**Grade 9 PEP Talks**

**Student/Parent Educational Conferences**

**Resource Guide 2012 - 2013**

**bs01591_**

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**PHS Graduation Requirements**

Plymouth High School Graduation Requirements

The Plymouth Board of Education has approved the following course requirements to be successfully completed to receive a high school diploma from Plymouth High School:

English 4 credits

Math 3 credits

Science 3 credits

Social Studies 3 credits

Physical Education 1.5 credits

Health .5 credit

Personal Finance .5 credit

Electives 10.5 credits

Completion of Career Portfolio

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**26 credits required for high school graduation**

Plymouth High School Transcript

Receiving your high school diploma by meeting the requirements for graduation is an important and exciting accomplishment. Your high school transcript is a permanent record of your academic and extracurricular accomplishments. It is a record on file during your lifetime at Plymouth High School. Your high school transcript can and will be reviewed by college admission counselors, military recruiters, scholarship committees and potential employers.

A high school transcript shows your work ethic and how seriously you took and continue to take your education. Did you work to your potential? Were you on time for classes and did you attend regularly? Did you challenge yourself by taking rigorous courses?

Does your high school transcript reflect your ability and what you are potentially capable of? Employers, college admission counselors, military recruiters and scholarship committees use your transcript to answer these questions!

If you had a bad academic start on your high school record, you have time to turn things around!

Plymouth High School Four Year Educational Career Plan26 Credits & Career Cruising Portfolio are REQUIRED for Graduation

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Homeroom:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Career Goal or Cluster of Interest: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Goal for 9th Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Grade 9  Course Name and # | Cr. | Grade 10  Course Name and # | Cr. | Grade 11  Course Name and # | Cr. | Grade 12  Course Name and # | Cr. |
| **English** (4 credits) | English 1 | 1.0 | English 2 |  | Literature & Comp 3 |  |  |  |
|  |  |  |  |  |  |  |  |
| **Mathematics** (3.0 credits)  (.5 credit must be Geometry) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **First Aid / Health** (.5 credits) | 1st Aid/Health - **185** | .5 | N/A | - | N/A | - | N/A | - |
| **Physical Education**  (1.5 credits over 3 years) | Phy. Ed. 1 – **145** | .5 | Phy. Ed. 2 - **146** | .5 |  |  |  |  |
|  |  |  |  |  |  |
| **Science** (3.0 credits)  (Must take Biology & Physical Science or Chemistry) | Physical Science - **833** | 1.0 | Biology - **843** | 1.0 |  |  |  |  |
|  |  |  |  |  |  |  |
| **Social Studies** (3 credits) | Citizenship - **901** | .5 | United States History - **923** | 1.0 |  |  |  |  |
| Area Studies - **906** | .5 |  |  |  |  |  |  |
| **\*Personal Finances** (.5 credits) | N/A | - | N/A | - |  |  |  |  |
| **Electives** (10.5 credits)  (10.5 credits over 4 years) |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| **Follow credit columns down and total number of credits MUST add up to a minimum of 6.5 Cr. in each column Total** | |  | **Total** |  | **Total** |  | **Total** |  |

ALL CREDIT COLUMNS MUST ADD UP TO **26 CREDITS**

\*JA Economics or AP Micro or Macro Economics will fulfill this requirement

College Credit Course Opportunities

College Credit Courses and AP courses give students the opportunity to take a college-level course while attending high school. These courses are NOT for every student and careful thought needs to be given as to whether to take on this challenge.

**Gain the Edge in College Preparation**

1. Get a head start on exactly the sort of work you will confront in college.
2. Improve your writing skills and sharpen your problem-solving techniques.
3. Develop the study habits necessary for tackling rigorous coursework.

**Stand Out in the College Admissions Process**

1. Demonstrate your maturity and readiness for college.
2. Show your willingness to push yourself to the limit.
3. Emphasize your commitment to academic excellence.

**Broaden Your Intellectual Horizons**

1. Explore the world from a variety of perspectives, most importantly your own.
2. Study subjects in greater depth and detail.

**At Plymouth High School you have the opportunity to earn up to 56 college credits**. **Listed below are the College Credit Courses and the AP courses offered at Plymouth High School. Please check the curriculum guide regarding prerequisites for each of the college credit courses and AP courses. The fee for each college course is subject to change each school year. Generally a 3.25 GPA is required.**

|  |  |  |  |
| --- | --- | --- | --- |
| **College** | **Course** | **Credit** | **Cost** |
| UW – Oshkosh | 26-105 Biological Concepts - Unity | 4 credits | $481.28 |
| Lakeland College | MAT 162 Pre-Calculus Mathematics | 3 credits | $300 |
| St. Norbert College | 131 GS8 Calculus & Analytic Geometry I | 4 credits | $180 |
| Lakeland College | CHM 131 Principles of Chemistry I | 4 credits | $300 |
| Lakeland College | PC 200 General Psychology | 3 credits | $300 |
| Lakeland College | EC 220 AP Macro – Economics | 3 credits | $300 |
| Lakeland College | EC 230 AP Micro – Economics | 3 credits | $300 |
| Lakeland College | ENG 211 Intro to British Literature I | 3 credits | $300 |
| Lakeland College | Spanish Composition & Conversation | 3 credits | $300 |
|  | 14 additional credits possible\*\* | 14 credits | Transcribed, No Cost |
| MSOE | GE-1001 General Engineering  Principles of Engineering | 3 credits | $50 |
| MSOE | GE-1002 General Engineering  Intro to Engineering Design | 3  credits | $50 |
| MSOE | GE-1003 General Engineering  Digital Electronics | 3 credits | $50 |
| MSOE | GE-1008 General Engineering  Biotechnical Engineering | 3 credits | $50 |
|  |  |  |  |

