

NEW! Handouts for classroom visits are now inside of the Be What I Want To Be magazine!

You are encouraged to keep at least one set (35 copies) of handouts on you at all times in the event that the magazines are not at the school during your visit

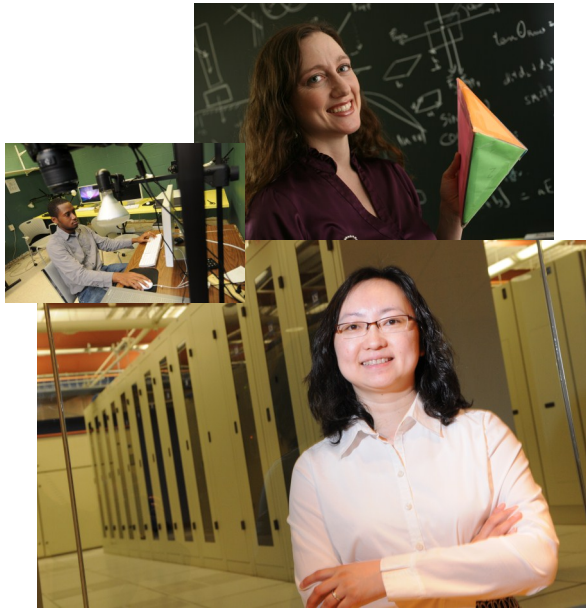
**** Be sure to make 35 copies of the My Goals Worksheet and What do you think (student evaluation) form for each classroom that you present in**

COLLEGE ACCESS LESSON PLAN AND HANDOUTS

*Electronic copies of the handouts can be found online at
www.mbrt.org/speak/tools*

Speakers Bureau: College Access Middle School Outreach

MBRT, in partnership with the Maryland Higher Education Commission, is working to increase the number of middle school students aware of the interconnectedness of academic preparation, college coursework, and careers goals, and who take action to become college-/career-ready. The College Access program is an opportunity to reach students earlier to deliver this very important message.



Primary Messages:

- **College will prepare you for rewarding careers**
- **You can attend college if you start preparing now**

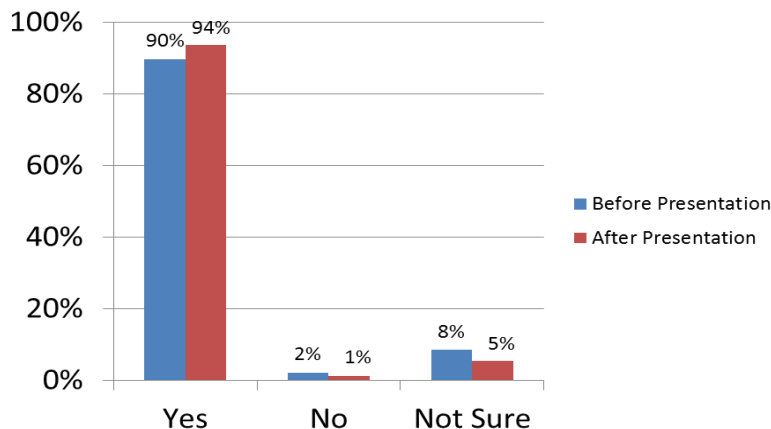
2010 – 2011

85 Classrooms

2000 Students

Student commitment to take more rigorous courses **increased by 12.7%** after hearing the Achievement Counts message

Do you plan to go to college? During the 2010-2011 school year, prior to hearing the Achievement Counts presentation, students were asked if they planned to attend college. After the presentation, students were asked the same question.



Achievement Counts **Speakers Bureau**

2011-2012 College Access Lesson Plan

Purpose: Motivate and raise student awareness of college expectations or qualifications.
 Raise student intent to become a Maryland Scholar.
 Send a positive message to students that what they do in school is important to their future.

