**Grade 11 PEP Talks**

**Student/Parent Educational Conferences**

**Resource Guide 2013-2014**

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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 Plan of Study**

***\*\* 26 Credits & Career Cruising Portfolio are REQUIRED for Graduation \*\****

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

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

**Academic & Career Goal (s) for11th Grade:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Grade 9Course Name and # | Cr. | Grade 10Course Name and # | Cr. | Grade 11Course Name and # | Cr. | Grade 12Course 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**or Female Phy. Ed. 1 | .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) |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |
| **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 AT LEAST **26 CREDITS**

College Credit Course Opportunities

It is important for students to understand their strengths and weaknesses and try to select careers or career areas that are compatible with those strengths and weaknesses. Students also need to choose areas that they have a high interest in, but at the same time be realistic. Many students know they would like to attend a four-year college, while others are strongly considering a technical college. In either one of those case, course planning is paramount in making their post-secondary goals attainable.

**Course Considerations for the College-Bound Student**

Course selections are pivotal, especially in the areas of math and science.

**Math** – Students need to progress through Algebra II to meet minimum requirements. The ACT assessment (4 year college entrance exam) is based on Algebra, Geometry, Algebra II and five to six questions of Trigonometry.

**Science** – Students need three college-preparatory science courses. According to the UW- System, schools prefer (but do not require) to have biology, chemistry and at least one additional lab science course.

**English** – Students need to be aware that some English courses will prepare them better for their college experience than others. In fact, some of our current offerings may not be accepted as a college preparatory course at some colleges. Be sure to discuss this with your counselor. For example “Drama” may not be accepted at some colleges/universities. Students might want to take this course as an elective but not use it to fulfill the four year credit requirement in English.

 **Foreign Language** – Two years of the same foreign language is **required** at UW-Madison, UW- Eau Claire, University of Minnesota, Winona State and a few other colleges in Minnesota. Foreign language is recommended at most campuses!

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 59 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 | $535.20 |
| 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 |
| MSOE | GE-1001 General EngineeringPrinciples of Engineering | 3 credits | $50 |
| MSOE | GE-1002 General EngineeringIntro to Engineering Design | 3credits | $50 |
| MSOE | GE-1003 General EngineeringDigital Electronics | 3 credits | $50 |
| MSOE | GE-1008 General EngineeringBiotechnical Engineering | 3 credits | $50 |
| MSOE | GE-1004 General EngineeringComputer Integrated Manufacturing | 3credits | $50 |
| LTC | 31-463-341 Industrial Tech Production(Manufacturing Tech I) | 3 credits | Transcribed, No Cost |
| LTC | 31-420-330 Tech Draw I | 1 credit | Transcribed, No Cost |
| LTC | 31-442-300 Intro to Welding(Metal Welding) | 1 credit | Transcribed, No Cost |
| LTC | Marketing | 3 credits | Transcribed, No Cost |
| LTC | Business Law | 3 credits | Transcribed, No Cost |

**AP (Advanced Placement) Courses:**

Plymouth High School offers three AP (Advanced Placement) courses. Each course is modeled upon a comparable college course and concludes with the opportunity for students to participate in college level exam. Exams are given in the first two weeks of May. Cost to take the exams is $79.00 per exam. Scores can range between 1 and 5. Most two and four year colleges worldwide recognize AP in the admission process and accept successful exam scores (usually a 3 or better)for credit, advanced placement, or both. Listed below are the PHS courses that are recognized as AP courses.

* **AP US History**
* **AP MicroEconomics**
* **AP MacroEconomics**

***Students who take Advanced Composition 2 could also take advantage of taking the AP English Language and Composition placement test. We also offer AP classes through our e-school. See Mrs. Jennifer Marten for further information.***

For additional information regarding AP courses, tests and requesting your scores – please visit: <https://apstudent.collegeboard.org/home>

**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 | AccountingBusiness Management |
| Anatomy & Physiology | Lakeshore Technical College: General Anatomy & Physiology | Dental HygienistNursing – 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 Word1 credit for Excel1 credit for PowerPoint1 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 ManagementCulinary Arts ProgramCulinary Arts ProgramOrTourism Management Program |

