

STEP 1: Discuss the impact our short-term choices can have on our long-term goals.

warm-up: goals into action

Read the two sample postsecondary plans below, and begin brainstorming some of the positive and negative choices Joe and Julie can make in their senior year that could impact their ability to implement their postsecondary plans.

Sample Postsecondary Plan: Joe S.

Ultimate Goal: To use my talent as a basketball player to achieve fame and fortune, and then give back to my community

Career Path:

Long-term Goal: To play for the NBA

WHEN: Ten years from now

Intermediate Steps:

Step 1: Get noticed by a scout.

WHEN: NOW

Step 2: Play college ball; get a few MVP awards if possible.

WHEN: After high school graduation

Step 3: Get drafted for the NBA.

WHEN: Four years from now

Sample Postsecondary Plan: Julie K.

Ultimate Goal: To use my interest in science to fight against injustice and crime

Career Path:

Long-term Goal: To become a forensic scientist

WHEN: Ten years from now

Intermediate Steps:

Step 1: Get a 3 or a 4 on the AP Chemistry exam.

WHEN: Now

Step 2: Attend a 4-year college, major in forensic science.

WHEN: After hs graduation

Step 3: Attend graduate school, get my Master's in forensic science.

WHEN: Four years from now

Joe and Julie both have strong, well-outlined, and well-thought-out postsecondary plans. Both of their plans are based on their personal mission statements, their goals, and their values. However, just because they articulated their goals does not mean they will be successful in meeting them. Joe and Julie need to take action now in order to be certain they can meet their goals in the future.

JOE'S POSSIBLE ACTIONS AND CHOICES:



Positive Impact

Practicing 3x a week with another talented player



Negative Impact

Skipping practice to hang out with his girlfriend



Positive Impact

Winning the school science fair with a project based on an episode of CSI



Negative Impact

Watching CSI instead of studying for her AP Chem quiz

STEP 2: Compare your high school's basic graduation requirements to college admissions requirements.

will i graduate?

The first step on your postsecondary plan is to graduate from high school. Throughout the past three years, you've worked hard to get to your senior year. But what do you need to do between now and June to ensure that you graduate on time with your classmates?

Graduation Requirements at Our School

How many total credits do you need for a basic diploma? _____ credits/units/hours

How many credits do you need in each subject area for a basic diploma?

English: _____ Math: _____ Science: _____ Social Studies: _____
Foreign Language: _____ Art: _____ Physical Education/Health: _____
Career and Tech Ed: _____ Electives: _____ Other: _____

What state tests must you pass? What are the minimum scores you must achieve?

Test name: _____ Subject: _____ Minimum score: _____
Test name: _____ Subject: _____ Minimum score: _____
Test name: _____ Subject: _____ Minimum score: _____
Test name: _____ Subject: _____ Minimum score: _____

What other additional requirements are there for graduation (community service, etc.)?

What are the requirements for an advanced diploma?

what does it take?

It is important to note that high school graduation requirements are often not the same as the requirements for admission to schools, programs, colleges, and universities. Colleges, universities, and trade schools often have their own requirements in addition to what your high school requires.

Most 4-year colleges require:

- 3 years of history and/or social studies
- 4 years of English
- 3 years of laboratory sciences
- 3 years of mathematics
- 2 years of foreign language (must be in same language)
- 1 year of visual or performing arts
- 1 year of electives (additional history, science, arts, mathematics, language)
- SAT and/or ACT scores

Many 2-year colleges require:

- Extra coursework in English, math, science, and social studies

Trade, technical, art, and design schools often require:

- Special coursework or preparation in an elective related to your major or program
- A portfolio of your best work, or a performance audition if you're applying to a music, drama, or performing arts school

On-the-job training programs often require:

- Former work or volunteer experience in your field

BIG IDEA

A high school diploma is the minimum entrance requirement for just about every formal postsecondary learning experience. Most informal learning experiences require one, too.

