

SCHOOL SURVIVAL GUIDE

Terra Vista Middle School

PSAT/Pre-AP English—Superintendent Select

Table of Contents

* Map Quest That Schedule
* Block Schedule Organization 101
* Stress Survival
* College Preparation Checklist
* College Applications Checklist
* Making the Most of College Visits
* Ten Things College Admissions Won’t Tell You
* PSAT Preparation Resources
* Loading the Logins
* Portfolio with Live Binders
* 8th grade Volunteer Log
* 9th grade Volunteer Log
* 10th grade Volunteer Log
* 11th grade Volunteer Log
* 12th grade Volunteer Log
* 8th grade Award and Recognition Log
* 9th grade Award and Recognition Log
* 10th grade Award and Recognition Log
* 11th grade Award and Recognition Log
* 12th grade Award and Recognition Log
* Prospective Colleges and Admissions Contacts
* General Contact Information
* Scholarship Application Ideas
* Pocket Protection
	+ 9th grade choice sheet
	+ 10th grade choice sheet
	+ 11th grade choice sheet
	+ 12th grade choice sheet
	+ Dual Credit Information and Transcripts
	+ Advanced Placement Test Results

Map Quest That Schedule!

When you go for registration during the summer, get three copies of the high school map.

**Map 1: Registration Introduction and Walk-About**

When done with the requirements of registration, take your schedule and literally walk through the classes from start to finish. As you come to the classroom, place a star and the corresponding period number on the map.

**Map 2: Block Schedule—Classes 1-4**

Label this map CLASSES 1-4. Using the map from Registration Introduction, label the first four classes on this map and draw connecting lines for the shortest path if needed.

**Map 3: Block Schedule—Classes 5-8**

Label this map CLASSES 5-8. Using the map from Registration Introduction, label the first four classes on this map and draw connecting lines for the shortest path if needed.

When we get to Block Schedule Organization 101, Map 2 and 3 will go into their respective folders and bags.



Block Organization 101

Block scheduling is a different creature than the middle school class schedule. You attend your classes every other day instead of every day. Here are some helpful suggestions to help you stay organized and on top of homework.



1. Have a different back pack for each day.
2. Color code spirals, folders, binders, and bags for each day. Wrong color, bad day. Right color, awesome day.
3. Instead of a bulky binder use a one inch poly binder to hold notebook paper and a pencil bag of the essentials. You can have one for each day or easily transfer it to the other bag each night.
4. OR, instead of a bulky binder, use an accordion file for each class day for a supply container and homework folder.
5. Keep a homework folder for each class day. One side is dedicated to homework to do and the other for homework to turn into the teacher.
6. USE AN AGENDA or the notepad/calendar feature on your smart phone for deadlines and assignments.
7. Set an alarm for you to start homework at the same time each night and that will remind you to check your agenda or smart phone calendar.
8. Purchase or print a paper calendar and color code the block schedule for the first six weeks, semester, or the entire year. Put it on the refrigerator for a last line of defense to make sure you have the correct materials for the correct course day.
9. CLEARLY COMMUNICATE WITH YOUR PARENTS or GUARDIANS.
10. CLEARLY COMMUNICATE WITH YOUR TEACHERS.

Stress Survival



Feel like everything is piling up on you? Have so many deadlines you don’t know where to start? Balancing classes, homework, family, tests, work, electives, contests, church, and friends can be a tough task. Remember, you are not alone. Dealing with stress can actually be easily done and will take little time to accomplish. This list is a start to help you manage those times when stress seems to be winning.

1. **Take a Deep Breath**

Okay, I know this sounds completely corny. When that butterfly feeling hits your stomach and you feel like you are about to crawl out of your skin, stop what you are doing, close your eyes, take a deep breath in through your nose and exhale through your mouth. Repeat the breathing as you silently count to ten. Open your eyes and start again. You can do anything you put your mind to accomplishing.

1. **Take a Short Break and Start Again**

When the stress starts to rise when you have been doing homework, studying, or practicing for a while, stop and take a short five to ten minute break. Play with the dog. Clean the kitchen. Pick up the stuff off the floor in your room. Take out the trash. Talk with a parent about their day and yours. Whatever you do, take a short break for a change in scenery and pace then get back to the grind stone with a fresh perspective.