\*\* See school counselor for a complete listing of college articulations

***\*\* SUBJECT TO CHANGE \*\****

**2014-15 SENIOR CURRICULUM LIST** Grade next fall (12) Senior

 Circle a **minimum of 6.5 credits.**

 **(7.0 credits recommended)**

Name (PRINT) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | AGRICULTURE |  |
| 105 | Intro to Botany | .50 |
| 106 | Botany  | 1.00 |
| 107 | Intro to Animal Science | .50 |
| 109 | Greenhouse – Floriculture Mgmt | .50 |
| 110 | Agriculture Internship | 1.00 |
| 1110 | Livestock Management | .50 |
| 1111 | Companion Animal and Equine Care | .50 |
| 1112 | Fundamentals of Veterinary Science  | 1.00 |
| 114 | Fundamentals of Agriculture Welding | .50 |
| 115 | Principles of Small Engine Repair | .50 |
| 116 | Principles in Agribusiness and Economics | .50 |
| 117 | Principles in Sustainable Resource Systems | .50 |
| 118 | Intro to Natural Resource/Outdoor Rec | 1.00 |
| 119 | Agriculture Commodity Processing | .50 |
| 120 | Agriculture Communication Fundamentals | .50 |
| 121 | Foundations of Agribusiness | .50 |
|  |  |  |
|  | FAMILY/CONSUMER SCIENCE |  |
| 129 | Culinary Arts 1 | .50 |
| 1290 | Culinary Arts 2 | .50 |
| 1291 | Culinary Arts 3 | .50 |
| 1292 | Culinary Arts 4 | .50 |
| 1293 | Culinary Arts & Hospitality 1 | 1.00 |
| 1294 | Culinary Arts & Hospitality 2 | 1.00 |
| 1295 | Culinary Art Youth Apprenticeship | 2.00 |
| 130 | Food Science | 1.00 |
| 137 | Human Growth | .50 |
| 138 | Youth Services 1 | .50 |
|  |  |  |
|  | PHYSICAL EDUCATION |  |
| 145 | Physical Education 1 | .50 |
| 146 | Physical Education 2 | .50 |
| 147 | Team and Individual Sports  | .50 |
| 148 | Lifetime Activity  | .50 |
| 152 | Lifeguard Training | .50 |
| 154 | Weight Training | .50 |
| 157 | Aerobic Physical Education | .50 |
| 185 | First Aid/Health/CPR | .50 |
|  |  |  |
|  | BUSINESS EDUCATION |  |
| 2111 | Information Processing 1 | .50 |
| 2115 | Computer Applications1/ 2 | .50 |
| 2350 | Personal Finances | .50 |
| 243 | Accounting 1 | 1.00 |
| 245 | Accounting 2 | 1.00 |
| 246 | Accounting 3 | 1.00 |
| 249251252 | Business LawPrinciples of BusinessThe Global Marketplace | .50.50.50 |
|  |  |  |
|  | ART |  |
| 311 | Art Fundamentals | .50 |
| 312 | Drawing and Painting 1 | .50 |
| 313 | Drawing and Painting 2 | .50 |
| 314315 | PrintmakingSculpture | .50.50 |
| 316318 | CeramicsAdvanced Art | .50.50 |
|  |  |  |
|  | MUSIC |  |
| 342 | Instru Music II – Symphonic | 1.00 |
| 343 | Instru Music III – Wind Ensemble | 1.00 |
| 344 | Instru Music – Jazz Ensemble | .50 |
| 362 | Advanced Vocal Music | 1.00 |
|  |  |  |
|  | TECHNOLOGY EDUCATION |  |
| 421 | Wood Processes | .50 |
| 422 | Elements of Construction | .50 |
| 424 | Building Construction | 1.00 |
| 431 | Graphics I  | .50 |
| 432 | Graphics II | .50 |
| 433 | Tech Drawing & Architecture I | .50 |
| 435 | Metal Welding I & Plasma Cutting | .50 |
| 436 | Quit Qui Oc Yearbook | 1.00 |
| 442 | Manufacturing Technology II | .50 |
| 445 | Intro to Engineering Design (PLTW) | 1.00 |
| 446 | Principles of Engineering (PLTW) | 1.00 |
| 447 | Digital Electronics (PLTW) | 1.00 |
| 461 | Exploring Transportation | .50 |
| 462 | Basic Auto Maintenance | .50 |
| 460 | Automotive Technology Co-op | 1.00 |
| 464(506) | Automotive Technology | 1.50 |
| 448 | Biotechnical Engineering (PLTW) | 1.00 |
| 449 | Computer Integrated Manu (PLTW) | 1.00 |
| 9890 | Life after PHS | .50 |
|  | ENGLISH |  |
| 501 | English 1 | 1.00 |
| 502 | English 2 | 1.00 |
| 540(840) | Composition & Natural Science | 1.00 |
| 506(464) | Applied communications (Auto Tech) | .50 |
| 543 | Adv. Comp 2 3.5 GPA | 1.00 |
| 548 | English Hi-Lights 2 | 1.00 |
| 560 | Literature and Composition 3 | 1.00 |
| 603 | People in Literature | .50 |
| 605 | Composition & Cultural Analysis | .50 |
| 611 | British Literature (Lakeland) 3.5 GPA | .50 |
| 620 | Contemporary Literature | .50 |
| 630 | Advanced Speech | .50 |
| 635 | Drama 1 | .50 |
| 636 | Drama 2 & 3 | .50 |
| 643 | Mechanics of Composition | .50 |
|  |  |  |
|  | WORLD LANGUAGE |  |
| 661 | Spanish 1 | 1.00 |
| 662 | Spanish 2 | 1.00 |
| 663 | Spanish 3 | 1.00 |
| 664 | Spanish 4 | 1.00 |
| 665 | Spanish 5 (Lakeland) 3.25 GPA | 1.00 |
| 671 | German 1 | 1.00 |
| 672 | German 2 | 1.00 |
| 673 | German 3 | 1.00 |
| 674676 | German 4Facilitated Language Study | 1.001.00 |
|  | **BOLD** – New Course |  |
|  | **OVER** |  |

