

Knowledge, Pride and Future!



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

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FOREWORD

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

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

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

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

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

I know that all school leaders should support their guidance and counseling programs as well as publish yearly Support Personnel Accountability Report Cards to update everyone of their schools' progress. I thank everyone who supports these efforts for they are 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 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. Some samples are included in Appendix 1 of this document and others may be found online. 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.

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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.

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

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- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- 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

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A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

A:C1 Relate School to Life Experiences

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

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- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

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- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression
- C:C2 Apply Skills to Achieve Career Goals
 - C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
 - C:C2.2 Learn how to use conflict management skills with peers and adults
 - C:C2.3 Learn to work cooperatively with others as a team member
 - C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

Personal/Social Development

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

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

- PS:A1 Acquire Self-knowledge
 - PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
 - PS:A1.2 Identify values, attitudes and beliefs
 - PS:A1.3 Learn the goal-setting process
 - PS:A1.4 Understand change is a part of growth
 - PS:A1.5 Identify and express feelings
 - PS:A1.6 Distinguish between appropriate and inappropriate behavior
 - PS:A1.7 Recognize personal boundaries, rights and privacy needs
 - PS:A1.8 Understand the need for self-control and how to practice it
 - PS:A1.9 Demonstrate cooperative behavior in groups
 - PS:A1.10 Identify personal strengths and assets
 - PS:A1.11 Identify and discuss changing personal and social roles
 - PS:A1.12 Identify and recognize changing family roles
- PS:A2 Acquire Interpersonal Skills
 - PS:A2.1 Recognize that everyone has rights and responsibilities
 - PS:A2.2 Respect alternative points of view
 - PS:A2.3 Recognize, accept, respect and appreciate individual differences
 - PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
 - PS:A2.5 Recognize and respect differences in various family configurations
 - PS:A2.6 Use effective communications skills
 - PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
 - PS:A2.8 Learn how to make and keep friends

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

- PS:B1 Self-knowledge Application
- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- 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 Twelfth Grade Curriculum Standards and Competencies

Beginning in the ninth grade, students will implement 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 and planning for future occupations will be introduced with the knowledge of expected social, emotional and physical changes young adolescent's experience. Decision making steps and application are integrated into lessons and discussion topics as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). The lessons are developed to include delivery through a wide range of media, technology tools and community/work based learning experiences.

**Academics (Legend: A.S.12.1 = Academic, Standard, Twelfth Grade, Indicator 1)
A.C.12.1.01 = Academic Competency, Twelfth Grade, etc.**

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Twelfth Grade Content Standards and Competencies

In the twelfth grade, students will expand and synthesize (combine into a coherent whole) 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 and planning for future occupations will be *expanded* with the knowledge of expected social, emotional and physical changes young adolescent's experience. At this level, all students will *demonstrate* the knowledge and 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 and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). The lessons are developed to include delivery through a wide range of media, technology tools and community/work based learning

Grade 12	Academics
Standard:1 (A.S.12.1)	<u>Contributing to Effective Learning</u> (A..S.12.1) Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.
Competencies	Students will
A.C.12.1.01	apply analytical thinking and problem solving to evaluate successes and challenges related to range of obtainment of academic/personal high school goals.
A.C.12.1.02	use communication skills to know when and how to ask for help when needed.
A.C.12.1.03	review goals from 9 th grade and evaluate success and lessons learned.
A.C.12.1.04	identify attitudes and behaviors that lead to successful learning.
A.C.12.1.05	demonstrate the motivation to achieve individual potential.
A.C.12.1.06	identify resource people in the community and learn how to give and seek help and make connections.
Standard:2 (A.S.12.2)	<u>Academic Rigor and Post-secondary Options</u> (A.S.12.2) 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.12.2.01	review academic transcript and make necessary course changes to ensure graduation.
A.C.12.2.02	understand assessment results and implications for Post-secondary plans.
A.C.12.2.03	learn and apply effective test-taking skills.
A.C.12.2.04	apply information to revise and implement a personal educational plan necessary to achieve post secondary goals.
Standard: 3 (A.S.12.3)	<u>Understanding the World of Work, Home, and Community</u> (A.S.12.3) Students will understand the relationship of academics to the world of work and to life at home and in the community.

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Competencies	Students will
A.C.12.3.01	evaluate how the K-12 education has prepared them for the future.
A.C.12.3.02	evaluate the lessons learned from co-curricular and community experiences and their impact on future goals.
A.C.12.3.03	evaluate career opportunities available based on academic preparation in high school
Grade 12	Career
Standard:4	Exploration and Planning (C.S.12.4)
(C.S.12.4)	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.12.4.01	evaluate progress on senior year and future education and career plans.
C.C.12.4.02	apply academic and career readiness through development of an educational and career plan through graduation and beyond.
C.C.12.4.03	demonstrate attitudes, skills, and knowledge gained from the high school experience.
C.C.12.4.04	understand military options as a career path.
C.C.12.4.05	develop competitive resumes that will increase success in applying for Post-secondary opportunities.
C.C.12.4.06	develop skills to locate, evaluate, interpret, and complete necessary career tools to obtain Post-secondary goals.
C.C.12.4.07	demonstrate understanding of the Financial Aid Award Letter and the “expected family contribution.”
C.C.12.4.08	understand the importance of planning.
C.C.12.4.09	understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.
C.C.12.4.10	demonstrate an understanding of the process of an effective job search including company research, information interviews, networking, and writing cover letters highlighting relevant skills.
Standard: 5	Strategies for Future Career Goals (C.S.12.5)
(C.S.12.5)	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.12.5.01	increase awareness of opportunities and responsibilities pertaining to the senior year in high school.
C.C.12.5.02	complete senior checklist and develop a senior plan to obtain Post-secondary goals.
C.C.12.5.03	update and evaluate completeness of portfolio.
C.C.12.5.04	develop a plan for getting the most out of college day and college visits.
C.C.12.5.05	demonstrate knowledge of the Post-secondary application process.
C.C.12.5.06	demonstrate knowledge of a variety of Post-secondary opportunities.
C.C.12.5.07	evaluate steps taken toward Post-secondary planning and update action plan.
C.C.12.5.08	demonstrate preparedness for Post-secondary success.
C.C.12.5.09	describe traditional and non-traditional occupations and how they relate to career choice.

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C.C.12.5.10	complete the FAFSA and other scholarship form to apply for financial aid.
C.C.12.5.11	maintain portfolio and evaluate progress towards academic and career goals.
C.C.12.5.12	know how to use a variety of resources to obtain career and Post-secondary goals.
C.C.12.5.13	evaluate school experience and share lessons learned.
C.C.12.5.14	articulate final Post-secondary plans.
Standard:6	Employment Readiness Skills (C.S.12.6)
(C.S.12.6)	Students will understand the relationship between personal qualities, education, training and the world of work.
Competencies	Students will
C.C.12.6.01	apply workplace readiness skills.
C.C.12.6.02	evaluate completeness of senior year and work toward completion.
C.C.12.6.03	demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.
C.C.12.6.04	work towards finalizing the four components of the senior year: the essay paper, career plan, portfolio and applications.
C.C.12.6.05	apply academic and employment readiness skills in work-based and project-based learning including school and community mentoring experiences.
C.C.12.6.06	take pride in work and achievement.
C.C.12.6.07	take responsibility for their actions.
C.C.12.6.08	demonstrate skills and knowledge gained from their high school experience through a rigorous, relevant, and engaging senior work based opportunities.
C.C.12.6.09	understand the relationship between educational achievement and career success.
C.C.12.6.10	understand that the changing workplace requires lifelong learning and acquiring new skills.
C.C.12.6.11	identify personal preferences and interests that influence career choices and success.
C.C.12.6.12	share feelings, insights, successes and challenges of the program and senior year.
C.C.12.6.13	evaluate the ability to balance school, studies, extracurricular activities, and family life.
C.C.12.6.14	explain how work can help to achieve personal success and satisfaction.
Grade 12	Personal/Social Development
Standard:7	Respect for Self and Others (PS.S.12.7)
(PS.S.12.7)	Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
Competencies	Students will
PS.C.12.7.01	evaluate their communication style and begin using effective communication skills.
PS.C.12.7.02	learn how to manage personal finances while meeting career plan.
PS.C.12.7.03	understand the implications of credit card use and long-term personal financial management.
PS.C.12.7.04	understand the implications of car ownership responsibilities and impact on career planning.
PS.C.12.7.05	demonstrate an understanding of transitioning from dependent living to independent living.

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PS.C.12.7.06	identify the affects of personal priorities on spending, saving on decision-making and planning for Post-secondary education.
PS.C.12.7.07	identify alternative ways of achieving goals.
PS.C.12.7.08	recognize personal boundaries, rights, and privacy needs.
Standard:8 (PS.S.12.8)	Decision-Making (PS.S.12.8) Students will make decisions, set goals, and take necessary action to achieve goals.
Competencies	Students will
PS.C.12.8.01	use persistence and perseverance to achieve academic and career goals.
PS.C.12.8.02	demonstrate how effort and persistence positively affect learning.
PS.C.12.8.03	identify how attitudes and behaviors lead to successful learning.
PS.C.12.8.04	apply effective problem-solving and decision-making skills that show respect for self and others.
PS.C.12.8.05	use a decision-making and a problem-solving model.
PS.C.12.8.06	understand the consequences of decisions and solutions.
PS.C.12.8.07	identify alternative solutions to a problem.
PS.C.12.8.08	develop effective coping skills for dealing with problems.
PS.C.12.8.09	demonstrate when, where, and how to seek help for solving problems and making decisions.
PS.C.12.8.10	know when peer pressure is influencing a decision.
PS.C.12.8.11	identify short and long-term problems.
Standard:9 (PS.S.12.9)	Personal Safety Skills (PS.S.12.9) students will understand safety and survival skills and apply coping strategies.
Competencies	Students will
PS.C.12.9.01	learn techniques for managing conflict to make safe, emotionally healthy choices.
PS.C.12.9.02	learn techniques to manage stress and conflict related to life after high school.
PS.C.12.9.03	explore ways to transition from high school to college by integrating new friends while keeping positive support systems.
PS.C.12.9.04	learn coping skills and managing life events.
PS.C.12.9.05	distinguish between appropriate and inappropriate decisions.
PS.C.12.9.06	take responsibility for final preparations for high school graduation.

**American Samoa Comprehensive Career Guidance and Counseling
Program
Grade 12 – Lesson 1**

Grade 12 Lesson 1: School Orientation

Time Required: 30-45 minutes

Content Standards: C.S.12.5 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.

Indicators Students will...

C.C.12.5.01 Increase awareness of opportunities and responsibilities pertaining to the senior year in high school.

C.C.12.5.13 Evaluate school experience and share lessons learned.

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.
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..

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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 use 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 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 12th 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?

Additional Resources:

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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 12 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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CHECKLIST FOR RETURNED MATERIALS

Counselor's Name _____ Grade Level: _____

Name	Demographics Page	Handbook Signature	Code of Conduct	Free and Reduced Lunch Form	Insurance	Picture Packet

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Grade 12 Lesson 2: Credit Checks

Time Required: 35 - 45 minutes

Content Standard:

- A.S.12.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial post-secondary options, including college.
- C.S.12.5 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.

Student Will...

- A.C.12.2.01 Review academic transcript and make necessary course changes to ensure graduation.
- C.C.12.5.03 Update and evaluate completeness of portfolio.

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. 12th 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.

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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.
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 answers, 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 $\frac{1}{2}$ 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 $\frac{1}{2}$ credit. Total required credits needed for graduation: _____

English 4 credits:

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

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

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

Social Studies 4 credits:

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

Computers/Keyboard

1 credit:

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

Math 4 credits, 3 of which must be

Algebra 1 and above:

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

Electives 2 credits:

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

Science 3 credits:

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

Career Pathway

- Professional
- Skilled Level

Career Concentration

4 credits:

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

Fitness 2 credits:

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

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Handout 3 - Checklist for the Current Grading Period

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

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

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



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? _____

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12th Grade Checklist

Fall

- Continue to take a full course load of college-prep courses.
- Keep working on your grades. Make sure you have taken the courses necessary to graduate in the spring.
- Continue to participate in extracurricular and volunteer activities. Demonstrate initiative, creativity, commitment, and leadership in each.
- To male students: you must register for selective service on your eighteenth birthday to be eligible for federal and state financial aid.
- Talk to counselors, teachers, and parents about your final college choices.
- Make a calendar showing application deadlines for admission, financial aid, and scholarships.
- Check resource books, computer programs, and your guidance office for information on scholarships and grants. Ask colleges about scholarships for which you may qualify.
- Give recommendation forms to the teachers you have chosen, along with stamped, self-addressed envelopes so your teachers can send them directly to the colleges. Be sure to fill out your name, address, and school name on the top of the form. Talk to your recommendation writers about your goals and ambitions.
- Give School Report forms to your high school's guidance office. Fill in your name, address, and any other required information on top. Verify with your guidance counselor the schools to which transcripts, test scores, and letters are to be sent. Give your counselor any necessary forms at least two weeks before they are due or whenever your counselor's deadline is, whichever is earlier.
- Register for and take the ACT Assessment, SAT I, or SAT II Subject Tests, as necessary. Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.
- Mail or send electronically any college applications for early-decision admission by November 1.
- If possible, visit colleges while classes are in session.
- If you plan to apply for an ROTC scholarship, remember that your application is due by December 1.
- Print extra copies or make photocopies of every application you send.



Winter

- Attend whatever college-preparatory nights are held at your school or by local organizations.
- Send midyear grade reports to colleges. Continue to focus on your schoolwork!
- Fill out the Free Application for Federal Student Aid (FAFSA). These forms can be obtained from your guidance counselor or at <http://www.fafsa.ed.gov> to download the forms or to file electronically. These forms may not be processed before January 1, so don't send them before then.

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- Mail or send electronically any remaining applications and financial aid forms before winter break. Make sure you apply to at least one college that you know you can afford and where you know you will be accepted.
- Follow up to make sure that the colleges have received all application information, including recommendations and test scores.
- Meet with your counselor to verify that all applicable forms are in order and have been sent out to colleges.

Spring

- Watch your mail between March 1 and April 1 for acceptance notifications from colleges.
- Watch your mail for notification of financial aid awards between April 1 and May 1.
- Compare the financial aid packages from the colleges and universities that have accepted you.
- Make your final choice, and notify all schools of your intent by May 1. If possible, do not decide without making at least one campus visit. Send your non-refundable deposit to your chosen school by May 1 as well. Request that your guidance counselor send a final transcript to the college in June.
- Be sure that you have received a FAFSA acknowledgment.
- If you applied for a Pell Grant (on the FAFSA), you will receive the Student Aid Report (SAR) statement. Review this Pell notice, and forward it to the college you plan to attend. Make a copy for your record.
- Complete follow-up paperwork for the college of your choice (scheduling, orientation session, housing arrangements, and other necessary forms).

Summer

- If applicable, apply for a Stafford Loan through a lender. Allow eight weeks for processing.
- Receive the orientation schedule from your college.
- Get residence hall assignment from your college.
- Obtain course scheduling and cost information from your college.
- Congratulations! You are about to begin the greatest adventure of your life. Good luck.



American Samoa Comprehensive Career Guidance and Counseling Program Grade 12 – Lesson 3

Grade 12 Lesson 3: Senior Planning

Time Required: 30-45 minutes

Content Standards: A.S.12.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial Post-secondary options, including college.

Indicators Students will...:

A.C.12.2.04 Apply information to revise and implement a personal educational plan necessary to achieve post-secondary goals.

GOAL: Students will make decisions, set goals, and take necessary action to achieve post-secondary goals.

Activity Statements:

1. Students will review materials relating to the senior year and make specific plans and/or necessary revision to prepare for their personal post-secondary options.

Materials:

1. Handout 1 Planner Check off list (use something similar for students not planning on college - from 12.2 or last year!)
2. Handout 2 Sample School Brochure (use as guide to create for your school OR use something similar or, better still, have Seniors do a new one for the school.)
3. Student's personal planners/calendars
4. Updated Credit Check List and Updated Portfolio Planner from Junior Year and Lesson 12.2.

Procedures:

1. Distribute materials and discuss whole group noting highlights and important dates.
2. Allow students to review handouts and discuss and in small groups. Individually, students check off steps accomplished and write in personal calendar future steps at appropriate week/day.
3. Individually, students will make decisions, set goals, and take necessary action to achieve goals.

Discussion:

1. Start with a quick review of materials noting highlights and important dates.
2. Continue by discussing the value of present and future personal education plans and goals with students.
3. Next ask questions such as:
 - What steps must you take this year in your personal educational plan necessary for long term future success?

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- What might you need to do to assure you are ready for a wide variety of career opportunities that I might not be considering now?
- What have you accomplished to date?
- How does your personal plan help you to further your educational goals?
- What financial resources have you obtained to further your educational goals?
- Lead students to review and reflect on the development and appropriateness of their plans.

Additional Resources:

Admission Counseling

Association for College <http://www.nacac.com/>

Peterson's Education <http://www.petersons.com/>

The Princeton Review <http://www.princetonreview.com/>

Kaplan Educational Centers <http://www.kaplan.com/>

The Common Application Form <http://www.commonapp.org/>

Scholarship/Financial Aid

Federal Student Aid www.ed.gov/studentaid

Example of State scholarship programs <http://www.che400.state.sc.us/>

Scholarship searches* <http://www.fastweb.com/> and <http://www.scholarships.com/>

Financial Aid Information <http://www.finaid.com/>; <http://www.estudentloan.com/>

Financial Aid Administrators

Sallie Mae <http://www.collegeanswer.com>

Q&A on funding college www.ed.gov/thinkcollege

Career Planning

<http://www.monster.com/> and <http://www.careerbuilder.com/>

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

Apprenticeship Programs <http://www.wvapprenticeships.com>

Military www.militarycareers.com

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 4: College Presentation(s)

Time Required: 30-45 minutes

Content Standards:

- C.S.12.5 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.12.5.04 Develop a plan for getting the most out of college day and college visits.
C.C.12.5.06 Demonstrate knowledge of a variety of post-secondary opportunities.

GOAL: Students will develop a plan for getting the most out of college day.

Activity Statements:

1. Students will review and answer worksheet to aid them in preparing for college day.
2. Students will match their personal preferences with school characteristics and make contact with post-secondary institutions and programs that match their personal preferences.

Materials:

1. MAKE arrangements ahead of time to have ASCC Student Services (SS) Contact to plan on presenting to the Seniors several times during this year, but specifically on this information first.
2. Write a letter to other universities in Guam, Hawaii, U.S. and request that they plan a University Day in American Samoa at your school You might be surprised how many will reply that they will. Then plan a University Day during the second semester for Seniors and Juniors to attend.
3. Handout 1 College Presentation Day Worksheet
4. Handout 2 Criteria to Consider

Procedures:

1. Distribute handouts 1 and 2, allowing students a few minutes to review.
2. In small groups have students discuss personal preferences in terms of community colleges, colleges and universities.
3. This would need to be another session: Have the presentation day by the SS Representative from ASCC, have students individually fill out Handout 1 Worksheet and create a plan of what post-secondary institutions and programs to consider.
4. This too will be second session after the presentation in #3 as that should take the full time allotted for the first session.

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5. During the next session, students end time back in small group discussing their plans for advanced training and/or College.

Discussion:

1. Whole group ask students to think through what they want in a college or other post-secondary program. To help make the process less complicated questions, ask students to identify their priorities and plan on comparing their priorities among the institutions and programs. Remind students that size will affect many opportunities and experiences such as number of majors offered, extracurricular possibilities to the number of books and resources in the library. However, when looking at size direct students to consider not only the number of students in a post-secondary institution but to consider the smaller sub groups within a larger facility such as a specific department or program they are interested in.
2. Have students break into small groups, read through Handouts 1 and 2 and discuss their personal preferences and prioritize their preferences.
3. Explain that there will be a guest for the next session/day (depending on how your campus has planned this). Also, if you have planned and gotten agreements from off-island campuses, distribute list of your College Day presenters and individually have students fill out worksheet and/or preview questions to be answered during and after the SS presentation and/or College Day.
4. Students are to again share in small group their plans, who they expect to visit and what questions they plan to ask.

Additional Resources

Extension Activities:

Independently read, review and explore the following web sites:

Identify Important Factors in Choosing a College In choosing a college, the first things you'll probably consider will be the type of academic program and the availability of the major—or majors—you are most interested in. Here are some other things to think about as you compare colleges. How you rank these other factors will depend largely on your personal preferences and needs. <http://www.actstudent.org/college/factors.html>

List, Compare, and Visit Colleges It's time to narrow down your list of possible colleges. Collect information about colleges that might meet most of your needs.

<http://www.actstudent.org/college/compare.html>

Activity:

Students: Record notes about Career Planning Activities (including College Presentations) in their Portfolio – Career Preparation & Planning), Browse the school profiles for programs and school features of interest to prepare questions.

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College Worksheet

Name _____

Date _____

1. List the types of post-secondary opportunities that are available to you and that you are interested in.

2. State your plans and how you will use this opportunity to help transition to your intended goal.

3. List the types of materials/handouts you already have and/or received from the presenter(s).

4. Did you ask for a fee waiver on their applications because you spoke with them that day? If yes, what was the answer?

5. Did the college have/did not have the program you are interested in?

6. What out-of-state programs were there?

7. List the programs that you want to go to the college and get more information about. Did you ask the speaker a name to ask for at the college? Yes No

8. If yes, what was the name of the person? _____

What did the Speaker say was that person's position:

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Handout 2: College Questionnaire.

