Miami-Dade County Public Schools

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Miami-Dade County Public Schools
Transition Tools: Strategies for 8th Grade Students

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Transition Tools: Strategies for 8th Grade Students

INTRODUCTION

The transition from middle school to senior high school is challenging for all students as a number of academic, environmental, personal, social, psychological, and physiological changes are imposed on them. Both anecdotal and empirical evidence suggest that students begin thinking about dropping out of school during this critical period of time. The end of eighth grade is a pivotal period in channeling students towards successful paths.

In an effort to minimize the challenges and maximize student achievement, Transition Tools: Strategies for 8th Grade Students has been developed. Specific issues have been identified by school guidance counselors, teachers, parents, and students that fall within four domains: educational, personal/social, community/health, and career awareness.

In order to facilitate the 8th grade/senior high school students’ transition, lesson plans, with classroom and home learning activities, have been developed based on the Division of Student Services Standards-Based Student Development Program (SBSDP). The SBSDP incorporates specific standards, benchmarks, and learner outcomes and is aligned to the standards and benchmarks developed in the State of Florida and by the American School Counselor Association. The four lesson plans are:

Lesson #1: Getting Ready for Senior High School. Students will learn about the Senior High School Program of Study and the course requirements needed for graduation. These activities are a follow-up to subject selection and provide students and their parents an opportunity to review subject selection and the options available for advanced coursework.

Lesson #2: Getting Organized. Students will recognize that self-organization results in better grades and higher achievement. The activities provide an opportunity for students to identify specific strengths and challenges and create individual plans for developing organizational skills.

Lesson #3: Getting Involved. Students will develop an awareness of areas of personal interests and understand the value of participation in senior high school extracurricular activities such as clubs, teams, performing groups (e.g. concert band, dance club), and service and/or special organizations (e.g. student government, JROTC.)

Lesson #4: New People, New Places, New Situations. Entering a senior high school for the first time requires interpersonal and communication skills for a multiple of new interactions. From asking directions to a class, to conversing with a new face across a lunch-room table, students will be able to develop strategies that will make the transition to senior high school more successful.

Lesson #5: My Personal Reflection Guide for Personal Goals. This is a culminating activity that provides the student with an opportunity to review the concepts taught during the first four lessons. The guide can be used by the student to share concerns and hopes with their parents as they reflect on the upcoming transition period.

Interwoven into each lesson are literacy skills in the areas of language arts/reading and mathematics. Accommodations have also been incorporated into the instructional design in order for all students to fully benefit from the activities. Finally, each lesson has a parental
component intended to extend the “conversation” about issues facing the 8th grade middle school student transitioning into senior high school.

The materials and lessons have been developed by counselors and teachers from Miami-Dade County Public Schools (M-DCPS). All of the lessons are intended to be a foundation for Student Services School Guidance Counselors. The lessons may also be incorporated into classroom instruction as part of an overall, global strategy of addressing the multiple transition issues faced by the students throughout our district.

ACKNOWLEDGEMENTS

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Getting Ready for Senior High School
LESSON 1

Description: Students will learn about the Senior High School Programs of Study and the course requirements needed in senior high school.

Objectives: Students will be able to:

➢ Use the Senior High School Curriculum Bulletin as a resource for information.
➢ Identify the course requirements and electives needed during their four years in senior high school.
➢ Identify the requirements needed for graduation.
➢ Summarize in writing TECH Prep and programs of study.
➢ Explain how college course credits may be accumulated while in senior high school.
➢ Summarize in writing the three high school graduation options.

Standards-Based Student Development Program Benchmark(s):

Benchmark ED 1.5
Understand that educational attainment relates to the selection of senior high school subjects, courses of study, and post-secondary educational opportunities.

Accommodations:

➢ Read materials aloud.
➢ Use visual information (words, charts, graphics, etc.) to present information in addition to the information provided in the Senior High School Curriculum Bulletin.
➢ Repeat, paraphrase, and summarize all important points, particularly at the conclusion of each section.

Instructional Time: Approximately 1 hour or one block period.

Preparation/Instructional Materials:

➢ Handout: What Do You Know About Senior School? Quiz
➢ Handout: Senior High School Student Progression Plan (To be secured from Senior High School)
➢ Handout: My Notes on Senior High School Requirements
➢ Handout: The annual Senior High School Curriculum Bulletin containing information from the District’s Student Progression Plan. (To be secured from Senior High School)
➢ Handout: Senior High School Requirements, if not part of Curriculum Bulletin.
➢ Handout: What is TECH Prep?
➢ Handout: Senior High School Graduation Options, if not part of Curriculum Bulletin.
➢ Review Handout: What Do You Know About Senior High School? Quiz
➢ Prizes (pencils, bookmarks, etc.)
**Springboard Activity:**

Explain to the students that they are going to take a Senior High School Quiz. The quiz is about the requirements for senior high school graduation. Instruct the students to hide their responses because there will be a prize given at the end of the class for the students who have the most correct responses.

