



Hempstead
HIGH SCHOOL

Senior Packet

College and Career Center

Post Secondary Research for Portfolio

Directions: Of the following applicable options, choose three and complete each all prompts and questions. Each must be well-researched, thought out, typed, and fully complete.

Option 1: 4-Year University/College

1. List of university/ universities applied to.
2. A copy of the completed applications.
3. Anticipated major, career choice, and an explanation of why you have chosen them.
4. Is your campus and curriculum on a quarter, semester, or trimester term system? Define your system.
5. Decide if you plan on being a full-time student (enrolled in at least 12 credits) or part-time student (less than 12 credits). Explain your choice.
6. Timeline: Make a plan for how many courses you will complete per term based on how many years you want to take to receive your bachelor's degree. Including summer and winter terms/courses. Goal: 4 years.
7. List of on campus clubs and national programs you are interested in joining during your years at this university. E.g. Fraternities, sororities, school newspaper, student government, sports clubs, philanthropies (volunteer and fundraising), etc.
8. Living options: Decide if you are going to live off campus and commute from home, or live on campus and dorm in student housing.
9. Estimate the total cost: Tuition & fees + Books & Supplies + Living expenses
Example: SUNY Farmingdale = \$24,168
Tuition and fees: \$8,076 + Books & Supplies: \$1,200 + Living expenses: \$14,892

Option 2: Community College

1. Name the community college you have applied to and chosen
2. A copy of the completed application
3. Anticipated major for an Associate's Degree, career choice and an explanation of why you have chosen them.
4. Timeline: Make a plan for how many courses you will complete per term based on how many years you want to take to receive your associate's degree. Including summer and winter terms/courses. Goal: 2 years
5. Transfer School: What university are you interested in transferring to after you finish your associate's degree? Why have you chosen this college/university? (you may choose more than one)
6. Living Options: Decide if you are going to live off campus and commute from home or live on campus and dorm in student housing.
7. List of on campus clubs and national programs you are interested in joining during your years at this university. E.g. honor society, business club, criminal justice club, film/media club, drama club, etc.
8. What part time jobs are presently available in your future career choice? Are you interested in working part time while in school? Explain.
9. Estimate the total cost: Tuition & fees + Books & supplies + Living expenses
Example Nassau Community College= \$24,782
Tuition & fees: \$5,632 + Books & supplies: \$1,800 + Living expenses: \$17,350

Option 3: Military

1. Choose a branch of the military: Army, Marines, Navy, US Air Force, or Coast Guard
2. Explanation of why you chose it
3. Do you meet the height and weight requirements? What are they?
4. What other requirements do they have? Do you meet these?
5. Write the steps needed to join your branch by going to their website.
Army: www.goarmy.com
Marines: www.marines.com
US Air Force: www.airforce.com
Navy: www.navy.com
Coast Guard: www.uscg.mil
6. Research the careers and specialties available in your chosen branch and choose one of interest to you. Explain why you have chosen it.
7. List the benefits given to you by your chosen branch.
8. Write down the date you would expect to leave for Basic Training.
9. List three possible options of what you might do after you get out of the military. (Your branch's website provides different possible choices for after the military). For example, using your GI bill to go to college.

Option 4: Technical or Trade School

1. Name of the technical skill or trade you have chosen. E.g. Electrical, Plumbing, Real Estate, Culinary school, Beauty School, etc.
2. Name of the specific school(s) applying to
3. Copy of the completed application.
4. Explanation of why you have chosen this technical skill/ trade and the career associated with it.
5. Timeline: How many months or years will your training take? Be specific.
6. Living Options: if there are on campus living options, will you live on/ near campus or will you commute from home?
7. Do they offer any student organizations or clubs you would be interested in?
8. What part time jobs are presently available in your future career choice? Are you interested in working part time while in school? Explain.
9. Estimate the total cost: Tuition & fees + Books & supplies + Living expenses
Example: Electrical Training Center= \$12,950
Tuition & fees: \$10,680 + Books & supplies: \$2,270 + Living expenses: N/A

Option 5: Other

1. Explain what you are planning to do after high school if options 1-4 do not apply to you.
2. What type of job are you planning on applying to? What company are you applying to?
3. What is the application process for this job? Attach your completed application.
4. How long do you plan on working in this specific job and company?
5. What possibilities for advancement exist in the job, particularly in the selected company?
6. What is the hourly wage for this job? What will your yearly income be?
7. Does this job offer health benefits?

