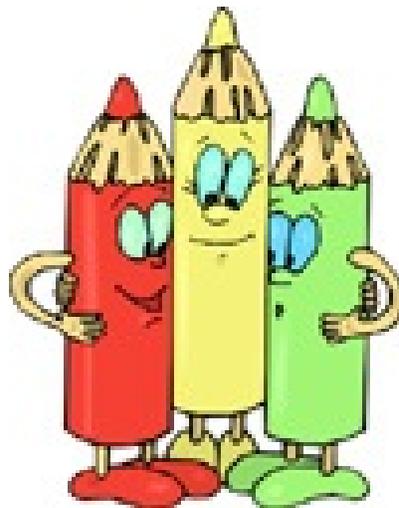


Knowledge, Pride and Future!

**AMERICAN SAMOA'S
COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAM
ELEVENTH 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 postsecondary 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 what 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 reasoning 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, 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

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- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- 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

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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
 - 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

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- 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

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

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- 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
- C:C2.4 Apply academic and employment readiness skills in workbased 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

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- 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
- 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 ELEVENTH Grade Curriculum Standards and Competencies

As students progress to the eleventh 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/workbased 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.

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Eleventh Grade Content Standards and Competencies

In the eleventh grade, students will expand/broaden strategies and participate in activities to support and maximize their ability to learn. Individual, long-term career/educational plans will develop their preparedness for the work place or post secondary education. Strategies for exploring/planning for future occupations will be *expanded* with the knowledge of expected social, emotional and physical changes young adolescent’s experience. All students will develop the knowledge/skills for applying for post high school training and the financial support needed to meet the plans. Decision making steps and application are integrated into lessons and discussion topics as students examine potential long/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 learning experiences.

Grade 11	Academics
Standard:1	Contributing to Effective Learning (A.S.11.1)
(A.S.11.1)	Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Competencies	Students will
A.C.11.1.01	make revisions as appropriate to their academic improvement plan based on the most recent classroom work, high school grades, standardized test scores, teacher comments, and life experiences.
A.C.11.1.02	demonstrate ability to work independently and cooperatively with others.
A.C.11.1.03	develop a plan for completing a research-based project.
A.C.11.1.04	demonstrate the ability to use a variety of effective and innovative thinking and learning strategies.
A.C.11.1.05	learn, practice, and utilize test-taking strategies to improve assessment results.
A.C.11.1.06	utilize educational skills necessary to progress toward individual life-long learning goals.
A.C.11.1.07	develop personal strategies to improve reading comprehension.
A.C.11.1.08	learn and utilize required skills to improve standardized testing.
A.C.11.1.09	analyze their time-use and time-wasters and apply time management and tasking skills.
A.C.11.1.10	identify attitudes and behaviors that lead to successful learning.
A.C.11.1.11	analyze their most recent standardized test results to identify strengths and challenges.
Standard:2	Academic Rigor and Postsecondary Options (A.S.11.2)

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(A.S.11.2)	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.11.2.01	discuss the current relationship between flexible career plans, postsecondary goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.
A.C.11.2.02	compose a well-developed composition from a prompt.
A.C.11.2.03	develop a postsecondary transition plan including campus/workplace exploration, the admissions and/or application process, financial aid sources and process and personal timeline.
A.C.11.2.04	analyze the most recent standardized test results to identify strengths and challenges.
A.C.11.2.05	evaluate and revise their educational plan for life-long learning.
A.C.11.2.06	update and evaluate completeness of portfolio.
A.C.11.2.07	evaluate and revise their educational plan for postsecondary success.
A.C.11.2.08	exhibit competency in creating a well-developed essay that sets him/her apart from other college or workforce applicants.
Standard: 3	Understanding the World of Work, Home, and Community (A.S.11.3)
(A.S.11.3)	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.11.3.01	understand the importance of responsibility, dependability, punctuality, integrity, and effort in school.
A.C.11.3.02	identify resource people in the school and community and know how to seek their help.
A.C.11.3.03	seek co-curricular and community opportunities to enhance the school experience.
A.C.11.3.04	understand how school success and academic achievement enhance future and vocational opportunities.
Grade 11	Career
Standard:4	Exploration and Planning (C.S.11.4)
(C.S.11.4)	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

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Competencies	Students will
C.C.11.4.01	analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with their own.
C.C.11.4.02	analyze and evaluate school and community contributions as they relate to life career goals.
C.C.11.4.03	understand how values and personal needs affect career choice.
C.C.11.4.04	understand how lifestyle values alter career choice and educational attainment.
C.C.11.4.05	revise their postsecondary education goals as appropriate to reflect changes in their career plans.
C.C.11.4.06	re-examine their career interests based on their experiences and/or an updated career interest survey.
C.C.11.4.07	identify and utilize a variety of writing strategies to communicate career readiness.
C.C.11.4.08	Identify and utilize reputable resources to complete self assessments, relate personal qualities to the world of work and locate appropriate career and post-secondary options.
Standard: 5	Strategies for Future Career Goals (C.S.11.5)
(C.S.11.5)	Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.
Competencies	Students will
C.C.11.5.01	describe how to find and apply for need-based financial aid.
C.C.11.5.02	describe how to find and apply for merit-based financial aid.
C.C.11.5.03	use a variety of reputable resources to aid in career planning.
C.C.11.5.04	review academic transcript and make necessary course changes to graduate.
C.C.11.5.05	narrow postsecondary sources to reliable and relevant web sites that are effective in helping finalize career plan.
C.C.11.5.06	assess the validity of the information world.
Standard:6	Employment Readiness Skills (C.S.11.6)
(C.S.11.6)	Students will understand the relationship between personal qualities, education, training and the world of work.

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Competencies	Students will
C.C.11.6.01	utilize learned skills to complete a job application.
C.C.11.6.02	practice appropriate speaking, listening, and interviewing skills.
C.C.11.6.03	demonstrate appropriate behavior on the job.
C.C.11.6.04	update resume and career portfolio.
C.C.11.6.05	understand the relationship between educational achievement and career success.
Grade 11	Personal/Social Development
Standard:7	Respect for Self and Others (PS.S.11.7)
(PS.S.11.7)	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
Competencies	Students will
PS.C.11.7.01	develop respect for diversity and increase acceptance for differences.
PS.C.11.7.02	build upon activities and experiences that help the individual student become a contributing member of a global community.
PS.C.11.7.03	describe the obligations young adults have to their family, community and society.
PS.C.11.7.04	describe the unique rights and responsibilities students have as young adults.
PS.C.11.7.05	learn about the relationships between rules, laws, safety, and the protections of individual rights and the rights of others and the responsibilities to contribute to a successful school year.
PS.C.11.7.06	learn the difference between appropriate and inappropriate physical contact.
PS.C.11.7.07	learn how to work and interact with others.
PS.C.11.7.08	demonstrate interpersonal skills that increase individual effectiveness as a team member.
Standard:8	Decision-Making (PS.S.11.8)
(PS.S.11.8)	Students will make decisions, set goals, and take necessary action to achieve goals.
Competencies	Students will

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PS.C.11.8.01	understand the consequences of decisions and choices.
PS.C.11.8.02	identify alternative solutions to a problem.
PS.C.11.8.03	identify short-term and long-term goals.
PS.C.11.8.04	demonstrate knowledge of how to manage money by preparing a personal spending plan, differentiating wants from needs, and identify ways to decrease spending and increase income.
Standard:9	Personal Safety Skills (PS.S.11.9)
(PS.S.11.9)	Students will understand safety and survival skills and apply coping strategies.
Competencies	Students will
PS.C.11.9.01	identify stressors common to young adults and describe appropriate stress management techniques.
PS.C.11.9.02	demonstrate appropriate ways to communicate their personal feelings.
PS.C.11.9.03	learn the difference between appropriate and inappropriate physical contact.
PS.C.11.9.04	learn about the relationship between rules, law, safety, and the protections of individual rights and the rights of others and responsibilities to contribute to a successful school year.
PS.C.11.9.05	identify resource people in the school and community and know how to seek their help.

**American Samoa Comprehensive Career Guidance and Counseling
Program
Grade 11 – Lesson 1**

GRADE 11 LESSON 1: New School Year Orientation

Time required: 30-45 minutes

Content Standards:

- PS.S.11.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
- A.S.11.3 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.11.7.02 Build upon activities and experiences that help the individual student become a contributing member of a global community.
- PS.C.11.7.05 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.

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:

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.

**American Samoa Comprehensive Career Guidance and Counseling
Program
Grade 11 – Lesson 1**

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 10th 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 12th or FIRST year college students who have been involved in clubs or organizations to give a brief “why you should join my club/organization/activity” to the 11th 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 or use your handout and let’s review some of the important items together. (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?

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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 11 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 11 Lesson 2: Credits and Graduation Plan Checklists

Time Required: 30-45 minutes

Content Standards: A.S.11.2 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.11.2.01 Discuss annually the current relationship between flexible career plans, post-secondary goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.

GOALS:

1. Students will know courses offered at their school and identify their personal career choices and recommended educational plans.
2. Students will compare school requirements to personal credits earned.

Activity Statements:

1. Students will review course offerings at their school.
2. Students will review their career choices and recommended educational plan.
3. Students will review requirements for educational plan.
4. Students will complete Handout 1 Credit Check or similar form using resources.
5. Students will examine individual transcripts and complete Handout 2 Transcript Questionnaire.

Materials:

1. High school graduation requirements.
2. Individual transcripts.
3. School Handout explaining process for schedule changes
4. Handout 1 Credit Check or similar school form
5. Handout 2 Questionnaire or similar school form
6. 11th Grade Checklist

Procedures:

1. Supply and review with students the following: high school graduation requirements, educational plans, career relationships with educational plans and individual transcripts.
2. Students will review their career choices and recommended educational plan.
3. Students will review requirements for educational plan.

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4. Students will complete Handout 1 Credit Check OR similar form using resources.
5. Students will examine individual transcripts and complete Handout 2 Transcript Questionnaire.
6. Review handouts with students, make necessary adjustments.

Discussion:

1. What are the differences between the skilled and professional pathways? Which one are you participating in?
2. If a student fails a course, what are the options at your school to make up the course so that the student can graduate on time?
3. Are there any exceptions to these requirements? What could you do if you had a special request to make concerning your schedule?
4. Include questions on Handout 1 in discussion.

Additional Resources:

1. Checklist Educational Planner

Extension Activities:

If students failed classes, have wrong classes on schedule have students follow school procedure to request a schedule change.

If students have questions about their schedule or concentration requirements that the advisor cannot answer, explain the process to meet with appropriate counselor.

Activity:

Have students fill out their Plan of Study with their marks, enrolled and planned courses, then reflect about whether they are on or off track of their graduation and high school goals.

Resources:

Advisors: Review Portfolios and schedules and requirements of all assigned students.

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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
- English 10
- English 11
- English 12
- _____

Social Studies 4 credits:

- World Studies
- US History
- Civics/Government
- _____

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

- Algebra I
- Geometry
- Algebra II
- _____
- _____

Science 3 credits:

- Phys Science 9
- Biology
- Chemistry
- Physics
- _____
- _____

Fitness 2 credits:

- Health 9
- Health 10
- PE 9
- PE 10

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

- _____
- _____
- _____
- _____

Computers/Keyboard

1 credit:

- Key/Comp
- _____
- _____
- _____

Electives 2 credits:

- _____
- _____
- _____

Career Pathway

- Professional
- Skilled Level

Career Concentration

4 credits:

- _____
- _____
- _____
- _____

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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!



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

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Transcript Questionnaire

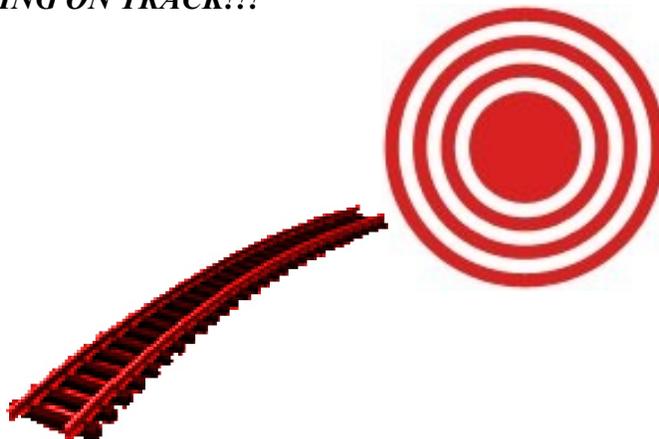
Directions: Using your transcript answer the following questions.



1. How many total credits have you attempted?

2. How many credits have you earned? _____
3. How many credits does a student need to be classified as a:
Sophomore? _____ Junior? _____ Senior? _____
4. Example: If a student has been in high school for four years, does that mean the student is automatically classified as a Senior? _____
5. What is your classification according to your credits earned? _____
6. How many credits do you need to graduate? _____
7. What is your overall grade point average? _____

STAYING ON TRACK!!!



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11th Grade Checklist

Remember: You should be talking with your parents throughout this entire process! You should also be actively researching various college options on an ongoing basis. This calendar is designed to give you general direction regarding what happens, and when.

Fall Semester

- Maintaining your grades during your junior year is especially important. You should be doing at least 2 hours of homework each night and participating in study groups.
- Talk to your guidance counselor and/or teachers, about the following:
 - Availability of and enrollment in AP and other honors-level classes
 - Schedules for the PSAT, SAT I and II, ACT, and AP and other honors-level exams
 - Discuss why you should take these exams and how they could benefit you.
 - Determine which exams you will take. (You can always change your mind.)
 - Sign up and prepare for the exams you've decided to take.
 - Ask for a preview of your academic record and profile, determine what gaps or weaknesses there are, and get suggestions on how to strengthen your candidacy for the schools in which you are interested.
 - Determine what it takes to gain admission to the college(s) of your choice, in addition to GPA and test score requirements.
- Involve yourself intelligently in extracurricular activities, emphasizing quality, depth of commitment, and initiative in activities that are important to you.
- Plan early for summer employment or other activities to explore interests, pursue challenges, and find ways to grow and achieve success. Travel, study, and jobs or volunteering help you learn more about yourself and the kinds of college communities and programs of study that might suit you.
- Study hard! Junior year grades may be the most important.
- Start researching scholarships you can apply for as a junior or senior.
- Check to see how you are progressing towards your graduation requirements and your four-year plan. Make adjustments accordingly with your counselor.

August:

- Obtain schedules and forms for the SAT I, SAT II, ACT, and AP and other honors-level exams.

September:

- Register for the PSAT exam offered in October. Remember that when you take the PSAT in your junior year, the scores will count towards the National Achievement Program (and it is good practice for the SAT I).

October:

- Take the PSAT.
- Narrow your list of colleges to include a few colleges with requirements at your current

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GPA, a few with requirements above your current GPA, and at least one with requirements below your GPA. Your list should contain approximately 8-12 colleges you are seriously considering. (You may want to visit our Select a School section for more information on the colleges in which you're interested.) Start researching your financial aid options as well.

- Begin scheduling interviews with admissions counselors. If possible, schedule tours of the school grounds on the same days. You and your parent(s) may want to visit the colleges and universities during spring break and summer vacation, so that you do not have to miss school. Some high schools consider a campus visit an excused absence, however, so you may be able to schedule interviews and visits during the school year without incurring any penalties.

December:

- You will receive your scores from the October PSAT. Review your PSAT results with your counselor, in order to identify your strengths and to determine the areas that you may need to improve upon. Many high schools offer short-term preparatory classes or seminars on the various exams, which tell the students what to expect and can help to boost their scores.

Spring Semester

January:

- Take Campus Tours online or in person to further narrow your list of colleges to match your personality, GPA, and test scores.

February:

- Register for the March SAT I and/or the April ACT tests. Find out from each college the deadlines for applying for admission and which tests to take. Make sure your test dates give colleges ample time to receive test scores. It is a good idea to take the SAT I and/or ACT in the spring to allow you time to review your results and retake the exams in the fall of your senior year, if necessary.

March:

- Take the March SAT I exam.
- If you are interested in taking any AP/honors-level exam(s), you should sign up for the exam(s) at this time. If your school does not offer the exams, check with your guidance counselor to determine schools in the area that do administer them, as well as the dates and times that the exam(s) you are taking will be offered. Scoring well on these exams can sometimes earn you college credit, saving you time and money in the long run.

April:

- Take the April ACT test.

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May:

- Take AP/honors-level, SAT I, and SAT II exams.
- Talk to teachers about writing letters of recommendation for you. Think about what you would like included in these letters (how you would like to be presented) and politely ask your teachers if they can accommodate you.

June:

- Add any new report cards, test scores, honors, or awards to your portfolio/file.
- Visit colleges where possible. Call ahead for appointments with the financial aid, admissions, and academic advisors at the college(s) in which you are most interested. During your visits, talk to professors, sit in on classes, spend a night in the dorms, and speak to students about the college(s). Doing these things will allow you to gather the most information about the college and the atmosphere in which you would be living, should you choose to attend. Some colleges have preview programs that allow you to do all of these; find out if any of your colleges offer these programs and take advantage of them if they do. If you go on interviews or visits, don't forget to send thank you notes.
- Take the SAT I, SAT II and the ACT tests a second time. Taking the exams more than once can sometimes be beneficial. The second time you take an exam you are usually more comfortable; being more relaxed during the exams can lead to higher scores.

Summer Between Junior and Senior Years

- Practice writing online applications, filling out rough drafts of each application, without submitting them. Focus on the essay portions of these applications, deciding how you would like to present yourself. Don't forget to mention your activities outside of school.
- Review your applications, especially the essays. Ask family, friends, and teachers to review your essays for grammar, punctuation, readability, and content.
- Decide if you are going to apply under a particular college's early decision or early action program. This requires you to submit your applications early, typically between October and December of your senior year, but offers the benefit of receiving the college's decision concerning your admission early, usually before January 1. If you choose to apply early, you should do so for the college that you would most like to attend. Many early decision programs are legally binding, requiring you to attend the college to which you are applying, should they accept you.
- Read your college mail and send reply cards to your schools of interest.

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Grade 11 Lesson 3: Testing and Scores

Time Required: 2 classes or group meetings of 30-45 minutes each

Content Standards:

- A.S11.1 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 and plan for future test success to meet academic and post-secondary needs.

Activity Statement:

1. Students will discuss standardized tests in order to understand scores, and identify sources to plan for future testing success. Lesson may be divided to cover each type of test in each lesson or used to give overview and identify sources to get additional information.

Materials:

1. Copy of student PSAT/PLAN scores (as applicable) and/or others that might be in their file or sample scores.
2. Pen/pencil
3. Handout 1 – “Interpretation of Test Scores”
4. Testing schedule of all tests for junior year.
5. Handout 2 – “Why the PSAT?”

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 tests using the discussion questions below.
3. Ask students to name examples of standardized tests (SAT 10, ACT, SAT, PSAT, PLAN).
4. Post range of scores on the board or provide handout.
5. Have students examine their own standardized score reports of any in their folders in with the Guidance and Counseling Office at your school..
6. Distribute and discuss Handout 1.

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7. Obtain information on the SAT 10 for 12th graders and do an over view handout of that test and the scoring process as provided in the booklets.
8. Distribute and discuss Handout 3.
9. Distribute junior testing schedule.
10. Discuss dates and procedures for upcoming tests.

Discussion: Divide students into teams and have them discuss the following questions.

- What is a percentile score? Mean percent correct
- What is a national percentile score?
- What types of tests are needed for four-year college admission, community/technical college?
- Have you taken the SAT 10, PSAT/ACT/SAT? Which tests should you take?
- What scores must you make to get into your college of choice? Where can you locate this information?
- Where do you fall in the score range? What would you need to do to move to the next level?
- Are you aware that as seniors, you will take the SAT 10 again for the Department of Education's reporting and status of students' abilities?