- Distribute Handout: What Do You Know About Senior High School? Quiz

**Core Activities:**

1. Allow students to share concerns related to taking courses at the senior high school level.
2. Explain to the students that you will review the quiz answers at the end of the session. (You may want to provide prizes to the students who had the most correct responses.)
3. Explain to the students that in today’s lesson they will learn about and address concerns related to course requirements of senior high school.
4. Distribute the Handout: My Notes on Senior High School Requirements. Instruct the students to make NOTES about things they need to remember as they listen today. All of the notes will be reviewed at the end of the lesson. (Stop periodically during the presentation to ask students to volunteer what they have recorded to this point.)
5. Guide the discussion to lead to the acknowledgement of increased academic requirements and address concerns about transitioning into senior high school.
6. Distribute and guide the students through the Curriculum Bulletin informing them of the importance of the information listed.
7. Write the following four (4) terms on the board: promotion, placement, retention, and graduation. Ask the students to write down the definitions of what they think these words mean. Have students volunteer their definitions and review the concepts with the entire class.
8. Discuss and explain that students in senior high school are required to meet State of Florida graduation requirements. Review the chart in the Curriculum Bulletin that explains those courses that are required.
9. Discuss graduation options available in senior high school.
10. Review the term post-secondary.
11. Distribute the Handout: What is TECH Prep? Through jump-in reading, (students read aloud) read and review the concept of a program of study and the advantages of participating in TECH Prep.
12. Inform students of the availability of college level courses that may be taken in senior high school.
13. Review the quiz responses and distribute prizes.
14. Distribute **Handout: Senior High School Reflection**. Students will write a reflection about how selecting courses can lead to success. Provide sufficient time for completion and ask volunteers to share their thoughts.

**Assessment:** The student’s Senior High School Reflection will be evaluated.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive learning that will result in a more successful senior high school experience:

- Students will review the **Curriculum Bulletin** with parents/guardians and discuss courses that may be taken during senior high school. The students will share the information about TECH Prep and programs of study with their parents.

- Students will share the **Handout: Senior High School Reflection** and **My Notes on Senior High School Requirements** with parents, ask the parents to make comments, sign where indicated, and return the two handouts to the school guidance counselor.
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**WHAT DO YOU KNOW ABOUT SENIOR HIGH SCHOOL? QUIZ**

Write your answer in the box on the right. If you are not sure, take a guess. Do not share your answer with anyone else.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>PRINT YOUR ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How many courses do you have to take in grade 9?</td>
<td></td>
</tr>
<tr>
<td>2. A credit is what you earn if you pass one class for the entire school year. (True or False)</td>
<td></td>
</tr>
<tr>
<td>3. You can take courses for college credit when you are in senior high school. (True or False)</td>
<td></td>
</tr>
<tr>
<td>4. Language Arts is an elective class. (True or False)</td>
<td></td>
</tr>
<tr>
<td>5. In order to graduate from senior high school, how many credits will you need?</td>
<td></td>
</tr>
<tr>
<td>6. The document that explains the courses that you can take in senior high school is called the __________________________.</td>
<td></td>
</tr>
<tr>
<td>7. Everybody has to take the same electives. (True or False)</td>
<td></td>
</tr>
<tr>
<td>8. If you pass a class for the entire year, you receive one credit. (True or False)</td>
<td></td>
</tr>
<tr>
<td>9. <strong>TECH Prep</strong> is a group of courses in an area that prepares you for a career or a postsecondary program of study. (True or False)</td>
<td></td>
</tr>
<tr>
<td>10. Planning for college or a career begins in your junior year (grade 11). (True or False)</td>
<td></td>
</tr>
</tbody>
</table>

Number of answers correct:_________________
My Notes on Senior High School Requirements

What is a credit? Explain.
___________________________________________________________________

What are required courses? ____________________________
Give four (4) examples.

________________________________ _______________________________
________________________________ _______________________________

What are electives? ____________________________
Give two (2) examples.

________________________________ _______________________________

Identify one (1) college course that can be taken while in senior high school.

________________________________

Give an example of a TECH Prep course: ____________________________

Why would a student be interested in TECH Prep?

________________________________

List three (3) things I still need to know or know more about senior high school.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Parent/guardian signature: ________________________________
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**What is TECH Prep?**

**TECH Prep** is a senior high school program intended to provide workplace skills and knowledge that will allow the student to successfully enter the job market, the military, or further education after graduation from senior high school. Every senior high school in Miami-Dade County Public Schools has a **TECH Prep** program where students can choose a program of study that is interesting to that student. Different senior high schools do, however, offer different programs.

Throughout your school experience, you have probably identified some careers that are interesting to you. Some students want to work in the health field, in technology, in education, or maybe in air conditioning. Maybe you do not have a special career in mind, but you know you want to work with computers, work with your hands building or fixing things, or even work with animals or plants. It is possible in senior high school, through **TECH Prep**, to take a series of courses that prepare you for your future.