Ask a lot of questions and do research on the college(s) you are considering.

Depending on your personal interests, the following characteristics should play a role in helping you narrow down the field of colleges.

Affiliation: Ask the difference and which one they are representing:

- Public
- Private, independent
- Private, church affiliated
- Proprietary

Size

1. Very small (fewer than 1,000 students)
2. Small (1,000-3,999 students)
3. Medium (4,000-8,999 students)
4. Large (9,000-19,999 students)
5. Very large (more than 20,000 students)

Community

1. Rural
2. Small town
3. Suburban
4. Urban

Location

1. In your American Samoa
2. In another Pacific Island
3. In Hawaii
4. Other: _____

Housing

1. Dorm
2. Off-campus apartment
3. Home
4. Facilities and services for students with disabilities (physical and mental) (Note: if public institution, there are supposed to be these services)

Student Body

1. All male
2. All female
3. Coed

Minority representation

1. Primarily one religious denomination
2. Primarily full-time students
3. Primarily part-time students
4. Primarily commuter students
5. Primarily residential students

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Academic Environment

- 1. Majors offered**
- 2. Student-faculty ratio**
- 3. Faculty teaching reputation**
- 4. Instruction by professors versus teaching assistants**
- 5. Facilities (such as classrooms and labs)**

Libraries

- 1. Independent study available**
- 2. International study available**
- 3. Internships available**

Financial Aid

- 1. Scholarships**
- 2. Grants**
- 3. Loans**
- 4. Work-study program**
- 5. Part-time or full-time jobs**

Support Services

- 1. Academic counseling**
- 2. Career/placement counseling**
- 3. Personal counseling**
- 4. Student health facilities**

Activities/Social Clubs

- 1. Clubs, organizations**
- 2. Sororities/Fraternities: Greek life**
- 3. Athletics, intramurals**

Other

Athletics

Division:

Sports offered

Scholarships available

Specialized Programs

- 1. Honors programs**
- 2. Services for students with disabilities or special needs**

**American Samoa Comprehensive Career Guidance and Counseling
Program
Grade 12 – Lesson 5**

Grade 12 Lesson 5: More on Testing

Time Required: 30-45 minutes

Content Standards: A.S.12.2 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.12.2.02 Understand assessment results and implications for Post-secondary plans.**
- A.C.12.2.03 Learn and apply effective test-taking skills.**

GOAL: Students will review the strategies and skills necessary to be successful on standardized tests.

Activity Statements:

- 1. Students will identify the basic guidelines of taking tests and share personal experiences.

Materials:

- 1. Handout 11th Grade Lesson Guidelines for Taking Tests which should be in their portfolios.
- 2. Handout 2 Taking Standardized Tests from their portfolios.
- 3. If any student did not do this lesson in the 11th grade, get copies of these handouts from the 11th grade counselor to handout to those who did not get the lesson.
- 4. Handout 3 ASVAB
- 5. Board or Overhead Projector

NOTE: It is very important that all counselors/teachers using these lesson confer with the other grade level counselors/teachers before starting the lessons as to what lessons they taught and what handouts they used. Reviewing a lesson from the 11th grade only tends to remind students and now they may have a different perspective than they did the year earlier.

Note: Before this lesson, contact the local Recruiter and schedule a date for him/her to come to talk to all senior students. They have the legal right to contact seniors one time for recruiting, but it is their job to educate young people about the military careers. Check with the Counseling Office for link to military careers website.

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Procedures:

1. Ask students to take a moment and identify any useful tips they might have for taking tests and to share them with class. If possible, have a student record these answers on the board or overhead projector.
2. Have students retrieve their previous lessons on testing from their portfolios. Review each point.
3. As you discuss each point, invite students to share their own experiences.
4. Students often want to complain about how many tests they have to take. Perhaps you could give them a few minutes to voice their concerns.

Discussion:

1. Based on your experiences, do you find these testing guidelines to be helpful? If not, which ones do you disagree with?
2. Would you add any additional guidelines to the list?

Closing Statement:

Standardized tests go beyond high school. You need the ACT or SAT to enter college, the LSAT for law school, the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE) for graduate school, etc. To be successful and competitive academically, we must find a way to do our best on standardized tests. Studying basic strategies is a good place to start.

Additional Resources:

1. Handout 4 ACT SAT PSAT from 11th grade curriculum

Extension Activities:

Other activities as assigned.

Activity:

Students can practice for their SAT or ACT using the online websites. Remind them that even if they practices in the 11th grade and have not take the tests, they should refresh their efforts.

Resources:

Local Recruiter

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Handout 3: About the ASVAB

<http://www.military.com/ASVAB>

If you're serious about joining the military, then get serious about the **Armed Services Vocational Aptitude Battery (ASVAB)**.

Hopefully, many of you took the test in the 10th or 11th grade to learn about your aptitudes. Also, you had all the additional resources to use over the year and summer to learn about yourself and possible career fields. Please know that to be “used” for military entrance, you must take it again.

The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense.

The ASVAB Career Exploration Program was developed with input from a panel of career development experts and designed to encourage students to increase their level of self-knowledge and to understand how that information could be linked to civilian and military occupational characteristics.

The ASVAB Program recently was re-designed to be helpful to virtually all students, whether they are planning on immediate employment after high school in civilian or military occupations, or further education at a university, community college, or vocational institution. Tell your parents what you learn doing the activities on this website:

<http://www.asvabprogram.com/index.cfm?fuseaction=overview.main>

If you have not taken this test, start now by taking our practice ASVAB tests. These tests will give you an idea of how you'll score, and identify areas that need improvement. Then use our suggested resources and ASVAB study guides to learn how to prepare for the ASVAB test.

How important is the ASVAB test?

1. Your scores in four critical areas -- Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension and Mathematics Knowledge (see below) -- count towards your Armed Forces Qualifying Test (AFQT) score. The AFQT score determines whether you're qualified to enlist in the U.S. military.
2. Your scores in the other areas of the ASVAB will determine how qualified you are for certain military occupational specialties and Enlistment Bonuses. A high score will improve your chances of getting the specialty/job and signing bonus you want.
3. Scoring high on the ASVAB will require study and concentration. Don't skimp on preparing for this test. It's your future. Get the most out of it.

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Time for the nitty gritty — how can you get the best score you possibly can on the ASVAB? Here are a few insider tips.

Practice, Practice, Practice

"Practice makes perfect" is a well-known cliché; it also happens to be true. Take as many practice tests as you can. Figure out which areas you need to work on. Simulate actual test conditions, right down to the exact time for each subtest. Take a practice test online, and get test help guides. After you take practice tests, identify areas that you need to work on.

One Step at a Time

Once you've signed up for the test, build a schedule that allows you to study at a steady pace. Make a plan that you feel comfortable with, but don't put off studying until the last minute. You're not going to magically learn everything you need to know in one or two days. If you can organize what you need to do in advance, and lay it all out in manageable steps, you'll be in full control of your study preparation, and be more confident.

Concentration

Discipline yourself so that during your study time, you are *really* studying. Get away from all distractions, and get yourself in the right frame of mind. It's also better to study in one long, uninterrupted period rather than on and off for 10 or 20 minutes at a time.

Be Smart in Taking the Test

Get a good night's sleep — people test best when they're well-rested, have a healthy breakfast and a positive mind set. Dress comfortably on the day of the test, and make sure you have everything you need (your ID, extra pencils, etc.) before you go the testing center. Arrive at the testing center early.

Multiple Choice Tips

The ASVAB is a multiple choice test, with four possible answers to every question.

Remember these tips when taking the test:

1. Do not leave any questions unanswered. Unlike some other tests, you will not be penalized for giving a wrong answer to a question. If you can't figure out an answer, take a guess. Answer all the questions, even if you're running out of time and don't have a chance to read the question.
2. If you're having trouble on a question, try eliminating the wrong answers first. Remember the *Who Wants to Be a Millionaire?* show and the 50/50 lifeline? It's the same principle. So for example, if you have four answers to choose from, and you eliminate two of them, you've improved your chances of getting a right answer from 25 percent to 50 percent.

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3. Don't get too hung up on individual questions — if you're stumped on a question, make sure you finish all the other questions, and come back to the problem later. Remember, all questions are worth the same: one point each.
4. Be careful when you answer questions — make sure you're marking the answer for the right question, and don't make any extra marks on your answer sheet. Sometimes incorrect answers are due to pure sloppiness.
5. Unless you're absolutely certain you're wrong, don't change an answer once you've made it. Studies show that people often change right answers to wrong ones due to panic.

Now for the important part — taking an actual practice test. Sign in, try a few sample questions, and get an idea of how you would score. Then use these tips, put together your study plan, and show your stuff!

Next:

- ASVAB Scores and Military Jobs
- ASVAB Short Test
- ASVAB Full-Length Test
- Why this test is so important!
- ASVAB Scores
- Minimum scores for military jobs.
- ASVAB Home shown at the beginning of this handout.

Your ASVAB scores determine what jobs you will qualify for in the military. Before you embarrass yourself though, you should know that a job in the Army and the Marine Corps is called an "MOS" - short for "Military Occupational Specialty." In the Air Force, jobs are called "AFSC" - short for "Air Force Specialty Code." In the Navy and Coast Guard, jobs are called "ratings," or "rate" for short. Check these out on the website.

Note: The data listed is subject to change and is only an example of how ASVAB Scores are related to job selection for each the service branches listed below.

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Grade 12 Lesson 6: Military Career Paths

Time Required: 30-45 minutes

Content Standards:

C.S.12.4.04 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.12.4.04 Understand military options as a career path.

GOAL: Students will explore opportunities in military as a career path.

Activity Statements:

1. Students will be introduced to the opportunities available in the military as a career path. ROTC as an opportunity in college should also be discussed.

Materials:

1. Handout 1: “Ten Steps to Joining the Military” - Source:
http://www.military.com/Recruiting/Content/0,13898,rec_splash,,00.html
2. Handout 2: “Branches and Missions of the United States Military” - Source:
<http://www.military.com/>
3. Handout 3: “ROTC, WVEEP and Montgomery Bill” –
Sources: <http://www.military.com/benefits/gi-bill>
4. Check out the National Guard Guide to PAYING for Your COLLEGE EDUCATION as well as other branches.

Procedures:

You might want to have a general assembly for all seniors with speakers from the different military branches.

1. Distribute handouts. Divide class into groups and ask them to discuss the following among themselves and establish key points to share with the class the last half of the class.

Discussion:

- Group 1 – Provide key facts about the GI Bill
Group 2 – Provide key facts about the Montgomery Bill
Group 3 – Share with your peers the “Tens Steps to Join the Military”
Group 4 – Discuss key facts about the ASVAB
Group 5 – List the branches of the military and share some key facts

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Additional Resources:

Extensive web site <http://www.military.com/>

Military school: military schools, boot camp, private schools and boarding school information for the cadet and parents. www.military-school.org/

United States Military Information. All about the United States Military including information on joining the US Military, job descriptions, the enlistment process, commissioning opportunities. <http://usmilitary.about.com/>

Extension Activities:

If you are considering the military ask your parent or another adult to go with you to visit all the recruiters in your area. Meet with recruiters when they visit the school. Collect information on careers and entry requirements.

Activity:

They can save any they find interesting to their Portfolio.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 – Lesson 7**

Grade 12 Lesson 7: Application Success!

Time Required: 30-45 minutes

Content Standards: C.S.12.5 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.12.5.05 Demonstrate knowledge of the Post-secondary application process.
- C.C.12.5.08 Demonstrate preparedness for Post-secondary success.

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

Activity Statements:

- 1. Students will successfully complete application forms and checklists.
- 2. Each student will develop a “master” document which will include the kinds of personal information most applications require.

Materials:

- 1. Obtain application for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Have an example of an application that has been poorly completed for both areas (education and employment) as well as blank applications.
- 2. Invite a “personnel manager” to come to speak to the classes.
- 3. Check with DHR WIA In-School Youth Office for a guest speaker on this topic.
- 4. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

Procedures:

- 1. Present students with copies of improperly completed applications.
- 2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete). Instruct students on all aspects of filling out the sample application correctly.
- 3. Provide copies of three post-secondary institution applications and three employment applications for students to complete (strive for applications which are formatted in several ways.) Monitor students’ completion of the applications and check for their understanding of the process

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4. Instruct students to study the application forms and list the personal information required on all forms. From this list students will compile a “master document” of the “generic” information requested.
5. End with a final review of the activity.

Discussion:

1. Show an application that has been poorly completed and ask ”What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?”
2. Discuss what things are inappropriate to do when completing applications and what to do to correct them.
3. Students complete each section of the application blank and ask clarifying questions.
4. Students will review the information requested and independently complete the applications.
5. Students will develop a “master document” and keep it in a readily accessible place and in a copy in their portfolio.

Additional Resources:

The Common Application, a general **application** form used by over 150 independent colleges that is available on-line.

<https://www.commonapp.org/CommonApp/default.aspx>

From about.com web sit on Job Applications

http://jobsearch.about.com/od/jobapplications/Job_Applications.htm

The Free **Application** for Federal Student Aid (FAFSA). <http://www.fafsa.ed.gov/>

Extension Activities:

Activity:

Students can complete a practice college application.

Resource:

Adapted from:
Missouri Comprehensive Guidance Center
<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning>

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 8: Letters of Recommendations

Time Required: 30-45 minutes

Content Standards: C.S.6 Students will understand the relationship between personal qualities, education, training, and the world of work.

Competencies: Students will...:

- C.C.12.6.01 Apply workplace readiness skills.
- C.C.12.6.03 Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- C.C.12.6.09 Understand the relationship between educational achievement and career success.

GOAL: Students will understand the importance of a reference letter.

Activity Statements:

- 1. Students will learn the components of a reference letter and know who to ask to obtain one.

Materials:

- 1. Handout 1 –*Procedure for Requesting Recommendations*
- 2. Handout 2 – *Sample Letter of Recommendation 1*
- 3. Handout 3 – *Sample Letter of Recommendation 2*
- 4. Handout 2 – Letter of Recommendation Request Form
- 5. Pen/Pencil/Paper

Procedures:

- 1. Pass out Handout 1 “Procedure for requesting Recommendations” and ask students to pair up and read the guidelines together. Have students share key facts important to getting good recommendations. Follow discuss guidelines below.

When you feel all the key facts have been given have students complete handout 4 independently and share their profile with a peer and get feedback from someone in the class who knows them.

Pass out Handouts 2 and 3 and tell students they can give these as examples to people they ask to recommend them who may never have done a recommendation before.

If time permits have students create a list of different people in their lives who would make good candidates for writing them a letter of reference. Make sure students

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utilize a variety of different people (teachers, coaches, church members, employers, not family members).

Have students share information that they believe may helpful to include in profile to get good recommendations.

NOTE: Remind students this is not a time to be embarrassed about family or background, but a time to stand up and be counted. Many schools give scholarships to “first in the family” to attend college; financial situation can get more help, etc.

Discussion:

Getting letters of recommendation from school staff, community members, former employers, family, peers and counselors can be an intimidating but important task. Remember, whether you want the letter for college or for a job, these are of great value to you. Choosing the right people to write your recommendations, and making sure that they say what you need them to say about you, requires some in-depth thought and planning.

The following are some things to keep in mind when reaching out for letters of recommendation (write following questions on board to discuss):

1. HOW MANY LETTERS OF RECOMMENDATION SHOULD I GET?

Get letters of recommendation from at least 4 sources. Even though some schools such as the University of California and Cal State campuses do not require letters of recommendation (unless you are applying to special programs), it is likely that you will still need letters of recommendation for other schools and other purposes. Many college applications will require you to submit 2 – 3 letters of recommendation. Since most schools will require 2 – 3 letters of recommendation, you should probably come up with a list of at least 4-5 people.

2. WHO SHOULD I ASK FOR A LETTER OF RECOMMENDATION?

When considering who to ask to write you a letter of recommendation you should first find out what the application requirements are. Depending on your major, some applications may specifically state whom you should ask.

Try to pick people who know you personally, either through a course, extra-curricular activities, paid work or internships. For college applications it is best to get letters from recent teachers, normally those from junior and senior years. (**Note:** It is important that you make a conscious effort to build positive relationships with your teachers early on. That will ensure that they make their best effort to write you an outstanding letter.)

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Pick people who are willing to say good things about you. You know who they are. In fact, when you ask, say something like this: “Do you think you could write me a good recommendation?” Since you may not see these letters, as they go directly to the campuses, you want to make sure that what you send will really support your admission. You may also ask if they would make a copy for you before they send it on.

3. WHAT SHOULD I DO ONCE I IDENTIFY THE PEOPLE I WOULD LIKE TO WRITE MY LETTERS OF RECOMMENDATION?

Once you have identified who you are going to ask, let them know that you would like to meet with them to talk about writing you a letter of recommendation. The goal of the meeting will be for you to determine if the person you’ve chosen is indeed going to write you a great letter of recommendation. It will also be an opportunity for your reference to get to know you a little bit better.

Before you meet with your teacher you should choose a location and time, create an agenda, and prepare a summary statement about yourself to give to your recommender.

Remember to be considerate of your references’ time, and keep them well informed of any changes in advance. Give your references plenty of time to complete the letter, at least two weeks before your deadline.

Additional Resources:

Sample Reference Letters and Templates

http://jobsearch.about.com/od/referenceletters/Sample_Reference_Letters.htm

Character Reference Guide <http://www.boxfreeconcepts.com/reco/character.html>

Extension Activities:

Students will actively seek recommendations from the school and community that will provide them with the best recommendation.

Activity:

Students can keep information on letters and copies of letters the recommenders share with them in their Portfolio for future use.

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Handout 1; Procedure for Requesting Recommendations

Most applications, whether for college, grants, or jobs, require three recommendations. These should be from school personnel and community leaders who know you and/or employer. When requesting recommendations use the following procedure:

- 1. Decide who would give you the best recommendation.**
 - Are you active in a school club or other organization where you have demonstrated leadership or other traits that would lead your sponsor to say wonderful things about you?
 - Have you completed a classroom or school project in which a particular teacher supervised you and can supply pertinent information that will enhance your recommendation?
 - Is there a particular teacher/community leader who knows you on a personal level who would feel comfortable elaborating on your personal qualities or give personal examples?
 - Is there a particular subject that you have excelled in or relates to your career choice that may help you get into a particular program or qualify for a particular scholarship?
 - Avoid asking teachers who are really popular and everyone else is asking. These teachers may be pressed for time and not be able to give your recommendation the personal detail it needs.
- 2. Give your source plenty of time to write your recommendation, at least two weeks if at all possible. Otherwise, your recommendation may be rushed supplying little needed information or it may not get it done by your deadline.**
- 3. Always provide your source with a stamped, addressed envelope if the recommendation needs to be mailed.**
- 4. Let your source know if the recommendation should be kept confidential or if it needs to be given to you so you can include it with your application.**
- 5. Provide your source with the name, school/agency, address, purpose, and deadline for the recommendation.**
- 6. Explain to the source any significant facts about the recommendation.**
It needs to include any required information for this particular school. Is this your first choice.
- 7. Ask permission to photocopy to keep with portfolio to send to other schools/agencies or ask to keep a copy on disk in order to update with new addresses.**

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This would be an unofficial copy which would require you to secure a new teacher signature before sending.

8. **ALWAYS write a Thank YOU note to your source.** They are doing you a major favor. Show your appreciation.
9. **Always provide your source with a PERSONAL PROFILE** enabling them to write you an effective recommendation.

Your personal profile should contain the following:

- Class Rank and GPA
- Extra-curricular activities, awards, leadership roles, special projects
- Work and volunteer experience
- Personal identifying information, student #, birth date, parent's name(s) and address
- Statement about career goals and schools you're considering... your first choice, second choice, etc.
- Other Relevant personal information
 - family background
 - parent's educational level
 - your position in the family (only child, oldest, youngest, middle), # of siblings
 - # of siblings in college or who have attended college
 - adopted, living with grandparents, family members
 - handicaps/illness/death or any special circumstances of any family member
 - obstacles overcome
 - financial information - any special circumstances
 - *consideration (parents unemployed, retired, divorced, debt, etc.)*
 - Special considerations - parents moving, sibling attended school, only school that has your major, volunteer work relating to career choice, etc.

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LETTER OF REFERENCE LETTER: EXAMPLE 1

Members of the Admissions Committee:

It is with great pleasure that I write to recommend ____ to you for admission to your fine institution. ____ is the kind of student who makes me come to work each day. She is the exemplar of someone who refuses to live and act in the ways her forebears have had to in order to survive. I am well-acquainted with her mom and her older sister and the three of them are women of power—and indeed ____, the youngest of them, dazzles me with the force of her will to succeed and her determination to do and be everything that is within the realm of possibility for her. In a few words, she's honest, a leader, an intellectual, and (delightfully) a great wit.

Though Spanish is her native language, she has become so fluent in Italian that she has reached the point where there are no regularly-offered classes in her high school, so she studies on her own. ____ is dedicated to the study of International Relations, has never hesitated to take the hardest classes available, works regularly to help support the family, writes beautifully, and is very active at her high school. She's someone who takes advantage of every opportunity offered to her. For example, last year on the east coast Women's College Trip, she was one of the most enthusiastic participants, combing each campus to discover what programs and facilities were available, interacting with current students, asking astute and probing questions—as you know, the ideal prospective student. She took her books along and studied at the libraries of all the colleges she visited. ____ is very committed to the idea of leaving home for college.