1. **Get Enough Sleep**

Yes, we know you are a teenager. Yes, we know you like to stay up late and sleep even later. That kind of sleep schedule is not good for your mind or body. Your body must have roughly seven hours of sleep; get those hours of rest in order to recharge, remain focused, and get energized.

1. **Eat Well**

There is a reason that junk food is called junk food! It is only going to put a ton of junk in your body and make it run badly. Eat a balanced diet and lay off the soda!!!

1. **Exercise**

Move! Wiggle! Dance! Workout! Do something because chances are you have been sitting in a desk most of the day, and even though you feel physically tired, you need to move around and get the blood pumping.

1. **Make Your Life Easier**

Stay organized and keep your life as simple as possible. If video games are a distraction, limit them to the weekend. If endless texting from friends stands in the way of school or family, ignore the phone! Keep life as simple as possible!

1. **Seriously Sweet Snack**

Dark chocolate is a great pick me up when you are feeling stressed or tired. A little goes a long way unless you are Mrs. J and Mrs. G.

1. **Plan Ahead**

You must use a calendar, an agenda, or both to keep you on track. Organization is a key to managing stress. Go back to Block Scheduling 101, Map Quest That Schedule, and plain old common sense to make this happen. Planning ahead will help you find success.

1. **Don’t Sweat the Small Stuff and Learn to Wing It From Time to Time**

Everything does NOT have to be perfect! In the big picture, don’t freak out over the little things that happen that you have no control over. It is not going to be the end of the world if things don’t go exactly the way you expect it. There is a reason for the sequence of events, and, more often than not, it is not a big deal. Just breathe and wing it a bit. Everything will be a piece of cake!

1. **Learn to Say NO When Your Plate Is Full**

Okay, I know I am the worst one to give this portion of the stress survival advice, but there will be times you just need to say no. There will be numerous times you will be asked to participate in additional activities, do extra assignments, or hang out a little longer with your friends. You need to know your limits in order to limit your stress. If that one more thing is going to be the straw that breaks the camel’s back, say no!

There are other stress survival tips out there. Talk with a parent, guardian, teacher, or counselor if you need help managing stress.

College Preparation Checklist

**9th grade Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students To Do:** | **Done** | **Parents To Do:** | **Done** |
| Talk to your guidance counselor about AP and/or dual credit courses. Double check with university admissions for acceptance of dual credit and AP course. |  | Use the College Savings Calculator (([www.FederalStudentAid.ed.gov/myfsa](http://www.FederalStudentAid.ed.gov/myfsa)) to determine how much you should be saving to meet college expenses and to find tips on maximizing your savings efforts. |  |
| Research college and career options with Career Cruising ([www.careercrusing.com](http://www.careercrusing.com)) or MyFSA ([www.FederalStudentAid.ed.gov/myfsa](http://www.FederalStudentAid.ed.gov/myfsa)).  |  | Double check the provisions of any college savings accounts you have opened for your student.  |  |
| Document all awards, honors, activities, and volunteer work on the available sheets in this booklet. |  | Double check the documentation of your student’s awards, honors, activities, and volunteer work. |  |
| Take the SAT and/or the ACT at least once this year. Check for the changes to the SAT at <https://sat.collegeboard.org/home> . |  |  |  |

**10th grade Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students To Do:** | **Done** | **Parents To Do:** | **Done** |
| Meet with counselor to discuss colleges and their requirements (see worksheet in this booklet). |  | Find out when your student’s campus will have college and/or financial planning nights and attend.  |  |
| Take the SAT and/or the ACT at least once this year. Check for the changes to the SAT at <https://sat.collegeboard.org/home> . |  | Double check the documentation of your student’s awards, honors, activities, and volunteer work. |  |
| Document all awards, honors, activities, and volunteer work on the available sheets in this booklet. |  | Get a brief overview of financial aid from “Financial Aid and Scholarships for College” in the “Parents School Box” at [www.ed.gov/parents](http://www.ed.gov/parents) . |  |