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| --- | --- |
|  | MATHEMATICS  |
| 723 | Algebra 1 | 1.00 |
| 723E | Algebra Extended | 1.00 |
| 723EP | Algebra Extended Practice | .50 |
| 733 | Geometry | 1.00 |
| 733E | Geometry Extended | 1.00 |
| 733EP | Geometry Extended Practice | .50 |
| 751 | Accelerated Algebra 2 | 1.00 |
| 753 | Algebra 2 | 1.00 |
| 753E | Algebra 2 Extended | 1.00 |
| 753EP | Algebra 2 Extended Practice | .50 |
| 781 | Acc. Pre Calculus (Lakeland) 3.5 GPA | 1.00 |
| 783 | Pre-Calculus | 1.00 |
| 791 | Acc. Calc & Geom (St. Norbert) 3.5 GPA | 1.00 |
|  |  |  |
|  | COMPUTERS |  |
| 765 | Intro to Computer Programming | 1.00 |
|  |  |  |
|  | SCIENCE |  |
| 106130 | BotanyFood Science | 1.001.00 |
| 446 | Principles of Engineering (PLTW) | 1.00 |
| 448 | Biotechnical Engineering (PLTW) | 1.00 |
| 833 | Physical Science | 1.00 |
| 840(540) | Natural Science & Composition | 1.00 |
| 841 | Accelerated Biology 3.5 GPA | 1.00 |
| 843 | Biology | 1.00 |
| 851853861863873883884 | Accelerated Chemistry 3.5 GPAChemistryAccelerated Physics 3.5 GPAPhysicsAnatomy and PhysiologyAdv Chemistry (Lakeland) 3.25 GPAAdv Biology (UW-Oshkosh) 3.25 GPA | 1.001.001.001.001.001.001.00 |
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|  | SOCIAL STUDIES |  |
|  |  |  |
| 901 | Citizenship |  .50 |
| 906 | Area Studies |  .50 |
| 921 | AP US History 3.5 GPA | 1.00 |
| 923 | US History | 1.00 |
| 925 | Ancient World History |  .50 |
| 926 | Revolutions & Evolutions |  . 50 |
| 927 | World Affairs Today |  .50 |
| 928 | American Issues |  .50 |
| 929 | JA Economics (Junior Achievement) |  .50 |
| 932 | Psychology |  .50 |
| 933 | Psychology (Lakeland) 3.25 GPA |  .50 |
| 944 | Politics in Action |  .50 |
| 945 | History of Legal Issues |  .50 |
| 946 | Philosophy & Reasoning |  .50 |
| 950 | AP Microeconomics (Lakeland) 3.25 |  .50 |
| 951 | AP Macroeconomics (Lakeland) 3.25 |  .50 |
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|  |  |  |
|  | INDIVIDUAL EDUCATION PROGRAMMING |  |
|  |  |  |
|  |  |  |
|  |
| 149973975 | Adaptive Physical EducationCommunity LivingMath Basics | 1.001.001.00 |
| 978 | English Basics | 1.00 |
| 9790 | Daily Living Skills | 2.00 |
| 999 | Vocational Education | 1.00 |
| 976 | English Essentials | 1.00 |
| 9852 | Math Essentials | 1.00 |
| 987 | Career Essentials | 1.00 |
| 988 | MCE-Job Training(1st semester) | 1.00 |
| 988 | MCE-Job Training(2nd semester) | 1.00 |
| 992 | EBE 1 Classroom | .50 |
| 9921 | EBE 2 Job Shadow | 1.00 |
| 990 | Service Learning |  |
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**Assessing your Strengths**