____ is someone who naturally goes well beyond the expected to explore the depth and breadth of any issue that captures her attention. Please let me know if you have any questions or concerns that I may be able to help you resolve. Do read ____ carefully. She is an exemplary woman.

With best regards,

Name of Recommender

Title

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REFERENCE LETTER EXAMPLE 2

Members of the Admissions Committee:

It is with great pleasure and enthusiasm that I recommend _____. I have known him since his ninth grade year in school. During this time, I have been impressed with his approach to his education, activities in and out of school, and life in general.

Currently he ranks ___ in a class of ___; he is a solid student. Always finished on time, his work is of the highest quality, setting the standard by which others' is judged. Like many of his peers, ___ exhibits intellectual curiosity. He is not happy just merely earning a grade; he wants to learn. There can be no question that ___ meets any academic standard that the committee may consider.

Besides demonstrating leadership in the classroom and on campus, ___ has exhibited leadership and service as he has participated in a number of activities in school and in his community. He is currently president of MESA (mathematics, engineering, science and academics) and is also very involved with his church and visits convalescents before school a morning a week for various services.

Possessing a strong value system, ___ seems to be able to be able to cope with those problems to which many adolescents succumb. The words sincere, honest, and compassionate barely do justice when one describes him. This is all the more impressive when one learns that his childhood was filled with physical abuse from his mother and the complete absence of a father. Even after living in many different foster settings, his character has remained strong. He never gave up but believed in life and demonstrated a strong and whole-hearted approach to humanity.

Considering the above, I recommend _____ to you. He is an excellent applicant who deserves serious consideration.

Sincerely,

Teacher

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Letter of Recommendation Request Form – For Teachers

Teacher's Name: _____ **Student Name:** _____

What classes have you had with this teacher and what were your grades?

Please list below the college(s) and/or scholarship organization(s) that will be receiving this letter of recommendation, the dates that the letters are due, and whether or not you have included an addressed and stamped envelope with this request (if yes, check the box).

College or Name of Organization	Date Due (or postmark date)	Address and Stamped Envelope Provided?

Instructions to the Student:

Try to answer each question as completely as possible. The more information that you give, the easier it will be to write a good recommendation. Use another piece of paper if you find that you need more space.

- 1. Give at least one example of your academic motivation and/or potential.**
- 2. What will you bring to a college campus that's unique?**
- 3. How will college make you different from the person you are today?**
- 4. Are there any particular circumstances, school experiences, or persons influencing your preparation/motivation to attend college? Explain.**

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- 5. List 4 adjectives or phrases that describe you and explain why.**
- 6. Describe your family (occupation and education of parents/sisters/brothers, financial situation, relationship with family, are there others in college, any special family circumstances.)**
- 7. Which of your extracurricular activities has been the most important to you and why?**
- 8. Have there been any circumstances that have affected your academic performance and/or yourself? Your development? (Illness in the family, personal illness, family breakup, financial problems, etc.) Explain.**
- 9. Describe your relationship with your peers. How would your peers describe you?**
- 10. Give two examples of comments that you believe a teacher would make about you.**
- 11. Please write any other information not already included that you feel would be helpful in writing your recommendation.**

**Adapted from:
Fulfillment Fund College Pathways Curriculum
www.fulfillment.org**

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 9: Your Plan

Time Required: 30-45 minutes

Content Standards: C.S.12.5 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.

Indicators Students will...

- C.C.12.5.07 Students will evaluate steps taken toward post secondary planning and update action plan.
- C.C.12.5.08 Students will demonstrate preparedness for Post-secondary success.

GOAL: Students will complete a post-secondary action plan to assure they are prepared for post secondary success in their career choice.

Activity Statement:

1. Students will review checklists needed for attaining after graduation training/education programs by planning ahead, understanding deadlines, and knowing what is required from them.

Historically, ASCC has said that too many students have missed the deadlines and had to wait a semester and some even a year. Do not let this happen to your students.

Materials:

1. Pen/pencil
2. Handout 1-*Develop a Handout Referencing Scholarships Available with Deadline Dates and requirements locally within your state. This changes almost annually, so stay updated and update your handout annually.*
3. Handout 2-*Education Grant Programs (Same as 1. Develop one for local Grants available to your students in American Samoa)*
4. Handout 3-*High Educational Action Plan*
5. Handout 4 *Technical/Trade Schools Action Plan*
6. Handout 5 *Military Checklist*
7. Handout 6 *World of Work*
8. Handout 7 *Apprenticeship Programs*

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Procedures and Discussion:

1. “Today we are going to view detailed steps that will lead to success after graduation. It is important to start planning and preparing now for post secondary training and education.”
2. Distribute appropriate handouts that match each individual students
3. Have students work in groups of two pairing with similar post secondary plans
 - First all students are to go through the checklist individually, checking off what they have already accomplished.
 - Next, have students share with partner what they still have left to do and how they are planning on completing these tasks.
4. If computers are available in room allow students to work in group to research information need for post-secondary plan. If not, remind students to do this later and keep updating.
5. After students have discussed with partners their educational checklist return to whole group discussion.
6. Allow students to share what they found easy to complete and then what they are having difficulty completing. Utilizing help from all students brainstorm to come up with suggestions on how to accomplish all the goals needed to have post secondary success.
7. Have students write on their checklist the two websites under Additional Resources. Emphasize how these sites are a great resource to help guide students through the financial aid process. They provide up-to-date information, deadlines, applications, and guidelines for post secondary educational success.

Additional Resources

American Education Services (helpful tools, information, and guides to post secondary loans): <http://www.aessuccess.org/index.html>
www.doe.as

Extension Activities:

Continue to research career option and complete steps needed for post-secondary plan.

Activity:

Students should update their Post-Secondary Plan for this year.

Reference:
American Education Services
<http://www.aessuccess.org/index.html>

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Handout: Higher Education Action Plan

Use for Two Year and Four Year Post Secondary Schools: Note: Even if you are not planning to attend college right away, there may come a time when you need all of this because you decided to attend college. Do not give up the opportunity.

This list was adapted from <http://www.aessuccess.org/>

Request admissions applications	September
Think about your major	
Note registration deadlines and mark calendar for ACT/SAT for the year	
Match your field of study with several schools	
Go on a campus visit (periodically continue as needed)	
Research scholarships (several times throughout the school year)	
Pick your schools	October
Register for Selective Service	
Attend a financial aid information session	
Take the SAT/ACT exams when given	
Register to take or retake the ACT/SAT or TOEFL	
Meet with your school counselor (more than once during your senior year)	
Attend a college fair	
Request letters of recommendation	
Submit scholarship applications	
Review admissions applications, are essays required?	
Pick your schools (Technical, 2 or 4 year)	November
Check to see if the online, electronic portfolio is available through the Guidance and Counseling Office and, if so, apply for your PIN (personal identification number) from the Dept of Ed	December
Check your first semester transcripts, are you on target?	January
Update Admissions on new accomplishments	
Apply for Federal Financial Aid	
Register to take AP exams	
Check on your SAR (Student Aid Report) status	March
Review Decision Letters	April
Review Financial Decision Letters	
Take AP exams	May
Make your final school choice	
Decline to attend other schools	
Check on acceptance letter, financial aid and housing/meal contract	
Check on final transcript	June

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Handout: Higher Education Action Plan Use for Technical Schools

	Use Occupational Outlook Handbook, Tabloid, Career Pathways Guide or website to find your ideal job	September
	Research and contact the many states' junior, technical school system or private trade schools	
	Match your ideal job/field of study with several schools, try to match as many as you can to a school that offers a number of your ideal choices.	
	Call or write schools for information, admission requirements, etc.	
	Review admission requirements and list steps needed to complete here:	
	Visit schools (if possible, periodically continue as needed)	
	Research scholarships (several times throughout the school year)	
	Limit the schools you are interested in	October
	Register for Selective Service	
	Attend a financial aid information session	
	Meet with your school counselor (more than once during your senior year)	
	Attend a college fair, if possible, which includes career, technical and junior colleges	
	Request letters of recommendation if needed (eventually you need these)	
	Submit scholarship applications	
	Pick your schools	November
	Check to see if there is an online, electronic portfolio you can use and apply for your PIN (personal identification number) from the Dept of Ed	December
	Check your first semester transcripts, are you on target?	January
	Apply for Federal Financial Aid	
	Check on your SAR (Student Aid Report) status	March
	Review Decision Letters from schools	April
	Review Financial Decision Letters	
	Make your final school choice	May
	Check on final transcript	June
	Determine final steps needed	

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Handout: World of Work for Students Planning to Enter the Workforce
Post Secondary Action Plan for Entering the Workforce

Check Off	ACTION STEPS	Date
	Visit Workforce Information at www.onetonline.org	
	Enroll with DHR as a job seeker	
	Remember to review the Voyages Tabloid again.	
	Visit Guidance and Counseling Website ASDOE for information on jobs	
	Register for selective service	
	Search other job search sites including www.monsterjob.com	
	Complete aptitude tests to determine skill level	
	Complete ASVAB to determine career match based on both interest and aptitude	
	Test clean for drugs	
	Complete high school or GED	
	Complete job applications	
	Search Bureau of Labor Statistics/ Dictionary of Occupational Titles to learn more about job options	
	Search for training options to advance earnings in your job http://www.technical-schools-guide.com	
	Job shadow someone in the job you are considering	

My Plan

Job of Choices:

Test Requirements:

Test Dates/Location:

Training Center Location:

My Housing Plan:

My transportation Plan:

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Grade 12 Lesson 10: Star Quality Resumes

Time Required: 30-45 minutes

Content Standards: C.S.12.4 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.12.4.05 Develop competitive resumes that will increase success in applying for Post-secondary opportunities.

GOAL: Students will learn the importance of and put finishing touches on resume.

Activity Statements:

1. Students will how to write a competitive resume.

Materials:

- Pencil/Pen/Paper
- If possible, a computer with Microsoft Word
- Handout 1, Top Ten Resume Mistakes
- Handout 2, College Admissions Resumes
- Handout 3, Cover Letters for High School Students

Procedures & Discussion:

1. Begin by talking about the importance of the resume. Ask students what they think should be included in a resume. Why are resumes so important? What might you want to include on your resume? What might you not want to include on your resume?

If you're applying for a job, you are in a race — a race against time. Your resume must sell the hiring manager on your background in just 10 seconds, or you will lose the job — no interview, no higher salary, no fresh start.

Those seeking admission to an academic institution face a similar test. Though admissions officers will generally give your application more time, your resume still has only about 10 seconds to make that crucial first impression. A phenomenal document will start your application package off on the right track, while a poor one will have the admissions officer rushing through your personal statement to get to the next applicant.

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This point cannot be overstated: your resume either succeeds or fails in the first 10 seconds. Most candidates don't realize that a resume is never read word-for-word; it is scanned — once quickly, and if it survives that test, once more carefully. The fact is, there is a success rate of less than half a percent of hiring managers and committee review acceptance.

While this may seem like an impossible challenge, you can overcome it. Once you know how, you'll be able to create a powerful presentation that doesn't just make the initial cut, but actually compels your reader to put you in the interview pile.

The key is to recognize the power of your resume.

For job seekers, an outstanding resume will:

- a. Shorten your time spent searching for a job. According to the U.S. Department of Labor, the average job search takes longer than three months. The time saved searching for a job can translate into tens of thousands of dollars in salary for the currently unemployed.
- b. Put you in control of your interview by downplaying potential weaknesses. Interviewers love to focus on resume liabilities like inexperience, extended time off, frequent job changing, and so on. An excellent resume would minimize these points and showcase your strengths.
- c. Omit the screen-out factors that relegate many resumes to the trash. Are there any typos? Do you use the word "I"? Do you address the employer's value proposition? Do you sound like a boss's nightmare? Once you know how, you'll avoid every one of these potential pitfalls on the road to employment.

Those applying to school can benefit in much the same way from a strong resume — and hurt their chances as much with one that is mediocre. Though resumes may have more power to diminish your chances for graduate-level admissions than for college, even the youngest applicants should take advantage of the opportunity not simply to avoid being rejected immediately, but to distinguish themselves as a cut above their competitors.

No matter what your objective, however, the message is clear: college admissions officers and Fortune 500 company hiring managers alike will choose the more professional candidate over an equally talented, but less polished alternative. Craft an outstanding resume, and that professional candidate will be you!

The resume will be your first impression with a college or employer. Take time to make that first impression a good one. For samples templates, go to the template sections on Microsoft Word. You can also search for “sample successful resumes” online.

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2. Give every student a copy of the Handout 1, 2, and 3 and have students read and discuss these in small groups.
3. Have students do a review of the Microsoft Word resume template and then start their own.
4. Tell students that at the next session, you will have them share their resumes with a small group of students and fine tune what they have done. Then, turn in for review and when returned, students will place in their portfolio.

Additional Resources:

Free Resumes: <http://www.resumetemplates.org/>

Resume Samples: <http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm>

Extension Activities:

Continue to think about items you may include on your resume. What can you do to continue to build your resume while in High School?

Activity:

Have students create a resume using one of the sources.

Resources:

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Handout 1: Top 10 Resume Mistakes

Avoiding the Most Common Pitfalls of Resume Writing

Summarizing an entire life into a succinct and attractive resume has always been one of the major challenges facing job seekers and prospective post-secondary students. Along with your cover letter, your resume is one of few tools at your disposal in your competition against hundreds of other qualified applicants. In order to grab the reader's attention, it must clearly portray you in the most favorable light: as the most appropriate choice for the opening. In order to craft a compelling resume, you must be sure to avoid these all-too-common mistakes:

1. Poor or Inappropriate Formatting

The first impression a resume makes on its reader is generally the most lasting — and sometimes the only chance you have to sell yourself. Large blocks of uninterrupted text, small margins, tiny fonts, or excessive formatting (bold, italicized text or stylish "designer" fonts) make documents difficult to read. Only one font (preferably Times New Roman or Arial) should appear on your resume, and never smaller than 11 pt. Bolding should be restricted to the header information (name, address, phone number, email) and subheadings within the resume (Profile, Work History, Education, etc.). A candidate's industry or field will determine whether the resume format will be conservative (for physicians, teachers, accountants, graduate students, and the like) or more stylish (for marketing professionals, artists, performers, and other creative occupations).

2. Lack of Focus

An effective resume indicates in no more than seven seconds the candidate's targeted position and relevant qualifications. It's not enough to list schooling, work history, and other activities throughout the document. Admissions directors and hiring managers will not thoroughly read a resume to cull needed information — candidates must provide this data quickly and effectively. A Qualifications Summary at the top of your resume should include information about what you seek (a position or entrance into a university program) and how your qualifications relate to that goal. Employment History, Accomplishments, and Education sections should then build upon what is provided in the Qualifications Summary.

3. Self-Serving Objective Statement

Those seeking a job, take note: in today's market, hiring managers are not interested in what a candidate wants (e.g. "Seeking a position that will fully utilize my education and provide for sufficient advancement within the industry."). Rather, they seek candidates who clearly state what they can do *for the targeted company*: cut costs, increase profits, and enhance productivity.

4. Poor Data Prioritization

A resume should reveal the candidate's academic and career-related background *as it applies to the targeted position or program*, and in reverse-chronological order: the last job or educational program should be listed first within the appropriate section. If your educational background is an important qualification for a particular job opening, then it should be presented before your work history, not dead last on the document. Conversely, if real-world experience is highly valued, then it should appear before the Education section. If special skills are at a premium, as

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they are in the IT field, they should be showcased immediately after the opening summary, not left to the end of a two-page resume.

5. Failure to Showcase and Quantify Accomplishments

Hiring managers and admissions directors will not pore over every line of a resume to find what a candidate has to offer, especially if it's buried within dense blocks of text. Applicants must provide special sections indicating professional or academic achievements, and these must be quantified. Vague, unsupported declarations like "Increased productivity within the division" or "Planned annual school dance" simply don't offer enough information. A better way to present the data is to write, "Increased productivity 58% within three months of hire by retraining staff on latest accounting software" or "Organized Winter Waltz for 750 students while staying \$200 under budget." Percentages, dollar amounts, and time frames will strengthen your achievements.

6. Irrelevant Data

Unless directly related to the current application, hobbies and interests should never appear on your resume — such activities do not enhance your candidacy. Other information to omit: birth dates, religious affiliations, race, social security number, and marital status.

7. Inappropriate Length

There is no single correct page length for a resume. The document should be as long as it has to be in order to provide a clear and effective picture of the candidate. Professionals with many years of experience will most likely have two pages. Cramming all the data into one page or excluding important information will only dilute your candidacy. (see Mistake #6).

8. Casual Language

Modern resumes are business documents and should never use personal pronouns like "I" or "my." The tone of the resume should always be businesslike, avoiding slang completely.

9. Redundant Data

Once information has been provided in a resume, whether it's in the Qualifications Summary, Career Accomplishments section, or Professional Experience section, it should *not* be repeated elsewhere. Hiring managers and admissions directors soon tire of redundancy and begin to suspect that the candidate is padding the resume to reach a more "impressive" length.

10. Spelling or Grammatical Errors

If an admissions officer or a hiring manager finds a spelling or grammatical error on your resume, she will simply stop reading it. Her trust in your abilities is forever lost — quite a price to pay for a careless mistake. This is also true when dates of employment or education are obviously incorrect (e.g. a recent college graduate listing the date of graduation as 1979 instead of 1999) or when verb tense does not match dates of employment. Use *present* tense when listing duties at your current job, *past* when describing previous positions.

Reference:
Education Planner for West Virginians
Virtual Career Library

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Handout 2: Tips for Getting Noticed by Admissions Officers

When you must compete against hundreds of other applicants for limited seats in a university, it is essential that your resume quickly conveys the academic abilities, passionate interests, and real-world experiences you can bring to the program. Below are general strategies for providing what admissions directors seek in application resumes. Be advised that it's always wise to check with the targeted school first for more specific guidelines that will help you create the most compelling resume possible.

Resumes for College Admissions

Typically, college applicants are about 18 years old and have only limited experience to discuss on a resume. For this reason, resumes for college admissions should be held strictly to a one-page limit; busy admissions officers may even consider a longer resume a sign of arrogance. If your resume is more than one page long, it is likely that you can condense it into a single page by formatting it more efficiently.

For the most part, college admissions resumes are meant only to be informational; while a business school applicant might present significant professional accomplishments in support of her candidacy, college applicants are simply summarizing all relevant information from the application on a single piece of paper. Still, it is possible for a high school student to craft a more powerful document, one that can go a long way toward producing an image of a mature, "professional" student.

Here are some strategies for optimizing each section of your college admissions resume:

Opening Summary

This should provide the admissions officer with a snapshot of you as a candidate, highlighting your most relevant accomplishment or qualification. The achievement may relate to your academics (a perfect SAT score, selection as valedictorian, AP credits, etc.), a specific talent (awards for artwork or experience in drama competitions), or athletics (member or captain of a team that won the state championship, four-time All-League recognition, and so on). Whichever you choose, the goal is to demonstrate both your past achievements and your potential for future success.

Education

In addition to your high school name and location, include any honors, awards, or significant club memberships (National Honor Society, Gold Key Club, French Club). Beware of mentioning too many extracurricular activities: not only will you run the risk of seeming unfocused, but you may be asked to elaborate on your contributions to each group during the admissions interview. To avoid an awkward silence at that time, include only clubs you would feel comfortable discussing at length.

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Volunteer Work

List first any volunteer work that coincides with your future goals (if you know what they are). For example, if you plan to study sociology or psychology in college, then highlight any volunteer work you did at homeless shelters or mental health institutions. Similarly, if you want to be a doctor, don't hesitate to mention those summers spent as a candy striper in your local hospital.

Hobbies

The same advice holds here: any short list of hobbies and personal interests on your resume should begin with activities that relate to your goals. If you're interested in becoming a fashion or interior designer, for example, you could mention that you enjoy sewing or working with fabrics.

Again, though a poor resume will not hurt a college applicant much — admissions officers understand that high school students have little use for resumes — an excellent one can cast him in a favorable light and positively influence the admissions officer's state of mind as she reads his other application materials.

Reference:
Education Planner for West Virginians
Virtual Career Library

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Handout 3: Cover Letters for High School Students

High school students have a very particular concern when composing their cover letters: how can the content of your letter compare to that of a seasoned professional or a soon-to-be college graduate? Fortunately, there is much more to professionalism than work experience and a college degree. Whether you are seeking exposure to the finance industry, a high school internship with your local government, a volunteer opportunity at a non-profit, or even a job at a library, the goal is to submit a professional document. By following the strategies below, you'll do just that, crafting a letter every bit as convincing as those of more experience.

What To Write

Although the presentation of a cover letter is important, the more vexing aspect for many high school students is the content — after all, won't your paltry work experience pale in comparison? Not necessarily: it is quite possible to develop marketable skills outside the workplace or the university. If you are applying for a job as a research assistant, talk about the project you did for your history class, which required library research, internet research, and perhaps even primary document research, followed by the synthesis of all that information into a coherent essay. If you want to work in a lab, talk about the titrations you performed and the microscopic analysis you conducted for your chemistry class.

