

TUCSON UNIFIED
SCHOOL DISTRICT

Sophomore Handbook



ON TRACK TO GRADUATE



Tucson Unified School District
School Counseling Department

TUCSON UNIFIED SCHOOL DISTRICT

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TUCSON UNIFIED SCHOOL DISTRICT

TUSD School Counseling Dept.

(520) 225-6211

TUSD Counseling Centers

Catalina On-line Learning Experience (COLE) 232-8600
Office 232-8600, SAT/ACT H.S. Code: 030695

Catalina High School 232-8400 <http://tusd1.org/catalina>
Counseling Office 232-8414; SAT/ACT H.S. Code: 030475

Cholla High School 225-4000 <http://tusd1.org/cholla>
Counseling Office 225-4118; SAT/ACT H.S. Code: 030478

Palo Verde Magnet High School 584-7400 <http://tusd1.org/paloverde>
Counseling Office 584-7418; SAT/ACT H.S. Code: 030493

Project MORE High School 225-2600 <http://tusd1.org/projectmore>
SAT/ACT H.S. Code: 030491

Pueblo High School 225-4300 <http://tusd1.org/pueblo>
Counseling Office 225-4303; SAT/ACT H.S. Code: 030500

Rincon High School 232-5600 <http://tusd1.org/rincon>
Counseling Office 232-5600; SAT/ACT H.S. Code: 030502

Sabino High School 584-7700 <http://tusd1.org/sabino>
Counseling Office 584-7743; SAT/ACT H.S. Code: 030503

Sahuaro High School 731-7100 <http://tusd1.org/sahuaro>
Counseling Office 731-7210; SAT/ACT H.S. Code: 030504

Santa Rita High School 731-7500 <http://tusd1.org/santarita>
Counseling Office 731-7511; SAT/ACT H.S. Code: 030513

[Teenage Parent High School \(TAP\)](http://tusd1.org/tap) <http://tusd1.org/tap>
Counseling Office 225-3250; SAT/ACT H.S. Code: 030594

Tucson Magnet High School 225-5000 <http://tusd1.org/thms>
Counseling Office 225-5125; SAT/ACT H.S. Code: 030530

University High School 232-5900 <http://tusd1.org/uhs>
Counseling Office 232-5903; SAT/ACT H.S. Code: 030488

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GETTING STARTED

GET involved in various **academic, community, and social activities**. Each of these activities will provide a wealth of experiences and help clarify your interests, goals, and plans for the future. Active involvement in high school is one key to a successful and rewarding high school experience.

- Get involved, take charge, and become the best student you can be. As you and your parents plan your program, your school counselor is available to help you every step of the way.
- This handbook is designed to provide you with information about time management and study skills improvement, decision-making, career information, college planning, and college admission tests.
- Getting started with an assignment or work can sometimes be a problem. However, if you put into practice ideas from this booklet, you may find that your high school years will be more rewarding!
- Please ask your counselor for additional materials or clarification about information in this handbook.

**Academic Excellence
Citizenship**

**Building Character
Maturity**

Integrity

Welcome Back Sophomores!

Here are a few of our ACADEMIC EXPECTATIONS!

- ❖ **Go to class every day.** Each day you miss will cost you points toward your grade.
- ❖ A student who has 1 or 2 absences and turns in their work can earn a good grade.
- ❖ Catch up if necessary- contact your teacher about make up work. See your teacher before or after school and ALSO DURING **conference times.**
- ❖ Be prepared by **taking the proper materials with you to class.**
- ❖ Don't get mad at people. It's not worth it. Don't fight or talk about other people.
- ❖ You need to rely on YOURSELF. Take your future into your hands- it starts with you. **Use A Planner!** Get a planner because this will help you keep track of what you need to accomplish with due dates. This will also relieve stress, keep you up to date, and give you time to plan your large projects.
- ❖ Take all your hard classes in your first 2 years to prepare for the future.
- ❖ **Take your classes seriously.** DON'T MESS UP! Be prepared – this includes completing homework and taking materials to class.
- ❖ **Be prepared for harder classes, as you get older.** The same will happen in college.

Also,

- ❖ Challenge your limits; do not limit your challenges.
- ❖ Everything you do in high school is important because when you're a senior you do not want to scramble for classes and go back and make up failed classes.
- ❖ Ditching is an addiction; once you start, it's HARD TO STOP!
- ❖ Take responsibility for your own ACTIONS!

- ❖ Make the most of your high school experience it only happens once.
- ❖ Don't be stubborn; listen to others when they try to help.
- ❖ Be RESPECTFUL OF OTHERS!
- ❖ It is important to get involved in extracurricular activities as soon as possible. It's a great way to meet people. All activities will help you with scholarships and college or military acceptance.
- ❖ Do not let others DISTRACT YOU! Stay on Task!
- ❖ Even though you have more freedom, be responsible with it.
- ❖ Be prepared and be involved.
- ❖ And most of all enjoy your high school career.

SECTION ONE

ACADEMIC DEVELOPMENT

This section will focus on the standards that will help you be successful in high school – getting good grades and graduating on time. You will also learn about your options for continuing your education once you graduate.

Here are the standards we will teach to help you:

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

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

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

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

10.1.1 *	Updates 4-year plan and recalculate GPA
10.1.2	Identifies learning style to increase academic achievement
10.1.3	Identifies post-secondary options consistent with interests, achievement, aptitude and abilities.
10.1.4	Recognizes importance of pre-college and state standards test. Preparation essential for graduation and post-secondary options.
10.1.5	Continues to develop effective study skills, time management and organizational skills to increase academic achievement.

* Indicates competencies that are on-going 9-12

Adapted from the ASCA National Model Standards

SOPHOMORE TIMELINE

September – October

- ___ Check your high school classes to ensure you are taking courses to meet graduation requirements and post graduation plans. Contact your counselor if you have any concerns.
- ___ Develop a serious attitude toward your studies. Your grade point average (GPA) and class rank are important considerations for college acceptance.
- ___ Develop good study habits! If you are struggling at any time – first, consult your teacher; second, seek tutoring assistance; and third, consult the academic counselor.
- ___ Set personal goals for academic achievement. Evaluate and re-assess frequently to make sure you are working toward your goals.
- ___ The PSAT is administered in October. Please check which date your school will be administering the PSAT.
- ___ Encourage your parents to attend OPEN HOUSE & Parent/Teacher Conferences so they can become familiar with your schedule, your teachers, the administrators and your counselor.

November – December

- ___ Visit the Career Center. Become familiar with the reference materials and the Internet in the career center for career and post secondary exploration and information.
- ___ Plan ahead for project deadlines and semester exams. Visit people employed in your career interest area. Ask Questions about job tasks, helpful skills, advantages and disadvantages; also ask about employment opportunities.
- ___ Plan your extracurricular class and community activities carefully. They will be needed on your resume for college or for work.
- ___ Begin to compile information to develop a resume. Activities, GPA, Class rank, special programs, internships and school awards or scholarships should be included.
- ___ Read and or listen to the daily announcements. The announcements will provide information on opportunities, activities, and important information.

January – March

Begin thinking about your Course Selection Process for next year – Pre Registration.

- ___ Review your 4-year Plan. Pay attention to your classes required for graduation and college requirements.
- ___ Review your career and educational goals.

