

Teacher's Edition

Table of Contents



Know What to Expect in High School	2
Step One	
Understand Your Academic Record	3
Step Two	
Know Your School	7
Step Three	
Be in School Every Day	9
Step Four	
Know How to Get Good Grades	10
Step Five	
Set Goals	12
Step Six	
Get Involved	13
Step Seven	
Make Good Choices and Decisions	15
Step Eight	
Know How to Handle Stress	17
Step Nine	
Use Available Services	18
Step Ten	
Plan and Prepare for Your Future	19
Information for Athletes	23
College Timetable	24
Tips for Students	26
Tips for Parents	27

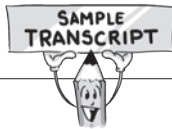
Compare the ten steps listed here with the list your students made.

Ask students what topics they think might be discussed in each step.

For preview purposes only

Teacher's Edition

Point out this student's GPA and class rank. Also point out the Test Record section.



**TRANSCRIPT OF CREDITS
CENTER HIGH SCHOOL**

868 S. Bradley St., Dayton, Ohio 45428 Telephone: (937)255-5555

This is to certify that John R. Woods Birth Date 6-17-93 M F

of 222 Delta Lane Dayton, Ohio 45428 Entered 8-20-07

Parent/Guardian Mike and Mary Woods Withdrew _____

Student ranks 38 of 132 at end of 8 semesters with an Re-entered _____

accumulative grade point average of 3.4957 based on a four point scale. Will Graduate _____

An "add-on" factor of .05 is added to the GPA for each Advanced Placement course taken with an earned grade of C or higher. Graduated 6-3-11

9	Sem	Sem	Yr	Cr	10	Sem	Sem	Yr	Cr
English I	B	B	B	1.00	English IIIH	B	A-	A-	1.00
Geometry I	B	A+	A	1.00	Journalism (Newspaper)	B	A-	A-	1.00
Earth Science	B+	A	A	1.00	World History	B+	A-	A-	1.00
Spanish I	A	B	A-	1.00	Algebra IIIH	A-	A	A	1.00
Keyboarding	A	A	A	0.50	Biology	A-	B	B+	1.00
Hypercard	A	A	A	0.50	Spanish II	A	A	A	1.00
Physical Education	A-	A	A-	0.25	Economics	A-	A-	A-	0.50
Health	A	A	A	0.50	Graphic Arts I	A-	A-	A-	0.50
Spanish I (grades 7 & 8)				A/B+ NC					
Algebra I (grade 8)				B+ NC					

11	Sem	Sem	Yr	Cr.	12	Sem	Sem	Yr	Cr
English IIIH	B	B	B	1.00	English IVH	B-	B	B	1.00
Trigonometry/Algebra IIIH	A-	B	B+	1.00	Calculus AP	C	C	C	1.00
American History	A-	A	A-	1.00	Physics	B-	C	C+	1.00
Spanish III	B	B-	B-	1.00	Spanish IV	A-	B+	A-	1.00
Chemistry	B+	C+	B-	1.00	Public Speaking	A	A	A	0.50
Journalism (Yearbook)	A	A	A	1.00	Government	A	A	A	0.50

TEST RECORD

LAST	FIRST	M.I.	TEST DATE	GRADE	SAT CR	SAT M	SAT W	R
WOODS	JOHN	R	11	550	600	650		
SAT Program				The College Board				
				SAT SCORE: 1822				
				SAT DATE: 11				

WOODS JOHN R		ACT ASSESSMENT		SAT SCORE		SAT DATE	
ENGLISH	SCIENCE	READING	MATH	ENGLISH	SCIENCE	READING	MATH
38	21	21	25	28	15	26	
PERCENT AT OR BELOW NCLD CORP.				99			
				ACT NATIONAL			

Scale: A(94-100); B(87-93); C(77-86); D(70-76); F(below 70); P(Pass)
 H - Honors AP - Advanced Placement
 HI - High Honors (AP Prep) SS - Summer School
 BACCAS - Basic Studies/Adjusted Curriculum/Adjusted Grade
 College recommending grade - C
 School accredited by the North Central Association and the State of Ohio
 School Test Code: 610-200

Length of Period _____ 48 hrs
 Credits required for graduation _____ 26
 Signature of Principal _____

When you become a freshman, everything starts to "count." Your freshman courses, grades, and credits will be on your transcript, and your grades will be used to figure your GPA.