Extracurricular activities are helpful too; as treasurer of the student senate, for example, you'd become quite proficient financially. It is natural for some employers to assume that high school students lack practical experiences, but you can prove them wrong by demonstrating the transferability to the workplace of the experiences you *have* had.

A second consideration is that you can develop certain skills — foreign language fluency, computer programming knowledge, and trade skills — entirely outside the classroom or office. If an employer is looking for somebody who can speak Spanish, your fluency in the language may well compensate for your lack of higher education. Always emphasize these marketable skills on your cover letter (as long as they are relevant to the targeted position).

Yet you need not be experienced in C++ or on a carburetor to qualify in this regard. Some "soft skills," such as a powerful work ethic or organizational abilities, are just as prevalent among high school students as in any other segment of the population. Once again, however, employers might not consider that until you tell them: explain that, for example, your simultaneous coursework, extracurricular activity, and part-time job have given you the ability to balance multiple priorities and work long hours.

Whatever you do, *never* include false information in an attempt to make yourself sound more qualified than you are. An employer will not believe that a junior in high school has two years of experience in tax accounting or is extremely well-versed in maritime law.

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Excessive exaggeration will only get your application tossed out with the trash. Note: this is not to say that you should omit impressive *true* information — sure make sure that you back up your claims with specific details of your achievements and experiences, and be prepared to elaborate in an interview.

How to Write It

After you have determined what content to include in your cover letter, you are ready for its composition. In preparing for this stage, remember that a letter is actually the ideal medium for a less experienced job applicant. Your resume makes it clear that you have less education, and an interview will reveal your youth. A well-crafted, professional cover letter, on the other hand, can put you on par with (or ahead of) everybody else.

Avoid colloquial language, but don't use deliberately elevated vocabulary: the most compelling professional writing is precise and succinct. This advice holds true for any job applicant, of course, but it is most important for high school students; while a hiring manager expects solid business writing from older applicants (and therefore is not particularly impressed by it), she may anticipate undeveloped prose from a high school student and be blown away by your maturity. Just be sure to proofread it thoroughly and ask others to do the same: your English teacher will be able to correct the grammar and provide stylistic suggestions, but have someone with business or management experience edit the letter as well to evaluate its professional tone.

Professional writing must also be confident — you wouldn't want to receive an important letter that began, "I'm not sure if I should be writing this, but..." Don't hesitate to argue that, no matter how old you are, you have developed marketable skills and a professional attitude. Never began a paragraph by writing, "I know I am probably not qualified for this job, but..." The prospective employer knows that you are young, and you won't convince him to hire you by agreeing with his concerns.

Finally, don't be afraid to target positions not expressly available to high school students — at worst, you'll receive a letter or phone call explaining the policy (or you just won't hear back at all), but you will have marked yourself as ambitious, planted the seed for future contact with the company, and practiced your cover letter writing skills to boot. At best, your well-constructed cover letter and impressively professional attitude just might cause an employer to reconsider. Even if you face difficulties initially and choose to apply only for positions advertised to high school students, with persistence you'll eventually convince an employer that he can put you to good use. A professional cover letter can open that door by demonstrating your potential value.

REMEMBER: Microsoft Word has some ideas for cover letters as well. Check out the templates.

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Grade 12 Lesson 11: Communications Skills

Time Required: 30-45 minutes

Content Standards: PS.S.12.7 Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...

PS.C.12.7.01 Evaluate their communication style and begin using effective communication skills.

GOAL: Students will understand the importance of developing good communication skills.

Activity Statements:

1. Students will assess how they communicate with others.

Materials:

1. Pencil/pen
2. Handout 1: *Attitudes toward Interacting with People and Scoring Analysis*

Procedures:

1. Begin by talking about the importance of good communication skills.
2. Ask students what they believe is the difference between one-way and two way communication. A lecture, written instructions for a test and memos are examples of one-way communication. (Follow Discussion as below)
3. Pass out Handout 1 to all students and give them time to read.
4. Practice two-way communication in role play situations
5. Have students analyze body language and other non-verbal.

Discussion:

1. What kind of communicator are you?
2. Do people see you as an effective communicator or ineffective communicator?
3. How would you describe how you communicate?
4. Have students complete the handout.
5. Is body language open or closed? Positive or negative?

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Closing Statement:

How we communicate to others is important. Encourage students to assess how they express their ideas and feelings.

Additional Resources:

Extension Activities:

Notice how you communicate with others. Is it one-way or two-way? Are you listening or lost in your own thoughts? Practice listening more intently and responding to the concerns of others.

Activity:

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

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Handout 1:

ATTITUDES TOWARD INTERACTING WITH PEOPLE

Read each statement carefully. Then circle T or F to indicate whether you believe the statement is true or false.

- T F 1. I often feel like telling people what I really think of them.
T F 2. I would be uncomfortable in anything other than fairly conventional dress.
T F 3. I enjoy being with people who are suave and sophisticated.
T F 4. When in a new situation, I usually do what I see others doing.
T F 5. In social situations, I often feel tense.
T F 6. At times I am easily swayed by the opinions of others, and perhaps too open minded and receptive to other people's ideas.
T F 7. I usually have trouble expressing what I think when there is an argument.
T F 8. I don't like to be formal.
T F 9. I feel I can handle myself pretty well in most social situations.
T F 10. I like to meet new people.
T F 11. I don't mind playing a role or pretending to like something I really don't like if it serves some good purpose.
T F 12. I enjoy "putting people on" sometimes and playing conversation games.
T F 13. I usually find it difficult to change someone else's opinion.
T F 14. I like to do things that other people think as unconventional.
T F 15. I enjoy being the host (or hostess) of a party.
T F 16. I think a person should adapt his or her behavior to the group that he or she is with at the time.
T F 17. I often find it difficult to get people to do me favors, even when I have the right to expect them to.
T F 18. I would like to join several clubs.
T F 19. I think it is important to learn obedience.
T F 20. I like to avoid situations that do not permit me to do things my way.
T F 21. Just the thought of giving a talk in public scares me.
T F 22. I can fit in pretty easily with any group of people.
T F 23. In general, I dislike nonconformists.
T F 24. It is easy for me to persuade others.
T F 25. I like to go to parties.
T F 26. I prefer to listen to other people's opinions before I share my ideas.
T F 27. When in a group of people, I have trouble initiating a conversation.
T F 28. If I am with someone I do not like, I am usually diplomatic and do not express my real feelings.
T F 29. I can recognize others' abilities.
T F 30. I like to follow instructions and do what is expected of me.

Now total the number of A's and B's, and C's that you scored. If you have more A's than anything else, you are predominately a Type A. A score of mostly B's indicates strong Type B tendencies, and a majority of C's indicates you are basically a Type C.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 12: Apprenticeship/Labor Unions

Time Required: 30-45 minutes

Content Standards: C.S.12.5 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.12.5.05 Demonstrate knowledge of the Post-secondary application process.
- C.C.12.5.06 Demonstrate knowledge of a variety of Post-secondary opportunities.
- C.C.12.5.09 Describe traditional and nontraditional occupations and how they relate to career choice.

GOAL: Students will become aware of and compare apprenticeship programs.

Activity Statements:

1. Students will utilize resources identifying important information for Apprenticeship Programs.

NOTE: First get the PDF File from Guidance and Counseling Office on Apprenticeship at ASCC. Then, get any other information you can about Apprenticeships in American Samoa from DHR and/or DOL. Provide as much information about these programs to students. The “Samples” provide are from West Virginia and serve to provide the students with information about such programs in the U.S. and that are typical in the states. If you wish to do more than just the two, you can download from:

<http://www.wvapprenticeships.com/>

Materials:

1. Chalk board and Handout on Apprenticeship in ASCC and any others you have found.
2. Handout 1: Apprenticeship Comparison (for students considering Apprenticeship programs)
3. Handout 2: Carpenter
4. Handout 3: Plasters and Cement Masons

Procedures:

1. Prepare by writing discussion questions on the board.
2. Divide students into 3 groups and distribute one Handout from 1-7 to each group. Direct students to review the various aspects of their Apprenticeship program and answer questions that are written on the board.

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3. Each group is share whole group the general overall highlights and answers to the questions from the board.
4. Now, share with students the ASCC handout and any other information you have to share about such programs in American Samoa. Have students discuss and give comments about the program information you located.

Discussion:

1. Age Requirement
2. Education Requirement
3. Term of Residence Requirement
4. Other Requirements
5. Is there an Interview Process?
6. Is travel involved?
7. Is there an Application Fee?
8. How many hours are involved for on the Job Training?
9. How many hours are dedicated to education with this program?
10. What is the length of this apprenticeship program?

Additional Resources:

Extension Activities:

Handout 8 for students interested in Apprenticeship Programs

Activity:

Students: Explore career profiles to learn about apprenticeable occupations. Review and revise top two career clusters saved in the Portfolio

Adapted from:
West Virginia Joint Apprenticeship Programs
<http://www.wvapprenticeships.com/>

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Handout 1:

Each Apprenticeship Opportunity has various qualifications, requirements, residential and other information. Select four and compare. Determine which areas for which you are suitable and answer the questions below.

The Apprenticeship				
Age Requirement				
Education Requirement				
Term of Residence				
Other Requirements				
Interview Process				
Is travel involved?				
Application Fee				
Hours of on the Job training				
Hours of education JOT				
Length of Program JOT				

Which craft(s) are you interested in? _____

Which craft(s) are you qualified for? _____

Which craft(s) do you think will have the best future outlook? _____

Why? _____

Are you aware of any biases or assumptions connected to your selection? _____

Which craft would help you to best utilize your greatest talents and abilities? _____

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Handout: WV Union Carpenter Apprenticeship (Sample)

The WV Carpenter Training Center offers an intensive training program designed to develop carpenters that can be competitive and productive in today's job market. Our intensive "dirt to doorknobs" training program teaches an apprentice the skills they will need to be quality craft workers and to be efficient on the job in all aspects of the construction process. From job site layout, concrete forms, metal framing, welding, floor laying, millwork, trim and finish work, to blueprints, the WV Carpenter Training Center produces some of the states most highly trained carpenters. Generally, a carpenter is one of the first trades on the job and one of the last to leave. With new technology appearing every day, you must have quality training to produce quality results. The days of wood framing and driving nails are gone only to be replaced by technology minded carpenters who frame with metal and the newest construction materials available.

The WV Union Carpenter Apprenticeship consists of four, intensive years of training. Apprentices must complete at least 200 hours of classroom training per year and 1600 hours of On-The-Job-Training. Pay raises come as your knowledge increases. Journey workers of all trades who complete a registered apprenticeship program are usually considered the best of their trade. Contractors often look to apprenticeship graduates as future candidates for leadership positions. Our Carpenter apprenticeship graduates are considered the elite of our membership.

Minimum requirements for application

Age and Education:

- Applicants must be at least 17 years of age to apply.
- Applicants must have a High School diploma or GED to apply.

Terms of Residence:

- Applicants must be residents of West Virginia for at least 3 months.

Other Requirements:

- Applicants must have a valid WV driver's license and all applicants must take an Aptitude Test.
- Applicants must be physically able to perform the work of the trade. Reliable transportation is needed.

Process of Selection for WV Carpenter Joint Apprenticeship:

Applicants begin by completing and turning in an application. All applicants must meet minimum requirements to be considered. After completing the application, applicants will be notified by mail as to the date of the entrance exam. Exam consists of basic math, fractions, decimals, and feet/inches problems. If the applicant passes the exam with 70% or above, they will be contacted by registered mail as to the date of an interview. Interviews are standardized and all questions are asked of all applicants. Interview forms are scored by interviewers. The applicant's interview scores are added with exam score to make up the total score. Applicant is then entered into the selection pool for the area in which they reside. Applicants are accepted according to their total scores. Applicants will not be discriminated against for any reason. Experience in the trade is not necessary for application but is helpful. Applicant should bring proof of any previous training or work experience with them at time of application. Copies of minimum requirements will be accepted.

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Handout: WV Union Plasterers & Cement Masons Apprenticeship (Sample)

Start your Life Long Career while earning a College Degree! Earn while you learn.

Our goal is to provide Safe, High Quality, and Specialized Training to apprentices in the crafts of Plastering and Cement Finishing to ensure quality workmanship. Our JATC programs instruct apprentices in the fundamentals of Plastering and Cement Finishing. Once the fundamentals are taught, more enhanced skills and new techniques are taught to make our apprentices more competitive in today's busy market. This involves the use of many specialty tools, machinery, and applied techniques. The term of apprenticeship is 3 years of 150 hours of classroom training and 4000 On-the-Job-Training hours for either craft. Pay increases are received for every 500 hours of On-the-Job Training. Our apprentices are eligible to earn their 2 year Associates Degree in Applied Science – Occupational Development. The requirements for earning this degree are a completed apprenticeship and 7 pre-set college courses. This degree is made available through the Advantage Valley Community College Network.

Application Information

Date (s) & Times (s) of Application: August 23rd through August 27th 8:00 am - 4:00 pm
and the third Friday of each month from 8:00 am - 4:00 pm.

Location of Application: Local 887 Union Hall,
3130 7th Avenue
Charleston, WV

Minimum requirements for application

Age and Education: Applicants must be at least 17 years of age to apply.

Applicants must have a High School diploma or GED to apply.

Terms of Residence: Applicants must reside in Local 887 Jurisdiction

Other Requirements: Applicants must have a valid WV or VA driver's license and all applicants must take an Aptitude Test.

***Applicants must be physically able to perform the work of the trade.
Reliable transportation is needed.***

Process of Selection for WV Plasterers & Cement Masons Apprenticeship:

Applicants begin our selection process by completing an application packet during the dates of application. Each applicant will have 7 days from date of application to submit all required documentation to our office. Once required documentation has been received, applicants will receive a certified letter scheduling them for an Aptitude Test. After testing, each applicant will receive a certified letter with the date, time, and location of a scheduled interview. Applicants will be interviewed by a selected panel and the same questions will be asked of each applicant. All interview scores for each applicant will be added along with a review of all related documentation that has been submitted on their behalf and the final selection will be made. All applicants will be notified by mail of the selection decision.

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Handout PDF on ASCC Program

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 13: Post-Secondary Options

Time Required: 30-45 minutes

Content Standards: C.S.12.4 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.12.4.06 Develop skills to locate, evaluate, interpret, and complete necessary career tools to obtain post-secondary goals.

GOAL: Students will write target goals to pursue their post-secondary option.

Activity Statements:

1. Student will identify post-secondary/career training options available after graduation.
2. Student will check off action steps and create target goals to help themselves explore and pursue their post-secondary options.

Materials:

1. Handout 1 Career Training Options
2. Handout 2 The Next Step Action Plan

Procedures & Discussion:

1. As a warm up review post-secondary options that are available after high school. Using Handout 1 Career Training Options give the students a few minutes to mentally answer the questions. Then whole group, explain the benefits of each option. Students are to end the exercise by identifying with one option.

Military: pays you for job training/education.

Apprenticeship: pays you while you are working, allows you the opportunity to try a career to see if you like it, provides a progressive pay scale as you gain more training and experience.

Correspondence Courses: allows you to work at your own pace.

Vocational/Technical Colleges: charge less tuition than 4-year universities and allow you to enter the workforce sooner.

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Community College: allows you to earn an associate degree (2 years) which allows you to enter the workforce or apply to a major university.

Four-Year College/University: allows a more in-depth study of your chosen field in which you could earn a B.S.(Bachelor of Science) or a B.A. (Bachelor of Arts).

World of Work: provides limited options of other work experience based on training received while in high school, usually lower paying than careers with advanced training.

Note: At this time mention to students any other Post-secondary options available to students within your community.

- Whole group discuss resources students can use to find out more information on each post-secondary option. Make sure discussion includes school and public libraries, visit or call the schools/training centers, talk to people on the job, ask guidance counselor, ask teachers, ask parents, relatives and adult friends.
- Distribute Handout 2 The Next Step Action Plan. Students are to check off Action Steps and then create target goals to help themselves explore their post-secondary options. Encourage students to do research on possible career choices and discuss the benefits of planning for their future.

Additional Resources:

Dictionary of Occupational Titles
<http://www.occupationalinfo.org>

Military Careers
<http://www.todaysmilitary.com/careers>

Extension Activities:

Do additional research and complete Handout 2 for a different career choice.

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf><http://intranet.cpss/>

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Handout 1: Career Training Options

- military**
- apprenticeship (on-the-job training)**
- correspondence/extension courses**
- vocational-technical school**
- community college**
- four-year college/university**

What do I need to consider before I choose?

- your interests and abilities
- time available to you for post-secondary education
- money available to you for post-secondary education
- the outlook for the career
- your expected working conditions:
 - ✓ work for yourself or someone else?
 - ✓ work alone, with people, with things?
 - ✓ work fixed or flexible hours?
 - ✓ work indoors or outdoors?

your expected lifestyle:

- fast-paced or slow?
- work time vs. free time?
- salary expectations?



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Handout 2: The Next Step Action Plan

Write a plan of action to help yourself explore post-secondary school options and make the right choices. Do some research and answer these questions, check off the Action Steps and create target goals. You may want to do this for several possible careers.

After high school I plan to become . . .

What is the future outlook of this job?

What kind of training is required?

Where is training/education available for this job?

How long is the training/education period for this job?

Is this a good choice for me?

How much will training/education cost?

How will I pay for this?

Is financial aid/scholarships available?

Have I completed the FAFSA or other form required for my education/training?

When is the deadline?

Steps I have completed or NEED to complete:

ACTION STEPS	Have Completed	Need to Complete	Does not apply to me
Apply for Financial Aid			
Complete Application			
Submitted Application			
Interviewed			
Submitted Transcript			
Paid required fees			
Meet with recruiter			
Visit site			

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My Goals

By the end of the first 9 weeks

1) _____

2) _____

3) _____

By the end of the Semester

1) _____

2) _____

3) _____

By the end of the third 9 weeks

1) _____

2) _____

3) _____

Before School is Out

1) _____

2) _____

3) _____

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 14: Money Matters

Time Required: 30-45 minutes

Content Standards: PS.S.12.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...

PS.C12.7.02 Learn how to manage personal finances while meeting career goals.

GOAL: Students will learn how to build good credit and future implications of having good and bad credit.

Activity Statements:

1. Students will learn about good credit and bad credit and what it means to their future.

Materials:

1. Pencil/paper
2. Handout 1
3. Guest Speaker
4. Plan for Needs

Procedures:

1. Ask students to define credit and debt.
2. Ask why people ask for credit and get into debt.
3. Then, put students into groups and ask them brainstorm as many reasons as they can as to why people borrow things or money.
4. Have each group share their list and compile one longer list of all the ideas without duplications.
5. Give each student a copy of Handout 2 and have the review it in their groups. Tell them to come up with questions they would want to ask a local Loan Officer.
6. Before the next session, have a Loan Manager from a local lending institution come as a guest speaker and let the students ask the questions they came up with. Then, allow the Loan Officer to present any additional he/she believes needs to be said to such students.

Closing Statement:

Now you are on your first step to understanding the steps in handling your money and future.

Extended Activity: Ask students to write thank you letters to the Loan Officer.

**American Samoa Comprehensive Career Guidance and Counseling
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Handout 1: Money Matters: Using Credit Wisely

Say you dream of buying a \$15,000 car. Even if you saved \$200 a month and put it in a savings account where it earned 3 percent interest, it would still take you seven years to save what you needed to buy the car. Seven years is a long time for most people to wait for wheels!

But there is a way you can get that car sooner—by taking out a loan. You'll still have to save some money for a down payment on the car, but you'll end up getting the keys much faster than having to save the whole amount. Of course, as you'll soon see, you'll have to pay extra for this privilege.

Car loans, school loans, installment loans, and credit cards are all based on the use of credit. And like any other tool to manage your finances, you can use credit wisely, or you can use it poorly. While some types of credit work better in certain situations than others, they all follow the same basic pattern: buy what you want now and pay for it later. This may sound like a tempting deal, but it comes with a price. In this unit, you will learn about ways to manage your use of credit wisely.

How can you use this in your life?

You will use what you have learned in this unit to select strategies for handling credit and managing debt.

In the process of creating your financial plan, you will explain what credit is . . . compare the advantages and disadvantages of using credit . . . outline the process of applying for credit . . . examine what a credit history is and why it is important . . . learn how to manage credit responsibly . . . explore the consequences of excessive debt and how to correct it . . . learn what to do in the event of inaccurate reporting.

You will know you have succeeded when:

You predict the consequences of maintaining your credit history over the next five years including your ability to obtain credit

You predict how your financial goals will be affected by your existing credit history You detail at least two strategies that you can implement now to build a good credit history

You detail at least two strategies that you can implement sometime in the next five years to build a good credit history

Your strategies are realistic for your current and near-future situation You explain how your strategies to manage credit are in line with your financial goals.

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Handout 2: What Is Credit?

Credit can be a valuable addition to your financial tool box if you use it carefully and sensibly. **Credit** means someone is willing to loan you money—called **principal**—in exchange for your promise to repay it, usually with **interest**. **Interest** is the amount you pay to use someone else’s money. So the higher the interest rate, the higher the total amount you pay to buy something on credit.

The best part about credit is that it lets you buy something—like a car or a year of college tuition—you couldn’t otherwise afford if you had to pay for it all at once. You get to buy the item now but pay for it over a period of time, usually with interest. But sometimes people use credit purely for convenience. They have the money but don’t want to carry cash with them. Or they simply decide they want something NOW, don’t care if they have the money, and use credit for immediate satisfaction, which isn’t a smart use.