- ___ Review your academic skills with your teachers. (Strengths and Weaknesses)
- ___ Request recommendations in areas you need to improve or have a deficiency.
- ___ Discuss your career or educational goals with your parents and counselor.
- ___ Use the **Career Center** to review Post Secondary materials.
- ___ Make a list of schools, jobs, & colleges to which you may want to consider applying.
- ___ Check the entrance requirements to schools listed above.
- ___ Make sure you select appropriate course work for next year and for colleges in consideration.

April – May

- ___ Take an interest inventory and analyze the results against possible career choices.
- ___ Learn to use the AzCIS for occupational and post secondary information. Do your career choices fit your abilities and interests?
- ___ Plan ahead for major project deadlines and semester exams.
- ___ Set aside time for reading EVERYDAY during the summer. This will help prepare you for higher education or college. Request suggestions from your teachers for reading that will also benefit you in course work for the upcoming year.
- ___ Use your time wisely. This is a good time to find a job, volunteer or explore your career interests and go to Summer School.

LEARNING STYLES

We all have this INCREDIBLE ability to absorb and understand information! Do YOU know how you react to People, Events and Certain Situations? Well, understanding those characteristics can be a key to understanding how you learn, OR YOUR Learning style.

1. Do you love to socialize?
2. Do you like to be the leader and be in charge?
3. Do you love things to be organized?
4. Do you enjoy helping others?

There are no right or wrong answers to these questions. They will allow you to discover HOW YOU LEARN.

REFLECTIVE OR ACTIVE LEARNER

ACTIVE LEARNERS – understand information after they have done something where they can apply it in the real world.

- ❖ Study in a group.
- ❖ Think of everyday ways to use the material.
- ❖ Think of how the material relates to you.

REFLECTIVE LEARNERS – understand and retain information once they have had some time to think (or reflect) about it.

- ❖ Read a bit and then stop occasionally to think about what you have read.
- ❖ DON'T just memorize material. Think about why the material is important.
- ❖ Write a summary of the information and take good notes to help you reflect later.

VISUAL OR VERBAL

VISUAL LEARNERS – remember what they see like pictures, films, demonstrations and diagrams.

- ❖ Add diagrams to your notes.
- ❖ Organize your ideas by main points and headings.
- ❖ Find connecting facts that relate to your diagrams or drawings.

VERBAL LEARNERS – remember details and ideas that they hear.

- ❖ Discuss more of the material with others.
- ❖ Rest is important because you hear and listen better when you are alert.
- ❖ Talk about what you have heard to make sure you understand the material.

SEQUENTIAL OR GLOBAL

SEQUENTIAL LEARNERS – feel it is easier to learn if material is presented in a logical order of progression.

- ❖ Speak to your teacher if you feel you cannot follow them from topic to topic.
- ❖ Re-write your note if a teacher teaches in a non-logical progression for your understanding.

GLOBAL LEARNERS – are those students who feel they sometimes need help “getting it.” They learn in pieces. They often struggle with organizing information but once they understand, they see the big picture.

- ❖ Take time with yourself and information. Go slowly until you “Get It.”
- ❖ Read all subtitles in a chapter to help you understand where you are going and what you need to get.
- ❖ Spend more time on your subjects. Take breaks and go back. Relate the material to other things in life and discuss it with others.

EIGHT EASY WAYS TO IMPROVE LEARNING SKILLS

- **Use Behavior Modification on yourself:** Try to study the same subject at the same time in the same place each day.
- **Don't spend more than 50 minutes at a time on one subject:** Studies show that as much is learned in four one-hour sessions than one six-hour marathon session. If you are memorizing, don't study for than 20 to 30 minutes.
- **Keep alert while you are studying:** The amount of attention you give a subject is as important as the amount of time you spend. Minimize distractions. Take breaks. Don't let your mind wander.
- **Study similar subjects at different times:** The brain get interference from studying similar subjects at the same time.
- **Avoid studying during your sleepy times:** We all have a certain time of the day that we get sleepy. Avoid studying during this time. Use it to sort notes or prepare for studying.
- **Study at the most productive time for each type of course:** If it is a lecture course, do your studying soon after class; if it's a course in which students are called on to recite or answer questions, study before class.
- **Memorize actively, Not passively:** Do not read something over and over again. Try to visualize what you are memorizing. Use association; relate the fact to be learned to something personally significant.
- **Take more time for your Reading:** Read with a purpose. Consider the PQR3 technique. **P**review what you are going to read, **Q**uestion what you are about to learn, and **R**ead, **R**ecite, and **R**eview the material.

TEST MANIA



PSAT– Preliminary SAT

- College entrance exam provided by the College Board.
- Taken in October by 10th and 11th graders.

SAT– 4-year college entrance exam

- Register online at www.collegeboard.com as early as possible in the 11th grade.
- Re-take during the fall of 12th grade year if needed.
- Fee required.

ACT– 4-year college entrance exam

- Register online at www.act.org as early as possible in the 11th grade.
- Fee required.

CPT– Computerized Placement Test used by community colleges for Math and English placement purposes.



ASVAB– Armed Services Vocational Aptitude Battery

- Administered in November for 11th graders.
- This test helps to identify areas of skills and interests.
- It is a good predictor of job satisfaction.

IMPROVE YOUR TEST-TAKING SKILLS

Review all along, rather than just before the test. Cramming doesn't work. Test yourself, using your notes and book to guide you. Ask yourself questions that involve main ideas and details, others that connect the facts you've learned and some that require you to apply what you've learned to a new situation. Concentrate on points your teacher said will be on the test. Memorize formulas, lists, names, or dates for which you are responsible. Budget your time on each part of the test based on the difficulty of each part.

Day of Exam:

- ❖ Get a good night's sleep.
- ❖ Eat breakfast.
- ❖ Don't indulge in last minute cramming.
- ❖ Stop all studying at least ½ hour before exam time.
- ❖ Be on time for exam.
- ❖ Bring all necessary tools— pens, pencils, extra paper, dictionary, notes, etc.
- ❖ Prepare materials to begin taking exam.
- ❖ DO NOT go over last minute notes.
- ❖ DO NOT discuss test with classmates; it's a good way to panic yourself.
- ❖ Relax.

Upon Receiving the Exam:

- ❖ Read all instructions carefully before beginning to answer.
- ❖ Listen carefully to any oral directions.
- ❖ Ask questions if you do not understand any of the instructions.
- ❖ Quickly skim the entire test, noting what you must do to complete it.
 - How many questions must be answered?
 - Are there any options? (i.e., 2 of the following 5; answer 10 of the following 15)
 - Are some questions worth more points than others?
- ❖ Quickly make an exam time budget. Have a watch or clock available.
- ❖ Begin answering questions. Work rapidly, but at a comfortable pace.
- ❖ Answer easy questions first.
- ❖ Skip any questions you don't know the answers to or are unsure of. Don't waste time trying to puzzle out the answer.
- ❖ Read each question carefully, noting qualifiers, spoilers, cue words, or clue answers.
- ❖ Once you've gone through the test, begin to reread those questions left unanswered the first time through. You may have remembered the answer or the answer may have been given in a later test question.
- ❖ If there are still unanswered questions, try some educated guessing.
- ❖ If, after all is said and done, you still have some questions blank, GUESS— unless there's a penalty for guessing (right minus wrong, which is a correction for chance).
- ❖ Throughout the test, take short breaks of a few seconds each. This reduces fatigue and keeps concentration high.
- ❖ Before turning in the exam, check for errors. Correct any you find.