Closing Statement:

Analyzing your test results is important. Understanding your test performance can help you understand the importance of learning better test-taking strategies.

Please inform your parents they can call me (advisor) or your counselor for help understanding your scores.

Additional Resources:

ACT Website: www.ACTstudent.org

SAT website: www.collegeboard.org

Extension Activities:

Review above websites for additional help with understanding test scores, taking practice test and learning new test taking tips and strategies. The ACT student Website also includes a blog to ask questions and get immediate answers.

Post testing schedule in classroom. Have students write important test dates in planners.

Activity:

Students: Update latest other assessment results in their Portfolio

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Grade 11 Lesson 3: 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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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.) 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 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 institutions will accept scores from either or both as criteria for admission.

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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) 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.

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

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 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.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 11 Lesson 4: Improve Study Skills

Time Required: 30-45 minutes

Content Standards:

- A.S.11.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
- A.S.11.2 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.11.1.06 Utilize educational skills necessary to progress toward individual life-long learning goals.

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 put in their portfolio.
6. Distribute/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.

**American Samoa Comprehensive Career Guidance and Counseling
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Discussion:

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

**American Samoa Comprehensive Career Guidance and Counseling
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STUDY SKILLS Handout 1 LESSON 4

Study Skills Tips:

How do you perform in your classes? Do you understand what your teachers are teaching? Do you remember what you've learned when it's time to take a test? Do you think you study smart?

STUDY TIP 1: ATTEND CLASS

This sounds pretty obvious, but it's the most important part of doing well at school. If you're absent a lot or just skipping class, you miss your primary way of learning. How is your attendance? What can you do to make it better? (Obviously, you shouldn't come to school when you're sick, but are you missing school for less important reasons?)

STUDY TIP 2: LISTEN AND TAKE NOTES

It doesn't help to have your body in the classroom if your mind is somewhere else! When you're in class, make sure you listen carefully. If you don't understand something your teacher says, ask a question. You should also take notes to help you remember what you're learning. Your teacher might write important points on the board or give you a handout to highlight important facts. Make sure you copy this information into your own notebook.

STUDY TIP 3: REVIEW AT HOME

This tip is also pretty basic: if you are assigned homework, do it! Your teachers don't assign homework just for the fun of it. They assign homework to help you review what you've learned and make sure you understand what you're doing in class.

If your teacher asks you to read something, take notes on the important points. Review your notes to make sure you understand. You might also want to have a parent or friend quiz you on what you've read. Do you remember what you've read? Did you understand it? When it's time for a test, go over your notes, your homework assignments, and your textbook. If you kept up with the work in class, you should be able to remember everything you need for a test.

A FEW MORE STUDY TIPS

- Avoid distractions when you study. Turn off the TV, don't talk on the phone or text message.
- Write down your assignments in a calendar or planner. That way, you'll have a good list of what's required for each class and when it's due.
- Think about what books you need at home. Before you leave school each day, decide which of your notebooks and text books you should take home. That way, you'll be able to do all your work.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 11 – Lesson 4**

ACADEMIC INVENTORY Handout 2

Name: _____ Grade: _____ Advisor : _____

Please use information about your grades to answer the questions on this handout.

HOW ARE YOU DOING IN YOUR CLASSES THIS YEAR?

(Note your grade and whether you think you are doing well or not.)

Language Arts: Math: Science: Social Studies:

Elective (): Elective ():

What factors contributed to your performance?

- ___ Studying at home or at school
- ___ Finding new ways to study to manage your high school workload
- ___ Turning in homework assignments on time
- ___ Attending class
- ___ Working with a tutor at school
- ___ Getting extra help from a teacher
- ___ Attending a catch-up study session
- ___ Other:

WHERE ARE YOU DOING WELL?

In which classes did you do best?

Were you surprised at how well you did?

Why do you think you did so well?



WHERE DO YOU NEED TO IMPROVE?

In which classes do you need to improve?

Were you surprised that you didn't do as well as you expected?

How can you improve?

WHAT IS YOUR PLAN TO DO BETTER ACADEMICALLY?

(Please write a short response about how you can strengthen your academic performance.)

**American Samoa Comprehensive Career Guidance and Counseling
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GRADE 11 LESSON 5: Testing is a fact of life!

Time Required: 30-45 minutes

Content Standards: A.S.11.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies: Students will... A.C.11.1.08 Learn and utilize required skills to improve standardized testing.

GOAL: Students will understand the difference between the ACT and SAT and examine resources that prepare for post secondary entrance exams.

Activity Statements:

1. Students will learn similarities and differences between the SAT and ACT exams.
2. Students will determine which exam(s) best suits their test-taking and learning style.
3. Students will be able to identify resources, tools or test preps available to improve SAT and ACT test scores.

Materials:

1. Handout 1 -- Discussion Guide
2. Handout 2 -- ACT/SAT Information
3. ACT/SAT website address

Procedures:

1. Distribute Handout 2
2. Allow students time to read/review Handout 2
3. Distribute Handout 1: Then, divide class into small groups to discuss Handout 2.
4. Tell students to use Handout 1 for their discussions and to have one person report their main discussion points or points of interest to their group.

Additional Resources:

1. Obtain copies of the ACT/SAT Registration materials for each student from the website:
<http://www.testprepreview.com/>

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Program
Grade 11 – Lesson 5**

2. Obtain Test Prep Booklets for each student:

<http://books.google.com/books?q=test+prep&sa=X&oi=print&ct=title&cad=bottom-3results&hl=en>

Extension Activities:

When appropriate, get on the websites and preview all that is available.

Sign up for automatic test practice

Web Site: <http://careerprep.ops.org/index.html>

Click on **Education After High School** – <http://careerprep.ops.org/edafterhs.html>

Find the following on the above web site:

ACT Test Samples

ACT Online Test Prep Review

ACT On Line Prep

Kaplan ACT Practice - Free

College PowerPrep

SAT Online Test Prep Review

Kaplan SAT Practice - Free

About the New SAT

ACT Web Site: <http://www.actstudent.org/regist/currentdates.html>

Click on tab TEST PREP

SAT Web Site: <http://www.collegeboard.com/student/testing/sat/calenefees.html>

See Tools, Question of the Day and Questionnaire

Activity:

Students can study for and practice for their SAT or ACT.

Resources:

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Handout 1 Small Group Discussion

Discussion Guidelines: In small groups:

Each member of the small group state and discuss two features about the SAT OR ACT exam without repeating a feature.

Use Handout 2 to help with recall.

Allow discussion to include similarities, differences, learning styles, college preferences, etc.

Each individual determines which exam or exams would be advantageous for them to pursue and explain why. Include personal learning styles and preference of your target schools.

Discuss which test help aids interest you and seem most beneficial. Set up a time and place when you go online and browse national exam test sites.

**American Samoa Comprehensive Career Guidance and Counseling
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Handout 2 SAT and ACT Information

While the SAT and ACT are very different tests, they both fulfill the same role in the admissions process. The SAT and ACT are designed to provide college admissions officers with two things: a predictor of first-year academic achievement in college, and a common yardstick to use in comparing students from a wide range of educational backgrounds.

The ACT was traditionally required by colleges in the mid-west, and the SAT was the test of choice in the northeast and on the east and west coasts. But now an increasing number of students are taking the ACT, and the majority of schools in the United States now accept both SAT or ACT test results. Here are some of the factors that make the SAT and ACT very different breeds:

- The ACT includes a science reasoning test; the SAT does not.
- The ACT math section includes trigonometry; the SAT math does not.
- The SAT tests vocabulary much more than the ACT.
- The SAT is not entirely multiple choices.
- The SAT has a guessing penalty; the ACT does not.
- The ACT tests English grammar; the SAT does not.
- The SAT has an experimental section; the ACT does not have any.

Admissions officers and educators often describe the difference between SAT and ACT in these terms: the ACT is a content-based test, where-as the SAT tests critical thinking and problem solving. In fact, this contrast isn't exactly watertight. Many questions on the ACT test critical thinking, and there is a predictable range of material that's tested on the SAT. But the SAT and ACT reward different attributes, so performing well on each test can all boil down to what kind of test taker you are.

Depending on your particular strengths and weaknesses, you may perform much better on one test than the other. As a result, many students embarking on the admissions process are now considering both the SAT and ACT - to figure out which test provides a better showcase for their abilities.

The most important answer to the "*SAT or ACT?*" question is to check with your target schools about their requirements. If you have specific colleges in mind, find out from the high schools or your guidance which test the schools require or accept.

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Although the majority of colleges in the United States now accept both SAT or ACT test results, you'd better make sure about requirements of your target colleges. If your target colleges accept both, think about which test you can better perform on.

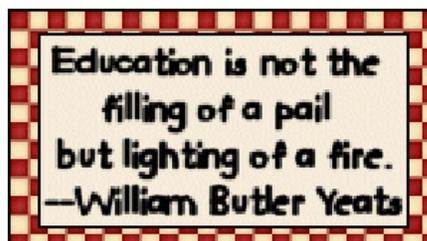
The ACT is a more straightforward exam than the SAT, which can benefit students who are not naturally good test-takers. However, the ACT covers more advanced subjects than the SAT and also poses more of a time challenge for most students. Before you decide which test you can do better, do a few sample tests of both SAT and ACT and compare the results. Be sure that the sample tests cover all sections of the SAT and ACT.

One good reason for considering the ACT is that it may save you from having to take four SAT tests. Many competitive colleges now require applicants to take both the SAT I Reasoning Test and up to three SAT II Subject Tests. However, there are a number of schools including Boston College and Duke that do not require you to take SAT II tests if you take the ACT. So taking the ACT might save you hours of testing (and even more hours of preparation), and save your money.

Please note that these policies vary from school to school. There are a number of schools that require the SAT II regardless of their ACT or SAT I requirements. Be sure to do the research by yourself and make everything crystal clear before you make any decision over your test choice.

Even though most colleges now accept both SAT and ACT scores, familiarity is an important factor in the admissions process. If most students in your state take the SAT, for example, and you take the ACT, admission officers may wonder why.

Choosing the tests can be quite a completed process. So, spend time doing the research. Ask your high school teachers; talk to your classmates; think about your own particular situation. You keep spending time on this matter until you get everything clear for a smart choice. Your research time will be well worth it.

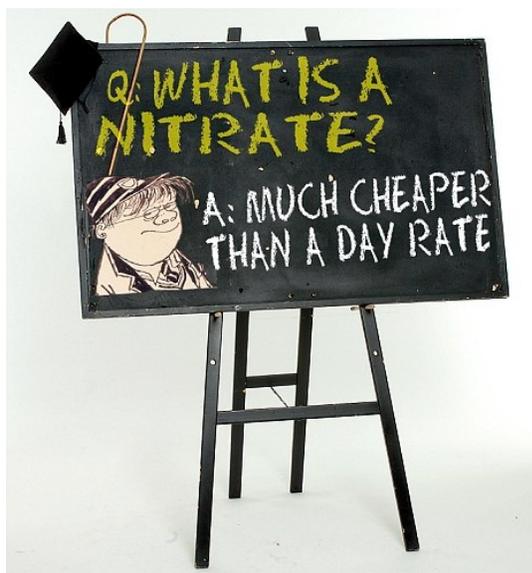


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	SAT	ACT
Preferred by?	Private schools; schools on the east and west coasts	Public schools; schools in the middle of the country; more colleges than prefer the SAT
How Questions Appear	Order of difficulty	No order of difficulty
Score Choice?	No	Yes
Highest Math Level	Algebra/Basic Geometry; test booklet supplies all formulas	Trigonometry (only 4 questions); test booklet rarely provides formulas
Skills Heavily Tested	Vocabulary and Reading; Math	Grammar and Reading; Math
Penalty For Wrong Answers?	Yes	No
Based on School Curriculum?	Less	More
Style of Test	Tricky, with many distracters	More straightforward, with fewer distracters
Structure of Test	Verbal: two 30-min. sections, one 15-min. section Math: two-30 min. sections, one 15-min. section Experimental: one 30-min. Verbal or Math section; looks like any other section	English: one 45-min. section Math: one 60-min. section Reading: one 35-min. section Science Reasoning: one 35-min. section Experimental: added to tests on certain dates; clearly added on
When it's Offered	Seven times per year: Late January Late March or early April, Early May Early June , Mid October Early November Early December	Six times per year: February April June September (in 13 states only) October December
Scoring	200-800 for Math and for Verbal, added together for a composite score; median about 1000	1-36 for each subject, averaged together for a composite score; median about 21
When You Should Register	At least six weeks before the test date	At least four weeks before the test date
For More Information	Educational Testing Service (ETS) www.ets.org The College Board www.collegeboard.com	ACT www.act.org

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Grade 11 – Lesson 5**

<p>ACT TEST AIDS from web site:</p> <p>Resources</p> <p>ACT Online Prep</p> <p>Practice test questions</p> <p>Taking the Test</p> <p>Test day procedures</p> <p>Prohibited behaviors at the test center</p> <p>Test Tips</p> <p>General test-taking tips</p> <p>Test day tips</p> <p>Multiple-choice test tips</p> <p>Calculator tips</p> <p>Writing tips</p> <p>Test Descriptions</p> <p>General description</p> <p>INK "http://www.actstudent.org/testprep/descriptions/engdescript.html"</p> <p>English Test</p> <p>Mathematics Test</p> <p>Reading Test</p> <p>Science Test</p> <p>Writing Test</p>	<p>SAT INFORMATION and TEST AIDS from web site:</p> <p>PERLINK "http://www.collegeboard.com/student/testing/sat/about.html"</p> <p>About SAT</p> <p>SAT Reasoning Test™</p> <p>FAQ</p> <p>Writing Section</p> <p>How the Essay is Scored</p> <p>Critical Reading Section</p> <p>Mathematics Section</p> <p>SAT Subject Tests™</p> <p>FAQ</p> <p>Language Tests</p> <p>Listening Tests</p> <p>Tools</p> <p>SAT Online Registration</p> <p>SAT Question of the Day</p> <p>SAT Questionnaire</p>
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**American Samoa Comprehensive Career Guidance and Counseling
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Grade 11 – Lesson 6**

Grade 11 Lesson 6: Continued SAT/ACT Prep

Time Required: 30-45 minutes

Content Standards:

- A.S.11.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies: Students will...

- A.C.11.1.08 Learn and utilize required skills to improve standardized testing.

GOAL: Students will know resources that prepare for post secondary entrance exams. This lesson is provided by Penn State University *Center for Academic Achievement*. The information on the following pages is a Study Guide provided by Penn State for Students to use.

Procedures:

1. Instructor should review the lesson materials before handing out to students and make notes of any necessary explanations or changes.
2. Handout the Test Taking Strategies Booklet to students.
3. Have students break into groups to review the information and be ready to report on things they learned new (they had not seen or heard about before).
4. Now handout the sample test 1: SAT Vocabulary Practice Tests and have the students complete all for practice. When time is called, reveal the answers and discuss the explanation on the following pages and as provided by Paul G. Simpson IV, at www.testprofessors.com

Extension Activities:

Tell the students there are many “free” testing practice sites for them to review and use when they have access to a computer and online activities. Remind them to visit the SAT and ACT websites for information on these and more.

Web Site: Students can log on to **OPS A+ Career PREP**.

<http://careerprep.ops.org/index.html>

Click on **Education After High School** – **<http://careerprep.ops.org/edafterhs.html>**

Find the following on the above web site:

ACT Test Samples

ACT Online Test Prep Review

ACT On Line Prep

Kaplan ACT Practice - Free

College Power Prep

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SAT Online Test Prep Review

Kaplan SAT Practice - Free

About the New SAT

ACT Web Site: <http://www.actstudent.org/regist/currentdates.html>

Click on tab TEST PREP

SAT Web Site: <http://www.collegeboard.com/student/testing/sat/calenfees.html>

See Tools, Question of the Day and Questionnaire

Activity:

Practice Tests

Resources:

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 11 – Lesson 6**

Test-Taking Strategies Booklet Handout

Examinations are a fact of life in college and on the job, so YES, you have to take them to get into college and often to get a job! But the only time an exam should be a trial is when you aren't prepared for it. Probably the best sign that you aren't prepared is when you have to stay up all night to "cram." Cramming won't do very much for you. Usually it just makes you so tired that you aren't able to think clearly enough to answer the questions you DO know.

Successful test taking skills can be applied in three main areas: Before the Test, During the Test and After the Test!

Before the Test

- Stay up-to-date on assignments. Learn material and review as you go along.
- Make sure you understand the information as you are learning it. That way, you won't have to "re-learn" it OR have to "cram" a great deal of information at one time.
- Read and study information in meaningful chunks (by chapters or units) so that you'll be able to "file" and "retrieve" information easily.
- At the end of each chapter or unit, identify the information that was most important. Create "note cards" for this information that you can easily carry and use to study on a regular basis.
- Analyze past tests to determine how you can improve test results.
- What types of questions were asked on previous tests?
- Get the big picture. Ask the instructor about the test. Find out what information will be stressed and the kinds of questions that will be asked. Then go over your text and lecture notes to develop a study strategy. Map or outline the course contents if you haven't done so previously.
- Before a test or exam, break study sessions into manageable time segments and meaningful units. You'll remember more if you study for short periods of time (45 minutes to 1 hour) and over a longer period of time (1-2 weeks) than if you cram all your studying into a "binge" session the night before the test.
- Practice answering essay questions BEFORE the test. Use cognitive questions at all levels to assure learning and ability to answer essay questions. For example: How would you describe, compare/contrast, predict, classify, apply, evaluate, prioritize, etc?
- Use mnemonic ("nee-moh-nick") techniques to memorize lists, definitions, and other specific kinds of information. (Example: use word associations or any method that helps you remember. Acronyms are often used such as BRASS is an acronym for shooting a gun: Breath, Relax, Aim, Sight and Squeeze)

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- Form a study group with other students in your class to discuss and quiz each other on important material. This will add other perspectives and help to “complete” your study if you tend to be either a “detailed” or “big-picture” learner.
- Maintain healthy living habits. Get a good night’s sleep before the test.

During the Test

- Get to the test site early so you can select a seat, organize your materials, and get relaxed. Be prepared with pencils, paper, calculator, books (if appropriate), etc.
- Get the big picture. Survey the entire test before you answer any questions. This will help you to get an overview of what's expected and to strategize how you will take the test.
- Take a few deep breaths and to relax tense muscles. Repeat throughout the test. This process will help you to stay relaxed and to make more energy available for remembering, thinking, and writing.
- Read directions carefully. Ask questions if you don't understand or need clarification.
- Do a quick "mind dump" of information you don't want to forget. Write it down on scrap paper or in the margin.
- Answer the easiest questions first, to help yourself calm down. Matching questions are often good to start with because they provide a reminder of important terms and definitions.
- Use good strategies for answering multiple choice and other objective questions.
 1. Look for the central idea of each question. What is the main point?
 2. Statements that begin with always, never, none, except, most, or least—are probably NOT the correct answers. Underline these or other key words if you are allowed to write on the test paper.
 3. Try to supply your own answer before choosing an alternative listed on the test.
 4. Mark an answer for every question.
 5. If you *have* to guess:
 - The length of choices can be a clue. Choose the longest.
 - If two choices are similar, choose neither.
 - If two choices are opposites, choose one of them.
 - The most general alternative is usually the right answer.
- When answering essay questions, remember that the objective is to demonstrate how well you can explain and support an idea, not just what you know. Keep the following in mind:
 1. Read over all the essay questions before you start to write. Underline key words like *define, compare, explain, etc.*
 2. Think before you write. Remember, a good answer:
 - Starts with a direct response to the question.
 - Mentions the topics or areas described in the question.