\*\* If a student receives a “B” or better in the Spanish Composition & Conversation course they will receive transcribed credits for Lakeland College’s Elementary Spanish I & II, and Intermediate Spanish I & II (equaling 14 credits)

**Receiving Credit through Advanced Standing**

High school students have the opportunity to receive advanced standing at a technical college or four year college for selected courses taken at PHS while also receiving high school credit. Taking these courses allows a student to get a jump start in the career and academic program they are planning on pursuing in a technical college or four year college. There are also financial benefits in taking these courses at the high school level (no cost) rather than taking them at the technical college. Listed below are the advanced standing classes that PHS has with surrounding area technical colleges and four year colleges.

|  |  |  |
| --- | --- | --- |
| **High School Course** | **Technical/4 year College Course Credit** | **Technical College Program** |
| Accounting 1 | Lakeshore Technical College: Office Accounting | Administrative Assistant |
| Accounting 2 | Lakeshore Technical College: Accounting 1 | Accounting  Business Management |
| Anatomy & Physiology | Lakeshore Technical College: General Anatomy & Physiology | Dental Hygienist  Nursing – Associate  Degree |
| Auto Technology / Applied Communication | Milwaukee Area Technical College: Auto Intern 1 - 6 | Automotive Technology |
| Botany | Milwaukee Area Technical College: Landscape Horticulture | Landscape Horticulture |
| Intro to Engineering Design | Lakeshore Technical College: CAD 1 | Mechanical Design Technology |
| Computer Applications | Lakeshore Technical College student chooses two software packages and will gain LTC credit as follows:  2 credits for Word  1 credit for Excel  1 credit for PowerPoint  1 credit for Access |  |
| ProStart I & II\*\*  ProStart I & II\*\* | UW – Stout:   * Intro to Hospitality * Foods * Sanitation * Institutional Food Purchasing * Elective   Moraine Park Technical College:   * Sanitation and Safety * Culinary Art Internship   Fox Valley Technical College:   * Intro to Hospitality * Independent Study * Sanitation for Food Service Operations | Hotel, Restaurant & Tourism Management  Culinary Arts Program  Culinary Arts Program  Or  Tourism Management Program |
| Welding I | LTC – Welding Intro | Welding |
| Tech Draw I | LTC – MT Measuring | Basic Class for most STEM Programs of Study |
| Manufacturing I | LTC – Manufacturing I | Industrial Technician Production |
| Project Lead the Way Classes (IED, POS, BE, DE, CIM) | LTC | Basic Class for most STEM Programs of Study |

**Career Exploration – Use Your Tools**

What Do I Want To Do After High School Graduation?

Today’s world of work offers many exciting opportunities. It is important for students to know and understand what they are good at and what they enjoy doing to select career areas that are compatible with those skills, abilities and interests. There are numerous opportunities and activities planned in high school to help students explore career interests.

**Career Cruising Web-Based Program**

Career Cruising is an interactive, comprehensive web-based program designed to assist students with every aspect of their post-high school planning. Career Cruising provides students with all the necessary tools to research careers, colleges, technical schools, apprenticeships, the military, specialized job training programs, admission tests, financial aid, scholarships, labor market information, and much more. In addition, there are also tools to help students assess their specific skills, interests, and abilities and match those characteristics to related job possibilities. Everything a student needs to develop a realistic career plan can be found in this program.

**Career Portfolio – What is it?**

Plymouth High School students must complete a career portfolio by the end of senior year. This is a graduation requirement. The portfolio is an extension of the Career Cruising program. It’s not only a showcase for examples of a student’s best works and achievements during their high school years, but it also provides a progressive, chronological roadmap for the research and effort a student puts into establishing their individual career pathway. There are specific developmental tasks that students are assigned to complete during each of their four years of high school. To complete these tasks, students work with their homeroom teacher once per month during a regularly scheduled homeroom period. More and more employers are not relying on resumes and job applications alone – they want to see examples of a person’s experiences, accomplishments, and qualifications. The career portfolio provides this information.

**Career Interest Inventories**

Students take several career interest inventories while attending Plymouth High School through Career Cruising. Career interest inventories are paper and pencil or computer generated inventories where a student is asked what they are good at and what they like to do. They are then matched to careers and occupations that have their interests and abilities.