STUDY TIPS

Gives you Confidence!

Set The Right Atmosphere:

- ❑ Study where you can concentrate without interruptions, no TV or friends.
- ❑ Study in the same place each day at the same time.
- ❑ Sit in a well-lit area at a desk or table.
- ❑ Don't study when you are overtired. Take a nap and try again later!

Make the Most of Your Notes:

- ❑ Take notes efficiently, use a notebook.
- ❑ Set aside a time to **read, re-write and review** your notes for homework!

Develop a Schedule:

- ❑ Mark deadlines and exam dates assigned in your planner or calendar.
- ❑ Schedule several short sessions to review information and a few longer ones if necessary to go over information for tests.
- ❑ Be realistic about how you learn and how much you can cover and absorb in one session.
- ❑ Schedule some free time too!

Create Learning Aids:

- ❑ Use flashcards to learn technical terms, mathematics formulas, foreign languages and vocabulary.
- ❑ Make charts and time lines for historical events.
- ❑ Use outlines to help break information into smaller units.

Be Prepared:

- ❑ Attend all classes. Ditching classes will add to your anxiety.
- ❑ Ask questions and try to pick out important information.
- ❑ Get help if you have a particular problem.
- ❑ Have the phone number of another student in each class they may be willing to help.

ALWAYS READ THE DIRECTIONS CAREFULLY. Then, follow these tips:

For Short Answer exams:

- ❑ Budget your time. Estimate how much time you have to answer each question.
- ❑ Do the easiest questions first.
- ❑ Look for clues in the question. Words such as define, describe can give you a hint.
- ❑ Answer each question. Write what you do know even if you are not completely sure.
- ❑ Use the full time allowed. Review your answers.

For Essay Exams

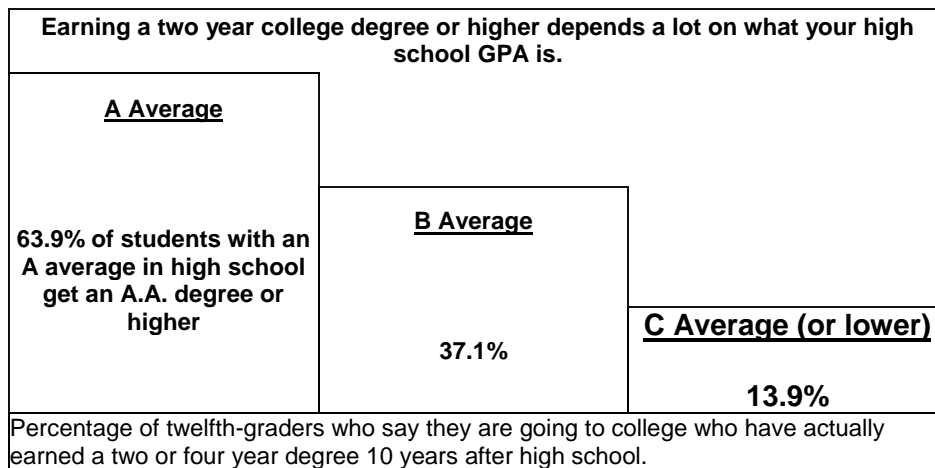
- ❑ Read all questions first. **Underline key words** such as summarize, evaluate and compare.
- ❑ Organize your ideas. Start with an outline or organize your thoughts. Answers should be clear and to the point.
- ❑ Start with the easiest questions and then **proofread** when you are finished.

WHAT YOU NEED TO DO IN HIGH SCHOOL IF YOU WANT TO GRADUATE FROM COLLEGE

Let's start by getting the cold, hard truth out in the open: Less than 40 percent of students who plan to go to college actually earn a two or four year degree within 10 years of graduating from high school. Do you know what it takes to succeed in college?

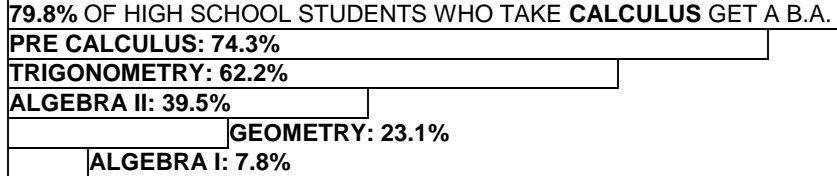
The simple answer is that if you take hard classes, do all of your homework, and get good grades in high school, you will be ready.

1. **GRADES MATTER.** Your high school grade point average is a great predictor of whether or not you will earn a college degree. Take a look at the chart (below). Less than 14 % of students with C averages or lower in high school earned a two or four year college degree. Even worse, 52 % of college students who had a C average (or lower) in high school didn't earn even one college credit! What are they doing while they are "in college"? They are spending time and money on remedial classes that repeat high school work and earn no college credit.



2. **HOMEWORK MATTERS.** Homework might seem like a waste of time, but it teaches you content, time-management, and discipline— all of which you'll need in college. 44% percent of high school seniors do less than 3 hours of homework in a week; only 14% of seniors do more than 10 hours. Interestingly enough, homework time strongly predicts college success. Over half the students who do more than 10 hours of homework a week will get a four year college degree; only about 16% of those doing less than 3 hours of homework a week will earn a bachelor's degree.
3. **MATH COURSES MATTER.** The further you go in math in high school, the better your chances of earning a college degree. Look closely at the chart (below). Completing Algebra II (or a higher course) is a huge help in earning a college degree. And if you really want a bachelor's degree, you better go as high as you can in math while you're still in high school.

Getting a four year college degree depends a lot on how far you go in high school math.



Percentage of high school graduates earning a B.A. by highest level math course taken in high school.

If you don't go to college, your high school grade point average is still important because it predicts future income. High-school grades do not predict income right after high school, but they do strongly predict long-term income. If you don't go to college, an increase of one letter grade (from C to B) in your high school grade-point average typically predicts an increase of income by 13% by age 28! (Compared to people who haven't gone to college, a four year degree typically predicts an increase of income by about 14%.) So even if you don't go to college, improving your high school grades from C's to B's improves the chances that you will be able to support a family.

TUCSON UNIFIED SCHOOL DISTRICT GRADUATION REQUIREMENTS

There are basic graduation requirements that will allow you to attain your diploma from TUSD. However, these requirements will not provide you with the needed curriculum necessary to be admitted to most 4-year colleges/universities, including our Arizona state universities. Please note the information listed below is for high school core classes. TUSD requires **23** credits and any state testing that may be required.

Each high school has its specific requirements and credit evaluation, and each college has specific entrance requirements. Please see your counselor for specific information.

Curriculum Subject Areas	Minimum Graduation Plan	College Prep Program Arizona State Universities	Rigorous College Prep Program
	Credits	Credits	Credits
English	4	4	4
Mathematics	4 Algebra I, II, Geometry & 4 th credit	4	4-5
Science	3 Biology by end of soph. year	3	4-5
Social Studies	3 Amer. Govt., Amer. History, World History and Economics	2	3
Physical Education	1		
Health	.5		
World Language	0	2	4-5
Fine Arts or Career & Technical Education	1	1*	1*
Electives	6.5		Computers
Total Credits	23	Minimum of the above 16	24 or more

*Arizona Board of Regents requires one credit of Fine Arts. Assured Admission is dependent upon being ranked in the top 25% of the graduating class with no course work deficiencies.

