer how many you have heard or been taught before?

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**Handout 3: Steps to Self-Control**

1. Literally take a step backward when you feel yourself losing control. The natural desire is to make a drive forward which can be the beginning of reckless behavior.
2. When about to lose control, take three deep breaths. This will give more oxygen and allow a moment to think prior to acting. Breathing techniques can be practiced at various times so that the action will be natural when needed.
3. When you know you are getting angry or losing control, count to 10 before speaking or doing anything to give you time to regain control.
4. When feeling out of control or frustrated with someone or something, divert your mind away from the explosive situation by singing some silly song to yourself for a few minutes. Something like "On Top of Spaghetti" or "Pop Goes the Weasel." This will help relieve the tension you are feeling and get you back into control.
5. Do something physical like running around the house or jumping jacks to burn off some steam. Exercise promotes the release of endorphins which sends the "I'm feeling good" message to the brain. If the situation prevents going outdoors, try some indoor calisthenics.
6. Get a pencil and piece of paper and write down all you are thinking of saying! Putting those anger feelings on paper tends to make you feel back in control again. No one needs to read it, just that you wrote it down got some of it out of your system and put you in a better frame of mind to deal with the issues.

Now for the big discussion question:

**Who wins if you lose control? You or the person making you angry!**

Sources to check out on the computer:

Anger management program - [www.WhatsGoodAboutAnger.com](http://www.WhatsGoodAboutAnger.com)

Read more: How to Teach Students Self-Control | eHow.com  
[http://www.ehow.com/how\\_4489098\\_teach-students-selfcontrol.html#ixzz1jr4Lchia](http://www.ehow.com/how_4489098_teach-students-selfcontrol.html#ixzz1jr4Lchia)

Anita Bohensky's book "Anger Management Workbook for Kids and Teens" which is available from Amazon.com.

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**GRADE 10 LESSON 22: Ethics and Behavior**

**Time Required:** 30-45 minutes

**Content Standards:** C.S.10.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will...

C.C.10.6.01 Identify steps which can be used to resolve ethical issues related to school or work situations.

**GOAL:** Students will identify ethical issues related to school behavior and apply steps to good ethical decisions.

**Activity Statements:**

Students will analyze school scenarios and decide on ethical practices for each.

**Materials:**

1. **Handout 1** – Ethics in school and community
2. **Handout 2** – Scenarios with unethical school situations
3. **Handout 3** – Ethical decision making process
4. **Handout 4** – Sample Academic Ethics Contract

**Procedures:**

1. Start by having these words on the board and ask the questions: What are “ethics?” What is “ethical behavior?” When do we practice ethics? After a brief discussion on these ask the students to break into 3 groups.
2. Distribute Handout 1 – Have each group complete the handout and be ready to share their reasoning with the class.
3. Distribute Handout 2 - What are your Ethics. Assign into small groups.
4. Have students discuss the scenario in their group and decide which practices are ethical and unethical.
5. Have each group report out to the entire group the results of their discussion.
6. Distribute Handout 3 – Decision Making Ethically
7. Handout 4: Contract

**Discussion:**

1. Why is it difficult to know what to do in situations related to making ethical decisions?
2. What are the obstacles to “doing the right thing?”
3. How do certain factors help you make the right decision?

**Additional Resources:**

<http://www.goodcharacter.com/NFS/SchoolToWork.html>  
<http://www.globalethics.org/resources/dilemmas.htm>  
<http://www.ethicsineducation.com/>

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**Extension Activities:**

Encourage students to discuss the ethical responses among classmates with their parents for responses from their parents. Discussions with parents could include dilemmas they faced in school and how they handled them. Then ask how many would sign an ethics contract.

Activity: Have students review the Ethics Contract and tell why “signing a contract” makes a difference in what we do and why?

Resources:

**Extension Activities:**

Ask students to work with their group to develop an ethics contract that they believe all students in school need to sign and be ready to tell why it is important at the next class meeting.

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**HANDOUT 1: Ethics in School and Community**

**WHAT ARE YOUR ETHICS?**

**According to the dictionary, ethics means:**

**eth·ics [eth-iks] plural noun**

1. (used with a singular or plural verb) a system of moral principles: the ethics of a culture.
2. the rules of conduct recognized in respect to a particular class of human actions or a particular group, culture, etc.: medical ethics; Christian ethics.
3. moral principles, as of an individual: His ethics forbade betrayal of a confidence.
4. (usually used with a singular verb) that branch of philosophy dealing with values relating to human conduct, with respect to the rightness and wrongness of certain actions and to the goodness and badness of the motives and ends of such actions.

Now, think about the “ethics” of our culture in American Samoa. In your group, write down examples of “ethical behavior” that are strongly taught and encouraged as the “Samoan Culture!”

Now, as a group, tell why a medical doctor must have “medical ethics.” What could be the results if not?

Looking at #3 above, have any in your group ever broke this ethics principal?

Finally, do you believe that a definition of ethical behavior could be “What one does when no one else is looking?”

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**Handout 2: What should be done?**

**SCENARIO 1: Environment**

Jonica Gunson is the environmental compliance manager for a small plastics manufacturing company. She is currently faced with the decision whether or not to spend money on new technology that will reduce the level of a particular toxin in the wastewater that flows out the back of the factory and into a lake.

The factory's emission levels are already within legal limits. However, Jonica knows that environmental regulations for this particular toxin are lagging behind scientific evidence. In fact, a scientist from the university had been quoted in the newspaper recently, saying that if emission levels stayed at this level, the fish in the lakes and rivers in the area might soon have to be declared unsafe for human consumption.

Further, if companies in the region don't engage in some self-regulation on this issue, there is reason to fear that the government — backed by public opinion — may force companies to begin using the new technology, and may also begin requiring monthly emission level reports (which would be both expensive and time consuming).

But the company's environmental compliance budget is tight. Asking for this new technology to be installed would put Jonica's department over-budget, and could jeopardize the company's ability to show a profit this year.

**Questions for Discussion:**

What motives would the company have to install the new technology?

What motives would the company have to delay installing the new technology?

Why might the companies in this region prefer for the government to impose new regulations?

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The events and persons in case are entirely fictional. Any similarity to real persons or companies is purely accidental, though hopefully instructive.

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**SCENARIO 2: Good Grade Rewards**

You have been told by your parents that if you make a good grade in math, you will receive a reward. You find out that the grade is not acceptable, but do not tell you parents. Should you tell them before they find out or wait until you get your reward and then tell them?

**SCENARIO 3: Mine or Finder's Keepers**

Jim found a five-dollar bill in the lunchroom. How would Jim show ethical decision-making?

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**SCENARIO 4: Choose One!**

Choose one of the following and write a scenario that would be found in a high school of today in terms of student behavior.

Altruism - (n) Selfless concern for the welfare of others – altruist (n), altruistic (adj.), altruistically (adv.)

Common good - (n) Involves individual citizens having the commitment and motivation to promote the welfare of the community (even if they must sacrifice their own time, personal preferences or money) to work together with other members for the greater benefit of all.

Cooperate - (v) To work together toward a common cause – cooperation (n), cooperator (n)

Empathy - (n) Identification with and understanding the feelings of another person – empathetic (adj.), empathic (adj.)

Ennobled self - (n) Defines when a person acts upon their own personal values and in turn experiences a feeling of personal satisfaction - defined by Amitai Etzioni, author of The New Golden Rule

Ethical decision-making - (n) Using a set of morals/values when problem-solving

**REMEMBER:** You will present your scenario to the class or act it out at our next meeting.

Do you give a full day of work for your pay or  
do you slack off when no one is watching?  
Can you look in the mirror and see an honest  
person?



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**Handout 3: Decision Making Ethically**

**Recognize an Ethical Issue**

1. Could this decision or situation be damaging to someone or to some group? Does this decision involve a choice between a good and bad alternative, or perhaps between two "goods" or between two "bads"?
2. Is this issue about more than what is legal or what is most efficient? If so, how?

**Get the Facts**

1. What are the relevant facts of the case? What facts are not known? Can I learn more about the situation? Do I know enough to make a decision?
2. What individuals and groups have an important stake in the outcome? Are some concerns more important? Why?
3. What are the options for acting? Have all the relevant persons and groups been consulted? Have I identified creative options?

**Evaluate Alternative Actions**

1. Evaluate the options by asking the following questions:
  - a. Which option will produce the most good and do the least harm? (The Utilitarian Approach)
  - b. Which option best respects the rights of all who have a stake? (The Rights Approach)
  - c. Which option treats people equally or proportionately? (The Justice Approach)
  - d. Which option best serves the community as a whole, not just some members? (The Common Good Approach)
  - e. Which option leads me to act as the sort of person I want to be? (The Virtue Approach)

**Make a Decision and Test It**

Considering all these approaches, which option best addresses the situation?