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- Provides specific as well as general information.
- Uses the technical vocabulary of the course.
- 3. Then outline the main points you want to make, determine the order in which you want to write your points, determine the support you want to add, then write.
- 4. Write legibly. Meaning use your very best hand writing. Leave some space so you can add to your answer later.
- 5. Proofread your essay. Check for grammar, punctuation, spelling, etc. This often adds points!
- When problem solving, ask yourself:
 1. What am I being asked to find?
 2. What do I need to know in order to find the answer?
 3. What information has been provided that will help me to find the answer?
 4. How can I break the problem down into parts? What steps should I follow to solve the problem?
 5. Does the answer make sense? Does it cover the whole problem?
- Keep an eye on the clock. Make sure you'll have time to complete the test sections with the highest value, if not the entire test.

After the Test

When you receive your test paper, go over it to determine areas of strength and weakness in your test-taking skills. If you have done poorly, learn from your mistakes! Always analyze your tests to determine how you can improve future test results.

DAY OF THE TEST

1. Have a positive attitude.
2. Be confident and remind yourself to do your best.
3. In the morning:
 - Set the alarm giving you enough time to get to the exam on time!
 - Have proper materials (2 pencils that are sharpened and with erasers, 2 pens, tablet or blue book, a calculator, any books or notes allowed to use, etc.)
 - If allowed to use notes or books, mark important parts and pages, list tables and charts, etc.)
4. Get to the exam room early enough to:
 - Get a good seat where you can see the clock and chalkboard, lighting is to you learning style, fewer friends near you)
 - Review your notes one more time.
 - Relax by taking several deep breaths and tell yourself you are ready!
5. Test Anxiety
 - A certain level of anxiety is natural; accept it and do not add to it!
 - Some anxiety is good motivation.
 - If you have too much anxiety, try to take your mind off of self defeating thoughts.

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- Picture your summary notes and rehearse taking the test in your mind.
- Take several deep, slow breaths and concentrate on relaxing you body.
- During the test think about the test items, not how you are doing.

Tips for Specific Tests

True/False Questions

1. When you do not know or can't remember information, assume that the statement is true! Usually there are more true statements than false. If there is specific detail in a question, it also tends to be true.
2. Carefully read each question, looking for any one factor that will make it false. Often the test maker/instructor will add one thing that makes the statement false.
3. Look for modifiers that seem to make questions false but are extreme! Words such as "always," "all," or "never" make it more likely to be false

All	None	Best	Absolutely
Best	Never	Worst	Absolutely not
Always	Nobody	Everybody	Certainly
Only	No one	Everyone	Certainly not

4. Identify such qualifiers that tend to make the question true.

Usually	Frequently	Often	Sometimes
Some	Seldom	Many	Much
Probably	A majority	May	Most
Might	A few	Possibly	Most unlikely

5. Watch out for negative words and how they may affect the truth of the statement. Such negative words may make it true or false. Read carefully as the prefixes "un," "im," and "mis" will alter or change the meaning of the statement. A double negative will also make the meaning different.



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Test Your Knowledge Handout True or False

	True	False
1. You should relax and arrive early when taking a test.		
2. With true or false questions, the questions are generally true.		
3. No one should keep a steady pace when taking a test.		
4. Amount of sleep never affects how you will do on a test.		
5. If you have extra time, review your answers.		
6. You should never waste time reading directions.		
7. Negative words sometimes affect the truth.		
8. You should never pay attention to qualifiers that will make the question true.		
9. Double negatives never change the meaning of a statement.		
10. Read questions carefully, looking for a factor which may make the statement false.		

Multiple Choice

1. Read each question with the intention of answering it without the help of multiple choices. This increases concentration and will help you read the question clearly.
2. Use the process of elimination when you are not sure of the answer. Choose two alternatives quickly and then decide between the two. It is usually easy to eliminate 2 or 3 quickly.
3. Choose answers that are longer and more descriptive.
4. When two answers are very similar, it is likely that one of them is the better choice.
5. Watch out for the negative words in instructions or in main question. Something like you are told to select the option that IS NOT TRUE.

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Multiple Choice Quiz – Circle the answer that completes the question most accurately

1. The right answers in multiple choice questions tend to be
 - a. short
 - b. at least a paragraph long
 - c. longer and descriptive

2. What is the process of elimination in a multiple choice question?
 - a. skipping the entire question
 - b. eliminating the wrong answers
 - c. just guessing

3. What section should you do last when taking a test?
 - a. the easiest
 - b. the last part of the test
 - c. the most difficult because you may find hints in the easier questions

4. What should you not do when taking a multiple choice test?
 - a. pay attention to patterns
 - b. read each question carefully
 - c. read all choices

5. How could one concentrate more on the question?
 - a. think about it for a long time
 - b. try to find the answer without looking at the alternatives first
 - c. don't concentrate – it doesn't help

Matching Questions

1. Examine both lists to determine the types of items and their relationships.
2. Use one list as a starting point and go through the second list to find a match. This organizes your thinking.
3. Move through the entire list before selecting a match.
4. Cross off items on the second list when you are certain you have a match.
5. Do not guess until all absolute matches have been made.

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Matching Quiz

Word Bank:

- A. Evaluation
- B. Knowledge
- C. Comprehension
- D. Application
- E. Synthesis
- F. Analysis

1. _____ Memorize facts or recall information
2. _____ Tell in one's own words
3. _____ Solve a problem in a given situation
4. _____ Break into parts and identify relationships
5. _____ Bring concepts together and rearrange into creative new ideas
6. _____ Make value judgments and give reasons to support them

Fill in the Blank

1. Read the question with the intent to give an answer to make the sentence grammatically correct. It is important to focus on how the sentence is written. Example: If the blank is preceded by an article "an," you know the word that goes in the answer blank must start with a vowel.
2. Concentrate on the number of blanks in the sentence and the length of the space. Test makers give you clues to the answer by adding spaces and making them longer or shorter.
3. Provide a descriptive answer when you cannot think of the exact word or words. You can often get credit for that answer.

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Fill in the Blank Quiz

When doing fill in the blank questions, read the ____1____ with the intent to give an answer.

Always concentrate on the ____2____ of blanks to fill in.

When you don't know the exact ____3____, provide a descriptive answer.

Do not ____4____ until absolute matches have been made when completing matching questions.

Use the process of ____5____ when you do not know the answer.

Read the ____6____ carefully, looking for any negative words to make it false.

Keep a ____7____ ____8____ when taking tests.

Rely on your ____9____ and don't watch for patterns.

____10____ from your test!

Responses

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

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Answering Essay Questions

When instructors grade essays, they don't simply count facts, ideas and dates. Most essay questions require reasoning and graders look for it in your answers. Of course, you must know the facts cold because you can't reason and organize well or be clear and relevant, if you don't know what you are writing about.

Preparation:

Read the directions carefully. You may have a choice of questions to answer. Select the questions for which you are best prepared.

As you read the question, underline or circle the key word which tell you the required approach.

Plan you answer. A good plan will save you time and help you remember things about the subject.

- a. Make notes beside the question; jot down ideas, facts and details you memorized and remember.
- b. Organize your thoughts before you begin to write. A short outline on a separate piece of paper will improve your thinking. This usually includes a main idea or issue, several supporting issues, and examples to illustrate the issues.

Some KEY words that appear in essay exam questions and the form in which you should respond:

Key word:	How you should respond:
Comment	Discuss briefly
Compare	Emphasize similarities, but also present differences
Contrast	Give differences only
Critique	Give your judgment of good points and limitations, with evidence
Define	Give meaning
Discuss	Give reasons pro and con, with details
Enumerate	List the points
Explain	Give reasons for happenings or situations
Give an example	Give a concrete example from your book or experience
Identify	List and describe
Justify	Prove or give reasons
Trace	Give main points from beginning to end of event
Solve	Come up with a solution based on given facts or your knowledge

Formulating

g your essay answer. Ten rules to follow:

1. Understand **the question**. You must determine what you are being asked to do.
2. Paraphrase the original question to form you introductory statement. This benefits you in two ways. First it helps you get the question straight in your mind. Second, if you

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have rephrased the question, the instructor can see you understood the questions. Perhaps you understood it to mean something other than what was intended and if so, the instructor may give you credit for seeing another perspective.

3. Strive for a complete answer. State your ideas fully. Do not leave anything to be inferred or concluded by the instructor. Also, define the terms as you go to show that you know the full meaning of all the words that you are using. Show the complete process of your thinking. Write your answer clearly so the reader will understand your ideas.

Use facts and logic, not vague impressions or feelings. Instructors are not interested in your personal feelings or attitudes (unless that is indicated in the question). They are concerned with how well you understand the material and put it into writing format.

Be concise. The most impressive answer is invariably presented in a direct and straightforward method.

Write carefully to avoid errors. If you misspell a word or make clumsy errors in sentence structure, that is a part of the “writing” grade.

Be natural and sincere. Avoid the use of high-sounding jargon or phony, fancy wording. Say what you have to say as clearly and briefly as possible.

Use the principles of good English composition when answering all types of essay questions. Form a clear thesis statement (statement of purpose) and place it as near to the beginning as possible. Provide supporting points to back up the main concept you are presenting. Give evidence in the form of examples.

Keep it simple. Do not get involved in deep philosophical profundities. Especially avoid vague, fuzzy speculation that cannot be squared with common sense.

Organize your answer intelligently. Focus on one central idea and several main points to back up the main idea. One idea - one paragraph!

The Content of an Essay Answer:

1. Your answer must demonstrate that you:
 - a. understand the question
 - b. know the necessary facts and supporting materials
 - c. can apply reasoning to these materials

Example:

Question: What do you think is the purpose of studying sociology?

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Answer: I believe that the purpose of studying sociology is to make us aware and conscious that people of the world are not one conglomerated mass; instead people fall into groups, societies and economic classes.

Answer Key:

	True/False	Multiple Choice	Matching	Fill in the Blank
1	T	C	B	Question
2	T	B	C	Number
3	F	C	D	Answer
4	F	A	F	Guess
5	T	B	E	Elimination
6	F		A	Statement
7	T			Steady
8	F			Pace
9	F			Intuition
10	T			Learn

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Grade 11 Lesson 7: Options for After High School

Time Required: 45 - 50 minutes

Content Standard:

A.S.11.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.

Competencies: The Student will...

- | | |
|-------------|--|
| A.C.11.2.01 | Discuss the current relationship between flexible career plans, postsecondary goals, five-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate. |
| A.C.11.2.05 | Evaluate and revise their educational plan for life-long learning. |
| A.C.11.2.06 | Update and evaluate completeness of portfolio. |
| A.C.11.2.07 | Evaluate and revise their educational plan for postsecondary success. |
| A.C.11.2.08 | Exhibit competency in creating a well-developed essay that sets him/her apart from other college or workforce applicants. |

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

Activity Statements:

1. Students should have started a five-year plan in the 9th 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.
2. Students will review their current status and postsecondary options.
3. Students will update their plans and portfolios.

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

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4. School ISTP forms
5. College and Planning Handouts for this Lesson

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: Start with something like, “**Whether your post-secondary plans include college, work, or the military, now it the time to get your plans and future going in the direction of your choice.**”

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

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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Handout 1: Planning tools for the Junior Year

1. Use your portfolio and information you have been provided in your Guidance and Counseling Lessons and Groups up to now to review and know your current status and plans. Ask questions of your counselors, parents and teachers along the way.
2. PSAT – Sign up for the PSAT and pay the fee to register. It will be administered in October. Your PSAT results will provide you a solid indication of what areas you need to focus on to achieve an appropriate score for college admission. By taking your PSAT in your junior year you will be automatically entered in the National Merit Scholarship Qualifying Test (NMSQT).
3. SAT/ACT- Both tests are used for admission into colleges/universities throughout the U.S. The SAT is more widely used as a standard for admission. Use this website to convert your current ACT score to the SAT Reasoning Test:
<http://professionals.collegeboard.com/profdownload/act-sat-concordance-tables.pdf>.
**NOTE: THIS SITE REFERS TO 1600 LEVEL SCORES. It matches the writing portion of the test separately.
4. ASVAB results – Offered by the Armed Services, requires NO military commitment, and provides excellent feedback on career opportunities for you. Find out from your counselor at your high school when it is being offered or how and where to take it.
5. Refer to the Guidance and Counseling website at www.doe.as to find resources, information and other websites to help with your planning.



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Junior Year Planning Calendar

August-September

- Review high school course plans and school activities
- Ensure that you are on track for graduation and college entrance requirements
- Think about how you will pay for college.
- Talk to your parents.
- Schedule a meeting with your counselor.
- Enroll in honors, AP, and advanced courses if appropriate.
- Attend College Fair at local ASCC

October

- Register and pay to take the PSAT
- Take the PSAT and be entered into the National Merit Scholarship Qualifying Test (NMSQT) competition.
- Review academic records (report cards, GPA).

November

- Begin to prepare for college entrance essays. What are your interests, educational priorities and special talents?
- Check on nomination process for military academies if interested. Contact local state-level elected officials.

December

- PSAT results are back.
- Identify college features that suit your needs. These include size, location, majors, financial opportunities and social or cultural activities.
- Review application process at websites
- Register for SAT I, ACT or SAT II Subject tests,

January

- Look at the dates for the SAT I and ACT dates. Make sure you register if appropriate!

February

- Start discussing course selections for senior year with your counselor to ensure you are on track for graduation.
- Student athletes: research NCAA Clearinghouse requirements.

March

- Develop or revise your high school resume. If you are taking an AP exam, make sure you register!

April

- Research summer enrichment opportunities and part time jobs. Remember, you can get financial aid and scholarships but you still need to save money for other things.

May

- Prepare for final exams. Colleges will see your final grades.

June

- Finalize your course selection for Senior year!

July

- Visit college campuses

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The College Search Simplified

WHO: The student should be doing the primary research – this is his/her college education. Parents should be involved, having active discussions about schools, choices, monetary considerations and monitoring progress.

WHAT: Actual usable information that will help facilitate the college planning process.

- Use the College-Choice Worksheet to help determine the traits most important to you in a school.
- Take an interest inventory or career assessment if you have not already. Ask your counselor, used the Tabloid provided to you and your parents, go to Department of Human Resources' WIA Office in the Government Building and ask for one.
- Your major is the primary reason for selecting a school, so make sure that your major(s) is available at the schools your research. After deciding and researching the local Pathways guides related to your plans, you can go on the college of your choice website for a list of Majors and many other online sites. One site for help in finding a college that has your intended major(s), look for the Index of Majors on:
www.princetonreview.com/.
- Remember, the community colleges were started to help students to transition from one level of training to another and your local community college is a great source of information and a good place to start your first 2 years on your college/career ladder.

Did you know that you can first go to a Community College and finish a four-year degree on time through the College Transfer Program? Did you know that you cannot learn firefighting at a four-year system school, but that Community Colleges have this curriculum? Make sure that your college choice very accurately reflects your individual career goals and intentions! Two-year schools present some very attractive options for students who are not ready to pay the costs of a four-year university, or might like to explore other vocational interest options, even while accumulating college-transferable credits. Remember, an example, is if you want to be a medical doctor, then do a 2-year nursing program and get the certificate, work part-time in the field while transferring to the next level for the next 2 years for a professional nurses license, the apply for medical school.

Using the table on the following pages, fill in the information using the resources listed above.

WHEN: All through the junior year.

WHERE: Some at school, some at home. Not just one or the other.

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HOW: Using the tools listed above, as well as contacting colleges directly for information. Talk to your counselor about additional sites to review.

There is a huge difference between this “paper” tour of a college that you will create by doing your research, a virtual tour that you might be able to take online and a real, personal tour of the college. Please visit college websites (and the campus if cost effective) so that you get a true feel for the campus and the level of regular activity. Schedule that visit when school is in session – summer is great for travel, but not to get the real feel for a school.

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College Comparison Worksheet

College Name			
Location -distance from home			
Expenses -tuition, room, board -est. total budget -application fee, deposit			
Size -enrollment			
Environment -type of school -setting (rural/urban) -size of nearest city -coed/single-sex -religious affiliation			
Admission Requirements -deadlines -tests needed -avg. GPA, rank, SAT -notification date			
Academics -my major offered? -accreditation -student/ faculty ratio -avg. class size			
Financial Aid -deadlines -school-specific form? -% receiving aid -scholarships?			
Housing -guaranteed housing? -meal plan			
Facilities -academic -recreational -other			
Activities -clubs, organizations -athletics/intramural -study abroad			

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Handout AM I READY?

NAME _____ DATE _____

FOR WORK?

- _____ I KNOW I WILL HAVE ALL OF MY CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW WHAT EMPLOYERS LOOK FOR
- _____ I HAVE THE SKILLS AND KNOWLEDGE I NEED FOR THE JOB I WANT
- _____ I HAVE A WRITTEN RESUME
- _____ I HAVE WORKED A PART-TIME JOB

FOR MILITARY?

- _____ I KNOW I HAVE ALL MY CREDITS FOR GRADUATION
- _____ I HAVE TAKEN THE ASVAB AND HAVE THE SCORE I NEED
- _____ I HAVE TALKED TO A RECRUITER
- _____ I UNDERSTAND THE COMMITMENT AND RESPONSIBILITY INVOLVED
- _____ I HAVE DISCUSSED THIS WITH MY PARENTS

FOR COLLEGE OR FURTHER TRAINING?

- _____ I KNOW I HAVE ALL THE CREDITS FOR GRADUATION
- _____ I KNOW HOW TO FILL OUT AN APPLICATION
- _____ I KNOW THE REQUIREMENTS TO “GET IN” TO THE COLLEGE OR TRAINING
- _____ I HAVE THE REQUIREMENTS TO “GET IN”
- _____ I KNOW HOW I AM GOING TO PAY FOR THIS
- _____ I HAVE THE REQUIREMENTS FOR A COLLEGE PREP DIPLOMA (IF NEEDED)
- _____ I HAVE DISCUSSED THIS WITH MY PARENTS
- _____ I HAVE VISITED THE COLLEGE OR TRAINING PROGRAM
- _____ I KNOW HOW TO REQUEST MY TRANSCRIPT
- _____ I HAVE ALREADY TAKEN COLLEGE DUAL-CREDIT COURSES

FOR MY SPECIFIC PLANS ARE: (NAME OF COLLEGE, TRAINING, BRANCH OF MILITARY, OR JOB I WILL BE ENTERING) Yes ___ No ___
STILL NEED:

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GRADE 11 LESSON 8: Managing Time

Time Required: 30-45 minutes

Content Standards: A.S.11.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies: Students will...

A.C.11.1.09 Analyze their time-use and time-wasters and apply time management and tasking skills.

GOAL: Students will think about time management and understand the importance of setting and accomplishing goals rather than procrastinating about them.

Activity Statements:

1. Students will identify ways they can improve their use of time and plan the next 24 hours.

Materials:

1. Handout 1, Tracking Time
2. Handout 2, Managing Time
3. Pencil/pen

Procedures:

1. Distribute copies of the Handout: Tracking Time to students and ask the to complete the survey.
2. After completing the survey, ask students to share their tallies.
3. Discuss (using Discussion items below) the importance of accomplishing one's daily goals, as opposed to procrastinating about them.
4. Distribute the time management handout and ask students to plan their next 24 hours.
5. Discuss the importance of accomplishing one's daily goals, as opposed to procrastinating about them.

Discussion:

1. How does it make you feel to have responsibilities pile up?
2. Do you feel better when you put your responsibilities off or when you have them accomplished?
3. How can you better plan to accomplish your goals?

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Closing Statement:

Planning our time well and accomplishing the goals we set for ourselves makes us feel good. It is better to take care of our responsibilities in a timely manner, rather than procrastinate and leave the responsibilities looming over our heads. Encourage students to work and accomplish what they can today, rather than put things off until tomorrow.