8. What experiences are required for this job/company? Is there any training required? Explain.
9. What are other post secondary possibilities you may want to explore? Explain.

Resume Formats and Examples

A resume is an outline highlighting an individual's personal, educational, qualifications, and experiences. Resumes should include

Academic Resume for College Outline:

Education (school, degree, GPA, standardized test scores, etc.):

Activities (clubs, sports, tutor, etc.):

Honors & Awards (high honor roll, dean's list, all American, etc.):

Leadership Positions (president of a club, captain of a sports team, etc.)

Community Service (volunteer work):

Professional Resume for Job/Career Outline:

Professional Summary (outline personal strengths specific to the job, prior responsibilities applicable to the job, and be clear and concise) :

Core Competencies (highlight and list specific skills, such as: microsoft word, communication skills, POS system knowledge, etc.)

Professional Experience (List places of employment, with most recent at the top, dates of employment, and list job responsibilities/gained skills under each different job):

Education & Credentials (List and date all education, degrees & certifications earned):

References (Provide at least three professional references, such as past employers or mentors. Include their full name, relation to you, and contact information-- either email or phone number. DO NOT use family members or friends):

Academic Resume Example:

John G. Smith

100 Main Street, Babylon, New York | johnsmith1995@gmail.com | 631-777-8899

EDUCATION

- P.S. 13 High School
GPA: 3.89
SAT Math: 680 SAT Verbal: 720
Regent's Diploma

2013- 2017

ACTIVITIES

- Varsity Football
- Varsity Lacrosse
- Varsity Basketball
- Student Government
- Yearbook Club

10th, 11th, 12th
10th, 11th, 12th
10th, 11th, 12th
9th, 10th, 11th, 12th
9th, 10th

HONORS & AWARDS

- High Honor Roll
- All American- Football
- All American- Lacrosse

9th, 10th, 11th, 12th
11th, 12th
12th

LEADERSHIP POSITIONS

- Team Captain
 - Football
 - Lacrosse
 - Basketball
- Student Government
 - Secretary
 - Treasurer
 - President

11th, 12th
11th, 12th
12th
9th
10th
11th, 12th

COMMUNITY SERVICE

- Tree Huggers
 - Create and maintain a sustainable garden with other school and community members
- Horizons Nursing Home
 - Volunteer once a week to organize and host weekly bingo for all residents
- Music Can Move Mountains Benefit Concert-- scheduled February 6th, 2020
 - Organized and scheduled a benefit concert to raise funds for an anti-bullying awareness program within the school and community.
 - Musicians: LL Cool J, Mariah Carey, Billy Joel, etc.

9th, 10th, 11th, 12th
10th, 11th
12th

Professional Resume Example

John G. Smith

100 Main Street, Babylon, New York | johnsmith1995@gmail.com | 631-777-8899

After ten years' consecutive experience in the service industry, I am looking for a server position in a well-established business to grow in and advance within. I have gained extensive skills and the tools necessary to be a successful addition to your company.

COMPETENCIES

- Excellent ability to understand and work with others.
- Well-developed personable and hospitality skills
- Willingness and ability to learn quickly
- Experience using POS systems: Aloha, Breadcrumb and Micros

EXPERIENCE

- Cheesecake Factory, Server
 - Ability to work in high volume efficiently and effectively
 - Work private parties and long shifts
 - Capable of maintaining large sectionsMar. 2016- Current
- Prime Steakhouse, Server
 - Ability to work in a fine dining environment
 - Required the ability to know extensive menus while being able to accommodate guests with dietary restrictions
 - Collaborated with and worked well with coworkersDec. 2013- Mar. 2016
- Dunkin Donuts, Manager
 - Responsible for receiving shipments and maintaining inventory records
 - Required the ability to supervise, train, and schedule employees
 - Responsible for discussing employees' job performance and resolving any problemsAug. 2009- Dec. 2013