STEP 3: Assess your progress toward graduation and college admission by examining your transcript.

transcript review

Using a copy of your transcript, fill in the chart below with information about your high school career. Check off whether or not you've met the requirements for a) High school graduation and b) College Admissions for each subject area.

Subject Area	9th Grade	10th grade	11th Grade	12th Grade	Requirements Check-up:
English/Language Arts					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Math					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Science					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Social Studies					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Foreign Language					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Physical Education/Health					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Art					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Career/Tech Ed/Advisory					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?
Other					<input type="checkbox"/> HS Grad Req met? <input type="checkbox"/> Admissions Req met?

Current GPA: _____ Current Class Rank: _____

STATE TESTS

SUBJECT	SCORE	Requirement Met?

THINK IT THROUGH
 What courses and tests do you still need to pass in order to graduate in June? To get into college or a program? Are you enrolled in these courses now? What will you have to do in order to get the credits you need?

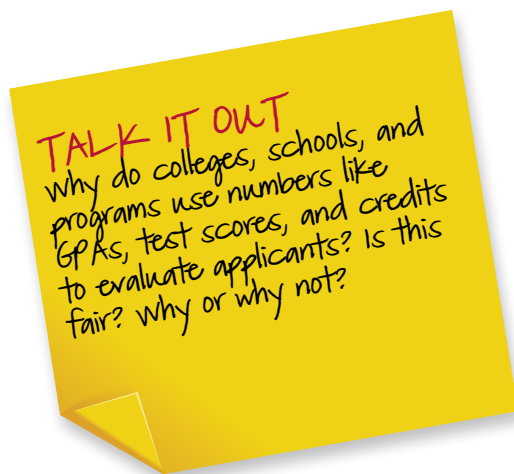
standardized test 101

Many schools and programs require that you take a standardized test in order to demonstrate your ability to succeed at the college level. The two most widely accepted standardized tests in America are the ACT and the SAT. Most colleges have a minimum score that you must achieve in order to be accepted.

In order to take the SAT or ACT, you must:

- **Register, online or on paper** — Ask your teacher for help if you need it.
- **Pay a fee** — However, if you qualify, you can request a “fee waiver” which allows you to take the test for free.
- **Study and prepare** — The Collegeboard has free practice tests and a personalized test-prep program.
- **“Sit” for the test** — The SAT and ACT are offered on Saturdays throughout the school year.
- **Reflect and retake** — If you’re not happy with your test scores, you can always retake the test, as long as you do so before the deadline for applications at your schools and programs. Just register again.
- **Send your test scores** — On the day of the test, you can choose to send your test scores to a number of colleges for free. If, however, you don’t include a college on your test form on the day of, you can still send your scores. See Lesson 12 for information on how to do so.

Additionally, both SAT and ACT offer subject tests that allow you to demonstrate your mastery of a variety of content areas. Some schools and programs require at least one subject test.



BIG IDEA

Your GPA and test scores are quantitative evidence of your ability to succeed. Colleges, trade schools, and employers will use these numbers to judge you, so it’s up to you to own your numbers!

my test-taking plan

Check the tests that you plan to take in your senior year. Then write in the dates on which you will take the tests. Visit www.collegeboard.org or www.act.org to find test dates.