Freshman – Career Matchmaker

Sophomore – Review Career Matchmaker results & My Skills Activity

Junior – ACT Assessment

**Career Clusters**

One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Career Clusters™ do exactly this by linking school-based learning with the knowledge and skills required for success in the workplace. The National Career Clusters™ Framework is comprised of 16 Career Clusters™ and related Career Pathways to help students of all ages explore different career options and better prepare for college and career.

Each Career Cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The 16 Career Clusters and related Career Pathways provide an important organizing tool for schools to develop more effective programs of study and curriculum. Students will be able to identify specific career clusters through their Career Matchmaker results within their Career Cruising Portfolio.

**Sophomore Career Connections**

Each year the Sheboygan Area Chamber of Commerce sponsors the Sophomore Career Connections program at one local college campus (UW-Sheboygan or Lakeshore Technical College). Sophomores from all over Sheboygan County attend this full day event with their respective high schools. At the Expo, students have the opportunity to interact directly with workers and professionals representing specific occupational areas covering the sixteen major career clusters of our labor market. Students choose two or three different career areas based on their interests, and they receive first-hand information about what exactly those people do at work every day. In addition, they are provided with specific information about what level of training or education is needed to get into those occupations, how much money do they make, what are the working conditions like, what advancement opportunities exist, what specific skills are necessary, what courses students should take in high school to prepare themselves, what other similar or related careers exists. Students have found this to be a valuable experience to help narrow down possible career choices.

**Plymouth High School Electives**

Elective courses exist to help students explore and develop skills and interests in a wide variety of areas. These courses help students to discover what they are good at, and what types of activities they enjoy doing. Those two important questions should be answered before a successful career choice can be made. The elective course areas at Plymouth High School include Agriculture and Natural Resources, Art, Business Education, Computer Science, Family and Consumer Education, World Languages, Music, Technology Education and Work Based Learning. Students are encouraged to have a “well-rounded” education and to try courses in these areas. Students will often discover skills and interests they were previously unaware of.

**Job Shadowing Opportunities*: Student Initiated***

Job shadowing gives a student an opportunity to get a good picture of what a job entails. This is absolutely the best way for students to get first hand knowledge about a specific occupation or career area. During a job shadowing experience, students work side by side with an adult who is employed in an occupation that the student is interested in considering as a possible career after they graduate from high school. After a job shadow, students can learn that the job is very different than they imagined. Job shadowing experiences can be arranged for either a half-day or a full day. Applications for job shadowing are available in the high school Counseling office.

**Success During and After High School**

Class Rank Clubs Community Service

Organizations Character Grade Point Average

Leadership Test Scores Rigorous Course Selections

21st Century Skills

The above are key components when it comes to receiving scholarships, being accepted into colleges/universities, and obtaining a job after high school. Becoming an adult means taking on new responsibilities and learning to be more independent. Clubs, organizations, athletics, community service can help you meet new people and develop important life-long skills.

**Available Clubs/Organization/Activities:**

ACT Math/English Prep Math Tutoring Program

All-School Play One Act Play

AMP Rats Musical

Art Club National Honor Society

Bowling Club Nordic Cross Country Skiing

Chess Club PAW

Comedy Sportz Team Peers 4 Peers

Crosswalk Club Pep Band

Dance Line Pit Band

E.R.A.S.E Photography Club

Fall Play Prom Committee

Rachel’s Challenge

FFA Robotics Club

Forensics Science Tutoring Program

German Band Sign Language Club

Highlights Sociedad Honraria Hispanica

High Mileage Club Student Council

Homecoming Committee Swing Choir

Jazz Band Trap Shooting Club

Key Club World Language Club

Math Team Students for Social Justice

**Athletics at PHS:**

Cross Country Swimming & Diving

Tennis Girls Volleyball

Boys Football Soccer

Football Cheerleading Dance Line

Basketball Boys Wrestling

Girls Softball Track & Field

Boys Baseball Boys Golf

###### **Equation For Making a Good Career Plan**

**Self Knowledge** – What are my values and priorities? What are my strengths and weaknesses? What are my interests and abilities?

**PLUS +**

**Occupational Knowledge** – Which jobs seem to fit with what I know about myself? What are the duties and responsibilities of these jobs? How much do these jobs pay? What is the workplace environment like? What is the demand for these jobs? Where are these jobs located? What are some related jobs?

**PLUS +**

**Occupational Requirements** – What skills, knowledge, training and education do I need for these jobs? Where do I go to get this training / education? How long will it take? What will it cost?

**PLUS +**

**Personal Goals** – What do I want to accomplish in my life and in my job? What do I want my life to be like – what kind of lifestyle do I want to live? Is it possible for me to achieve my goals with this job?

**EQUALS =**

### *A Realistic Career Plan*

# **Today’s and Tomorrow’s Labor Market**

Job Availability By Educational Level

* High School Diploma or Less: 15%

Only 15% of all jobs available require a high school diploma or less. These jobs represent some of the lowest paying jobs in the labor market, don’t offer health benefits and are lost when the economy slows down. This is also the section of the labor market that is most rapidly disappearing.

* Some College or Training Beyond High School, But Less Than a 4-Year Degree: 60%

60% of the jobs available in today’s labor market require more education / training than a high school diploma, but less than a 4-year college degree (bachelor’s degree).