If I told someone I respect-or told a television audience-which option I have chosen, what would they say?

**Act and Reflect on the Outcome**

1. How can my decision be implemented with the greatest care and attention to the concerns of all stakeholders?
2. How did my decision turn out and what have I learned from this specific situation?

This framework for thinking ethically is the product of dialogue and debate at the Markkula Center for Applied Ethics at Santa Clara University. Primary contributors include Manuel Velasquez, Dennis Moberg, Michael J. Meyer, Thomas Shanks, Margaret R. McLean, David DeCosse, Claire André, and Kirk O. Hanson. It was last revised in May 2009.

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Handout 4: Academic Honesty Contract

**ACADEMIC HONESTY CONTRACT**  
*(Sample to be customized by each school)*

- I will do my own work. I will not copy another person's work, in whole or in part, and turn it in as my own. I will not receive unfair assistance from another student, parent, computer program, or any other unauthorized source on a project that was meant to be completed alone.
- I will keep quiet during a test. I will not talk to any student, look at anyone else's paper, or allow anyone else to see my paper.
- I will not consult other unauthorized material or information during tests unless my teacher gives me permission (notes, calculator, electronic storage, etc.).
- I will not plagiarize. I understand that plagiarism is using the words or ideas of other authors in my papers without giving those authors credit. I will not take material from the Internet or another student's electronic files and use it as my own. I will not copy text, graphics, musical scores, mathematics solutions, artistic layouts or presentations, or any idea in any form from another source without proper citation.
- I will follow the direction of my teacher regarding whether it is acceptable to give, receive or ask for help on homework.
- I will not communicate exam information or answers during or following an exam.
- I will not retrieve unauthorized information—whether on paper, in electronic form, or from another student—during a closed test.
- I will not, in laboratory situations, falsify or fabricate data or observations, including computer output.
- I will not arrange to have access to information during tests.
- I will not claim credit for work that is not the product of my own honest effort.
- I will not provide unwarranted access to materials or information so that credit may be wrongly claimed by others.
- I will not turn in an original paper or project more than once for different classes or assignments. Any student who breaches this Academic Honesty Contract is subject to disciplinary action including grade penalties.

I have read and understood this Academic Honesty Contract. I will follow the rules stated above.  
Student Name (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

I have read and understood this Academic Honesty Contract, and have discussed it with my son/daughter. I agree to encourage compliance with the rules stated above.

Parent Name (Signature): \_\_\_\_\_ Date: \_\_\_\_\_

Source:  
Northern Virginia Community College

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**GRADE 10 LESSON 22: Part 2: Ethical Behavior in the Workplace**

**Time Required:** 30-45 minutes

**Content Standards:** .C. S.10.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will...

C.C.10.6.01 Identify steps which can be used to resolve ethical issues related to school or work situations.

**GOAL:** Students will discuss ethics related to work situations and identify steps and make recommendations to resolve these situation using sound ethical practices.

**Activity Statements:**

Students will understand the basic elements of ethical behavior in the workplace, review the decision making process, and determine strategies for dealing with unethical behavior in others.

**Materials:**

1. **Handout 1** – "*Ethical Behavior in the Workplace*"

**Procedures:**

1. Discuss the fact that the ethical behavior learned in school also applies to the workplace stressing that the consequences for unethical behavior can have serious implications including job loss or legal issues.
2. Distribute Handout 1 and have students read and complete the handout. Remind them that the answers will be due at the next meeting and before then they should discuss with parents and other adult friends they respect.
3. On the next meeting, have the students get into small groups and discuss what they feel they learned about the exercise and from the adults they spoke to about the exercise.
4. Ask the students if they now feel they have a better idea of how they would act or react in a workplace situation.

**Discussion:**

1. Pre-activity – What were the ethical behaviors identified in ethical behavior in school? Do those behaviors apply to ethical behavior on the job?
2. Post-activity – Is there a “right” and “wrong” way to behave to a situation?
3. What strategies should be applied to making your decision?
4. What are other examples of unethical behaviors in the workplace?
5. What might be the consequences to overlooking the unethical behavior of others in the workplace? Use some examples that are real to you and/or your students (i.e., the Penn State Scandal and results on head coach and others.) The “consequences” of the choices they made in “overlooking” or not following up on the behaviors of others in their workplace.

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**Additional Resources:**

<http://www.goodcharacter.com/NFS/SchoolToWork.html>

**Extension Activities:**

Encourage students to discuss the information in Handout 1 with their parents and other adults they respect. Then, complete the questions and directions.

**Activity:**

Students will review websites, take assessments and analyze their own ethics in each identified area. Students will develop a personal set of strategies to apply to ethical situations in the workplace. They should discuss with parents and other adults what has worked for them and/or what are the pitfalls to avoid.

**Resources:**

<http://www.ethicsineducation.com/>

<http://www.web-miner.com/ethicscases.htm>

<http://www.scu.edu/ethics/practicing/decision/framework.html>

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**Handout 1: Workplace Ethics**

**Honesty/Theft/Getting Ahead**

Suppose you are a sales clerk in a store and some of your friends want you to let them shoplift. Answer the following questions.

1. If you refused to let them shoplift, would that make you a disloyal friend? Explain your answer.
2. How would you respond if your friends said to you:
  - "Just turn your back. You won't even be involved."
  - "Don't let it bother you. Everybody does it."
  - "The store will never miss it."
  - "This store rips everybody off. We're entitled to get even."
3. If they shoplift despite your objections, what would you do?
4. Many people think you can't get ahead being honest. Do you agree or disagree? Explain.

**Customer Relations/Racism/Community Service**

1. There is an old saying that "the customer is always right."
  - What do you think that means?
  - Do you agree with it? Explain your answer.
  - What should you do if you think the customer is dead wrong?
2. Suppose you are serving a customer who insults you with racist remarks and attitudes.
  - Is this a problem for you?
  - What is the best way to deal with this person?
3. Suppose you have a customer who knows nothing about the product she is buying. You sense she will buy any model you recommend.
  - Is it your duty to sell her the most expensive model in the store? Explain your answer.
4. Should businesses become involved in community service activities? Why, or why not?
5. Write about the community service involvement of a business in your community, or develop an idea for a community service initiative for a business you know of.

**Sexual Harassment/Kickbacks/Whistle-Blowing**

1. You are new on the job. During your training you were taught company policies. Now your supervisor gives you instructions that contradict those company policies. What would/should you do?
2. What is a kickback scheme?
  - Is it ethical? What's wrong with it?
  - What impact does it have on the store and its customers?
3. Suppose you discover that your supervisor is accepting kickbacks or stealing from the company. Would you report it, ignore it, or handle it some other way? Explain your answer.

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4. Suppose you think your supervisor or a co-worker is sexually harassing you.
  - How can you determine whether or not the behavior constitutes sexual harassment?
  - If you determine that it is sexual harassment, should you report it to upper management or try to deal with it yourself?
  - What options do you have to deal with it yourself?

**Attitude/Teamwork/Professionalism**

1. Suppose you have some personal problems that are troubling you. Is it okay to attend to these problems while you are at work?
  - To what degree (or under what circumstances) do you think it's okay to deal with your own personal affairs on company time?
2. What, if any, responsibilities does an employee have to his or her co-workers? Explain your answers, giving examples if you can.
3. How does a negative attitude affect other people in the workplace?
4. Suppose you are getting paid less than you think you deserve. Could that justify stealing from the company or goofing off on the job? Explain your answer.
  - What other options might you have to remedy your dissatisfaction?
5. Suppose your supervisor instructs you to do something unethical or illegal. What responsibility do you have to that supervisor?

**Ethics and Personal Responsibility**

1. You are the lunchtime host at a popular restaurant. The waiting list is 30 minutes long. A customer offers you \$20 to seat his party next. Would it be ethical to accept the offer? Explain your answer.
2. How do we know whether or not something is ethical? What does "ethical" mean?
3. Compile and bring to the next class a written list of five business situations in which people must make ethical decisions. The examples can be taken from home, school, work, TV shows or movies. For each situation, state:
  - 1) What ethical question was raised?
  - 2) Do you think the answer was easy or difficult?
  - 3) How was the question resolved?
  - 4) How would you have resolved it?"
4. When you accept a job, what does the employer owe you, and what do you owe the employer?
5. What is the obligation of a salesperson to a customer?
6. Draft a brief code of conduct specifying the rules that employees should follow in treating co-workers, including supervisors and subordinates, with respect.
7. How often do you think about whether something is right or wrong before you make a choice?
  - If you care about doing the right thing, does that make your choices easier or harder?
8. How important is it to you to be a moral and ethical person? Why?

