



GENOA AREA HIGH SCHOOL GUIDANCE DEPARTMENT

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Guidance Newsletter

Dear Sophomore Parents,

This newsletter from the Guidance Department contains information about the following topics:

1. Announcements:
 - a. Penta Career Center Opportunity
 - b. Possible standardized testing (Subject Tests) in grade 10.
 - c. Qualifying for accommodations on ACT.
2. Promoting Adolescent Growth During High School.

In summary, I look forward to working with you and your sons and daughters throughout high school. I trust that you will find the information in this newsletter helpful as your sons and daughters proceed through this important stage of their development.

Sincerely yours,

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1. ANNOUNCEMENTS:

a. PENTA CAREER CENTER OPPORTUNITIES

During the freshman and sophomore year at Genoa High School, students will have the opportunity to visit and to apply for admission to Penta Career Center. Students can attend Penta during their sophomore, junior and senior years but are still considered members of Genoa High School for extra-curricular activities, assemblies, graduation, and related matters. In most programs, the student will be out on job placement the senior year! This will often lead to a full time job upon graduation from high school! It is extremely important to realize that **many students who attend Penta also pursue a college education**. Penta is definitely something students who have no interest in continuing on to a college education after high school should consider. With the training received from Penta, students develop skills that are in high demand in today's job market. Also, Penta works closely with and has connections with many area employers.

Genoa is one of sixteen school districts who attend the Penta Career Center. The other districts are: Anthony Wayne, Bowling Green, Eastwood, Elmwood, Oak Harbor, Lake, Maumee, North Baltimore, Northwood, Otsego, Perrysburg, Rossford, Springfield, Swanton, and Woodmore. Pamphlets describing all of Penta's programs are available in the guidance office.

ACADEMICS AT PENTA

Penta prepares students for careers and post-secondary education by offering challenging academic courses in an 85-minute block format. The courses are aligned with Ohio's K-12 academic content standards. Through their academic courses, students participate in a variety of project-based learning experiences. Some of the academic courses offered include: English; American History; Government; World Issues; Anatomy & Physiology I & II; Environmental Science; Physics; Chemistry; Algebra I, II & III; Geometry; Pre-Calculus; and Ohio Graduation Test readiness classes.

SOPHOMORE EXPLORATORY PROGRAM

The Sophomore Exploratory Program is designed for students who are interested in exploring career-technical fields on Penta's campus. In this year-long program, sophomores will explore two career areas, earn academic credits, and receive small group and one-on-one career and life skills mentoring. At the conclusion of this program, students will have the tools and knowledge necessary to make informed choices regarding their future educational, career and life plans.

HOW TO APPLY

Applying to Penta Career Center is easy for high school students residing in one of Penta's 16 member school districts. Students can apply online by visiting www.pentacareercenter.org and following the instructions under "How to Apply." For further questions, call the Penta Student Services and Admissions office at 419-661-6480.



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b. STANDARDIZED TESTING

During the course of high school, students will take some or all of the following tests: the PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test), and the ACT (<http://www.actstudent.org>).

The ACT Test is normally taken for the first time in the winter or spring of Grade 11. Registration takes place through ACT's website – <http://www.actstudent.org>. **Although the test is normally taken for the first time in winter or spring of Grade 11, some students would be in a position to take the test during or at the end of Grade 10.** Students who are doing very well in their studies at GHS may want to try the ACT test early to see how they do. An ACT test is required by most colleges and the score on this test can play a large role in earning scholarship money for college.

The registration deadline for the June 14, 2014 test date is May 9th.

The PSAT is taken in October of the Sophomore and/or Junior Year. Unlike the ACT all registration is done locally at Genoa High School. Details of the registration process are announced by the high school each spring. If a student did not request to be signed up for the PSAT by the end of the 2012-2013 school year, they were unable to participate in the test this fall. Sign ups for next fall's PSAT/NMSQT Test will be announced in the spring. Testing is \$14 currently. For more information on PSAT/NMSQT – visit <http://www.collegeboard.com/student/testing/psat/about.html>

c. QUALIFYING FOR ACCOMMODATIONS ON ACT with a 504 or IEP

Students who are on an Individual Education Plan or a 504 Accommodation Plan, may qualify for accommodations on standardized college admissions tests such as the ACT. **These students should see their counselor if on a 504 Plan. If on an IEP they should see their intervention specialist to apply for accommodations.**



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2. Promoting Adolescent Growth During High School

From early in the lives of your children you were able to detect abilities, traits, inclinations, as well as areas that were more difficult for them. Now during their teen years you see them growing physically, intellectually, emotionally, etc. As parents you want them to be strong, confident, independent, ethical, and so many other things. You know that the pace of their growth can vary from one part of their personality to another. Fostering all around growth is a partnership and a project. The school can contribute to this shared responsibility.