A program of study is a series of courses that a student takes in order to be a “completer” who would then qualify for college credit or an entry level job upon graduation from senior high school. An example of a program of study is an Allied Health/Physical Therapy Aide. The student would take Health Science 1 and 2 and Allied Health Assisting 3/Physical Aide in senior high school. If the student successfully meets requirements, the student would be given credit for these courses at Miami Dade College and could then take higher level courses to be certified as a therapy aide.

**TECH Prep** has programs of study in Agriscience, Architectural Drafting, Accounting, Business Management, Early Childhood Education, Electronics, Computer Technology, and other interesting programs where jobs and postsecondary education are available in the South Florida community.

Here are some important things to know about **TECH Prep**:

- Students use their electives to take a series of classes which if completed successfully, can be used toward college credit.
- Usually, students begin a **TECH Prep** program of study in 10th grade.
- **TECH Prep** students have an opportunity to get “real world” experiences through internships and mentoring programs.
- Each senior high school has a guidance counselor, a career specialist, and a **TECH Prep** Cadre Leader who can provide more information about the **TECH Prep** programs of study available to you.
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Senior High School Reflection Writing Assignment

In a few months you will be entering senior high school. Identify the concerns you have about the courses that you will be taking. How might you deal with some of these concerns?

______________________________________________________________

______________________________________________________________

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Share this assignment with your parents and return it to your school guidance counselor.
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Getting Organized
LESSON 2

Description: Students will recognize that self-organization results in better grades and higher achievement.

Objectives: Students will be able to:

- Communicate in writing a cause and effect relationship between personal organization skills and effective learning.
- Create a plan to develop better organizational skills.

Standards-Based Student Development Program Benchmark(s):

Benchmark ED 3.1
Know common study skills and habits that contribute to effective learning.

Benchmark PS 1.6
Understand the concept of personal responsibility.

Accommodations:

- Break the information into steps or key components and monitor the student's comprehension as it is presented.
- Repeat, paraphrase, and summarize all important points, particularly at the conclusion of each section.

Instructional Time: Approximately 1-2 hours or one block period.

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record answers.
- **Handout: How Organized Are You?**
- **Handout: Cause and Effects of Being Organized.** Note that there are four (4) different cause and effects handouts.
- **Handout: Plan for Self-Organization.**
- Review the assignment with the mathematics teacher who will assess the plan and provide extra credit.
Springboard Activity:

Read the following:

Sean John Combs, aka, P. Diddy, Puff Daddy, and Sean "Puffy" Combs.
Ask how many students know who this is.
Ask the students if they know how P. Diddy earns his living. (Record producer, clothing producers, recording artist, actor, restaurant owner, and movie producer are some responses.)

Read the following scenario:

*Puff Daddy scheduled to record an album with Lil' Kim at 3:30 in the afternoon. The recording studio charges $23,000 per hour to use the facilities and the sound equipment. Lil' Kim arrived at the studio on time ready to rap her "lil" heart out. As Lil' Kim walked through the door, so did Mariah Carey.*

*Puff Daddy realized he also booked Mariah Carey at the same time. This is the third time P. Diddy has booked two people at the same time for the same recording studio facilities. He is tired of losing $23,000 each time and upsetting the artists he gets to record for him.*

Ask the students what he could have done to prevent this overbooking. Ask students to volunteer to share their answers.

Explain that just as P. Diddy needs to be organized in order to succeed as a performer, restaurant owner, music producer, and producer of his own line of clothing, students need to be well organized in order to be successful.

Core Activities:

1. Ask students to generate ways that they are well-organized and record answers on the board, poster board, or acetate with an overhead.

2. Distribute Handout: How Organized Are You? Read aloud the directions and allow five minutes for students to complete the inventory.

3. Instruct students to determine a personal score by adding up the numbers they have circled. Ask volunteers to share how this information helps them identify areas to improve.

4. Review the concept of cause and effect with students. Explain that cause and effects can have both positive and negative. (Example: If you always do your homework, you will get a better class grade. If you do not do your homework regularly, the effect could be a lower class grade.) Ask students to generate cause and effects relationships that generate positive and/or negative results.

5. Explain to students that being organized directly affects how well they do in school and other areas of life. There is a direct cause and effect relationship between personal organization and school success.
6. Place students in cooperative groups of two (2) to three (3) students. Each group will be directed to complete the **Handout: Cause and Effects of Being Organized**. (There will be four (4) different handouts so that several concepts are covered.) Instruct students to **read the causes and generate two (2) effects for each cause** in their groups.

7. Have groups share by reading their causes and effects.

8. Instruct students to return to their individual seats. Distribute the **Handout: My Plan for Self-Organization**. Explain that they will create a personal plan of things to help them become better organized. Instruct students to use the **Handout: How Organized Are You?** in order to generate responses.

9. The **Handout: My Plan for Getting It Together** and the **Handout: How Organized Are You?** will be shared with parents and returned to the school guidance counselor.

**Assessment:** Each student will create a plan to become better organized. The plan will be assessed by their school guidance counselor and/or the classroom teacher.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful senior high school experience:

- The parents will review the student’s plan to become better organized, sign the plan, and remind the student to return the plan to his/her school guidance counselor.