Materials: 1) Be What I Want To Be magazine; 2) Setting Your Goals worksheet; 3) Student Post-Evaluation

<p>Introduction</p> <p>(3 minutes)</p> <p><u>Outcome:</u> Students will know that you care about them and their future, and will want to participate in the lesson.</p> <p><i>Breathe, Smile</i></p> <p><i>Be professional,</i></p> <p><i>but relaxed</i></p> <p><i>Tell anecdote from your high school days</i></p>	<p><u>This is who I am</u></p> <p>Write your name and “Maryland Scholars” on the chalkboard. Introduce yourself.</p> <p><u>This is why I’m here</u></p> <p>Your personal reason...</p> <p>Representing Maryland Business Roundtable for Education (and local business organization)</p> <p>3,000 people like me are talking with students across the state</p> <p>Letting you know that courses matter, choices matter</p> <p>Want you to have opportunity and a chance for a great life</p> <p><u>Frame the process</u></p> <p>Not here to give a speech. Want to have a conversation. Interested in what you have to say</p> <p>Set ground rules: one person talks at a time, respect each other</p> <p>Hope you’ll get a good idea of what life after high school will be like and what you can do now to make your dreams come true</p>
<p>Framing Future Goals</p> <p>(5 minutes)</p> <p><u>Outcome:</u> Students will start thinking about what they want to do after high school.</p> <p><i>Your first chance to get them talking</i></p> <p><i>It’s OK if students don’t know what they want to be – get them to dream</i></p> <p><i>Call students by name (Use tent cards or a seating chart)</i></p>	<p>You can break the ice by asking them questions like:</p> <p><i>What’s important to you? At what do you excel? What do you love to do?</i></p> <p><i>Let’s start thinking about your future.</i></p> <p>Ask students to write down what they’d like to be doing six years from now.</p> <p><i>What do you want to be doing? What do you want your life to look like?</i></p> <p>Wait for a minute or two...then call on students to tell you what they wrote. Discuss.</p> <p><i>How do you think you’ll achieve this? Encourage specific examples.</i></p>
<p>Reality Check</p> <p><i>Note: This is abbreviated from the 9th grade lesson plan</i></p> <p>(7 minutes)</p> <p><u>Outcome:</u> Students will understand connection between “learning” and “earning,” and will be motivated to take their school work seriously.</p> <p><i>Great place for interaction and physical movement</i></p> <p><i>Try an exercise here, i.e. monopoly money—watch your timing to ensure you get students to start goal-setting</i></p>	<p><i>Let’s talk about what life will really be like after high school.</i></p> <p><i>Who wants to get their own place? Who wants a car?</i></p> <p><i>What kinds of things will you have to pay for every month? How much do these things cost?</i></p> <p>Make a list of their responses on the chalkboard/overhead (or ask a student to do this).</p> <p>Hand out the “Be What I Want To Be” magazine.</p> <p>Direct students to pgs. 8 and 9 of the magazine: “What It Costs to Live” – explain each section.</p> <p>Ask for their reactions or questions.</p> <p><i>What can you do to make sure you’re prepared for a successful future?</i></p>