Students are inundated with information regarding tests, surveys, assessments, and interest inventories. Often times it is difficult for students to sort out exactly what is **required** and what may be **recommended.** The following will help parents and students understand the purpose of various tests, what each test assesses and whether or not it is important to take that specific test and or assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| **TEST** | **Required or Recommended** | **Time** | **Purpose**  |
| **Accuplacer**3 tests: reading comprehension, sentence skills, and math.Length: No time limit | Required entrance test for Technical Colleges.  | Upon application-Depending on the program – Spring of the Junior Year or Fall of Senior year.  | Helps student and admissions personnel determine if student has necessary skills for success in program of interest. |
| **ACT**4 subject areas tested: English, math, reading, science.Writing test optionalLength: 3 to 3.5 hours | Required entrance for all 4 year college or universities | Spring Semester of Junior Year | College Admission Test –required for most colleges.  |
| **ASVAB**8 test areas: science, arithmetic, word knowledge, paragraph comprehension, math, electronics, auto,& mechanical.Length: 2.5 hours | Required/Recommended for persons interested in the military | Junior Year | Students interested in the military must take this aptitude test. Others may want to take it as a free career exploration tool.  |
| **SAT** 3 test areas: critical reading, math, and writing.Length: 3 hours 45 minutes | Another college entrance test option | Spring of the Junior Year | Some larger universities on the east or west coast may prefer or require. |

**The ACCUPLACER Test**

The purpose of **ACCUPLACER test** is to provide you with useful information about your academic skills in math, English, and reading. The results of the assessment, in conjunction with your academic background, goals, and interests, are used by academic counselors to determine your course selection. The ACCUPLACER is used by many of the surrounding technical colleges as a tool to determine if a student’s skill level is appropriate for the program they are planning to study at their college.

ACCUPLACER is an adaptive test. This means that the questions are chosen for you on the basis of your answers to previous questions. This technique selects just the right questions for your ability level. Because the test works this way, you must answer every question when it is first given. Each test is untimed so that you can give each question as much thought as you wish. You can change your answer to a particular question before moving on to the next question, but you cannot leave a question out or come back to it later to change your answer.

The cost to take the ACCUPLACER at most Technical Colleges is $15.00. Students planning on going to Lakeshore Technical College are eligible to take the ACCUPLACER at PHS at no cost. See your PHS school counselor for more information and/or **to set up an appointment with** **our in-school LTC Career Coach: Andrea Berlin (920) 693-1757 or andrea.berlin@gotoltc.edu**

ACCUPLACER practice tests are available on [www.gotoltc.edu/accuplacer](http://www.gotoltc.edu/accuplacer)

**The ACT - What is it?**

**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. The test consists of 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 involves an additional 45 minutes. Basic registration fee is $36.50, which includes score reports for up to four college choices, which are listed at the time of registration. The ACT Plus Writing fee is $52.50. These costs are subject to change each year.