Source:

<http://www.goodcharacter.com/NFS/SchoolToWork.html>

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**Grade 10 Lesson 23: Mentors and Upper Class Helpers**

**Time Required:** 30-45 minutes

**Content Standards:**

PS.S.10.9 Students will understand safety and survival skills and apply coping strategies.

**Indicators Students will...**

PS.C.10.9.05 Utilize the “lessons learned” of advanced learners to problem solve, set goals and make choices that lead to improved success.

**GOAL:** Students will listen to seniors discuss ‘lessons learned’ and use their scenarios to set positive goals for future high school success.

**Activity Statements:** Senior students will be invited to share their experiences during their final two years of high school. This will include the challenges they have faced and the strategies they employed to overcome them. These should include academic choices, course selections, and personal/social issues that impacted their success.

**Materials:**

Handout 1 – Learning from Others

**Procedures:**

1. The Advisor will identify senior students who have overcome challenges throughout their high school years. Examples might include: a student who was having academic difficulties and participated in a tutoring program; a student who let personal problems at home affect their success at school; poor choices made in career planning; or failure to have a plan for funding postsecondary education.
2. Introduce 3-4 seniors who will share their experiences and relate how they addressed any problems they confronted. Ask these students to identify positive goals they strove to achieve during high school.
3. Students will complete Handout 1 –Goals. With what they learned in the presentation, they will take this Handout and complete it and/or ask questions as to how to reach their goals.

**Discussion:**

1. What are some of the similar challenges in achieving success have you experienced?
2. How can we learn from others?
3. What goals have you set for yourself?
4. What challenges might you face in the next two years that will impact your ability to achieve your goals.

**Additional Resources**

**Extension Activities:** The students will be encouraged to seek advice from seniors as they plan for the final two years of high school.

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**Handout 1: Setting and Reaching Goals**

**Directions:** Students will review goals letter and reflect on what they learned from seniors and list primary goals from their goals letter. Please complete this worksheet reflecting on what you must do to make you dreams come true.

Goals I Wish to Accomplish	What I Might Need to Know About	Ways I Could Find Out About These Things	What Else I Might Need to Make it Happen	Self-Defeating Behaviors I Must Overcome

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**Grade 10 Lesson 23: BEHAVIOR MODIFICATION: DEFEATING MYSELF**

**Time Required: 30-45 minutes**

**Content Standards:** PS.S.10.8 Students will make decisions, set goals, and take necessary action to achieve goals.

Competencies: Students will...

- PS.C.10.8.01 develop coping skills to deal with academic pressure
- PS.C.10.8.02 identify personal attributes and behavior that demonstrate professionalism and good work ethic.
- PS.C.10.8.04 use problem-solving and decision-making skill to make safe healthy choices.
- PS.C.10.8.05 evaluate the ability to balance school, studies, extracurricular activities and family life.

**GOAL:** Students will become aware of some of their behaviors that are self-defeating.

**Activity Statements:**

1. Students will complete a self-defeating inventory, identify some personal behavior patterns and discuss the implications of their responses.

**Materials:**

1. Handout 1 – “Inventory of Self-Defeating Behaviors and/or Attitudes”
2. Handout 2 – “Types of Self Defeating Behaviors”
3. Pen/pencil

**Procedures:**

1. Pass out Handout 1 with instructions for each student to complete it and total their score.
2. Have them place the number of each behavior next to the personality characteristic at the bottom that they think it matches.
3. Distribute Handout 2. Ask each student to identify three behaviors they need to improve.
4. Assign students into small groups to discuss ways to overcome each of the behaviors and replace with the right types of behaviors.
5. Allow groups to give their ideas to the class.
6. Advise the students that the inventories will be used in their next meeting and should be in their portfolios with 2 selected to develop a plan for improvement on.

**Discussion:**

1. Do you believe attitude can impact success?
2. Where does one get self-defeating behaviors from?
3. What are some self-defeating behavior patterns that can hurt your academic performance?
4. How can one get these types of behaviors changed?
5. What are some self-defeating behaviors that you plan to stop and how do you plan to do this?

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**Closing Statement:**

*You* can determine the course you will take in education and world of work. Others can and should be an important influence; but the decisions we make by ourselves will, in the end, be the deciding factor. The choices are your individual choices and you can make good ones or bad ones.

**Additional Resources:**

[http://www.bottomlinecrets.com/article.html?article\\_id=14441](http://www.bottomlinecrets.com/article.html?article_id=14441)

[http://www.patriciaraya.com/article\\_stop\\_the\\_cycle.html](http://www.patriciaraya.com/article_stop_the_cycle.html)

<http://www.northporthighschool.net/teachers.cfm?subpage=691307>

**Extension Activities:** Ask students to determine some of the behaviors they identify as needing improvement and make a plan to improve on those. Ask them to share the list with family and friends and seek help in identifying your problem behaviors, if needed. Remind them to keep the inventory and plan to improve in their portfolio for the next meeting.

Activity:

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**Handout 1: BEHAVIOR INVENTORY**

**Directions:** Read each statement and decide how well it describes you and your typical *behavior in school*. Then, by using the four-point scale below, rate each statement and write your response (i.e. 1, 2, 3, or 4) on the answer sheet in the appropriate space. Please answer every statement with: **3** That's really me; **2** That's often me; **1** That's me once in a while; **0** That's not me

- \_\_\_\_\_ 1. It is not very important for me to do well in school.
- \_\_\_\_\_ 2. When I become discouraged with school, I give up and don't try any more.
- \_\_\_\_\_ 3. I put a lot of time and energy into my schoolwork but I don't seem to accomplish very much.
- \_\_\_\_\_ 4. I have a hard time finishing homework or projects for school.
- \_\_\_\_\_ 5. It is difficult for me to start homework or study for tests without being forced to by someone.
- \_\_\_\_\_ 6. I don't like to ask questions or *ask for* help because *I* do not want to look stupid.
- \_\_\_\_\_ 7. I don't do any of my school assignments until I absolutely have to or until they are past due.
- \_\_\_\_\_ 8. I usually blame someone else, like my teachers or parents, if I don't do my homework or receive bad grades.
- \_\_\_\_\_ 9. I usually feel sorry for myself when things go wrong in school.
- \_\_\_\_\_ 10. I don't seem to have much time for homework because of all the other things I want to do.
- \_\_\_\_\_ 11. I never seem to feel good about my ability to do well in school.
- \_\_\_\_\_ 12. I have a hard time paying attention in class.

**Scoring:** Add the numbers next to each of the twelve statements and write your total score below.

TOTAL SCORE \_\_\_\_\_

**Interpretation:**

This is a brief description of the meaning of your score. You may want to discuss it with your advisor, counselor, parent or teacher.

Score of **24-36**: You have a self-defeating style of coping with school and should ask for help in changing these habits. You could ask a counselor, advisor, teacher or parent to help you.

Score of **13-23**: Your score is typical of many high school students. First, identify your goals for changing your self-defeating habits. Ask your family, friends, teachers, advisor, or counselor for help in accomplishing your goals.

Score of **0-12**: You have an EFFECTIVE style of coping with school.

Below, write the number 0, 1, 2, 3, or 4 next to each behavior listed below

_____ Lack of motivation	_____ Inability to complete tasks	_____ Little accomplishment
_____ Lack of persistence	_____ Inability to get started	_____ Fear of failure
_____ Procrastination	_____ Looking for scapegoats	_____ Excessive self-pity
_____ Lack of concentration	_____ Ineffective time management	_____ Too little self-confidence

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**Handout 2: Behaviors**

**What is self defeating behavior?** It is any behavior that gets in our way of achieving a goal. It is what we do things that are not in our best interests even though common sense, our friends, teachers or families warn us of negative consequences. Below are examples of self defeating behaviors and thoughts. Which ones fit you? Remember, you may not even be aware of some of the behaviors and attitudes impeding your improvement. You may want to ask a parent or friend to identify ones that they are aware of before you move on. Select your three worst enemies and complete chart below

Inferiority feelings Procrastination Fear of failure Fear of groups Difficulty in decision making Underachievement Racial prejudice Social prejudice Perfectionism Dependency Lack of motivation Withdrawal Excessive overweight Compulsive behavior Lying Overeating Boredom (as an attitude) Feelings of hatred Alcoholism Drug abuse Excessive worry Feelings of meaninglessness Psychosomatic illness Depressions Stuttering Feelings of loneliness Fear of the unknown Fear of hurting others Inability to concentrate Folding up under pressure	Defensiveness Fear of stating one's point of view Negative attitude Fear of expressing deep feelings Inability to say "no" Authority problems Disorganization Never on time Waste time Poor Planning Forgetfulness Fear of being oneself Unrealistic expectations of self and others Fear of intimacy Fear of commitment Fear of rejection Extreme nervousness Fear of taking a test Fear of death Excessive daydreaming People pleasing Fear of success Excessive guilt Unrealistic mistrust Unrealistic fear or paranoid behavior Losing temper Alienation of others
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Current Defeating Behavior	New Behavior	Steps to Make it Happen

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**Part 2 GRADE 10 LESSON 23: Behaviors**

**Time Required:** 30-45 minutes

**Content Standards:**

PS.S.10.9 Students will understand safety and survival skills and apply coping strategies.