- Before the student leaves home, the parent can review the student’s backpack. Any materials and tools that are not needed that day can be eliminated. Anything that is required can be included in the bookbag.
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How Organized Are You?

This is a survey to see how organized you are.
Circle 1 if the statement is never true.
Circle 2 if the statement is sometimes true.
Circle 3 if the statement is often true.
Circle 4 is the statement is always true.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I check for my supplies the night before school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>I have a dictionary, a good light, and study tools at home.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>I bring everything I need at home from school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>I check to be sure I have my assignments before the end of the class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>I check to make sure I have the right books before going home in the afternoon.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>I have the phone number of one classmate in each of my classes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>At the beginning of each week, I think about what I need to accomplish.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>I clean out my book bag at least twice per month.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>I have a notebook or folder for each class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>I always have an extra pencil or pen in my book bag.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>When I have a major project due, I mark tasks to be completed on a calendar.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>I have a ruler and a pencil sharpener in my book bag.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>I have a daily planner or assignment book where I can write down my assignments every day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>I do homework the night before, not just before class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>I check my planner frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>I check my book bag in the morning before I leave from home to make sure I have my assignments that are due.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>The papers in my notebooks are neat and orderly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>I get supplies before they run out (like more paper).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
<td>I have my homework ready on the day it is due.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20</td>
<td>I study on a regular basis.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Add up your points: _____

70-80  You are totally organized and ready to learn!
50-69  Just a few areas that need to improve!
30-49  Improvement is needed.
Below 30 Help is definitely required!
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#1 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**

**Cause:** You left your math book at school.
**Effects:** You will not be able to complete your homework.
You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You did not place a project assignment in your notebook.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>You did not understand how to complete a homework assignment.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>You wrote down the telephone number of another student in your class.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
</tbody>
</table>
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#2 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

Example:  
**Cause:** You left your math book at school.  
**Effects:** You will not be able to complete your homework.  
You can't study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You read only half of the novel assigned to you.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>You do not have separate folders or notebooks for each class, but keep all of papers inside of your bookbag.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td>You always have enough supplies for class.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
</tbody>
</table>
This page has been intentionally left blank.
#3 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**

**Cause:** You left your math book at school.

**Effects:** You will not be able to complete your homework. You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are always late for class, an appointment, a practice, and even meeting friend.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td>You usually start a big project the night before it is due.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
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</tr>
<tr>
<td>You start your homework when you get home from school.</td>
<td>1. __________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>__________________________________________________________________</td>
</tr>
<tr>
<td></td>
<td>2. __________________________________________________________________</td>
</tr>
</tbody>
</table>
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#4 Cause and Effects of Being Organized

In your groups, read the three (3) causes then generate two (2) effects that might occur for each cause.

**Example:**

**Cause:** You left your math book at school.

**Effects:**
- You will not be able to complete your homework.
- You can’t study for a test.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECTS</th>
</tr>
</thead>
</table>
| You generally get up late for school every day.                      | 1. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
|                                                                      | 2. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
| You ask the teacher before you leave school if you do not understand your assignment or how to complete your homework. | 1. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
|                                                                      | 2. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
| Your planner is so small that you always lose it.                   | 1. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
|                                                                      | 2. ____________________________________________________________________________  
                                                                                     ____________________________________________________________________________ |
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My Plan for Getting It Together

List four (4) areas where you need to be better organized and a plan for doing it.

Example: **Problem**: I need to not wait until the last minute to begin long-term projects.  
**Plan**: I am going to create a calendar of tasks to be completed for the project and check my progress daily.

Problem #1: __________________________________________________________

Plan: ______________________________________________________________________

Problem #2: ______________________________________________________________________

Plan: ______________________________________________________________________

Problem #3: ______________________________________________________________________

Plan: ______________________________________________________________________

Problem #4: ______________________________________________________________________

Plan: ______________________________________________________________________

Share this plan with your parent(s) and return this assignment to your school guidance counselor.

Parent/Guardian Signature: ________________________________________________
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Getting Involved
LESSON 3

Description: Students will develop an awareness in the areas of personal interests and understand the value of participation in senior high school extracurricular activities such as clubs, teams, performing groups (e.g. concert band, dance club), and service and/or special organizations (e.g. student government, JROTC.)

Objectives: Students will be able to:

- Identify personal self interests.
- Generate reasons for joining a school organization in senior high school.
- Identify specific school organizations that they would like to learn more about for possible involvement in senior high school.

Standards-Based Student Development Program Benchmark(s):

Benchmark PS 3.6
Recognize and appreciate personal interests, abilities, and skills.

Accommodations:

- Read materials aloud.
- Provide a handout defining the new terms that will be used in the lesson and review the terms prior to the day of the presentation.