Teacher's Edition



Step Two Know Your School

Most high schools have a handbook that explains their rules, dress code, attendance policies, etc. Make sure you understand your school's rules and that you know where to go for help.

School Calendar

Every school has a calendar that shows when each grading period begins and ends, when report cards come out, and when their school will be closed for holidays and vacations. Get a copy of your school's calendar and write the important dates in your student planner. Also put these dates on your calendar at home.



Get a copy of your school calendar and go over the important dates. If your students have student planners, have them write in test dates, holidays, important events, etc. Remind students to put these dates on their calendars at home.

Attendance and Tardy Policies

All schools have policies that encourage regular attendance. Know what your school's attendance and tardy policies are. Also, know what you are supposed to do if you're ever absent or tardy. Does a parent need to call the school? Do you need to bring in a note? Do you need to report to the office first?

You are expected to be in school every day, on time, unless you are ill. If you have a health problem or an extended illness, have a parent call the attendance office or principal and explain the situation. If you are absent for more than a day or two, try to get some work to do at home so that you don't get too far behind.

Go over your school's attendance policies and procedures. Make sure that students know what they're supposed to do if they are ever absent or late.

It doesn't matter whether you are in high school, college, or working at a job, you're expected to be there every day, on time. You are expected to dress appropriately and be courteous to the people around you. You are also expected to give your best effort each day. School rules are really "rules for life."

Before reading this section, ask students to come up with a list of rules that one might expect to have at a job. Read the text in the box and discuss the similarities between work rules and school rules.

Teacher's Edition

Go over your school's rules and discuss the reasons for them. Also discuss the consequences for breaking these rules.

Ask students if there are any rules that they think should be eliminated or changed, or if there are any new rules that should be added.

Ask students if bullying is a problem at your school. Discuss or role play what someone should do if they are being harassed or bullied. Also talk about what bystanders can do to discourage bullying.

Discuss the fact that while you don't have control over someone else's behavior, you do have a choice as to how you react.

Discuss your school's athletic eligibility requirements. Do these requirements apply to groups other than athletes?

Code of Conduct / School Rules

In order to provide students with a safe environment that encourages learning, schools need to have rules regarding student conduct and behavior. Most students understand that rules are necessary, and they follow them. For the students who don't follow the rules, there are consequences.

Consequences can range anywhere from detention to expulsion. The severity of the consequence generally depends on the seriousness of the offense and the past history of the student(s) involved. While school rules vary, no high school will allow weapons, drugs, violence, smoking, alcohol, intimidation, or bullying.

All students need to take an active role in making their high school a safe, inviting place to learn. If you ever feel threatened, or if you become aware of a situation that may put you or someone else at risk, tell a teacher, principal, or counselor immediately.

Principals and teachers make rules so that schools will run smoothly, and so everyone will be safe. *It's the students, however, who make their school a great place to be.*

"School rules are common sense. Just follow them." Josh

"It seems to me that school rules are only preparing us for what we'll have to deal with later." Megan

Athletic Eligibility



In addition to state athletic eligibility requirements, many schools have their own requirements that students must also meet in order to play a sport. Athletes, for example, may be required to maintain a minimum GPA in a certain number of classes.

At many high schools, these same eligibility requirements also apply to students who participate in activities such as cheerleading and student government. If you have a question or concern about eligibility, see your counselor, principal, coach, or athletic director.