Additional Resources:

Time Management

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

Time Management

http://studentservices.fgcu.edu/learning/lessons/timemanagement_files/frame.htm

Extension Activities:

Track daily time use and turn in the form to leaders/instructor. Then, practice using this as a way to stay on time and organized.

Resource:

Tracking Time

Use the chart below to track how you've spent the past 24 hours or so. Start with yesterday afternoon.

1pm		1am	
2pm		2am	
3pm		3am	
4pm		4am	
5pm		5am	
6pm		6am	
7pm		7am	
8pm		8am	
9pm		9am	
10pm		10am	
11pm		11am	
12 _{midnight}		12 _{noon}	

TALLY: Calculate the time you spent doing the following activities.

Sleeping _____ Studying _____ In Class _____

On the Phone _____ With Friends _____ With Family _____

Working _____ Other _____

Is there anything you needed to accomplish yesterday that you didn't quite get around to doing? How did it make you feel?

How can you change your schedule for the next 24 hours in order to accomplish what you need to get done?

Managing Time

Take a moment to think about what you need to accomplish by this time tomorrow. It may be helpful to create a “To Do” list.

Use the chart below to track how you hope to spend the next 24 hours in order to accomplish your responsibilities.

1pm		1am	
2pm		2am	
3pm		3am	
4pm		4am	
5pm		5am	
6pm		6am	
7pm		7am	
8pm		8am	
9pm		9am	
10pm		10am	
11pm		11am	
12 _{midnight}		12 _{noon}	

Now that you have made a plan, get to it! Take some time tomorrow to reflect on your schedule above.

Were you able to accomplish your goals? How do you feel about it?

How can you improve your schedule to better suit your needs for the following day? And the day after that?

Remember: Get it done today! Doing so will help you feel good!

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GRADE 11 LESSON 9: Understanding Financial Aid

Time Required: 30-45 minutes

Content Standards: C.S.11.5

Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.

Competencies: Students will...

.C.C.11.5.01 Describe how to find and apply for need-based financial aid.

GOAL: Students will review and apply information and ideas on need based financial aid.

Activity Statements:

1. Student will complete worksheet and discuss need based financial aid information.
2. Student will identify the next step they need to take toward post-secondary planning.

Materials:

1. Handout 1
2. Handout 2
3. List new information on black board or flip chart paper.
4. Handout 3

Procedures:

Before class starts, download the ACT Handout listed below:

1. Ask students select a partner and distribute Handout 1 and 2.
2. Students complete Handout 2 with a partner.
3. Partners will report answers for the whole class.
4. Ask student what they learned that they did not know previously and list on the board.
5. Students are instructed to identify their NEXT step in post-secondary planning (visit a college or work site, college or employment application, etc.)

Discussion:

1. After completing Handout 2 and the listing on the board, students should be allowed some time to discuss with whole group the steps in preparing for post-secondary education.

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Discuss Additional Resources as a possible next step if a student is unsure.

Additional Resources:

“Get Set for College” ACT handout.” To obtain your free ACT “Get Set For College” handout download materials from:

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf>

Refer back to earlier lessons on ACT/SAT and College Access Testing

Extension Activities:

Other activities as assigned by advisor

Activity:

Resources:

Adapted from:

Missouri Comprehensive Guidance Center

<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning>

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Handout 1: Need Based Aid

Let's start with the basics.

The federal government provides more than \$60 billion per year in grants, loans, and work programs that provide access to college for millions of eligible students. The trick is knowing how to qualify for them. This lesson describes the individual federal student financial aid programs, with a particular focus on need-based assistance available through the U.S. Department of Education, the U.S. Department of Health and Human Services, and the U.S. Department of the Interior. You will also find out about state, institutional, and private sources of aid.

Need-based aid is the major portion of assistance available for higher education. When parents don't have sufficient resources to pay for your education beyond high school, you are considered to have financial need. Although financial need is the main requirement for need-based aid, you must meet other eligibility criteria as well. To determine if your parents sufficient financial resources to meet college costs, financial data is collected and analyzed according to a standard set of calculations. This need assessment, or need analysis as it is generally called, results in an Expected Family Contribution (EFC). The EFC represents the resources, in dollars, that a student and his or her family are expected to contribute toward educational expenses for a given year.

The Need Equation

For purposes of student financial aid, need is expressed as an equation, using two components:

$$\begin{array}{r} \text{Cost of Attendance (COA)} \\ \text{Minus} \quad \text{Expected Family Contribution} \\ \quad \quad \quad \text{(EFC)} \\ \text{=} \quad \quad \quad \text{Financial Need} \end{array}$$

The EFC is calculated through a process known as need analysis. The cost of attendance (COA) is determined by each individual school, so it varies. In general, the cost of attendance at any school includes the following items:

1. Tuition and fees
2. Room
3. Board
4. Books and supplies
5. Transportation
6. Personal expenses

A school may also include the costs associated with borrowing educational loans, study abroad, the purchase of a personal computer, participation in a cooperative education program, and a disability, if applicable.

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Schools that participate in the federal student aid programs are required to make certain types of information available to prospective students. You need to carefully examine the published costs to make sure they are realistic and to make sure these costs are reasonable for you given eventual career goals.

The type of school you choose (public, private, vocational, trade, or technical; two-year or four-year; graduate/professional, local community college, or distant residential school) can have a significant influence on cost and also on the types and sources of aid available to help finance that cost. While costs may vary from school to school, the EFC usually does not. Generally speaking, financial need increases when the cost of attendance is higher.

Programs Administered by the U.S. Department of Education

The majority of federal student assistance programs were initiated or consolidated by the Higher Education Act (HEA) of 1965 and are administered by the U.S. Department of Education. The most common programs are:

1. Federal Pell Grant
2. Federal Supplemental Educational Opportunity Grant (FSEOG)
3. Federal Perkins Loan
4. Federal Work-Study (FWS)
5. Federal Family Education Loan (FFEL) Program
6. Federal Stafford Loan (subsidized and unsubsidized)
7. Federal Parent PLUS loans
8. Federal PLUS loans (Parent Loan for Undergraduate Students)
9. William D. Ford Federal Direct Loan Program

Federal Direct Subsidized and Direct Unsubsidized Loans

The Federal Pell Grant, FSEOG, Federal Perkins Loan, Federal Work-Study, Federal Subsidized Stafford, and Direct Subsidized Loan Programs are need-based. Simply stated, this means that when determining eligibility for funds from these programs, your Expected Family Contribution (EFC) is considered. Federal Unsubsidized Stafford and Direct Unsubsidized Loans, which are discussed in detail later in this chapter, are sometimes referred to as non-need-based programs since your EFC is not considered when determining eligibility for funds from these programs. The William D. Ford Federal Direct Loan Program, commonly referred to as the Direct Loan Program, is a relative newcomer to the financial aid scene. Depending on which program the school participates in (some schools participate in both), you will borrow from either the Federal Family Education Loan Program or Direct Loan Program for a given period of enrollment but never from both programs at the same time.

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General Information and Eligibility Criteria

In addition to demonstrating need, there are other eligibility criteria that must be met to receive money from these Title IV student assistance programs. Basic eligibility requirements include:

1. The student must be a U.S. citizen or eligible noncitizen.
U.S. citizen means: citizen of one of the fifty states, the District of Columbia, Puerto Rico, the Virgin Islands, Guam, or the Northern Mariana Islands. An eligible noncitizen includes U.S. nationals; U.S. permanent residents who have an I-151, I-551, or I-551C (Alien Registration Receipt Card); or a person who has an Arrival—Departure Record (I-94) from the BCIS (Bureau of Citizenship and Immigration Services, formerly known as the Immigration and Naturalization Service or INS) with one of the following designations: Refuge, Asylum Granted, Indefinite Parole, Humanitarian Parole, Cuban-Haitian Entrant, or Conditional Entrant (valid only if issued before April 1, 1980).
2. The student must be enrolled or accepted for enrollment in an eligible degree or certificate program, or other program leading to a recognized education credential, at an eligible postsecondary institution.

Not all postsecondary schools are approved by the Department of Education to participate in student financial aid programs, either by choice or by exclusion. In addition, you must be admitted to the school for the purpose of obtaining a degree, certificate, or other recognized education credential. Students enrolled in a program leading to teacher certification from a state may also receive Federal Pell Grants, FWS, Federal Perkins Loans, and FFEL or Direct Loans.

3. The student must not be simultaneously enrolled in secondary school.
This criterion has implications for high school students who are completing all or part of their senior year course work at a local college.
4. The student must have a high school diploma or its recognized equivalent or have the ability to benefit from the course of study.
If you do not have a high school diploma or its recognized equivalent (usually a graduate equivalency diploma or a state certificate), you must demonstrate the ability to benefit from the training or education. This is accomplished by receiving a passing score on an independently administered test approved by the Department of Education. If you excelled academically but did not complete high school and is now seeking to enroll in an educational program leading to at least an associate degree or its equivalent, you may, under some circumstances, be eligible for Title IV assistance. The school's formalized, written policy for admitting such students must be met and documentation must be provided to the school to show academic excellence in high school. If you complete secondary education in a homeschool setting, he or she is eligible for Title IV aid as long as the homeschool setting is treated as a home school or private school under state law.

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5. The student must provide a valid and verifiable Social Security Number.
Through the use of a database match, all federal financial aid applicants will have their Social Security Numbers verified by the Social Security Administration as part of the application process. The student's Social Security Number, first and last names, and date of birth are compared with the Social Security Administration's records. Students who fail this match must provide verification of their Social Security Number to the school to receive any federal student aid.

If you use a name that differs from Social Security records, the Social Security Administration must be notified of a name change well in advance of applying for federal student aid to avoid unnecessary delays and confusion.

6. The student must check with the school you plan to attend to determine if a Financial Aid Transcript (FAT) is needed.
Applicants for federal student aid used to be required to provide a paper Financial Aid Transcript (FAT) from each college or university they had previously attended. FATs provided information about financial aid history and were used to monitor certain aspects of eligibility for federal aid. In most cases today, schools are now able to obtain the necessary FAT information electronically from a database maintained by the Department of Education called the National Student Loan Data System (NSLDS). The new school must receive the required financial aid history information; if the school requests a paper FAT, you must comply with this request.
7. The student must sign a Statement of Educational Purpose stating that all federal funds received will be used solely for educational expenses.
All recipients of federal financial aid must sign a statement promising to use any funds received from the federal programs to pay for educational costs at the schools they will attend. Be aware that any federal financial aid money received is to be used to pay for tuition and fees, books and supplies, reasonable living and personal expenses, and other expenses incurred as a direct result of pursuing a postsecondary education. This requirement is satisfied simply by completing and signing the federal aid application (FAFSA), which incorporates the Statement of Educational Purpose in the signature section.
8. The student must, if required, be registered with the Selective Service.
Upon turning 18, all males must register with the Selective Service. This includes U.S. citizens as well as permanent residents and other eligible noncitizens.
9. The student must not have had federal benefits suspended or terminated as a result of a drug offense conviction.

As a result of the Reauthorization Act of 1998, federal student aid eligibility will be suspended for any individual convicted of violating any federal or state drug possession or sale law.

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10. The student must maintain satisfactory academic progress in the program of study. Satisfactory academic progress standards vary from school to school. Generally speaking, though, to receive federal aid your child must maintain a minimum grade point average and pass a minimum number of units or clock hours each academic term.
11. The student must not be in default on a previous federal educational loan, owe an overpayment on a previous federal educational grant or loan, nor borrow in excess of federal student loan limits.

If you are in default or owes an overpayment, eligibility may be regained by paying the debt or making arrangements for payment that are satisfactory to the holder of the debt.

The student must meet additional program-specific criteria.

Financial Aid for Juniors

The best financial aid you can receive is through your own good planning! As a junior, the smartest thing you can do is find out what financial aid is out there for you, when it is due, and prepare your materials accordingly (including a resume or activity sheet, detailed later in this handbook). Most scholarship opportunities take place in the senior year – however, there are a few opportunities out there for juniors, particularly at individual colleges and universities sponsoring junior programs.

First and foremost, DON'T PAY ANYONE FOR SCHOLARSHIP INFORMATION! If you receive a letter in the mail about your "appointment", ignore it. There are a lot of scams out there that will take you for several hundred to several thousand dollars, and give you less information than you can receive for free from your high school.

There are two types of financial aid: Gift-based aid and Need-based aid

Gift-based aid comes in two forms: scholarships and grants.

How can I best prepare for scholarships?

- Get good grades
- Participate in extracurricular activities, particularly things in which you have a serious interest.
- Be involved in your community, and take leadership roles.
- Start digging for scholarships, even though many will not be available to you as a junior – the point is to be ready for them as a senior!

Who can get a scholarship? Many people miss out on opportunities because they simply don't look in places close to home:

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1. What major will you pursue? Who has scholarships related to your major?
2. Do you work? If so, does your employer have a scholarship available?
3. Do your parents work? If so, do their employers have scholarships available?
4. Are your parents members of any professional organizations that sponsor scholarships? ASK!
5. Are you or your parents members of any organizations – Boy Scouts, CASL Soccer, Lions Club, Rotary Clubs, etc.
6. Are either of your parents – and in some cases grandparents – veterans of active military service? ASK!
7. Have you examined your ethnic heritage for possible scholarship opportunities sponsored by ethnic-based organizations?
8. Do you have a special need or talent? Any special medical conditions – diabetes, learning disabilities or any disability that severely affects major life functions such as learning, working, etc.
9. ESSAYS – people hate to write them, and so they often lack applications.
10. Make sure you fill out college-specific financial aid forms – many schools have their own forms aside from the generic FAFSA form mentioned below.

You can perform scholarship searches on the following websites:

www.scholarshipplus.com/wake

www.fastweb.com

Grants primarily depend on your EFC (Estimated Family Contribution) from the FAFSA (Free Application for Federal Student Aid) form. You cannot actually fill out the FAFSA until January of your senior year. HOWEVER, you can encourage your parents to schedule a meeting with the **Financial Aid Advisor** at your high school, to use the financial aid calculators and planning tools available online and to meet with their financial advisor/planner if they have one.

Need-based aid comes in two forms: employment and loans.

To be eligible for need-based aid, you must fill out the FAFSA form. If you, or your parents would like to review the FAFSA, please visit www.fafsa.ed.gov. **DO NOT PAY ANYONE FOR FAFSA SUBMISSION!** It is a free form, and many companies are happy to charge you to submit it for you.

Employment will typically be an on-campus position, monitoring the front entrance of a dormitory, or working in a business office, or almost anywhere that a need arises on campus. You will be paid by the school.

Loans come in all shapes and sizes, but there are two key words: subsidized and unsubsidized. Subsidized loans are essentially interest-free until you finish school OR are

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not a full-time student for six months. (If you leave school, six months later you are expected to start paying back the loans!) Unsubsidized loans wind up being more expensive, because they accrue interest the whole time you are in school, even though you do not start paying them back until you are six months out of school, finished or not.

	Subsidized loan	Unsubsidized loan
Original Amount	5000	5000
Interest rate	4.17%	4.17%
Interest while in school	\$0	\$768+-
Amount owed upon graduation	5000	5768

It may not make a big difference to you now, but what if you have to borrow this amount and more to finance school? It makes financial sense to fill out the appropriate paperwork in order to reduce the amount of interest you will have due in the end.

Education + Hard Work = Good Job = Money!



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Handout 2: Need Based Financial Aid

Working with your partner and Handout 1, find the answers to the questions below:

1. What is the analysis called that determines if you have sufficient financial resources to meet college costs? _____

2. What is the abbreviation for this analysis? _____

3. What is the equation used for the purposes of student financial aid and need?

4. Identify 6 items that in general are included in COA:

5. True or False: While costs may vary from school to school, the EFC usually does not.

6. List 5 programs of federal student assistance administered by the U.S. Department of Education.

7. What are loans sometimes called that do not consider your EFC when determining eligibility for funds?

8. List 5 additional basic eligibility requirements you must meet to receive money from the Title IV student assistance programs.

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Financial Aid Quiz

- | | | |
|---|---|---|
| 1) We can't qualify for any student loans. | T | F |
| 2) Everyone is eligible for Financial Aid. | T | F |
| 3) I don't need to submit the FAFSA form to receive aid. | T | F |
| 4) There is a fee to submit the Free Application for Federal Student Aid. | T | F |
| 5) Scholarships are reserved only for those who are academically talented. | T | F |
| 6) Individual schools do not need more information than what is on the application for me to receive financial aid. | T | F |
| 7) My job off-campus can qualify as work-study. | T | F |
| 8) Unsubsidized loans are loans where the federal government pays the interest while I am in college. | T | F |
| 9) If I quit school, my loans are not due to be paid back until six months after I would have graduated. | T | F |
| 10) There are no opportunities for scholarship available to me as a junior. | T | F |

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GRADE 11 LESSON 10: LIFE OBLIGATIONS

Time Required: 30-45 minutes

Content Standards: PS.S.11.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...:

PS.C.11.7.03 Describe the obligations young adults have to their family, community and society.

GOAL: Students will discuss and evaluate obligations to family, community and society.

Activity Statements:

1. Students will review and discuss the definition of obligation including personal application.
2. Students will create a banner of obligations to family, community and society.
3. Students will participate in discussion from presentations of banners.
4. Students will discuss differences and similarities of peer obligations.
5. Students will evaluate their personal response to their obligations.

Materials:

1. Banner paper and art supplies of markers, color pencils, crayons, etc.
2. Handout 1 Obligation

Procedures:

1. Distribute Handout 1 Obligation, review and discuss.
2. Give each student a larger piece of paper (or at minimum a poster board sheet) and say, “We’re going to create banners of obligations young adults have to their family, community and society. Write your full name on your paper, adding words, symbols, and drawings that symbolize something about yourself, your family heritage, your cultural background, your community and the obligations you have to each of the areas. Be prepared to share with the group.”
3. Allow the students 20 minutes to create banners.
4. Students will review banner of personal obligations and evaluate personal responsibilities. Allow individuals to share with whole group. (This may need to be on the next meeting day if your time is not closely monitored in discussion at the beginning.)

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Discussion:

1. Using Handout 1 discuss whole group going from definition to personal application. Include differences in society, family norms, various settings, etc. Emphasize differences among individuals.
Example: “We all have obligations in life. We can have different obligations due to differences in family values, cultural norms, or other factors. These different settings can alter our obligations.” Discuss how we all behave differently in different settings. For example, we behave more formally at official ceremonies and have different obligations in this setting. Talk about how people act differently in their home, school, and community settings. Asking students to think in terms of “What’s public? What’s private?” can help them identify appropriate behaviors for each context. What are their obligations in each setting? Discuss that while some people adjust their behavior and obligations automatically, others must be taught and provided with ample opportunities to practice.
2. Students will complete individual banners of personal obligations including areas of self, family heritage, cultural background, and community. Students will review their banners and prepare to share with the group.
3. Students share whole group. Include comparisons among the various settings, family values, and cultural norms. Have students evaluate their responses to their personal obligations and verbalize needed changes or improvements they have discovered that are needed..

Additional Resources:

Center for Service Learning http://www.crf-usa.org/network/net8_1.html

Extension Activities:

1. Share with your parents or guardians today’s lesson and ask what their perception of your obligations are at home, school or in the community. Discuss.
2. As a family, watch the movie *October Sky* together. Discuss career and college option differences between Homer and his father. Discuss the following together:
 - a. Homer’s father tells him he’s proud of him, but it’s not for the reasons Homer hopes. Explain. What do you think Homer wishes he was proud of?
 - b. How does Homer feel about his father’s opinion of rocket-building as a hobby as opposed to a career?
 - c. Going to college will be necessary for Homer to reach his dream of being a rocket scientist. How do you think his father feels about this?
 - d. Why does Homer’s father want him to work in the coal mines, rather than pursue his dreams to be a rocket scientist?
 - (1) How do you feel about Homer standing up to his father and saying he won’t go back into the mines – that instead he’s going to go to space? Explain your answer.