Instructional Time: Approximately 1-2 hours or one block period

Preparation/Instructional Materials:

- Poster board, markers, or overhead/acetate to record responses.
- Interests Bingo Directions
- Handout: Interests Bingo
- Handout: What’s Up With You (Career Cruiser Part I: The Self-Awareness Factor)
- Handout: Senior High School Extracurricular Organizations Directions
- Handout: Senior High School Extracurricular Organizations
- School guidance counselor should secure a specific list of the extracurricular activities available at the feeder pattern senior high school from the activities director, career specialist, athletic director, department chairs, TECH Prep coordinator, and any other individuals with knowledge of senior high school programs available to the students.

Springboard Activity:

Using an overhead project/acetate or poster board and markers, record student responses to the following question:

What are the best things about being in senior high school?
Core Activities:

1. Review the springboard responses that students have identified. Explain to students that most people who have graduated from high school thought that the extracurricular activities they participated in made senior high school special. Take a survey (by a show of hands) to see how many students agree.

2. Explain the concept of extracurricular activities or school organizations. Record student responses to the following question: *What are the benefits of participating in an extracurricular activity in your senior high school?*

3. Explain to the students that the lesson today concerns identifying the kinds of extracurricular activities the students most enjoy and the programs and activities that will be available to them next year when they go to senior high school.

4. Review the directions to *Interests Bingo*.

5. Distribute *Handout: Interests Bingo*.

6. Inform students that now that they have found out about some of the things their classmates are interested in, they will participate in an activity in which they can identify some experiences that they might like to participate in but may not have thought about before.

7. Distribute *Handout: What's Up With You?* Prior to having students complete this inventory, read aloud (or have the students read aloud through jump-in reading) the 22 categories and the definitions.

8. Provide sufficient time for students to complete the inventory. Upon completion, take a tally of the categories the students identified as their top areas of "satisfactions."

9. Ask for volunteers to share their answers with the class. This will generally generate much discussion and bring in many ideas and opinions about the kinds of activities students are interested in.

10. Explain to students that in the senior high school, there are many clubs and organizations that can make their high school experience more meaningful.


12. Place students in pairs. Distribute *Handout: Senior High School Extracurricular Organizations*. Instruct the students to designate each of the organizations listed as one of the eight identified basic types.

13. Instruct each student to now individually identify 10 organizations that they would like to find out more about.

14. Review the list again, and by a show of hands, determine which organizations are the most popular among students.
15. Distribute **Handout: Creative Writing Assignment.**

**Assessment:** Creative Writing Assignment will be evaluated by language arts teacher.

**Follow-up Activities/Home Learning/Parent:** To reinforce positive behaviors and habits that will result in a more successful senior high school experience:

- Students will discuss participation in extracurricular activities with their parents. Students and parents can contact senior high school guidance counselor during articulation process to secure additional information.

- Using the internet, students will log on to the dadeschool.net site and scroll to the left hand side of the page. Click “School Information”. Following the senior high school prompt, students can open the website for their senior high school and read to learn more about the extracurricular activities available and other important information. Students can prepare a short report and return it to their school guidance counselor.
INTERESTS BINGO DIRECTIONS

- This purpose of activity is to have students become aware of and appreciate the interests and hobbies of their classmates. It also helps students identify the variety of areas of interest.

- Duplicate copies of the Handout: Interests Bingo for each student in the class.

- Distribute the copies to the students and instruct them that they must walk **SILENTLY** around the room and identify a student who fits a particular category. The identified person must sign their name if he/she fits the description of the box.

- Instruct the students that they are only allowed to sign each person’s bingo card once. A person can sign their own card and the teacher and/or counselor can be included in the game.

- If nobody can get the entire card signed, you can then announce that the students are allowed to have the same person sign their board twice, or more if there is still no winner.

- The person who has the entire card signed first should win a prize.

- When the game is over, have the winner read to the class each interest box and who signed it.

- Create a discussion about students’ interests.
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### INTERESTS BINGO

<table>
<thead>
<tr>
<th>Likes to participate in any sport</th>
<th>Reads fiction regularly</th>
<th>Plays a musical instrument</th>
<th>Likes to draw or paint</th>
<th>Likes to collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can write in two languages</td>
<td>Likes to play video games</td>
<td>Is on a team</td>
<td>Likes to write poetry or stories</td>
<td>Can read a road map</td>
</tr>
<tr>
<td>Likes to roller blade</td>
<td>Has an email address</td>
<td>Knows how to make an omelet</td>
<td>Has bought or owns stock in a company</td>
<td>Has selected a college to go to</td>
</tr>
<tr>
<td>Is part of a choir or band</td>
<td>Likes community service or volunteering</td>
<td>Is concerned about other people's feelings</td>
<td>Can use an electric drill</td>
<td>Likes to talk to or be with people</td>
</tr>
<tr>
<td>Has danced or cheered for a team</td>
<td>Wants to design buildings or houses</td>
<td>Knows how to use a digital camera</td>
<td>Likes to water ski or ride wave runners</td>
<td>Wants to join the military after high school</td>
</tr>
</tbody>
</table>
This page has been intentionally left blank.
This activity will help you identify your personal traits or values. Just as the spine supports the body, values are the backbone for our important life decisions. Your journey through life will offer a variety of experiences, so as you change and grow, your values may as well. The list below contains a variety of satisfactions that people get from the activities they do. Using the scale below, rate the degree of importance to you.

