

Class of 2021: In the Loop Newsletter from Ms. Smith

Mid-March

Welcome back from Spring Break!

We have wrapped up Q3 and are moving into Q4. Here is a reminder of how semester grades are calculated. Final semester grades, attendance, and Grade Point Average will be reported on students' high school transcripts.

$$\star Q1 + Q1 + Q2 + Q2 + \text{Semester Exam} = \underline{\quad} / 5 = \text{Semester Grade}$$

What is happening in March & April:

- ★ Quarter 3 report cards & Q4 tip sheets will be distributed during lunch the week of March 26
- ★ No School: Friday, March 30
- ★ Club Pictures for Yearbook: Tuesday, April 3
- ★ Top Ten Academic Student Banquet (invitations have been sent): Wednesday, April 4
- ★ Quarter 4 Classroom Visit with Ms. Smith: end of April

Students, continue to reach for success:

- ★ Make sure you are checking your grades and email every week
- ★ Remember personal wellness and balance is important
- ★ Be here, be ready, and work to get good grades
- ★ See teachers during ARP for help and/or visit Terrier Tutoring
- ★ Keep reaching for our team goals of: (1) graduating together in 2021, and (2) getting involved in a club, activity, or sport freshman year.
- ★ Write a personal **Q4 GOAL**
 - Increase GPA by _____
 - Obtain only letter grades of _____
 - Maintain an attendance rate of _____
 - Get involved in school club or sport _____

Review of Course Selection Meetings from February:

- All schedule requests for the 2018-2019 school year are in!
- I spent two weeks helping students choose courses that fit...
 - Graduation requirements
 - Future plans & goals
 - Interests & passions
- I encourage all parents/guardians to talk with his/her student about the classes he/she requested. It is important to be a part of the process! Make it a fun, engaging conversation. Here are some great questions to ask...
 - How do your sophomore course requests reflect your interests?
 - Tell me about the required classes you have to take at CCHS?
 - What classes are *required* for your future plans (e.g., college/career/military)?

NO QUESTION IS OFF LIMITS, NO THOUGHT TOO SILLY, NO DREAM TOO BIG

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- How do your classes match your future plans?
- What class(es) are you most excited about next year?
- What class(es) are you most nervous about?
- Explain what has worked freshman year and what hasn't, and how do we apply what has worked and create goals for what hasn't?
- Students will get the opportunity to review course selections once more, before the end of the school year. All change requests must be made before May 11.
- While I met with students individually to create their course wish-list for next year, the rest of the class worked on tasks in Naviance (i.e., Do What You Are and Imagine Yourself).
- *Do What You Are* assessment in Naviance.
 - This is an assessment used to explore personality type.
 - It reveals information about student's strengths and blind spots, recommended career paths and college majors, as well as tips for conducting the most effective career search.
 - There are 16 personality types and students are matched with the one most like them.
 - The results are very similar to the Myers-Briggs Type Indicator and gives students a clear picture of how their personality type interacts with the world around them as well as prepare them for more educated decision making and goal setting.
- *Imagine Yourself* activity
 - Not all, but most students were able to at least start this activity.
 - The prompt asks students to imagine themselves at 30 years-old, and it covers a series of questions that makes them think through an entire work day.
 - The purpose of this activity is to evoke thoughts about future career plans, known or hidden values, expenses, goals, and interests.
 - The prompt is available in your student's email and I have attached to this Newsletter as well. It is a fun activity to explore and review with your student!

Other ways to stay "IN THE LOOP"

- Encourage your students to join the Student Remind Group!
 - Remind is one-way communication from counselor to student and/or parent. Remind will allow me to send text messages to you individually or in a group.
 - Instructions for students to join: text the message "@2021stu" to 81010
- Never hesitate to contact me with questions and/or concerns. My email is krista.smith@cchs165.com

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Imagine yourself 30-years-old...

You do not have to answer every question; only what you are comfortable with. Be imaginative, have fun with the activity, and keep it appropriate.

- **WAKE UP:** Describe your bedroom.
- **WHERE DO YOU LIVE:** Where do you live? Describe your residence (living space, kitchen, furniture).
- **GETTING READY:** What do you wear (suit, tie, dress, fitness clothes, jeans, etc.)
- **BREAKFAST TIME:** What will you eat, who prepared it, where do you eat it?
- **LEAVING FOR WORK:** What time is it? Mode of transportation? How long does it take you to get to work? Traveling & weather conditions? Scenery? Time of year? Did you bring anything from home with you to work; what?
- **JOB:** Type of area it's located? First thing you do when you get there? Who do you come in contact with? How many people work there? What is your position? What tasks/responsibilities are yours?
- **LUNCH:** (finally) Do you eat at work or go somewhere else? Alone or with others? Where do you go? What do you eat? How much did you spend? What type of conversation do you have, if you're not alone?
- **RETURN TO WORK:** How is the 2nd half of your work-time spent? Is it at the same facility or do you report somewhere else? Are you doing the same thing or something different? Visualize!
- **LEAVING WORK:** Where do you go after work? How do you get there? Why are you going to this place? Who will be there when you reach your destination? Who, and how many went with you?
- **DESTINATION:** What is the first thing you do upon arrival? Is this done alone or with others? Are you out or at home? Do you spend money? If so, how much? On what or whom?
- **BEDTIME:** What is your nightly routine? What time do you go to bed? What are you doing the next day?

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