<p>Courses Matter...</p> <p>Choices Matter (12 minutes)</p> <p><u>Outcome:</u> Students will realize the role transcripts play in getting them a job or into college, and are inspired to take the Maryland Scholars Course of Study</p> <p><i>This is another opportunity to engage students in an activity</i></p> <p><i>Try creating a scenario where students own a business and had to make a "hiring decision" based on Pat / Kelly's transcript</i></p> <p><i>Don't lecture</i></p> <p><i>Keep asking questions</i></p> <p><i>Watch your pacing, time goes quickly</i></p> <p><i>Show students the Maryland Scholars spread in the magazine (pages 6 & 7)</i></p> <p><i>Give reasons why these courses will benefit them</i></p> <p><i>Use statistics on Maryland Scholars page of the training manual</i></p> <p>Note: <i>The Academic Competitiveness Grant / SMART Grants have been eliminated as of 2011— please be careful NOT TO provide this information to students</i></p>	<p><i>What you do in your <u>four</u> years of high school is important to having a successful future.</i></p> <p>Direct students to page 5 of the magazine with the two filled-in transcripts or display on an overhead transparency. Give them a minute to review.</p> <p><i>What can you tell about these students? Write down some of their answers.</i></p> <p><i>If you owned a company, which one would you hire? Why?</i></p> <p><i>Colleges and employers are asking for high school transcripts because they want to know:</i></p> <p><i>Are you prepared to do college work?</i></p> <p><i>Do you have the skills you need to be successful?</i></p> <p><i>Will you show up for class or work?</i></p> <p><i>Are you reliable?</i></p> <p><i>Would you be eager to take on a challenge?</i></p> <p>Direct students to the blank transcript on pg. 4.</p> <p><i>This is what your transcript looks like at the beginning of high school. It's a clean slate. You have the power to make it shine. As you complete courses, pass tests, accomplish tasks, earn awards, you are creating a picture of yourself that tells colleges and employers, "I'm the one you want."</i></p> <p>Introduce Maryland Scholars</p> <p><i>Speaking of completing courses, the courses you choose to take in high school will play a big part in how far you can go in life. You are in the driver's seat. You have control.</i></p> <p>Direct students to pgs. 6 and 7: "Maryland Scholar". Direct their attention to the courses at the bottom of pg. 6</p> <p><i>Most of these courses you already need to take as graduation requirements.</i></p> <p><i>To become a Maryland Scholar, you only need to add: Algebra II, Chemistry, another lab science, and 2 years of a foreign language.</i></p> <p><i>These are the courses you need to complete if you want to have opportunity in life – whether you go to college or right into the workforce.</i></p> <p><i>If you take these courses, you will be more likely to:</i></p> <p><i>Get into college : many colleges require that you've completed at least 6-8 STEM classes to apply</i></p> <p><i>Save money : remedial math and science courses you did not take or do well in in high school (pay for classes but don't count towards your degree)</i></p> <p><i>Earn college credit : AP and IB STEM classes in high school can save you time and money</i></p> <p><i>Develop important skills : STEM skills = problem solving skills</i></p> <p><i>Earn more money in salaries (whether you go to college or not)</i></p>
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<p>Goal Setting</p> <p>(10 minutes)</p> <p><i>Outcome:</i> Students take action to set goals for high school</p> <p>Handout the “Setting Your Goals” worksheet.</p> <p>Pull up the www.BeWhatIWantToBe.com site in class if possible.</p>	<p>Handout “Setting Your Goals.”</p> <p><i>So let’s start putting together some goals that you already have in mind or have begun thinking about.</i> Provide some examples such as: Goal is to <u>get all A’s and B’s in high school</u>. Steps I will take - “study 20 minutes per night”, “get a tutor”, “ask teachers for extra assignments”.</p> <p>Allow students to spend 5 minutes creating 1-3 goals. Ask for volunteers to share what they wrote down.</p> <p>Encourage students to share their goals with their parent(s) within the next 3-5 days.</p> <p>Introduce www.BeWhatIWantToBe.com</p> <p>Tell students about this really great website for teens that lets them explore exciting careers and find out what it takes to qualify for them. Write www.BeWhatIWantToBe.com on the chalkboard.</p> <p>Give examples of what they can find on the website – profiles of people in various professions who tell you what they do at work, how they got their jobs, and how much they make; ideas on how to prepare for careers; information on college and how to pay for it.</p>
<p>Conclusion</p> <p>(8 minutes)</p> <p><i>Outcome:</i> Students are excited about creating their futures, and know specific steps to take to get started</p> <p><i>Continue to be upbeat & positive</i></p> <p><i>Be candid with your answers</i></p>	<p><i>Many employers also do a background check – including drug testing, reviewing driving records, credit checks and criminal history...and some will look at your online profile (i.e. MySpace and Facebook). Be smart. Make good decisions in school and outside of school.</i></p> <p><i>Keep your options open. Don’t close doors to your future.</i></p> <p><i>You can make choices and take actions today that will get you ready for tomorrow.</i></p> <p><i>You can create your own record of accomplishment. You have four years to make it impressive. And <u>all four years count.</u></i></p> <p><i>Just getting by is not good enough if you want to be ready for work or college.</i></p> <p><i>Talk to your parents, teachers and school counselor. They really do want to help you.</i></p> <p><i>Don’t be afraid to ask for help when you need it.</i></p> <p><i>Create yourself...Be a Maryland Scholar.</i></p> <p>Four things you can do now (Write it on the board)</p> <ol style="list-style-type: none"> 1. <i>Complete your goal worksheet—and stick to it!</i> 2. <i>Talk with your counselor and parent(s) about being a Maryland Scholar</i> 3. <i>Go to www.BeWhatIWantToBe.com and create an account – stay with it</i> 4. <i>Work hard, have fun, create yourself</i> <p>Ask the students if they have any questions.</p> <p>Hand out the Student Post-Evaluation form. (allow 3-5 minutes for them to complete it)</p> <p>Collect the evaluation forms—these should be e-mailed or faxed to MBRT.</p> <p>Thank students and teacher for allowing you to be there.</p>

What Do You Think?