**Competencies: Students will...**

PS.C.10.9.03 Demonstrate positive coping skills for managing life's events.

PS.C.10.9.04 Identify and use positive techniques for managing stress and conflict.

**GOAL:** Students will examine the consequences of self-defeating behaviors

**Activity Statements:**

Students will identify goals and steps to overcome self-defeating behaviors.

**Materials:**

1. Handout 1 -- "*What is a Self-Defeating Behavior?*"
2. Handout 2 -- "*Goal Setting Worksheet*"
3. Pen/pencil

**Procedures:**

1. Distribute the handouts.
2. Have students read the descriptions of self-defeating behaviors on Handout 1 and ask them to choose one they would like to change.
3. Have students select a partner to brainstorm ways to behave differently to achieve goals.
4. Have each student to complete a goal sheet that addresses the behavior he/she needs to change.

**Discussion:**

1. What are some of your behaviors that you need to change?
2. Why is important to revisit the goal sheet regularly?
3. What would you suggest to a student who seems to be unable to change a pattern of behavior?
4. What is wrong with simply saying, "Well that's just how I am? Don't expect me to change."

**Closing Statement:**

Each of us has difficulties with some aspects of work or school. Students who typically do well in school and grades even have some difficulties sometimes. The difference is they work on them or compensate for them. The goal sheet that you completed during this session is just a tool. You will need to revisit this goal sheet and monitor your progress to make this tool work for you.

**Additional Resources:**

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**Extension Activities:**

Continue to note behaviors that are getting in your ways of achieving your goals. Hold yourself accountable for new behaviors you chose in Handout 2.

Activity:

Resource:

Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons <http://intranet.cps.k12.il.us/Lessons/Advisory/>

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HANDOUT 2: Achieving Goals to Change Behavior

1. Select a goal you can control.
2. Avoid using vague words such as some or more.
3. Complete this sheet.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Short Term Goal: (nine week period)

- 1.
- 2.
- 3.

Semester goal:

- 1.
- 2.

What do you need to do differently to help you reach this goal? What behaviors do you need to change or give up?

How will you measure your progress?

- 1.
- 2.
- 3.

Who or what will verify that you reached your goal?

- 1.
- 2.
- 3.

Stated Goal(s):

(Example) I will have one letter grade higher in English than last 9 weeks.

I will \_\_\_\_\_

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**Grade 10 Lesson 24: Managing Stress**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S10.8 Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...** PS.C.10.8.01 Develop coping skills to deal with academic pressure.

**GOAL:** Students will explore ways to reduce stress, deal with academic pressure and set personal goals.

**Activity Statements:**

Students will identify common academic stressors and explore ways to reduce stress.

**Materials:**

1. Handout 1 – Recognizing the Signs of Stress
2. Handout 2 – Ways to Deal with Stress
3. Handout 3 – Short-term Stress Relievers
4. Handout 4 - Five Things to Change

**Procedures:**

1. Introduction - Ask students what is STRESS?  
Everybody experiences stress. It's the body's natural reaction to tension, pressure and change. A certain amount of stress is good because it makes life challenging and less boring, but too much can be bad for you– both physically and mentally. Prolonged stress can lead to accidental injury or serious health problems. For the sake of your health, safety and happiness, it's important to recognize and manage stress before it does you harm.
2. Distribute Handout 1. Ask students to identify the signs of stress that they have experienced.
3. Ask students to share any of the signs that they recognize in themselves with the group.
4. Distribute Handout 2 - Tell students this will help them address long-term strategies for reducing stress. Have them share possible strategies for specific situations that are not specifically mentioned on the handout.
5. Distribute Handout 3 - Tell students to complete the question on the handout for review and to remember to practice the short-term strategies.
6. Pass out Handout 4 and ask students to complete and have in their portfolio to refer to and to use in other sessions.

**Discussion:**

1. After discussion on what is “stress”, as the students what are some of the signs of stress you recognized in yourself?
2. Why is it important to set some long-term goals for reducing stress in your life? What are the benefits?
3. How can the short-term strategies help you improve your school work?
4. Do you think girls or boys experience more academic stress? If so, give examples.

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**Additional Resources**

[http://www.associatedcontent.com/article/415946/time\\_management\\_tips\\_for\\_teens.html?cat=7](http://www.associatedcontent.com/article/415946/time_management_tips_for_teens.html?cat=7) – Time management tips that will help reduce stress

**Extension Activities:**

Encourage students to discuss the academic stresses of school with their parents. Both the student and the parent should understand these stressors and explore ways to address them. Students will keep a log of all activities for one week, noting anything that is especially stressful, eliminate time wasters, and see if they can trade-off things that may be stressful to one, but less stressful to another.

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**Handout 1: Recognizing Stressors**

Before you can manage stress, you will need to recognize the signs that you are experiencing stress in school. If you are aware of these signs, you can take actions to reduce the pressures that can impact your academic success. Check any signs of stress that you have experienced.

**Related to academics, High School students stress about:**

Increasing amounts of schoolwork Assignment deadlines Quizzes and exams Class presentations (public speaking) Honors and IB classes High-stakes tests (i.e. SAT) Getting into college	Selecting a career path Balancing school with sports, hobbies and social life Expectations of parents and teachers Competing with siblings Fear of failure
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“Information Age”: Academic stress is on the rise partly because the information age now provides students with a vast amount of information at their fingertips and because students are expected to synthesize such information at a more accelerated rate than when their parents attended school.

Tell yourself: When I am aware of my actions, I can take control of myself before things get out of hand.

How do I know if I’m stressed out?

- I hurt others with my words or actions.
- I reach out to things that seem to make the pain go away but in the end I’m left with the pain and the problem.
- I just can’t stop crying; everything hurts my feelings.
- I don’t know why I’m tired all the time.
- I’m a perfectionist, nothing is good enough; it’s got to be perfect!

**Recognize the Signs of Stress**

anger anxiety changes in eating difficulty sleeping feeling powerless feeling uptight forgetfulness headaches	hopelessness irritability lack of energy new or increased use of tobacco, alcohol or other drugs poor concentration sadness upset stomach worrying too much
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**DO THESE SEEM FAMILIAR TO HOW YOU ARE FEELING?**

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**Handout 2: Ways to Deal with Stress**

Long-term ways to manage stress requires you to develop strategies that head-off the negative impact of stress. The key to stress management is organization. Some of the things that work are very simple changes in your habits. Others require more thought. Check the ways to manage stress that are a part of your daily routine.

Ways to Manage Stress

- Think positively and surround yourself with others who do so.
- Don't demand too much of yourself. Ask for help.
- Accept that you can't control everything and be flexible.
- Make a list of things to do each day and set reasonable priorities. (Get Organized)
- Divide big tasks into smaller ones.
- Eat healthier and avoid sugar.
- Get plenty of sleep each night.
- Exercise some each day to boost energy and improve your mood. Don't sit too long.  
Use stairs instead of elevators.
- Make time to relax. Listen to music, meditate, read or do something you like.
- Avoid alcohol, tobacco and drugs which act as a pacifier to stress & aggravates stress.
- Use mistakes to learn.
- If possible, "no" to tasks that you know will be stressful for you.
- Talk about things with a friend so that frustrations don't build up.
- Appreciate nature.
- Laugh and have fun.
- Let yourself cry.

What three strategies that you feel you need to improve on?

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**Handout 3: Stress Reliever**

- There are several short-term strategies for relieving stress when facing the pressures to succeed in school – pressures such as facing a big test, keeping grades up to qualify for college scholarships, or not having enough time to participate in extracurricular activities or a part time job and get homework completed. While you need to develop long-term strategies to reach your goals, the following are some simple actions you can take.

**Stress Relievers**

- **Deep Breathing**  
While in a comfortable position, take a long deep breath to the count of 5. As you exhale to the count of 5, imagine breathing out tension and breathing in relaxation. With each breath, think “relax.”
- **Stretches** that can be done either sitting or standing.
- **Bubble Technique**  
Close your eyes and sit quietly. Imagine yourself floating underwater with air to breathe and no tension. Picture your thoughts inside of air bubbles and watch as they float away.
- **Sandbag Technique**  
Close your eyes and sit quietly. Imagine yourself standing in a hot-air balloon that is still on the ground. In the basket with you are bags of sand that represent your worries. As you toss each bag out of the basket onto the ground, the balloon begins to lift. When all the bags are gone, you are floating freely with no worries. Return when you are ready. Notice the change in your attitude.