**11th grade Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students To Do:** | **Done** | **Parents To Do:** | **Done** |
| **All Year:*** Log on to your MyFSA account and look at the information for any colleges you saved.
* Attend college night and college preparation presentations when available.
 |  | Take another look at your financial situation, and be sure you’re on the right track to pay for college.  |  |
| **Fall:*** Study and practice for the PSAT/NMSQT.
* Take the PSAT/NMSQT. You must take the test in 11th grade to qualify for the scholarships and programs associated with the National Merit Scholarship Program.
 |  | Talk to your student about the schools he or she is considering. Ask why those school appeal to your student, and help him or her clarify goals and opportunities.  |  |
| **Spring:*** Register for and take exams for college admissions such as the SAT and/or the ACT.
* Use [www.FederalStudentAid.ed.gov/scholarship](http://www.FederalStudentAid.ed.gov/scholarship) to find scholarships for which you might want to apply. Be sure to double check all deadlines and requirements.
* Take a campus visit to your top two universities.
 |  | Attend college night with your student, but don’t take over the conversation with the college representative. Be there as support. |  |
|  |  | Take your student on campus visits.  |  |

**12th grade Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Students To Do:** | **Done** | **Parents To Do:** | **Done** |
| **Fall:*** Meet with your school counselor to make sure you are on track to graduate and fulfill college admissions requirements.
* Take the SAT and/or the ACT.
* Apply to the colleges you have chosen. Prepare your applications carefully. Proofread all essays well. FOLLOW THE INSTRUCTIONS. Pay close attention to deadlines.
* Keep a calendar of all deadlines for applications.
* Request well in advance all required additional documents from teachers, counselors, etc. that accompany the college admissions packet.
* Prepare to apply for financial aid and secure a pin at [www.pin.ed.gov](http://www.pin.ed.gov).
 |  | Assist with the completion of FAFSA and scholarship applications. |  |
| **Winter:*** Complete income tax early.
* Complete FAFSA at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) .
* Complete any scholarship applications.
 |  | Assist with the completion of college applications.  |  |
| **Spring:*** Take a campus visit to the universities to which you have gained acceptance.
* Review college acceptance letters and financial aid packages.
* Contact university financial aid office for additional questions.
* Choose your school.
 |  | Take your student on campus visits. |  |

College Application Check List

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **COLLEGES** | **Applications** | **List of Recommendation Letters** | **Test Scores** | **Interview** | **Aid** | **Follow Up** |
|  **Counselor** | **Teacher 1** | **Teacher 2** | **Other** |
| Early Deadline | Regular Deadline | Application Sent | Secondary School Report Requested | Transcript Requested | Thank you Note Written and Sent | Recommendation Letter Requested | Thank You Note Written and Sent | Recommendation Letter Requested | Thank You Note Written and Sent | Recommendation Letter Requested | Thank You Note Written and Sent | Test Required and Test Results Sent | Interview Required | Thank You Note Written and Sent | Financial Aid Filed (FASFA, PROFILE) | Check that all colleges received materials and list on next page needs |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Making the Most of College Visits

by Lindsay Gellman

 When it comes to college visits, Jack Barry has a routine. In advance of a visit, the Bentonville, Arkansas, high-school senior—who visited Duke, Georgetown and the University of Texas this spring—typically contacts professors and asks permission to sit in on a class, he says. During the visit, while on a campus tour, he pays less attention to the historical facts the tour guide recites than to the way students appear to carry themselves and interact with one another. And after a visit, he types up observations on his smartphone so that he’ll remember details later.

 Peak college-visiting season—early spring—will soon be upon us, which means that many high schoolers and their families will be setting out to visit campuses, some for the first time—or the first time in decades. The prospect can be daunting. But there are some steps students and their families can take to make the most of college visits beyond the traditional information sessions and campus tours—and maybe even enjoy the trip.

**BEFORE**

 Check to make sure that admissions information sessions and campus tours are being offered when you plan to visit, says Marcia Landesman, co-director of college counseling at Choate Rosemary Hall, a boarding school in Wallingford, Connecticut. Registration in advance might be required, so check the admissions office’s website. Keep in mind that classes might not be in session even if the admissions office is open—over spring break, for example—so it’s a good idea to ask.