Name _____

Do you plan to go to college?

Yes No Not Sure

If "no" or "not sure", why not?

What classes do you need to complete in high school to qualify for college? (List at least 3)

Which of the following is most important for you to work on to prepare yourself for college? (check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> be smart about my online profiles | <input type="checkbox"/> enroll in more challenging classes |
| <input type="checkbox"/> stay out of trouble and keep my record clean | <input type="checkbox"/> take on a leadership role |
| <input type="checkbox"/> enjoy my summer breaks | <input type="checkbox"/> improve my grades |

Note: Students should receive and complete this before you come into the classroom. Please ask the teacher for these before you leave and return them to MBRT with the student post-evaluation forms.



WHAT DOES IT COST TO LIVE?

Monthly Expenses

Apartment	\$1,000	You could cut out a few things (such as a car and entertainment). Do you really need such a big apartment? What about cooking instead of going to a restaurant?	Apartment	\$600
Car Payment	300		Bus fare	64
Car insurance/gas/maintenance	450		Gas/electricity	150
Gas/electricity	150		Phone	50
Phone/internet/cable television	200		Food	200
Food	350			
Entertainment	200			
Total	\$2,650			Total

Will you be able to afford it?

Sample salaries (based on 40 hours per week). Minimum wage is \$7.25/hour.

\$7.25 hourly = \$1,160 monthly	- Taxes =	\$789 monthly take-home pay
\$8.50 hourly = \$1,360 monthly	- Taxes =	\$925 monthly take-home pay
\$10.00 hourly = \$1,600 monthly	- Taxes =	\$1,088 monthly take-home pay
\$20.00 hourly = \$3,200 monthly	- Taxes =	\$2,176 monthly take-home pay

<i>Pay Check</i>			
<i>Pay to the order of</i>		Jane Eyre	
Four-Hundred Six Dollars and Zero Cents			
Earnings	Rate	Hours	This period
Regular	\$15.00	40	\$600.00
	Gross Pay		\$600.00
Deductions	Statutory		
	Federal Income Tax		-\$102.00
	State/Local Income Tax		-\$36.00
	Social Security Tax		-\$36.00
	Other		
	Health Insurance		-\$20.00
	Net Pay		\$406.00

Per Month	
Gross Wages (x4 weeks)	\$2,400.00
Taxes Withheld	-\$408.00
	-\$144.00
	-\$144.00
Other Deductions	-\$80.00
Net Pay	\$1,624.00