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Handout 1: Life Responsibilities

Obligation – definition...by the Free Online Definition of **obligation** in the Online Dictionary. Meaning of **obligation**. Pronunciation of obligation. Translations of **obligation**. **obligation** synonyms, www.thefreedictionary.com/obligation

obligation: Noun

1. A moral or legal duty
2. The binding power of such a duty: I feel under some obligation to help you with your education
3. A sense of being in debt because of a service or favor: I don't want him marrying me out of obligation.



Noun

1. **obligation** - the social force that binds you to the courses of action demanded by that force; "we must instill a sense of duty in our children"; "every right implies a responsibility; every opportunity, an obligation; every possession, a duty"- John D. Rockefeller Jr.
 - duty, responsibility
 - job - the responsibility to do something; "it is their job to print the truth"
 - safekeeping, guardianship, keeping - the responsibility of a guardian or keeper; "he left his car in my keeping"
 - social control - control exerted (actively or passively) by group action
 - moral obligation - an obligation arising out of considerations of right and wrong; "he did it out of a feeling of moral obligation"
 - noblesse oblige - the obligation of those of high rank to be honorable and generous (often used ironically)
 - burden of proof - the duty of proving a disputed charge
 - civic duty, civic responsibility - the responsibilities of a citizen
 - filial duty - duty of a child to its parents
 - imperative - some duty that is essential and urgent
 - incumbency - a duty that is incumbent upon you
 - legal duty - acts which the law requires be done or forborne
 - line of duty - all that is normally required in some area of responsibility
 - prerequisite, requirement - something that is required in advance; "Latin was a prerequisite for admission"
 - requirement, demand - required activity; "the requirements of his work affected his health"; "there were many demands on his time"
2. **obligation** - the state of being obligated to do or pay something; "he is under an obligation to finish the job"

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state - the way something is with respect to its main attributes; "the current state of knowledge"; "his state of health"; "in a weak financial state"

financial obligation, indebtedness, liability - an obligation to pay money to another party

3. **obligation** - a personal relation in which one is indebted for a service or favor
indebtedness, personal relation, personal relationship - a relation between persons

4. **obligation** - a written promise to repay a debt
certificate of indebtedness, debt instrument

cash equivalent - a highly liquid debt instrument with maturities of less than three months

certificate of deposit, CD - a debt instrument issued by a bank; usually pays interest

note of hand, promissory note, note - a promise to pay a specified amount on demand or at a certain time; "I had to co-sign his note at the bank"

document - a written account of ownership or obligation

floater - a debt instrument with a variable interest rate tied to some other interest rate (e.g. the rate paid by T-bills)

bond certificate, bond - a certificate of debt (usually interest-bearing or discounted) that is issued by a government or corporation in order to raise money; the issuer is required to pay a fixed sum annually until maturity and then a fixed sum to repay the principal

5. **obligation** - a legal agreement specifying a payment or action and the penalty for failure to comply

written agreement - a legal document summarizing the agreement between parties

debt - an obligation to pay or do something



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Grade 11 Lesson 11: Rights, Responsibilities, Duties

Time Required: 30-45 minutes

Content Standards: PS.S.11.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...

PS.C.11.7.04 Describe the unique rights and responsibilities students have as young adults.

GOAL: Students will understand the difference between rights and responsibilities.

Activity Statements:

1. Students will discuss some of their rights and responsibilities.

Materials:

1. Pen/pencil

Procedures:

1. Write the words “right” and “responsibility” on the board.
2. Ask students to define both of these words.
3. Record students’ definitions on the board.
4. Ask students to list on paper what they believe are their academic responsibilities.
5. Encourage students to share their ideas with the entire class.

Discussion:

1. What rights do you have?
2. What are some of your rights?
3. How do you define responsibility?
4. What are some of your academic responsibilities?
5. What are some of your other school responsibilities?
6. What are some of your home responsibilities?
7. What are some of your community responsibilities?

Closing Statement:

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After discussing the questions and student responses, remind students that they have a right to a **free public** education, but it is their responsibility to get to school on time, do their work, be prepared, respect others and complete all graduation requirements.

Additional Resources:

Youth at Work

<http://www.eeoc.gov/youth/>

Tools for Personal Growth, Accepting Personal Responsibility

<http://www.coping.org/growth/accept.htm>

Extension Activities:

Ask students to define and fulfill one school, home and community responsibility they have neglected. Have a contract to set the time and date(s) to complete and to report back at the next session on their progress.

Resource:

Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons

<http://intranet.cps.k12.il.us/Lessons/Advisory/>

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GRADE 11 LESSON 13: Communication Skills

Time Required: 30-45 minutes

Content Standards: PS.S.11.9 Students will understand safety and survival skills and apply coping strategies.

Competencies: Students will...

PS.C.11.9.02 Identify appropriate ways to communicate their personal feelings.

GOAL: Students will understand the importance of communication.

Activity Statements:

1. Students will brainstorm solutions for handling situations in which people have difficulty communicating their feelings.

Materials:

1. Handout 1, *Communication Considerations*
2. Handout 2, *Using “I” Messages*
3. Paper
4. Pencil/pen

Procedures:

1. Distribute Handout 1 to the students.
2. Discuss the first half of handout and ask students to work independently for a few minutes and write down their experiences.
3. Encourage students to think not only of their own experiences, but of others as well.
4. Ask students to share their experiences in a full group discussion.
6. Encourage students to work together to list possible solutions.
7. Ask students to review the Handout 2: *“Using “I” Messages”*
8. Allow class members to work together to make “I” Messages about upsetting situations.

Discussion:

1. Do you feel better when you are able to communicate how you feel to the people you care about?
2. Why is communication with your teachers and the administrators at school important?
3. Why is it important to be able to communicate with your parents?
4. When you cannot communicate with your parents, who else could you turn to?

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5. What are some other ways poor communication skills might impact your future at school, at home or at community activities?

Closing Statement:

Being able to communicate how we feel can be a major area of concern in our relationships. We must work to communicate our feelings to each other with the hope of arriving at a better understanding of each other.

Additional Resources:

Larry Alan Nadig, Ph.D. How to Express Difficult Feelings
<http://www.drnadig.com/feelings.htm>

Feelings Matching Game
<http://eslbears.homestead.com/files/feelings1.htm>

Extension Activities:

Set a personal goal regarding how you will improve your communication skills to have more success in school, home, the community and the work place.

Activity:

1. Have students discuss how misunderstandings and communications could be harmful on the job.
2. Then ask them to select a career cluster that appeals to them.
Then, interview someone working in that field and ask about communications and problems due to communications they have experienced in real life or to search websites for “Communicating with Co-Workers” and write down the major things they learned from the activity to share with the class at the next meeting.

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

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Handout 1: Communications Considerations



Have you ever had a feeling that there was a problem with someone and when you asked they said nothing was wrong?

Have you ever been angry and when people asked you what was wrong, you answered, “Nothing.”

We often cannot tell what is going on when people do not communicate what they are feeling. Write down examples of “communication breakdowns” discussed in your group to share with class.

Now, write down some “solutions” or ways that would be better for each situation. Remember, if we do not tell people how we feel and why, they will not know! There are few mind-readers in our world!

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Handout 2: The “I” Message

Using “I” Messages

“I” Messages are a great way to share your feelings without blaming others. When we use “I” Messages, we explain how we feel and we own those feelings and express those feelings to others. When we use “you” messages, we blame how we are feeling and even blame our actions on others.

The formula for an “I” message is:

“I feel (feeling word)

when (tell what causes the feeling),

I would like (tell what you would like to happen instead.)”

Think of a situation or two in which you might be upset and want to blame others. Re-frame or re-think into an “I” message below.

I feel _____

when you

I would like it if

Now, do another one:

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GRADE 11 LESSON 12: Presenting Yourself with Your Resume!

Time Required: 30-45 minutes

Content Standards: C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will... C.C.11.6.04 Update resume and career portfolio.

GOAL: Students will understand the purpose of a resume, cover letter, and thank you notes.

Activity Statements:

1. Students will examine elements of a good resume and cover letter and discuss items that they should include in their own resume.

Materials:

1. Handout 1, Sample Resume
2. Handout 2, Sample Cover Letter
3. Computer(s) equipped with Microsoft Word (if possible)
4. Pen/pencil/paper

Procedures:

1. If you're lucky enough to have access to a computer lab, or even to just one computer in your classroom, walk students through a demonstration of the Resume Wizard for Microsoft Word (other word processing applications are likely to have a similar feature). Students will see just how simple it is to generate a resume format; therefore you can focus the rest of the lesson on helping them with what they should include in their resume. If you are unfamiliar with the resume wizard, give it a try. You'll be amazed at how quickly you can generate a resume. Enter some basic information and the computer does almost all of the work for you.

To locate the Resume Wizard on your computer, enter the Microsoft Word application and click on *File*, then *New*, then (on 97 version) click *Other Documents*, and then click on *Resume Wizard* and follow instructions from there.

A sample resume generated by a resume wizard is included with this lesson.

2. If you don't have access to a computer for this lesson, inform students that this application is available to them and have them brainstorm locations where they have access to computers, such as libraries, home, etc.

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3. Using the sample resume handout, generate class discussion by reviewing each point. Personalize the discussion by inviting students to give examples from their own lives.
4. Ask students to submit their completed resumes to you for review and/or have them turn them in to their English teacher for an extra grade in English.
5. Remind the students that the resume should be in their portfolio folder for using and updating as needed.

Discussion:

1. What is a resume?
2. Why should you mail or deliver a cover letter with your resume?
3. When should you send a thank you note to a prospective employer?

Closing Statement:

A resume is a necessary tool in obtaining a good job. In order to stand out from other people applying for a job, students should present an accurate resume that presents them in their best light. Remind them that they want to update any previous resumes they may have developed to be a “sample match” for a job in their career cluster or field they wish to enter into OR should be for the college they wish to apply to OR for a scholarship.

Additional Resources:

Job Star Resume web site: <http://jobstar.org/tools/resume/index.php>

Resume examples: <http://www.resume-resource.com/>

Book: The Complete Idiot’s Guide to the Perfect Resume

Extension Activities:

Activity:

Have students create a resume using the Resume Builder

Students can also explore the Cover Letter Creator and the Thank-You Letter Builder.

Articles for discussion: Do Computer Search for each one, then prepare for students.

Your Resume: Key for Success

Proofreading Your Resume

Resources:

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

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Handout 1:

5555 E. Jackson
Apt. 2
Chicago, IL 55555

Phone (555) 555-5555
E-mail chantay@sil.com

Chantay Johnson

Education

- 1998 - Present **Aimes High School**
- **Junior**
 - **GPA: 3.5**
 - **Focus on general college prep classes**

Volunteer experience

- Summer, 2000 **Anticruelty Society**
- **Organized and maintained surgical files**
 - **performed customer service duties in feline viewing room**

- Spring, 2000 **Stuart's Retirement Home**
- **Coordinated afternoon entertainment and refreshments**
 - **Trained new volunteers**

- 1997– 2000 **St. Joseph's Hospital**
- **Candy Striper volunteer in pediatric unit**
 - **Duties included simple care and entertainment of children, typing and filing, and light housekeeping**

Awards received

Received a Presidential Physical Fitness Award in Spring of 1999 and has maintained membership on the Aimes High School Honor Roll since freshman year.

Languages

Has completed 3 years of Spanish with a 4.0 average.

Extracurricular Activities

- **Reporter for *The Herald*, the Aimes student newspaper**
- **Member of the Debate team, Beta Club, and SADD (Students Against Drunk Driving)**
- **Student Council Representative for Division 555 during sophomore year**

References

- **Mr. John Smith, Journalism Teacher at Aimes High School, (555) 555-5555**
- **Ms. Jane Doe, Volunteer Coordinator for the Anticruelty Society, (555) 555-5555**

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Handout 2: Sample

SAMPLE COVER LETTER
(Limit yourself to one page)

Date

Individual's Name
Title
Name of Business
Street Address
City, State Zip

Dear Mr./Ms. _____,

Paragraph 1: State the reason why you are writing. For example, name the specific position or type of work you are applying for. Also mention how you found out about the position (newspaper, someone you know informed you of an opening, etc.)

Paragraph 2: Explain why you are interested in working for this employer and explain how you are PERFECT for this position. Repeat relevant information from your resume and include something special about yourself that is not visible on the face of your resume.

Paragraph 3: Ask to meet with this employer for an interview at his or her convenience. Thank the employer for his time and consideration.

Sincerely,

Sign your name in black or blue ink (leave space for it!)
Type your name
Your Street Address
City, State Zip
Your area code and phone number

*REMEMBER: Your cover letter is also a sample of your writing capabilities!
PROOFREAD, PROOFREAD, PROOFREAD!!!*

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Grade 11 – Lesson 13

Grade 11 Lesson 13: Want to Find a Job?

Time Required: 30-45 minutes

Content Standards:

- C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.
- C.S.11.5 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.11.4.08** Identify and utilize reputable resources to complete self assessments, relate personal qualities to the world of work and locate appropriate career and post-secondary options.
- C.C.11.5.06** assess the validity of the information world.

GOAL: Students will identify traditional and non-traditional job search methods.

Activity Statements:

1. Students will discuss and practice traditional and non-traditional job search methods.

Materials:

1. Handout 1: Before You Begin Your Job Search
2. Handout 2: Job Search Methods
3. Phonebooks with Yellow Pages
4. Classified section of newspaper
5. Handout 3 Finding Summer and After School Employment
6. Web resources listed in resource section
7. Copies of the Voyages Tabloid used at the Elementary Level

Procedures and Discussion:

Start by explaining the purpose for this lesson and the activities. Say these ideas will show you how to begin a job search. First, however, you must be able to state clearly the kind of job you are looking for, and you must know what skills and experiences you will need to perform that job well. There are many ways to locate possible jobs. In this activity you will use two traditional methods: the Yellow Pages and newspaper Want Ads. This activity includes questions to ask yourself before starting your job search, job search methods, and a chance to browse the Yellow Pages and Want Ads for possible job leads.

1. Distribute worksheet “Before You Begin Your Job Search.” Discuss with students things they should do before beginning their job search.

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2. If possible, get a computer in the room and show the Guidance and Counseling Website on the DOE website under Vocational Education. The Office is in the process of moving the information to a different tab, so check with Guidance and Counseling Office on specific location of the website if you have not been given new information on this. Discuss how local employers were interviewed for the information on their companies. Now, it might not be updated, but it is local information. Then, pass out a copy of the Tabloid for students to use IN CLASS and remind them they have one at home. Review the employment information in that Booklet with students. (This might use up enough time that you have to break into two sessions. If so, start with #3 below on the next session date.
3. Distribute worksheet “Job Search Methods.” Discuss with students traditional and non-traditional job search methods.
4. Have students create a list of 10 “warm contacts”—groups of people they know.
5. In groups of three or four, have students go through local phone book’s Yellow Pages. Direct students to make a list of five local businesses which would employ people that share their career interests.
6. Have students use the classified section of the local newspaper to locate a possible job opportunity.
7. Have other students use in class computer(s) OR computer lab to locate sites to find employment.
8. Have students visit the Workforce Investment Act (WIA) Office in the Department of Human Resources and ask for advice and help.
9. Have students share with class job possibilities found.

Additional Resources:

www.moster.com
www.american.samoa.national-park.com

Extension Activities:

Tell students to use the above resources to locate potential jobs using the educational levels you hope to obtain after high school.

Activity:

Resources:

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Handout 1: Before You Begin Your Job Search

You should be able to answer these questions before beginning your job search:

- What is the general type of job you want?

- What specific job or job titles are most appropriate for you to look for now?

- Which adaptive and transferable skills do you have that this job requires?

- What special training or education do you have that directly supports your doing this job well?

- Does the job require you to use any special tools or equipment? If so, what experience do you have in using them?

- What specific work experiences, similar duties, tasks, responsibilities and other factors relate to you doing this job well?

- What else can you offer that supports your doing this job well?

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Get a Job in Less Time:

1. Those who spend more time actually looking for work find jobs faster than those spending less time.
2. The more interviews you get, the more likely you are to get a job offer.

Traditional Job Search Methods

Traditional means it's the way people have "always" done things. That doesn't mean it's the best way, it's just the way that everyone knows.

Traditional job search methods are not always the most effective ones, but some people do find jobs through them. Here are some frequently used traditional methods:

Reading help wanted newspaper ads

Only about 15% of all jobs are advertised in the newspaper. Most employers don't like to advertise. If you do look at ads, Sunday and Wednesday newspapers have the most.

Going to personnel offices and filling out applications Personnel offices screen out most job seekers. Unfortunately, most jobs are filled before personnel even know they are open.

Résumé mailing campaigns Like an application, a résumé is the near-perfect tool for someone to screen you out. As a result, you should only expect about a 2 to 5% response rate.

Public employment services

Government offices that provide assistance to job seekers. Only about

Frictional Unemployment:

Where the Job Search Action Is

"Frictional Unemployment" is a situation where job openings exist and job seekers are looking for them but they cannot seem to hook up. The Department of Labor concludes that at least 40 percent of all unemployment is due to this friction. The major cause of frictional unemployment is that most job seekers do not know how to find the jobs that exist. The good news is that once you learn the proper job search techniques, you can dramatically reduce the time it takes to find a job.

Four Stages of a Job Opening

Most jobs get filled before they are advertised. In order to find jobs before they are advertised, you need to understand how jobs become available. There are four major stages in a job opening.

Stage 1 There is not a job opening now. However, should an offer become available at any time in the future, persons who are already known to the employer will be considered before all others.

Stage 2 No formal opening exists, but one or more insiders know of a possibility. It could be the result of an increase in business, an observation that someone is not doing well on the job, or an employee is looking for another job.

Stage 3 A formal opening now exists, but it has not been advertised. The job is open but it may be days or weeks before the job is advertised or the personnel office is informed.

Stage 4 The job opening is advertised. As time goes by and a job does not get filled, it might be advertised in the newspaper, a sign hung in the window, an employment service notified, or some other action taken to make

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5% of workers get jobs from this source. Most offices know of only about 5% of the existing job openings in their area.

Private employment services Only about 5% of all people get their jobs through private employment agencies. These agencies also charge fees, often substantial ones, to either you or the employer.

The Bottom Line

Traditional job search methods encourage inactivity. They require you to depend on someone else to do something to let you know about an opening. They force you to be passive, indirect and dependent.

the opening known to the general public. If the job is reasonably desirable, a thundering horde of job seekers will now come after it.

Conducting an Active Job Search

The non-traditional job search methods explained below have been far more effective than traditional job search methods for most job seekers.

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Warm Contacts The Most Effective Job Search Method

- Begin by defining groups of people you know.
- Develop a network of people you know.

Six Rules of Successful Networking

1. Get Started: talk to friends, relatives and acquaintances and schedule a time to meet with them.
2. Present yourself well to everyone you meet.
3. Learn something from everyone you talk to.
4. Get two referrals from each person you talk to:
 - “Do you know of anyone who might have an opening for a person with my skills?” If no, then,
 - “Do you know of anyone else who might know of someone who would?” If still no, then,
 - “Do you know someone who knows lots of people?”
5. Follow up on referrals.
6. Send a thank you note to anyone you talk to.

Making Cold Contacts

- Call an organization and ask for an interview.
- Go to an organization and ask for an interview.

