

Purpose: To encourage student to seek information they need. Stand up for themselves, in a respectful way.

ACTIVITY	SUPPLIES NEEDED
Advocating for yourself	
Scenarios	

• Advocating for yourself

- An advocate is someone who supports you, speaks on your behalf, and helps you in many ways
 - Can you name a few advocates in your life? (*Mentor, parents, counselor, a teacher etc.*)
- Many people can advocate for you but it is important that you begin advocating for yourself. This means standing up for yourself, in a respectful way. Don't be afraid to ask questions when you don't know, or seek information you need to be successful.

• Scenarios

- How can you advocate for yourself in these situations?
 1. You are close to failing this grading period, what do you do?
 - a. Meet with your teacher and discuss possible tutoring sessions, and make up work
 2. You need to find out the steps to register for the SAT, who do you go to? What do you do?
 - a. Meet with your counselor and request information regarding the process of registering for SAT (fee waiver, computer lab open, assistance, etc.)
 3. You will be missing three days of school because of a schedule minor surgery, who do you go to? What do you do?
 - a. Meet with the attendance office and give them note from parent/doctor. Ask about attendance policy and how missing these three days will affect your attendance (would it be excused or unexcused). Also meet with teachers and inform them that you will be missing class, if they can help you with work before or after to catch up missing work.
 4. You noticed that a question was marked as incorrect on your test but after reviewing, you learned that your answer was indeed correct. What do you do?
 - a. Meet with your teacher with proof that you have the correct answer and ask the teacher if they can take a second look at your exam in order for your grade to be adjusted.
 5. Upon applying for a scholarship, you request for your transcript to be sent through Naviance. However, after checking if the scholarship committee received it, they did not. What do you do?
 - a. Meet with the registrar at your school and ask for proof of the request being sent. Make sure to also follow up with the scholarship committee





All About Me

Lesson # ____

Purpose: To help student gain an understanding of their personality trait and how to cooperate with others around them of the same and different personality traits.

ACTIVITY	SUPPLIES NEEDED
All about me	Notebook paper/pen or computer
True Colors – Personality Quiz	True Colors – Personality Quiz

- **All about me**

- Ask student to write a little praise about themselves – what would they share with a crowd; who are they, their background, aspirations, greatest accomplishment, etc.
- Ask them to share it with you if they feel comfortable.

- **True Colors – Personality Quiz:**

- Pass out True Colors Personality Quiz, go over the instructions and allow students to take it.
- Ask student to come up with strengths and weaknesses based on their results
 - How are their strengths used in school and in their everyday lives
 - How can their strengths be used to overcome their weaknesses
- Ask student to share 1 or 2 things that “gets under their skin” from the other colors
- Ask them to share 1 or 2 things they can learn from the other colors

Purpose: Help student understand the importance of tests they will be taking throughout high school

ACTIVITY	SUPPLIES NEEDED
Another Test	Another Test Cross Word

- **Another Test**

- Testing is a big part of your education. Each year, you will take tests in class and out of class, and even though it might seem overwhelming, each test as a purpose.
 - STAAR/EOC – These tests are given at the end of the year in each core class (English, Math, Science, and Social Studies). It is a comprehensive final exam that will determine if you successfully grasp the subject and pass the course. In order to graduate from high school, you must pass all freshman, sophomore and junior end of course exams.
 - PSAT/NMSQT – This test is a school-wide practice SAT exam that will be taken during your sophomore and junior year. During your junior year, this test is also used as the National Merit Scholarship Qualifying Test. This is important because if you score in the 99th percentile of your state, you will become a National Merit Semifinalists, qualifying you to win \$2,500. This distinguished accomplishment can be listed on your college application and attract more scholarships from colleges and universities across the nation.
 - SAT – This tests your academic skills and is used for admission to colleges. It is advised that you take the SAT second semester of your junior year.
 - ACT – This is an achievement test, measuring what a student has learned in school. It is also used as a college entrance exam and should be taken second semester of your junior year.
 - TSI – This test determines if you are ready for college-level coursework in reading, writing and mathematics. You can exempt this test with high performing SAT, ACT or STAAR/EOC scores.