What Some Maryland Jobs Pay

Occupation	Education	Projected Openings in 2018	Median Hourly Wage	Median Monthly Wage	Median Annual Wage
Pediatrician	Bachelor's degree and higher	175	\$64.75	\$11,202	\$134,425
Lawyer	Bachelor's degree and higher	2,670	\$54.75	\$9,510	\$114,125
Mechanical Engineer	Bachelor's degree and higher	1,820	\$42.75	\$7,392	\$88,700
Biomedical Engineer	Bachelor's degree and higher	510	\$42.25	\$7,335	\$88,025
Veterinarian	Bachelor's degree and higher	635	\$42.25	\$7,319	\$87,825
Speech Language Pathologist	Bachelor's degree and higher	960	\$38.75	\$6,737	\$80,850
Nurse (Registered)	Bachelor's degree and higher	14,670	\$36.75	\$6,385	\$76,625
Accountant / Auditor	Bachelor's degree and higher	10,910	\$33.00	\$5,708	\$68,500
Environmental Scientist	Bachelor's degree and higher	1,315	\$30.50	\$5,304	\$63,650
Writer	Bachelor's degree and higher	795	\$29.00	\$5,014	\$60,175
Police Officer	High School	5,375	\$26.75	\$4,633	\$55,600
Forensic Science Technician	Bachelor's degree and higher	345	\$26.25	\$4,558	\$54,700
Teacher	Bachelor's degree and higher	30,540	\$37.48	\$5,997	\$59,975
Administrative Assistant	High School	24,370	\$25.43	\$4,069	\$48,825
Graphic Designer	Bachelor's degree and higher	2,270	\$23.25	\$4,050	\$48,600
Real Estate Sales Agent	Associate degree	2,410	\$22.00	\$3,827	\$45,925
Carpenter	High School	3,615	\$20.00	\$3,464	\$41,575
Emergency Medical Technician	Associate degree	1,100	\$18.00	\$3,131	\$37,575
Dental Assistant	High School	2,125	\$17.25	\$2,987	\$35,850
Fitness Trainer	Associate degree	3,490	\$14.75	\$2,564	\$30,775
Retail Sales Person	High school	72,840	\$10.25	\$1,765	\$21,175
Waiter or Waitress	High School	43,300	\$8.00	\$1,394	\$16,725

Legal Name	
ID Number	
Birth Date	Race Sex

SECONDARY SCHOOL PERFORMANCE DATA

LAST SCHOOL ATTENDED (Optional) _____

PARENT OR GUARDIAN (Optional) _____

Other Name _____ ADDRESS _____

Accredited by Middle States Association

Maryland High School Assessments-- X When Passed					
ENGLISH					
ALGEBRA I					
SUBJECTS	9	10	11	12	TOT.
English					
Social Studies					
Mathematics					
Science					
Foreign Lang.					
Bus. Ed.					
Art					
Music					
Phys. Ed.					
Health					
Tech. Ed.					
Voc. Tech. Ed.					
Home Econ.					
Spec. Ed.					
Reading					
Comm. Serv.					
TOTAL					

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 9 SCHOOL YEAR 2011 - 2012					
Present:	Absent:				

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 10 SCHOOL YEAR 2012 - 2013					
Present:	Absent:				

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 11 SCHOOL YEAR 2013 - 2014					
Present:	Absent:				

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 12 SCHOOL YEAR 2014 - 2015					
Present:	Absent:				

The grading system for all subjects is a five step scale...A, B, C, D and E. Each grade is determined by achievement in relation to the objectives of the designated instructional level. The definitions of the letters follow.

A OUTSTANDING	B ABOVE AVERAGE	C AVERAGE	D BELOW AVERAGE	E UNSATISFACTORY	
INSTRUCTIONAL LEVEL KEY					
GT GIFTED & TALENTED	-Offered at a level appropriate for students identified as gifted and talented in this subject area.				
H HONORS	-Offered at a level appropriate for students identified as significantly exceeding accepted standards for the grade or subject.				
ST STANDARD	-Offered at a level appropriate for students able to meet or exceed accepted standards for the grade or subject.				
SE SPECIAL EDUCATION	-Offered at a level appropriate for students certified as needing special education in this subject area.				
QUALITY POINTS KEY					
GIFTED & TALENTED	A = 6	B = 5	C = 4	D = 1	E = 0
STANDARD	A = 4	B = 3	C = 2	D = 1	E = 0
HONORS	A = 5	B = 4	C = 3	D = 1	E = 0
SPECIAL EDUCATION	A = 4	B = 3	C = 2	D = 1	E = 0

DIPLOMA		CERT.		DATE	
SCHOOL					
SCH. ADDRESS					
SCH. PHONE #					
ACTIVITIES					
HONORS/AWARDS					
GPA:			Weighted GPA:		
MARYLAND SCHOLAR <input type="checkbox"/>					
DATE					
PRINCIPAL'S SIGNATURE					

