

Welcome and thank you for exploring options to get your students prepared for life after high school, whether it's a college, military, or the workforce. The **High School 101** curriculum was developed for educators as a course to help facilitate discussion around *Moving from Ordinary to Extraordinary: The Teen's Guide to High School Success*.

Syllabus Overview

This syllabus was designed to be used over a 20-week period, covering one topic per week. The suggested time block for each topic is 60 minutes (20 minutes for lecturing, 20 minutes for an interactive class activity, and 20 minutes for question and discussion). The course can be adapted to fit your school schedule or after-school program objectives. For example, you can breakdown **High School Success 101** into two courses, **High School Success 101** (topics 1-10) and **High School Success 201** (topics 11-20) or use the syllabus as an outline for a freshman orientation.

Course Overview

High School Success 101 is a class that is different than core courses (e.g., English, Math, Science, History), where as students are graded on how much effort they put into and the completeness of their assignments, rather than completing tests or final exams. Below is a list of assignments to consider for your course:

Resource Notebook – Students should keep a notebook with the material covered in the class, including chapter exercises, journal assignments, project reports, guest lecture summaries, etc. The notebook should be checked for progress and completeness throughout the course. You can develop a handout to provide your students with details about how to organize their notebook and how you will evaluate it at each check.

Suggested grading: 100 points of total grade

Participation/Textbook Readings – Students should read the chapters (or suggested reading) before coming to class. Without doing so, students will not be able to actively participate in the course activities and discussions. Any assignments given with the textbook readings should be part of the students' resource notebook.

Suggested grading: 100 points of total grade

Student Events – Students should attend at least two student or community events during the course. The events can include, but are not limited to concerts, plays, sporting events, club meetings, cultural or social events. After the students attend the event, they should write up a summary that includes:

- What event they attended
- When the event was held
- Where the event was held
- Short summary of what they saw at the event
- Short summary of they learned from the event
- Why (or why not) you would attend this event again or an event similar to it

Suggested grading: 25 points per event

Field Trips/Guest Speakers – You should organize a class field trip (e.g., local college campus, college fair, or career fair) or invite speakers to your class to talk about their profession, expertise (e.g., athletics, special education) or experience in college. For each of these events, you should provide students a handout with activities to complete or questions to answer.

Suggesting grading: 25 points per handout

Mentor Interview – Students should interview a teacher, school counselor, administrator, or staff person at your high school. This person should be someone the student feel can help guide them during their time in high school. You should provide the students sample interview questions and guidelines on how to conduct the interview and write up their interview results.

Suggesting grading: 25 points of total grade

Final Presentation/Reflection – Since there is not a final exam, you should assign small groups for students to work together on a final presentation to be presented during the last week of the class or the final exam time period for 10-15 minutes. The project should require students to reflect on the course and utilize their course assignments, activities, and knowledge gained through the course, such as developing a 4-year action plan with goals and strategies to prepare for high school success, college, and scholarships. You should provide details about this project to the student and allocate time during class for the students to work as a group.

Suggesting grading: 100 points of total grade

COURSE SYLLABUS

Purpose

The purpose of this course is to teach students strategies to increase their academic, professional, and personal success. Through reading assignments, guided examples, and journal writing, students will learn success in high school and life.

Goal

The goal of this course is to increase the likelihood that students will graduate from high school, be accepted in the colleges of their choice, and receive scholarship for college. This course will provide students an opportunity to learn about services and strategies to help them become successful high school students.

Objectives

- 1. ACHIEVE SUCCESS IN HIGH SCHOOL AND THEIR FUTURE.** Students will learn to take charge of their future by setting realistic goals and develop useful skills for academic, personal, and professional success. They will be equipped with knowledge for planning for college and the workforce.
- 2. MAXIMIZE LEARNING.** Students will learn strategies to get better grades in high school and be a life-long learner. They will learn to master essential skills such as studying and test taking.
- 3. INCREASE SELF-MOTIVATION AND SELF-ESTEEM.** Students will learn to motivate themselves by discovering their own meaningful goals and dreams. They will learn to develop self-confidence, self-respect, self-love, and unconditional self-worth.
- 4. ENHANCE RELATIONSHIPS.** Students will learn to develop mutually supportive relationships that will help them achieve their goals and dreams. They will learn to assist others to achieve their goals and dreams.
- 5. ENHANCE LIFE SKILLS.** Students will learn strategies to help them be successful after high school. They will learn about leadership, time-management, decision making, networking, mentoring, and overcoming adversity.