Common Types of Credit

Type of Credit	Institution	Features
Credit Card	Banks, credit unions, stores, and gas stations	Some types of cards can be used just about anywhere, some only at a specific place. No payoff deadline. Monthly minimum payments vary, based on the balance. Usually has the highest rate of these four types of credit.
Installment Loan	Banks, credit unions, auto dealers, and other financial institutions	Typically used for large purchases such as a car or an appliance. Loan term can vary from a few months to many years. Monthly payment amounts are often set for the life of the loan.
Student Loan	Banks, credit unions, and the federal government	Usually has a lower interest rate than a credit card. Used for tuition and other college expenses. Depending on your income level, some loan programs let you delay making payments until you graduate. Loan term is usually up to 10 years, depending on the amount borrowed. Monthly payment amounts are usually set annually, when interest rates are adjusted. Usually has a lower interest rate than an installment loan. May provide an income tax break on interest paid to the lender.
Mortgage	Banks and credit unions	Used specifically for a loan to purchase a home. Usually repaid over 15–30 years. Monthly payments may be set for the life of the loan, or changed more frequently, depending on the type of interest rate. Usually has a lower interest rate than an installment loan. May provide an income tax break on interest paid to the lender.

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The Cost of Using Credit

As mentioned earlier, using credit comes with a price. And the biggest part of that price is usually the interest rate, so it definitely pays to shop around. Advertisers like to focus on the size of the monthly payment—“Buy it now for only \$19 a month!” But that doesn’t tell you what you’ll *really* pay for the item. So savvy shoppers know to first read the fine print of a credit card or loan application, then compare several options before making a final choice. Doing so can make a big difference in the total cost of an item.

What Info Do You Need for a Loan?

What information do you think is needed to get a loan?

Review several samples of loan applications to see what information you need when you apply for a loan.

The key credit feature to compare among credit offers is the ***annual percentage rate (APR)***, which tells you the cost of the loan per year as a percentage of the amount borrowed. The law requires that all lenders calculate the APR exactly the same way, so this is the best number to use for apple-to-apple comparisons. The APR also incorporates some of the costs of obtaining that loan, giving you a truer estimate of your total cost to borrow money than by the interest rate alone.

Sometimes you’ll see a low introductory interest rate advertised on a credit offer. These “teaser” rates usually expire in a few months, then increase—a lot. It’s important to read the fine print of a loan application to find out what you’re getting into.

**So what else should you be looking for when you pull out your magnifying glass?
Other factors tied to the cost of using credit include:**

Annual Fee. Usually charged by credit card companies, the ***annual fee*** is a yearly charge you pay for the privilege of using credit.

Credit Limit. The ***credit limit*** is the maximum amount of credit a lender will extend to a customer.

Finance Charge. Usually seen on credit card statements, a ***finance charge*** represents the actual dollar cost of using credit to maintain a balance.

Origination Fee. Usually associated with home loans, the ***origination fee*** is a charge for setting up the loan.

Loan Term. Usually applied to installment, student, and mortgage loans, the ***loan term*** is the length of time you have to pay off the loan. The longer the loan term, the lower your monthly payment. But the cost of using the credit increases because you’re paying interest over a longer period of time.

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Grace Period. The *grace period* is the length of time you have before you start accumulating interest. If you plan to pay off your balance each month, make sure to get a credit card with a grace period of 25 or more days so you can avoid paying interest on your purchases.

Now while we know you have every intention of handling your credit responsibly, everyone makes a mistake every once in a while. So there are two more fees you should look at. For credit cards, there is usually an *over-the-limit fee* for spending more than your credit limit. And for all types of credit, a *late fee* is obviously a penalty for making a payment after the due date. Know how much a late fee is and how soon after the due date it will be charged.

But a late fee may not be the only penalty for making late payments. A growing number of credit card companies are including something called a *universal default* clause in their agreements. This means they can hike up your interest rate if you make just one late payment—even if that late payment is made to a different creditor for a different type of payment. In fact, the late payment doesn't even have to be for a big payment like your car loan. It could be for a phone bill you overlooked during a move or a forgotten magazine subscription. Again, read the fine print so you know what's in store if you do slip up.

While we've talked about the actual financial costs of using credit, you also should consider how they affect your financial plan. Yes, getting a car loan instead of saving the entire amount first means you can attain that financial goal a lot sooner. But you have to remember to build the cost of repayment into your spending plan.

Of course, there are opportunity costs to using credit as well. Making a loan payment each month means you have less to spend in other areas or save toward other financial goals. Also, the interest you pay for something bought on credit is money that could have been spent in other ways. This doesn't mean it's bad to buy something on credit—just be fully aware of all the potential costs before you do so.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 15: FAFSA: How to Complete

Time Required: 30-45 minutes

Content Standards: C.S.12.5 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.12.5.10 Complete the FAFSA and other scholarship forms to apply for financial aid.

GOAL: Students will become familiar with the FAFSA and understand how to complete.

Activity Statements:

1. Students will examine the FAFSA (Free Application for Federal Student Aid) to recognize the importance of the terminology and the importance of the PIN number and meeting deadlines.
2. Students will identify community resources that will assist with the scholarship and financial aid application process.

Materials:

1. Handout 1 – Applying for a FAFSA Pin
2. Handout 2 – Financial Aid Definitions and Acronyms
3. Handout 3 – Sample FAFSA forms (not included, print from PDF file @ <http://www.fafsa.ed.gov/fotw1112/pdf/fafsa12c.pdf> OR <http://ifap.ed.gov/eannouncements/attachments/123011AttachEnglishfafsa13c.pdf>)
4. For Counselors and Mentors go to the following website and download the Handbook and Workbook to assist your students:
<http://www.fsa4counselors.ed.gov/clcf/counselorsHandbook.html>

Procedures:

1. Distribute Handout 2: “Financial Aid Definitions and Acronyms”. Review terminology with students.
2. Distribute sample FAFSA Forms for review.
3. Familiarize students with the resources in the school and community.
 - Counselors/counseling office
 - School library
 - City and college libraries
 - Community agencies
 - Computerized scholarship search services
 - State programs
 - Internet sources

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Discussion:

1. Start by explaining the following:
Seniors, it is true that there are millions of dollars in scholarship and financial aid available to you. Some of these awards are available to any high school graduate while others are very specific in their requirements. For example, if you have been an Explorer Scout, you could be eligible for scholarships; if your parents work for Proctor & Gamble or you are a member of a certain church, there are opportunities awaiting you. These categories give you some idea of the wide range of factors that play in scholarship offers. You should begin the application process now.
2. Look at the “Financial Aid Definitions and Acronyms” handout. (Discuss handout with the students.) One of the most important forms that you will complete is the FAFSA (Free Application for Federal Student Aid) which determines your eligibility for most federal student aid programs. It is based on financial need, rather than academic achievement. Before you begin the FAFSA process, it is a good idea to request a pin number. All students who apply must meet the general eligibility requirements. To have your financial need determined, you must complete and file the form. I am supplying you a practice copy for you to review and share with your parents at this time.
3. Check to see if there are any Financial Aid Programs provided by ASCC for Seniors.
4. Students, please note you may not submit the FAFSA before January of your senior year. Try to complete and the mail the FAFSA by February 15. Also, be aware that certain colleges require the Profile, an additional financial aid form you must request. Consult your college admissions counselor to see if a Profile is needed.

Additional Resources:

FAFSA Home website www.fafsa.ed.gov

Before beginning a FAFSA <http://www.fafsa.ed.gov/before001.htm>

Filling out a FAFSA <http://www.fafsa.ed.gov/complete001.htm>

FAFSA Follow Up <http://www.fafsa.ed.gov/follow001.htm>

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 1: Applying for a FAFSA pin number

A PIN is a 4-digit number that is used in combination with your Social Security Number, name, and date of birth to identify you as someone who has the right to access your own personal information on Federal Student Aid Web sites, such as FAFSA on the Web.

The security of your PIN is important because it can be used to:

1. Electronically sign Federal Student Aid documents
2. Access your personal records, and
3. Make binding legal obligations.

While or after completing a FAFSA on the Web application, you and your parents (if you are a dependent student) will need to sign your FAFSA. Your FAFSA will not be processed until they receive your signature(s). Using a PIN to sign your FAFSA electronically is by far the fastest and most reliable way. However, you can print, sign and mail in a signature page, or provide signature(s) on your paper Student Aid Report (SAR).

Tip: You may use your PIN for the duration of your school experience and beyond. The PIN stays the same.

If you or your parents do not already have a PIN, we encourage you to apply for one. You can apply for a PIN while completing a FAFSA on the Web application, or you can go to the Federal Student Aid PIN Web site at www.pin.ed.gov to apply.

Important Note: A PIN that is selected or viewed instantly online or is sent to you in an e-mail is considered to be conditional until your information is verified with the Social Security Administration (1-3 days from the date you first apply). You may sign your FAFSA with it, but nothing else. Once verification is completed, you will be able to use your PIN for other purposes (such as correcting your SAR or accessing other Federal Student Aid Web sites).

Source: <http://www.fafsa.ed.gov/before004.htm>

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Handout 2: Financial Aid: Terms/Acronyms/Definitions

Here are some of the more common acronyms you may encounter in the financial aid process and a brief description or definition.

- 1. AA (Associate of Arts):** The result of completing a two-year degree program.
- 2. AGI (Adjusted Gross Income):** A figure reported on an income tax return, representing the total of income from all sources, minus certain allowances.
- 3. AY (Academic Year):** The period in which classes are offered (one fall and one spring semester).
- 4. BA (Bachelor of Arts Degree):** The result of completing a four-year degree program.
- 5. BS (Bachelor of Science Degree):** The result of completing a four-year degree program.
- 6. COA (Cost of Attendance):** The expected amount need to pay for tuition, fees, room and board, books, travel and personal expenses.
- 7. CPS (Central Processing Service):** The facility that processes applications for federal student aid, determining a student's eligibility for aid and conducting a series of quality control and eligibility checks on the application data.
- 8. DRN (Data Release Number):** A four-digit number found in the upper right corner of your Student Aid Report (SAR). It can be used to: report a change of address, request duplicate copies of your SAR be mailed to you, release copies of your SAR electronically to schools you did not list on your FAFSA.
- 9. ED (U.S. Department of Education):** The government agency which, among other duties, oversees federal aid programs.
- 10. ED (Early Decision):** An option in applying for admission whereby you state that the College is your first choice. It is considered "binding" meaning that if you are admitted to the College we expect you will enroll here.
- 11. EFC (Expected Family Contribution):** A calculation of the amount your family could be expected to pay for one person, for one year of college; this figure may be different than the actual amount you will need to pay.
- 12. EFT (Electronic Funds Transfer):** A fast and convenient way to deliver money from one account to another, often used for student loan funds and making payment to the College.

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13. **FAFSA (Free Application for Federal Student Aid):** An application which is used to apply for need-based financial aid.
14. **FAO (Financial Aid Office or Financial Aid Officer):** The place or person responsible for determining eligibility for financial aid.
15. **FAA (Financial Aid Announcement):** The document Lake Forest College uses to show students the financial aid they qualify to receive.
16. **FAA (Financial Aid Administrator):** Another title for a financial aid officer.
17. **FFELP (Federal Family Education Loan Program):** The method of providing loans for higher education, in which commercial banks, credit unions, and savings banks act as the lender.
18. **FM (Federal Methodology):** Formula created by Congress to determine how much your family can pay, called the "expected family contribution" or EFC.
19. **FSA (Federal Student Aid):**
20. **FSEOG (Federal Supplemental Educational Opportunity Grant):** A grant reserved for needy students.
21. **FT (Full time):** A measurement of enrollment level. Typically requires taking 3-4 courses, or 12-16 semester hours. The opposite is "part time".
22. **FWS (Federal Work-Study):** A need-based form of financial aid involving a part-time job, usually on campus.
23. **GED (General Educational Development Test):** An alternative to completing a formal high school degree.
24. **GPA (Grade Point Average): A measure of academic achievement, usually ranging from 0-4.0**
25. **HEA (Higher Education Act (of 1965, as amended)): The legislation, administered by the U.S. Department of Education (ED), which authorizes the federal government's major student aid programs.**
26. **IRS (Internal Revenue Service):** A government agency responsible for collecting income tax from individuals and businesses.
27. **Merit Based Aid:** Aid available for students who have earned certain grade point averages and test scores and are usually scholarships.

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28. **MPN (Master Promissory Note):** A legal document used to obtain a student loan.
29. **NSLDS (National Student Loan Data System):** A "clearing house" for all student loan historical data.
30. **Need Based Aid:** Aid available for students whose family income falls below a certain level as determined by completion of the FAFSA.
31. **PIN (Personal Identification Number):** Used to access and sign electronic student aid records.
32. **PLUS (Parent Loan for Undergraduate Students):** A federal loan which allows parents to borrow for their children's education.
33. **PPTP (Pre-paid Tuition Plan):** A method of preparing for college costs by prepaying tuition at a locked-in price, protecting you from future tuition inflation.
34. **PT (Part time):** A measurement of enrollment level. Typically involves taking less than 3 courses, or 1-11 semester hours. The opposite is "full time".
35. **Rm/Bd (Room and Board):** Housing and meals.
36. **SAP (Satisfactory Academic Progress):** A way to measure progress toward degree completion.
37. **SAR (Student Aid Report):** A document generated after the FAFSA is submitted and processed.
38. **SFA (Student Financial Aid):**
39. **SSA (Social Security Administration):** The government agency which will verify a student's citizenship and eligibility for federal financial aid.
40. **SSI (Supplemental Security Income):** A Federal income supplement program designed to help aged, blind, and disabled people, by providing cash to meet basic needs for food, clothing, and shelter.
41. **SSN (Social Security Number):**
42. **TANF (Temporary Assistance for Needy Families):** The government program enacted in 1997 which replaced what was then known as welfare. It provides assistance and work opportunities to needy families.
43. **T/F (Tuition/Fees):** The cost charged by a college/university for taking courses.

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44. **TFC (Total Family Contribution):** A calculation of the amount your family could be expected to pay for one person, for one year of college; this figure may be different than the actual amount you will need to pay (same as EFC).
45. **TOEFL (Test of English as a Foreign Language):** A method of measuring the ability of nonnative speakers of English to use and understand English as it is spoken, written, and heard in college and university settings.
46. **USED (United States Department of Education):** See ED above
47. **VEAP (Veterans Educational Assistance Program):** A government program available to members of the military, which matches personal contributions made to an education fund. Funds can be used for degree, certificate, correspondence, apprenticeship or on-the-job training programs, and vocational flight training programs.
48. **W-2 (Statement of Wages Earned):** Used to complete 1040 and FAFSA.
49. **W-4 (Tax Withholding Allowance):** A form completed by each employee (including work-study) prior to beginning work.

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Handout 3: Download Sample Worksheets

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Grade 12 Lesson 16: Student Aid and Reports

Time Required: 30-45 minutes

Content Standards: C.S.12.4 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.12.4.07 Demonstrate understanding of the Financial Aid Award Letter and the “expected family contribution”

GOAL: Students will become familiar with the Student Aid Report (SAR).

Activity Statements:

1. Students will become familiar with the steps, information after submitting the FAFSA.
2. Students will identify follow up resources associated with Financial Aid Services.

NOTE TO COUNSELORS:

Some students may not want to complete this lesson. They may say their parents make too much money to qualify or say they have no plans to continue their education after high school and may not want to participate in this lesson. Almost all schools, including trade schools, accept federal financial aid and even require all students applying to complete the FAFSA. Students change their mind later in life when they find out the reality of life with just a high school diploma. The knowledge of how to complete the FAFSA is therefore necessary for all students.

Materials:

1. Handout 1- Question and Answers
Free Financial Aid brochures from www.aesSuccess.org
2. **Prior to lesson, download the Handbooks and Guides from:**
<http://fsa4counselors.ed.gov/clcf/counselorsHandbook.html>

Procedures:

1. Explain whole group that today's lesson is continuing with the FAFSA after the form has been filed. We will discuss the student report each student receives after filing the FAFSA.
2. Included in the information are web sites that will be beneficial while receiving financial aid services, some web sites are also listed under Additional Resources.
3. Distribute Handout 1 Question and Answers
4. Divide students into small groups, assign questions to each group for students to answer and to be prepared to share answers whole group.
5. Allow students to share their answers with the class.

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Discussion:

The following discussion questions with answers are on Handout 1:

1. How can I tell if my application has been submitted successfully, and when?
2. What happens after I submit my form?
3. How do I check the status of my application?
4. What if I do not get a SAR or I need another copy of my SAR?
5. When will the schools I listed receive my FAFSA information?
6. What if my situation changes?
7. Where can I find additional information?
8. What is a PIN for?
9. When will I get my FAFSA results?
10. How do I receive financial aid?

Additional Resources:

American Education Services www.aesSuccess.org

FAFSA Follow Up - <http://www.fafsa.ed.gov/follow001.htm>

Loan Consolidation - www.loanconsolidation.ed.gov

Direct Loan - www.dlsonline.com

Extension Activities:

Contact any schools you plan to attend and ask them to give you an estimated financial aid package based on the information on your SAR. Compare packages and see who is offering you the best package.

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Handout 1: Questions and Answers

1. How can I tell if my application has been submitted successfully, and when?

The last page of the online FAFSA/correction submission process will be a "Confirmation Page" with a "Confirmation Number" that serves as proof of a successful submission. We recommend that you print this confirmation page for your records. At a minimum, all confirmation numbers will contain the following information:

- ✓ Your Social Security Number
- ✓ The first two letters of your last name
- ✓ The date the application or correction is submitted (all dates are in Central Time)

TIP: Depending on the type of application you have filed, your "Confirmation Number" may also begin with either nine numbers or a single letter.

2. What happens after I submit my form?

We will mail your paper Student Aid Report (SAR), or you will receive an e-mail that lets you access your electronic SAR. Your SAR will contain either a request for further information or a number called the Expected Family Contribution (EFC). Your school uses the EFC to determine the amount of your federal grants, loans, or work-study awards for which you may be, eligible.

Your school, your state, or Federal Student Aid may ask you to verify the accuracy of the information you gave on your application.

3. How do I check the status of my application?

You should wait three days after submitting your application before checking the status.

- a. Select Check Status of a Submitted FAFSA or Print Signature Page under the FAFSA Follow-Up section of the home page.
- b. Enter your Social Security Number, your first and last name, your date of birth, and the year of the FAFSA you completed.
- c. Select Submit.
- d. Read all of the notes on the screen as the instructions vary according to your application's status.

4. What if I do not get a SAR or I need another copy of my SAR?

Once a FAFSA or correction has been processed, a SAR will be sent to you as follows:

- If you have provided us with a valid e-mail address, and the FAFSA has been processed successfully, an e-mail notification will be sent to you with instructions on how to access an online copy of the SAR.
- If no valid e-mail address is on file, a paper SAR will be sent to you.
- An electronic SAR (with or without a calculated EFC) can still be accessed by selecting [View and Print Your Student Aid Report](#) from the list of options on the left side of the home page (Note: a PIN is required).

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5. When will the schools I listed receive my FAFSA information?

Any school you have listed on your FAFSA will receive an electronic copy of your Student Aid Report (SAR) once your application has been processed.

TIP: Foreign schools may not be able to receive your SAR electronically. Check with the school to see if they will need a paper copy of the SAR.

6. What if my situation changes?

Some questions ask you to make projections; for example, you must estimate your family's income tax status for the coming year. If your answers to these questions change, wait until you receive your SAR, and then check with your financial aid administrator. You cannot update income or asset information to reflect changes to your family's financial situation if those changes took place after the FAFSA was filed.

The income and expense information reported on the FAFSA must be accurate for the past year (2007), not for the coming year. *If your financial situation changes, check with your financial aid administrator.*

7. Where can I find additional information?

The financial aid office at the school you plan to attend is the best place to begin your search for information. The financial aid office can tell you about student aid available from your state, the school itself, and other sources. The school is required to inform you of its financial aid procedures and deadlines, and how and when you will receive any financial aid for which you qualify.

You can also find information about federal, state, institutional, and private student aid in your local library (usually listed under "student aid" or "financial aid"). Information about other nonfederal assistance may also be available from foundations, religious organizations, community organizations, and civic groups, as well as organizations related to your field of interest, such as the American Medical Association or American Bar Association. Check with your parents' employers or unions to see if they award scholarships or have tuition payment plans.

For more information on the Federal Student Aid's student aid programs, the FAFSA, or relevant tax credits:

- Look on the Internet at www.studentaid.ed.gov
- Get the free publication, *Funding Education Beyond High School: The Guide to Federal Student Aid*

This free publication is available at

studentaid.ed.gov/students/publications/student_guide/index.html, or you can request a copy by contacting [Customer Service](#) or by writing to:

Federal Student Aid Information Center

P.O. Box 84

Washington, DC 20044

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8. What is a PIN for?

You can use your PIN to access your personal information on any of these Federal Student Aid Web sites:

- ◆ FAFSA on the Web at www.fafsa.ed.gov:
- ◆ Electronically sign your FAFSA (your parent can sign, too!).
- ◆ Pre-fill data in this year's FAFSA on the Web application if you filed a FAFSA last year.
- ◆ Make online corrections to an existing FAFSA.
- ◆ View or print an online copy of your Student Aid Report (SAR).