Are you on track for graduation ?

**Below is a checklist for you to use to assess your progress toward
GRADUATION!**

Remember it is only.....Two years from now

<i>At this time</i>	<i>I have...</i>	<i>I need...</i>
English (4)		
Math (4)		
Science (3)		
Social Studies (3)		
Health (.5)		
Physical Education (1)		
Fine Arts or Career & Tech. Ed. (1)		
World Language (2 for college only)		
Electives (6.5)		

Things I need to do to graduate on time:

1. Come to school every day ready to learn.
2. Improve GPA.
3. Communicate with my teachers which will help me stay on track.
4. Use my before and after school time to get help.

In order to accomplish these goals I will...

5. I can earn extra or additional credits by...
 - Going to Summer School
 - Enrolling in Pima Community College (must be 16)
 - Weekend Academy
 - Concurrent Enrollment
 - Correspondence Courses – see your AP of Instruction for approval

How to Calculate Your Semester's G.P.A. (Grade Point Average)

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0

AP classes may add 1 point (i.e., A = 5.0, B = 4.0, etc.)

In calculating your Semester's G.P.A., see the points above. You may notice that a 4.0 is an A average.

1. Place your grade and points on the lines provided.
2. Add all points for your classes and place in the total.
3. Now divide the total number of classes taken (6, 7, or 8) by the total points you have earned.
4. See the following example and fill in your grades and points.

Worksheet

Sample Class	Semester #1		Semester #2	
	Grade	Points	Grade	Points
English	B	3	C	2
Math	A	4	B	3
Science	D	1	B	3
Social Studies/Tech/Elect.	B	2	B	3
Elective	A	4	B	3
Elective	B	3	C	2
		17		16

$$17 \text{ (S \#1)} + 16 \text{ (S \#2)} = 33 \div 12 \text{ (\# of classes)} = 2.75 \text{ G.P.A.}$$

Now it's your turn:

Your Classes	Semester #1		Semester #2	
	Grades	Points	Grades	Points
English	_____	_____	_____	_____
Math	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Studies/Tech/Elect.	_____	_____	_____	_____
Elective	_____	_____	_____	_____
Elective	_____	_____	_____	_____
		_____	Total	_____
				Total

$$\text{_____ (S \#1)} + \text{_____ (S \#2)} = \text{_____} \div \text{_____ (\# of classes)} = \text{_____ G.P.A.}$$

SECTION TWO

CAREER DEVELOPMENT

Once you graduate, in 4 years, you will begin your adult life. An important part of your life will be the way you earn money to support yourself, and later, a family. In this section we want to learn what it takes to find the career that will suit you best. Once you identify your career choice you will then learn what steps to take to reach your career goals.

These are the standards for this section:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

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

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

10.2.1	Identifies required and elective courses related to post-secondary preferences.
10.2.2	Matches career goals with interests, skills, values and personality.
10.2.3	Demonstrates job search skills including completing a job application and interviewing skills.
10.2.4	Recognizes learning styles and personal qualities to enhance employability.

Adapted from the ASCA National Model Standards

Arizona Career Information System

[ My CIS (portfolio) Sign In |  Create "My CIS (portfolio)"]

[ Blog out]



Educa
 Programs of Study
 Undergraduate
 School Sort
 Arizona Schools
 US Colleges &
 Universities
 Financial Aid Sort
 Financial Aid
 Graduate School Sort
 Career Pathways

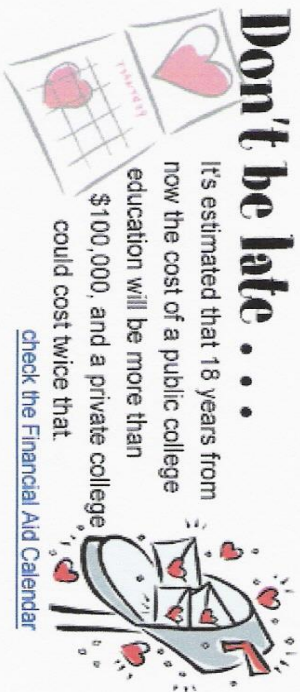
Occupations & Employment
 Occupation Sort
 Occupations
 Self-Employment
 Military Employment
 Job Search
 Keep That Job

Assessment Tools
 Assessment Link
 Interest Profiler
SKILLS
 Values: Work
 Importance Locator

Don't be late . . .

It's estimated that 18 years from now the cost of a public college education will be more than \$100,000, and a private college could cost twice that.

[check the Financial Aid Calendar](#)



Groundhog Day

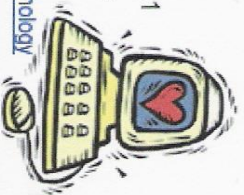
A groundhog is not the most reliable way to forecast the weather.....

Study meteorology and you'll be able to tell everyone what's coming!



"I Love You"

The computer virus infected 3.1 million computers in four days.




Learn about [jobs in Information Technology](#)

<http://www.azcis.intocareers.org>

Real World Interviews

They really do the job...

Computer Support


 "You have to enjoy problem solving to enjoy this job."

Preschool and Kindergarten


 "It's a lot of fun to watch the kids grow and to help them learn."

Additional Resources

Site Map
 Activities - Online CIS Learning
 More Learning Activities for Teachers
 Standards for Success
 Employer Locator

THE QUESTION: WHAT'S NEXT?

Life is full of questions. Some are relatively easy to answer, such as what to wear or what movie to see; but answering questions about your future can be confusing. There are so many things to think about, it's difficult to know where to start. For instance:

- Do I want to go to college? Do I want to go directly to work? Maybe it isn't an either/or situation.
- Will I be happy with a job I can get right out of high school? Do I want a job that requires more training? Can I get on-the-job training?
- Should I go directly to a four-year college? Should I go to a community college for two years? Could I transfer after two years if I decide that I want a four-year degree?
- Do I want to look only at in-state colleges? Would I like to look at colleges farther away? What about an international school?
- Will I go away to college? Will I live at home and commute?
- Should I go to work to earn money for college? Should I obtain a loan to pay for college? Could I get a paid internship or co-op while attending school?
- Should I enlist in military service? What can the military provide in terms of education, training, financial aid, and benefits? (See Appendix 3)
- Do I want to go to a technical or specialized school? Should I check out the community college?
- Do I want to live at home? Should I get an apartment with my friends?
- How can the classes I choose now influence future decisions?
- What can I do in high school that could help me prepare for the workplace of tomorrow?

The more you know about your interests and abilities, your career possibilities and educational options, the easier it will be to make sound decisions about your future. Since the U.S. Department of Labor predicts that you will make five to ten career changes in your lifetime, the decision-making skills you develop now will be valuable to you throughout your life. The purpose of this handbook is to help you understand the career decision-making process and explore the options available to you after high school.

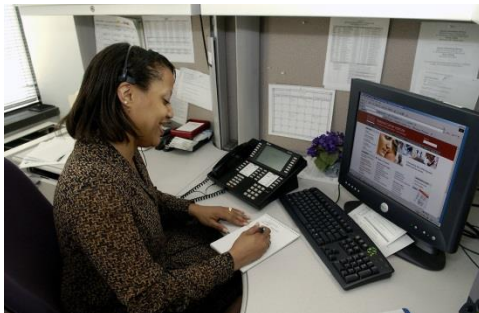
OPTIONS AFTER HIGH SCHOOL:

Attend a 4-year college or university



Participate in a 2-year/technical certificate or degree program

The Military
Army, Navy, Air Force,
Marines, Coast Guard



Full time work
Internships/Apprenticeships
Self-Employment
Entrepreneurship

Whichever route you take, be certain what you are doing in high school will get you where you want to be when you leave high school!