Cold Contacting in Person

- Drop in on any business that looks interesting.
- Ask to speak to the manager or the person in charge.
- If they are busy, get their name and ask when you should try again.
- Call or go back and ask for them by name.
- Leave a copy of your resume with cover letter for that business.

How to Search the Yellow Pages

- Review each listing.
- Ask yourself if each organization could use someone with your skills.
- Rate each organization as follows:
 1. Very interesting as a possible place to work
 2. Somewhat interesting
 3. Not interesting
- Call the organizations ranked “3” first until you feel comfortable. Then call the organizations you ranked “1.”

Government and Clubs

- Go to the Department of Human Resources in the Government Building and ask for job leads.
- Go to the local youth clubs and agencies and ask for job leads.



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Handout: Finding Summer and After-School Employment

What kind of Job are you looking for?

Jobs that will maximize earnings:

- If earnings are your priority, work involving heavy physical labor or difficult work conditions usually pay the most: construction companies, automotive plants, other large plants or mills (e.g., bakeries), state highway department, etc.

Jobs that will provide average to above-average earnings and relevant experience.

Jobs in which earnings are not very important but which will provide the most relevant experience in the field you want to explore.

- Consider volunteer occupations instead of paid employment or in addition to it. Volunteering will often allow you to gain experience in a potential career.
- Consider taking courses in business skills, computer skills or in a specific field related to your interests. One summer of special training can open many doors for future part-time or summer employment.

How can you find or create possible openings?

Yellow Pages: It is very useful for finding out whether certain types of services or occupations exist in your community, the approximate size of the company, the address and telephone number, and sometimes the name of the person to contact. Yellow Pages are organized according to business type, therefore simplifying the search for a specific field or type of work.

Everyone you know: Include friends, relatives, neighbors, etc. It pays to be bold. However, be as businesslike with them as with personnel people. They are, after all, prospective employers. If you are taking a CTE (vocational) Trades class, ask the instructor if the advisory committee members are hiring in that field. Your counselors work with parents and employers, so ask them.

Newspapers, directories, local employment agencies: These sources list job openings; however, most jobs open to teenagers are not listed.

Hospitals, colleges, agencies, etc.: These institutions have special bulletin boards for openings. Find out where they are and check them regularly.

Shopping centers and shopping malls: Spend a day making inquiries at each place of business.

Large professional buildings: Check building directories for the types of business opportunities available.

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Classified Ads: Place ads in local newspapers about services you can provide or the type of work you desire.

Design and organize a service: Advertise informally in your neighborhood. Use church or supermarket bulletin boards.

Whom should you approach?

- Identify the manager, director or person in charge.
- Ask for a specific job or position or inquire about a specific area or office (“I am interested in a position in your business office”).
- Send a cover letter and a résumé.
- Try to speak to the person in charge. Remember, the secretary cannot hire you!

How do you follow up?

- Contact the same person whom you dealt with initially.
- Keep calling. Show interest and persistence. Calling once a week is not too often unless told otherwise.
- Be prepared to go back when asked. It is important to be readily available for follow-up interviews.

What about your appearance and behavior?

- Dress appropriately for the interview. Even if the job itself requires jeans, wait until you’ve been hired before wearing them.
- Be prompt. Demonstrate by your behavior that you will be a responsible worker.
- Treat the interviewer with thoughtfulness and respect even if it is a friend or relative you have known a long time.

What are some sources of summer jobs?

- Parks or Amusement parks
- Camps or Recreation centers
- Fast food operations
- Sales
- Hospitals
- Friends and relatives
- Shopping malls
- Country clubs
- Political organizations
- State and local government institutions
- Lawn mowing service
- Day care centers
- Construction workers
- School Counselor and Teachers

What are some services you can provide?

- Babysitting
- House pet or plant sitting
- Lawn and garden care

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- Window washing
- Housecleaning

List others you have thought of:

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Grade 11 – Lesson 14

Grade 11 Lesson 14: Job Applications

Time Required: 30-45 minutes

Content Standards: C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Indicators (Students will...

C.C.11.6.01 Utilize learned skills to complete a job application.

GOAL: Students will understand how to complete a job application.

Activity Statements:

1. Students will fill out a job application and then discuss the process.

Materials:

1. Handout 1 *Job Application Information*
2. Job Applications from various work sites such as department stores, retail sales, etc. (gather or download previous to lesson). See additional resources for generic sample.

Procedures:

1. Before you begin this class be sure you have obtained enough sample job applications from local employers for all students to view and use.
2. Distribute Handout 1 Job Application Information
3. Review and discuss tips for completing an application.
4. Distribute job applications and have students fill out.
5. Review the process the filling out the application, discuss and answer questions.

Discussion:

1. Review and discuss whole group tips for completing an application.
2. Remind students what the purpose of a job application is: a tool used by employers to gather information about their qualifications, and to compare them to other applicants. The more complete the application, the better chance they have of getting the job.
3. Give each student a job application and allow them time to fill it out. After everyone has finished, review with the students the importance of completing all questions asked. Take a few minutes to ask the student what questions they had difficulty answering.
4. Ask the students what information they needed to have on hand when going to the business to apply for a job.

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Additional Resources

Extension Activities:

Students will continue searching for employment and obtain applications and complete as though they have obtained the post-secondary educational levels they set for themselves. This will help students become familiar with the various expectations of employers.

Activity:

Students can fill out a Job Application worksheet to learn how to fill one out properly.

Resources:

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Handout: Job Application Information

Employers use job applications to gather information about your qualifications, and to compare you to other applicants.

Tips for Completing Applications: **Job Application Form Details:**

Personal Information:

- Name
- Address
- City, State, Zip Code
- Phone Number
- Eligibility to Work in American Samoa; in the US
- Felony convictions
- If under age, working paper certificate

Education:

- Schools/Colleges Attended
- Major
- Degree/Diploma
- Graduation Dates(s)

Position Applied For Information:

- Title of the job you are applying for
- Hours/days available to work
- When you can start work

Employment Information:

- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reason for Leaving

NOTE: If you have not worked in public (outside the home) but you have done volunteer work related to the job tasks you are applying for, make a note of that and put the same information as previous employment information above. Remember, volunteer work and service learning opportunities (church cleanup, grounds cleanup, landscaping, assisting neighbors with tasks, etc., are experience!

References

List of three references - names, job title or relationship, addresses, phone numbers

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Resume (attach to application) (if you have one)

Tips for Completing Job Applications:

Complete all requested information. Don't leave anything blank. If you don't know the details, bring the application home and return it when it's completed. If there are questions that do not apply to you, put NA in the blank (not applicable).

Write clearly and neatly, using black or blue ink.

Check for spelling and grammatical errors.

Proofread your job application form before turning it in.

List your most recent job first when completing employment information.

List your most recent education first. Include vocational programs and training programs as well as high school.

References don't necessarily have to be professional. If you have volunteered you can use members of the organizations that you have helped or if you are a student use your teachers. In all cases, ask for permission prior to using the person for a reference.

Don't forget to sign your application!

Sample Job Applications:

Review sample job applications online to give you an idea of what you are going to be asked. Print one or two out and complete them, so you know you have all the information ready to complete actual employment applications.

Sample Job Application Letters:

Need to mail a job application or follow-up on an application you have submitted?

Review the sample online job application letters for examples of what to write and how to follow-up.

Source: <http://jobsearch.about.com/cs/jobapplications/a/jobapplication.htm>



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Grade 11 Lesson 14: Skills Needed for the Interview

Time Required: 30-45 minutes

Content Standards: C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will...

C.C.11.6.02 Practice appropriate speaking, listening, and interviewing skills.

GOAL: Students will learn about and practice effective interviewing skills.

Activity Statements:

1. Students will learn procedures for interviews.
2. Students will practice interviewing skills.

Materials:

1. Note paper and pencils
2. Resource People to be on Panel
3. WIA Representative
4. Sample video clip of interview or computer to access them online for students

Procedures:

1. Prior to presenting this lesson, invite several Personnel Managers or owners of businesses to form a panel to go over interviewing techniques they use to find new employees. Set the date and time of the presentation for them and for students.
2. After panel day, have the students work in groups and setup for the students to research “job interview skills” and be prepared to role play a situation based on their research.
3. Have students provide their role play for others in the class.

Additional Resources:

About.com Career Planning

http://careerplanning.about.com/od/jobinterviews/a/job_interview.htm

JobInterview.net <http://www.job-interview.net/>

Extension Activities:

Ask the WIA In-School Youth Coordinator make a presentation to class on job interviewing skills.

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Activity:

Students can practice answering job interview questions using the a role playing setting after researching job interview skills and tips.

Resources:

<http://jobsearchtech.about.com/od/interview/Interviews.htm> (lots of interview ideas)

http://education-portal.com/video_library/Job_Interviewing_Videos.html

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Grade 11 – Lesson 15

Grade 11 Lesson 15: Behavior in the Workplace

Time Required: 30-45 minutes

Content Standards: C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will...

C.C.11.6.03 Demonstrate appropriate behavior on the job.

GOAL: Students will discuss workplace rights and responsibilities

Materials:

1. Handout 1
2. Pencil/Paper

Procedures:

1. Begin by discussing with students the behavior rules for the school and why those rules are in place. Discuss the way that behaving with pride reflects on the school as a whole. The building is just concrete and windows, the people in the building give it the life it has – good or bad!
2. Ask students if that is the way businesses work with employees.
3. Have the students share experiences they have had that were inappropriate for employees in workplaces such as banks, library, McDonald’s, etc.
4. Ask if that same behavior expectation should be in the school “workplace” since everyone in the school has a job description: teacher, Principal, student, secretary, etc.?
5. Put the students into groups and pass out the Handout 1. Tell the students to brainstorm situations where each item on the sheet would have applied to them or their experiences. Tell them they will share their list with class.

Additional Resources

Appropriate Workplace Behavior Quiz <http://www.workrelationships.com/site/quiz/Unethical Behavior in the Workplace> <http://www.nfib.com/object/1584093.html>

Extension Activities:

Invite the Manager or Owner of a place where teens work such as McDonald’s or Carl Jr.’s to come to speak to the class about inappropriate behaviors on the job. Ask that person to stress the results of such behavior (i.e., fired, bad reference for future jobs, lost business, etc.)

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Activity:

- 1. Have students share their lists with class and ideas that would have been a way to fix the event.**
- 2. Have students interview some employer on their “workplace behavior” policies and write it up for class.**

Resources:

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Handout 1: Workplace Behavior Standards

Businesses of all types have behavior standards for employees. These may be written or just understood, but are there as policy binders. The standards uphold the excellence to be expected. Workplace Standards are tied to annual performance reviews and in keeping or losing a job.

It's a Private Matter

Keep what happens within the workplace confidential — Confidentiality is an ethical behavior and in some fields of work (i.e., education, health, etc.) it is the law. However, there are issues related to this that are not “legal” but ethical and responsible behaviors. Example: If you spend a lot of time telling those outside the workplace how bad the workplace is it does reflect on you as well as the business. Why would someone work some where that is so BAD? In the workplace, one should do everything they can to earn the trust that others place in the business.

To “E” or Not to “E”

Email Manners — Using email may save the sender time, but may not always be the most appropriate or expedient way to communicate. Use discretion in sending, responding to and forwarding email. Remember that electronic messages can be subpoenaed and used as evidence in legal proceedings. Also, you are paid to work, not send emails to friends or be on computer programs for fun and games.

Vive la Différence

Diversity — Employees know their differences and should know those of others as well as unique talents and varied backgrounds that come together to create a stronger whole. Getting along with people in the workplace is essential to keeping YOUR job. Workplace Behavior Standards

Businesses of all types have behavior standards for employees. These may be written or just understood, but are there as policy binders. The standards uphold the excellence to be expected. Workplace Standards are tied to annual performance reviews and in keeping or losing a job.

It's a Private Matter

Keep what happens within the workplace confidential — Confidentiality is an ethical behavior and in some fields of work (i.e., education, health, etc.) it is the law. However, there are issues related to this that are not “legal” but ethical and responsible behaviors. Example: If you spend a lot of time telling those outside the workplace how bad the workplace is it does reflect on you as well as the business. Why would someone work some where that is so BAD? In the workplace, one should do everything they can to earn the trust that others place in the business.

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To “E” or Not to “E”

Email Manners — Using email may save the sender time, but may not always be the most appropriate or expedient way to communicate. Use discretion in sending, responding to and forwarding email. Remember that electronic messages can be subpoenaed and used as evidence in legal proceedings. Also, you are paid to work, not send emails to friends or be on computer programs for fun and games.

Vive la Différence

Diversity — Employees know their differences and should know those of others as well as unique talents and varied backgrounds that come together to create a stronger whole. Getting along with people in the workplace is essential to keeping YOUR job. It is not a place to reflect your personal prejudices.

Get Smart

Increasing Skills and Competence — Those who get and KEEP a job are committed to learning and growing in workplace skills. Professional development demonstrates a desire to continually enhance the delivery of your work. That is why many employers pay the cost of employees attending learning workshops and even college classes. Employers expect innovation and constant improvement in efficiency and effectiveness.

Attitude Is Everything

Create a Lasting Impression — Every employee and every customer (if appropriate) has a place in the workplace. One’s behavior and attitude create a positive first impression that is lasting for other employees and customers. Plan on exceeding expectations in that area. You are not there to be their personal friend, but to work with them or for them. Remember that!

Thank Somebody

Reward and Recognition — Reward and recognition are central to the workplace environments that are successful. Express gratitude and appreciation to other employees for their guidance and help. You want the place where you work to be the best place to work, not a place of complaints and counterproductive workers.

Make Words Work

Talk, Listen and Learn — We communicate with courtesy, clarity and care in all verbal and non-verbal messages. Listen with both ears and the BRAIN! Listening attentively to customers to understand their needs and to ensure they comprehend information provided to them is expected.

All for One, One for All

Teamwork — As an employee you have a common purpose with all the other employees: to do the best work you can for the company and/or serve customers. Remember, teams make a difference! It is not one individual who makes the company better, but all the employees.

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Make It Better

Service Recovery — When a company experience does not go right for a customer, the company and employee must pledge to make things better. Listening and responding with empathy and apologizing for not exceeding expectations is easy to do but makes all the difference.

Think Safe, Be Safe

Safety at Work — Every work environment must be safe for workers and customers. This means every employee must consider the safety factors in their day to day work and strive to ensure that the safety of all is protected. If you identify and report safety hazards promptly, and apply remedies whenever needed, your are improving your place with the company and the business itself.

Look Sharp, Be Sharp

Appearance Speaks — Not only should employees in every line of work, dress appropriately and clean for the job, the workplace reflects this need as well. When employees dress, groom and maintain the workplace with care, it shows respect for our customers and for the company.

Keep in Touch

Ease Waiting Times — Keeping waiting customers informed puts them and their families at ease. Sharing information and acknowledging the presence of customers at all times is critical in the workplace.

You are There to Work

Doing a Day’s Work – have you ever gone into a restaurant and saw people who worked there sitting at tables? Then, to discover that the salt shaker at your table is empty or that there is not one or one was not brought with your table service. Why were the employees sitting? Why were they not cleaning, re-filling, organizing, etc., because they were “at work” not paid to sit.



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Grade 11 – Lesson 16

Grade 11 Lesson 16: VITA and Retirement

Time Required: 30-45 minutes

Content Standards:

- C.S.11.5 Students will employ strategies to achieve future career goals and know where and how to obtain information about the world of work and postsecondary training/education.
- C.S.11.6 Students will understand the relationship between personal qualities, education, training and the world of work.

Competencies: Students will...

- C.C.11.5.03 Use a variety of reputable resources to aid in career planning.
- C.C.11.6.05 understand the relationship between educational achievement and career success.

GOAL: Students will complete a guided VITA listing all accomplishments they have achieved during their projected career life span.

Activity Statements:

1. Students will complete a chronological listing of accomplishments in five year increments during a 30 year span of work experience.
2. Students will then complete an awards VITA for their company as they compete for retiree of the year as per the boss's request.

Materials:

1. Handout 1– *Chronological Work/Educational/ Community Experience*
2. Handout 2 – *Awards Application*

Procedures:

1. Ask the students if they have ever heard the statement, “See it and it will happen!” Visualizing one's future can help to prepare for the tasks necessary to reach that future.
2. Say to students: Today you are going to envision that you have reached retirement age and that you have been asked by your boss to complete an awards application for retiree of the year. He/she is confident that you will win the award based on your impeccable work and community service record. You will need to include all work, community and educational experiences even that completed before working for this company. Be creative when thinking about the company name and job title. The job you retire from may not even exist now. Think about technology, the changing world and some potential jobs that might exist 30 years from now. What kind of on-the job training or other activities might exist? How might education be different?

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You may choose a traditional job and take a more traditional approach. Whichever avenue you choose, think about experience you might have throughout your career that would land you the “Retiree of the Year Award.”

2. Ask students to work individually on both worksheets, completing worksheet 1 first, then worksheet 2.
3. Allow enough time at the end for students to share their awards application.
4. Have students vote on who had the best application.
5. Have students place applications in portfolio folders for later reference when they are completing other career activities.

Discussion: This will take place after the activities listed above:

1. What is something you learned about yourself?
2. What kinds of jobs might exist in the future that does not exist now?
3. What kinds of things do you think the selection committee will look for in the award winner?

Additional Resources:

Extension Activities:

If students did not finish this assignment, ask them to complete it at home, bring back next week to place in portfolio. If time allows, share in a later session.

Activity:

Have students write an essay titled, “A Picture of Me in the Future” and turn in to English teacher and CTE (vocational) teacher for an extra grade.

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Handout 1: Retirement Days!

Directions: Use the following chronological table to list your accomplishments as though they happened to you over 30 years of work experience. What will you accomplish during each five-year increments? You will use this information to complete an application for “retiree” of the year. Think about what you would like to accomplish and what would bring you the most success. Include for each time period:

work experience

community leadership

awards received

charity efforts

community service

work leadership positions

special certifications

volunteer experience

educational obtainment

mentoring experiences

family life

travel opportunities

This is... MY LIFE

in ...

Five Years

Ten Years

Fifteen Years

Twenty Years

Thirty Years

Retirement

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Retiree of the Year Award

Application

Envision that you have reached retirement age and that you have been asked by your boss to complete an awards application for retiree of the year. He/she is confident that you will win the award based on your impeccable work and community service record. You will need to include all work, community and educational experiences, even those completed before working for this company. Be creative when thinking about the company name and job title. The job you retire from may not even exist now. Think about technology, the changing world and some potential jobs that might exist 30 years from now. What kind of on-the-job training or other activities might exist? How might education be different?

You may choose a traditional job and take a more traditional approach. Whichever avenue you choose, think about experience you might have throughout your career that would land you the “Retiree of the Year Award”.

Company Name _____

Employee Name _____ Job Title _____

Work Experience Prior to this Company	
Work Experience with this Company	
Leadership Positions Held	
Community Service Record	
Charitable Contributions	
Educational Credentials	
Educational Credentials	

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Special Certifications	
Community Leadership Positions	
MY Most Significant contribution to this company	
I am most proud of...	
I Have Made a Contribution to the World by....	
I have helped the following individuals reach their maximum potential by..	
Special Awards and recognitions	

**American Samoa Comprehensive Career Guidance and Counseling
Program**

Grade 11 – Lesson 17, 18, 19

Grade 11 Lessons 17, 18, 19: WRITING ESSAYS

Time Required: Time varies, continue for at least two Advisory Meeting Times

Content Standards: A.S.11.2 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.11.2.02 Compose a well-developed composition from a prompt.

GOAL: Students will write and critique a college application essays.

Activity Statements:

Students will learn the process for writing an outstanding essay for college admissions.