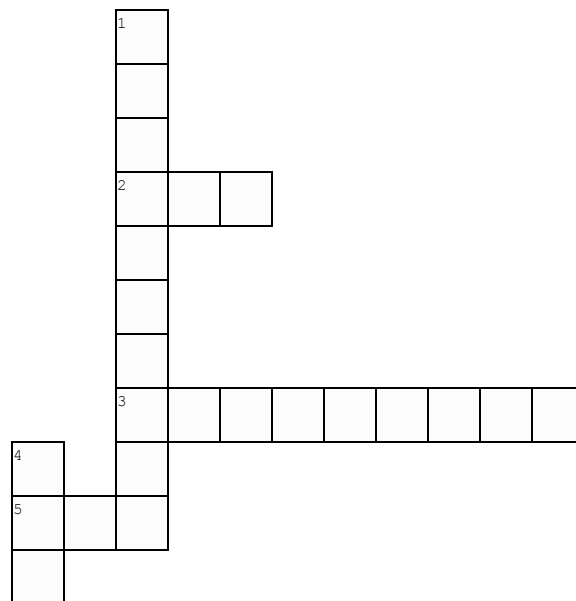
- **Another Test Cross Word**

- Give student handout and allow time to complete crossword.

Another Test! Student Handout

- **STAAR/EOC** – These tests are given at the end of the year in each core class (English, Math, Science, and Social Studies). It is a comprehensive final exam that will determine if you successfully grasp the subject and pass the course. In order to graduate from high school, you must pass all freshman, sophomore and junior end of course exams.
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- **SAT** – This tests your academic skills and is used for admission to colleges. It is advised that you take the SAT second semester of your junior year.
- **ACT** – This is an achievement test, measuring what a student has learned in school. It is also used as a college entrance exam and should be taken second semester of your junior year.
- **TSI** – This test determines if you are ready for college-level coursework in reading, writing and mathematics. You can exempt this test with high performing SAT, ACT or STAAR/EOC scores.

Another Test!



Down

1. School-wide practice exam
4. Tests your academic skills and is used for admission to colleges

Across

2. Tests if you are ready for college-level coursework
3. Taken at the end of every core course
5. Measures what students have learned in school

Purpose: To encourage in the process of becoming a leader.

ACTIVITY	SUPPLIES NEEDED
Leadership Brand	Skybound Leadership Packet

• **Leadership Brand**

- Ask student the following questions
 - What does it mean to be a leader?
 - Do you believe you are a leader? Why/Why not?
 - If no, do you believe you can become a leader?
 - What do you believe are the top qualities of a leader?
- Share the Skybound Leadership Packet.
- Discuss Integrity, Courage, and Vision from “Top 5 qualities of a leader” on page 1. Do any of these align with the qualities student mentioned?
- After discussing “Vision: quality, turn to the “5 Year Personal Vision” on page 2 and guide student through each question.
- Return and discuss “Perseverance” and “Judgment” from the previous page. How do these 5 qualities impact students as they work to achieve their personal vision?
- Turn to page 3 of the packet. Have student start by *checking* 8 values that are important to them from the list.
- Then have students *cross out* three of those values, leaving 5 “core values.”
- Now have student *circle* 3 of the remaining values as the most important to them. Have student share why they picked these last 3.
- The final step of this activity is to write a “Leadership Brand” statement. Have student write a single sentence that uses their three values to express how they want to reflect their values in their lives.

“A leader is one who knows the way, goes the way and shows the way” – John C. Maxwell

My Leadership Brand:

Examples of Leadership Brands.

- The impact I want to have on the world through my work to authentically use innovation to instill integrity in future generations.
- My faith will guide my intelligence to stability in order to encourage and motivate others to be bigger and better than themselves.
- I will have the courage to act with integrity even when challenged and the assertiveness to see things through so that all kids have options to improve their lives through college.
- I want to increase learning through extraordinary creativity and effective communication.
- I want to affirm my integrity by collaborating with my peers to fulfill my responsibility towards my community.
- I want to maintain my integrity so that I may aid in providing stability in others situation by utilizing empathy.