1 - Not Important at all
2 - Somewhat Important
3 - Very Important

☐ Physical Challenge: Doing activities that use my physical capabilities.
☐ Excitement: Experiencing a high degree of excitement in the activities I do.
☐ Intellectual Status: Being regarded as a person of high intellect or as an “expert” in a given field.
☐ Change and Variety: Having responsibilities that frequently change.
☐ Stability: Having structure and routine in my activities.
☐ Profit-Gain: Having a strong likelihood of accumulating large sums of money.
☐ Fast Pace: Being involved in circumstances where there is a high pace of activity.
☐ Working With Others: Working as a team member toward common goals.
☐ Adventure: Participating in risk-taking activities.
☐ Independence: Determining my actions without direction from others.
☐ Technology: Doing activities that involve machines and tools.

Helping Society: Doing something that contributes to improving our world.
Helping Others: Being involved in helping other people in a direct way.
Competition: Engaging in activities that rival my abilities against others.
Creativity: Creating new ideas, programs, or organizational structures.
Artistic Creativity: Engaging in creative activities in any of several art forms.
Knowledges: Engaging myself in the pursuit of knowledge and understanding.
Having Power and Authority: Controlling or influencing the opinions and activities of others.
Public Contact: Having a lot of day-to-day contact with people.
Working Alone: Doing projects alone without much contact with others.
Religious: Participating in activities to better relate to the divine, mystical, or spiritual.
Recognition: Being recognized for the things I do in a public way.

Now look through the completed list. Of the items you’ve marked as 3-very important, pick the five that are most important to you.

List your top five satisfactions:

1.
2.
3.
4.
5.

Reprinted from the Florida Department of Education Career Cruiser
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Senior High School Extracurricular Organizations Directions

There are eight (8) types of organizations that are available in senior high school:

<table>
<thead>
<tr>
<th>INITIALS</th>
<th>TYPE OF ORGANIZATION</th>
<th>PURPOSE OR MAIN FOCUS OF ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>Honor Societies</td>
<td>Focus on academic achievement, usually require certain grade point average to participate</td>
</tr>
<tr>
<td>IS</td>
<td>Interest Clubs</td>
<td>Focus on an interest such as photography club</td>
</tr>
<tr>
<td>SC</td>
<td>Service Clubs</td>
<td>Focus on community and school service activities</td>
</tr>
<tr>
<td>SP</td>
<td>Student Publications</td>
<td>Yearbook and school newspaper</td>
</tr>
<tr>
<td>SGA</td>
<td>School Government Associations</td>
<td>Focus on school or class level government</td>
</tr>
<tr>
<td>PG</td>
<td>Performance Groups</td>
<td>School band, cheerleaders, drama club</td>
</tr>
<tr>
<td>ST</td>
<td>Sports Teams</td>
<td>Varsity, junior varsity or intramural teams</td>
</tr>
<tr>
<td>SSA</td>
<td>School Spirit Activities</td>
<td>Class of 2006</td>
</tr>
</tbody>
</table>

Directions: Using the chart above, categorize each of the organizations the type on the Handout: Senior High School Extracurricular Organizations. Write the initials next to the name. It is important to note that some organizations may have more than one purpose.

Examples:

<table>
<thead>
<tr>
<th>INITIALS</th>
<th>Type of Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>IS</td>
<td>Computer Club</td>
</tr>
<tr>
<td>SC</td>
<td>5000 Role Models</td>
</tr>
</tbody>
</table>
### Senior High School Extracurricular Organizations

<table>
<thead>
<tr>
<th>5000 Role Models</th>
<th>Italian Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Club</td>
<td>Jazz Band</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art Gallery</th>
<th>JROTC – Junior Reserve Officers’ Training Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>Junior Varsity Cheerleading</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>Key Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Law Studies Club</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basketball</th>
<th>Literary Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bible Club</td>
<td>Majorettes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Best Buddies</th>
<th>Math Honor Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chess Club</td>
<td>Newspaper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FBLA - Future Business Leaders Association</th>
<th>National Honor Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEA – Future Educators Of America</td>
<td>NOW – National Organization of Women</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film Club</th>
<th>Peer Mediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness Club</td>
<td>Pep Club</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Football (Intramural)</th>
<th>Piano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football (Junior or Varsity)</td>
<td>SADD – Students Against Drunk Driving</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flagettes</th>
<th>Science Honor Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>French Club</td>
<td>SECME (Science, Engineering, Communications, and Mathematics Enhancement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Golf</th>
<th>Sign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics Club</td>
<td>Silver Knight</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOSA – Health Occupations Student Association</th>
<th>Silver Knight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In School Student Chamber Of Commerce</td>
<td>Soccer</td>
</tr>
</tbody>
</table>
___ Softball
___ Spanish Club
___ Spanish Honor Society
___ Speech And Debate
___ Student Council
___ Swimming
___ Technology Club
___ Tennis
___ Thespians
___ Track And Field
___ Trim
___ Trust
___ United Way Committee
___ Varsity Cheerleading
___ Water Polo
___ Women Of Tomorrow
___ Wrestling
___ Yearbook
Creative Writing Assignment

Pretend it is the year 2020. You are going to your senior high school reunion party. As you begin to drive to the hotel where the party is being held, you remember your senior high school days. You reflect back on your favorite club (or sports) activity. Write a creative story about your “imagined” senior high school experience. (Use additional pages as needed.)
New People, New Place, New Situations
LESSON 4

**Description:** This lesson helps students develop strategies and confidence as they confront new people and situations in unfamiliar surroundings in senior high school.