Method

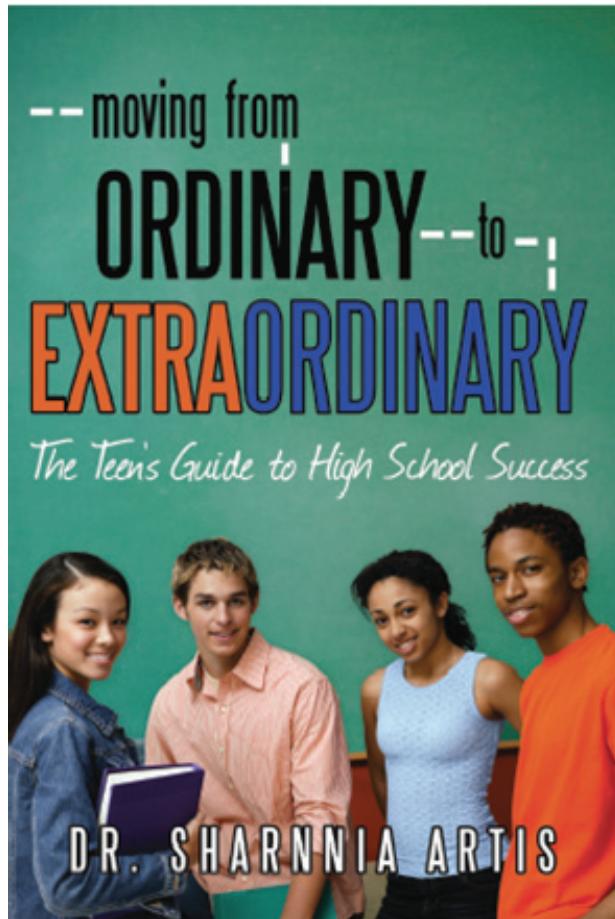
By reading *Moving from Ordinary to Extraordinary: The Teen's Guide to High School Success*, students will learn empowering strategies to help prepare them for life after high school. They will be equipped with tools to plan for college, scholarships, and the workforce. By keeping a journal, students will discover how to apply these success strategies to achieve their own goals and dreams. By participating in course activities and applying these strategies to their high school experience, they will have the ability to dramatically improve the outcome of their life – academically, professionally, and personally.

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HIGH SCHOOL SUCCESS 101

Textbook



Moving from Ordinary to Extraordinary: The Teen's Guide to High School Success
by Sharnnia Artis, Ph.D.

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www.beingextra.com

www.iuniverse.com

COURSE OUTLINE

Topics	Objectives	Suggested Reading	Suggested Resources
#1: Success & Expectations as a High School Student	<ol style="list-style-type: none">1. Define success2. Explain the Four D Philosophy (i.e., dedication, discipline, determination, and dependency)3. Explain differences among each year of high school4. Identify action list for each year of high school5. Discuss timeline for current year (e.g., freshman)	pp. 1-16, 23-25	<i>High School Success</i> www.aie.org www.collegeboard.com <i>High School Timelines/Action Plans</i> www.collegetoolkit.com www.collegeboard.com/student/plan/action
#2: Utilizing Your Circle	<ol style="list-style-type: none">1. Discuss how to get the most out of school counselors2. Learn how to get parents, teachers, and people in the community involved in high school success and college planning	pp. 17-21	<i>School Counselors</i> www.collegeboard.com/student/plan/startng-points/114.html www.fastweb.com/fastweb/resources/articles/index/102607 <i>Parents</i> www.nmsa.org/portals/0/pdf/publications/On-Target/transitioning_hs/transitioning_hs_4.pdf www.education-world.com/a_special/parent_involvement.shtml
#3: Goal Setting	<ol style="list-style-type: none">1. Define goals2. Learn how to set goals3. Explain the difference between short, medium, and long term goals	pp. 26-31	<i>Goal-Setting Skills</i> www.wikihow.com/Set-Goals www.princetonreview.com/college/research/articles/prepare/hsGoals.asp

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#4: Time Management	1. Learn how personal time is spent 2. Learn how to use a calendar to manage times	pp. 32-33	<i>Time-Management Skills</i> www.wikihow.com/Manage-Your-Time-Wisely-As-a-High-School-Student www.collegeboard.com/student/plan/college-success/116.html www.mtsu.edu/~studskl/tmths.html
#5: Study Skills	1. Learn about study skills 2. Discuss study strategies and ways to improve	p. 34	<i>Study Skills</i> www.adprima.com/studyout.htm www.maryvillecityschools.k12.tn.us/education/dept/dept.php?sectionid=834
#6: Test-Taking Skills	1. Learn about your learning style 2. Learn about test-taking skills 3. Discuss test-taking strategies and ways to improve	pp. 35-37	<i>Test-Taking Skills</i> www.testtakingtips.com www.schwablearning.org/articles.aspx?r=375 www.englishcompanion.com/room82/testingskills.html
#7: Mentorship	1. Define mentorship 2. Learn how to successfully communicate 3. Explain how to select a mentor 4. Explain how to be a “good” mentee	pp. 38-44	<i>Mentorship</i> www.imdiversity.com/villages/careers/articles/whitehead_find_a_mentor.asp