Materials:

1. Sample College Essay Questions Handout 1
2. Personal Statement: Strategies for Supporting Students Case Study I (taken from the UC Conference 2007)
3. Personal Statement: Strategies for Supporting Students Case Study II (taken from the UC Conference 2007). Student: Julia Cho
4. The College Admission Essay: What Makes it Great? Handout 2
5. Personal Statement: Strategies for Supporting Students Case Study III and IV:
Student: Joe Fulfillment
6. Recipe for a Draft Handout 3
7. College Essay Rubric Worksheet

Procedures & Discussion:

Explain: The essay section of your college application is very important. Your essay is your chance to directly tell the admissions committee who you really are. It is your opportunity to stand out from all other applicants. It is the only part of your application that you have full control over. Your GPA, SAT scores, and your class rank are pretty much set by now. A good essay can give you the extra boost needed for admission. It can also give admission representatives of who you are and what you could potentially bring to the institution.

In this lesson you will learn how essay relates to your college application. You will compare two completely different essays with two completely different prompts. You will also get a glimpse of each student's academic backgrounds and see if the essay makes the applicant stand out. Last, you will understand the importance of writing to the prompt because inevitably, you will be judged based on your ability to write and answer the question posed.

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Activities

1. Sample College Essay Questions – **20 minutes**
 - Explain to the students that regardless of what the questions in the application are, they all are looking for similar information.
 - Explain that the point of this lesson is to understand the essence of what these questions are trying to get them to reveal about themselves.
 - Distribute copies of Personal Statement: Strategies for Supporting Students Case Study I-IV to every student in the class. Give them five minutes to read the document in silence.
 - Ask students to read Case Study 1 (Julia Chu) and have students give their opinion on her essay. For example, did they like it? If so, what did they like or dislike about the essay? Did it answer the question?
 - Ask students to consider her academic record. Did the essay give readers a better understanding of her academic record. Would you like to know more?
 - Have students do the same process for Case Study 3 (Joe Fulfillment) asking the same questions.
 - Do a brief of the document with the students. Remind them that all of the previous work they have done up until now was designed to provide them with the personal insights they need to write an essay that provides “*likeability*” for the student, but also gives perspective. In particular, the following work will be helpful to make reference to:
 - o Identifying short-term, mid-range and long-term goals
 - o Researching career paths and majors
 - o Addressing challenges in their lives
 - o Defining their purpose
 - Clarify that if they encounter a “You” question, this work alone will provide them with everything they need to say about themselves. If they encounter a “Why Us” question, the only additional work they may need to do is demonstrate that they know a few specific things about the school and program they are interested in that makes them unique. The only question that may require some significant extra thinking is a “Creative” question. Such a question may require some further research, and a structured strategy for communicating their point of view. Assure the students that in this lesson they will learn that strategy.
 - Open up the discussion for questions from the class.
2. Choosing a College Essay Topic – **15 minutes**
 - Clarify for the students that regardless of whether they encounter a “You,” “Why Us,” or a “Creative” question all colleges infer similar information about applicants from the choice of topic and the personal information they choose to share.
 - Distribute a copy of The College Admission Essay: What Makes It Great? (Handout 2) to every student in the class. Let the students know that this document clarifies what colleges infer from the topic choices they make when writing an essay. Go through the document with students.

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- Pause to see if any students have questions so far.
3. Analyzing Sample College Essay Questions – **20 minutes**
- Explain to the students that one of the best ways to begin an essay is by looking at some high quality completed models. Explain to them further that in order to gauge the quality of a completed model they must have some common criteria of quality.
 - Distribute a copy of the College Essay Rubric. Let the students know that they will be using this rubric to analyze a sample college essay. Give the students **five minutes** to look the Rubric over, and ask any questions for clarification.
 - Distribute a copy of the Sample College Essay Questions (Handout 1) to every student in the class. Select one with the class, and read it together, aloud, with the students.
 - Use the Rubric to score the essay together. Facilitate the conversation, such that students are explaining why they made the assessment they did.
4. Writing a Draft Essay – **30 minutes**
- Explain to the students that, so far, you have shown them:
 - o What to expect when writing a college application essay.
 - o What information about the applicants’ preferences, values, thought processes and writing skills colleges abstract from reading these essays.
 - o How to analyze the quality of a completed essay.
 - Explain to the students that it is time for them to write the first draft of their essays. Distribute a copy of the Recipe for a Draft handout to every student. Explain to them that this tool provides a step by step process for writing a first draft to a “You” question. Give the students **five minutes** to read the document and ask any questions for clarification.
 - Give the students **20 minutes** to write their first draft.
 - Review the process with the students. Make sure that they pay attention to the You’re Done section of the Recipe for a Draft handout. It states, “No matter what the questions are, you’ve already identified characteristic you want to convey to each college.”
5. Writing and Analyzing a Second Draft – **35 minutes**
- Let the students know that now that they have written a first draft for an essay that responds to a “You” question, the next step is to actually embed that information into an essay that responds to a “Why Us” or a “Creative” question.
 - Ask the students to select one of the “Why Us” or “Creative” questions provided in the Sample College Essay Questions handout and write an essay response to it.
 - When the students are done, ask them to either:
 - o Evaluate their essay using the College Essay Rubric Or
 - o Exchange essays with a partner, evaluate each other’s essay and give each other feedback based on the rubric.

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Additional Resources:

Writing Tips Essay Builder http://www2.actden.com/Writ_den/tips/essay/index.htm

Basic Guide to Writing Essays <http://members.tripod.com/~lklivingston/essay/>

Extension Activities:

Homework: Getting the Help of a Trained Adult – Three minutes

- Emphasize to the students that practicing how to write their college application essay is one of the most valuable exercises they could spend their time on, whether they are planning to go to college or not. This is because the exercise pushes them to think thoroughly about how they describe and present themselves. **This is a skill that will be necessary throughout their lives – for interviews, for presentations, for social and professional gatherings.**
- Clarify that this lesson has only helped to scratch the surface and lay down the foundation necessary to write an outstanding college application essay. In order to build a great final product, more work needs to be done, and it needs to be done with the guidance of a trained adult (counselor, program coordinator, teacher, etc...)
- Encourage the students to schedule a meeting with a trained adult to help them continue the essay development process.

Resources:

Adapted from:

Fulfillment Fund College Pathways Curriculum© 2007 Fulfillment Fund

www.fulfillment.org

Grade 12 Lesson 3 Writing a College Application Essay – A Mini Case-Study

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Handout 2: **The College Admission Essay: What makes it great?**

Why do colleges require essays?

- To evaluate your writing. Most schools are reading and writing intensive and admission officers want to know that you'll succeed in the college classrooms.
- To learn about you. When admission officers read your essay, they often ask themselves, would I want to be his/her roommate? What is this person like? What would this person bring to the freshman class? Is he/she likeable?
- To learn about your maturity. The college essays can really highlight your maturity and the quality of your thinking. It's important to show depth/maturity in your writing; this insight provides perspective to your readers.

What is the essay bottom-line?

- This is not an English essay! It's ok to use I, me, and even some slang. The essay is about you and your experiences, so give it your voice!
- The best essays write themselves. Make it real and tell your story.

The 5 most important rules/advice about the college essay.

1. Don't try to impress the admission officers. Don't try to give your reader what you think they want to hear rather, give them what you want to tell them.
 - o Be yourself. Be genuine. Make it personal.
 - o Don't try to suck up
2. **Own your story.** Write something no one else has written.
 - o If you're having trouble taking ownership, then don't write about it.
 - o Example: The *Quinceanera*

Without detail:

I was extremely nervous before my *Quinceanera*. I was outside of the church waiting for my moment to enter the church when my mom came up to me and helped me to relax.

With detail:

I stood there outside the church I've known all my life however, today I was struck with a sense of panic. For the first time, I would be presented to my family, friends and community at one of the most monumental events of my young life. My *Quinceanera* would be the moment when my community would see me, not as a little girl, but as a young woman. I'm supposed to walk into the church with confidence, yet all I could feel was fear. I thought to myself, "What if I fall? What if I panic and am unable to walk?" All I could think about were these heels that were killing my feet! I knew I had to gain some composure. Then, all of a sudden, I see my mom. As she walks up to me, she says, "*Mija, te ves linda,*" (My darling, you look beautiful) and she gives me the *bendicion* (blessing). At that moment, I stopped thinking about my fear, my panic and my feet. Her gesture helped me to relax and gave me the confidence to step into the church and welcome my guests at my *Quinceanera*.

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- o The story you tell can be cathartic (feelings high; emotional) it can allow you to release emotions while you tell your story. Ask yourself, would you be able to remember this story when you're 70 years old? Would the details be fresh in your mind? If you can identify a story like this, then write about it.
 - o Give it color. Help the reader to see it, feel it, and maybe smell it.
- 3. Don't repeat what you've already talked about in your application.**
- o The essay is a window into your resume, it's not your resume. Don't list activities/awards you received.
 - o Have you ever heard a joke that you already know? If you repeat aspects of your application in the essay, it bores your reader. If you want to talk about one significant activity, then share it with a story that provides depth and perspective about you.
- 4. Write in your own voice.**
- o Admission officers can tell if your essay is not your own. They can tell when someone has jumped in and basically written it for you.
 - o Admission officers can also tell when you've had too many re-writes. Your essay should have at least 2, but no more than 3 readers provide comments. You should have someone who knows you well (friend/sibling), someone who doesn't know you very well (distant friend), and a teacher/advisor/counselor (to correct grammar/spelling). The order is up to you.
- 5. Avoid cliché topics.**
- o Athletics – Be careful, teamwork essays are common. Make sure yours is different.
 - o Community Service – Be genuine. If you only did community service a couple of times for school, don't blow it out of proportion unless you really mean it. If you're writing an essay on how community service changed your life, make sure you can back it up with continuous service.
 - o Trips Abroad – Can be cliché if the essay lacks substance and ownership. Admission officers can easily pull up numerous abroad essays that sound the same (i.e. "Insert location here ____" are common essays).
 - o Anything about "learning the importance of life" is cliché because at 16-17 years of age, you've experienced very little. A lesson is different. Talk about the impact of the lesson in your young life.

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Personal Statement: Strategies for Supporting Students

Case Study: Part II

Demographic information								
Name	Julia Cho							
High School	Excellent HS							
Family Size	4							
Family Income	37,000							
Occupation - Mother	Homemaker							
Occupation - Father	Mechanic							
Education Level - Mother	Some HS							
Education Level - Father	HS							
"A-G" Courses and Grades	Grade 9	Grade 10	Grade 11	Grade 12				
	Course/Grades		Course/Grades		Course/Grades			
History/Social Science	World Hist	A/A		US Hist (H)	A/A	Gov (AP)	A/IP	
English	Eng 9	A/A	Eng 10(H)	A/B	Eng 11(H)	B/B	Eng 12 (AP)	B/IP
Mathematics	Geometry	A/B	Alg 2 (H)	B/A	Pre Calc	C/B	Calc AB (AP)	B/IP
Laboratory Science	Biology 1	A/A	Chemistry	A/A	Biology (AP)	A/A		
Language Other Than English	Spanish 1	B/A	Spanish 2	B/A	Spanish 3	B/B		
Visual and Performing Art			Photography	A/A			Music App	A/IP
College-Preparatory Elective					Economics	A/A		
Test Scores and Dates	Date	Score						
SAT Reasoning	Mar-07	1610	CR-520/M-600/W-490					
	Oct-07	planned						
SAT Subject Tests								
Mathematics Level 2	Jun-07	580						
Biology M	Jun-07	620						
Advanced Placement Exams								
Biology	May-07	3						
Government	May-08	planned						
Calculus	May-08	planned						
English Language	May-08	planned						
Extracurricular Activities	Grade Level(s)	Hours/Week						
Swim team	10th-12th	10						
Employment	Grade Level(s)	Hours/Week						
Happy Trails Nursing Home	11th-12th	15						
Honors/Awards								
Calif. Scholarship Federation	10th							

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Personal Statement: Strategies for Supporting Students Case Study III

Joe Fulfillment 555-555-5555

Prompt

Indicate a person who has had a significant influence on you, and describe that influence.

Student Response

I had grown up in Mexico for the first six years of my life in a small town in Oaxaca. I had many friends from school that I had been raised with for most of my life. I lived in a good house with a big backyard full of many fruits and vegetable that my grandmother grew, which she would sell in neighboring town and a basketball court where I played with friends from school. I also had four dogs, one of which I remember very well, his name was “Mechudo,” he was my favorite one; I would come from school and enjoy playing with him. Having all this made me feel like I had everything but in a blink an eye everything changed. I actually never met my father. He had left my mom before I was born, and therefore my mother was left to fend for herself while at the same time take care of me. When she met Alfredo, my step father, who I now call dad, she had no idea of what would become of their relationship. In an unexpected turn of events, my dad proposed the idea to move to America in search for a better life. I was forced to leave my friends, family, everything I loved and trust a stranger. I was to start a new life with a new language, a new environment, and a new set of friends. The transition was not fun at first but, I was not worried because my dad had said, “solo nos vamos a quedar por uno par de años” (we are only going to stay for a couple of years). Like the majority of immigrant families we didn’t leave. I have now lived in America for about ten and a half years. I am now fluent in English, and I have many wonderful friends but, even these new friends will never replace the ones that came to visit me on that clear day to say their farewells and best wishes. I have a picture of my friends from Mexico and I in front of my house with the clear blue sky as the background. We all smiled but deep inside I knew I would miss them. I never imagined not seeing them for a long time because according to me, the move was only temporarily. I have now lost complete contact with them. My grandmother is the only one who I occasionally talk to, she still remembers me as the little boy who she saw that day. She has not seen me nor have I seen her; she does not know what has become of me. I wish she could see me now, she would be very proud. I wish she could see me race or take a look at all of the success I have achieved here in America. Although I may not recognize her if I see her, I will always remember her as the woman who cared for me as a child.

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Personal Statement: Strategies for Supporting Students. Case Studies IV

Demographics

Name	Joe Fulfillment
High School	Good HS
Family Size	5
Family Income	31,000
Occupation - Mother	Cafeteria worker
Occupation - Father	Unknown (biological)
Education level - Mother	Some HS
Education level - Father	HS

"A-G" Courses and Grades	Grade 9	Grade 10	Grade 11	Grade 12
History/Social Science	Geography B/B	World History B/A	US History (H) B/B	Government B
English	Eng 9 A/A	Eng 10 B/B	Eng 11 (H) B/B	English 12 (AP) B
Mathematics	Algebra 1 B/B	Geometry B/B	Algebra 2/Trig B/C	Pre-Calculus C
Laboratory Science	Int. Science C/B	Biology B/B	Chemistry C/B	Physics C
Language Other than English	Spanish Sp 1 A/A	Spanish Sp 2 B/A		
Visual and Performing Art	Drawing A/A	Economics (NS)		
College-Prepatory Elective				
Test Scores and Dates	Date	Score		
SAT Reasoning	May-07	1600	CR-550/M-490/W-560	
Nov-07				
SAT Subject				
Spanish	Jun-07	790		
Literature	Jun-07	610		
History	Jun-07	500		
ACT	Sep-07	25		

Extracurricular	Grade Level(s)	Hours/Week	Positions Held
Basketball	9th-11th	10	JV
Youth & Power	11th-12th	2	Treasurer
Spanish Club	9th-12th	1	Vice-President
Employment	Grade Levels(s)	Hours/Week	
Carl's Jr	12th	15	Cashier

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College Essay Rubric

Name: _____ **Grade:** _____ **Date** _____

Presentation Team: _____ **Program Coordinator:** _____

	Strongly disagree 1	somewhat disagree 2	Neither agree nor disagree 3	somewhat agree 4	strongly agree 5	Comments
The essay had very few careless spelling or grammatical errors.						
The language used in the essay was simple, direct and clear.						
The essay is easy to read aloud.						
The main idea comes across clearly. The essay answers the prompt question.						
The essay brings out the authors strengths and outstanding characteristics.						
Any claims or points made are supported with specific details and concrete evidence.						

Pretend that you are on the admissions committee at the university of your choice. Please answer the following questions:

- Based on what you read in this essay, do you feel like you know more about the applicant than simply the GPA and test scores (e.g. personally, socially, etc.)? Yes No

- Would you want this student to attend your school? Yes No

- If your answer was "yes", explain what was said in the essay that convinced you to say yes. If your answer was "no", explain what the author needed to do to make the essay more convincing? _____

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Grade 11 – Lesson 20

Grade 11 Lesson 20: Coping Skills

Time Required: 30-45 minutes

Content Standards: PS.S.11.9 Students will understand safety and survival skills and apply coping strategies.

Competencies: Students will...

PS.C.11.9.01 Identify stressors common to young adults and describe appropriate stress management techniques.

GOAL: **Students will identify stressors in their lives and identify coping strategies to reduce stress including a decision making process.**

Activity Statements:

1. Students will learn to prioritize what's important to them, employ decision making, problem solving and learn about other stress reduction techniques.

Materials:

1. Handout 1 “Tips for Coping with Stress”
2. Handout 2 – “Your Choice”
3. Flip Chart Paper/Markers
And/Or
4. Chalk/Whiteboard
5. Pen/Pencil/Paper

Procedures and Discussion:

1. Group Discussion with whole class and have the responses listed on paper/board:
2. Begin with question to class:
 - a. How does one become an effective decision maker/problem solver when feeling overwhelmed and decisions need to be made in life?
 - b. How do you go about making important decisions?
 - c. What determines how important a decision is?
 - d. How would you rely on coping skills to help you deal with the pressure of making important decisions?
3. Distribute Handout 1 “Tips for Coping with Stress” Ask students to take turns reading or paraphrasing each tip. You may want to cut the tips into strips, number each one, pass out to various students. Call each number and have the student having that number read that tip.
4. Tell students they are going to practice one of the techniques—prioritizing.

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5. Distribute Handout 2 “Your Choice”
- Have the students pick five of the ten items they consider to be the most important.
 - Then have the students rank their top five from most important (1) to least important (5).
 - Ask students to volunteer to share their ideas and justify their reasoning.
 - Ask students which half of each statement would lead to the least stress and accomplish their goal to succeed.

Additional Resources:

Guide to Decision Making

<http://www.twu.edu/o-sl/counseling/SelfHelp022.html>

Extension Activities:

Talk to your parents about your stresses and ask for help prioritizing your responsibilities.

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HANDOUT 1: TIPS FOR COPING WITH STRESS

Anxiety is a signal from our minds and body that is something wrong. The danger may come from internal or external sources. We feel the press of living through the stresses we experience.

Stress is cumulative, as it draws upon our personal and physical resources. Different people have individual tolerances for higher-than-normal levels of stress and anxiety.

When feeling over-burdened, excessive stress and anxiety can lead to lowered self-esteem and depression. In such a situation, the goal of psychotherapy is to validate your emotional experience, adjust the negative self-assessment engendered by emotional overload, and help you find the path of support and positive developmental change.

Often, anxiety and stress are heightened by being caught between untenable choices in life, or between people we love (or even, sometimes, fear). These problems can be explored and understood in psychotherapy.

Below are some tips about what many have found to be at least temporarily useful coping skills for living with stress and anxiety. They are not foolproof. If you are feeling very distressed and your life is suffering, there is no substitute to talking with a professional.