**TOP 15 CAREERS REQUIRING
VOCATIONAL CERTIFICATE OR 2-YEAR ASSOCIATE DEGREE**

	Rank	Hourly Wage
1	Registered Nurse	\$23.65
2	Computer Support Specialist	17.68
3	Licensed Practical & Licensed Vocational Nurse	16.04
4	Paralegal & Legal	19.51
5	Real Estate Sales Agent	19.12
6	Radiology Technologist	19.35
7	Food Service Manager	23.35
8	Dental Hygienist	30.44
9	Respiratory Therapist	19.30
10	Bus/Truck Mechanic or Diesel Engine Repair	16.27
11	Real Estate Broker	33.55
12	Legal Secretary	17.58
13	Aircraft Mechanic/Service Technician	20.94
14	Architectural/Civil Draftsperson	18.87
15	Vocational Education Teacher, postsecondary	20.26

**TOP 15 CAREERS REQUIRING
FOUR OR MORE YEARS OF COLLEGE**

	Rank	Hourly Wage
1	Elementary School Teacher	\$25.64
2	General/Operations Manager	42.09
3	Secondary School Teacher	26.79
4	Accountant/Auditor	26.61
5	Management Analyst	37.18
6	Computer Software Engineer/Applications	36.09
7	Lawyer	50.85
8	Securities/Financial Services Sales Agent	39.78
9	Middle School Teacher	26.04
10	Financial Manager	50.51
11	Sales Manager	44.21
12	Network/Computer Systems Administrator	27.41
13	Network Systems/Data Communications Analyst	28.28
14	Computer Systems Analyst	29.11
15	Medical/Health Services Manager	38.06

THE PLAN: DECISION-MAKING SKILLS

The Solution

What Do You Plan To Do With Your Life?

Decisions, decisions, decisions! Choosing a post-high school pathway essentially boils down to a decision-making process. The effectiveness of your decision-making relies heavily on the information available to you at the decision-making point. Information is power. The more information you have the easier it is to make a decision. Often an inability to choose one career path over another is an indication that you do not have sufficient information. Planning for life requires understanding self, exploring occupations, making decisions, and acquiring work skills. Enjoy the process.

“The future was plump with promise.” - Maya Angelou

While considering your next step, the following 7-step Decision-Making Model will help give you structure, while processing and identifying the necessary information.

Decision-Making Model

Step One: Identify the decision to be made

Before you begin gathering information, it is important that you have a clear understanding of what it is you are trying to decide. Think about what you want to achieve and state that as your goal. Some decisions you might be facing could include:

1. What do I want to do after graduation?
2. What will I do to prepare for the next phase of my life?
3. What are my short term and long-term goals?
4. Where do I want to be in five years and what is the best way to get there?

Step Two: Know yourself (self-assessment)

Before you begin exploring careers and trying to identify jobs and careers which will prove satisfying, you must first get a sense of what makes you “YOU” - your skills, interests, values, and personality characteristics. Your journey of self-knowledge will never end, but to get started, use an interest inventory and other available assessments in the Career Center or try AzCIS Online, available for use at school or at home using your school’s password (your career center specialist or counselor can give you the school password).

Questions you may want to ask yourself are:

Skills—

1. What can I do best?
2. What are my strengths and weaknesses?
3. What are my most prominent skills and abilities?
4. What skills do I want to use on the job?
5. What skills do I need to acquire?

Interests—

1. What am I interested in doing?
2. What activities have I enjoyed the most?
3. With what kinds of people would I like to go to school/work?
4. What kind of school/job settings would I enjoy?

Values—

1. What satisfactions do I seek in a career?
2. In what ways must I be challenged and rewarded on the job?
3. In what type of school/work environments would I be happy?

Personality—

1. What personal qualities do I possess that will help me on the job?
2. How will my personal style influence my career choice?
3. How will I get along with my supervisor? Co-workers?

Dream— (Dream BIG. Your crazy idea might not be so crazy.)

1. If I could do anything, what would my life look like?
2. What do I feel passionate about?
3. Imagine what your best workday would look like 10 years from now?
4. What makes you feel energized or connected?

Step Three: Identify options

1. Post Secondary-education.
2. Military.
3. Workforce.
4. Apprenticeship and internships.
5. Self-employment and entrepreneurship.
6. Other.

Step Four: Gather information and data

1. Examine the information and resources available to you.
2. Visit your counselor, career center, library, and the Internet.
3. Network – take advantage of all networking opportunities – with peers, recent graduates, parents, staff, college and military reps, business contacts, and community members.
4. Identify what additional information and resources you will need.
5. Seek out and utilize new information.
6. <https://azcis.intocareers.org/>- Use this website for academic and career planning.
7. Seek out learning through experience opportunities (volunteer, job shadow, etc.).

Step Five: Evaluate options that will solve the problem

If you have completed your research, you are now ready to evaluate each of the options that you have identified:

1. Identify the pros and cons of each alternative.
2. Identify the values and needs that are satisfied by each.
3. Identify the risks involved with each alternative.
4. Project the probable future consequences of selecting each.

Ask yourself these questions:

1. Will I feel good about this choice? How will my parents feel about it?
2. Will certain risks be involved? Am I willing to take such risks?
3. Will it be satisfying for me? How will I feel about this choice five years from now?

Step Six: Select one of the options

Based on the information you have gathered and analyzed, you should now be able to choose one of the options. Do you have enough information to choose one option over another? If not, you might need to do more research. Consult with your parents, counselors, school staff, experts in your field of interest, or other community members. Don't forget to talk with graduates who have just experienced a similar option.

Step Seven: Design a course of action to implement the decision

Having chosen one of the options, you can now begin developing and implementing a plan of action. Ask yourself these questions:

1. What information or resources are needed to complete each step?
2. What are the obstacles to implementing my decision and how can I overcome them?
3. Identify steps to implement the decision.

4. Identify when to begin and end each step.
5. Identify the information or resources needed to complete each step.
6. Take time to review your course of action and/or change direction if necessary.

Remember, not every course of action or career pathway is direct. Sometimes, it is during the process that we learn what the next step needs to be. Decision-making is a life long skill, so know you will have lots of opportunity to practice this important process. The more you are willing to contribute to the process and to be open to the variety of resources and people available to you, the more likely it is you will meet with success! A little luck helps, too!

FINDING THE JOB

Successful job hunting refers not only to finding a job, but also to finding the best job possible. When employment is plentiful this may not present a problem, but when jobs are scarce, you may have to think creatively and investigate many sources.

Listed below are suggested resources

- Relatives, friends, and neighbors
- Counselors, teachers
- High school coordinators of professional technical programs
- Career centers
- Help wanted ads and bulletin boards
- Arizona Employment Commission
- Civil service, county, state, and federal agencies
- Private employment agencies
- Walk-in inquiries
- Job fairs
- Trade journals and directories (available in the library)
- Fellow employees
- Contacts made through volunteer activities
- Online job bulletin boards

How to Compete Successfully

- Develop a list of businesses that usually hire people with your skills and ask for an interview. Many job hunters use this approach and most get the jobs they want.
- Do not wait for businesses to advertise. Be assertive.
- Do not underestimate smaller businesses; most of the workforce is employed by small companies.
- Find out what new businesses are opening in your area and when they will begin hiring.
- Target jobs in rapidly expanding fields.

