



OAKLAND SCHOOL VOLUNTEERS

2020-21 CAREER COACH TOOLKIT

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I. Building Relationships: Getting Started

A. Relationship Building Activities

Relationship Building Activities, also known as Icebreakers, are designed both to help you get to know your student and for them to get to know you. We've compiled a full list of our favorite activities [here](#).

B. Direction of Sessions

Especially at the beginning of your meetings, aka sessions, with your student, you may want to create a routine agenda to ensure that sessions are meaningful and productive. We have created this themed [Discussion Guide Roadmap](#) to support you with the structure and direction of your session.

II. Building Relationships via Domains

Domain 1: Students' Personal Context

The worksheets in this section are intended to serve as a guide for learning more about your partner student's: cultural and linguistic background, non-school literacies, family traditions, educational history, and student perceptions. You may choose to complete these as a pre-activity or post-activity during coaching sessions. As with Relationship Building Activities, it may be helpful for you to model active participation by completing any worksheet that you ask your partner student to complete, so that they may get to know you as well (used with permission from the New Teacher Center).

SCHOOL HISTORY SURVEY TEMPLATE: *(use a scrap piece of paper)*

| Grade/Año | Name/location of school Nombre de escuela, estado y país | Language of instruction Idioma usado para la instrucción | Successes Exitos | Challenges Dificultades |
|--------------------|---|---|---------------------|----------------------------|
| <i>K - Current</i> | | | | |

Do you have a job or responsibilities in your house after school? Where? At what time?

How do you get to and from school?

STUDENT LANGUAGE SURVEY:

Question ideas:

1. What language do you speak at home?
2. How many schools have you gone to since Kindergarten?
3. Were you ever in bilingual classes? If so, how many?
4. What kind of work in school is easiest for you?
5. What kind of work in school is hardest for you?
6. In what ways have teachers helped you?

PERSONAL COMMUNICATION PROFILE

1. Language(s) I speak (and/or read) at home or in my community?
2. Language(s) my parents/guardians speak (and/or) write at home:
3. Ethnicity:
 - a. African-American
 - b. Middle Easter
 - c. Mexican-American
 - d. White (non Latino)
 - e. Native American
 - f. Latinx
 - g. Pacific Islander
 - h. Asian
 - i. Philipino
 - j. Mixed Race:_____
4. Code-Switching: When you are at school, are you aware of switching between speaking/writing textbook-type academic and a form of English you might use outside of school?
5. Language(s) you feel most comfortable or prefer to use while speaking, listening, reading, and writing in school in a) b) c) order:
a)_____ b)_____ c)_____
6. Translation: have you ever translated for family members or friends to help them communicate with others who did not speak their same language?

7. If you answered “yes” to #6, in what types of situations have you used your communication/translation skills to help others? (Circle all that apply)

| | | | |
|---|---|--|---|
| Medical Appointments | Talking to repair or utility workers | Completing legal documents | While traveling |
| School business, parent conferences, childcare services | Buying food, general shopping, banking | Emergency situations e.g. reporting accidents or illness | Reading information or directions on product labels |
| Application for work or services | Care or other applicant repair or sales | Shopping for expensive items e.g cars, large appliances | Entertainment or recreation activities |

8. What are some other ways you enjoy communicating ideas, emotions, beliefs or new concepts that don't strictly involve words? (circle all that apply)

- Drawing/painting
- Mural Art
- Dancing/playing an instrument
- Webpage design
- Singing
- Sculpting/wood carving
- Acting/set design
- Calligraphy
- Poster or graphic design
- Building small or large objects
- Computer graphics

Domain 2: Students' Individual Preferences

WHAT ARE OUR SIMILARITIES AND DIFFERENCES?

| Question | Differences | Similarities |
|---|-------------|--------------|
| Where have you traveled? | | |
| What are your hobbies or interests? | | |
| What is your favorite food? | | |
| What are some possible careers for you? | | |
| What impact or difference do you want to make in the world? | | |
| What is something you are interested in learning this year? | | |

YOUR INTELLIGENCE:

Each of us is intelligent in many ways. To help you discover your own intelligence strengths, take the following survey.

- Put an X next to each statement that expresses something mostly true for you.
- Leave it blank if the statement is untrue or if you are unsure whether it characterizes you.