"I have a friend who didn't get very good grades at the end of last year. Now he's ineligible and he can't play football. He was our best lineman too." Brad

Teacher's Edition

Take good notes

- ▶ Pay attention and really think about what your teacher's saying.
- ▶ Recognize and write down important information.
- ▶ Take notes that are neat and easy to read.
- ▶ If you're absent, get copies of the notes you missed.

"I remember things better if I write them down, so I take notes whenever I can. Later, I go back over my notes and I highlight the information that's most important." Antonio

Note: Study skills and strategies for getting good grades are covered in-depth in our booklet, *How to Get Good Grades in Ten Easy Steps*. For information, or to read an excerpt online, go to www.woodburnpress.com.

Know how to read a textbook

- ▶ Before you start to read, look over the headings and the words in **bold** and *italic* print.
- ▶ Read the entire assignment.
- ▶ Do a quick review of what you've read.

"I have a couple of classes with a lot of reading. I really try not to get behind - it's just too hard to catch up." Jacob

Study smart

- ▶ Find a good place to study.
- ▶ Organize your study time.
- ▶ Focus on one thing at a time.
- ▶ Break large assignments down into smaller parts.
- ▶ Do difficult assignments first, while you're still fresh and alert.

"Before I start to study, I make a plan. I figure out what I need to do and the order I'm going to do it in." Megan



Use test-taking strategies

- ▶ Have everything you need for the test (pencils, calculator, etc.).
- ▶ Before you start, look over the entire test and develop a plan.
- ▶ Mark the questions you want to return to.
- ▶ Check your answers, and use all of the time available.

"As soon as I get my test, I write anything I need to remember at the top. Then when I need the information, it's right there." Terrell

After you have gone through all of the skill areas on pages 10 and 11, ask students to choose the 2 areas they need to work on the most. Have students identify 1 or 2 things that they can do in each of these areas to improve their grades.

Teacher's Edition

Read this section and discuss the importance of setting goals. Then ask students to come up with three personal goals for the current grading period.

At least one goal should be academic and at least one should be non-academic. Remind students that each goal should be specific, measurable, action-oriented, realistic, and timed.

Ask students to write their three goals on a piece of paper. Assure students that no one will see what they have written.

When they're finished writing their goals, have students fold their paper and put their name on the outside.

Collect the papers and tell your students that you will return them at the end of the term. Students can then see if they were able to meet their goals.

At the end of the term, return these papers to your students. Did they achieve their goals? Ask students to make new goals for the following term.



Step Five Set Goals

Setting goals is important for people of all ages. Get in the habit of setting both short-term and long-term goals.

Setting goals helps you determine where you want to go and what you want to accomplish. Goals give you focus, direction, and purpose. Having a goal also helps you determine a plan of action. For example, if your goal is to go to college, there are specific things that you must do in order to achieve your goal.

While goals can be **short-term** (get a B on your history test) or **long-term** (graduate with a 3.0 GPA), every goal should be SMART: Specific, Measurable, Action-oriented, Realistic, and Timed.

Let's say, for example, that you've decided that your goal for the semester is to "try harder in math." This goal is not specific, it's not measurable, and there's no timetable. A much better goal would be to "get a B in math this semester." This goal is specific, it's measurable, and there's a definite time when it is to be completed. This goal is also action-oriented and realistic.

At the beginning of each term, set three academic and three non-academic goals for yourself. Once you've set your goals, make a list of the specific things you need to do to reach each goal.

"For every class I take, I set a goal based on what grade I think I can get. This gives me something to work for and it keeps me focused on what I want to accomplish." Maria

"I'm always setting goals for myself. My new goal is to save enough money to buy a used car by the end of next summer." John

Write your goals down. Studies have shown that you are more likely to achieve a goal that's written down.



Teacher's Edition



Step Six Get Involved

High school is like anything else - the more you put into it, the more you get out of it.