Test Name	Test Dates for Next Fall Admission*	Test Dates for Fall after Next Admission																		
<input type="checkbox"/> SAT Reasoning Test																				
SAT Subject Tests (Also known as SAT IIs): <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Biology E (Ecological)</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Latin</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Biology M (Molecular)</td> <td style="border: none;"><input type="checkbox"/> Literature</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Chinese</td> <td style="border: none;"><input type="checkbox"/> Mathematics Level 1</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Chemistry</td> <td style="border: none;"><input type="checkbox"/> Mathematics Level 2</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> French</td> <td style="border: none;"><input type="checkbox"/> Modern Hebrew</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> German</td> <td style="border: none;"><input type="checkbox"/> Physics</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Italian</td> <td style="border: none;"><input type="checkbox"/> Spanish</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Japanese</td> <td style="border: none;"><input type="checkbox"/> US History</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Korean</td> <td style="border: none;"><input type="checkbox"/> World History</td> </tr> </table>	<input type="checkbox"/> Biology E (Ecological)	<input type="checkbox"/> Latin	<input type="checkbox"/> Biology M (Molecular)	<input type="checkbox"/> Literature	<input type="checkbox"/> Chinese	<input type="checkbox"/> Mathematics Level 1	<input type="checkbox"/> Chemistry	<input type="checkbox"/> Mathematics Level 2	<input type="checkbox"/> French	<input type="checkbox"/> Modern Hebrew	<input type="checkbox"/> German	<input type="checkbox"/> Physics	<input type="checkbox"/> Italian	<input type="checkbox"/> Spanish	<input type="checkbox"/> Japanese	<input type="checkbox"/> US History	<input type="checkbox"/> Korean	<input type="checkbox"/> World History		
<input type="checkbox"/> Biology E (Ecological)	<input type="checkbox"/> Latin																			
<input type="checkbox"/> Biology M (Molecular)	<input type="checkbox"/> Literature																			
<input type="checkbox"/> Chinese	<input type="checkbox"/> Mathematics Level 1																			
<input type="checkbox"/> Chemistry	<input type="checkbox"/> Mathematics Level 2																			
<input type="checkbox"/> French	<input type="checkbox"/> Modern Hebrew																			
<input type="checkbox"/> German	<input type="checkbox"/> Physics																			
<input type="checkbox"/> Italian	<input type="checkbox"/> Spanish																			
<input type="checkbox"/> Japanese	<input type="checkbox"/> US History																			
<input type="checkbox"/> Korean	<input type="checkbox"/> World History																			
<input type="checkbox"/> ACT Test	September ____ October ____ November ____ December ____ January ____	February ____ March ____ April ____ May ____ June ____																		



ACADEMIC EXCELLENCE

Most students take the SAT or ACT at the end of their junior year or at the beginning of their senior year. The earlier you take the test, the more chances you will have to retake it and raise your score. But be careful when you choose test dates! Students taking either test after December of their senior year will not receive their scores in time to meet college application deadlines!

STEP 5: Create a series of short-term academic goals to meet this school year.

your short-term academic goals

Based on your transcript review, your understanding of your postsecondary plan, and your test-taking plan, you should now be able to make a list of the things you'll need to do this year to qualify for the next step in your postsecondary plan: gaining admission to the postsecondary learning institution or experience of your choice.

THINK IT THROUGH
Not sure how to phrase your goals?
Try one of the sentence starters below.

Earn a grade of X% or higher in my (subject) class.

Pass the (subject) state test with a score of X or higher.

Make up X credits of (subject) in night school.

Do extra credit in (subject) to make up for the credit I missed.

Study for and retake the (test name).



In order to meet the minimum requirements for graduation at my high school, I must:



In order to earn a special diploma or special recognition at graduation, I must:



In order to meet the minimum admissions requirements for the type of postsecondary learning experience I am interested in, I must:

your senior year action plan:

academic goals

Now that you have some ideas about positive steps you can take to meet your academic goals, you are ready to create your **Senior Year Action Plan**.

A good **action plan** explains:

- Why you are implementing the plan: this is your short-term goal
- How your short-term goal supports your long-term goals
- What you will do: these are the “steps” in your plan
- When you will do it: this is the time frame for your plan
- How you will know you are on the right track: these are your “check-ins” or milestones along the way

Julie’s Short-Term Goal #1

Get a 3 or a 4 on the AP Biology exam

How this goal supports my long-term goals:

A 3 or a 4 will allow me to get into an advanced Biology class at college.

If I want to be a forensic scientist, I need to have a good background in science, math, technology and the arts, and passing this test proves that I do.

Action steps to achieve goal:

1. Get to AP Biology class on time every day.
2. Make up the lab that I missed last week when I was sick.
3. Borrow a book with practice tests from the school library.
4. Get Alesha and Robin to be in a study group with me.
5. Stay after school for extra help with Mr. Jones.