The National Student Loan Data System Web site at www.nslds.ed.gov:

- ▶ View a history of any federal student aid that you have received.

Direct Loan Servicing Online at www.dlssonline.com:

- ▶ Complete Entrance and Exit Counseling.
- ▶ Make online payments.
- ▶ Get up-to-date account information.
- ▶ Change billing options.
- ▶ Calculate a repayment schedule.
- ▶ Get interactive counseling on deferment and forbearance options for any of your Direct Loans.

Federal Direct Consolidation Loans Web site at www.loanconsolidation.ed.gov:

- ▶ Apply for a Direct Consolidation Loan.
- ▶ Track the processing status of your online application throughout the entire consolidation process.

Direct Loan Master Promissory Note Web site at www.dlenote.ed.gov

- ▶ Electronically sign a master promissory note (MPN) for your Direct Loans.

9. When will I get my FAFSA results?

Completing your FAFSA is the first step in the financial aid process. The amount of time it takes Federal Student Aid to process an application depends on whether the application is submitted by regular mail or through FAFSA on the Web, and whether or not it is signed with a PIN. Providing us with a valid e-mail address helps to speed up the process

TIP: The fastest way to receive results is to fill out a FAFSA on the Web application, provide a valid e-mail address, and sign the application electronically using a PIN.

10. How do I receive financial aid?

The schools to which you are applying use the information from your SAR to determine your eligibility for financial aid. The financial aid office at your school will prepare a

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financial aid package to help meet your financial need. Financial need is the difference between your school's cost of attendance (including living expenses) and your Expected Family Contribution (EFC).

The amount of your financial aid award depends on several factors, including whether:

- a. You're a full-time or part-time student
- b. You attend school for a full academic year or less
- c. You believe you have special circumstances such as unusual medical or dental expenses

Your financial aid will be paid to you through your school. Typically, your school will first use the aid to pay tuition, fees, and room and board (if provided by the school). Any remaining aid is given to you for your other expenses.

Reference:
FAFSA-Free Application for Federal Student Aid
<http://www.fafsa.ed.gov/follow011.htm>



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Grade 12 Lesson 17: Graduation Requirements/Portfolio Updates

Time Required: 30-45 minutes

Content Standards:

- A.S.12.2 Students will complete school with the academic rigor and preparation essential to choose from a wide range of substantial postsecondary options, including college.
- A.S.12.5 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: Student Will...

- A.C.12.2.01 review academic transcript and make necessary course changes to ensure graduation.
- A.C.12.5.11 Maintain portfolio and evaluate progress towards academic and career goals.

GOAL: Students will review and discuss graduation requirements and update portfolio planner.

Activity Statement:

1. Students will analyze their first semester report card, their graduation requirements and course sequences.
2. Students will review their plan for after high school and update.

Materials:

1. Pencil/pen
2. Graduation requirements
3. Graduation Check List or Handout 1
4. Transcript Copy
5. Report card from last semester
6. Handout 2 Portfolio Planner (use one from student file unless a new student)
7. Credit recovery/night school/summer school information

Procedures:

1. Distribute copies of the graduation checklists, graduation requirements and last year's transcript to students.
2. Instruct students to:
 - Check off courses on graduation checklist that were completed last semester and to make note of (circle) any 12th grade courses they failed.
 - Review their second semester schedules to determine if they are in all courses they need to repeat from the 9th, 10th, or 11th grade or others required for the current school year.

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- Follow school procedures to see school counselor to add or delete courses needed to complete graduation requirements.
- If some students become upset because they discovered there is no way to graduate with their class, ask them to see their counselor. Explain to them that they may be able to make up classes in credit recovery, night school or summer school, but if they cannot they only have to return to take required classes. They will not have to attend full-time.
- Distribute credit recovery/night school/summer school information. Ask if there are any concerns.
- Place checklist in portfolio folder for further reference.
- Check portfolio to make sure everything is up-to-date. Add any certificates, community service, test scores etc. to make sure everything is current.
- Conduct follow-up or complete referral forms to communicate any concerns you have about your students.

Discussion:

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

According to your schedule:

- Is your schedule the same or different than last semester?
- Do you need to make any changes to your schedule?
- What is the process for getting your schedule changed?
- Do you have any questions about making up failed or missed courses?
- Based on the list of graduation requirements what will you need to graduate?
- Have you visited your counselor for credit evaluation and discussed your future educational plans?
- Have you talked with all teachers to make sure you have completed all work and your grade is correct?
- Have you talked with your teacher about getting a conditional grade if you complete specific agreed upon requirements?
- According to these graduation requirements what classes do you still need in order to graduate?

Discuss tutoring programs and support services that are available.

Answer any questions.



Additional Resources:

What to do about Senioritis:

<http://www.collegeboard.com/student/apply/the-application/8626.html>

Extension Activities:

Check with senior level counselor to make any necessary course changes to stay on track for graduation.

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Activity:

Have students review/fill out their Plan of Study with their marks, enrolled and planned courses, then verify their after high school career plans in their portfolios.

Resources:

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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 $\frac{1}{2}$ 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 $\frac{1}{2}$ credit. Total required credits needed for graduation: _____

English 4 credits:

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

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

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

Social Studies 4 credits:

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

Computers/Keyboard

1 credit:

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

Math 4 credits, 3 of which must be

Algebra 1 and above:

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

Electives 2 credits:

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

Science 3 credits:

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

Career Pathway

- Professional
- Skilled Level

Career Concentration

4 credits:

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

Fitness 2 credits:

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

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Handout 3 - Checklist for the Current Grading Period

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

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

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



*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? _____

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12th Grade Checklist



Fall

- Continue to take a full course load of college-prep courses.
- Keep working on your grades. Make sure you have taken the courses necessary to graduate in the spring.
- Continue to participate in extracurricular and volunteer activities. Demonstrate initiative, creativity, commitment, and leadership in each.
- To male students: you must register for selective service on your eighteenth birthday to be eligible for federal and state financial aid.
- Talk to counselors, teachers, and parents about your final college choices.
- Make a calendar showing application deadlines for admission, financial aid, and scholarships.
- Check resource books, computer programs, and your guidance office for information on scholarships and grants. Ask colleges about scholarships for which you may qualify.
- Give recommendation forms to the teachers you have chosen, along with stamped, self-addressed envelopes so your teachers can send them directly to the colleges. Be sure to fill out your name, address, and school name on the top of the form. Talk to your recommendation writers about your goals and ambitions.
- Give School Report forms to your high school's guidance office. Fill in your name, address, and any other required information on top. Verify with your guidance counselor the schools to which transcripts, test scores, and letters are to be sent. Give your counselor any necessary forms at least two weeks before they are due or whenever your counselor's deadline is, whichever is earlier.
- Register for and take the ACT Assessment, SAT I, or SAT II Subject Tests, as necessary. Be sure you have requested (either by mail or online) that your test scores be sent to the colleges of your choice.
- Mail or send electronically any college applications for early-decision admission by November 1.
- If possible, visit colleges while classes are in session.
- If you plan to apply for an ROTC scholarship, remember that your application is due by December 1.
- Print extra copies or make photocopies of every application you send.

Winter

- Attend whatever college-preparatory nights are held at your school or by local organizations.
- Send midyear grade reports to colleges. Continue to focus on your schoolwork!
- Fill out the Free Application for Federal Student Aid (FAFSA). These forms can be obtained from your guidance counselor or at <http://www.fafsa.ed.gov> to download the forms or to file electronically. These forms may not be processed before January 1, so don't send them before then.

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- Mail or send electronically any remaining applications and financial aid forms before winter break. Make sure you apply to at least one college that you know you can afford and where you know you will be accepted.
- Follow up to make sure that the colleges have received all application information, including recommendations and test scores.
- Meet with your counselor to verify that all applicable forms are in order and have been sent out to colleges.

Spring

- Watch your mail between March 1 and April 1 for acceptance notifications from colleges.
- Watch your mail for notification of financial aid awards between April 1 and May 1.
- Compare the financial aid packages from the colleges and universities that have accepted you.
- Make your final choice, and notify all schools of your intent by May 1. If possible, do not decide without making at least one campus visit. Send your non-refundable deposit to your chosen school by May 1 as well. Request that your guidance counselor send a final transcript to the college in June.
- Be sure that you have received a FAFSA acknowledgment.
- If you applied for a Pell Grant (on the FAFSA), you will receive the Student Aid Report (SAR) statement. Review this Pell notice, and forward it to the college you plan to attend. Make a copy for your record.
- Complete follow-up paperwork for the college of your choice (scheduling, orientation session, housing arrangements, and other necessary forms).

Summer

- If applicable, apply for a Stafford Loan through a lender. Allow eight weeks for processing.
- Receive the orientation schedule from your college.
- Get residence hall assignment from your college.
- Obtain course scheduling and cost information from your college.
- Congratulations! You are about to begin the greatest adventure of your life. Good luck.



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Grade 12 Lesson 18: Action Plan: Keeping Me on Track

Time Required: 30-45 minutes

Content Standards: PS.S.12.8 Students will make decisions, set goals, and take necessary action to achieve goals.

Competencies: Students will...

PS.C.12.8.04 Apply effective problem-solving and decision-making skills that show respect for self and others.

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

Activity Statements:

1. Students will complete Handout 1 Action Plan for Keeping Me on Track review and assessment.

Materials:

1. Handout 1 for Action Plan for Maintaining Who I Am
2. Optional choice to complete an Action Plan to use as example.

Procedures:

1. Start the session with the Discussion below to get students involved.
2. Pass out to each senior their “Action Plan: Keeping Me on Track” review and assessment.
3. Explain to the students that this Action Plan is something that will help them keep their self-concept maintained and physical/mental self healthy.
4. Collect Action Plans for review and return to students.
5. Inform students that this Action Plan will be placed in their Portfolio or Permanent Records.

Recommendation: Try to have an example of an Action Plan to place on an overhead or in a PowerPoint so that students can see how other plans have been developed. Allow students individual time to complete handout.

Discussion:

1. Begin the session by asking the following essential questions:
 - a. Why do we need a positive self-concept?
 - b. How do people balance their world of work, school, family, etc.?
 - c. How do people make the world a better place?
2. Ask students how to make a list of their personal possessions like a car, computer, ipod, etc.

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3. After students have made lists, ask them what types of things have to be done to keep their possessions maintained or in good running order. Use car as a point by discussing the necessary maintenance necessary for automobiles.
4. Ask students what happens to their car when they do not keep it maintained. Transition into the maintenance of their personal self-concept. Their self-concept is something that needs to be maintained. If it is not maintained, they can expect similar issues to those of not keeping their personal possessions maintained. Make the point that after high school and especially in college, students tend to question their own person... who they are and what they believe and without maintenance, their self now could be lost.

Additional Resources:

Improving Self Esteem

<http://www.utexas.edu/student/cmhc/booklets/selfesteem/selfest.html>

Decision making

<http://www.selfhelpmagazine.com/articles/growth/decisionmaking.html>

Extension Activities:

Resource:
Missouri Comprehensive Guidance Center

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Handout: Summative Assessment
Action Plan for Keeping Me on Track

Name: _____

Date: _____

Due Date: _____

Create a personal action plan to maintain your positive self-concept, contribute to your community, and balance your roles. Below are strategies for maintaining/improving your self-concept. Please place a checkmark on the ones you believe you will use as you go through life.

Journaling

I can use a journal to help sort out my feelings, my responsibilities to various roles, to write down personal statements about who I am. I have a journal: Yes No
If I don't have a personal journal, here is my plan to start and continue to use one:

Positive Self-Talk

I will continue my awareness of self-talk. I will not put myself down; rather I will raise myself up with positive self-talk. List some positive self-talk statements I can use:

1. _____
2. _____
3. _____

Exercise

Exercise can relieve stress, allow for time to think positively about myself and help to improve my physical and mental health.

I will exercise _____ times a week. Below are some activities that I will include in my exercise program:

_____ walking _____ jogging _____ swimming _____ bike riding _____ weight lifting
_____ aerobics _____ dancing _____ martial arts _____ yoga _____ competitive
athletics

Other: _____

Other: _____

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Activities/Enjoyment

I will try to put aside some time everyday from my other role responsibilities to take time for myself. This time will be spent doing something I enjoy (hobby, interest, activity)

Below are some activities that I could do:

take a walk listen to music attend church functions play a sport make crafts/art workout volunteer meditate write in a journal video games play an instrument

Other: _____

Other: _____

Assist Your Community

Becoming an active member in the community can help maintain/improve your self-concept as well as help others. Below is my plan for community involvement.

Balancing My Roles and Responsibilities

I am aware of my different roles in family, school, community and work and know how to balance the responsibilities of each. Below are my responsibilities to each area:

Family _____

School _____

Community _____

Work _____

Write down ideas as to how these roles and responsibilities might change after you graduate.

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Grade 12 Lesson 19: Success in the World of Work

Time Required: TWO Sessions at 30-45 minutes

Content Standards: C.S.12.6 Students will understand the relationship between personal qualities, education, training, and the world of work.

Competencies: Students will...

- C.C.12.6.07 Take responsibility for their actions.
- C.C.12.6.10 Understand that the changing workplace requires life long learning and acquiring new skills.

GOAL: Students will relate how a person's values affect employability and discuss what upsets employers most.

Activity Statements:

- 1. Student will review, discuss and identify employability skills and attitudes.

Materials:

- 1. Handout 1 – Employability Skills and Attitudes
- 2. Additional Information: Handout 2 – Employers Opinions and Comments
- 3. Additional Information: Handout 3 – Keeping the Job
- 4. Handout 4: Resource Skit

Procedures and Discussion:

PART 1:

- 1. Begin by saying something like this: *Student's success on any job or while participating in any job will depend on how well they meet the employer's expectations. The employer will expect you to perform in a certain standard of practice.*
- 2. Ask students to give ideas on how that would be different from in school. After comments, remind the students that while in school, their job description WAS that of a student and had similar expectations.
- 3. *Employers expectations are listed on Handout 1.*
- 4. Give each student a Handout 1 sheet.
- 5. Divide students into pairs.
- 6. Give each set of student one of the cut out 'employer expectations' or 'traits'
- 7. Ask students to 'act out' what a good employee performing the trait would look like, followed by 'acting out' what a poor employee would look like not meeting that expectation.
- 8. Have other students guess what the employer expectation was.
- 9. Continue taking turns until all listed expectations have been performed.

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10. Give students a copy of skit handout to take home for future reference.

PART 2

1. Divide students into small groups and have them sit down, review and discuss Handout 2 – *Employers Opinions and Comments* and Handout 3 – *Keeping the Job*
2. Ask students to share personal work experience in which the expectations in Handouts 2 & 3 were violated and discuss how that made them and others feel. What happened with respect and reputation of employee who committed these work violations?

Additional Resources:

Employer Expectations:

http://www.swinburne.edu.au/corporate/careers/Handout_Employer_Expecations.pdf

<http://www.dol.state.ga.us/js/replace/chapter03.htm>

Extension Activities:

Review materials in class and discuss with parents and community leaders and get their feedback on these and other expectations of employers.

Use the “Job Opportunity” Teacher’s Guide and Student Manuals provided by the Guidance and Counseling Office to work through some of the activities with students.

Activity:

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 1: A STUDENTS SUCCESS ON ANY JOB WILL DEPEND ON HOW WELL THEY MEET THE EMPLOYERS' EXPECTATIONS.

THE EMPLOYER WILL EXPECT THE FOLLOWING QUALITIES:

- Positive Attitude
- Cooperativeness
- Honesty
- Initiative
- Willingness to learn
- Willingness to follow directions
- Dependability/punctuality
- Enthusiasm
- Ability to accept criticism
- Loyalty
- Proper attire and grooming

WHAT IT TAKES TO BE A GOOD EMPLOYEE:

- Display a “can-do” attitude
- Maintain good physical health
- Show the desire and ability to listen and follow directions
- Report for work on time or call your supervisor ahead of time if you expect to be late
- Be friendly, courteous, and considerate to everyone
- Read, learn, and follow all company policies and procedures
- Work as if the business were your own
- Do your work according to the instructions you have been given
- Do not attempt to work or answer questions about work you are not authorized to do
- Clean up any mess you make.

Information taken from a nationwide survey of 100 Fortune 1000 company vice presidents compiled by Accountemps.

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 2: Employer are Most Upset by:

1. Dishonesty and Lying
2. Irresponsibility, goofing off, and attending to personal business on company time
3. Arrogance, egotism, and excessive aggression
4. Absenteeism and Lateness
5. Not following directions or ignoring company policies
6. A whining or complaining attitude
7. Absence of commitment, concern, or dedication
8. Laziness or lack of motivation and enthusiasm
9. Lack of character, disrespect, making ill-informed decisions, and taking credit for work done by others

EMPLOYER COMMENTS ON ATTANDANCE AND TIME

“I hold my employees to a no-minutes late policy. We start at 8am –they better be on time. That has to be fundamental training that starts in school.”

-Manage of Manufacturing Business

“I need smart people who will work hard and show up everyday.”

-Owner of Health Care Company

“I’ve had young people quit because I have told them to come to work everyday.”

-Manager of Retail Store

“Educators are discouraged when students are line up for jobs then are fired in a few days because they don’t show up on time everyday.”

-Co-op Instructor

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 3: Getting the Job and Keeping It!

**GETTING THE JOB IS JUST THE FIRST STEP IN BEGINNING A CAREER –
KEEPING THE JOB IS THE REAL TEST. HERE ARE SOME EXAMPLES OF
THE KINDS OF BEHAVIOR THAT REFLECT A GOOD WORK ETHIC AND
WILL HELP YOU KEEP YOUR JOB.**

- Be dependable. Be where you are supposed to be when you are supposed to be.
- Be on time or notify your superiors when it is not possible.
- Consider the impact of your absence when you call in sick or take leave. Make sure you are not missing a deadline or causing someone else to do so.
- Cooperate to get a task done. Do you share of the work and help others who are having difficulties.
- During brainstorming work sessions, contribute your ideas in a respectful manner and listen to the ideas of others.
- Be willing to learn from others; try out others' work suggestions.
- Be willing to compromise.
- Do your share of the work
- Be polite, friendly and respectful. Good manners cost you nothing and will gain you respect.
- Help make your workplace a pleasant environment. Avoid gossiping, taking sides, and complaining.
- Be sensitive to the feelings and thoughts of others even if you do not understand or agree with them.
- Give help when possible as needed even if it is not in your realm of responsibility.
- Be honest. If you make a mistake admit it and try harder.
- Be flexible!

Many workers discover their first job is not as exciting as they had thought it would be. Without realizing that “every” new job takes time to get used to and to learn. Keep a positive attitude and improve your skills. This will prepare you for more challenging work.

Adapted from:
Louisiana
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 4: Resource Skit

Directions: Counselor/teacher will cut each expectation into strips. Give each pair of students one of the expectations and ask them to not tell classmates their “trait.” Have them “act out” what it looks like when you meet this expectation and what it looks like when you do not. Have other class members guess what the trait is based on the list on Handout 1.

- Positive Attitude – This is probably the most important factor in job success. Attitude is your basic outlook in life. Attitudes are often classified into two general types: positive or negative. People with positive attitudes tend to be optimistic, cheerful, and outgoing. They see life as exciting, worthwhile, and enjoyable. They usually get along well with other people and are happy most of the time. These people are willing to listen and learn. The main reason young workers lose their jobs are because they don’t get along well with others.
- Cooperativeness – Employers have the right to expect full cooperation. This means working well with everyone on the job to reach a common goal. Show that you are cooperative by doing tasks you don’t like without complaining. Be sure to do your fair share of the work when you work with others. Respect your co-worker’s ideas, even if they differ from your own. Pitch in willingly when a co-worker is behind or even if they differ from your own. You may even want to volunteer your help when it is needed.
- Honesty – Employers have the right to expect you to be honest with them. The most common type of dishonesty is stealing time. Your time during working hours does not belong to you – it belongs to your employer. Arriving a few minutes late, taking longer breaks, and quitting a few minutes early are all examples of stealing time. Another type of dishonesty is stealing company property, such as materials or tools that belong to your employer. Be honest with your employer. As an honest worker you have a much better chance of being successful in your work and being rewarded.
- Initiative – This means doing what needs to be done without being told to do it. Most employers will expect for you to find things to do without being told after you have been on the job for awhile. Be sure to use good judgment when taking initiative and never attempt to do work that you are not qualified to do. Showing initiative will help you be successful on the job.
- Willingness to learn – You are expected to learn the way things are done in the company. Make a special effort to learn everything you can about your work and your company. The more knowledge and skills you acquire, the better. A good worker takes the trouble to learn more than just their own daily tasks.
- Willingness to follow directions – You are expected to follow directions exactly as they are given; that is the purpose of directions. You may not understand the reason; your employer has their own reasons. Do the work you are asked to do.