**Why Should I Take the ACT?**

There are at least three good reasons to take the ACT:

1. **The ACT Assessment tests are universally accepted for college admission.** Virtually all colleges and universities in the U.S., including all of the Ivy League schools, now accept the ACT Assessment.
2. **The ACT Assessment tests are curriculum based.** The ACT Assessment is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what you have learned in your high school courses in English, mathematics, and science. Because the ACT tests are based on what is taught in the high school curriculum, students are generally more comfortable with the ACT than they are with the traditional aptitude tests or tests with narrower content.
3. **The ACT Assessment is more than a test.** In addition to the four tests, the ACT 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.

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| ACT TEST DATES 2012 - 2013 |
| Test Date | RegistrationDeadlines | Late Registration*(*[*late fee required*](http://www.actstudent.org/regist/actfees.html)*)* |
| October 26, 2013 | September 27, 2013 | Sept. 28- Oct. 11, 2013 |
| December 14, 2013 | November 8, 2013 | November 9-22, 2013 |
| February 8, 2014 | January 10, 2014 | January 11-24, 2014 |
| April 12, 2014 | March 7, 2014 | March 8-21, 2014 |
| June 14, 2014 | May 9, 2014 | May 10-23, 2014 |
| The optional Writing Test is available for all testing dates.\* |

 |  |

\*The ACT Writing Test is intended to complement the English Test. The combined information from both tests will tell postsecondary institutions about students' understanding of the conventions of standard written English and their ability to produce a direct sample of writing.

Students are encouraged to go to [www.act.org](http://www.act.org) to find out if the schools they are applying to require the writing assessment.  ***UW-Madison is the only school in WI that requires the writing assessment. University of Minnesota and several other Minnesota schools also require the ACT plus Writing.***

**How Do I Prep for the ACT?**

Taking some time to become familiar with the type of questions on the ACT is essential. There are many ways to prepare for the ACT and many resources available to help you practice. Be cautious in buying a test prep program. A free student preparation booklet is available from most high schools and colleges – includes test information, complete practice tests with scoring keys, and writing prompts with sample essays. See your high school counselor for a booklet.

1. **Plymouth High School** – ACT Math test prep offered by PHS math instructors Mr. Daniels & Mrs. Jordan.

**Preparation for Winter ACT Preparation for Spring ACT***:*

 Saturday, November 23rd 8:00 – 11:00; B129 TBD

1. **Plymouth High School** – ACT English test prep. If interested, please see PHS English teacher Mrs.

Hummitzsch.

1. **Free Online Practice sites** – http://www.testpreview.com

 <http://www.internet4classrooms.com/act_sat.htm>

 <http://www.number2.com>

 <http://knowhowtogowisconsin.org>

There are also ACT Test Prep Workshops (fee required) that are offered at local college campuses. Check the college websites for more information or your high school counselor.

 University of Wisconsin – Sheboygan (to register, call Jane Donlon @ 459-6617)

 University of Wisconsin – Fond du Lac

 University of Wisconsin – Oshkosh

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| **The ASVAB Test** |
| The ASVAB is the most widely used multiple aptitude test battery in the world. It was originally designed to predict future academic and occupational success in military occupations. Since its introduction in 1968, the ASVAB has been the subject of extensive research. Numerous validation studies indicate the ASVAB assesses academic ability and predicts success in a wide variety of military and civilian occupations.Several composite scores are formed from different combinations of ASVAB test scores. Three composites, or Career Exploration Scores, are provided specifically to help students engage in the career exploration process. These scores help students to get a good sense of their verbal, math, and science and technical skills compared to other students in the same grade. ASVAB results are reported to students and counselors on the ASVAB Summary Results sheet. This report shows grade-specific standard scores and score bands for all eight tests and three Career Exploration Scores. It also provides students with percentile-based interpretations of those scores. The ASVAB Summary Results provides students with appropriate explanations of the scores, as well as suggestions for their use.Another composite, the Military Careers Score, allows students to compare their skills and abilities with the skills and abilities of job incumbents in various military careers. This score can be used with *Military Careers,* accessible at Icon - External link [www.careersinthemilitary.com](http://www.careersinthemilitary.com), which highlights the occupational characteristics of about 140 enlisted and officer careers available in the Military Services. Finally, students receive a Military Entrance Score. This score, also called the Armed Forces Qualification Test (AFQT) score, is the score that determines whether a student has scored high enough to meet the entrance requirements for military service.ASVAB Test will be given at PHS on **December 18, 2013**.  |