EDUCATION

- University at Buffalo
Buffalo, New York
Bachelor's Degree in Business
Minor in Marketing
- 2011- 2015

REFERENCES

- Jessica Anderson, Assistant Manager of Cheesecake Factory
516-667-7788
 - Brian Walters, Owner of Prime Steakhouse
716-912-2523
 - Ashley Andrews, Owner of Dunkin Donuts
716-940-8203
- After completion of your senior portfolio, proceed to writing your portfolio cover letter.

Directions: You will be writing a letter to the reader(s) of your portfolio. The purpose of writing this letter is not only to introduce yourself, but also to give your reader(s) a clear understanding of what you have chosen to include in your personal portfolio. This letter will highlight how this process has helped you grow and reflect upon your last four years at Hempstead High School. See the sample below for specific guidelines.

Format:

- 12 point font
- Times New Roman font
- Only place an extra space in between each paragraph
- Do Not indent
- 1-2 pages
- Use complete sentences; do not assume your reader knows the questions listed below!

September 17th, 2019

Dear Reader:

Paragraph 1: (Do not indent; do not write “paragraph 1”) Introduce yourself to your reader. Tell your reader about yourself, your life and your experience her at HHS. Inform your reader what they will get to read about in your portfolio.

Paragraph 2: (Do not indent; do not write “paragraph 2”) Explain how creating each piece of the senior portfolio helped you grow as an individual, writer, critical thinker, and in other areas. Explain the struggles you went through in completing the portfolio, and how you showed resilience and determination in completing it. What did you learn about yourself, as a person and a student, after completing this portfolio and reflecting on your last four years at HHS?

Paragraph 3: (Do not indent; do not write “paragraph 3”) Explain how creating and compiling this portfolio will be beneficial to you. How will the pieces of the portfolio, as well as the skills you applied in creating it, help you in the “real world?” Explain by giving examples of your future goals. What do you hope your reader will gain from reading your portfolio pieces? Lastly, thank your reader for taking the time to look through and read your portfolio pieces.

Sincerely,

(Your full name typed)

Samples:

1. College Essay

“*Porque ella no sabes español?*” They were the same words that had echoed throughout my life and had plagued me for so many years. Why doesn’t she know Spanish? Having asked myself that for so long, I thought I might never know. It was not until I walked along the unpaved roads of my mother’s birth that I found my response. And it was under the indifferent sky within the country of my ancestors that I found what it meant to be a true Latina.

Growing up, I never took much notice of the fact that I was on the other side of the language barrier. In my provinciality, I assumed that the reason the other children spoke in such heavy accents was because they were trying to be funny. It never registered to me that the words Hispanic girls whispered to each other were part of a real language and not some made-up dialect. It wasn’t until later that I realized how separated I was from the other kids for not knowing the language my mother spoke so fluently. Feminists have their glass ceiling but for me growing up monolingual was like being trapped behind a glass wall.

The moment I first stepped into my uncle’s house in El Salvador and heard my family speaking Spanish, my feelings of partition returned. Except for a few courteous nods, I was at a loss to communicate the endless questions I wanted to ask. It wasn’t until dinner came around that I felt more connected, helping my grandmother and aunts pile food onto the two long wooden tables until every inch of it was hidden. After my grandfather offered the customary blessing, we ate. Amid the hot *pupusas* and *tamales*, I was queen. Having consumed this food my whole life, I instinctively knew what to do and, in my dash, to eat, I briefly noticed two silvery objects fall to the floor. It wasn’t until my third plate that I realized I was the only one eating. Looking up from their places, my family began to laugh. It was then that my grandfather pointed at the knife and fork I had knocked to the floor. Laughing brightly, he explained how they had thought I was too American to eat the food the way they did, with their hands. It was then that my uncle told me, in that ringing bell-like tone of his, “*Tu eres Latina.*”

Latina. A proud and fearless kind of a woman. She is as free-spirited as the wild birds that roam her sky and yet as gentle as the mare which grazes her land. Latina. She is the unrestricted soul which lives in the hearts of every Hispanic woman. She lives in my grandmother, my mother and even in me. Now, in those quiet moments when I sense those old feelings of isolation enter my mind, I remember the resounding laughter of my uncle and those beautiful words he told me: “*Tu eres Latina.*” You are Latina.