Building a Financial House

Lesson # ____

Purpose: To encourage student to get an early start on preparing for applying for college financial aid (FAFSA/TASFA)

ACTIVITY	SUPPLIES NEEDED
Preparing NOW	
What is in my financial house	Financial House Checklist Free & Reduced Lunch Application

- **Preparing NOW**

- Financial aid is a critical part of being college ready and it is a long process that starts now. Discussing with your parents, keeping track of financial information, and taking steps now will help you have a smooth process when the time comes.
- Things that you need to consider
 1. Applying for the Free & Reduced Lunch Program every year – this will help you obtain testing fee waivers
 2. Discussing with parents/guardian how to prepare – filling taxes, applying for ITIN number
 3. Keeping track of records – Parents’ Income Tax Return, documentation if homeless or ward of states, etc.

- **What’s in my financial house**

- Go over Financial House Checklist with student
- Make sure to have an application for Free & Reduced Lunch to send home with student.

- **If student is undocumented**

- It is extremely important for your student to feel safe. Most undocumented families are afraid to disclose personal and financial information.
- Reassure your student and their family that their information will not be disclosed. Under the FERPA laws and privacy protection policies, this information is secured.
- Additionally, explain that IRS and ISIS are two different entities and that they do not report to each other. Filing taxes is important and required. Parents’ tax information will help student’s eligibility for state financial aid.



Building Your High School Story

Lesson #____

Purpose: To encourage student to get involved in and out of school and start building their resume.

ACTIVITY	SUPPLIES NEEDED
Getting involved	
Building your resume	Resume Sample

- **Getting Involved**

- Getting involved is a critical part of a student's high school journey. Outside of the classroom environment, a student develops soft skills, talents, find new and creative ways to express themselves and continues to learn
- Discuss student's interest, hobbies, past time activities, etc.
- Encourage student to discover activities through school
 - UIL Activities – such as sports, and band. Student could be in the class and/or participate after school. To remain in the activity, student must pass their classes!
 - Academic based organizations - these include honor societies, speech and debates, etc.
 - Non-academic based organizations – these include a variety of activities the school can offer (dance club, knitting club etc.)
- If a student is passionate about an activity that is not offered on their campus, encourage them to start a club with the help of a teacher/sponsor

- **Building your resume**

- Why should you get involved?
 - It is important that students start building their resume now. This will benefit them as they grow throughout their high school career, start their college portfolio and for job search.
- What is a resume? When will I need it?
 - A record of all of your high school accomplishments needed when you apply for college, and for jobs.
- Share sample resume and explain formatting. Student is NOT restricted to this formatting. Student should find a best practice keep track of their accomplishments.
- For student involved in sports and art, make sure to mention that they need to save highlight videos, films, art pieces, creative writing pieces, and/or science projects.
 - Students involved in sports should seek to register for the NCAA Eligibility Center their junior year.
 - Art/fine art students should begin to collect their recognized pieces in a portfolio.

Building your high school story

Getting Involved: List some activities you are interested in participating. Challenge yourself to find a club on campus based on your activities.

1. _____
2. _____
3. _____
4. _____
5. _____

Building your resume:

- Why should you get involved?
 - It is important that students start building their resume now. This will benefit them as they grow throughout their high school career, start their college portfolio and for job search.
- What is a resume? When will you need it?
 - A record of all of your high school accomplishments needed when applying for college, and for jobs.
- Can you fill in any of the blanks yet?

*If you're involved in sports, or arts, make sure to save highlight videos, films, art pieces, creative writing pieces, etc.

Activity	Year in School	Hrs per week/ wks per year	Description
<u>Academic Honors</u>			
<u>Athletics</u>			
<u>Extracurricular activities</u>			
<u>Volunteer Service</u>			
<u>Summer/Work Experiences</u>			
<u>Hobbies</u>			

[(Grade x Credits for the class) + (Grade x Credits for the class) ... + (Grade x Credits for the class)]

Total Number of Credits

Scenario One

Math (4 credits), Grade – A
 Science (4 credits), Grade – B
 English (3 credits), Grade – A
 Foreign Language (3 credits), Grade – C
 P.E (1 credit), Grade – A

Scenario Two

Math (4 credits), Grade – C
 Science (4 credits), Grade – A
 English (3 credits), Grade – B
 Foreign Language (3 credits), Grade – A
 Health (1 credit), Grade – A

Scenario Three

Math (4 credits), Grade – B
 Science (4 credits), Grade – A
 History (3 credits), Grade – C
 English (3 credits), Grade C
 Art (1 credit), Grade – C