1. ___ I like to design and/or draw things
2. ___ I enjoy singing or humming
3. ___ I play a musical instrument (or would like to)
4. ___ I like to work with numbers
5. ___ I like to memorize poems, stories, facts, etc
6. ___ I like to dance and I pick up new steps quickly
7. ___ I notice how people are feeling and like to help others
8. ___ I enjoy listening to stories and reading books
9. ___ I can easily determine directions (north, south, east, west)
10. ___ I enjoy watching nature shows and programs about exploration
11. ___ I can understand the directions that come with gadgets
12. ___ I like to play word games, such as Scrabble and crossword puzzles
13. ___ I am pretty coordinated (ride a bike, skate, dance, etc)
14. ___ I like doing experiments
15. ___ I find it difficult to sit still for long periods of time
16. ___ I like to go to science museums, planetariums, etc
17. ___ I enjoy building and/or creating sculptures
18. ___ I enjoy tongue twisters, rhymes, and puns
19. ___ I notice changes in the seasons, stars, moon phases, tides
20. ___ I sometimes get a song, melody or advertisement stuck in my head
21. ___ I like to measure, sort, and organize things
22. ___ I like to look at shapes of buildings and structures
23. ___ I notice sounds in my environment, such as dogs barking and sirens
24. ___ I love nature, animals, and the outdoors
25. ___ I like to write in a diary or journal
26. ___ I make friends easily
27. ___ I am often a leader when I am in a group
28. ___ I like to work on things by myself rather than in a group
29. ___ I usually know what's going on with my friends and family
30. ___ I am pretty independent

SCORING:

Circle each number based on your self-assessment (above).

| | | | |
|--|----------------------------------|------------------------------------|----------------------------|
| Linguistic 5 8 12 18 | Logical-Math 4 14 16 21 | Musical 2 3 20 23 | Spatial 1 9 11 22 |
| Bodily-Kinesthetic 6 13 15 17 | Interpersonal 7 27 29 | Intrapersonal 25 26 28 30 | Nature 10 19 24 |

WHAT ARE YOUR THOUGHT TENDENCIES?

Circle or highlight the tendencies that best represent you:

| Analytical | Global |
|---|---|
| Verbal (<i>use words to name, describe & define</i>) | Non-verbal (<i>aware of things, minimal use of words</i>) |
| Recalls facts, dates, etc | Recalls feelings |
| Sequential | Random |
| Linear (<i>one thought follows another</i>) | Holistic (<i>sees patterns and structures</i>) |
| Trusts logic | Trusts intuition |
| Looks tidy and organized | Looks disorganized and chaotic |
| Plans ahead | Is spontaneous |
| Visual (<i>wants to see things, such as words, pictures, maps, etc</i>) | Kinesthetic-tactile (<i>wants to do things, hands-on</i>) |

Domain 3: Students' Meta-Cognitive Behaviors and Skills

SELF-OBSERVATION: ASSESSING READING STRATEGIES

| | Always | Sometimes | Never |
|---|--------|-----------|-------|
| 1. I preview all my textbooks & review the aids | | | |
| 2. I preview each chapter before I read | | | |
| 3. I think of questions as I read | | | |
| 4. I underline my textbook as I read | | | |
| 5. I look for main ideas as I read | | | |
| 6. I use maps or charts to organize the content | | | |
| 7. I complete exercises at the end of chapters | | | |
| 8. I make notes to ID material I don't understand | | | |
| 9. I constantly monitor my understanding | | | |
| 10. I read assignments before attending lectures | | | |

SELF-OBSERVATION: ASSESSING EXAM PREPARATION

| | Always | Sometimes | Never |
|---|---------------|------------------|--------------|
| 1. Do you determine what content material is to be used before you begin studying? | | | |
| 2. Do you set goals for what you hope to accomplish each time you study? | | | |
| 3. Do you set aside sufficient time to prepare for exams? | | | |
| 4. Do you develop a study plan over a number of days? | | | |
| 5. Do you identify the specific study strategies you will use in each of your study sessions? | | | |
| 6. Do you select a quiet environment in which to study? | | | |
| 7. Do you study in groups? | | | |
| 8. Do you use study strategies other than rehearsal? (ex: re-reading notes, underlining content, reciting definitions) | | | |
| 9. Do you review your mistakes on past exams? | | | |
| 10. Do you write questions to answer while studying? | | | |
| 11. Do you combine information from your lecture notes and texts together according to themes or topics when you study? | | | |