Students who are involved in activities do better academically and they enjoy high school more. Being involved in school activities provides you with the opportunity to do the following:

Spend time with friends and meet new people

"Marching band has changed my life. We're all friends and we just enjoy being together. It's so much fun." Amanda

Enjoy school more

"I didn't really like school that much last year. This year I'm an office assistant and I'm on the track team. I know more people now, and school is a lot more fun." Darnell

Become a leader

"Being on student council has helped me gain confidence and develop the skills that I need to be a leader." Kate

Relieve stress

"I get rid of a lot of stress during basketball practice. It's great to be with my friends and just forget about school for a while." Megan



Provide a valuable service

"My work on the school newspaper is really important to me. I've made lots of new friends, and I feel like I am doing something useful." Jasmine

Try something new

"My speech teacher told me that I should try out for the school play. I'd never been in a play before, but I ended up getting one of the leads." Brad

Before reading this section, ask students to name three benefits of participating in a school activity.

If any students are currently participating in school activities, ask them to share their experiences.

Teacher's Edition

Discuss why colleges and employers like to see community service listed on an application.

Have activities to put on applications

"I take pictures for our school yearbook and I'm on the basketball team. My counselor tells me that my activities will look good on college and scholarship applications." Maria

Develop a variety of skills and talents

"I play the cello in the orchestra. I'm not that great, but I'm getting better. And I'm having a really good time." John



Have fun

"School activities are half the fun of high school." Jenna

After reading pages 13 and 14, ask students to share one activity (in or out of school) that they're involved in. Ask students to share what they like about this activity.

I have been a high school counselor for twenty years. Each year I ask all of my seniors to complete a questionnaire before they graduate. The last question on this questionnaire is, "What do you wish you would have done differently in high school?"

Every year for the past twenty years, the number one response to this question has been, "I wish I would have gotten more involved in school activities." Mrs. Johnson

Go over the activities that are available at your school and discuss how students can become involved in them. Also discuss activities available in your community (e.g. church youth groups, Habitat for Humanity, community sports programs, volunteering for a charity).

All high schools have some, if not all, of the following: theater programs, athletic teams, leadership organizations, music programs, service organizations, and special interest clubs. In most schools, students can also work as an office aide or a teacher's assistant. *There is definitely an organization, club, team, or activity for everyone!*

Find out what activities are available at your high school and become involved in two or three. However, don't take on more than you can handle. *Quality is much more important than quantity.*

If you don't know what activities are available or if you need additional information, go to the office or talk to your counselor. Also listen to announcements and check your school's website.

Teacher's Edition



Step Seven - Make Good Choices and Decisions

When you make good choices and decisions, you reap the rewards. When you make poor choices and decisions, you suffer the consequences.

You are required to make lots of decisions in high school. To help you make decisions that are going to be right for you, go through these four steps whenever you have a difficult decision to make.

1. Determine what your choices are.
2. Write down the positives and negatives for each.
3. Make sure that you have all of the information you need.
4. Think about your choices, and then make a decision.

Encourage students to think about what activities they will and will not participate in, before they find themselves in a situation that requires a quick decision.

For example, a student should have made the decision not to smoke, before a cigarette is offered.

Ashley's Dilemma

There's a course that I was planning to take next year, but then I found out that I could take it in summer school. I couldn't decide what to do, so I made a list of the positive and negative things about each choice.

A. Taking the Course in Summer School - POSITIVES

1. I get the class out of the way in 3 weeks.
2. My best friend, Kara, is taking the class.

Taking the Course in Summer School - NEGATIVES

1. I have to get up at 7:30 A.M. for 3 weeks.
2. Summer school costs \$200.
3. There's no air conditioning, so it will probably be hot.



B. Taking the Course Next Year - POSITIVES

1. I like the teacher who will be teaching the class.

Taking the Course Next Year - NEGATIVES

1. It would make next year's schedule a lot harder.
2. If I take it next year, I won't have room for art.