Scenario Four

Math (4 credits), Grade – B
 Science (4 credits), Grade – F
 History (3 credits), Grade – B
 English (3 credits), Grade D
 Dance (1 credit), Grade – B

A = 4.0 B = 3.0 C = 2.0 D = 1.0 F = 0.0

[(Grade x Credits for the class) + (Grade x Credits for the class) ... + (Grade x Credits for the class)]

Total Number of Credits

Scenario One

Math (4 credits), Grade – A
Science (4 credits), Grade – B
English (3 credits), Grade – A
Foreign Language (3 credits), Grade – C
P.E (1 credit), Grade – A

$$\text{G.P.A} = \frac{4(4) + 3(4) + 4(3) + 2(3) + 4(1)}{15}$$

$$= \frac{16 + 12 + 12 + 6 + 4}{15}$$

$$= \frac{50}{15}$$

$$\text{G.P.A} = 3.33$$

Scenario Two

Math (4 credits), Grade – C
Science (4 credits), Grade – A
English (3 credits), Grade – B
Foreign Language (3 credits), Grade – A
Health (1 credit), Grade – A

$$\text{G.P.A} = \frac{2(4) + 4(4) + 3(3) + 4(3) + 4(1)}{15}$$

$$= \frac{8 + 16 + 9 + 12 + 4}{15}$$

$$= \frac{49}{15}$$

$$\text{G.P.A} = 3.27$$

Scenario Three

Math (4 credits), Grade – B
Science (4 credits), Grade – A
History (3 credits), Grade – C
English (3 credits), Grade C
Art (1 credit), Grade – C

$$\text{G.P.A} = \frac{3(4) + 4(4) + 2(3) + 2(3) + 2(1)}{15}$$

$$= \frac{12 + 16 + 6 + 6 + 2}{15}$$

$$= \frac{42}{15}$$

$$\text{G.P.A} = 2.8$$

Scenario Four

Math (4 credits), Grade – B
Science (4 credits), Grade – F
History (3 credits), Grade – B
English (3 credits), Grade D
Dance (1 credit), Grade – B

$$\text{G.P.A} = \frac{3(4) + 0(4) + 3(3) + 1(3) + 3(1)}{15}$$

$$= \frac{12 + 0 + 9 + 3 + 1}{15}$$

$$= \frac{25}{15}$$

$$\text{G.P.A} = 1.67$$

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0





Name:

College Application Quiz

True or False

1. Just passing your classes is enough to get into college. T F
2. Only your grades in 11th and 12th grade count. T F
3. If you want to have choices and options for college, you should shoot for a 3.0 GPA. (that's A's and B's) T F
4. College don't really care what you do during the summer as long as you don't get in trouble. T F
5. You have to know what career you want to have before you can go to college. T F
6. 18 out of 100 9th graders will finish college in less than 6 years, so I shouldn't even try to apply to college. T F
7. Students who graduate from a four-year college earn an average of \$33,200 more a year than high school dropouts. T F
8. Preparation for applying to college begins your junior year. T F
9. SAT and ACT tests should be taken in your senior year. T F
10. If I am taking an AP class, I should take the AP test at the end of the year. T F



Name:

Answer Key for True False quiz

1. FALSE - Just passing your classes is enough to get into college.
2. FALSE Your grades only in 11th and 12th grade count.
3. TRUE - If you want to have choices and options for college, the higher your grades the better, many colleges give merit scholarships for 3.0 GPA's and above.
4. FALSE - Colleges want to see you engaged in our community or school or working.
5. FALSE - Having some ideas of a few different majors helps you plan your college path better and use your financial aid efficiently.
6. TRUE - 18 out of 100 9th graders will finish college in less than 6 years. But you are going to be well prepared and have us supporting you – so you'll beat this statistic
7. TRUE - Students who graduate from a four-year college earn an average of \$33,200 more a year than high school dropouts. Over a lifetime, that's an extra \$1.4 million in earnings!
8. FALSE - Preparation for applying to college begins when you enter high school.
9. FALSE – The SAT/ACT should be taken in the SPRING of your JUNIOR year.
10. TRUE - You should take the AP tests as they can count towards college credit. You plan out taking your SAT/ACT tests if you are taking any AP tests – which are the first two weeks in May –so you aren't taking the AP tests and taking the ACT or SAT tests during that time too.