**Describe something you do to relieve the stresses you face in school:**

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Handout 4: Five Things to Change

Five bad habits I have that interfere with school success...

1.

2.

3.

4.

5.

Five things I will do to improve my success in high school

1.

2.

3.

4.

5.

Resources:

<http://school.familyeducation.com/skill-builder/college-prep/37653.html>

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**Grade 10 Lesson 25: Right Brain/Left Brain**

Time Required: 30-45 minutes

**Content Standards:**

- A.S.10.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.
- A.S.10.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.

**Competencies: Students will...**

- A.C.10.1.06 Apply knowledge of learning styles to positively influence school performance.
- A.C.10.1.12 Learn to evaluate reliability of websites and other resources that may be used to increase learning.
- A.C.10.2.10 Demonstrate strategies to become a self-directed, independent learner.

**GOAL: Students will identify their primary learning style and plan strategies to increase success in school and future jobs.**

**Activity Statements:**

Students will review their learning styles assessment and identify new strategies to assist them in learning.

**Materials:**

1. Pencil/pen
2. Previous Learning Styles Inventory Results
3. American Samoa Tabloid
4. Handout 1: Left Brain/Right Brain
5. Handout 2: Implications for Learning

**Procedures:**

1. Obtain several extra copies of the American Samoa Tabloid before starting the class for those students who may be new to schools in American Samoa.
2. Remind students of the Tabloid provided to them as 9<sup>th</sup> graders and if any do not have one, pass one out to those students with signature sheet (provided by Guidance and Counseling Office) verifying they received one.
3. Remind students of the Learning Styles Inventories they did in the 9<sup>th</sup> or 10<sup>th</sup> grade and have them retrieve them from their portfolios.
4. Have students individually review their inventories. If some do not have one or have not taken the inventory, have them do it now.
5. Ask if they have any comments or reflections they would like to make about their learning styles profiles at this time and allow for any discussion.
6. Tell them that today's session is going to cover some new information to help them as learners.
7. Pass out Handout 1: Left Brain/Right Brain and have students break into small groups based on their learning styles to discuss this handout.

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**Activity:**

1. Have students share the points their group decided on with the entire class.
2. Remind students to keep their forms and inventories in their portfolios for future use and sessions.

**Resources:**

American Samoa DOE Website

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**Handout 1: LEFT BRAIN/RIGHT BRAIN**

Circle the number of the statements that best describe you at this time in your life.

1. I remember names best.
2. I remember faces best.
3. I prefer to have things explained to me with words.
4. I prefer to have things explained by showing them to me.
5. I prefer classes with one assignment at a time.
6. I prefer classes where I work on many things at once.
7. I prefer multiple choice tests.
8. I prefer essay tests.
9. I am not good at body language; I prefer to listen to what people say.
10. I am good at body language.
11. I am not good at thinking of funny things to say and do.
12. I am good at thinking of funny things to say and do.
13. I prefer classes where I listen to experts.
14. I prefer classes where I move around and try things.
15. I decide what I think about things by looking at the facts.
16. I decide what I think about things based on my experience.
17. I tend to solve problems with a serious, business-like approach.
18. I tend to solve problems with a playful approach.
19. I like to use proper materials to get jobs accomplished.
20. I like to use whatever is available to get jobs accomplished.
21. I like my classes to be planned so I know exactly what to do.
22. I like my classes to be open with opportunities for changes as I go along.
23. I am neither imaginative nor inventive.
24. I am very imaginative and inventive.
25. I prefer classes when I am expected to learn about things I can use in the future.
26. I prefer classes when I am expected to learn things I can use right away.
27. I would rather not guess or play hunches.
28. I like to play hunches and guess.
29. I like to express feelings and ideas in plain language.
30. I like to express feelings and ideas in poetry, song, dance, and/or art.
31. I rarely get insights from poetry or symbols.
32. I usually get insights from poetry or symbols.
33. I prefer solving one problem at a time.
34. I prefer solving more than one problem at a time.
35. I respond more to people when they appeal to my logical side or my intellect.
36. I respond more to people when they appeal to my emotional side or my feelings.
37. I prefer to learn the well-established parts of a subject.
38. I prefer to learn about the unclear parts of a subject.
39. I prefer analytical reading, taking ideas apart and thinking about them separately.
40. I prefer creative reading, putting a lot of ideas together.
41. I prefer to use logic in solving problems.
42. I prefer to use intuition in solving problems.
43. I prefer to analyze problems by reading and listening to experts.
44. I prefer to see and imagine things when I solve problems.
45. I am very good at explaining things with words.
46. I am very good at explaining things with hand movements and actions.
47. I learn best from teachers who explain with words.
48. I learn best from teachers who explain with movements and actions.
49. When I remember or think about things, I do best with words.

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50. When I remember or think about things, I do best with pictures and images.
51. I prefer to examine something that is finished and complete.
52. I prefer to organize and complete something that is unfinished.
53. I enjoy talking and writing.
54. I enjoy drawing and manipulating things.
55. I am easily lost in finding directions.
56. I am good at finding directions.
57. I am intellectual.
58. I am intuitive.
59. I prefer to learn details and specific facts.
60. I prefer to learn from a general overview and look at the whole picture.
61. I read for specific details and facts.
62. I read for main ideas.
63. I learn and remember only those things specifically studied.
64. I learn and remember details and facts in the environment, not specifically studied.
65. I like to read realistic stories.
66. I like to read fantasy stories.
67. It is more fun to plan realistically.
68. It is more fun to dream.
69. I prefer total quiet when reading and studying.
70. I prefer music while reading and studying.
71. I would like to write nonfiction books.
72. I would like to write fiction books.
73. I prefer individual counseling.
74. I prefer group counseling.
75. I enjoy copying and filling in details.
76. I enjoy drawing my own images and ideas.
77. It is exciting to improve things.
78. It is exciting to invent things.
79. I prefer to learn by examining.
80. I prefer to learn by exploring.
81. I am skilled in sequencing ideas.
82. I am skilled in showing relationships among ideas.
83. I prefer dogs.
84. I prefer cats.
85. I use time to organize my personal activities and myself.
86. I have difficulty in pacing my personal activities and myself.
87. I am strong in recalling names and dates.
88. I am strong in recalling spatial material.
89. I am skilled in the statistical, scientific prediction of outcomes.
90. I am skilled in the intuitive prediction of outcomes.
91. I prefer outlining to summarizing.
92. I prefer summarizing to outlining.
93. I prefer verbal instructions.
94. I prefer demonstrations.

Now, continue for learning to next page!

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**Handout 2: Implications for Learning  
Characteristics and Functions**

<p>Logical Thinking Solves Problems by Breaking Them Apart Sequential Thinks Concretely Talks to Think and Learn Analytical Serious Ideas/Logical Ideas Critical Thinking Parts/Segmented Structured/Planned Ordering/Sequencing Objective Processing of Ideas Prefers to Write and Talk Auditory/Visual Learner Follows Spoken Directions/Verbal Instructions Verbal Remembers Names Convergent Thinking Takes Few Risks Looks for Differences Math (Algebra) Rational Receptive Evaluative Thinking</p>	<p>Rational Receptive Evaluative Thinking Thinks of One Thing at a Time Focal Thinking Linear Verbal Memory Controlled Experimenting Abstract Math Computation Reading/Phonics Nonfiction Writing Interpreting Behavior Verifying Duplication and Application Reality Improving Known Intellectual Controls Feelings Time-oriented Prefers Objective Tests Controls Right Side of the Body Language Abilities Dislikes Improvising Little Use of Metaphors and Analogies</p>
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**Implications for Learning**

<ol style="list-style-type: none"> <li>1. Encourage logical, step-by-step problem solving.</li> <li>2. Break down concepts into smaller, sequential parts.</li> <li>3. Use concrete examples to make abstract concepts understandable.</li> <li>4. Discuss the role of organized concrete thinking.</li> <li>5. Learn various strategies to analyze problems.</li> <li>6. Understand solution steps in logical thinking.</li> <li>7. Use games, toys, materials with specific purposes.</li> <li>8. Break major concepts into parts and subgroups.</li> <li>9. Use materials that help organize (binders, planners).</li> <li>10. Use graphic organizers to illustrate parts of whole.</li> </ol>	<ol style="list-style-type: none"> <li>11. Use manipulatives that demonstrate a process.</li> <li>12. Discuss or repeat orally while writing.</li> <li>13. Use verbal and written directions.</li> <li>14. Students repeat directions orally.</li> <li>15. Talk aloud while studying when appropriate.</li> <li>16. Discuss specific facts and details.</li> <li>17. Organize brainstorming ideas into a conclusion.</li> <li>18. Play games that minimize risk taking.</li> <li>19. Play games that encourage finding differences.</li> <li>20. Encourage involvement in math and science.</li> <li>21. Encourage talking through problems.</li> <li>22. Use or create humor</li> </ol>
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**RIGHT BRAIN**