* 4-Year Degree or More: 25%

25% of all available jobs require a bachelor’s degree (4 years of college) or more. This represents the fastest growing section of today’s labor market.

IN GENERAL, EMPLOYERS ARE LOOKING FOR EMPLOYEES WHO POSSESS AN EVER-INCREASING AND HIGHER LEVEL OF SKILLS AND EDUCATION.

**Education PAYS Off**

Level of Education % Workforce Life Work Earnings Unemployment Annual (millions) Rate

Less Than High School Diploma 15.1% .8 9.0 $20,224

High School Diploma 31.5% 1.0 5.7 $28,565

Some College (no degree) 19.0% 1.3 5.1 $33,629

Associate Degree (2 yr college) 8.2% 1.5 3.7 $37,875

Bachelor’s Degree (4 yr college) 17.5% 1.9 2.8 $48,745

Master’s Degree (6 yr college) 6.2% 2.1 2.4 $60,421

Professional Degree (6-10 yr college) 1.4% 4.1 1.7 $83,304

Doctorate Degree (7-8 yr college) 1.1% 3.1 2.0 $74,678

Source: Bureau of Labor Statistics, Current Population Survey, 2008

# **21st Century Learning Skills**

Soft skills are non-academic skills that increasingly are seen as valuable by employers, college admissions officials and scholarship award committees. Plymouth High School evaluates four soft skills: collaboration, respect, initiative and work habits.

**How it works**

Teachers evaluate each student in each class on each of the four soft skills, using a shared rubric that outlines expectations.

They observe students throughout the semester, offering feedback to guide students much as an employer would do.

Students receive quarterly measures of their progress on developing soft skills along with their academic grades on their report cards. The measures range from 1 to 4, with the highest level being 4.

The soft-skill measures do not appear on official transcripts, so it is up to students to share the information with potential employers, admissions counselors and scholarship award committees.

At least 15 area businesses that employ students have signed an agreement indicating that they value the interpersonal and social skills taught and promoted at PHS. In addition, the businesses promise to ask potential employees to share the soft skills evaluations from their report cards.

**Grading Rubric – Soft Skills**

**Collaboration Rubric**

|  |  |  |
| --- | --- | --- |
| 4 | Exceeds expectations | Acts as a leader or exemplary team member  Consistently provides thoughtful ideas in teams  Consistently values and encourages all members of teams |
| 3 | meets expectations | A strong team member  Provides thoughtful ideas in teams  Values and encourages all team members |
| 2 | Emerging expectations | Participates minimally and requires some prompting as a team member  Sometimes provides thoughtful ideas in teams  Sometimes values and encourages all team members |
| 1 | Below expectations | Rarely participates in team activities  Rarely provides thoughtful ideas in teams  Rarely values and encourages team members |

**Respect**

|  |  |  |
| --- | --- | --- |
| 4 | Exceeds expectations | Seeks and accepts the opinions and input of others  Consistently demonstrates both respectful and helpful behavior |
| 3 | Meets expectations | Listens and accepts the opinions of others  Demonstrates both respectful and helpful behavior |
| 2 | Emerging expectations | Shows growth in accepting others  Improvement noticed in demonstrating respectful and helpful behaviors |
| 1 | Below Expectations | Usually ignores the opinions and input of others  Needs improvement in demonstrating respectful and helpful behavior |

**Initiative**

|  |  |  |
| --- | --- | --- |
| 4 | Exceeds Expectations | Initiates curiosity and interest in learning  Independently engages in learning activities  Consistently perseveres and problem solves  Demonstrates resourcefulness and seeks assistance as necessary |
| 3 | Meets Expectations | Demonstrates curiosity and interest in learning  Engages in learning activities  Demonstrates perseverance  Demonstrates resourcefulness and seeks assistance as necessary |
| 2 | Emerging Expectations | Occasionally demonstrates curiosity and interest in learning  Sometimes engages in learning activities  Occasionally perseveres  Shows growth in resourcefulness and sometimes seeks assistance |
| 1 | Below Expectations | Seldom demonstrates curiosity in learning activities  Rarely engages in learning activities  Lacks perseverance  Rarely uses alternate resources to assist with learning |

**Work Habits**

|  |  |  |
| --- | --- | --- |
| 4 | Exceeds Expectations | Always punctual and prepared  Consistently displays a positive attitude  Always on task  Always strives to reach full potential  Spends extra time to ensure tasks are well done |
| 3 | Meets Expectations | Punctual and prepared for class  Displays a positive attitude  Stays on task  Strives to meet potential  Completes tasks and meets deadlines |
| 2 | Emerging Expectations | Occasionally punctual and prepared  Shows improvement in displaying a positive attitude  Sometimes stays on task  Beginning to strive to meet potential  Inconsistent with task completion |
| 1 | Below Expectations | Seldom punctual and prepared  Rarely displays a positive attitude  Needs to remain focused on task  Does not strive to meet potential  Needs to complete tasks and meet deadlines |

**Options After High School**

The majority of careers and occupations require some education or training beyond high school. One career may require four years of college while another may require a six-month program of study at a technical college. Your career goal will determine which of the following options is most appropriate once you graduate from Plymouth High School.