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| **THE EIGHT ASVAB TEST AREAS ARE:** |
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|  |  |
| --- | --- |
| **General Science** | A 25-item test measuring knowledge of life science, earth and space science, and physical science. |
| **Arithmetic Reasoning** | A 30-item test measuring ability to solve basic arithmetic word problems. |
| **Word Knowledge** | A 35-item test measuring ability to understand the meaning of words through synonyms. |
| **Paragraph Comprehension** | A 15-item test measuring ability to obtain information from written material. |
| **Mathematics Knowledge** | A 25-item test measuring knowledge of mathematical concepts and applications. |
| **Electronics Information** | A 20-item test measuring knowledge of electrical current, circuits, devices, and electronic systems. |
| **Auto and Shop Information** | A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices. |
| **Mechanical Comprehension** | A 25-item test measuring knowledge of the principles of mechanical devices, structural support, and properties of materials. |

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**The SAT Assessment**

The SAT Assessment consists of three sections. The Critical Thinking section, formerly called the “Verbal” section, includes short reading passages along with longer passages. Questions include sentence completion and passage-based reading questions. The Math section, previously called the “Non Verbal” section, includes both multiple choice and student produced response questions. The Writing Section includes both multiple choice and a short essay.

**2013 – 2014 Test Dates**

|  |  |
| --- | --- |
| Test Date | Test |
| October 5, 2013 | SAT & Subject Tests |
| November 2, 2013 | SAT & Subject Tests |
| December 7, 2013 | SAT & Subject Tests |
| January 25, 2014 | SAT & Subject Tests |
| March 8, 2014 | SAT only |
| May 3, 2014 | SAT & Subject Tests |
| June 7, 2014 | SAT & Subject Tests |

**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 – Career Selector

**Career Clusters/Career Pathways**

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.

**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, Foreign 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**

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

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

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

Hockey

**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.

**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.

#### Visiting Colleges or Technical Colleges:

* Students should begin to visit college or technical college campuses during their junior year. Feeling comfortable on a campus is key to being successful. Often time’s students will choose a school based on their friends or taking a virtual tour on line. Make it a point to visit the school or schools you are considering applying for. Not only is the time spent well worth it, but it also gives the college an idea of how interested you are in their school and this can be helpful when you apply. Juniors and Seniors receive *2 excused* absences per year for college visits.

Make an appointment with your assigned counselor to obtain the PHS Campus Visit Request forms. Call or go online to schedule a visit with the college(s) of your choice (Advance notice is advised for all types of campus visits). Contact the Admissions Office. Once you know the date you will be going to the college campus, complete the campus visit form - parent permission, counselor approval, classroom teacher’s signatures. Please return it to the attendance office before your visit. It is recommended to meet with your PHS counselor upon return to discuss your experience (s).

**What should you include in your college visitation?**

* **Admissions Office Conference**: Discuss all facets of the university regarding admissions requirements & procedures.
* **A Campus Tour**
* **Academic Counseling**: Faculty from academic areas are usually available for conferences, this is a good time to ask questions.
* **A Class Visitation**: The admissions office will arrange class visits of interest upon your request.
* **On Your Own Time**: Walk around the campus, eat lunch on campus, go to the bookstore, etc.

**Campus Visit Checklist:**

* Take a campus tour
* Pick up financial aid forms
* Sit in on a class of a subject that interests you
* Talk to a professor in your chosen major or in a subject that interests you
* Find out how safe the campus is
* Talk to coaches of sports in which you might participate
* Spend the night in a dorm
* Read the student newspaper
* Scan bulletin boards to see what day-to-day student life is like
* Eat in the cafeteria
* Ask where the health clinic is
* Ask students why they chose the college
* Wander around the campus by yourself
* Browse in the college bookstore
* Walk or drive around the community surrounding the campus
* Ask students what they do on weekends
* Imagine yourself attending this college for four years

**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 weebly.

**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

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##### FINANCIAL AID MEETING AT PLYMOUTH HIGH SCHOOL

**JANUARY 8, 2014 AT 6:00pm - PHS auditorium**

**COLLEGE GOAL WISCONSIN:**

**This event assists high school seniors and parents complete the Free Application for Federal Student Aid (FAFSA). This is an ESSENTIAL first step to receiving financial aid and going to college. Scholarship drawings for participants!**