THE JOB APPLICATION

The job application contains a series of questions of a personal and work-related nature. Employers use the application as a device to screen applicants. You should take care that it makes a good first impression. The following are some suggestions for completing your application:

- **Be Careful.** If you are careful about following instructions on your application, an employer will think that you may be careful as an employee.
- **Be Certain.** Before you begin to fill in the blanks, read everything on the application carefully. After you complete the form, read it again to make sure you have answered every question.
- **Be Alert.** If you are not sure about the meaning of abbreviations used on the form, ask for clarification.
- **Be Complete.** If a question does not apply to you, write, "Does not apply."
- **Be Correct.** Watch your spelling, grammar, and punctuation.
- **Be Inclusive.** Describe all your skills and abilities. List the kinds of computers, software programming, machinery, equipment, and tools you are able to use.
- **Be Accurate.** Make sure all information is correct. Check employment dates, telephone numbers, and addresses for accuracy.
- **Be Prepared.**

By having all the information about yourself ready ahead of time, you will be able to complete the application accurately. Include names, addresses, telephone numbers, FAX numbers, e-mail addresses, dates, and supervisors' names. Make sure your email address is appropriate as well as your voice mail message.

THE INTERVIEW

Preparation

- Learn about the company/college and the position. Check out their web site and request information from the company's public relations department. Information that can prove useful is the company's size, its history, the main products and services they provide, and current news stories.
- Double-check the time and location of the interview. If it is in an area that is new to you, map out route or take a drive there before so you know how to get there.
- Prepare what you want to say in the interview. Think about your greatest strengths and weaknesses, your most significant work or school experiences, your future plans and your ideal job.
- Review your resume and think about how your experiences can be matched up with the job's requirements. Rehearse with a mock interview.

Interview Day

- Dress appropriately. Choose conservative clothing and keep jewelry and accessories to a minimum. Be punctual. Arrive a little early to allow yourself time to relax and focus.
- Bring along extra copies of your resume and a pad of paper and pen. Take notes on any interesting points or question. Your notes will come in handy when preparing for a second interview or writing a follow-up letter.
- Be sure to listen actively throughout the interview. It is easy to spend all your time planning your answers, but remember this is a conversation. Listening carefully helps you to respond appropriately. Make eye contact with interviewers.

- Avoid generalities and clichés. Give concrete examples when describing your work experience. Always be positive. Don't be critical of previous co-workers or bosses. The way you talk about your former or current boss may be seen as an indication of how you will talk about your future boss.
- Demonstrate that you have thought seriously about this career path and this company by asking intelligent question about the position. Draw upon your research about the company or ask about the working conditions, the chances for advancement and major projects your prospective job would entail.
- Ask your interviewers for their business cards to ensure that you have the proper contact information when you follow-up.

The Follow-Up

- Send a follow-up letter. Thank the interviewer for taking the time to speak with you and let them know that you are still interested. Demonstrate your interest by describing how you could contribute to the company's future.
- Review what you have learned. What were the strongest parts of your interview? What were the weakest? Were you asked any questions you had not anticipated?
- What did you learn about this company or career track? Even if you didn't get the job, you can learn a lot from every interview.

Companies like candidates who know what they want. They are also impressed with someone who has done some digging before arriving at the interview. Make the effort to research your target organization, and you'll find yourself ahead of the competition. Given two equal candidates, the one who shows the most interest usually wins.

Find out about organizations by researching the internet and exploring websites. As you do this research, make note of the organization's purpose, products and/or services, chief executive's name, and any recent news or company developments. Take notes with you to the interview, and use them ahead of time to develop questions of your own. The extra effort is sure to show and it could win you the job. All employers are looking for the ideal candidate for the job. Employers have a set of criteria in mind for the ideal candidate. During the interview process, the employer is evaluating the skills, abilities and personal qualities of the person being interviewed.

As you respond to interview questions, remember to present your desire to do the job, your ability to do the job, your willingness to do the job, and a realistic assessment of your value to the company. If you keep these four factors in mind, you will answer questions effectively and present yourself well, and increase your chances of being hired.

An interview is a two-way exchange of information. Be prepared to respond to a series of questions from the interviewer to determine your suitability for the position. Develop a list of questions for the interviewer to determine if the position is an appropriate fit for you.

Typical Interview Questions:

- Tell me about yourself.
- What do you perceive to be your greatest strength?
- What are your most important career accomplishments?
- What is the most difficult situation you have ever faced?
- What are your career goals?
- How do you cope with stressful situations?
- How do you see yourself working with others on the job?
- What are the things that motivate you?
- What do you value in a job?

- Why would you like to work for us?
- What do you want us to remember about you?

Questions to Ask the Interviewer:

- What is the potential for personal and professional growth opportunities within the company?
- What are the long-term goals for the company?
- What are the positive aspects of working for this company?
- What challenges would I face within this position?
- Are you clear on typical job duties and responsibilities?
- How does the job fit into the structure of the organization?
- Usually, do NOT ask about salary in the first interview.
- Be sure to know what the next steps are after the interview. When will you be contacted? Do they want to follow up? How?

When you leave the interview:

- Emphasize you are interested in taking the process to next step and why you are the ideal candidate.
- Shake hands, make sincere eye contact and say, “thank you.”

Whatever the interview is for, make the most of it by following these steps:

- **Know what you are interviewing for** – Do the research.
- **Know yourself** – Sell your skills and yourself as a person.
- **Practice** – Rehearse. Have someone ask you questions, even the hard ones. Be aware of your body language, too.
- **Dress the part** – The way you should dress is the way you would dress for the job.
- **Arrive early** – Leave plenty of time and get there early. It gives you a psychological edge.
- **Make a good first impression** – Look the interviewer in the eye. Shake hands firmly. Smile, say, “Hello, it’s great to meet you.”
- **Answer well** – Do not ramble. If you don’t know an answer, be honest, but be curious. If you need time to gather your thoughts, take your time.
- **Ask questions** – Prepare some questions BEFORE the interview.
- **Follow up**-Write a “thank you” note. If you would like to add something you forgot, do it now. Believe in your ability to learn and grow.
- **Be yourself** – sense of humor and all – and you will be well on your way to getting hired!

NOTE: These techniques will work well for college interviews as well as job interviews.

SECTION THREE

PERSONAL/SOCIAL DEVELOPMENT

Being a successful student is what school is about. Yet we know that sometimes what you think and feel may get in the way of your academic success. Problems with friends and others can distract you from your focus on schoolwork. For this reason, this section will help you develop these standards for success in your personal and social life.

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

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

Standard C: Students will understand safety and survival skills.

Now to help you learn these standards we will make sure that you can do all of these competencies or abilities:

10.3.1	Identifies ways of developing a positive self-image.
10.3.2	Uses effective communication skills.
10.3.3 *	Develops effective coping skills for dealing with problems, stress and other life situations.
10.3.4	Differentiates between situations that require peer support and situations requiring adult help.
10.3.5	Applies problem-solving and decision-making skills to make safe and healthy choices.
10.3.6	Describes the social skills needed to enhance interpersonal relationships.