Employment

Nearly 15% of all available jobs are open to people who have a high school diploma or less. These jobs represent some of the lowest paying jobs in the labor market. This is also the section of the labor market that is most rapidly disappearing.

Apprenticeships

Students who prefer hands on approach to learning can consider an apprenticeship program. Apprentices learn a skilled trade through a combination of classroom instruction and on the job training. Apprenticeships are agreements in which employers pay individuals while they are learning their trade or profession. Examples of skilled trades include carpenter, plumber, steamfitter, electrician, and tool and die maker, millright, sheet metal worker and mason.

Specialty Schools

These are schools that specialize in a specific trade or skill. Specialty schools could include truck driving, cosmetology, culinary arts, massage therapy and flight attendant schools. Most specialty schools offer only financial aid in the form of student loans by completing the Free Application For Federal Student Aid.

Military

The military trains young men and women so that they can protect the interests of our country. In order to do this, the military offers qualified high school graduates a good salary and free job training. The military also provides discipline and structure, as well as opportunities for career advancement and travel. The United States military is the nation’s single largest employer. It offers training and employment in over 2,000 job specialties, 75,000of which have civilian counterparts.

There are four major branches of the military; Army, Navy, Air Force, and Marines. Opportunities for students also exist in the Coast Guard, National Guard and the Reserves. College students who take ROTC (Reserve Officer Training Corps) will enter the military as officers, while academically gifted students will find excellent educational opportunities at the four military academies.

Technical Colleges

There are sixteen technical colleges across Wisconsin that offers a variety of career-oriented programs that last a few months to a few years. The career-oriented programs can lead to a short-term certificate, a technical diploma or an associate degree. Some degree programs at technical colleges can be articulated at a four-year college. Programs of study include accounting, horticulture technician, nurse, police officer, physical therapy assistant, paralegal, culinary arts and clinical laboratory technician to name a few.

Two Year Colleges Freshmen-Sophomore Campuses

The University of Wisconsin has thirteen two-year colleges located in Wisconsin. The colleges offer open admission requirements, lower tuition, solid academic foundation classes, smaller classes and a guaranteed transfer program. Students complete their attendance at the two-year college and are offered guaranteed admission to a four-year public Wisconsin college if they meet specific grade point average requirements.

Four Year Colleges

Students can attain a bachelor’s degree by completing a program of study at a four-year college. Four-year colleges provide students with a liberal arts education. Students receive a well rounded education where nearly forty percent of their classes are in general education (English, math, science and history). General education courses are taken freshman year. Students can begin college as an “undeclared” major, fulfill general education requirements and decide upon a major.

**Admission Preparation and Requirements**

**Specialty Schools**

Admission to specialty schools generally requires the student to attain a high school diploma or a high school equivalency diploma.

**Apprenticeships**

Admission to apprenticeship programs requires students to have a high school or a high school equivalency diploma. The Accuplacer is required as an entrance test. Applicants should try to find a company willing to sponsor them for the skilled trade.

**Military**

Admission into a military branch requires a student to have a high school diploma. Students interested in enlisting in the military are required to take the ASVAB. Students will receive an Armed Forces Qualification Test (AFQT) score. This score determines whether a student has scored high enough to meet the entrance requirements for military services. They will also receive a Military Careers Score to compare their skills and abilities with the skills and abilities of job incumbents in various military careers.

**Technical Colleges**

Technical colleges require successful completion of high school graduation requirements for college admission. Students can apply to the sixteen technical colleges located in Wisconsin at the end of their junior year. Students need to take the Accuplacer as an admission test for acceptance into the college program. Surrounding technical colleges include Lakeshore in Cleveland, Fox Valley in Appleton and Moraine Park Technical College in Fond du Lac. Technical colleges will accept the ACT as an admission test.

**Two Year Colleges**

There are thirteen two-year colleges in the state of Wisconsin. High school students need to complete the following for admission:

* Complete a minimum of 17 college preparatory credits
  + four credits in English,
  + three credits in math; one credit in algebra, geometry and advanced algebra
  + three credits in social studies,
  + three credits in natural science,
  + Four additional credits can be chosen from the above academic areas, foreign language, fine arts, and computer science.
* Incoming freshman are likely to be admitted if their cumulative grade point average rank in the top 75% of their graduating class.

* Incoming freshman must take the ACT.

**Four Year Colleges**

There are thirteen four-year public colleges and twenty-six four-year private colleges in the state of Wisconsin. To qualify for admission to a four-year college you must graduate from high school. Admission departments use a comprehensive, individualized admission process**. Of primary consideration are college preparatory courses taken in high school, rank in class, grade point average and ACT/SAT scores.** Also under consideration for college admission are student experiences, work experience, leadership qualities, motivation, community service, special talents, socioeconomically disadvantaged and whether the applicant is a member of a racial or ethnic group.