Legal Name Pat Smith
 ID Number 624-569-5799
 Birth Date 01/01/94

SECONDARY SCHOOL PERFORMANCE DATA

LAST SCHOOL ATTENDED (Optional) _____

PARENT OR GUARDIAN (Optional) _____

Other Name _____ ADDRESS _____

Accredited by Middle States Association

Maryland High School Assessments— X When Passed

ENGLISH	X	BIOLOGY	X		
ALGEBRA I	X				
SUBJECTS	9	10	11	12	TOT.
English	1	1	1	1	4.0
Social Studies	1	1	1	.5	3.5
Mathematics	1	1	1	1	4.0
Science	1	1	1		3.0
Foreign Lang.	1	1		1	3.0
Bus. Ed.					
Art	1	1	2	3	7.0
Music					
Phys. Ed.	1				1.0
Health			1		1.0
Tech. Ed.		1			1.0
Voc. Tech. Ed.					
Home Econ.					
Spec. Ed.					
Reading					
Comm. Serv.	✓	✓	✓	✓	
TOTAL					27.5

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 9 SCHOOL YEAR 2008 - 2009					
English I - Honors	H		A	1.00	5.00
Amer. Govt – Honors	H		B	1.00	4.00
Geometry – Honors	H		C	1.00	3.00
Biology – Honors	H		A	1.00	5.00
French II	ST		A	1.00	4.00
Foundations of Art	GT		C	1.00	4.00
PE Fitness	ST		A	1.00	4.00
Present: 175.0	Absent: 5.0			7.00	29.00

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 10 SCHOOL YEAR 2009 - 2010					
English II – Honors	H		B	1.00	4.00
World History – Honors	H		A	1.00	5.00
Algebra II	ST		B	1.00	3.00
Chemistry – Honors	H		B	1.00	4.00
French III	ST		A	1.00	4.00
Studio Drawing/Painting	GT		B	1.00	5.00
Technology/Pers.Comp.	ST		B	1.00	3.00
Present: 172.0	Absent: 8.0			7.00	28.00

Gr. 11 SCHOOL YEAR 2010 - 2011					
English III - Honors	H		B	1.00	4.00
U.S. History – Honors	H		A	1.00	5.00
Pre-Calculus	ST		B	1.00	3.00
Physics	ST		C	1.00	2.00
Figure Drawing I	GT		B	1.00	5.00
Health	ST		B	1.00	3.00
Telemedia Design I	GT		B	1.00	5.00
Present: 177.0	Absent: 3.0			7.00	27.0

Gr. 12 SCHOOL YEAR 2011 - 2012					
English IV - Honors	H		A	1.00	5.00
Economics/Public Issues	H		B	.50	2.00
College Algebra – Honors	AP		B	1.00	5.00
Latin I	ST		A	1.00	4.00
Figure Drawing II	GT		A	1.00	6.00
Painting	GT		B	1.00	5.00
Telemedia Design II	GT		B	1.00	5.00
Present: 173.0	Absent: 7.0			6.50	32.0

The grading system for all subjects is a five step scale...A, B, C, D and E.
 Each grade is determined by achievement in relation to the objectives of the designated instructional level.
 The definitions of the letters follow.

A OUTSTANDING	B ABOVE AVERAGE	C AVERAGE	D BELOW AVERAGE	E UNSATISFACTORY	
INSTRUCTIONAL LEVEL KEY					
GT GIFTED & TALENTED	-Offered at a level appropriate for students identified as gifted and talented in this subject area.				
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ST STANDARD	-Offered at a level appropriate for students able to meet or exceed accepted standards for the grade or subject.				
SE SPECIAL EDUCATION	-Offered at a level appropriate for students certified as needing special education in this subject area.				
QUALITY POINTS KEY					
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HONORS	A = 5	B = 4	C = 3	D = 1	E = 0
SPECIAL EDUCATION	A = 4	B = 3	C = 2	D = 1	E = 0

DIPLOMA	✓	CERT.	DATE
SCHOOL		Timbuktu High School	
SCH. ADDRESS		10 Main Street	
		Waverly, MD	
SCH. PHONE #		410/555-4422	
ACTIVITIES		Art Club 1/2/3/4, SGA 3/4, JV Volleyball 1/2, Yearbook 4	
HONORS/AWARDS		Ty Gibson Award	
GPA: 3.3		Weighted GPA: 4.2	
MARYLAND SCHOLAR <input checked="" type="checkbox"/>			
DATE			
PRINCIPAL'S SIGNATURE			