Inside and outside the classroom, during the school year and when school is not in session, these years present a time rich with opportunity for your sons and daughters. New activities can develop new interests as well as expand already existing ones. Testing themselves in different circumstances at this age can tap strengths previously hidden. Through a wide variety of experiences your sons and daughters can discover more about who they are and what they are capable of. Ultimately, what any of us do with the abilities, education, talent, and training we have depends on who we are as persons.

Placing adolescent development in this wider context acknowledges the importance of school but goes beyond it. Parents already point out to their children what they enjoy and what they are good at. A more formal approach can equip adolescents themselves to recognize clues to their future no matter where they turn up, be it in geometry class, a summer job, a hobby, an internship, or a volunteer experience. These clues are like puzzle pieces lacking a box cover with a picture of the fully assembled puzzle on it. Nevertheless, spotting and collecting the clues can contribute to self-knowledge and hopefully good choices. An enjoyable experience performing in a play, curiosity provoked by volunteering with a political campaign, satisfaction from teamwork on a Habitat for Humanity project, helping to organize the Relay for Life, hard work in a summer job rewarded with recognition, etc., etc., etc., all contain clues to what your sons and daughters have within themselves and who they might become.

Under examination, their experiences can produce hints of vocational or avocational tendencies. Both are important for a full life. On the **vocational side** those hints point toward what they might **enjoy doing to make a living**. From the **avocational perspective** they can discover hints of what they might **enjoy doing to make a life**. During the teens and into the early twenties interests can shift from the vocational to the avocational and back again. For example, a student might find a lot of satisfaction in singing or playing a musical instrument.

During his or her middle school and high school years the student seeks out musical opportunities in school and outside school because of the enjoyment it brings as well as the desire to improve at it. Does this contain a vocational or an avocational clue? That may not be clear. It could be one or the other or both. The individual might see it as one of the things he or she does because it is enjoyable. On the other hand lightning could strike, opportunities open up, and what was a sideline for fun becomes more professional, a source of income, and vocational.

In any case, keeping track of things they enjoy and become good at is valuable. Eventually, we want them to find careers and establish lives that enable them to incorporate many things they enjoy doing and do well.



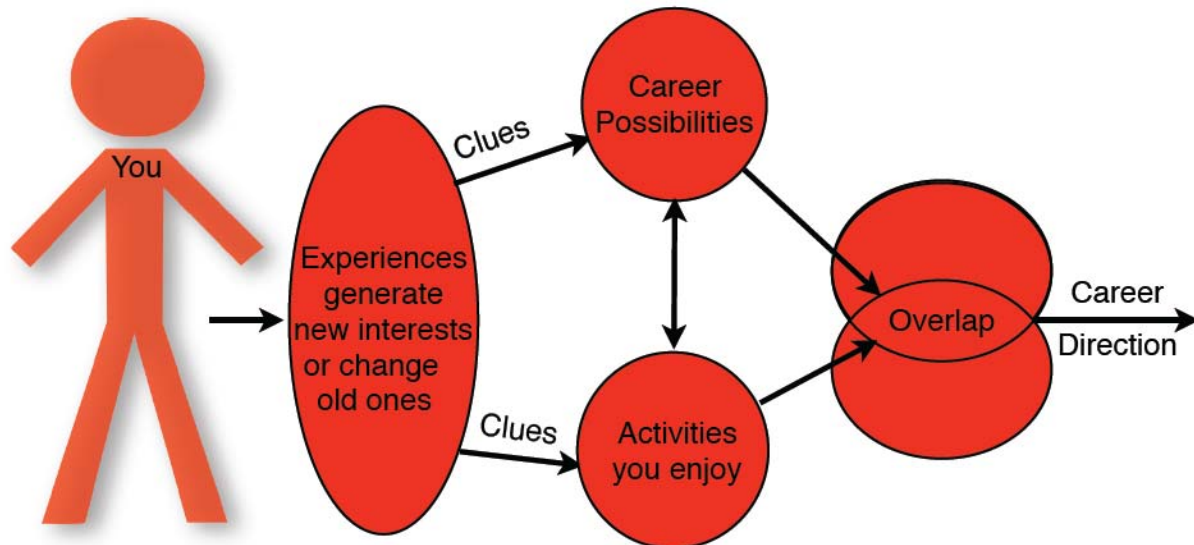
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Exploration and experience are key to reaching that goal. It is an ongoing and open-ended process that will hopefully result in an overlap between the vocational and the avocational.

The following graphic depicts that process.