**College Preparatory Course Requirements**

High school course work prepares students for college by helping develop strong academic skills. The stronger college preparatory curriculum a student pursues in high school, the more likely they will succeed in college. College readiness strongly encourages students to challenge themselves in rigorous course selection including senior year. Advanced Placement (AP) courses give students the opportunity to take a college level course while attending high school. AP courses are freshman level college courses that are extremely rigorous and require one to two hours of studying and homework a night.

Four-year colleges require a minimum of 17 college preparatory credits from course work completed in high school:

* Four credits in English
* Three credits in math including algebra, geometry and advanced algebra
* Three credits in natural science including laboratory science such as biology, chemistry or physics
* Three credits in social studies
* Four credits chosen from English, math, science, social studies, foreign language, fine arts, and computer science.

**Class Rank and Grade Point Average**

Colleges consider high school class rank as a part of their admission policy. Class rank is determined by comparing a student’s cumulative grade point average to those of others in their high school class. Most four-year colleges require a class rank in the top 50% or higher in their graduating class. Each four-year college has specific class rank requirements for their acceptance standards.

**Standardized Test Requirements**

College admission departments require ACT or SAT test results for admission requirements. The majority of colleges accept either the ACT or SAT.

***EVERY COLLEGE AND UNIVERSITY SETS SPECIFIC STANDARDS FOR ADMISSION. THE MORE COMPETITIVE IT IS FOR ACCEPTANCE, THE HIGHER THE STANDARDS FOR ADMISSION.*Admission Tests**

Accuplacer

The Accuplacer is an internet-based academic assessment tool used by the majority of technical colleges for admission purposes. It provides information about a student’s level of skill accomplishment in reading, writing and math. The average amount of time to complete the assessment is two hours.

ACT (American College Test)

The ACT is a national college admission examination. It assesses high school students’ general educational development and their ability to complete college level work. The test contains 215 multiple choice questions in four skills areas: English, mathematics, reading and science. An additional optional test, the Writing Test, measures skills in planning and writing a short essay. The ACT takes approximately three hours and thirty minutes with breaks. The Writing Test takes an additional 45 minutes. Basic registration fee for 2012-2013 is $35.00, with score reports sent to four selected colleges by the student. The Writing Test is an additional $15.50. Costs increase yearly.

Virtually all colleges and universities accept the ACT as an admissions test. The ACT is curriculum based. Questions are directly related to what you have learned in math, English, science and social studies courses.

Students who plan to attend a two or four-year colleges are encouraged to take the ACT as late in their junior year as possible. You can take the ACT nine times, but it is recommended to prepare for the test rather than taking it repeated times with the hope that your scores will improve. There are six ACT test dates offered during the school year.

**SAT (Scholastic Aptitude Test)**

The SAT is a national college admission assessment. It consists of three sections; critical thinking, math problem solving and writing skills. It is not necessary to take the ACT **and** SAT unless a student is planning to apply to a highly selective college that prefers the SAT.

SAT II Subject Tests

The SAT II consists of one hour, mostly multiple choice tests that measure what a student knows about an academic subject. There are 22 SAT Subject Tests. Colleges that prefer the SAT usually recommend one or more Subject Tests for admission and course placement.

**Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB is the most widely used multiple aptitude test battery in the world. Studies indicate the ASVAB assesses academic ability and predicts success in a wide variety of military and civilian occupations. It is useful for the non-college bound student with no understanding of their skills and abilities.

Three Career Exploration Scores are provided specifically to help students engage in the career exploration process. The scores help students to measure their verbal, math and science and technical skills compared to other students in the same grade. Students interested in enlisting in the military must take the ASVAB for admission.

**Other Beneficial Tests**

**Preliminary Scholastic Aptitude Test/National Merit Scholastic Qualifying Test (PSAT)**

Students take the PSAT in October of their junior year. College bound juniors are encouraged to take the PSAT to assess their critical thinking, math problem solving and writing skills. It is a rehearsal for students planning to take the SAT in the spring of their junior year. A student can qualify for National Merit Scholarship Program depending upon their scores on the PSAT.

**PLAN Test**

**The PLAN Test** is considered a pretest for the ACT Assessment. The ACT Assessment is a national college admission examination, which assesses high school students’ general educational development and their ability to complete college-level work. As a "pre-ACT" test, **PLAN** is a powerful predictor of success on the ACT. At the same time, the PLAN also focuses attention on both career preparation and improving academic achievement.

The PLAN takes approximately three hours with breaks. The test consists of 145 multiple-choice questions in four skills areas: English, mathematics, reading and science.

The PLAN test is administered in the fall of the sophomore year. A student is not required to take the PLAN, however it is strongly recommended it you are planning on continuing education after high school. Registration fee is approximately $11.25. These costs are subject to change each year.

***Why Should I Take the PLAN?***

There are at least two good reasons to take the PLAN:

1. **Preparing for college entrance exams.** The PLAN is your first opportunity practice taking a college entrance assessment. Your PLAN scores will allow you to see how you would perform if you were taking the ACT at that time. It gives you a chance to look at your strengths and weaknesses and find ways to improve your scores.
2. **The PLAN is more than a test.** In addition to the four tests, the PLAN also provides test takers with a unique interest inventory that provides valuable information for career and educational planning. Additionally, a student profile section provides a comprehensive profile of your work in high school and your future plans.