Time frame per step:

1. EVERY DAY!
2. Next Thursday, after school.
3. Next week.
4. Once per week.
5. Every Monday.

Milestones/Rewards/Check-ins:

Complete and review 10 practice tests.

Earn at least an 80 on my report card each marking period.

THINK IT THROUGH
Look closely at Julie's action plan below. Evaluate her plan: is it realistic? If she follows through on every step, will she be successful?

STEP 6: Create an action plan that will include the following: your goals, timelines, check-in points, and rewards. Make sure this action plan is in your PeerForward Binder or Journal.

STUDENT HANDOUT



My Short-term Academic Goal #1		Deadline
How this goal supports my long-term goals:		
Action steps to achieve goal:		Time frame per step:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Milestones/Rewards/Check-ins:		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		



My Short-term Academic Goal #2		Deadline
How this goal supports my long-term goals:		
Action steps to achieve goal:		Time frame per step:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Milestones/Rewards/Check-ins:		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		



My Short-term Academic Goal #3		Deadline
How this goal supports my long-term goals:		
Action steps to achieve goal:		Time frame per step:
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Milestones/Rewards/Check-ins:		
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		

meeting your academic goals

Now that you're aware of what it will take to make it to graduation and reach the first step on your postsecondary plan, you can take action to ensure your goals for your future come true. You can also work to overcome the barriers and obstacles which concern you. Having a plan can be empowering, because it reminds you that you are in charge of your future.

What did you learn this week about your progress toward graduation?

(Check all that apply.)

- I am on track to graduate in four years.
- I need to make up some credits or tests if I want to graduate in four years.
- I am ahead of the game; I exceed the minimum requirements for graduation at my school, and may qualify for an advanced diploma or dual enrollment at community college or four-year university.

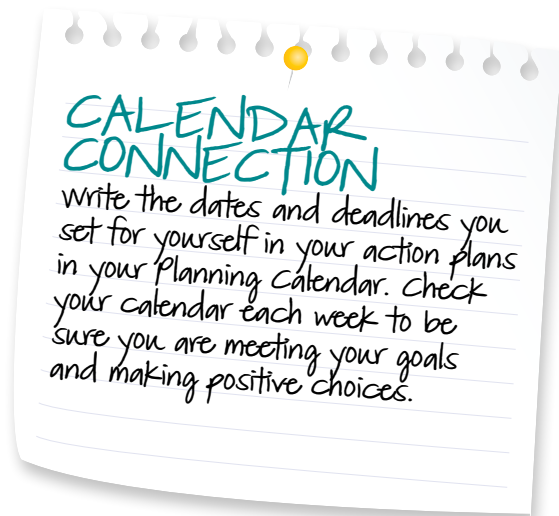
What did you learn about your ability to meet admissions requirements at the type of school or program you want to attend?

(Check all that apply.)

- I am on track to meet admissions requirements at my school or program.
- I need to make up some credits or tests if I want to meet admissions requirements at my school or program.
- I need to learn more about admissions requirements, because I am not sure.

How confident are you that you can follow through and meet each of the academic goals you set for yourself in Lesson 3?

Do you believe you can do it? What might hold you back? What can you tell yourself to keep motivated this year?



 **taking the message home** 

One way to ensure you meet your goals and follow through is to get support from your friends and family. It will be much easier to do your homework every night, for example, if your little brother agrees not to bother you from 7–8 pm each night. Think about how much work you could get done if you asked a friend to help you with your homework over IM instead of just gossiping. Or, if you explain to your boss that you're trying to study more for your science class, he might let you leave early one night a week.

Try using this script with someone whose support you value, and see if you can get their help in meeting your goals:

"Hey, (person's name). I wanted to talk to you about something I'm trying to do. See, I really want to (postsecondary plan) after high school, but before I get there, I need to (short-term goal). I could really use your help. If you would agree to (action needed), it would make it a lot easier for me to meet my goal. What do you say? Can you help me out?"