 You should plan to visit no more than two schools a day—one in the morning, and one in the afternoon, Ms. Landesman says. Otherwise, you’ll likely be too rushed or exhausted to absorb your surroundings, she says.

 If given advance notice, many admissions officers will help arrange for a prospective student to sit in on a class, or for a family to have lunch in a dining hall, says Adele Brumfield, director of admissions and recruitment at the University of Wisconsin-Madison. If you have the opportunity to do so, Mr. Barry says to ask yourself, “Are the students paying attention? Or is there a dead look in their eyes?” You might also ask if advance plans are required to eat in a dining hall.

Ten Things College Admissions

Won’t Tell You

By Daniel J. Goldstein

The Wall Street Journal—October 5, 214

What would-be students need to know about the high-stakes world of the college admissions office.

**1—“Not all grades are created equal.”**

For more than two million high-school seniors who intend to go to college next year, the anxious slog of filling out applications is in full swing.

 And whether they’ll get a thick package announcing their admission or a thin, dream-dashing one-page letter may well depend on their grade-point average. Grades account for about 75% of the typical admissions decision, according to the National Association for College Admissions Counseling.

 But not all good grades are created equal: In recent years, admissions offices have given more weight to grades from designated college-prep courses—and the more exclusive the college, the more weight those grades get.

 One reason colleges are getting choosier: Grade inflation. Research by the College Board, the organization that administers the SAT, shows that the average GPA for high school seniors rose from 2.64 in 1996 to 2.90 in 2006—even as SAT scores remained essentially flat. The researchers saw this as evidence that some teachers were “using grades…to reward good efforts rather than achievement.”

**2—“We don’t trust your essay.”**

 Many colleges rely on the application essay to create a fuller picture of the applicant. But in an era of helicopter parenting, colleges increasingly worry that these essays aren’t written by the student.

 To rule out ghostwriting, many colleges now require applicants to supply pieces of school writing that have been graded by a teacher.

 “If the application essay looks like it was written by Maya Angelou and the school work looks like Willy Loman’s, it will raise some eyebrows,” says William Hiss, a retired dean of admissions at Bates College in Lewiston, Maine.

**3—“We’re having second thought about the SAT.”**

 For decades, the SAT has been the primary benchmark for students’ ability to handle college-level work. But many critics argue that the SAT gives an unfair advantage to wealthier students who can afford test-prep classes. About 800 of the country’s 2,800 four-year colleges now make the SAT optional.

 A recent study endorsed by the NACAC looked at the performance of 123,000 students admitted to college between 2003 and 2010, about 30% of whom hadn’t taken the SAT or its counterpart, the ACT. The study found no significant differences in college GPAs or graduation rates between those who took either test and those who didn’t.

**4—“Obsessing over class ranking? That’s adorable.”**

 In 1993, more than 40% of admissions counselors viewed class rank as “considerably important,” according to the NACAC. By 2006, that figure was under 20%. These days, rank is more likely to come into play at larger colleges, where detailed “holistic” reviews of applicants aren’t always possible.

**5—“It pays to make nice with your teacher.”**

 Amid skepticism over GPAs and test scores, some admissions officers are giving more wright to recommendations from high-school teachers and counselors. Angel Perez, dean of admissions for Pitzer College in Claremont, California, says the most useful recommendations show that the student is intellectually curious and contributes to class discussions. “We also ask ‘How does the student respond to setbacks, how does the student interact in teams?” Mr. Perez says.

**6—“We only sound exclusive.”**

 About 100 U.S. colleges offered admission to less than a third of their applicants in 2013, according to U.S. News & World Report. But a low admissions rate can help a college look “exclusive”—improving its scores in national college rankings—and admissions officers say some colleges try to manipulate that rate.

 Some schools encourage high schoolers to apply, even it they have no intention of attending. Steven Syverson, a retired dean of admissions at Lawrence University in Appleton, Wisconsin, says some colleges count incomplete applications, to increase their applications-to-acceptances ratio.