**Visiting Colleges**

How do I know what colleges to visit since I am not sure of what college I am interested in attending? Consider the following characteristics that are most important to you and rank them. This will assist you in locating schools that will meet your individual needs.

**College Characteristics To Consider**

* Academic programs of study
* Location
* Type of institution-public or private
* Student population
* Academic standards
* Admission competitiveness
* Campus size
* Cost
* Financial aid available
* Special programs and services
* Athletic programs
* Campus life
* Housing

Would you purchase a car without a test drive? Would you rent an apartment without seeing it? College costs can be anywhere from $3,000 to $40,000 a school year. Parents and students are highly encouraged to attend a “campus visit” junior year. Attending a “campus visit” assists in determining if a particular college is a good fit for a student. Arrange to visit any college to which you plan to apply.

**Consider These Factors Before and During Your Visit**

* Schedule campus visit with admission department
* Meet with an admission counselor
* Verify admission requirements
* Discuss your chances for success in major of study
* Find out how to apply
* Request a view book and other publications
* Determine college costs
* Financial aid opportunities available
* Meet with faculty in the department of major of study
* Ask about academic requirements
* Attend a class
* Ask about placement record for graduates
* Tour the campus and check out residence halls, library, union, dining facility
* Talk to students
* Tour the community
* What student activities are available
* Investigate transportation options

The importance of a campus visit in selecting the right college for you cannot be emphasized enough. Select a college that fits you personality. Being on a campus visit helps the student and family get to know the college and its personality.

**College and Career Resources**

[www.bls.gov/oco/](http://www.bls.gov/oco/) Department of Labor’s Occupational Outlook Handbook which includes employment training, earnings, projections, and publications

[www.actstudent.org/college](http://www.actstudent.org/college) Planning for college and careers.

[www.collegeview.com](http://www.collegeview.com) College search database

[www.uwhelp.wisconsin.edu](http://www.uwhelp.wisconsin.edu) Admissions, paying for college, choosing a major information for all 26 campuses in the University of Wisconsin System

[www.witechcolleges.com](http://www.witechcolleges.com) Admission requirements, costs, programs of study available at Wisconsin technical colleges

[www.wisconsinmentor.org](http://www.wisconsinmentor.org) Admission requirements, college costs, majors available at Wisconsin private colleges

[www.eab.state.wi.us](http://www.eab.state.wi.us) List of all career schools accredited by the Educational

Approval Board in the state of Wisconsin, includes links

to specific schools.

[www.abcwi.org/apprenticeship/](http://www.abcwi.org/apprenticeship/) Information on apprenticeships in the construction trades.

[www.acinet.org/acinet](http://www.acinet.org/acinet) Provides an overview of today’s job market including

trends in wages, fastest growing occupations, educational

requirements.

[www.wicareerpathways.org](http://www.wicareerpathways.org) Provides an overview of career clusters, career pathways, and the programs of study for each type of career pathway.

**How Can I Plan Ahead for the**

**Cost of My Education?**

#### The Cost of Education:

The cost of education continues to rise at approximately five to six percent per year. Parents and students are responsible for your education. Depending upon a family’s financial situation, students may or may not receive financial aid. All students and their parents are encouraged to apply for financial aid in January/February of the student’s senior year. The application form that needs to be filed is called the FAFSA. (Free Application for Federal Student Aid). [www.fafsa.gov](http://www.fafsa.gov). **Do not go to** [**www.fafsa.com**](http://www.fafsa.com) **(not a free service)**. Additional information on financial aid can be found on PHS school counseling department website:

<http://www.plymouth.k12.wi.us/Schools/PHS/counseling/home.htm>

**Financial need is based on the following factors:**

* Income of both parents or the primary parent if parents are divorced
* Assets (Savings, etc.)
* Number of dependents
* Number of children in post-secondary school
* Years from retirement

Even though some families may not receive need-based aid, they may be eligible for different types of loans based on the information supplied on the FAFSA form.

The primary types of financial aid include:

1. Grants (these are need-based awards from both the federal and state agencies)
2. Scholarships
3. Loans ( a variety of loans both need and non-need based)
4. Work-Study programs

##### Scholarships:

Late in the sophomore year and junior years students can begin to search for scholarships. Most scholarships are limited to graduating seniors. There are some essay scholarship contests that are usually available to high school students 9-12 which might be worth checking into especially if you are strong in English and creative in your writing (contact your school counselor for more details).