**Objectives:** Students will be able to:

- Relate that everyone has to deal with new situations and meet new people at every stage of their lives.
- Dramatize situations that they might encounter in the new senior high school setting.
- Identify persons in their school whom they can contact for help with issues, concerns, and problems.

**Standards-Based Student Development Program Benchmark(s):**

- **Benchmark PS 2.3**
  Recognize that everyone has problems in everyday life.

- **Benchmark PS 3.4**
  Know that growth and change are normal parts of life.

**Accommodations:**

- Provide a handout defining the new terms (i.e. scenario, exhibit, narrative, writing Assignment) that will be used in the lesson and review the terms prior to beginning the presentation.
- Create student pairs.
- Read materials aloud.

**Instructional Time:** Approximately 1-2 hours or one block period.

**Preparation/Instructional Materials:**

- **Handout: New School Scenarios**
- **Handout: Writing Assignment**
- **Handout: Who Can Help?**

**Springboard Activity:**

Using an overhead project/acetate or poster board and markers, record student responses to the following question:

*What are some positive strategies for meeting new people or dealing with new situations?*
Core Activities:

1. Review the springboard responses that students have shared, noting the most repeated responses. Review the strategies students used to meet new people e.g. with a smile, introducing themselves, etc. Add other strategies that people use to get comfortable in new situations, e.g. ask questions, listen, etc.

2. Explain to students that the lesson today is about addressing some of the situations the students may encounter during the first week in their new senior high school.

3. Explain to the students that they will meet new students next year when they attend senior high school. The students will encounter new situations and will have to ask questions to get answers. In order to make it easier to meet new students and deal with new situations, we are going to participate in “role playing” in order to practice and act out some of these possible situations.

4. Each group's presentation will be judged by the rest of the class.

5. Have students count off 1, 2, 3, 4 and 5. Group all of the “1s” together, all of the “2s”, etc. Groups of three (3) to four (4) students are optimal for this activity.

6. The school guidance counselor will serve as a timekeeper. The class will judge which group was the most realistic in their presentation.

7. Using the Handout: New School Scenarios, divide or cut the paper giving each group one scenario. Review the directions with the students. Each group will be given one (1) scenario to act out. Each student should have a role and the students can make up a role if necessary. Allow approximately three (3) minutes for rehearsal and two (2) minutes for acting out the scene.

8. Randomly ask each group to come up and act out their scenario.

9. By raising hands or clapping, the class will show which group they believe gave the best performance.

10. The school guidance counselor will lead the class in a group discussion about the strategies used in each scenario.

11. Distribute the Handout: Writing Assignment Assignment. Read the scenario to the students and instruct them to complete the writing assignment. Allow appropriate time for students to think and write.

12. Ask for volunteers to read their writing assignment aloud.

13. Review strategies that would be helpful in new situations.

14. Distribute Handout: Who Can Help? Explain to the students that teachers and parents are aware that there are challenges ahead and that people are available to help each student. Allow students time to complete activity and review.
**Assessment:** Students will write a narrative essay based upon challenges they might encounter in senior high school.

**Follow-up Activities/Home Learning/Parent:** To reinforce the development of an effective problem solving model:

- Students will watch a television program with their parents in which a teenager has a problem and solves it within the half-hour sit-com episode. The students will be asked to identify the problem and the solution that teenager used. Students will report to their teacher on this home learning experience.

- Students will read their local newspaper. Instruct students to find an article that deals with the issue of a problem that is occurring in another country. The article could be about poverty, war, natural disasters, or any other problem the country may be experiencing. Instruct students to share the article in their class. The student can write a short essay about the country, the problem, and how the country is addressing the problem. Additional credit can be given if the student brings in a map of where the incident is occurring.
NEW SCHOOL SCENARIOS
ACT THIS OUT!

Select one (1) of the scenarios that your group will act out. Every student in the group must have a part. Add more parts or different roles if you need to do so. You will have three (3) minutes to rehearse and two (2) minutes to put on your skit. Students will vote on the best skit and the winning group will receive a prize.

Before you begin your skit:

Introduce all the members of your group
State which number scenario you are going to act out.

#1 It is the first day of senior high school and many students are coming into the building. You know that you are supposed to go to room P204 and your best friend is in room P205. Your friend says that the rooms are on the second floor but you think the rooms are in the portables behind the main building. There is a security guard and a group of students who look like seniors. You hear a bell that is letting you know you only have one more minute to get to class.