**7—“Politics may determine whether you get in.”**

 The role of race and ethnicity has been a polarizing issue in admissions. The NACAC says that about one third of colleges and universities consider an applicant’s race as a factor. At some public universities, racial admissions preferences are banned by state law, though critics have accused some schools of working around those bans.

 One practice that’s generally legal: “Legacy” admissions, where children of wealthy alumni or powerful lawmakers get special consideration in the application process.

**8—“We’d rather admit someone who’ll pay full price.”**

 According to the College Board, 10% of college freshmen in 2013 were from outside the U.S. One reason colleges woo these international scholars: Many of them can afford to pay full tuition.

 At publically funded universities, higher tuition for out-of-state students often helps subsidize education for state residents. For example, for an undergraduate at the University of California at Berkley, in-state tuition is about $13,000 a year, for an out-of-state or foreign student, tuition is about $36,000 a year.

**9—“We need you more than you need us.”**

 After 15 years of steady growth, the number of U.S. high-school graduates leveled off this year 3.2 million. It’s expected to stay at that level until 2020, when it is expected to rise, according to the Western Interstate Commission for Higher Education. That means more colleges will be chasing after fewer students.

 As a result, students who get into more than one school may be able to do some horse-trading on tuition, notes Matthew Pittinsky, CEO of Parchment.com, an online college admissions credentials-management website. “It’s just like going to the dealer and negotiating a better rate for your new car,” he says.

**10—“Just because you’re admitted doesn’t mean you’ll stay admitted.”**

 About 22% of colleges revoked at least one offer of admissions in 2009 (the most recent year studied), according to the NACAC. The most commonly cited reasons were senioritis-impacted final grades (65%), disciplinary issues (35%), and falsification of application information (29%).

 In recent years, student postings on social media have prompted some schools to reconsider their offers. Mr. Perez of Pitzer College recalls a student Pitzer had decided o admit was found to be harassing a high-school teacher on Facebook.

 “It was a difficult situation, but I pulled the admissions letter before it was printed,” Mr. Perez says.

PSAT Preparation Resources

It will be really easy for you to lose the skills you’ve learned the last couple of years if you don’t continue to practice. Pick up a PSAT preparation book to use at home. Check out some of the books at Barnes and Noble or online at Amazon; however, be aware that new guides are published every year. Guides by the following publishers are the most credible, but check out the section to see what will work best for you.

* Princeton Review
* Barron’s
* Kaplan’s
* The College Board

Once a six weeks, practice a verbal and critical reading section, and time yourself for completion and accuracy. Score the practice just as the guide suggests to get a feel for strengths and weaknesses. This stuff is just like playing a sport, you can go quite some time without practicing and do okay, but, knowing your competitive side, okay is nowhere near your best. Also, plan to take the SAT each semester your freshman and sophomore years for practice. PRACTICE.

For those of you with iPhones or iPads, here is a list of apps to help you work on critical reading, grammar, and vocabulary. Some of them are free and some have a nominal fee involved. There are probably even some new and improved ones out there. Check out the technology to see what will work best for you.

* Vocabulary Cartoons
* SAT Vocab
* SAT Verbal
* PI Vocabulary Wordology
* PI SAT Reading
* SAT QOTD
* SAT 1500 Words

With the changes coming to the SAT, you need to continually check the College Board website, collegeboard.org, for updates and sign up for alerts as well as create an account.

Loading the Logins

With all of the programs you use and the numerous login usernames and passwords you need to keep track of, you need a login sheet to help you out. You can save a document like this to your location on the district hard drive, on a flash drive, or on the notepad on a smart phone or iPad. Wherever you set this up and wherever you store the information, keep the programs and logins up-to-date.

|  |  |  |
| --- | --- | --- |
| **Technology Application** | **Password** | **Username** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Portfolio with

Live Binders

You made a Live Binder the last week of the school, so now you need to keep it current and modify the tabs as needed. We categorized everything from middle school into the subject sections as well as set up tabs for awards and other things. Below is a list of the possible tabs you may want for your Live Binder. Also, you may want to take the digital versions of some of these documentation sheets to import into the program.