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#8: College Expectations	<ol style="list-style-type: none">1. Discuss what colleges are looking for2. Explain importance of and how to calculate a GPA3. Review what is on a transcript4. Learn how to create a resume5. Learn how to get a “good” recommendation letter6. Learn what goes in and how to write an essay	pp. 45-54	<p><i>Grade Point Averages (GPA)</i> www.wisegeek.com/what-is-a-gpa.htm</p> <p><i>Résumés</i> www.damngood.com/workbooks/highschool.pdf www.collegeboard.com/student/plan/high-school/36957.html</p> <p><i>Letters of Recommendation</i> www.letters-of-recommendation.org www.boxfreeconcepts.com/reco www.scholarshiphelp.org/letters_of_recommendation.htm</p> <p><i>College Essays</i> www.collegeboard.com/student/apply/essay-skills/index.html www.princetonreview.com/college/apply/articles/process/essayBook3.asp www.quintcareers.com/college_application_essay.html www.ecampustours.com/collegeplanning/insidetheclassroom</p>
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#9: Life Skills	1. Discuss how to step out of your comfort zone 2. Discuss strategies to remain competitive 3. Discuss how to take advantage of opportunities 4. Identify your strengths and weaknesses 5. Discuss how first impressions are lasting impressions 6. Discuss community involvement	pp. 55-59, 66-72	
#10: Leadership	1. Discuss opportunities for involvement and how to get involved in organizations 2. Define leadership 3. Explain how to be an effective leader	p. 60	<i>Student Organizations</i> National Junior Honor Society: www.nhs.us NAACP Youth Chapter: www.naacp.org/youth Future Business Leaders of America: www.fbla-pbl.org Rotary International: www.rotary.org National 4-H Council: www.4-h.org

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#11: Summer Experiences	<ol style="list-style-type: none">1. Identify summer opportunities2. Identify summer enrichment programs	pp. 61-65	<p><i>Summer Programs</i> www.princetonreview.com/college/research/summerprograms http://www.quintcareers.com/college_prep_camps.html</p> <p><i>Summer Programs Abroad</i> www.princetonreview.com/summer-study-abroad.asp www.studyabroad.com/highschool www.studentambassadors.org</p> <p><i>Science and Engineering Summer Programs</i> http://tbp-highschool.mit.edu/highschool</p> <p><i>Teen Jobs</i> www.groovejob.com/resources/teen-job-resources</p>
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#12: Being a Competitive Applicant	<ol style="list-style-type: none">1. Discuss what is covered on the SATs and ACTs2. Discuss what courses prepare for the SATs and ACTs3. Discuss advanced courses (e.g., honors, IB, and AP)4. Explain dual enrollment	pp. 73-80	<p><i>College Entrance Exams</i> PSAT: www.collegeboard.com/student/testing/psat/about.html SAT: www.collegeboard.com/student/testing/sat/about.html ACT: www.actstudent.org</p> <p><i>Honors Classes</i> www.ecampustours.com/collegeplanning/insidetheclassroom/</p>
#13: Finding the Career for You	<ol style="list-style-type: none">1. Identify different careers2. Explain how to choose a career3. Discuss courses to prepare for major in college	pp. 81-90	<p><i>Career Path</i> www.aie.org/HighSchool/index.cfm www.quintcareers.com/high-school_critical_issues.html www.careerplanner.com/Career-Test-Career-Search/Career-Test-for-Highschool-Students.cfm</p> <p><i>Colleges and Universities</i> www.50states.com/college www.petersons.com www.ecampustours.com</p> <p><i>Military Schools</i> www.military-school.org</p>

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#14: Finding the College for You	1. Learn about your personality or career interest 2. Identify career path and how to choose a career path 3. Discuss different type of college 4. Discuss how to choose the right college 5. Discuss alternatives outside of college	pp. 91-96	<i>College Planning</i> www.students.gov www.collegeanswer.com/preparing/content/prep_college_advice.jsp www.quintcareers.com/choosing_a_college.html www.education.org/articles/how-to-choose-the-right-college-or-university.html
#15: The College Application Process	1. Discuss the admissions process 2. Discuss strategies for applying to college 3. Types of deadlines	pp. 91-95	<i>College Admissions Process</i> www.collegeboard.com/student/apply/the-application/8487.html

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#16: Money for College	<ol style="list-style-type: none">1. Explain FAFSA2. Define scholarships, grants, loans, and Federal Work-Study Programs3. Explain the scholarship process4. Discuss strategies for applying for scholarships	pp. 97-108	<p><i>Finding Scholarships</i> www.fastweb.com www.finaid.org www.scholarships.com www.scholarshiphelp.org</p> <p><i>What Is a FAFSA?</i> www.fafsa.ed.gov</p> <p><i>Grants</i> www.grants.gov www.collegeboard.com/student/apply/the-application/8487.html</p> <p><i>Student Loans</i> www.finaid.org www.salliemae.com www.staffordloan.com</p> <p><i>Federal Work-Study Program</i> www.ed.gov/programs/fws</p>
#17: Student Athletes	<ol style="list-style-type: none">1. Explain how student athletes should plan for collegiate sports2. Discuss importance of a backup plan	pp. 109-113	<p><i>NCAA Clearing House</i> www.ncaa.org www.ncaaclearinghouse.net</p>