2. College Essay

Long before I had walked a mile in another man’s shoes, before I discovered the path I would follow to the end, I knew that my uncle was planning for my future. So it came to be, that one balmy summer night a year ago, he drove himself up to the hospital with one arm on the steering wheel and the other hanging as limp as a dead fish on his right side. I was in the passenger seat that night, my eyes never leaving that worthless limb, wondering (and still to this day) whether or not his accident had been destined for the purpose of opening my eyes.

It had been the end of the day, when the lawnmowers ceased their whining, the neighborhood dogs stopped their barking, and we were packing our things to go back home. I worked for my uncle, at a job he'd been doing for as long as I'd been alive. His business cards read "Juan Hernandez Landscaping" and we would joke "...soon to read Juan Hernandez & Nephew Landscaping." My uncle was wheeling an industrial sized lawnmower into the back of his van when one of the traction planks, we were using slipped loose. The board fell to the ground followed closely by the machine, but he caught it in midair and forced it into the van using sheer strength; the result was a small scrape on his wrist and a dislocated shoulder.

As we drove to the hospital, he kept shaking his head. My uncle Juan was upset because an injury such as this would take time to heal, time he would not be paid for, food that he wouldn't be able to put on the table. As it goes with most landscapers, rain and injuries were the last things he needed; I simply watched as his eyes darted to and from his lifeless limb. We walked into the emergency room "...no, tell them I don't have insurance. We'll be paying in cash..." and waited for the doctor to come back with x-rays "...do we pay for those too?" and confirm what we already knew "...but I told him already, it's dislocated!"

His arm was reset, put in a sling, and x-rayed once more to make sure it was in place. The drive back home was different; I could see the sag in his shoulders and the constant shrugging as he accustomed his neck to the feel of an arm sling. He said things like "Lawnmowers don't fall on doctors..." and "I've been doing this for too long, I don't think I can do it much longer..." He was upset, yet he took the time to show me where it had gone all gone wrong. "I never went to school Miguel, all I know how to do is mow lawns." It was through those words that I came to understand what he wanted me to do. I was not supposed to follow his example, but learn from it. He wanted for me then what I've come to want for myself now, a good career stemming from a good education.

That night as we pulled into the parking lot of our apartment building, I spied his business cards scattered on the dashboard of his van, amidst an assortment of 7-11 napkins and unused coffee stirrers. It was at that moment (as I rolled up the window and shut the door) that I decided to make sure my cards would read differently.

Examples of Scholarship Essay (Word Count)

500 words:

Cell phones have gone from a sought-after luxury to a daily necessity. While these devices provide convenient access to the outside world, they can be problematic for educators. High school teachers can tell children in their classes to put their phones away, but should professors have the same control over grown men and women? The key is to create cell phone usage policies that limit distractions without hindering student rights. The primary argument supporting cell phone control in the classroom is the fact that phones can be distracting. Not only do cell phones distract instructors, but they may also distract students trying to pay attention to the lecture. This is the same effect as a moviegoer looking at his phone in a theater. Even if the phone makes no noise, the light from the screen is enough to catch someone's attention.

Arguments against cell phone control typically focus on safety concerns. Should a crisis occur in the classroom, students should have their phones on hand to make a call. If a student has a child, he or she may need a phone in case of a medical emergency. If the student is on call for work, he or she will need access to a phone. The list of exception-worthy scenarios is endless. The best solution is to create cell phone usage rules that allow devices to be accessible without disturbing other students' educational opportunities. Students should be permitted to keep their phones in their bags, pockets, or other belongings as long as the phones are on silent in class. Vibrate settings may be permitted if the instructor does not believe it will distract him or her, since the noise of vibration may not be noticeable in a large classroom. If a student needs to answer the phone during an emergency, he or she can step out of the classroom to do so. This setup would give the students and the instructor peace of mind.