[Maryland Scholars courses are bolded]

Legal Name Kelly Jones
 ID Number 111-22-3333
 Birth Date 02/02/94

SECONDARY SCHOOL PERFORMANCE DATA

LAST SCHOOL ATTENDED (Optional) _____

PARENT OR GUARDIAN (Optional) _____

Other Name _____

ADDRESS _____

Accredited by Middle States Association

Maryland High School Assessments— X When Passed					
ENGLISH	X	BIOLOGY	X		
ALGEBRA I	X				
SUBJECTS	9	10	11	12	TOT.
English	1	1	1	1	4.0
Social Studies	1	1	1	1	4.0
Mathematics	0	1	1	1	3.0
Science	1	1	1	1	4.0
Foreign Lang.	1	1	1	1	4.0
Bus. Ed.					
Art		1		1	2.0
Music			0		
Phys. Ed.	1				1.0
Health		1			1.0
Tech. Ed.	1		1	1	3.0
Voc. Tech. Ed.					
Home Econ.					
Spec. Ed.					
Reading					
Comm. Serv.	✓	✓	✓	✓	
TOTAL					26.0

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 9 SCHOOL YEAR 2008 - 2009					
English I	ST		C	1.00	2.00
Amer. Govt	ST		B	1.00	3.00
Algebra I	ST		E	0.00	0.00
Biology	ST		D	1.00	1.00
Spanish I	ST		C	1.00	2.00
Technology/Pers.Comp.	ST		A	1.00	4.00
PE Fitness	ST		C	1.00	2.00
Present: 165.0	Absent: 15.0			6.00	14.00

SUBJECTS	INSTR LEVEL	FINAL		CREDIT EARNED	QUALITY POINTS
		GRADE			
Gr. 10 SCHOOL YEAR 2009 - 2010					
English II	ST		D	1.00	1.00
World History	ST		C	1.00	2.00
Algebra I	ST		D	1.00	1.00
Environmental Science	ST		C	1.00	2.00
Spanish II	ST		C	1.00	2.00
Health	ST		D	1.00	1.00
Graphic Arts	ST		B	1.00	3.00
Present: 162.0	Absent: 18.0			7.00	12.00

Gr. 11 SCHOOL YEAR 2010 - 2011					
English III	ST		D	1.00	1.00
U.S. History	ST		D	1.00	1.00
Geometry	ST		D	1.00	1.00
Oceanography	ST		C	1.00	2.00
Spanish III	ST		C	1.00	2.00
Music	ST		E	0.00	0.00
Computer Aided Design I	ST		A	1.00	4.00
Present: 167.0	Absent: 13.0			6.00	11.0

Gr. 12 SCHOOL YEAR 2011 - 2012					
English IV	ST		D	1.00	1.00
World Cultures	ST		D	1.00	1.00
Consumer Math	ST		C	1.00	2.00
Ecology	ST		C	1.00	2.00
Fundamentals of Art	ST		D	1.00	1.00
Sign Language	ST		D	1.00	1.00
Computer Aided Design II	H		B	1.00	4.00
Present: 160.0	Absent: 20.0			7.00	12.0

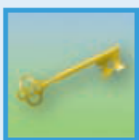
The grading system for all subjects is a five step scale...A, B, C, D and E.
 Each grade is determined by achievement in relation to the objectives of the designated instructional level.
 The definitions of the letters follow.

A OUTSTANDING	B ABOVE AVERAGE	C AVERAGE	D BELOW AVERAGE	E UNSATISFACTORY							
INSTRUCTIONAL LEVEL KEY											
GT GIFTED & TALENTED	-Offered at a level appropriate for students identified as gifted and talented in this subject area.										
H HONORS	-Offered at a level appropriate for students identified as significantly exceeding accepted standards for the grade or subject.										
ST STANDARD	-Offered at a level appropriate for students able to meet or exceed accepted standards for the grade or subject.										
SE SPECIAL EDUCATION	-Offered at a level appropriate for students certified as needing special education in this subject area.										
QUALITY POINTS KEY											
GIFTED & TALENTED	A = 6	B = 5	C = 4	D = 1	E = 0	HONORS	A = 5	B = 4	C = 3	D = 1	E = 0
STANDARD	A = 4	B = 3	C = 2	D = 1	E = 0	SPECIAL EDUCATION	A = 4	B = 3	C = 2	D = 1	E = 0