To assist in sorting out the clues in their experiences many conceptual frameworks have been developed. Among them Howard Gardner's *Theory of Multiple Intelligences* looks at the strengths of the individual and John Holland's *Theory of Career Choice* examines how preferences find expression in different career fields.

Gardner sees intelligence as spanning many areas that include the following:

Logical/Mathematical: people who comprehend and can work with abstract concepts and patterns, who display strengths in deductive thinking, who pose penetrating questions, and can develop and/or grasp the strategy that goes into a plan.

Visual/Spatial: people who are skilled at visualizing in three dimensions, think in images, possess strong visual memory, have a good sense of proportion and perspective, quick to notice changes to their surroundings.

Verbal/Linguistic: people with the facility to express themselves in and understand words, written, spoken, or both. who may love to read, learn by listening, have strong verbal memory, enjoy word games.

Bodily/Kinesthetic: people for whom physical movement is an integral part of their make up, who are adept at fine and gross motor activities, who can execute the complex physical moves necessary in a range of activities including surgery, ballet, acting, athletics, etc.

Musical: people with the ability to discern pitch, rhythm, timbre, tone, and musical patterns, who can compose, create, reproduce pieces of music, who can interpret music with sensitivity, and infuse it with feeling.



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Interpersonal: people with the ability to understand, communicate, empathize with, be perceptive of others and what they are feeling/experiencing, sense nuances in individuals and groups, able to negotiate differences between people.

Intrapersonal: people who are introspective and self-reflective, can probe and understand their own inner feelings and motivation, may tend toward work that is more solitary, can include novelists, therapists, philosophers, etc.

For an interesting look at your child’s strengths – have them take the Multiple Intelligences Quiz at:
<http://psychology.about.com/library/quiz/bl-mi-quiz.htm>

For his part John Holland gathers the world of work into six large groupings:

Education Level	Low  High
Realistic (Doers)	occupations requiring physical, mechanical, or athletic abilities and attract people who prefer to work with tools, machines, equipment, plants, animals, or work outdoors.
Investigative (Thinkers)	occupations that require people to observe, analyze, learn, solve problems, and want to be involved working with ideas, concepts.
Artistic (Creators)	occupations attracting people who seek self-expression, prefer to work in unstructured situations calling for imagination & creativity without hard and fast rules.
Social (Helpers)	occupations that require working with people, communicating with them, teaching them, helping them, informing them.
Enterprising (Persuaders)	occupations that attract people who like to influence, persuade, lead, manage others, who make decisions for starting and carrying out projects.
Conventional (Organizers)	occupations that require working with data and details, numerical ability, following routines and procedures established by others.

Each of these categories contain hundreds, even thousands of occupations. The level of education required



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can range from low to very high. Moreover, any single category does not fully describe a given job. Instead jobs typically combine three categories. In the **RIASEC** system the first letter listed strongly characterizes the job and the other two letters form lesser parts of it. For example, the three letter code for Mechanical Engineer is **RIS**. There is a very heavy dose of working with equipment, objects, things, tools, etc. This is the **Realistic** component forming the main thrust of the job. However, there is also an important need for examining, analyzing, problem solving based on relevant education, training, and experience. This aspect of the job encompasses the **Investigative** dimension. Finally, engineers are typically part of a team of people solving problems for customers. This element constitutes the **Social** piece of the work.

For an interesting look at your child's Holland Code, have them take the Holland Code Career Test at:
<http://www.truity.com/test/holland-code-career-test>

When viewing the results of interest inventories students tend to focus on jobs that they consider "strange" or "funny." However, pointing out the thread that connects jobs in the same general category requiring little or no education to those demanding a great deal of education can widen their views of the range and extent of occupations that share some commonalities. For example, Zoo Keeper shares the same first letter R in its occupational code as Mechanical Engineer. It involves working with equipment, tools, things as well as animals. Does that mean a student would be equally attracted to working in a zoo as designing a machine to solve a manufacturing problem? Not at all. **However, discovering the scope of occupations with a substantial overlap of similar activities can produce a more comprehensive understanding of the world of work and how the individual might find satisfaction within an array of occupations.**

Within both Gardner's and Holland's theories there are no pure types. Every person and every job combines elements from several different areas. However, the categories provided by their theories can be useful lenses for scrutinizing experiences and in the process identifying strengths and preferences, as well as clusters relevant to future endeavors be they vocational or avocational.

During the second semester of grade 10 counselors conduct a seminar with sophomores to introduce and explore these themes.

College Planning – Starts NOW!

There is so much that goes into planning your child's future, that a good time to start is NOW! For college planning tools and timelines – visit <http://www.petersons.com/college-search/how-to-choose-a-college/planning-list-students-parents.aspx> This website also has valuable tools to search scholarships and ACT prep!



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