Cell phone restrictions in classrooms should also include specific disciplinary actions for breaking the rules. If a student is caught using the phone in class, he or she should be excused for the rest of the day. Professors should refrain from physically taking possession of a student's phone because of liability conflicts. If the phone is damaged while in the professor's possession, the school or the instructor could be held responsible for the repairs. It is safer to ask the student to leave the classroom than it is to take the phone away completely. Each school, professor and student body is different. Colleges must adapt their rules and discipline efforts to reflect the current needs of their students. Eliminating cell phones in college classrooms is an over stretch, but there are ways to balance students' rights and instructors' rights. With the right amount of control and flexibility, colleges can create a pleasant learning environment with maximum safety and minimal interruptions.

750 words:

Education means considerably more than just teaching a student to read, write, and manipulate numbers. Computers, the Internet, and advanced electronic devices are becoming essential in everyday life and have changed the way information is gathered. How this new technology is utilized in the curriculum and managed by teachers will have an important role to play in widening the resource and knowledge base for all students. Technology affects the way teachers teach and students learn. To make the best use of information technology (IT), schools need a workable plan to fully integrate it into all aspects of the curriculum, so students are taught how, why, and when to use technology to further enhance their learning.

If a school does not have a clear plan of how and why it wishes to implement IT, then it runs the risk of wasting money. In schools today, nearly all classrooms have access to a computer. However, many schools mistake this as incorporating information technology into the curriculum. School staff need to research what IT is available and what would best serve the school's purpose, not simply purchase the latest equipment. There should be a policy stating how IT is going to assist pupils' development and what teachers want pupils to achieve (Reksten, 2000). Staff members need to be clear about what they want IT to do for them before they can start incorporating it into their lessons.

The only way information technology is going to be useful to schools is if all staff members are well-informed and fully supported. It is the principal's responsibility, and should be part of the school's plan, to ensure that all staff are consulted about the changes, and that the change is carefully organised. Some teachers may be resistant, especially if they have not had much experience with computers, so training teachers is essential in implementing IT into the school curriculum. Staff members must feel involved in the process of acquiring technology, and in learning how to operate it, in order for them to increase their confidence in using IT as a curriculum tool. Teachers are only going to be able to incorporate IT into their lessons if they are competent users themselves (Reksten, 2000).

In addition, teachers need to be aware that IT within the classroom is extremely flexible, but that they need to plan what purpose IT serves in each lesson. The skills a child learns are the important part of any lesson, and it is the same with technology. IT needs to be used and understood in all subjects in the same way as the ability to read is necessary for all subjects, and must be used across the curriculum, in the same way that a pen and pencil are used in most subject areas. The best way to plan the use of IT in the classroom is to approach it as simply a learning tool that is more advanced (and more exciting) than the traditional pen and paper.

It is vitally important for students to be taught the strategies for using IT. Children also need to be fully informed about the capabilities of IT before being asked to use it. Pupils should be aware that the contexts in which they use IT will change, and they need to know what the appropriate use of IT is and what is not. Whilst it is important that children learn to use IT effectively, teachers must emphasise that IT is not always suitable. According to Apter (1968), the danger is that the "computer dehumanizes people and inevitably leads them to act like machines themselves" (p. 58). Teachers must make sure they plan to use variety in their lessons. Too much IT instruction may be just as harmful to a child as not enough. The usefulness of IT in the classroom, as with any learning tool, depends on the innovation and imagination of the teacher. It is imperative, though, that the implementation of IT into a school is carefully planned. The current information explosion makes it essential that IT be used extensively within the classroom so children know how to use IT appropriately and effectively. Teachers must, therefore, be fully informed about what kinds of IT are available and whether or not they are appropriate for classroom use. School boards and teachers must therefore ensure that all staff

have a clear plan about what they want their students to achieve through IT. The appropriate incorporation of IT into the classroom will broaden the minds and skills of students, allowing them to be better prepared for further technological advances.