For those things that are not digital in nature, use photographs and PDFs to make a record for the appropriate section. Remember, you are creating a portfolio of your work that represents your technological abilities as well as your academic and extra-curricular accomplishments. This is your brag book that will eventually find itself in the hands of college admissions and scholarship applications.

* Science
* Maths
* Social Sciences
* English
* Technology
* Electives
* Academic accomplishments each grade level in high school
* Awards each grade level in high school
* Volunteer hours each grade level in high school

8h grade Volunteer Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location** | **Task(s)** | **Supervisor Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

9th grade Volunteer Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location** | **Task(s)** | **Supervisor Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

10th grade Volunteer Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location** | **Task(s)** | **Supervisor Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

11th grade Volunteer Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location** | **Task(s)** | **Supervisor Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

12th grade Volunteer Log

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Location** | **Task(s)** | **Supervisor Signature** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

8th grade Award and Recognition Log

|  |  |  |
| --- | --- | --- |
| **Date** | **Award or Recognition** | **Reason for Award or Recognition** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

9th grade Award and Recognition Log

|  |  |  |
| --- | --- | --- |
| **Date** | **Award or Recognition** | **Reason for Award or Recognition** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

10th grade Award and Recognition Log

|  |  |  |
| --- | --- | --- |
| **Date** | **Award or Recognition** | **Reason for Award or Recognition** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

11th grade Award and Recognition Log

|  |  |  |
| --- | --- | --- |
| **Date** | **Award or Recognition** | **Reason for Award or Recognition** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

12th grade Award and Recognition Log

|  |  |  |
| --- | --- | --- |
| **Date** | **Award or Recognition** | **Reason for Award or Recognition** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Prospective College and Admissions Contacts

Start with planning and requesting information from Texas college admissions like we did at the beginning of the second semester. Keep a list of the colleges you are interested in attending as well as a file of information you have received from them throughout high school. Copy this form and complete it every year for different colleges.

**Post-Secondary Focus**

Identify the trade schools, colleges, or universities that offer training or educational opportunities you need to pursue for your career choice.

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Contact** | **Years to Completion** | **Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Graduate School Focus (if necessary)** Identify the university that offers educational opportunities you need to pursue for your career choice.

|  |  |  |  |
| --- | --- | --- | --- |
| **School** | **Location** | **Years to Completion** | **Cost** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Directions—Certifications, Tests, Exams, Internships:**

AP courses and exams information

<http://www.collegeboard.com/student/testing/ap/about.html>

* Select the AP courses from the hyperlink under **FIND YOUR PASSION**
* Fill in the information for the general AP tests on page three

ACT exam information

<http://www.actstudent.org/regist/dates.html>

* Fill in the information for the ACT

SAT/PSAT exam information

<http://sat.collegeboard.org/register?s_kwcid=TC|7002|sat%20exam||S|b|6986170964>

* Fill in the information for the SAT

MCAT exam information

<https://www.aamc.org/students/applying/mcat/>

* Fill in the information for the MCAT

LSAT exam information

<http://www.lsac.org/JD/LSAT/about-the-LSAT.asp>

* Fill in the information for the LSAT

GRE exam information

<http://www.ets.org/gre>

* Fill in the information for the GRE

**Certifications/Tests/ Exams/ Internships**

List what tests you would need to take in order to attend a trade school, college, or university. Be sure to include AP exams, state assessments, and college entrance exams.

|  |  |  |
| --- | --- | --- |
| **Requirement** | **Minimum Performance** | **Time to completion** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Scholarship Ideas

You will never believe the amount of scholarships out there for some of the craziest things! Use this page to keep a running list of all of the qualities that make you who you are. Are you left handed? Are you of a specific ethnicity? Do you like to read novels? Do you love Dr. Pepper? These are all things that could get you a scholarship. Also, keep in touch with your assigned counselor because they have the inside track to a lot of these resources. Dream big and think creatively.

Pocket Protectors

The final thing to do is get a one inch binder with pocket dividers. Each divider will represent a grade level. In that divider, keep a copy of your choice sheet and schedules for the year as part of your academic record. Then create a divider for all of your dual credit information and transcripts. A final divider is for all Explore, Plan, PSAT, SAT, ACT, and Advanced Placement test results.