1. **Be flexible.** Know what you can change and what you can't, go with the flow, be open to changes.
2. **Laugh more.** Watch a funny movie, tell a joke, read the comics.
3. **Breathe slowly, deeply, and well.** Relaxation begins with slow, deep breathing from your diaphragm.
4. **Learn to say "no".** It's hard to say no sometimes, but recognize you can't do everything, pace yourself.
5. **Go ahead and make mistakes.** No one's perfect. The only way we really learn is from our mistakes. Accept them as the natural process of growing in wisdom.
6. **Spend time playing a fun activity with a friend, a child, a pet.** Having fun is the natural way of lowering the body's stress hormones. Stress tenses, play loosens.
7. **Get active.** Exercise brings out the body's endorphins, natural pain-killers and pleasure-producing substances produced inside every one of us.
8. **Eat well and avoid stimulants.** A healthy diet makes the body strong and increases a sense of well-being. Watch those double-lattes. Caffeine and nicotine put more stress on our musculature and nervous system.
9. **Talk to others.** Sharing life's difficulties and problems with another person, whether a co-worker, friend, spouse, lover, or counselor, allows one to shed the weight of burdens shouldered alone.

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10. **Face your difficulties.** Problems have a tendency to mount quickly, until there can seem so many as to be overwhelming. Tackle them one at a time. Set achievable goals. Your day will seem appreciably lighter after even one dreaded task is tackled.
11. Allow yourself to mourn. Changes, even good changes, can bring a sense of loss for how things used to be. You have the right to grieve this loss. In fact, everyone needs that time. . . to adjust, to reminisce, to care, to process.

If you suffer from excessive stress, anxiety, or panic attacks, you may wish to consult with a psychologist or other mental health professional. *Anxiety and stress problems are especially amenable to therapeutic help.*

<http://www.drjeffkaye.com/stress>

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HANDOUT 2: YOU CHOOSE

Choose the five most important decisions you make and explain the reasons they are important for you.

1. To talk with your friends in front of school or look over your notes for math test
2. To brush your teeth and wash your face or skip it and sleep longer
3. To cheat on your math test or do it on your own
4. To ride the bus home or walk with friends
5. To give your book report today or try to get out of it until tomorrow
6. To go to a party Saturday night with friends or to the baseball game with Dad
7. To watch a special on TV or study for your science test tomorrow
8. To rise early for a family gathering or sleep late
9. To bring lunch to school and save money or buy lunch at the school cafeteria
10. To wear something that looks cool (even if it is not appropriate for school) or to wear something comfortable

Rank the 5 most important decisions in order of 1 to 5, with 1 being the most important.

Decision #: What is the reason(s) that the decision is important for you:

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Grade 11 – Lesson 21

Grade 11 Lesson 21: Planning for Graduation

Time Required: 30-45 minutes

Content Standards: A.S.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: Student Will...

A.C.11.2.01 Discuss annually the current relationship between flexible career plans, post-secondary goals, four-year high school course plans, report card grades, standardized test scores, and academic improvement plans, and revise each as appropriate.

GOAL: Students will review the American Samoa’s DOE and your school’s graduation requirements and plan course sequences.

Activity Statement:

1. Students will review and discuss graduation requirements, update educational and career Plan and begin select courses for next year’s schedule

Materials:

1. Paper/Pencil/pen
2. Graduation requirements
3. Graduation check list
4. Transcript and report card from last semester
5. List of senior courses for upcoming school year
6. Programs of study information
7. School specific course enrollment bulletin

Procedures:

1. Distribute copies of the graduation checklists, graduation requirements, course enrollment information and last year’s transcript to students.
Instruct students to:
 - a. Check off courses on graduation checklist that were completed last year and to make note of (circle) any 10th or 11th grade courses they failed.
 - b. Review courses available for next year using the senior course list or enrollment bulletin
 - c. View their 2nd semester schedules to determine if they are in all courses they need to repeat or are required for the current school year.

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- d. Follow school procedures to see school counselor to add any course that need to be added or deleted from schedule.
 - e. Develop a preliminary schedule for next year to assure you can fit in all courses needed for graduation and programs of study.
 - f. Place checklist in portfolio folder for further reference.
2. Provide information tutoring programs, credit recovery and support services that are available.

Discussion:

Counselors/Advisors will need to ask general question to assure students understand their schedules and the schools graduation requirement. Sample questions:

According to your schedule:

1. Are you in all the courses you need 2nd semester?
2. Has your schedule changed any since first semester?
3. Do you need to make any changes?
4. Do you know the process for a schedule change?

According to these graduation requirements:

1. How many math credits are required for graduation?
2. How many English classes are necessary for graduation?
3. Are you in the right classes for your program of study?
4. What classes do you still need in order to graduate?
5. Are you aware of any changes in graduation requirements since last year?
6. Will you need to go to credit recovery or summer school in order to complete all your requirements?

Based on the list of graduation requirements you have been given, will you meet promotion requirements? (Each county will list their requirements here.)

Have you visited your counselor for credit evaluation and discussed your future educational plans?

Additional Resources:

Activity:

Remind students to review their schedules and educational and career plans and to update portfolio as needed.

Resources

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HANDOUT: CREDIT CHECK LIST & PLANNER INFORMATION

(Refer to Lesson 2 for these)

There are “updated” in this lesson and kept in the student’s portfolio for reference.

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Grade 11 – Lesson 22

Grade 11 Lesson 22: School to Work/Career

Time Required: 30-45 minutes

Content Standards: 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.

Competencies: Students will...

C.C.11.4.01 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with their own.

C.C.11.4.02 Analyze and evaluate school and community contributions as they relate to life career goals.

GOAL: Students will understand the relationship between high school course work and career paths.

Activity Statements:

1. Students will identify the classes that relate to their career interests.

Materials:

1. Pencil/Pen
2. Handout 1 – Relating High School Courses to Careers

Procedures:

1. Divide class into groups of three students with similar career plans.
2. Distribute the handout.
3. Have students brainstorm for answers to put on their answers on their worksheet.
4. Ask small groups to share their answers with large group
5. Lists answers on blackboard or flip chart paper.
6. Have individual students to identify classes that are related to some of their career interests.
7. Have copies of the Voyages Tabloid available and advise students that access to academic requirements for careers are available on the Guidance and Counseling Website through DOE and from DHR and at www.onetonline.org
8. If a computer is available in the room, have a student look up these sources.
9. Provide students or ask students to supply information on additional career choices within the core subject areas.

Discussion:

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1. What skills are you developing that will help you be successful in the future?
2. Which course should all high school students have to be prepared for the 21st century workforce?
3. What are some jobs that requires mastery in:
 - English
 - Math
 - Science
 - Foreign language
 - Social Studies
4. What courses will you take that relate to your career choice?

Closing Statement:

Students must begin to develop an understanding about the relationship between high school classes and possible career paths. Educational achievement and demonstrated competency in specific subject areas can provide a framework for the development of future occupational skills. Students must learn to connect schoolwork with various careers. Certainly every career will require skills in reading, writing, computation and MOST require technology in some way.

Extended Activity:

Remind students to interview someone at DHR-WIA In-School/Out-of-School Youth program about the academics required in specific career paths.

Additional Resources

Ten Ways School Prepares You for a World of Work

http://www.collegeboard.com/student/csearch/majors_careers/45548.html

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: Relating High School Courses to Careers Worksheet

List three careers that require knowledge of science.

List three careers that require the use of math.

List three careers that require the use of English.

List three careers that require the use of foreign language.

List three careers that require use of good writing skills.

List three careers that require the use of proficient computer skills.

List high school courses that you have taken in each of the following subject areas:

English _____

Math _____

Science _____

Foreign Language _____

Social Studies _____

Other Courses _____

Which subjects provide you with information that can be used in your career path?

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Grade 11 – Lesson 23

Grade 11 Lesson 23: Individual and Group Responsibilities

Time Required: 30-45 minutes

Content Standards: A.S.11.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.

Indicators (Students will...

- A.C.11.3.01 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in school.
- A.C.11.3.04 Understand how school success and academic achievement enhance future and vocational opportunities.

GOAL: Students will examine various behaviors, reflect on responsible behaviors, and modify their own behavior to show more maturity and responsibility.

Activity Statements:

1. Students will work in small groups to create skits in which the outcome is pivotal (important) on whether or not the characters involved took responsible measures.

Materials:

1. Paper for note taking
2. Chalk and chalkboard

Procedures:

1. Introduce today's topic, Personal and Group Responsibility. **Say** *"In every situation including family and community life, work, and school, our actions have either negative or positive outcomes and impact our selves and others in some way – good and bad!. If we show personal and group responsibility, we produce positive outcomes."*
2. Ask student to define *personal responsibility* and *group responsibility*. *Ask for examples of each. Select a student recorder for each area and ask them to write responses on the board.*
3. Ask students to work in small groups (2-3) to create 2 skits to a scenario they choose. The first skit should be about students choosing the wrong path. The second skit should be about students who know how to stay on the right path.
4. If the students lack ideas give them some suggestions. (i.e., not following behavioral rules at school, bullying, etc., for wrong path will get them started)
5. Invite students to perform their skits for their peers. Tell the class to take notes of words as well as actions.

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6. Following the skits, invite students to share their opinions on the situations brought up by the students. Have students name specific words and actions that were responsible or irresponsible.
7. If time permits, ask students to write a brief essay about how they can modify their own behavior.

Discussion:

1. What is the difference between personal and group responsibility?
2. How can your personal actions impact other people?
3. How can you affect the behavior of others when you are out with a group?
4. Do you believe/not believe that bullying and irresponsible behavior reflects on the whole school? Give evidence for your statements.

Closing Statement:

Taking responsibility for our actions is part of being an adult, although not all adults take responsibility for what they do. By practicing personal and group responsibility, you will be more respected and liked by others and more successful IN THE WORK PLACE..

Additional Resources

Tools for personal growth <http://www.coping.org/growth/accept.htm>

Self Responsibility Quiz

http://www.lifescrpt.com/quiz/quiz.asp?bid=46623&trans=1&du=1&gclid=CICQnuX4xJUCFQuwGgodLH6UiA&ef_id=1350:3:c_5321f8877272fcb4cc2e6d293b95815d_601674725_personal%20responsibility;jKzZ1EGvMUMAAARTIO4AAAW:20080905151610

Extension Activities:

Go online and check out the above websites to learn more about personal and group responsibility. Take the self responsibility quiz. Practice being responsible.

Adapted from:
West Virginia Education
<http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html>

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Time Required: 30-45 minutes

Content Standards

- C.S.11.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
- PS.S.11.8 make decisions, set goals, and take necessary action to achieve goals.

Indicators Students will...

- C.C.11.4.03 understand how values and personal needs affect career choice.
- PS.C.11.8.04 Demonstrate knowledge of how to manage their money by preparing a personal spending plan, differentiating wants from needs, and identifying ways to decrease spending and increase income.

GOAL: Students will learn how to develop a personal budget and savings plan to meet lifestyle needs.

This lesson can be divided into two lessons: SAVINGS and BUDGETING or facilitated as a unit. The entire “Money Smart” CD is available free from the website listed under the Resources Section.

NOTE: Many resources on this lesson is available for download from the Guidance and Counseling Office.

Activity Statements:

Students will review either the Power Point as a class on each topic or the PDF. In a group setting, then complete the student guide as a group, then individually or as a take-home activity.

Materials:

FDIC “Money Smart for Young Adults” or the following items.

Module 3

FDIC Module 3 BUDGETING “Setting Financial Goals”- Instructor Guide #1

FDIC Module 3 BUDGETING “Setting Financial Goals”- Student Guide #1

FDIC Budgeting Power Point Teacher Aid 1

OR

FDIC Module 3 Budgeting “Setting Financial Goals”- PDF. Handout Teacher Aid 2

Module 4

FDIC Module 4 SAVING “Pay Yourself First”- Instructor Guide #1

FDIC Module 4 SAVING “Pay Yourself First”- - Student Guide #1

FDIC SAVING “Pay Yourself First”- Power Point Teacher Aid #1

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OR

FDIC Module 4 SAVING “Pay Yourself First” PDF. handout Teacher Aid #2

Procedures:

Show Power Point on each topic or provide PDF file to student groups and ask students to review and read each page, taking turns”.

- Follow ‘instructor guides
- Divide students into small groups.
- Have student review student guides within their groups.
- Have student complete relevant steps to develop individual budget and savings plan.

Discussion:

1. What are necessary budget items you have as a high school student?
2. What are some areas in which you waste money?
3. What is meant by “paying yourself first”?
4. What are some areas you could eliminate to save money?
5. What are some areas your parents could eliminate to save money?
6. What could you stop asking your parents to pay for that could add money to the family budget?

Additional Resources: <http://www.fdic.gov/consumers/consumer/moneysmart/young.html>

Extension Activities:

Take home student guide and begin developing a personal savings/budgeting plan. Share with your parents. Keep track of spending and saving for at least one month. Ask your parents to do the same in order to put money away for college or independent living after high school.

Activity:

Have students work through the worksheets and articles and visit website on student information.

Resources:

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Grade 11 – Lesson 24

Grade 11 Lesson 24: Lifestyles and Career Goals

Time Required: 30-45 minutes

Content Standards:

- A.S.11.3 Students will understand the relationship of academics to the world of work and to life at home and in the community.
- A.S.11.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Competencies: Students will...

- A.C.11.3.04 understand how school success and academic achievement enhance future and vocational opportunities.
- A.C.11.4.03 understand how values and personal needs affect career choice.

GOAL: Students will understand how academic choices drive career choices and impacts lifestyle and earning potential.

Materials:

1. Handout 1 **Budgeting Game Sheets** (download from Counseling Website or pick up at the Office)
2. Pencils or Baggies with 20 flat marker objects (i.e. beans, M&M's, pebbles)

Activity Statements:

1. Students will play the budget game to learn what income and career is needed to meet their lifestyle desires.
2. Students will explore and list probable expenses they may incur living on their own and be able to:
 - estimate the monthly expenses
 - differentiate between wants and needs
 - understand the need for planning for the future and preparing for emergencies
3. Divide class into families of 3 or 4 per group. Have each student select a select a role they will play: Mom, Dad, Child, aging grandparent, etc.
4. Give each student/"family" a game sheet. If the game sheets are to be:
 - **reused**, then give each student/family a bag of 20 marker objects;
 - **consumed**, then allow each student/family to use a pencil to mark their selections, but they must keep count of Xs being made and be able to erase the marks as they change their minds.
5. Review the **Budgeting TIPS** (on the game sheet) and explain that:
 - They are living on their own and must pay their own bills with a **20-square** salary.

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- There are differences between **wants vs. needs**: What do we absolutely need to survive? Basic needs categories (food, clothing, shelter, and transportation—besides gas and oil, cars must have insurance and the newer the car, the more insurance is needed) are marked with **gold stars** and must be chosen;
 - Expenses are either **fixed or variable**; give examples (rent vs. groceries);
 - They should set **goals**; explain short vs. long range goals.
 - Have each student/family mark 20 squares, first picking ones in the basic needs categories with **gold stars**. If any marks are left over, then they may mark other wants.
6. After discussing how “families” decided to spend their 20-square salaries, announce that monthly income has been **reduced to 13** squares. (Something happened so they can’t work full time and if they had disability insurance it doesn’t cover everything, etc.),
 7. To represent the **loss of income**, have students remove and/or adjust selections so seven (7) marks are taken off the sheets (by erasing, putting back in the bag, or eating the M&M’s). Instruct “families” that they must make do with the remaining 13 squares. Each family member will argue for their particular want or need to be met. Discuss what was given up to **reduce expenses**. What did they have to give up and how did that feel?
 8. Explore how to:
 - **make extra money** (future career plans, babysitting, yard work, selling items);
 - **save** on clothing (consignment stores), furnishings (flea markets) and groceries (co-ops/ stretching recipes) and other expenses.
 9. Stress preparing for the **unexpected** -- never over extend, always Pay Yourself First (save), invest in disability insurance, have an emergency fund, etc.
 10. Ask students to think about their particular career plan, will it give them the lifestyle they need? Are they prepared academically for future career success?

Discussion:

1. What did you learn about the difference between needs and wants?
2. Will your career plan meet your needs and wants? What changes might you need to make?
3. Are you pursuing high school with academic rigor needed for future career success?
4. What did you learn that surprised you?

Additional Resources:

Budget Game Website

<http://www.wvsto.com/Financial+Education/Teachers+and+Youth.htm#budget>

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Extension Activities:

Go online at home and play the budget game with your friends and family. Set goals that will lead you to your desired lifestyle. Research post-secondary education and training programs that will give you the required preparation for your desired career.

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Grade 11 – Lesson 24

Budget Game Handout Online or from Counseling Office.

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Grade 11 – Lesson 25

GRADE 11 LESSON 32: Everyone is Different

Time Required: 30-45 minutes

Content Standards: PS.S.11.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...

PS.C.11.7.01 Students will develop respect for diversity and increase acceptance for differences.

GOAL: Students will develop an understanding of the importance of diversity and increase acceptance of differences.

Activity Statements:

Students and counselor/teacher will participate in a “banana” activity in which they give the banana a personal life and tell a story about its life to learn how they can grow to like anyone, even a banana, when given a chance.

Materials:

Have enough bananas for each class member and for you to have one each.

Procedures:

1. Put chairs in a circle so that everyone can see each other.
2. Distribute one banana per student asking them not to eat it, because it will be used for today’s activity.
3. Ask the students to do the following then lead by example.
 - Examine your banana very carefully.
 - Pretend your banana is a person.
 - Think about your banana’s past history. What type of experiences, advantages, disadvantages, and culture might your banana have had?
 - Give your banana a name, gender, age, and ethnicity.
 - Tell its life story believing that your peers will have compassion and understanding for its diversity.
4. You go first and tell a story like the sample.

(A sample story) *“I’d like you to meet Eugene. He grew up in the Middle East and moved to WV when he was in the 3rd grade. He could speak some English, but not very well. Some kids made fun of him, but not Sara English. Sara invited him to her birthday party where two bigger boys pretended to befriend him, but instead enticed*

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him to the back yard where no one was watching and beat him up. When Sara and her family found out, they were very angry. They never invited those two boys over again, but they did invite Eugene to go to Disney World with Sara and her brother, Tommy. They helped him with his English pronunciation and he helped Sara and Tommy with Math. Eugene learned not to trust a lot of people, but if he did trust them he would help with their homework for free. Now Eugene is a junior and a National Merit semi-finalist. He wants to be a doctor and live in a culturally diverse community where his children will be treated with respect.”

5. Ask students to take turns telling their banana’s story, trying to stay within two minutes each.
6. When everyone has finished telling their story, ask every to toss their banana into the middle of the floor. (Some will be reluctant because they have gained an attachment for their banana.) For those student s, let them know they will have an opportunity to get their banana back.
7. Once all the bananas are in the floor, ask students to find their particular banana. This is very powerful. You will find that almost every student can now identify their banana. If some students cannot find theirs, they can ask others to show theirs to see if they have picked up the wrong banana by mistake. Inform students they can now eat their banana or keep it as a momentum of this experience.

Discussion:

After the activity, ask students:

1. What surprised you about this activity?
2. What did you find motivational?
3. What was it about your banana that helped you create your story?
4. What are some ways that you or others treat people because they are different?
5. What is something you will do to try to show more acceptance of diversity?

Additional Resources: None

Extension Activities:

Tell students to try some new ways to treat people at the school. Example, invite someone you don’t know to sit at your lunch table. Learn about them, their background, likes, dislikes, and make them feel “safe” around you and your friends.

Resource:

This activity was adapted from one used with “Trust Workshop” by “ROPES” for Texas Counselors.

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Grade 11 – Lesson 26

GRADE 10 LESSON 26: Continued Learning Activities

Time Required: 30-45 minutes

Content Standards: PS.S.11.8 Students will make decisions, set goals, and take necessary action to achieve goals.

Competencies: Students will...

PS.C.11.8.03 Identify rights and responsibilities to self and others.

PS.C.11.8.04 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 postsecondary goals?
3. What type of community service could you do this summer?

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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?

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 12th 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 11 LESSON 27: GOALS REFLECTIONS HANDOUT

This lesson gives you the opportunity to reflect on your 11th 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.