1500 words:

William Bronk is best known for his austere view of the world as well as writing style. His language—subtle, balanced in tone and diction, essential—is possibly the most distilled in all of twentieth-century American poetry. In addition, Bronk is always explicit visually and resonant musically. His work keeps alive a New England poetic tradition, evoking nature and the seasons, winter most of all, and delving into the nature of reality or truth. These concerns were firmly established early in twentieth-century American poetry by the New England poets Robert FROST and Wallace STEVENS, then later by, along with Bronk, Robert CREELEY and George OPPEN, and in the nineteenth century by Henry David Thoreau (an especially strong influence on Bronk), Ralph Waldo Emerson, and Emily Dickinson.

Bronk was born in Fort Edward, near Hudson Falls, New York where he lived his entire life except for his student years at Dartmouth College and Harvard University, a period of military service during World War II and a brief stint as an instructor at Union College. Even after he gained a wide readership, Bronk shrank from public attention and concentrated on his immediate surroundings. His writing expresses his refusal to compromise his life style and point of view as in his poem "The Abnegation" (1971): "I will not / be less than I am to be more human." He believes that what he knows of the world is only a semblance of the truth at best. Reality exists and he is able to intuit its existence, but it is finally beyond his grasp. Despite Bronk's asceticism, he was constantly sought out by readers and many poets who would journey to Hudson Falls to visit; for young poets, this trip was something of a rite of passage. Bronk won some major poetry awards, the American Book Award in 1982 and the Lannan Prize for his life's work ten years later. When at Dartmouth, he met Frost, and his fellow student and friend was Samuel French Morse, who became a well-known authority on Stevens. Bronk's first publishing successes were due to the efforts of Cid CORMAN who printed Bronk's work in *Origin*, the magazine he edited, and who published Bronk's first book *Light and Dark*, in 1956. Bronk also enjoyed the support of Creeley in his magazine the *Black Mountain Review*, in the 1950s, and Bronk's second book, *The World, the Worldless*, was published by New Directions in 1964 with the help of Oppen and his sister June Oppen Degnan, who was an editor at the press.

This network of fellow poets and editors should not suggest, however, that Bronk was in any sense a derivative poet. On the contrary, his work is original, his poetic voice singular and unforgettable. His language, indeed, is perhaps the clearest and most even in tone in all of twentieth-century American poetry, devoid of unnecessary wording, yet filled with subtle agreements of sound set out in a basic iambic line. Bronk's poetic statements purport to describe the facts of life; and yet, paradoxically, Bronk constantly writes about the elusiveness of any fact. He finds a compromise he can live with. In his poem "The Rain of Small Occurrences" (1955) he writes, "The world is not quite formless; we lean down / and feel the massive earth beneath our feet." Yet the closest to factuality Bronk can come is the poem itself, ultimately a poem that in its sureness, in its reliability of diction, meter and outlook, insists on a reality beyond his comprehension. The best strategy for living Bronk can come up with is to embrace the present, the poem "On the Failure of Meaning in the Absence of Objective Analogs" (1971) suggests: "There is only this whatever this may mean / and this is what there is and nothing will be."

What is knowable, on the other hand, is desire, and Bronk spends a great deal of time examining *The Force Of Desire* (a title of one of his books, published in 1979) in life. Desire is the "single great constant" in Bronk's work, Norman Finkelstein writes. So, what is it that Bronk desires? Impossibly, he desires "*the world*"; knowing the world, all in all, is beyond his capacity. In any case, knowledge is only a logical realization, yet the human condition is not predicated on reason alone. "Despite the self-limiting fact that consciousness is aware of its inability to

experience this totality, it continually struggles for the achievement of its goal. Cut off from any ground of belief, secure only in its desire, consciousness therefore creates *a world*, which despite its insufficiency in metaphysical terms nevertheless allows for the rendering of form—the poem" (481).