Purpose: To help student take advantage of the online resources available to them

ACTIVITY	SUPPLIES NEEDED
All about Google	
Google Scavenger Hunt	Computer

- **All about Google**

- Google is not just a search engine anymore; it has many facets and resources that can be very useful.
- With Google, you can
 1. Create an account/have an email address.
 2. Access Google Apps such as Drive, Mail, Maps etc.
 3. Google also has applications that correspond with Microsoft Office. If you do not have Microsoft Office available on your computer/ you can access these apps free of charge online.

- **Google Scavenger Hunt**

- Advise your student on the importance of having a professional email
 - A professional email address is commonly made up by your first and last name (no nicknames, no profane language, or uncommon characters/symbol).
 - It prepares you to be the best student and employee out there; it is generally used to communicate with potential employers, colleges and universities, etc.
 - It is a separate email from the one you would use to link your phone, use for social media, etc.
- Help your student create a professional email account if they do not already have one with Google.
 - www.google.com > sign in > create account
- Assist them in completing the scavenger hunt

Instructions: Complete all items on the following list of directions, in no particular order.

- ☐ Create a google email address on google.com > sign in > create account
 - Username: _____
 - Password: _____
- ☐ Access google drive
 - Create a google document and include the following:
 - ☐ first name
 - ☐ last name
 - ☐ high school name
 - ☐ phone number
 - ☐ address
 - ☐ email address
- ☐ Add your mentor to your contacts
- ☐ Send an email to your mentor:
 - ☐ your favorite hobby
 - ☐ if you could invite anyone one person to dinner, dead or alive, who would they be and why?
 - ☐ favorite candy
 - ☐ career interest
- ☐ Share your google document with your mentor
- ☐ Create a google spreadsheet
 - Within the spreadsheet include the following:
 - ☐ Columns should list: "hours", "duties", and "contact person"
 - ☐ Rows will list the place/location of the community service activity when it takes place
 - ☐ design however you seem is easiest for you

Purpose: Help student understand their graduation requirements and endorsement/degree pathways.

ACTIVITY	SUPPLIES NEEDED
Graduation Plan	
Career Assessment on Naviance	Computer

- **Career Assessment**

- Have student log into their Naviance account and take the Career Assessment.
- Based on their results, refer back to the endorsements and discuss how their career is/is not align with their endorsements

- **Graduation Plan**

- The FOUNDATION plan, when combined with an endorsement, offers the students choice in many targeted areas of study. Much as a student would pick a major in college, the new option for an endorsement offers a student the ability to earn a total of 26 total credits in a targeted area of study for high school graduation.
- The five options for students when selecting an endorsement are:
 - STEM - Science, technology, engineering, advanced math
 - Business and Industry - Database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, heating, ventilation, and air conditioning
 - Public Services - Health sciences and occupations, education and training, law enforcement, culinary arts and hospitality
 - Arts and Humanities - Political science, world languages, cultural studies, English literature, history, fine arts
 - Multidisciplinary Studies - Various advanced courses from several endorsement areas.
- Students have chosen an endorsement as part of their graduation planning in the 8th grade. Parents should discuss endorsements with their child as well as with their child's counselor(s).
- A student has the option of changing an endorsement once an endorsement pathway is selected at any time or may opt at the end of their 10th grade year to graduate under the Foundation Plan with no endorsement. Students who graduate with no endorsement will be eligible to apply to all 4-year colleges in the State of Texas, but will not qualify for Top 10% consideration.

- **Foundation Plan**

- 4 credits English
- 3 credits Math
- 3 credits Science
- 3 credits Social Studies
- 1 credit Physical Education
- 2 credits language other than English
- 1 credit Fine Arts
- 5 Electives

22 credits + 4 Endorsements= 26

- **Mention the following**

- Student can take classes at the Guthrie Center for career and technology based courses - <http://guthriecenter.springbranchisd.com/>
- Student can also encouraged to look into Academy of choice (AOC) courses
- Considering the Military as a possible path is also an option, student need to plan to graduate on at least the foundation plan and research Military options.