**FEBRUARY 23, 2014**

**Marian University – Fond Du Lac**

More information can be located on: <http://www.wicollegegoalsunday.org>

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##### Scholarships:

In junior year 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 wiki under the scholarship index. http://phsscholarship.pbworks.com**

###### 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 ScholarScam 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**

**Junior Year Planning Calendar**

Fall - August through December

* Take the PSAT (Preliminary Scholastic Aptitude Test) in October to practice taking entrance exams and to establish eligibility for some scholarships.
* Attend sessions with college representatives who visit your high school. You may find it helpful to visit local college fairs.
* Complete credit check using the education plan component within our career cruising program.
* Explore different post secondary options through Career Cruising. Develop a list of possible post-secondary schools.
* Begin practicing for the ACT/SAT/Accuplacer

Spring - January through May

* Take the SAT/ACT for the first time. Check with your intended college(s) about which test they prefer.
* Begin narrowing your choices for post-secondary schools.
* Schedule campus visits. Consider an overnight trip that would allow you to get a feel for what life is like on that particular campus.
* Now is the time to check with your counselor, libraries, community organizations, and Student Outreach Services for the names and addresses of possible scholarship sources.
* If you plan to play sports in college, write to college coaches at your target schools. Include a schedule of your athletic events for the upcoming year. Register with the NCAA Initial-Eligibility Clearinghouse. Develop a resume of your sports accomplishments including a highlight tape and relevant articles about your successes.

**Senior Year Planning Calendar**

Summer

* Prioritize college choices
* Read all college mail and send reply cards back to schools of interest.
* Determine deadlines for colleges and scholarships. Apply for those scholarships whose deadlines are in the fall. You may be too busy once school starts.
* Continue to visit colleges that you may not have been able to in the spring.
* Create/update resume
* Register to take or retake the ACT/SAT/ACCUPLACER
* Make sure senior course selections meet high school graduation requirements and college expectations

**Senior Year**

Fall - August through December

* Take or retake the ACT/SAT/ACCUPLACER
* Organize and record relevant dates on a calendar so you can plan your year more efficiently.
* Make copies of your admissions and financial aid forms. Practice filling them out before doing the final one.
* Meet with visiting admissions representatives from the schools that interest you. Attend college fairs
* Make arrangements to meet with your school counselor to go over the college application checklist form.
* Identify at least two of the following to write solid recommendation for you: a teacher, an extracurricular advisor, a counselor, a principal, or an employer. Send them an invitation to view your Career Portfolio.
* Submit your college admissions applications. Watch for deadlines!
* Start applying for scholarships. Watch for deadlines!
* Keep records of everything you submit.
* If seeking athletic scholarships, contact the coaches from the schools you are considering and include a resume of your accomplishments.

Spring - January through May

* Apply for financial aid by completing and submitting your Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible. The FAFSA is available from your guidance counselor, from your college's financial aid office, or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
* Call the school of your choice and confirm that they have received your admissions applications materials, including letters of recommendation and housing applications.
* The information you receive back after the FAFSA is processed is the Student Aid Report (SAR). If any portion of the information on the SAR is incorrect, correct it and resubmit it to the processing center.
* Submit any additional financial aid forms and documentation that is required by the school of your choice. Some of these forms may be available online, including the FAFSA and some admission applications.
* Notify the school(s) in writing by the proper deadline as to whether you are accepting or declining admission.
* Take AP Subject Tests, as needed
* Request midyear transcript to be sent to the school of your choice, as needed by colleges/universities
* Review your financial aid award letter with your parents and be sure that you understand the terms and conditions that accompany each kind of aid. Sign your financial aid award letter and return it to the school.
* Notify the financial aid office of any outside scholarships or grants that you have accepted since your initial application.
* Request final transcripts to be sent to the college of your choice.
* Be aware of due dates for tuition, fees, room and board, and other expenses. Find out how your financial aid will be disbursed and whether you can defer payments until the funds are available.
* Respond immediately to all correspondence regarding school, scholarships, and financial aid.
* Complete Wisconsin Covenant Pledge verification forms and mail to the Covenant Office. Due April 1st (this program expires with the class of 2015)

**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

Dan Mella, Assistant Superintendent (Title IX Coordinator)

Plymouth School District

125 Highland Ave.

Plymouth, WI 53073

892-2661