<p>Prefers to Draw and Handle Objects          Imaginations          More Likely to Act on Emotions          Self-acting          Inventing          Solves Problems by Looking at the Whole          Visual/Spatial          Spatially Oriented          Kinesthetic Learner          Visual Analysis          Pictures Things to Think and Learn          Playful/Loose Experimenting          Random Exploration          Follows Written/Demonstrated Directions          Visual/Kinesthetic Instructions          Creative Thinking/Synthesizing          Relational Concepts          Divergent Thinking          Takes Risks          Looks for Similar Qualities          Musical Abilities          Lets Feelings Go - Emotional          Simultaneity          Holistic/Gestalten</p>	<p>Intuitive Thinking          Evaluative Thinking          Abstract          Responsive          Nonlinear          Tonal Memory          Humorous Ideas          Math (Geometry)          Subjective Processing of Ideas          Simple Math Computation          Diffuse Thinking          Sight Reading          Singing          Dreaming          Assuming          Fantasy          Fiction          Affective Interaction          Spontaneous          Remembers Faces          Prefers Essay Tests          Controls Left Side of the Body          Likes Improvising          Use of Metaphors and Analogies</p>
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**Implications for Learning**

<ul style="list-style-type: none"> <li>• Discuss, draw, write the concept before learning it.</li> <li>• Encourage use of imaginations through creativity.</li> <li>• Discuss the role of feelings in decision making.</li> <li>• Use role-playing activities.</li> <li>• Use creative craft materials for inventive projects.</li> <li>• Use graphic organizers to illustrate whole concept.</li> <li>• Use manipulatives to demonstrate spatial relationships.</li> <li>• Use touch and movement activities.</li> <li>• Use illustrations whenever possible.</li> <li>• When in doubt, draw it out.</li> <li>• Conduct experiments.</li> <li>• Apply brainstorming strategies.</li> <li>• Use written instructions.</li> <li>• Have students create their own instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to build/make something.</li> <li>• Make collage pictures.</li> <li>• Utilize open-ended discussions.</li> <li>• Play games that encourage risk taking.</li> <li>• Play games that encourage finding similarities.</li> <li>• Encourage involvement in musical activities.</li> <li>• Discuss acceptable outlets for emotions.</li> <li>• Encourage simultaneous thinking.</li> <li>• Observe completion of task before trying.</li> <li>• Encourage students to create own problem solving systems.</li> <li>• Use abstract materials.</li> <li>• Encourage self-improvement.</li> <li>• Devise methods to help with organizational skills.</li> <li>• Use spelling aids/visual memory strategies.</li> <li>• Use or create humor.</li> </ul>
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Directions: Using the questions you circled, find the characteristics that they are most closely aligned with. Are you RIGHT or LEFT brained? What can you do to improve your learning?

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**Grade 10 Lesson 26: Service Learning and Community Service**

**Time Required:** 30-45 minutes

**Content Standards:**

C.S.10.6 Students will understand the relationship between personal qualities, education, training and the world of work.

**Competencies: Students will...**

C.C.10.6.04 Identify opportunities in the school and community for service learning experiences.

**GOAL:** Students will become aware of the service learning experiences and benefits.

**Activity Statements:**

1. Students will read and discuss the handout, “What is Service Learning?”
2. Students will read and discuss scenarios of service learning situations and determine the benefits of each.
3. Students will work with a partner to plan a service learning project and write up for possible implementation.

**Materials:**

1. Handout 1 -- “What is Service Learning?”
2. Handout 2 - Types of Service Learning
3. Handout 3 - Service Projects and Format
4. Pen or pencil

**Procedures:**

1. Distribute copies of Handout 1 and ask students to volunteer to read paragraphs. Encourage students to discuss the benefits of service learning by using discussion questions in Discussion section.
2. Distribute the Handout 2 and discuss each type with students. Ask students to give an example of each type that could be locally.
3. Pass out Handout 3 and have students team into no more than 2 to 3 in a group for reviewing and planning and writing a service learning project.

**Discussion:**

1. Why do you think service and community service and learning is a benefit to youth?
2. Why do you think the CTE programs encourage community service and learning or job shadowing?
3. Why do you think colleges look for a record of service when they screen applicants?
4. What do you think Dr. Martin Luther King Jr. meant when he said, “Everyone can be great because everyone can serve?”
5. What could you do for a service learning or community service project ?

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**Closing Statement:**

Whatever path each of you takes after leaving high school, you will meet persons in need and communities in need of improvements. Your service will also make our country a better place to live and work.

**Additional Resources:**

School specific list of community organizations that offer community service opportunities.

**Extension Activities:** If appropriate and possible, have the group select top two of the projects written by students and actually complete one as a group.

**Activity:**

Have students record their experiences in their Portfolio. Students may also wish to update their contacts and references.

**Advisors:** Ensure that all students have discussed their service/community learning experiences or plans with the appropriate CTE teacher in regards to career pathways.

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**HANDOUT 1: SERVICE LEARNING**

- CREATES opportunities that connect classroom learning with hands-on service.
- FOSTERS students' development of empathy, personal values, beliefs, awareness, self-esteem, self-confidence, and social responsibility.
- PROMOTES a sense of caring for others.
- DEMONSTRATES the ability of youth to positively impact their community.
- CONNECTS the students and the school to the issues of the community and the people of American Samoa.
- PROVIDES structured time for students to reflect on their service and learning experiences through a mix of writing, reading, speaking, listening, and creating.

**Service Learning Opportunities in American Samoa**

- Local churches
- Local schools
- Local hospitals and senior citizen homes
- Clubs and their projects
- United Way
- Red Cross
- Food Assistance
- After School Programs

Others:

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**Handout 2: Types of Service-Learning Activities**

Types of service-learning activities include direct service, indirect service, advocacy, and community-based research. Who is served, and how they are served, distinguishes the different types.

**Direct Service**

Direct service activities are those that require personal contact with people in need. This type of service is generally the most rewarding for students because they receive immediate positive feedback during the process of helping others. Examples of direct service activities include students' working with senior citizens in an intergenerational project such as repairing homes for elders or reading to small children. Direct service teaches students to take responsibility for their actions. Students also learn that they can make a difference.

**Indirect Experience**

Indirect experiences are commonly implemented in schools because they are easy to organize and they involve students' working behind the scene. These activities are centered in channeling resources to the problem rather than working directly with an individual who may need the service. Often students do not come in contact with the people they serve. Examples of indirect service include collecting food or toys for disadvantaged families and participating in landscaping a community park or other environmental projects. Indirect service projects are generally done by a group. They teach teamwork and organizational skills.

**Advocacy**

Advocacy as a service experience requires students to lend their voices and talents to the effort to eliminate the causes of a specific problem and to make the public aware of the problem. Activities may include making presentations to the community about particular issues or distributing literature about the issues throughout the neighborhood. Students learn to present their concerns clearly, to be concise in presenting their ideas, and to suggest feasible solutions.

**Community-Based Research**

Community-based Research (CBR) can be defined as a partnership of students, faculty, and community partners who collaboratively engage in research with the purpose of solving a pressing community problem or effecting social change. Typical CBR projects include faculty, students and community partners working together to focus local attention on pressing community needs, research and evaluate new programs, evaluate and assess existing programs, or create qualitative and quantitative research tools.

Resource:

<http://www.servicelearning.org/taxonomy/demographics-setting-high-school-9-12>

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**Handout 3: Sample Projects and Format**

Students: As a group, you are to read these examples and plan a project that would be possible in our school in American Samoa. Using the following samples and format, write up your project in order to present it to the group.

Author: Rachael Brunson - School: Great Oaks

**The Purpose and Essential Questions:**

The primary purpose for this service learning experience was to teach the students that every choice we make, no matter how small, has an impact on the earth and that if each of us does our part to save water, there will be enough for future generations.

**The Story:** The study of the cycles of water and a local severe drought brought the students attention to water, water conservation, droughts and their causes. Each Friday for the six weeks, students read and researched these issues.

**Activities:** Our activities included: having an ongoing guest from the city water department, learning to read water meters, using flow bags at home, research, making rainsticks and many, many class discussions. We are currently working on water conservation kits that we will distribute to our school community on science night. We have also made a water tip sheet with the students' illustrations that we will put in the conservation kit and hopefully have added to the city website.