ENDORSEMENTS

The Arts & Humanities Endorsement
This endorsement can be earned by taking a sequence of courses in these areas:
Social Studies
Languages Other Than English
American Sign Language
Fine Arts including:
Art
Dance
Music
Theater
Technical Theater

The Business & Industry Endorsement
This endorsement can be earned by taking a sequence of courses in these areas:
Agriculture Sciences
Architecture & Construction
Arts, Audio/Video Technology & Communication
Business Management
Finance
Hospitality & Tourism
Information Technology
Manufacturing
Marketing
English Electives including:
Broadcast Journalism
Newspaper
Public Speaking
Debate

The Public Services Endorsement
This endorsement can be earned by taking a sequence of courses in these areas:
Education & Training
Gov. & Public Administration
Human Services
Law, Public Safety & Security
JROTC (Junior Reserve Officers Training Corps)

The (STEM) Science, Technology, Engineering, and Math Endorsement
This endorsement can be earned by taking a sequence of courses in these areas:
Health Science
STEM including Engineering
Computer Science
High Level Core Areas of Mathematics
Science

The Multidisciplinary Studies Endorsement
This endorsement can be earned by taking non-sequential advanced courses in one or more endorsement areas including:
Four credits in each of the foundation core areas
Four Advanced Placement (AP) courses
Four International Baccalaureate (IB) courses

FOUNDATION GRADUATION PLAN
The 22 credits that make up the Foundation Plan come from:
Biology and two additional Sciences
Algebra I, Geometry and one Advanced Math
English I, English II, English III, and one Advanced English
U.S. History, Government/Economics and World History or Geography
Two Years in a Language Other Than English or two credits in Computer Programming
Health Fitness, Fine Arts and Five Elective Credits

IT'S ABOUT STUDENT CHOICE!

Published 12/2013. Pending final approval from State Board of Education in early 2014.

Foundation Plan

4 credits English
3 credits Math
3 credits Science
3 credits Social Studies
1 credit Physical Education
2 credits Foreign Language
1 credit Fine Arts
5 Electives

22 credits + 4 Endorsements= 26

- The FOUNDATION plan, when combined with an endorsement, offers the students choice in many targeted areas of study. Much as a student would pick a major in college, the new option for an endorsement offers a student the ability to earn a total of 26 total credits in a targeted area of study for high school graduation.
- A student has the option of changing an endorsement once an endorsement pathway is selected at any time or may opt at the end of their 10th grade year to graduate under the Foundation Plan with no endorsement. Students who graduate with no endorsement will be eligible to apply to all 4-year colleges in the State of Texas, but will not qualify for Top 10% consideration

Purpose: To prepare students academically and push them on track to graduation

ACTIVITY	SUPPLIES NEEDED
Reviewing Degree Pathway	
Graduation Plan	Graduation Plan Packet & My Graduation Plan Handout

• **Reviewing Degree Pathway**

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- The five options for students when selecting an endorsement are:
 - STEM - Science, technology, engineering, advanced math
 - Business and Industry - Database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science, heating, ventilation, and air conditioning
 - Public Services - Health sciences and occupations, education and training, law enforcement, culinary arts and hospitality
 - Arts and Humanities - Political science, world languages, cultural studies, English literature, history, fine arts
 - Multidisciplinary Studies - Various advanced courses from several endorsement areas.
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• **Graduation Plan**

- Using the packet, go over student's degree pathway – looking in depth over their endorsement
- Help student create a simple schedule for each year

➤ EX: 10th grade

English II
Geometry
U.S History
Chemistry
Spanish III
P.E/Health
Art II

Foundation Requirements

Public Service Class – Human Services
Public Service Class 2 – JROTC

Endorsement Requirements

My endorsement is (if any): _____

In order to graduate, I plan on taking the following classes

	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade</u>
Foundation Requirements				
Endorsement Requirements				



Do's & Don'ts of Social Media

Lesson # _____

Purpose: To encourage student to use social media as a positive platform for their benefits.