#2 It is the first day of senior high school and you were given your schedule in the morning. The teacher had everybody copy their schedule on a piece of paper. After you have left your first period class, you noticed that you cannot find your schedule and you don't know where to go. You think your next class is Language Arts in room 130. There are many students in the hallway.

#3 You enter your mathematics class for the very first time. You do not recognize anybody else in the room. The teacher is in the hall outside of the classroom instructing students to get into class and take a seat. You see a couple of empty seats but they all have bookbags on them because other students are saving the seats for someone else. Everybody else in the room seems to know each other.

#4 You are in the lunchroom for the very first time. You line up to get your lunch and you see your best friend just coming into the lunchroom. You want to ask the security guard if it is okay to sit with your friend. An older student is in front of you and you are considering asking if she thinks it's a good idea to ask the security guard to change your place in line so that you could eat lunch with your best friend.

#5 After your first day of classes, everybody goes back to homeroom to review what happened to them the first day. Three students are called upon to share their first day experiences. (In your group, three students will take a lead role and share what happened to them the very first day of class.)
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Writing Assignment

Think about your first week in senior high school. There might be some things that present a challenge to you. Write a short narrative about what those challenges might be and how you will handle them.
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WHO CAN HELP?

Think about all of the people who work in a school. If you need help, who could you ask to assist you or provide you with information? Write in the space provided who you think can help.

1. You don’t have a bus pass. __________________________
2. You have been assigned to the wrong class. __________________________
3. You don’t understand an assignment. __________________________
4. You were absent from school. __________________________
5. You have a personal problem. __________________________
6. You lost your lunch money. __________________________
7. You want information about advanced courses. __________________________
8. You want to get a physical education uniform. __________________________
9. You want to participate and join a club. __________________________
10. You lost your report card. __________________________
11. You want to check out a library book. __________________________
12. You need paper towels in the bathroom. __________________________
13. You want to do a report for science. __________________________
14. You have a headache. __________________________
15. You want to sign up for adult school classes. __________________________
16. You want to learn to use a computer. __________________________
17. You want to get a Metro bus pass. __________________________
18. You want to find out about colleges. __________________________
19. You lost an important notice that has to go home. __________________________
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My Personal Reflection Guide for Personal Goals  
Directions for Facilitator  
LESSON 5

My Personal Reflection Guide for Personal Goals is intended to be used as a review/culmination of the concepts taught in Transition Tools: Strategies for 8th Grade Students.

- Review with students that they have participated in activities and lessons that addressed getting ready for the next step in their lives; transition to middle school.

- Review the lesson titles that were presented to students previously:
  
  **Lesson 1:** Getting Ready for Senior High School  
  **Lesson 2:** Getting Organized  
  **Lesson 3:** Getting Involved  
  **Lesson 4:** New People, New Places, New Experiences

- Instruct the students to generate a list of the activities that they participated in during these lessons. Record the responses using an overhead/acetate and/or chart paper.

- Instruct the students to identify some of the concepts they learned as a result of these activities. Examples are:
  
  - Are you more organized?  
  - Do you have strategies for meeting new people and dealing with new situations?  
  - Do you have some strategies for dealing with bullying?  
  - Do you know which courses that you are required to take?

- Instruct the students that each of them will complete a personal reflection guide. This guide will assist them in moving on or transitioning to the next level.

- Distribute the Handout: My Personal Reflection Guide for Personal Goals. Instruct the students that they are to complete this assignment honestly and that it is intended only for them. They may share if they wish. They will have about 30 minutes to complete this activity.

- When you have determined that the students have sufficiently completed the assignment, ask for volunteers who might wish to share their reflections.

- As a home learning assignment, instruct the students to find and paste their picture in the space provided. This reflection guide may be shared during the extended year exhibition activities.

- Instruct the students to place the document in a safe place at home. Next year, review the reflection guide and think about what changes they need to make.
This page has been intentionally left blank.
My name is ______________________________ and I am ___ years old. Next year I will be attending _______________ senior high school and I am ______________ about going to 9th grade. One thing I am sure about senior high school is that it is going to be ______________________________________________________________________.

I plan to _____________________________________________ so that I will have a very good experience. In order to get ready for the next school year, during the summer I will _____________________________________________.

When I think about myself, I know that I can ______________________________.

I enjoy ________________ and ________________ and will be able to do these things while I am in senior high. I plan to make new friends next year and will do that by ______________________________________________________________________.

I would like to find out more about extracurricular activities and I am interested in ________________, ________________, and _________________.

I know that high school might present challenges to me. If I need help, I will _______________________________________________ or _______________________________________________.

The area that I might need help in is ______________________________ but ________________ can be a good person to go to.

I see myself in the future as ________________________________________.
List three (3) ways you can prepare yourself for senior high school:

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

In the box below, draw a picture of how you see yourself when you graduate from senior high school. Include in your picture your friends, your academic achievements, your clothes, your interests, your future plans, and how you feel.
Non-Discrimination Policy

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin, for programs or activities receiving Federal financial assistance from the Department of Education.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.