**Service-Learning Theme(s) and Community Need:** Environment

Prior to the start of the school year, our community had been placed on stage 2 water restrictions. Even with the restrictions in place, water was still not being used wisely. When the students evaluated the use in their own homes, they found many instances of waste. During our study, we have found that many people are just unaware of the importance of saving water or the small steps they can take to make a big difference.

**Community Partners:** We formed partnerships with the City of Round Rock and the Brushy Creek Municipal Utility District.

Place of Impact: School , Local Community

School Setting, Grade Level and Duration:

Target Population: All Students

Duration: More than 9 weeks

**Connection to Curriculum:** Academic Subjects: English Language Arts , Math , Social Studies , Technology and Careers

**Explanation:**

1. How physical characteristics of places and regions affect people's activities and settlement patterns.
2. Water: people need clean water to live. People use water for drinking, cooking, bathing, washing clothes, and cleaning. People use water to grow plants for riding in boats and ships. People use water to make electricity.
3. How humans use and modify the physical environment.
4. Identify ways people can conserve and replenish natural resources.

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**Subject: Science**

1. Science concepts. People use and modify their environment and natural resources to meet their basic needs.
2. Reusing, recycling, and reducing consumption conserves natural resources.

**Math**

1. Measurement. The student recognizes and uses models that approximate standard units from both SI, also known as metric, and customary systems of length, weight/mass, capacity, and time.

Skills Developed: Critical thinking, public speaking, publishing

**Websites:**

<http://roundrockkidservicelearning.blogspot.com/>  
<http://www.wateruseitwisely.com/>  
<http://www.epa.gov/ow/kids.html>  
<http://www.epa.gov/watersense/kids/>  
<http://www.sandiego.gov/water/conservation/kids/>  
[http://www.ecokids.ca/pub/eco\\_info/topics/water/water/index.cfm](http://www.ecokids.ca/pub/eco_info/topics/water/water/index.cfm)  
<http://www.twdb.state.tx.us/Kids/>

**Career-Related Learning:** City Engineer, Water Conservation Specialist, Environmentalist

**Global Connections Made:** Understanding the local need for water extends globally.

**Leadership Opportunities:** Communication to their families

**Five Stages of Service-Learning (Procedure):**

**Investigation:**

In order to gain knowledge on the issue of water conservation, students read literature, articles, used online resources, and watched educational videos including youtube videos. We also had a global component as students spent a lot of time researching water in Africa (or the lack of). We watched youtube videos and read A Life Like Mine. We also had an expert on water conservation come to speak on several occasions.

**Reflection:**

During the investigation, students communicated their reflections or "ah-ha's" during classroom discussion.

**Preparation and Planning:**

In the beginning, we did not have a specific kind of service in mind. We were just learning. We knew we wanted to do something to spread the word about saving water, but did not have an idea. After much investigation, we decided to make a water tip sheet of our own. We also wanted to make a water conservation kit to pass out to our school community. We worked as a class to come up with the tips to put on the handout with each student contributing his or her favorite tip. Each student also drew an illustration to accompany their tip. We scanned these into the computer and created a Water Saving Tip Sheet with original student art. We worked with the city's water conversationalist to gather materials to put in our conservation kit.

**Reflection:** Classroom discussion; formal reflection questions

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### **Action:**

Students created a Water Tip Sheet and are currently in the process of working with a printer to get enough copies to distribute to the community. Students are also in the process of putting together water conservation kits to distribute at Science Night, an event with a large community attendance.

### **Reflection:**

Throughout each experience, we held classroom discussions. Great Oaks is a school that values the importance of reflection. We are also a school that fosters a sense of community. Most of our reflection was through informal class discussions with some formal reflection questions included.

### **Demonstration:**

Students will set up a booth at Science Night and will be prepared to answer questions relating to water conservation and our learning. We also have a goal of creating a public service announcement by the end of the school year.

### **Public Relations:**

The students have completed a water tip sheet that will be distributed to the school community and put on our school website. We are also working to get our tip sheet included on the City of Round Rock's website as well as the Brushy Creek Municipal Mud's website. Student are also presenting ideas for a public service announcement.

### **Assessment and Evaluation:**

The students were assessed during each step of the process. Since our service learning process emphasized a variety of important academic areas, it was important for them to demonstrate their expertise in each area. Teacher questioning was used to assess understanding. Since this was a new service learning experience, I was not sure in the beginning how to assess. Next year, I will create a rubric including each academic area with the students.

### **Lessons Learned and Next Steps:**

In the beginning, I did not think the students would buy into service learning about water. Honestly, I thought they would think it was boring and not applicable to their lives. It turns out that they had total buy in to this ongoing learning experience. I think part of the reason is that the "pressure was off." By this I mean that it was something fun to do each Friday. I told the kids that I was learning with them and tried to take the path my students wanted to take instead of what I was mandated to teach. A funny thing happened: I was still teaching the curriculum, just not in the way I expected! This truly became a student led process and I facilitated in helping them take action or think through an idea. If I do this or something similar again, I would do a few things differently: I would have the students reflect more in their journal. I would also break the students into small groups for part of the research and have them report to the class instead of having all large group discussions.

Great Oaks Elementary is an Exemplary school in Round Rock, TX. Our student population is approximately 950.

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Author: Heather Pavona

School: Kelvyn Park High School

### **The Purpose and Essential Questions:**

Because our double-period English classes are designed for those students who are reading below grade level, the cross-age tutoring partnership was an excellent opportunity for our students both to experience success as readers while working with children's books and to serve as mentors to younger children in their community. As teachers we believed the best chance for our students to master the strategies we had taught them would be by teaching those strategies to someone else. The cross-age

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tutoring partnership gave them the opportunity to share their reading expertise with a young child and to gain confidence as readers. The first graders also benefitted from the relationship they developed with their "big buddies" as they began to realize that the high school students they encountered in their neighborhood were not to be feared; rather, they were to be trusted and admired. Kelvyn Park is a neighborhood high school. Some students see Kelvyn Park as a school of last resort if they do not get into selective enrollment high schools. Our ability to connect to and build relationships with pupils in our feeder schools is essential to attracting neighborhood kids to our school. We believe the Cross-Age Literacy Project creates some of those important relationships.

### **The Story:**

Over the past decade, Chicago Public Schools has placed a major emphasis on improving literacy. Our strategy through the Cross-Age Literacy project was to use service-learning as a way to excite students about reading by providing them with a chance to teach children literacy skills. The cross-age literacy partnership between Kelvyn Park High School and two feeder elementary schools, Funston Elementary and Monroe Elementary, began in 2008. All ninth grade students in our double-period English classes were paired up with a first grader with whom they met with on a monthly basis. Visits focused on a specific reading strategy they were learning in their freshmen classes. The students then practiced with their first grade "little buddies." Our freshmen took the time to plan every aspect of the tutoring lessons from the icebreakers to the pre-reading activities to the closing activities. Both the high school students and the elementary school students experienced academic and socio-emotional gains as a result of the partnership.

**Service-Learning Theme(s) and Community Need:** Literacy and Mentoring

### **Community Need:**

Like most urban schools in Chicago, the elementary schools we partnered with suffered from overcrowding and under funding. Some classes had over thirty students in them who were reading at all different levels, and many of the classes contained both bilingual and special education students. Because one teacher alone could not tackle all of the diverse needs in these classrooms, our students provided the additional support necessary to ensure that the first graders were making progress in reading. Once a month, the first graders had an opportunity to work one-on-one with an older mentor who could guide their reading and provide focused instruction on a reading strategy such as summarizing or predicting.

### **Community Partners:**

Kelvyn Park High School partnered with Monroe Elementary School and Funston Elementary School to complete this project. The Logan Square Neighborhood Association (a local community organization) and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) also helped us initiate and coordinate our partnerships.

**Place of Impact: School** - Target Population: All Students - Duration: More than 9 weeks

### **Connection to Curriculum: Academic Subjects: English Language Arts**

Students participated in cross-age literacy through their Reading classes once a month beginning in December and ending in May. The lessons corresponded with the strategies they were learning in our reading classes.

**Skills being introduced or developed:** Each month the ninth grade students focused on a different reading strategy in their lessons for the first graders such as predicting, summarizing, visualizing, and questioning. Students also taught two or three new words to their "little buddies" using the vocabulary strategies they had learned in class.

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### **Books, Media, Websites, and other Resources:**

Students used a variety of children's books to plan their lessons as well as the America's Choice Ramp Up to Literacy curriculum.

**Career-Related Learning:** For those students interested in becoming teachers or working with children in another capacity, this partnership was a great opportunity to learn about and experience the process of planning, implementing, and reflecting on lessons.