ACTIVITY	SUPPLIES NEEDED
Do's & Don'ts of Social Media	Do's & Don'ts of Social Media Computer Access for video: https://www.youtube.com/watch?v=GyR26v819Nc

- **Do's & Don'ts of Social Media**

- Social Media has become a very strong platform for students to communicate between family/friends and interact with the world.
 - Ask student what social media platform(s) do they have. Which platform is their favorite?
 - Ask them how they are using their social media – is it just to share pictures, stay in touch with distant family/friends etc.
 - Ask them what are the positives they've seen with the use of social media. Negatives?
 - Do they know some risks of being on social media?
- Do's
 - 1. Promote yourself - Share your accomplishments, challenges you've overcome, showcase your talents, etc. (But **DON'T** come across as a boaster. There's a fine line.)
 - 2. Adjust and check your privacy settings
 - 3. Use strong passwords
 - 4. Keep up with your school's social media – Schools now share news, schools closures, etc. on social media
- Don'ts
 - 1. Post illegal activities
 - 2. Bully or promote violence
 - 3. Speak negatively or use profane language about your teachers/principal/school
 - 4. Post confidential information
 - 5. "Befriend" people you don't know
 - 6. Share passwords
- Following these guidelines will help you during the college admission process, when you're seeking a job, etc. College admission officers and employers now look into your social media profile and what they see can make or break you.
 - Watch CBSNnews segment if time allows - <https://www.youtube.com/watch?v=GyR26v819Nc>

Purpose: To encourage student to use social media as a positive platform for their benefits.

ACTIVITY	SUPPLIES NEEDED
Do's & Don'ts of Social Media	Do's & Don'ts of Social Media Computer Access for video: https://www.youtube.com/watch?v=GyR26v819Nc

• Do's & Don'ts of Social Media

- Social Media has become a very strong platform for students to communicate between family/friends and interact with the world.
 - Ask student what social media platform(s) do they have. Which platform is their favorite?
 - Ask them how they are using their social media – is it just to share pictures, stay in touch with distant family/friends etc.
 - Ask them what are the positives they've seen with the use of social media. Negatives?
 - Do they know some risks of being on social media?
- Do's
 1. Promote yourself - Share your accomplishments, challenges you've overcome, showcase your talents, etc. (But **DON'T** come across as a boaster. There's a fine line.)
 2. Adjust and check your privacy settings
 3. Use strong passwords
 4. Keep up with your school's social media – Schools now share news, schools closures, etc. on social media
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 1. Post illegal activities
 2. Bully or promote violence
 3. Speak negatively or use profane language about your teachers/principal/school
 4. Post confidential information
 5. "Befriend" people you don't know
 6. Share passwords
- Following these guidelines will help you during the college admission process, when you're seeking a job, etc. College admission officers and employers now look into your social media profile and what they see can make or break you.
 - Watch CBSNnews segment if time allows - <https://www.youtube.com/watch?v=GyR26v819Nc>

Purpose: Help student understand the meaning and importance of their GPA

ACTIVITY	SUPPLIES NEEDED
All about GPA	Calculator
Calculating your GPA	Calculating your GPA

- **All about GPA**

- GPA stands for Grade Point Average. Weighted grade points are awarded for each core curricular course (English, Math, Science, Social studies). Unweighted grade points are awarded for all classes (core and electives). GPA is determined by dividing the total grade points by the number of courses attempted. Courses not included in the calculation of GPA include those taken as correspondence/online, credit by examination and those taken in summer school and middle school.
- Points are determined by the grade you make in each class. See table below.
- As shown, GT/AP/IB and Pre-AP are worth an extra point, so you are encouraged to challenge yourself and take more of the advance courses.
- Based on your weighted GPA, you are ranked amongst your peers in your graduating class. Challenge yourself to get in or remain in the first quarter of your class, as it will make you more competitive for college.
- A rank that falls in the top 10%, will guarantee you automatic admission to most public Texas college/universities.

- **Calculating your GPA**

- Every school district calculates students' GPA a little differently. However, colleges will convert that GPA into a 4.0 scale.
- Let's practice calculating our GPA on a 4.0 scale based on different scenario.
 - Share handout with student and go over scenario 1 together.
 - Allow student to complete the other 3, and then discuss how grades can affect your GPA
 - Most public colleges' GPA requirement is a 2.5 minimum

DISTRICT GRADING SCALE/ CLASS RANK		
	GT/AP/IB Pre-AP*	Grade Level/ ESL/Dual Credit/ Early College
A = 90-100	7	6
B = 80-89	6	5
C = 75-79	5	4
D = 70-74	4	3
F = Below 70	0	0