* Indicates competencies that are on-going 9-12

Adapted from the ASCA National Model Standards

SELF-AWARENESS

What is it? Where do I start? And how can it help me learn?

When you buy a new video game or a new blow dryer, you read the instructions so that you know how it works, and so you do not damage it. Well, you should do the same thing with your brain. It is the most powerful tool that you will ever use!

Who am I? = Self-Awareness

You define self-awareness by...

- Determining your **Self-Image** and your **Self-Esteem**
- Your Attitudes
- Your Habits

Self-Image: Take an honest look at you. Assess Yourself. YOU create yourself based on what you think of yourself. A poor self-image will prevent you from becoming successful! Work hard at your weaknesses.

Self- Esteem = You are a valuable, contributing human who contributes to our world.

Let's Build Your Self-Esteem

1. Be **CONFIDENT!** Be proud that you are unique. **Trust** in yourself, you are a powerful person.
2. Develop your own special style!
3. Don't be discouraged by mistakes. They are **mistakes.**
4. Be **RESPONSIBLE** in your life.
5. **Treat others** they way you want to be treated.
6. Be **KIND** to yourself. Positive self talk stops self-destruction. Use the phrase "I want to" or "I should" more often!
7. **BELIEVE** in YOURSELF! As you get to know yourself, this becomes easier.
8. Distance yourself from negative thinking people. **THINK POSITIVELY!**
9. **DO YOUR BEST** at all times.
10. Take **PRIDE** IN WHAT YOU DO!

Your Attitude

- ❖ Your attitude **AFFECTS** everything you do.
- ❖ It can energize you OR drain you.
- ❖ A positive attitude can open your mind to possibilities. It allows you to stay flexible.
- ❖ You have the **POWER** to treat others and yourself with **RESPECT!**

Your Habits

All things that you repeatedly do and think become **HABITS!**

- ❖ Bad Habits prevent you from reaching your goals or potential.
- ❖ Review your habits and recognize a habit you need to change. Make the decision to change the habit. Work on making the change.

EFFECTIVE COMMUNICATION SKILLS

Communication is an exchange between two people— the sender speaks and the receiver listens. The goal of the sender is to have the receiver receive the message exactly as intended.

Ways you communicate

- Verbal Communication (through the spoken or written word)
 1. Be direct. People who hint at what they are trying to say are seen as being evasive.
 2. Think before you communicate. What do you really want to say?
 3. Communicate as soon as you are ready. Don't let negative emotions or anxiety build up.
 4. Be clear, precise and brief. Don't risk being misunderstood.
 5. Be honest. This earns you respect in the long run.
 6. Listen. Ask questions to clarify.

- Nonverbal Communication

The way you send unspoken messages is the most basic form of communication. Your hand gestures, eye movements, facial expressions, posture, and tone of voice, are all types of nonverbal communication.

1. Be aware of what others are communicating to you nonverbally.
2. Don't contradict your words with your body language.

A Strategy for Communication in Difficult or Stressful Situations

To generate successful communication and avoid blame, use an "I" message:

Avoid starting your statements with "you."

I felt nervous when I came home and the door was unlocked because I want to feel safe when I come home.

I felt angry when you took my CD without asking because I want to be able to trust you.

I felt angry when you flirted with my boyfriend because I need to be able to trust you.

Here is the format:

I feel _____

When _____

Because I want (or need) _____

STRESS MANAGEMENT

What is Stress?

It's the pressure you feel when your body reacts to a threat or a challenge.
Your heart beats faster and your palms may get sweaty.
You feel tense, nervous, and even fearful.

Stress is part of daily life and affects everyone.

Why should I learn about stress?

If you experience too much stress over a long period of time, it can leave you burned out or even ill.

Stress can...

- ❖ interfere with your friendships and daily activities.
- ❖ make you less productive at school.
- ❖ create problems at home with your family.
- ❖ lead to serious health problems in your adult life.

What are the causes of stress?

- ❖ Change of any type (moving, entering high school.)
- ❖ Family problems.
- ❖ Friendship problems.
- ❖ Test taking.
- ❖ Trying to "fix" something that is not really your business.

How can I manage my stress?

- ❖ Be realistic in your expectations of yourself and others.
- ❖ Manage your time. Don't put yourself in crunch time situations to study or get a school project completed.
- ❖ Develop healthy habits: eat well, get plenty of sleep, and drink plenty of water. Avoid soda with caffeine.
- ❖ If you are having a problem, talk it over with a trusted friend or adult.
- ❖ Take appropriate action.

DIVERSITY

The world is made up of different people, different religions, different ethnicities, different genders, different physical make-ups (physically disabled), different heights, and different ways to view life.

It's important to celebrate differences and it is important to celebrate similarities.

Accepting Differences which is celebrating diversity will make your life easier because we are all different and you will see those differences...

- ❑ where you live, where you study, where you go to school, where you work.
- ❑ in an idea or a problem by using someone else's perspective.
- ❑ when socializing with students who are part of a different clique or ethnic group.
- ❑ while shopping and eating at different types of restaurants.

PART OF YOUR ROLE IN OUR WORLD IS TO RESPECT OTHERS!

Multiculturalism – is a reflection of many different cultures.

Culture -is defined as an intricate system of beliefs, education, community, behaviors, food, dance, and PEOPLE.

Ethnicity – is the reflection of a specific culture and race.

Race – refers to a group of people who carry similar physical characteristics.

Discrimination – Is pre-judging people or prejudiced toward others. This is seen in the treatment by actions or policies directed toward others with *the intention to hurt or jeopardize* the well being of a group of people or an individual.

Why discrimination? All people can experience discrimination, even the majority population. Someone may not like your friends, your hair, your choice of car, your religion and more.

Racism – This is the belief that “race” accounts for difference in basic human characteristics OR the ability that a particular race is superior to another.

Why racism? There is racism because there is fear of the unknown or the inability to ACCEPT differences in people of a different race.

Who do you like and respect because of their differences?

Why do you like that they are different?

HOW TO GET ALONG IN HIGH SCHOOL

1. Smile.
2. Be yourself.
3. Accept others and be open-minded.
4. Listen to what others have to say.
5. Don't gossip.
6. Treat others the way you want to be treated.
7. Be nice to everybody.
8. Mind your manners: *Please. Thank you. May I help you? Excuse me. I'm sorry.*
9. Don't worry about what others think of you.
10. Be Happy.

If you have a conflict with another student....

- Find out through your counselor if your school has a Peer Mediation program. If there is one, make use of it.
- Talk to a trusted adult: parent, counselor, or teacher.
- Use good communication skills to resolve the problem.

DON'T

- Stir up more trouble by involving your friends.
- Keep the issue bottled up inside you.
- Create a larger problem through inappropriate actions and words.

Use the ABCD Process if you are going to resolve your own conflicts

A – Active listening. Listen carefully and restate in your own words what the other person is saying. Listen especially for how the person is feeling.

B – Brainstorm. Both students can come up with as many good ideas as they can to solve the problem. Ideas are not judged. The goal is to resolve issues.

C – Choose an idea. Both people agree on idea or a combination of ideas.

D – Details. The “who, what, when, where and how” must all be spelled out very specifically so the idea will work.

Remember: You don't have to attend every drama you are invited to.