There are "reassurances" in our daily lives, Bronk states in his poem "The Inference" (1972): "the far trips / the mind can make!" Our peregrinations occur within this world of desire, a world tantalizingly unknowable. "There is a world we know from inference. / It isn't here and yet we go to it [...]." Imbued by desire, then, human existence is never absolutely grounded in certainty and therefore without a real identity, as Bronk explains in the preface to his book of collected essays *Vectors and Smoothable Curves* (1983). Who and what, and where, are we? We attempt to find ourselves as a way of knowing who we are; the problem here is that no matter how "direct and immediate our awareness maybe it is also devoid of external reference and its strength and centrality is uncertain." We are like vectors, merely "proposals of location and force whose only referential field is internal--not ultimately oriented. We can be grateful for their stabilities even aware as we are of an arbitrariness with them." To live with these propositions means we must recognize the tenuousness of life. To be sure, "Reality is brought to mind by the inadequacy of any statement of it, the tension of that inadequacy, the direction and force of the statement" (np).

Bronk's poem "Some Musicians Play Chamber Music for Us" (1955), in a phrase reminiscent of Stevens, claims that "all we will know are fragments of a world," even through the arts. In "The Mind's Landscape on an Early Winter Day" (1955), a poem whose evocation of winter rivals winter poems by Frost, Bronk writes, with an unparalleled bleakness that in turn evokes a delicate beauty, of what he calls the "winter mind, the ne'er do well," his alter ego, a "poor blind" that "is always lost and gropes its way [...] even when the senses seize the world." The best comfort against the sense of being lost are the stories we live and the metaphors we are. Thus Bronk's poem "The Wanted Exactitude" (1991) ends in a single-line stanza: "let our metaphor be accurate." Metaphor is as close to reality as he can come. In "The Mind's Limitations Are Its Freedom" (1972) Bronk asks, "What else but the mind / senses the final uselessness of the mind?" The irony in this statement is not, of course, lost on Bronk, and so it might be a surprise to realize that his contemplation of the human mind is joyful even though "the mind of man" is "frail, deep / in disorder" and "always pushed by the falsenesses / of unreality." It is this unreality that is predicated by desire, and so Bronk has no choice but to embrace that desire. "I want to be that Tantalus," Bronk proclaims in "The Abnegation," "unfed forever." He asks that he be spared all compassion and that his reader notice how humankind "takes handouts, makeshifts, sops for creature comfort." These he refuses.

There is no place to rest in Bronk's view of existence. Even physical love is undermined by this restlessness. He accuses his lover, naked beside him in bed in the poem "Wants and Questions" (1985), of taunting him simply by "[wearing] those skins and bones." Who is this person and who is he? As Paul Auster has commented, "Bronk's poetry stands as an eloquent and often beautiful attack on all our assumptions, a provocation, a monument to the questioning mind" (30). This is a poetry of sinuous statement and yet it is musical, refined and deeply ruminative, advancing the most troubling human inquiries that by definition cannot be answered.

Steps for SAT Registration

Test Dates for registration:

Test Date	Normal Deadline	Late Registration*	Online Score Release**
August 29, 2020	July 31, 2020	August 18, 2020	September 21, 2020
September 26, 2020	August 26, 2020	September 15, 2020	October 9, 2020
October 3, 2020	September 4, 2020	September 22, 2020	October 16, 2020
November 7, 2020	October 7, 2020	October 27, 2020	November 20, 2020
December 5, 2020	November 5, 2020	November 24, 2020	December 18, 2020
March 13, 2021	February 12, 2021	March 2, 2021	March 26, 2021
May 8, 2021	April 8, 2021	April 27, 2021	May 21, 2021
June 5, 2021	May 6, 2021	May 26, 2021	June 18, 2021

- 1) Log onto www.collegeboard.org
- 2) **Create an Account** (if you haven't already)
- 3) Fill out proper information to create your Official College Board Student Account. Complete steps 1-4 and click submit. Agree with all terms and conditions. When you are "almost done" "Check box and click submit to verify your information. It will say your account has been successfully created!