III. Supporting College Readiness

Seeking Financial Aid

| RESOURCE | DEADLINE | REQUIREMENTS |
|---|--|---|
| Federal Student Aid (FAFSA) https://studentaid.ed.gov/sa/fafsa students must apply every school year | 3/02/2021 deadline according to state | US citizen, social security, satisfactory academic record, parent information |
| Fastweb https://www.fastweb.com/ | Deadlines according to specific scholarships | Dependent upon scholarship |
| California Student Aid Commission https://www.csac.ca.gov/ | March 2, 2019 | Completion of FAFSA or CA Dream Act; Certified GPA |
| College Board Scholarship Search https://bigfuture.collegeboard.org/scholarship-search | Deadlines according to specific scholarships | Dependent upon scholarship |
| Scholarships.com https://www.scholarships.com/financial-aid/college-scholarships/ | Scholarship deadlines vary | Dependent upon scholarship |
| Scholarships for Females https://www.goodcall.com/scholarships/female/california-state-resident/ | Scholarship deadlines vary | Dependent upon scholarship |
| Faces for the Future Coalition http://facesforthefuture.org/resources | Scholarship deadlines vary | |
| AEG Oakland Community Foundation Scholarship https://www.scholarships.com/aeg-oakland-community-foundation-scholarship | May 12, 2019 | Must be registered/enrolled at 4-year university |
| Bay Area SMCNA Scholarship Trust Fund (Construction) | Scholarship deadlines vary | Dependent upon scholarship |
| East Bay Consortium of Educational Institutions, Inc. | Scholarship deadlines vary www.eastbayconsortium.org/ | Dependent upon scholarship |
| East Bay College Fund https://www.eastbaycollegefund.org/ | Scholarship deadlines vary | Dependent upon scholarship |

| | | |
|--|----------------------------|--|
| Oakland Public Library https://www.oaklandlibrary.org/teens/your-life/school/aid-scholarships-0 | Scholarship deadlines vary | Dependent upon scholarship |
| Chegg Scholarships https://www.chegg.com/scholarships | Scholarship deadlines vary | Dependent upon scholarship |
| Boys & Girls Club of Oakland http://www.bgcoakland.org/ | Scholarship deadlines vary | Member of Boys & Girls Club of Oakland, full time student, 2.75 GPA, |

Scholarship Opportunities: Helpful Articles

Included in this section are the following articles about finding and applying for scholarship opportunities:

- *Fastweb's College Scholarships: 2020 Edition*
- *The Simplest Way to Write an Essay*
- *Brainstorm: Common Scholarship Essay Questions*
- *The Grammar Guide: Common Errors to Avoid*

College Scholarships: 2020 Edition Shawna Newman, Sept. 10, 2020

Voice of Democracy Scholarship

| | |
|---|-------------------------------|
| Deadline: 10/31/20 | Award Amount: \$30,000 |
| Available to: High School Freshman through High School Seniors | |

The Voice of Democracy Scholarship Competition is open to high school students. To enter, you must write and record a three - to five - minute broadcast script on the following theme: "Is This the Country the Founders Envisioned?"

Ivey Engineering \$1,000 Scholarship

| | |
|--|------------------------------|
| Deadline: 11/01/20 | Award Amount: \$1,000 |
| Available to: High School Seniors through College Seniors | |

The Ivey Engineering \$1,000 Scholarship is open to high school seniors and college students attending a college or university in the United States or Canada. In order to be considered for this award, you must submit an essay of between 800 and 1,000 words on one of these topics: Ten ways to analyze and test the integrity of a commercial HVAC design; Five tips for designing an energy-efficient building; How to investigate the cause and origin of a building structure fire.

Regeneron Science Talent Search Scholarship

| | |
|--|--|
| Deadline: 11/12/20 | Award Amount: \$2,000 up to \$250,000 |
| Available to: High School Seniors | |

The Regeneron Science Talent Search is open to especially talented high school seniors. Students will be given the challenge of conducting independent science, math, or engineering research. To be considered, You must submit a maximum 20 - page research report explaining your experiments and conclusions. Research must be the work of a single individual; group and team projects are not eligible.

Look Twice, Save a Life Scholarship

| | |
|--|------------------------------|
| Deadline: 12/01/20 | Award Amount: \$1,000 |
| Available to: High School Seniors through Graduate Students, Year 5 | |

The Look Twice, Save A Life Scholarship is available to students currently attending or planning to attend an accredited college or university. You must create a form of social awareness that inspires other students to focus on Looking Twice for Motorcycle Safety to qualify for this award. This can be a video, artwork, essay or anything that would engage other students to focus on safe driving. Student must have a valid driver's license.

Paradigm Challenge Scholarship

| | |
|--|--|
| Deadline: 5/1/21 | Award Amount: \$500 up to \$100,000 |
| Available to: Students, Maximum Age of 18 | |

The Paradigm Challenge is open to students up to the age of 18. You may work in a team or alone in creating an original and creative way to help solve real-life problems in homes, schools, communities, and/or around the world. Entries may come in the form of posters, videos, inventions, messages, community events, websites, mobile apps, or anything else that will help save lives. Additionally, you must submit a brief statement of your idea (140 characters or less) in order to qualify for this award.

Multicultural Professional Development Grant

| | |
|---|-----------------------------|
| Deadline: 06/30/21 | Award Amount: Varies |
| Available to: College Freshmen through Graduate Students, Year 5 | |

The Multicultural Professional Development Grant is available to U.S. Citizen undergraduate and graduate students enrolled in a college or university. You must be identified as a member of the African-American, Latina/Latino, Native American, Asian-American, or Pacific Islander ethnic minority to be eligible for this award.