### **Five Stages of Service-Learning (Procedure):**

#### **Investigation:**

During the investigation stage, the lead literacy teacher and the lead English teacher at Kelvyn Park worked in partnership with two local community organizations, the Logan Square Neighborhood Association and GEAR UP, to identify elementary schools interested in partnering on this project. We then met with teachers and administrators from the elementary schools to discuss the parameters of the project and to refine the partnership.

#### **Reflection:**

As a course team, the ninth grade teachers continued to discuss how we could best prepare our students for this partnership and which elementary schools would be most suitable for this work depending on their need, their distance from our school and their willingness to welcome our students into their classrooms.

#### **Preparation and Planning:**

Each month, our students spent several class periods preparing for their visits to the elementary schools. As a class, we would design each aspect of the lesson including the icebreaker, the pre-reading activity, the during-reading activity, the post-reading activity and the word study. Students would then choose an appropriate children's book for the lesson and practice reading the book several times until they reached an appropriate level of fluency. Finally, students would run through their entire lessons with each other, so they felt comfortable when they had to execute the lesson with their "little buddies."

#### **Reflection:**

Through classroom discussion, our students negotiated which activities and strategies they believed would most successfully meet the needs of their little buddies based on what they had seen in last month's visit.

**Action:** After planning their lessons, students spent an hour each month tutoring their "little buddies" at either Funston Elementary or Monroe Elementary.

**Reflection:** Throughout the lesson, teachers would walk around and take brief notes on what they observed. On the way back to school, students and teachers would debrief about what happened during that month's session. A longer reflection took place the next day during class.

**Reflection:** During the class period following each tutoring session, students completed a written response reflecting on their visits. They usually shared what they did in the lesson, how it went, and what they wanted to focus on during their next visit. At the end of the school year, students completed a longer written reflection and participated in a peace circle in which they discussed the successes and shortfalls of the cross-age literacy partnership.

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**Demonstration:** In May, students planned and participated in a celebration with their "little buddies." They awarded certificates of completion to their little buddies and exchanged small tokens of appreciation. Teachers also photographed the cross-age tutoring experiences and displayed photographs and artifacts from the sessions in our classrooms.

**Reflection:** By celebrating their successes and experiencing the gratitude of the "little buddies" and their teachers, our students gained a better understanding of the positive impact they had on their community.

#### **Assessment and Evaluation:**

Students received a monthly grade for the planning and implementation of their cross-age literacy lesson plans. They were assessed on a rubric developed by the America's Choice team as well as the teachers at Kelvyn Park. Our students' reading achievement was also assessed throughout the year both formally and informally using independent reading logs, reading conferences, and standardized tests.

#### **Lessons Learned and Next Steps:**

While some teachers were initially skeptical that all of our ninth grade students could participate in this project, the results were overwhelming positive. Students looked forward to this experience every month, and it was extremely gratifying to watch them articulate their knowledge about reading to others. In the future, we hope to begin the partnership a bit earlier in the school year and to involve the elementary school teachers more fully in the planning and evaluation process.

#### **About the School:**

Kelvyn Park High School is a neighborhood school on the northwest side of Chicago that serves approximately 1400 students. Our population is predominately Latino, and 96% of our students qualify for free or reduced lunch. In 2007, Kelvyn Park was recognized as one of only six "Generator Network Schools" by the National Youth Leadership Council for our outstanding work in service-learning.



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**GRADE 10 LESSON 27: Continued Learning Activities**

**Time Required:** 30-45 minutes

**Content Standards:** PS.S.10.8 Students will make decisions, set goals, and take necessary action to achieve goals.

**Competencies: Students will...**

PS.C.10.8.03 Identify rights and responsibilities to self and others.

PS.C.10.8.04 Use problem-solving and decision-making skill to make safe healthy choices.

**GOAL:** Students will make plans for the summer for continued learning and include their academic and personal goals.

**Activity Statements:**

Students will determine activities and actions that can be completed during the summer with their academic and personal goals.

**Materials:**

1. Handout 1 – *Summer Activities Checklist*
2. Handout 2 – *Setting and Reaching Goals*
3. Pen/pencil

**Procedures:**

1. Introduce lesson: Summers are a time to relax and catch up on things you've neglected during the school year. Most of us have big ideas on what we will accomplish or do over the summer. If you don't plan ahead, the summer will be gone and you will not accomplish anything. During today's lesson you will set some definite goals and action steps you need to take in order to accomplish your goals.
2. Distribute the Handout 1. Have students read the suggested activities and check the ones that they would like to do.
3. When they have finished, have each student develop a goal sheet for the summer using Handout 2.

**Discussion:**

1. If you have failed a course this past year, how do you plan to make up the credit for it?
2. Can summer employment be a learning experience? How? Will it help in some way for you to reach your post-secondary goals?
3. What type of community service could you do this summer?
4. What three books could you read this summer?
5. Is there a vocabulary list that you need to study and learn?
6. What are some things you can do for yourself this summer?
7. What are some things you can do for your family this summer?

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**Closing Statement:**

There are many people who would like to trade places with some students. They include adults who would love to have all the time on their hands that some students will have this summer. Encourage your students to enjoy their summer vacation and do what they can to make sure that they are being productive.

**Additional Resources:**

**Extension Activities:** None

**Activity:**

Ask students to update their Short-Terms Goals with any goals they wish to accomplish in the summer.

**Resource:**

Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons <http://intranet.cps.k12.il.us/Lessons/Advisory/>

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**Handout 1: SUMMER ACTIVITIES CHECKLIST**

Put a checkmark next to any activity that you would like to do this summer. When you are finished, number activities in the order that you would like to do the most.

1. \_\_\_\_ Visit the local library and read books on the 11<sup>th</sup> grade reading list.
2. \_\_\_\_ Visit the local park and find out what programs you can take part in this summer.
3. \_\_\_\_ Complete \_\_\_\_ hours of community service.
4. \_\_\_\_ Visit a 2-year or 4-year or technical school you are considering after graduation.
5. \_\_\_\_ Take a class that interests you.
6. \_\_\_\_ Visit an older neighbor that may need your help.
7. \_\_\_\_ Spend a day at the on our beaches or in a boat.
8. \_\_\_\_ Begin an exercise program to keep in shape.
9. \_\_\_\_ Write in a journal each day.
10. \_\_\_\_ Look for a way to help someone in the family each day.
11. \_\_\_\_ Volunteer at a hospital or day care center.
12. \_\_\_\_ Paint or sculpt.
13. \_\_\_\_ Do some home improvement projects.
14. \_\_\_\_ Learn to play a musical instrument.
15. \_\_\_\_ Learn to cook.
16. \_\_\_\_ Learn 5 new words each week to prepare for college exams.
17. \_\_\_\_ Get a part-time job
18. \_\_\_\_ Improve my computer and research skills

OTHERS:

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**Handout 1: Setting and Reaching Goals**

**Directions:** Students will review goals letter and reflect on what they learned from seniors and list primary goals from their goals letter. Please complete this worksheet reflecting on what you must do to make you dreams come true.

Goals I Wish to Accomplish	What I Might Need to Know About	Ways I Could Find Out About These Things	What Else I Might Need to Make it Happen	Self-Defeating Behaviors I Must Overcome

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**GRADE 10 LESSON 27: GOALS REFLECTIONS HANDOUT**

This lesson gives you the opportunity to reflect on your 10<sup>th</sup> grade experience by reviewing the goals you set for yourself in your goals letter.

**Directions:** Read your goals letter. Are you moving toward your targets? Check off all the goals you meet, then complete the self-reflective questions below.

- Grade Point Average**
- School Attendance**
- Behavior**
- Friends**
- Family**
- Community Service**
- Extra-curricular Activities**
- Clubs**
- Athletics**
- Study Skills**
- Time Management**
- Organization**
- Employability Skills**
- Post Secondary Preparation (dual credit, AP courses, technical programs, etc.)**
- Post Secondary Goals**

I am on target to meet \_\_\_\_\_ number of goals.

I am most proud of \_\_\_\_\_

I am most disappointed in \_\_\_\_\_

If I had to do over I would \_\_\_\_\_

The main reason(s) I did am not reaching some goals are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

What I have learned this year is \_\_\_\_\_

What I will do differently in the future is \_\_\_\_\_

## APPENDICES

## **Appendix A: Master Calendar**

**Appendix B: Additional Lessons as Required**

**(Insert Lessons you have developed and have or will use in the section above where most relevant!) Include here those assignments by the Guidance and Counseling Office.**

## **APPENDIX C: STUDENT WORKSHEETS**

**Copies of student worksheets and handouts for all lessons will be included here without the headers and page numbers of the curriculum materials you are using.**