Appendix 1

Websites For The 21st Century Graduate

College Information

Tucson Colleges

University of Arizona

www.arizona.edu

Pima Community College

www.pima.edu

Arizona Colleges

Arizona State University

www.asu.edu

Northern Arizona University

www.nau.edu

Grand Canyon University

www.gcu.edu

DeVry Institute of Technology-Phoenix

www.phx.devry.edu

Embry Riddle Aeronautical University

www.erau.edu

Prescott College

www.prescott.edu

Community Colleges

www.ade.state.az.us/resourcecenter

Arizona 2-yr. Colleges

http://a2zcolleges.com/two_year/arizona.html

Arizona 4-yr. Colleges & Universities

<http://a2zcolleges.com/undergrad/arizona.html>

AZ School Counselors Assoc.

www.azsca.org

Member Guidebook in PDF format

College Resources

AzCIS Portal

<http://www.azcis.intocareers.org/>

ACT

www.act.org

Colleges by State

<http://www.50states.com/college>

College Board

www.collegeboard.com

Campus Tours

www.campustours.com

NACAC for parents & students

www.nacacnet.org/Pages/default.aspx

Collegeview Search

www.collegeview.com

Peterson's Guide to Colleges and Universities

www.petersons.com

COLLEGENET

www.collegenet.com

CollegeXpress

www.collegexpress.com

College Information

www.azstarnet.com/education

College Parents of America

www.collegeparents.org

NCAA Eligibility Guide

www.ncaaclearinghouse.net

The Princeton Review

www.princetonreview.com

Metropolitan Education Commission –
Regional College Access Center

<http://metedu.org/rcac/>

Career Information

AzCIS Portal	http://www.azcis.intocareers.org/
Career Browser	www.collegeboard.com
Planning a Career	www.adventuresineducation.org
The Career Key	www.careerkey.org
The Keirsey Temperament Sorter	www.keirsey.com
Occupational Outlook Handbook	www.umsl.edu/services/govdocs/ooh20002001/1.htm
Career Interest Game	http://career.missouri.edu/career-interest-game
University Career Centers	www.careerresource.net
Fedworld.gov	www.fedworld.gov
Job Hunter's Bible	www.jobhuntersbible.com
America's Job Bank	www.ajb.dni.us
Military Career Center	http://www.todaysmilitary.com
Career Magazine	www.careermag.com
Job Board	www.collegeJobBoard.com

Scholarship/Financial Aid Information

Metropolitan Education Commission - RCAC	http://metedu.org/rcac/
FAFSA Express	www.fafsa-application.com
Financial Aid Estimator	www.finaid.org/calculators/finaidestimate.phtml
Horace Mann Scholarships	www.horacemann.com
Financial Aid Tips from NASFAA	www.nasfaa.org
Free Scholarship Info.	www.freschinfo.com
FastWeb	www.fastweb.com
FinAid	www.finaid.org
Wiredscholar.com	www.wiredscholar.com
The Educational Planning	http://www.educationplanner.org
CollegeNet's Mach25 Scholarship Search	www.collegenet.com/mach25
FASTAID Scholarship Search	www.fastap.org
United Negro College Fund	www.uncf.org
Educaid (First Union Bank)	www.educaid.com

Testing and Study Skills

College Board Online	www.collegeboard.org
ACT	www.act.org
TESTPREP.COM	www.testprep.com
College Admission Testing (Kaplan)	www.kaptest.com
Study Skills Resources	www.studyweb.com
AP Exam Review	www.apexlearning.com
Study Skill Sites	www.ucc.vt.edu

Appendix 2

State Community Colleges

- Arizona Western College (Yuma) - <http://www.azwestern.edu/>
- Central Arizona College (Coolidge) - <http://www.centralaz.edu/>
- Chandler-Gilbert Community College - <http://www.cgc.maricopa.edu/>
- Cochise College - <http://www.cochise.edu/>
- Coconino Community College - <http://www.coconino.edu/>
- Dine College – www.dinecollege.edu/
- Eastern Arizona College - <http://www.eac.edu/>
- Estrella Mountain Community College (Avondale) - <http://www.estrellamountain.edu/>
- Gateway Community College - <http://www.gatewaycc.edu/>
- Glendale Community College (Glendale) - <http://www2.gccaz.edu/>
- Maricopa County Community Colleges (Tempe) - <http://www2.maricopa.edu/>
- Maricopa Skill Center - <http://www.maricopaskillcenter.com/>
- Mesa Community College (Mesa) - <http://www.mesacc.edu/>
- Mohave Community College (Kingman) – www.mohave.edu/
- Northland Pioneer College - <http://www.npc.edu/>
- Paradise Valley Community College (Phoenix) - <http://www.pvc.maricopa.edu/>
- Phoenix College (Phoenix) - <http://www.phoenixcollege.edu/>
- Pima Community College (Tucson) - <http://www.pima.edu/>
- [Rio Salado Community College \(Tempe\)](http://www.riosalado.edu/) - <http://www.riosalado.edu/>
- Scottsdale Community College (Scottsdale) - <http://www.scottsdalecc.edu/>
- South Mountain Community College (Phoenix) - <http://www.southmountaincc.edu/>
- Southwest Skills Center (Avondale) - <http://www.estrellamountain.edu/southwest-skill-center>
- Yavapai College (Prescott) - <http://www2.yc.edu/>

State Universities

- Thunderbird School of Global Management (Glendale) - <http://www.thunderbird.edu/>
- Arizona State University (Tempe) - <http://www.asu.edu/>
- Arizona State University Polytechnic Campus (Mesa) - <http://www.poly.asu.edu/>
- Arizona State University West (Glendale) - <http://campus.asu.edu/west/>
- Embry Riddle Aeronautical University (Prescott) - <http://prescott.erau.edu>
- Grand Canyon University (Phoenix) - <http://www.gcu.edu/>
- Northern Arizona University (Flagstaff) - <http://nau.edu/>
- Northern Arizona University - (Other Az Campuses) - <http://ec.nau.edu/campussearch.aspx>
- Prescott College – <http://prescott.edu>
- [University of Advancing Technology \(Tempe\)](http://www.uat.edu/) - <http://www.uat.edu/>
- University of Arizona (Tucson) - <http://www.arizona.edu/>

Appendix 3

**HIGH SCHOOL
4-YEAR EDUCATIONAL PLAN**

Name: _____ Matric#: _____
Date: _____ Counselor: _____ Grade: _____

Freshman

Semester 1	Semester 2

Summer School: _____
Credits: _____

Sophomore

Semester 1	Semester 2

Summer School: _____
Credits: _____

Junior

Semester 1	Semester 2

Summer School: _____
Credits: _____

Senior

Semester 1	Semester 2

Summer School: _____
Credits: _____

TUSD Requirements for Graduation

Curriculum

Subject Areas

English/Language Arts
Mathematics
Science
Social Studies

Physical Education
Health
Fine Arts or Career & Technical Education
World Language
Electives
Total credits

Minimum

Credits

4
4 Algebra I, II, Geometry & 4th credit
3 Biology by end of soph. year
3 Amer. Govt., Amer. History, World History & Economics

1
.5
1

0
6.5
23

Recommended Testing Schedule

9th Grade
AzCIS
10th Grade
PSAT, AzCIS,
11th Grade
ASVAB, PSAT, AzCIS
SAT/ACT
12th Grade
Interviews &
College Applications