(KEEP YOUR USER ID AND PASSWORD IN A SAFE PLACE)

To Register:

- 1) Click on the link that says **SAT**
- 2) Click on **Register** and then "**Register for the SAT**"
- 3) Click the link that says **Register Now**
- 7) Click on **Sign-up**

332325 - Hempstead HS test center

332325- Hempstead HS School Code

SAT Registration Fee (with Essay): \$57

Subject Test Fee: \$26 per test

COLLEGE APPLICATION FEE WAIVERS: 2 SAT Waivers per student, 2 subject exams per student based on financial eligibility as outlined by the College Board.

See Counselor for determination.

ACT Dates and Deadlines

ACT Test Date (all Saturday)	Registration Deadline	Late Registration Deadline
December 12, 2020	November 6, 2019	November 7-20, 2020
February 6, 2021	January 8, 2021	January 9-15, 2021
April 17, 2021	March 12, 2021	March 13-26, 2021
June 12, 2021	May 7, 2021	May 8-21, 2021

SAT vs ACT

SAT subject areas: **reading and mathematics.** It also offers an optional **writing** test.

ACT subject areas: **English, reading, mathematics, and science reasoning.** It also offers an optional **writing** test.

**** 2 free SAT/ ACT registration waivers are available for students enrolled in the free and reduced lunch program. ****

Exploring Naviance

Naviance Student is a mobile friendly site that gives students the tools to help guide them in the college and career planning process.

Naviance helps students answer common questions that will shape their future, such as:

Who am I? What do I want to be? What do I enjoy doing? What colleges are right for me? Can I afford college? How will I get to where I want to be? How will I succeed?

Tabs	Features and Tools
Courses (grades 9-12)	<ul style="list-style-type: none"> • Explore- Browse courses of interest and the different courses offered, save courses for later viewing • Plan- view courses previously taken, course records, viewed saved courses of interest.
Colleges (grades 9-12)	<ul style="list-style-type: none"> • Find Your Fit- <i>use the following tools to help you <u>find colleges best fit for you</u></i>: Super Match, College Match, Scattergrams, Advanced College Search, College Lookup • Research Colleges- <i>use the following tools to <u>compare and learn about colleges</u></i>: Colleges I'm thinking about, College Compare, College Resources, Acceptance history, enrichment programs, College Maps. • Apply to College- <i>use the following tools to begin <u>applying to colleges</u></i>: Colleges I'm applying to, Letters of Recommendations, College Events, Manage Transcripts. • Scholarships and Money- <i>this section will allow you to keep track of and search: scholarship list and match, National scholarship search, and financial aid</i> • College Visits- Stay involved and be proactive! All scheduled college visits to HHS will appear here
Careers (grades 7-12)	<ul style="list-style-type: none"> • Explore Careers and Interests- careers I'm thinking about, explore careers, explore career clusters • Career Assessments- <i>use the following questionnaires to establish what <u>careers match your interests</u></i>: Strengths Explorer, Career Interest Profiler, Career cluster finder
About Me (grades 6-12)	<ul style="list-style-type: none"> • Surveys- Graduation Survey • My Assessments- In progress and completed assessments will be found here • Post Secondary Plans- Create a Game Plan for your goals after high school graduation, Resume Builder will assist in creating academic and career resumes • Journal- Keep track of any thoughts, issues, questions, excitement in your personal journal!
My Planner (grades 6-12)	<ul style="list-style-type: none"> • Overview- <i>use the calendar to see a visual representation of the month for any:</i> • Goals • To-Do List(s) • Tasks Assigned to Me



Also Create a Common App account to apply for college. To start, applicants can go to commonapp.org and click on the "Apply Now" button to get details about how to create an account and log in to work on an application through the platform. Students can download the Common App's mobile app to keep track of deadlines, invite recommenders and set reminders

How it works

Create your profile: Your Common App profile is your chance to shine. It's everything you want a college or university to know about you - from your academic coursework to your extracurricular activities.

Add colleges to your list: Now you get to decide what's most important to you in a college or university. Search through the characteristics and add colleges that align with them.

Gather requirements: Once you've decided where you want to apply, make a checklist of everything required. Each college and university are different, so make sure you stay on top of their application requirements.

Submit applications: Be sure to take a moment to celebrate this huge accomplishment! And remember to finish the academic year on a high note, apply for financial aid and prepare for the future.