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- Dependability/Punctuality – Employers have the right to expect you to be at work every day and to be on time. Coming to work late is a good reason to be fired. If you are ill and cannot go to work, call your supervisor or the person in charge. Call as soon as you know you will not be able to report for work. Not calling your employer to report your absence is a good reason to be fired. Your employer needs to know you can be counted on.
- Enthusiasm – The most productive employees show enthusiasm for their work and enjoy their work. If there are certain tasks you do not like doing at work, do not dwell on how much you dislike these tasks. Focus on the positive aspects of your job. When people ask you how you like your job, report on the good things.
- Ability to accept criticism – Constructive criticism is a must on every job. This is the employer's way of letting you know how the job is supposed to be done. You should be able to take criticism without sulking or snapping back at your employer. Listen carefully and politely to your critic, thank them for trying to help, and then make use of the criticism. Think about what was said, and try to see how it can make you a better worker. Regardless of how the criticism is delivered, it can be constructive or destructive, depending on how you use it.
- Loyalty – Always show company loyalty. You must be for the company, not against it. Your company is not perfect, you may not agree with everything your employer does, and you may object to some of the company policies, but you should never complain to your friends or run down the company. You should keep to yourself things that pertain to the company. If you are complaining about the company, what does it say to others about you for working there?
- Proper attire and grooming – Your appearance is an important part of your job. Points to follow:
 - ✓ Take a bath or shower daily
 - ✓ Beware of using too much perfume or cologne
 - ✓ Avoid unpleasant smells (i.e. cigarette smoke)
 - ✓ Hair should be clean and neatly styled
 - ✓ Males should be clean-shaven
 - ✓ Females should wear make-up sparingly
 - ✓ Hands and nails should be clean and manicured
 - ✓ Wear clothes that are appropriate for the job and make sure they are clean and unwrinkled. (Pay attention to accessories (i.e. shoes, socks, jewelry)

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 20: Adding to My Community

Time Required: 30-45 minutes

Content Standards:

- A.S.12.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies: Students will...

- A.C.12.1.06 Identify resource people in the community and learn how to give and seek help and make connections.
A.C.12.1.02 Use communication skills to know when and how to ask for help when needed.

GOAL: Students will understand the importance of community and make plans for a group community project.

Activity Statements:

1. Students will participate in whole group selection of community service project.
2. Students will commit to participation in community service project and turn in verification form.

Materials:

1. Handout 1 Contributing Citizenship Worksheet
2. Handout 2 Community Service Verification Form
3. White or chalk board

Procedures:

1. Start with discussion below. When suggested, distribute Handout 1 Contributing Citizenship Worksheet and discuss whole group. Individually have students complete the final two questions.
2. Reflect on student responses using discussion format below ending with whole group discussion of service projects.
3. Divide students into groups and have them share their worksheet responses. Have each group discuss and select possible community service projects.
4. Have each group write down two of their community service projects on the board. Do not duplicate suggestions.
5. Have groups discuss each idea and vote on a group community service project.
6. Develop a time line for community service project; include a due date for return of student verification forms Handout 2.

Discussion:

1. Discuss how students have been or can become involved at school and in the community.

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- As your final year of high school, have you documented your efforts to improve your community and service to your community?
 - How have you gotten involved in the school?
 - How have you gotten involved in your community?
 - How will your responsibilities change as you graduate from high school (voting, registering for military service, etc.)?
2. Continue discussion using Handout 1 Contributing Citizenship Worksheet
 - Your service activities. By this senior year you should have participated in volunteer service projects.
 - a. What did you do?
 - b. What have you learned from the experiences?
 - c. What would you like to do next? Why?
 3. When students break into groups direct them to consider various factors in selecting a service project such as:
 - Can this be accomplished in a small time frame?
 - How will this project benefit school or the community?

Additional Resources:

Roots and Shoots Community Service Ideas

http://www.rootsandshoots.org/?gclid=CP2xqu_UxJQCFQVxFQodqVHJGQ

Student Community Service

http://www.craigslistfoundation.org/index.php?page=About_Us

Extension Activities:

Find a community or school sponsor to help group complete service project or additional service projects. Seek out leaders such as Boy/Girls Club Leaders, Rotary Club Leaders, Ministers, Chamber of Commerce Leaders, etc.

Activity:

Have students record or update their Community Service and Service Learning experiences in their Portfolio. Students may also wish to update their contacts for future references.

Adapted from:
WA Navigation 101
<http://www.k12.wa.us/navigation101/Advisors/default.aspx>

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Handout 1: Contributing Citizenship Worksheet

Name: _____ Grade: _____ Counselor : _____

WHAT DOES IT MEAN TO BE A CONTRIBUTING CITIZEN?

To be a citizen means to be a **member** of a community. You may be a citizen of a country, of a local community, even of a workplace or school, but being a citizen also means you have a **responsibility** to that larger community. As a student, being a contributing citizen at school means you have a responsibility to be involved in the life of the school – by joining a club, playing a sport, getting involved in student government or serving as a volunteer.

As a member of a larger community, the community where you live, your responsibilities are increasing as you get older. Once you turn 18, your responsibilities will increase dramatically: if you are a U.S. citizen, for example, you will be able to vote and serve on a jury; you must register for military service if you are a male. You will also be expected to become more involved in your community after your graduation, whether you are joining the workforce or the military or going on to post-secondary education. Someday you may even need your community to assist you.

How do you participate in the community at school? _____

How do you participate in the life of your larger community? _____

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Handout 2: Student Verification Form

Guidelines:

- Must receive a signature from someone in charge of the service activity*
- Cannot receive compensation or a grade for the service*
- Cannot be mandatory service, required by school, county, or state*
- Cannot be service for a relative, employer, or friend*

Student Name: _____

Student ID # _____ Grade: _____ Date: _____

School: _____

Organization/Name: _____

Project Description: _____

Organization Address: _____

Sponsor Name and Title: _____

Sponsor Signature: _____ **Hours Volunteered:** _____

PREPARATION and ACTION: *What did you do? Why? Who did you serve? Where? When?*

REFLECTION and DEMONSTRATION: *What did you learn?*

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Grade 12 Lesson 21: REMEMBERING COMMUNICATION SKILLS

Time Required: 30-45 minutes

Content Standards: PS.S.12.9 Students will understand safety and survival skills and apply coping strategies.

Competencies: Students will...

PS.C.12.9.01 Learn techniques for managing conflict to make safe, emotionally healthy choices.

GOAL: Students will use communication skills to work cooperatively.

Activity Statements:

1. Students will use communication skills to resolve conflicts in a nonviolent manner.
2. Students will use role play to practice solving conflicts.

Materials:

1. Handout 1 *Active Listening*
2. Handout 2 *Conflict Observation Sheet*
3. Handout 3 *I Messages*
4. Handout 4 *Conflict Resolution Skills*
5. Teacher Resource 1 *Guidelines for Facilitating Role Plays*
6. Teacher Resource 2 *Role Play Situations*

Procedures and Discussion:

1. Distribute “Active Listening” and work through the sheet with students. Stress the exact words that could be used in their role play situations, such as “I’m still not sure I understand why that made you so upset. Could you explain again?” Explain that they will be doing role play during this class and they should be sure to include active listening and communication skills in their actions.
2. Review “Guidelines for Facilitating Role Plays” with the students. Note the main points on the chalkboard or overhead projector.
3. Ask for two volunteers to act out the first role play. Remind them to follow the guidelines listed and use active listening techniques.
 - a. Role Play #1: You are a student. You told a friend in confidence about someone you’d like to go out with. Over the next few days, several people make remarks to you about it. The next time you’re alone with your friend, you talk about what happened. Role play the conversation.
 - b. Distribute “Conflict Observation Sheet” and discuss the role play situation just performed. Emphasize those active listening skills that the participants correctly used.

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4. Distribute “I’ Messages” and explain the first paragraph. Remind students NOT to use “put-downs.” After reading the rest of the examples, ask for two volunteers to role play the next situation using active listening skills and “I” messages. Take a minute to confer privately and decide how they will choose to carry out the situation.
 - a. Role Play #2: You are a student. You took an aisle seat at the assembly, then went to get a drink of water, leaving your books in the seat. You come back to find that another student has put your books in the aisle and taken your seat. What do you do?
 - b. Refer back to “Conflict Observation Sheet” and discuss appropriate questions, pointing out the new technique used (“I” messages) and the one previously learned (active listening skills).
5. Divide the class into groups of no more than four each. Distribute one of the role play situations found on “Role Play Situations” (cut them apart prior to class). Have each group discuss how best to resolve the conflict and decide who will act out the situation. Remind them to include both techniques: active listening and “I” messages.
6. Let each group role play a situation for the class. Using the “Conflict Observation Sheet,” discuss the role plays, pointing out appropriate responses and the use of the two techniques.
7. Ask students to list situations that cause conflict between groups. Give examples that might cause arguments, aggressions, or violent behavior. Discuss ways these situations may be handled in a nonviolent way. Include “I” messages and active listening skills in your discussion.

This lesson is based on the Sunburst Conflict Resolution materials. The model is based on the belief that cooperation is the underlying framework for conflict resolution and must be experienced, not just taught, to be understood and internalized.

Additional Resources:

Conflict Resolution: http://www.mindtools.com/pages/article/newLDR_81.htm

Extension Activities:

Resource:
Louisiana

<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 1: Active Listening

Active listening is essential to effective communication and is a vital part of conflict resolution. In active listening, judgment is suspended and the listener uses empathy to try to understand the speaker's experience, feelings, and viewpoint. The main principles of active listening include:

Encourage

Draw the other person out. Use verbal/non- verbal cues to show that you are really listening.	Convey attentiveness with body language and short vocal responses. Be aware that appropriate body language and vocalizations vary from culture to culture.
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Clarify

Ask questions to confirm what the speaker has said. Not only will this help you understand, but it also may help the speaker examine their own perceptions.	Example: "Could you tell me which of those things happened first?" "I'm still not sure I understand why that made you so upset. Could you explain again?"
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Restate

Repeat in your words what the speaker has said. This shows you are listening and helps check for facts and meaning.	Example: "So she said she would call back and then she called two days later."
----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

Reflect

Tell the speaker what you think he/she is experiencing. This can lead the speaker to be more expressive. It also provides a way to check the accuracy of your perceptions.	Example: "You said what she did hurt a lot. It sounds like you really felt humiliated. Do I have that right?"
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Summarize

Reiterate the major ideas, themes, and feelings the speaker has expressed. This provides review and a basis from which to continue the dialogue.	Example: "So the main problems you have with this are...."
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Validate

Show appreciation for the speaker's efforts; acknowledge the value of talking; affirm your positive feelings about being part of the dialogue.	Example: "I'm really glad we're talking." "It makes me feel good that you confided in me."
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Handout 2: Conflict Observation Sheet

- 1. Describe the conflict—what happened?**

- 2. What was the conflict about?**

- 3. How did the people involved in the conflict feel?**

- 4. How did the conflict end?**

- 5. Did anything change as a result of the conflict? If so, what? If not, why was there no change?**

- 6. Was there a better way to resolve the conflict? If so, what?**

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Handout 3: “I” Messages

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

There are four parts to an “I” message:

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

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

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

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

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

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Handout 4: Conflict Resolution Skills

Conflict resolution skills are skills a person can use to resolve a disagreement in a healthful, safe, legal, respectful, and nonviolent way.

- 1. Stay calm.**
- 2. Set the tone.**
 - Listen first.
 - Avoid interrupting.
 - Affirm others.
 - Be sincere.
 - Avoid putdowns.
 - Reserve judgment.
 - Avoid threats.
 - Separate the problem from the person.
 - Use positive nonverbal messages.
- 3. Define the conflict.**
- 4. Take responsibility for personal actions.**
- 5. Use “I” messages to express needs and feelings.**
- 6. Listen to the needs and feelings of others.**
- 7. List and discuss possible solutions.**
 - Will the solution result in actions that are helpful?
 - Will the solution result in actions that are safe?
 - Will the solutions result in actions that are legal?
 - Will the solutions result in actions that are respectful of all people involved?
 - Will the solution result in actions that are nonviolent?
- 8. Agree on a solution.**
- 9. Keep your word and follow the agreement.**
- 10. Ask for the assistance of a trusted adult or peer if the conflict cannot be resolved.**

Conflict Avoidance

A person denies that there is a conflict and/or attempts to please others at his/her expense.

Conflict Confrontation

A person attempts to settle a disagreement in a hostile, defiant, and aggressive way.

Conflict Resolution

A person uses conflict resolution skills to resolve a disagreement in a healthful, safe, legal, respectful, and nonviolent way

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Teacher Resource 1: Guidelines for Facilitating Role Plays

**Role plays provide opportunities to learn and practice skills for conflict resolution.
Role play scenarios are open-ended. There is no script, no right or wrong ending.
The actors make it up as they go.**

Before the role play...

Organize the participants.

Role plays usually are limited to two or three actors. Those who are not actors are observers. Observers should take notes during the role play and be prepared to report their impressions.

Create a positive climate.

Make it clear that there is to be no judging or criticizing of role playing, and that everyone's contribution is valuable.

Establish procedures that set role play apart from "real life."

Participants may be more comfortable if some formalities are observed. Role play performers can wear special name tags or badges.

During the role play...

Aim for an appropriate length.

Role plays can last from 2-3 minutes to 20 minutes, depending on the skills being practiced and the level of participants' skills and role play experience. Early attempts at role playing usually will be brief. As participants become more skillful and relaxed, they may extend their role plays.

If role players get "stuck," take a break.

Talk about the action and try to figure out what's going wrong. Sometimes even a slight change can help.

Observers remain detached.

Observers do not act in the role play or talk to the actors. They refrain from commenting or criticizing. They simply watch and take notes on their observations and impressions sheet.

After the role play...

Actors can discuss the role play. What seemed authentic or unauthentic? What was uncomfortable? What was particularly effective?

Observers can report impressions.

Observers are likely to notice things that the actors are not aware of, such as body language, tone of voice, and pacing.

Follow-up role plays can be done.

Observers and actors can switch jobs; actors can switch roles or try to play the same role in a different way.

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Teacher Resource 2: Role Play Situations
(Cut these apart prior to the start of class.)

- You are a student.** You are standing by your locker, minding your own business when another student body slams you. You drop your books and bang against the locker door. The other students laugh. Role play the conversation.

- You are a student.** There is a troublesome student in your class who continually talks, moves around the room, or otherwise disrupts class. Whenever the teacher corrects the student, she becomes hostile, sarcastic, and rude. You are aggravated with the interruptions, but you are afraid that if you confront the student during class, one of you will lose your temper. You decide to talk to the student privately about the problem. Role play the conversation.

- You are a student.** Even though you've been home for several weeks with mono, your history teacher refuses to extend the deadline for your final project. You know you can't finish the project in time, and you feel the teacher is being unfair. You decide to try talking to the teacher again. Role play the situation.

- You are a student.** Your parents demand that you do chores every day before you watch TV, talk on the phone, or leave the house to do any other activities with your friends. In the past, they have always refused to make an exception to this rule. You have a research project due at the end of the week, and you know that you need to spend at least 5 hours on research in books at the library. You decide to discuss the problem with them to see if they will change the rules for the week. Role play the scene.

- You are a student.** Your younger sibling is defiant, hostile, angry and disrespectful to your parents. Every time there is a disagreement between your parents and your sibling, all the kids in the family suffer by listening to them fighting and by having to do extra chores because your parents are angry. You are tired of this and decide to discuss it with your parents. Role play the conversation.

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 Lesson 22: Your Attitude is Showing

Time Required: 30-45 minutes

Content Standards: PS.S.12.8 Students will make decisions, set goals, and take necessary action.

Competencies: Students will...

- PS.C.12.8.03 Identify how attitudes and behaviors lead to successful learning.
- PS.C.12.8.06 Understand the consequences of decisions and solutions.

GOAL: Students will be able to relate the importance of positive attitudes to their personal life and to employability skills.

Activity Statements:

1. Students will review, discuss, and identify personal attitudes and how they affect others.

Materials:

1. Handout 1 – Check Out My Attitude
2. Handout 2 – Work Attitudes
3. Handout 3 – How Does Attitude Affect My Job

Procedures and Discussion:

1. Start session with information below and then proceed with distribution and discussion of handouts.
 - a. What is attitude? Attitude is the general feeling you communicate to others. While no one can actually see your feelings; you give off signals that other people pick up and interpret. These signals affect your personal relationships and your relationships with co-workers.
 - b. Your attitude shows up in your facial expressions and body language. A smile may mean, “I’m an easy person to work with.” While a frown may mean, “I’m angry.” Your success or failure at work may depend on our attitude. We are going to complete some activities today to help you evaluate your attitudes.

Additional Resources:

Career Success - <http://www.career-success-for-newbies.com/define-your-attitude.html>

Job Success - <http://www.deed.state.mn.us/cjs/jsuccess.htm>

Extension Activities:

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 – Lesson 22**

**Practice using a positive attitude. Teach others the skills you learned in class.
Review the above websites with your parents and identify problem attitudes each
and set goals to improve using what you learned.**

Activity:

**Adapted from:
Louisiana**
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

**American Samoa Comprehensive Career Guidance and Counseling
Program
Grade 12 – Lesson 22**

Handout 1: Check Out My ATTITUDE

Evaluate your attitude by circling yes or no after each statement:

I complain immediately when I don't like something	Y N
I can't stand "do-gooders."	Y N
You had better not try to pull a fast one on me or I'll get you back.	Y N
If you don't succeed the first time, give up because you'll embarrass yourself.	Y N
I think it's good to complain; then people know exactly how I feel.	Y N
Being positive most of the time is just too unrealistic.	Y N
If anything goes wrong, it ruins the rest of my day.	Y N
If I do a good job, nobody cares about the way I act.	Y N
Backing down makes you look weak.	Y N

If you responded Yes to one or two of these statements, you think negatively sometimes. If you responded Yes to at least five of these statements, you see the bad side too often. If you responded Yes to more than five, life must be tough for you. You need to learn coping behaviors.

Reference:
Louisiana

<http://www.doe.state.la.us/lde/uploads/4879.pdf>

**American Samoa Comprehensive Career Guidance and Counseling
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Handout 2: WORK ATTITUDES:
Rate each statement from (1) Always to (5) Never

I begin work promptly	1 2 3 4 5
I make good use of my time	1 2 3 4 5
I meet responsibilities promptly	1 2 3 4 5
I am on time	1 2 3 4 5
In group planning, I volunteer	1 2 3 4 5
I am courteous to co-workers	1 2 3 4 5
I am always prepared	1 2 3 4 5
I make an effort in all assigned tasks	1 2 3 4 5
I am dependable	1 2 3 4 5
I am well groomed	1 2 3 4 5
I control my temper	1 2 3 4 5
I respect the rights of others	1 2 3 4 5
I work well alone	1 2 3 4 5
I follow directions willingly	1 2 3 4 5

Reference:
Louisiana
“<http://www.doe.state.la.us/lde/uploads/4879.pdf>”
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 3: HOW DOES ATTITUDE AFFECT MY JOB

Assume you work as a lab technician in a local hospital. Choose three positive and three negative attitudes from the list below. Write a sentence to describe how each would affect your relationship with your co-workers. Describe how you think your supervisor would respond to each attitude. Be ready to discuss.

Complaining	Caring
Persevering	Insecure
Determined	Resilient
Victimized	Arrogant
Fearful	Uncooperative
Optimistic	Humble
Rejecting	Confrontational
Pessimistic	Intimidating
Superior	Defensive
Enthusiastic	Belligerent

**Reference:
Louisiana**

<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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GRADE 12 LESSON 23: Reaching My Goals!

Time Required: 30-45 minutes

Content Standards: A.S.12.1 Students will acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Competencies: Students will...:

A.C.12.1.03 Review goals from 9th grade and evaluate success and lessons learned.

GOAL: Students will review their goal letter written to themselves in 9th grade and reflect upon personal success.

Activity Statements:

1. Students will review their goal letter written to themselves in 9th grade and reflect upon personal success.

Materials:

1. Goals Letter (If the students do not have one in their folder, ask them to write down several goals they remember they wanted to accomplish by the end of high school when they were in the 9th grade.
2. Handout 1: *Goals Letter Guide*

Procedures:

1. Begin by addressing their start into high school. Something like: When you started at _____ high school, you were asked to imagine yourself graduating and to set some personal goals in a goals letter to make your vision come true. Today you are going to self-evaluate how you did towards reaching your targets.
2. Give all students handout 1 and ask them to complete the checklist and reflection questions independently.
3. Allow for 10 – 15 minutes for classroom discussions and once the worksheet is completed, ask for volunteers to share their thoughts using the following questions

Discussion:

1. What was your average goal completion rate?
2. Are there some things you can do before the end of the year to reach some of the goals you have not yet obtained?
3. What are some things you are most proud of?
4. What are some things you are most disappointed about?

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5. What are some things you would do differently in high school if you had it to do over again?
6. What are some of the main reasons you did not reach your goals?
7. What are some of the important lessons you learned about setting and reaching goals?
8. What do you plan to do differently during the next phase of your life?
9. Who is willing to share what you learned with sophomores during their lesson next week?

Additional Resources:

Extension Activities:

Take home your worksheet. Reflect on your goals. Are there some goals that you can still obtain during the final nine weeks? What are they? What do you need to do to reach them? Who can you enlist to help you? Use Handout 2 to set work towards setting and reaching goals.

Activity:

Students can review the goals they have entered into their Portfolio and record their thoughts about the success or failure of these goals.

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Handout 1: Remembering My Goals

This lesson gives you the opportunity to reflect on your high school experience by reviewing the goals you set for yourself in your goals letter.

Directions: Read your goals letter. Did you reach your target? Check off all the goals you met, then complete the self-reflective questions below.