All scholarship information that PHS receives are posted on the PHS counseling department website under the scholarship index. The PHS school counseling department website is: <http://www.plymouth.k12.wi.us/Schools/PHS/counseling/home.htm>

###### Beware of…Scholarship Scams

*Adapted from Get A Jump, Peterson Company*

The Federal Trade Commission (FTC), in Washington D.C. has a campaign called Project $cgikar$cam to confront this important fraudulent activity. Certainly there are legitimate scholarships out there but students and parents must be aware of the following warning signs:

1. *“This scholarship is guaranteed or your money back.”* No service can guarantee that you will get a scholarship or grant. Be sure to review the service’s refund policy before committing any money.
2. *“The scholarship service will do all the work.”* Although some organizations and or companies can help fill some of the paperwork, you are the only one that can complete the personal information.
3. *“The scholarship will cost some money.”* Be leery of any charges related to scholarship information services or individual scholarship application, especially in significant amounts.
4. *“You can’t get this information anywhere else.”* Students can get a lot of information from other resources in counseling office. There are scholarship books, internet sites and scholarship posting.
5. *“You are a finalist” or “You have been selected by a national foundation to receive a scholarship.”* Most legitimate scholarship programs almost never seek out particular applicants. Most scholarship sponsors will contact you only if you have sent an inquiry.
6. *“The scholarship service needs your credit card or checking account number in advance.”* Never provide your credit card or bank account number on the telephone. Always get information in writing first before considering giving out that information.

If you have been approached or are concerned about the legitimacy of a scholarship offer, feel free to contact the Federal Trade Commission’s Consumer Response Center at [**www.ftc.gov**](http://www.ftc.gov)

###### **Positioning Yourself for Your Very Best: *Scholarship Application***

There are some things students can do throughout their sophomore summer, junior year and junior summer to put themselves in a better position to receive scholarships. It is important for students to document activities and experiences that may enhance your senior scholarship applications and resumes. Some of the activities and experiences that can be valuable are:

* Continue to or begin to be more successful in your high school coursework

(A transcript that shows consistently good grades or shows improvement will serve you better)

* Begin to formulate different essays about your goals, both educationally and career. Hot topics for scholarship application essays include:
  + “What are your educational and career goals?”
  + “Discuss an activity/experience that has made a significant difference in the way you

view life.”

* + “Describe your Hero.”
* Continue to be involved or get involved in school and community activities if you aren’t already.
* Volunteer (volunteer experiences help all parties involved…there are many good causes out there)
* Participate in leadership conferences or workshops. Many of the UW-system schools offer opportunities for students to gain leadership skills.
* Get to know your counselor and at least a couple teachers on a more personal level. These people may be writing your recommendations and the more they know about what makes you a unique individual, the better the recommendation they will be able to write.

**Post High School Planning Timeline**

**Freshman Year**

* Build a flexible schedule allowing for study time, extracurricular activities, and your other interests. Use a planner, calendar or electronic organizer to help you get organized.
* Get involved only in extracurricular activities in which you have a genuine interest and those to which you are willing to make the necessary time commitment.
* Make a four-year plan schedule of classes that ensures all graduation requirements will be completed by senior year as well as increases your eligibility to attend the college of your choice (this should be done in your Career Portfolio)
* Begin/continue your Career Portfolio progress in Career Cruising.
* Start developing a resume by keeping a track of your accomplishments including articles about yourself, awards that you have won, and activities in which you have participated (use the Career Cruising Portfolio feature).
* Take your parents with you to talk to your counselor about your interests, post-secondary possibilities, and career information.
* Get to know your School Counselor!
* Find out about summer jobs and how to gain the skills necessary to obtain one.
* Look into volunteer opportunities that will expand your experience and skills.
* Start thinking about job shadowing during sophomore year

**Sophomore Year**

* Visit the School Counseling department; explore college catalogs, websites, and other college materials including financial aid information.
* Complete a credit check to make sure you are meeting all graduation requirements. You can do this within the “education plan” feature in your Career Cruising Portfolio.
* Maintain your resume of accomplishments and activities you have participated in.
* Stay involved in school and community activities, begin to take on responsibilities in those activities you hold a high interest in
* Re-evaluate your high school 4-year plan to make sure it meets college requirements (this should be done in your Career Portfolio)
* Try to complete most of your academic requirements by your junior year.
* Get to know your School Counselor!
* Take the PLAN (Preliminary ACT) in December to prepare you for college entrance exams.
* See your counselor to take interest inventories to discover which career(s) might be a match for you.
* Attend the sophomore Career Connections day at LTC (all school field trip) to learn more about future career interests (will be held in January during the school day).
* Continue to keep your Career Cruising Portfolio up-to-date!

**Bibliography**

Bureau of Labor Statistics, Office of Occupational Statistics and Employment

America’s InfoNet, January 2008

# Bureau of Labor Statistics, Current Population Survey, April, 2008

**Non-Discrimination Policy**

The Plymouth Jt. School District is committed to equal educational opportunity for all students in the district. It is the policy of the Plymouth school District pursuant to §118.13, WI Statutes, and PI 9, that no person, on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program.

This policy also prohibits discrimination under related Federal statutes, including Title VI of the Civil Rights Act of 1964 (race, color, and national origin). Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability). Formal complaint procedures regarding educational opportunities can be found at Plymouth School Board Policy 511.1 found at the district web site: <http://www.plymouth.k12.wi.us>

Any inquiries, questions or complaints regarding these policies should be directed to

Carrie Dassow, Assistant Superintendent (Title IX Coordinator)

Plymouth School District

125 Highland Ave.

Plymouth, WI 53073

892-2661

or

Susan Williamson (Title II/section 504)

Plymouth School District

125 Highland Ave.

Plymouth, WI 53073

893-4353