DIPLOMA	✓	CERT.		DATE	
SCHOOL	Timbuktu High School				
SCH. ADDRESS	10 Main Street Waverly, MD				
SCH. PHONE #	410/555-4422				
ACTIVITIES					
HONORS/AWARDS					
GPA: 1.9	Weighted GPA: 1.9				
MARYLAND SCHOLAR	<input type="checkbox"/>				
DATE					
PRINCIPAL'S SIGNATURE					

[Maryland Scholars courses are bolded]

Why become a Maryland Scholar?



It is the key that will open doors for you after high school.

Taking the right courses now will allow you to follow any path you choose.



Being a Maryland Scholar prepares you for success in college and the workplace.

Maryland Scholars course of study

4 credits	English
3 credits	Math*
	Algebra 1, Geometry, Algebra 2
3 credits	Lab Science
	Biology, Chemistry , Physics (preferred)
3 credits	Social Studies
	U.S. History, World History, Government
2 credits	World Language
	Must be the same language

Students must attain a 2.5 GPA to qualify.

Bolded courses are beyond state graduation requirements.

*4 math credits (including senior year) are preferred. University System of Maryland requires 4 math credits (to Algebra 2 or higher), effective Fall 2015.



Did you know?

A typical college graduate will earn \$1 million more over a lifetime than a high school graduate.

Students who took more rigorous courses in high school earned 13.1% more in wages than those who did not — college or no college.

College students who completed Algebra 2 in high school are nearly twice as likely to graduate from college as those who do not.

Employers say that high school graduates they hire need the same skills and knowledge that colleges require of incoming freshmen.

90% of the fastest growing professions — and 60% of all current jobs — require postsecondary education.

70% of high school graduates surveyed wish they had worked harder and taken more rigorous courses in high school.



What's in it for me?

Being a Maryland Scholar will help you get:


- A good job.
- Into college.
- Scholarships/grants.

HOW TO GET STARTED...

2 EASY STEPS

1. Talk with your family tonight. Let them know of your goal to be a Maryland Scholar.
2. Talk with your school counselor tomorrow. Your counselor can help to ensure the right courses are on your schedule and keep you on track to becoming a Maryland Scholar.


SO NOW WHAT?
LET'S SET SOME GOALS!

My Goals Worksheet:			
<i>My Goals are:</i>	<i>What can you do to stay on track?</i>	<i>I will reach this goal by (date):</i>	<i>I have met this goal!</i> 
1.			
2.			
3.			

By meeting my goals, others will see that I am:

Signed _____

Date _____

<p>Maryland Scholars course of study</p> <p>4 credits English</p> <p>3 credits Math* Algebra 1, Geometry, Algebra 2</p> <p>3 credits Lab Science Biology, Chemistry, Physics (preferred)</p> <p>3 credits Social Studies U.S. History, World History, Government</p> <p>2 credits World Language Must be the same language</p> <p>Students must attain a 2.5 GPA to qualify. Bolded courses are beyond state graduation requirements. *4 math credits (including senior year) are preferred. University System of Maryland requires 4 math credits (to Algebra 2 or higher), effective Fall 2015.</p>	
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Visit www.BeWhatIWantToBe.com

_____ sent me
(speaker's name)

What Do You Think?

Name of Speaker _____

Your Name _____

Your School _____

Your Career Goal _____

Today I learned...

*I want to be a Maryland
Scholar!*

Yes

No

Not sure

Do you plan to go to college?

___ Yes

___ No

___ Not Sure

If "no" or "not sure", why not?

What classes do you need to complete in high school to qualify for college? (List at least 3)

Which of the following is most important for you to work on to prepare yourself for college? (check all that apply)

___ be smart about my online profiles

___ enroll in more challenging classes

___ stay out of trouble and keep my record clean

___ take on a leadership role

___ enjoy my summer breaks

___ improve my grades

As a result of this presentation, the one thing I will do differently is...