- Grade Point Average**
- School Attendance,,,**
- Behavior**
- Friends**
- Family**
- Community Service**
- Extra-curricular Activities**
- Clubs**
- Athletics**
- Employability Skills (21st Century Skills)**
- Study Skills**
- Time Management**
- Organization**
- Post Secondary Preparation (dual credit, AP courses, technical programs, etc.)**
- Post Secondary Goals**

I completed _____ 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 not reach some goals were: _____

What I have learned from this is _____

What I will do differently in the future is _____

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Handout 3: Setting and Reaching Goals

Hers is a worksheet to help you to set goals and identify steps toward reaching those goals. Use the format to help a partner brain storm ways to achieve your individual goals for the future.

Experiences I Might Want in my Life	What I might Need to Know About	Ways I Could Find Out About These Things	What Else I Might Need to Make Happen
To go to trade school, college or university	<ul style="list-style-type: none">▶ What I like to do▶ What I'm good at▶ What kinds of schools are available and their cost▶ How to complete admission and loan applications	<ul style="list-style-type: none">• Ask people with interesting jobs to let me “shadow” them for a day• Join clubs to find out what interests me• Get help from a librarian or career counselor to find out about schools	<ul style="list-style-type: none">• A quiet place to study• Someone to take me on a college tour
To be a professional athlete	<ul style="list-style-type: none">• What skills I need to play a particular sport• What the sport's rules are• How to stay motivated• How to manage the money I make• How the muscles of my body work	<ul style="list-style-type: none">• Take physical education classes and join sports teams• Talk with coaches• Read autobiographies of great sports figures• Study math and accounting to learn about money management	<ul style="list-style-type: none">• Someone with a driver's license to give me rides to and from practice

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 – Lesson 24**

Grade 12 Lesson 24: Managing Stress

Time Required: 30-45 minutes

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

Competencies: Students will...

- PS.C.12.9.02 Learn techniques to manage stress and conflict related to life after high school.
- PS.C.12.9.04 Learn coping skills and managing life events.

GOAL: Students will review, discuss and identify stress and healthy stress management techniques.

Activity Statements:

- 1. Students will identify stress and various stressors.
- 2. Students will select healthful ways to manage stress.
- 3. Students will define conflict.

Materials:

- 1. Handout 1 - Comfort Zone
- 2. Handout 2 - Personal Stress Plan
- 3. Handout 3 - 12 Ways to Deal with Stress
- 4. Handout 4 - What would you do if...
- 5. Overhead and screen.

Procedures:

- 1. Lead a discussion on stress, make sure students understand positive and negative stress.
- 2. Students fill out Handout 1 Personal Stress Management Plan.
- 3. Arrange students In groups and ask them to brainstorm Ways to Deal with Stress, follow up with review of Handout 3.
- 4. Then, as a total group, ask students to review and discuss Handout 2 What would you do if....
- 5. Lead discussion on conflict, defining, what is conflict?
- 6. Review diagram on conflict, Handout 4.
- 7. Introduce role play situations for students to decide the best responses (may need to review/explain conflict resolution.) Handouts 5 and 6.
- 8. Students summarize how they can best handle conflicts to overcome future situations.

Discussion:

- 1. Begin discussion with:

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It is hoped that this lesson will enable you to identify and manage the stressors in your lives. You will learn that unmanaged stress is a risk factor that often results from conflict and can even cause physical ailments. Through role-playing situations you will have the opportunity to experience and resolve conflict.

2. It is important to note that we may have to finish this lesson in our next meeting, but the idea is to open the floor for discussion, not just fill out worksheets.

Additional Resources:

Stress management techniques:

http://www.mindtools.com/pages/main/newMN_TCS.htm

Understanding Stress:

http://www.helpguide.org/mental/stress_signs.htm

Extension Activities:

Continue working on handouts.

Activity:

**Adapted from:
Louisiana**
<http://www.doe.state.la.us/lde/uploads/4879.pdf>

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Handout 1:

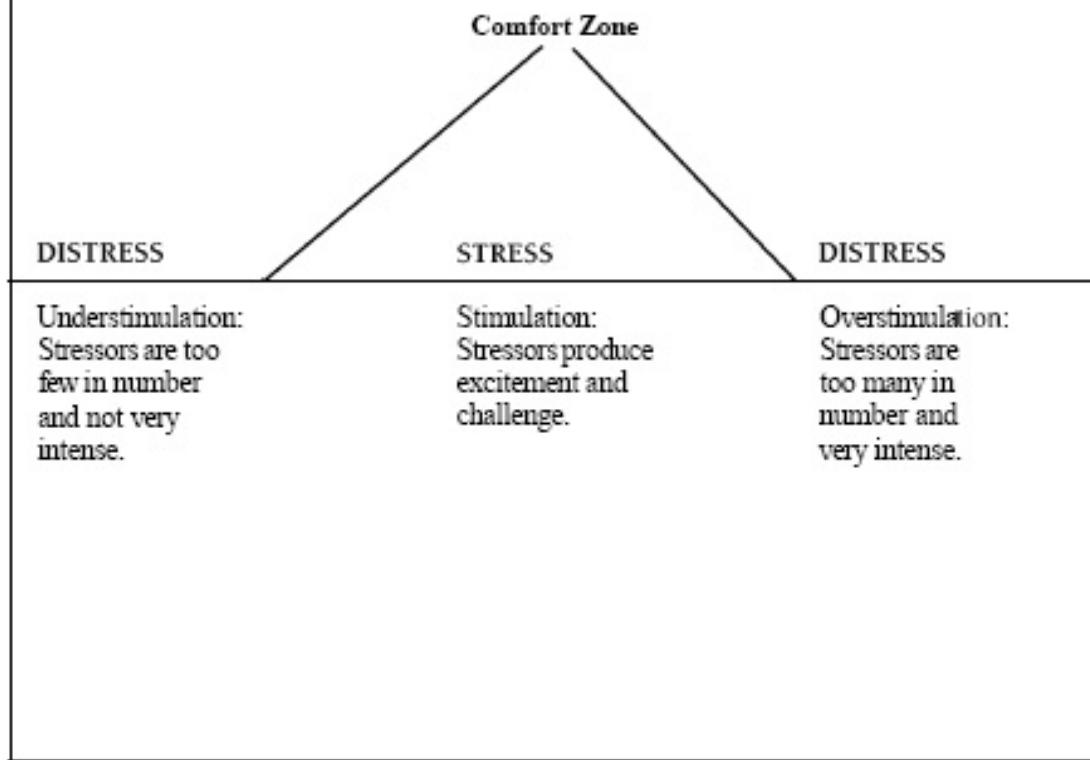
Where is Your Comfort Zone?

Most people perceive stress as negative. That's probably because by definition, stress is a perceived threat or demand that somehow exceeds one's capabilities to easily deal with it.

Yet stress has a positive side. Low levels of stress act as motivators, as devices that challenge and promote interests. Not having enough stimulation can result in distress.

Distress is stress that is unpleasant, threatening, or harmful. Levels of stress that are too high or too low can cause distress. Experiencing distress can be the cause of many physical illnesses and diseases.

How stress affects you, however, depends on your perception of that stress and your flexibility and feelings of control over your reaction to stressful situations. Your comfort zone is the amount of stress that provides enough excitement and challenge without making you feel overwhelmed. Each person's comfort zone is a little different from someone else's.



Source: *Oregon Parenthood Education Curriculum*. Salem, Oregon: Oregon Department of Education, 1990.

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Handout 2:

Personal Stress Management Planning

How well do you manage your stress? Evaluate how well you have done in the past 24 hours in each of the five areas, by answering the following questions. Then list ways in which you can improve and plan to improve in the space provided under each item.

1. Nutrition

Within the past 24 hours have you consumed the recommended numbers of servings of fruits & vegetables, breads & cereals, milk, and meat? _____yes _____no

Were the number of calories you consumed appropriate for achieving your desired body weight?
_____yes _____no

2. Exercise

Within the past 24 hours have you exercised vigorously for at least one half-hour
_____yes _____no

Do you include of some sort of aerobic exercise into your routine at least every other day?
_____yes _____no

3. Sleep

Did you get at least eight uninterrupted hours of sleep last night? _____yes _____no

4. Social Life

Do you communicate as well with others and have as satisfying interpersonal relationships and friendships with others as you would like? _____yes _____no

5. Organization and Management

Are you organized in and do you manage your time, work, leisure, etc? _____yes _____no

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Handout 3:

Twelve (Foolproof) Ways to Deal with Stress

- 1** Exercise daily (15 to 20 minutes).
- 2** Learn to relax. Practice daily in a peaceful, quiet setting. Let go of the negatives. Develop visual imagery.
- 3** Talk it over. Share your problems with a friend, a relative, or a mental health professional.
- 4** Stroke and talk to animals. Studies show blood pressure goes down. Even watching tropical fish has a soothing effect!
- 5** Set life goals. Are you living in the fast lane? Find out what is really important to you, then weed out frantic activities which don't really further your own values and goals.
- 6** Expect to be successful and move confidently toward a win. When you catch yourself worrying, ask, "Does worrying further my goals? Am I uptight about nothing?" Reject worries; many people worry out of love and concern or from guilt. Give yourself permission to be free of worry.
- 7** Talk to yourself about success! Be generous in self-praise. (Begin to notice how you talk about yourself in conversations.) Refuse to think about what you cannot change or about things in the past which you cannot change! Remember, humans do not have rewind buttons.
- 8** Plan your time. Be realistic—don't try to do too much.
- 9** Take a break. Occasionally change the pace (for no reason, just to do something different).
- 10** Interact with other people in a positive way. Talking, joking, touching, hugging—all ease the tension and dispel feelings of loneliness. Laughter is often the best medicine.
- 11** Avoid too many big changes at one time.
- 12** Get plenty of sleep. Eat right (good fuel keeps the car running smoothly!) Pamper yourself — You're the best!!

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What Would You Do If...

1. You have a big date **tonight**. You go into your closet for your favorite outfit and it's **gone**. **Thirty** minutes before your date arrives, your sister comes home wearing your outfit with a big ketchup stain on the front.

You respond:

2. Johnny, who you've had a crush on for **6** months, asks your best friend out on a date. She accepts his invitation without telling you. When you ask what she did Friday night, she says matter of factly, "Oh, I went out with Johnny."

You respond:

3. You ask your buddy, Rick, to fill in for you at work 2 weeks in advance and he **agrees**. The night before he's supposed to work he calls and says he's changed his mind without a good reason.

You respond:

4. You confide in **Jill** that Patrick wants to ask you out but you find him repulsive. She goes back and tells Patrick what you **said**. Word gets back to you that **Jill told him**. You find **Jill** and ...

You respond:

5. You stay up late completing a long math **assignment**. When you get to school the next day your buddy, Jimmy, gets mad at you because you won't let him copy it.

You respond:

6. You go out on Saturday night with a few of your **friends**. You have a curfew and they don't. You are all at a party having fun when you realize that it's time to go home. Your friends refuse to leave until they're ready. As a result, you get home an hour late and get punished. When you see your friends at school... .

You respond:

7. Your parents find cigarettes in the pocket of your jacket and falsely accuse you of **smoking**. They punish you without giving you a chance to explain that they're not yours.

You respond:

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Grade 12 Lesson 25: After High School What?

Time Required: 30-45 minutes

Content Standards:

- PS.S.12.8** Students will make decisions, set goals, and take necessary action to achieve goals.
- PS.S.12.4** 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...

- PS.C.12.8.05** Use a decision-making and a problem-solving model.
- PS.C.12.8.06** Understand the consequences of decisions and solutions.
- PS.C.12.8.07** Identify alternative solutions to a problem.
- PS.C.12.4.09** Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.

GOAL: Students will explain how to overcome some of the challenges of the post-secondary adjustment

Activity Statements: Students will discuss how they will handle various post-secondary challenges.

Materials:

1. Pencil/pen
2. Handout: Survival After High School

Procedures:

1. Divide the class into small groups and have them brainstorm about potential situations they may face in college and the workforce and about what makes a good employee or student.
2. Ask students to discuss reasons for their perspectives.
3. Select a recorder who will share his/her group's ideas aloud.
4. Ask the students to use the handout as a discussion guide and to complete the handout with information that applies to them individually.

Discussion:

1. How is college or employment different from high school?
2. Can most students handle the responsibility of caring for themselves?

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3. Have you known anyone who has gone to college or obtained employment and not been successful?
4. Do you know anyone who has successfully completed college or maintained employment long term?
5. Post-secondary situations challenge both academically and socially. Taking care of yourself requires maturity. What does that mean?

Additional Resources:

Preparing for college,

<http://www.washington.edu/doit/Brochures/Academics/cprep.html>

College Survival Guide <http://www.gocollege.com/survival/>

Extension Activities:

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: Survival After High School

Directions: Explain how you would handle the issues below.

1. Roommate problems or living at home while employed:

2. Homesickness or missing friends who no longer live in the area:

3. Lack of money:

4. Poor grades or work evaluations:

5. Morning Tardiness:

**American Samoa Comprehensive Career Guidance and Counseling
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Grade 12 – Lesson 26**

Grade 12 Lesson 26: Young Adult Life

Time Required: 30-45 minutes

Content Standards:

PS.S.12.7 Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Competencies: Students will...

PS.C.12.7.05 Demonstrate an understanding of transitioning from dependent living to independent living.

PS.C.12.7.08 Recognize personal boundaries, rights, and privacy needs.

GOAL: Students will understand the importance of family support.

Activity Statements:

1. Students will discuss the benefits of developing and maintaining family support.
2. Students will discuss the ways to avoid mistakes as young adults.

Materials:

1. Handout 1: After High School Student Health and Inhibiting Behaviors

Procedures:

1. Write family support on the board.
2. Ask students to define family support.
3. Encourage students to provide examples of family support and write them on the board.
4. Use the questions in “Discussion” to have a full group discussion of issues they may face after high school.
5. Divide the students into small groups and have girls separate from boys in the groups.
6. Have the gender groups discuss the issues on the Handout and how they might handle situations listed.
7. Have groups share issues discussed in their groups with the class.

Discussion:

1. How much do you depend on your family?
2. Is it important for you to have someone you can depend on?
3. How long will you rely on your family for help?

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4. In what ways do you support your family members?
5. Is it important to have family support after you graduate high school?
6. How long should family support continue?
7. Will family support ever decrease?
8. Will family support be there when you have made mistakes?
9. What kinds of mistakes do young adults make?
10. How do you deal with mistakes you make?

CLOSING STATEMENT: We can not choose our relatives; however, we can decide how we relate to them. As we move through life, there will be circumstances that require help from others. Therefore, learning to develop and maintain positive relationships within the family unit and outside of this unit is important.

Additional Resources:

Information on living on your own

http://www.atg.wa.gov/TeenConsumer/on_your_own.htm

Tips for moving out for the very first time

http://www.associatedcontent.com/article/186285/8_tips_for_moving_out_on_your_own_for.html

Extension Activities:

Ask students to select someone they trust to question about mistakes they made or things they wish they had done differently after high school. Students should ask the friend to be honest about what can and does happen.

Activity

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: After High School Student Health and Inhibiting Behaviors

The years after high school are a time when students transition from adolescence to adulthood. During this time, many students are exposed to risky health behaviors that may make college or work site a threatening place without proper precaution. The Centers for Disease Control (CDC) conducted health survey research to determine which risk factors are most prevalent in the lives of America's college age students.

Eating Disorders

According to the CDC's website, dietary changes are almost inevitable for the average American just out of high school. College life or living on our own provides access to new foods, cafeterias and buffet style eating. Some college students engage in risky overeating behaviors throughout their college years. Others, especially females, develop dangerous eating disorders. Anorexia nervosa, bulimia nervosa and binge eating are the most common disorders among college students. Anorexia nervosa is characterized by severe calorie restriction leading to extreme weight loss. Those suffering from bulimia nervosa develop a pattern of binging and purging. A bulimic commonly overeats and then vomits or abuses laxatives to rid herself of the food. Binge-eating disorder affects those who consistently overeat, often feeling as if they cannot stop eating. Overcoming these disorders requires a combination of mental and medical treatments. Those worried about their eating habits should speak with a counselor or medical professional in the school's health center or medical facility.

How will you avoid the problems of eating disorders?

Sleep Deprivation

College and right out of high school freedom often involves late-night parties, all-night study sessions and the general development of a nighttime social life. As a result, young people at this age are likely to suffer from sleep deprivation. According to the CDC website, sleep deprivation symptoms include depression, daytime sleepiness, difficulty concentrating and difficulty making decisions. Prolonged sleep deprivation is linked to a rise in automobile crashes, diabetes, cardiovascular disease, poor academic performance and problems developing relationships. The CDC recommends avoiding excessive nicotine and caffeine consumption, going to bed and waking up at the same time each day and eliminating distractions from the sleep environment.

Do you know of anyone who suffers from sleep deprivation? How will you avoid this problem?

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Sexual Behavior

The age right out of high school and while in college is often a time for sexual experimentation. Of course, it is hoped that young adults will give sexual behavior some real personal consideration before engaging in sex, the changes in physical desires and freedom of activity is often an open door to such behavior. While engaging in intercourse does not have to be risky, students often fail to take the necessary health precautions. College students and young people at this age are at risk for STDs, AIDS and unwanted pregnancies due to high-risk sexual behavior, states the College Drinking Prevention website. The CDC website outlines several ways students can develop a healthy, safe sex life. Females under the age of 26 should get an HPV vaccine to lower the risk of cervical cancer. Birth control and condoms should be used during every sexual encounter. Sexually active individuals should get tested annually for STDs and HIV.

Do you know of someone who has contracted STDs or AIDS or had pregnancies at this age? How will you avoid these issues?

Stress

While these years and in college is a time for growth, exploration and change, it can also be a stressful time for many students. According to the MSNBC website, research shows that college students are five times more likely to suffer from anxiety and other stress-related conditions than students studying during the Great Depression. Though there is no clear reason for the rise in anxiety among college students, many health care professionals feel modern students have more trouble balancing social, academic and family pressures. According to the CDC, students who develop a network of supportive friends, engage in regular physical activity, identify individual stressors and talk to a counselor are more likely to keep anxiety and stress at bay.

Do you know your stressors?

Drinking Behaviors

In recent years, the news has been full of stories centered on accidents related to excessive drinking in young adults and college students. The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has developed the College Drinking Prevention website to give students, parents and educators access to information about the risks and prevention of binge drinking. As of 2010, excessive and underage drinking contributes to the death of more than 1,400 college students annually, according to the NIAAA. Binge drinking is also linked to a rise in injuries, sexual

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abuse, risky sexual behaviors, drunk driving and criminal behaviors among college students. According to the CDC, educating students about the risks and how to seek help for alcohol abuse is the best way to prevent risky drinking behaviors

Do you know some young adults who over drink frequently? How will you avoid the pitfalls of binge drinking and the injuries it can cause?

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Grade 12 – Lesson 27**

Grade 12 Lesson 27: My Senior Year

Time Required: 30-45 minutes

Content Standards:

- A.S.12.5 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...

- AA.C.12.5.13 Evaluate school experience and share lessons learned.
AA.C.12.5.14 Articulate final postsecondary plans.**

GOAL: Students will review the activities that are usual done during senior year.

Activity Statements:

- 1. Students will discuss senior year and some of their high school memories.**
- 2. Seniors will discuss post-secondary plans**

Materials:

- 1. Pencil/Pen**
- 2. Handout 1-Senior Memories**
- 3. Handout 2: Getting Ready to Check Out**

Procedures:

- 1. Distribute handout 1.**
- 2. Divide the class into five discussion panels.**
- 3. Have each panel report their answers to the class.**
- 4. Have students individually complete Handout 2.**

Discussion:

- 1. Was senior year the best year of high school for you?**
- 2. Are you happy that high school is over?**
- 3. Do you think you will remain close to your high school friends?**
- 4. What will you do, at college or on a job that you failed to do in high school?**
- 5. Have you implemented a personal educational plan necessary for life-long learning?**
- 6. Are you educationally prepared to go beyond high school?**

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CLOSING STATEMENT: Memories are an important part of our life. It is important to remember “old” memories, but continue to make “new ones” also. High School and senior year are important times in the life of teens. It is important to rethink and revise life-long learning plans and goals.

Additional Resources

Extension Activities:

Activity:

Have students record their senior year thoughts and feelings.

Adapted from:
Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons
<http://intranet.cps.k12.il.us/Lessons/Advisory/>
Grade 12 Lesson 36
and
Missouri Comprehensive Guidance Center
<http://missouricareereducation.org/curr/cmd/guidanceplacementG/elearning>
Grade 12 Unit 1 Lesson 6

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Grade 12 – Lesson 27**

Handout 1: SENIOR MEMORIES

What are the three best things about high school?

1. _____

2. _____

3. _____

What is your fondest senior year memory?

If you could, what would you do over again?

What activities would you recommend to the junior class?

What activities have you heard other seniors do that sounds like fun?

**American Samoa Comprehensive Career Guidance and Counseling
Program
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Handout 2: GETTING READY TO CHECK OUT:

**Books/ Transcript fees and Debt - How much do you owe?
(Tip: keep all receipts as proof of payment)**

1. _____

2. _____

3. _____

Uniforms (request a note verifying return of items)

1. _____

2. _____

Musical Instruments (request a receipt as proof of return)

1. _____

2. _____

- Completed FINAL Transcript request**
- Completed Senior Survey**
- Completed Evaluation**

Other...

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.