Optimist International Oratorical Contest

| | |
|--|--|
| Deadline: Varies | Award Amount: 3 awards of \$1,000 - 2,500 |
| Available to: Students, Maximum Age of 19 years | |

The Optimist International Oratorical Contest is open to students under the age of 19. To be considered for this award, you must prepare a 4 to 5 minute speech on the topic, "Is There a Fine Line Between Optimism and Reality?" to be presented at your local Optimist Club's contest.

URL: <https://www.fastweb.com/college-scholarships/articles/college-scholarships-2020-edition>

The Simplest Way to Write an Essay Elizabeth Hoyt, August 22, 2019

What's the trick? Instead of sitting down and writing an essay, from start to finish, as many students do, it's much easier (and *way* less time consuming) to do all of your research beforehand, placing each item into a basic outline.

From there, the outline contains all of the information you need to create your essay and the essay essentially writes itself. The only work left will be filler writing to explain your thought processes. Here's how you can format your essay outline (Note: the example below has three paragraphs, but additional paragraphs can be added as necessary.):

I. Introduction paragraph:

- a. *What you'd like to discuss within your introduction paragraph*
- b. *Quotes or references, if any*

II. Thesis statement: What's the main point of your essay? Decide what you want to convey in your essay and put it into words. Your entire essay will revolve around this point, so make sure you're clear and concise in your phrasing. (This is usually placed near the end of your introduction paragraph.)

III. First paragraph topic that supports your thesis

- a. *List supporting quotes/references:* Find quotes from reputable sources that support what you've stated within your thesis and that relate to your first paragraph topic.

IV. Second paragraph topic that supports your thesis

- a. *List supporting quotes/references:* Find quotes from reputable sources that support what you've stated within your thesis and that relate to your second paragraph topic.

V. Third paragraph topic that supports your thesis

- a. *List supporting quotes/references:* Find quotes from reputable sources that support what you've stated within your thesis and that relate to your third paragraph topic.

VI. Conclusion paragraph: Note what you'd like to say within your conclusion paragraph. Your conclusion paragraph should detail how you are going to unite the topics from your aforementioned topics and weave them together into one solid point. Students commonly mistake a conclusion paragraph as a summary paragraph when, in fact, it's really an opportunity to drive home your argument. Your conclusion should round out your essay and unite your paragraphs together, solidifying your thesis.

- a. *Additional quotes or references, if any*

VII. List all citations: As you find each quote or reference to include within your essay, make sure to cite each reference, so you won't have to scramble at the end to go back to your sources to see where you found each quotation. List each citation on your outline so it's already finished before you even complete your essay.

URL: <https://www.fastweb.com/student-life/articles/the-simplest-way-to-write-an-essa>

1) Your Field of Specialization and Academic Plans

Some scholarship applications will ask you to write about your major or field of study. These questions are used to determine how well you know your area of specialization and why you're interested in it.

Samples:

- How will your study of _____ contribute to your immediate or long range career plans?
- Why do you want to be a _____?
- Explain the importance of (your major) in today's society.
- What do you think the industry of _____ will be like in the next 10 years?
- What are the most important issues your field is facing today?

2) Current Events and Social Issues

To test your skills at problem-solving and check how up to date you are on current issues, many scholarship applications include questions about problems and issues facing society.

Samples:

- What do you consider to be the single most important societal problem? Why?
- If you had the authority to change your school in a positive way, what changes would you make?
- Pick a controversial problem on college campuses and suggest a solution.
- What do you see as the greatest threat to the environment today?

3) Personal Achievements

Scholarships exist to reward and encourage achievement. So you shouldn't be surprised to find essay topics that ask you to brag a little.

Samples:

- Describe how you have demonstrated leadership ability both in and out of school.
- Discuss a special attribute or accomplishment that sets you apart.
- Describe your most meaningful achievements and how they relate to your field of study & future goals.
- Why are you a good candidate to receive this award?

4) Background and Influences

Who you are is closely tied to where you've been and who you've known. To learn more about you, some scholarship committees will ask you to write about your background and major influences.

Samples:

- Pick an experience from your own life and explain how it has influenced your development.
- Who in your life has been your biggest influence and why?
- How has your family background affected the way you see the world?
- How has your education contributed to who you are today?

5) Future Plans and Goals

Scholarship sponsors look for applicants with vision and motivation, so they might ask about your goals and aspirations.

Samples:

- Briefly describe your long- and short-term goals.
- Where do you see yourself 10 years from now?
- Why do you want to get a college education?

6) Financial Need

Many scholarship providers have a charitable goal: They want to provide money for students who are going to have trouble paying for college. In addition to asking for information about your financial situation, these committees may want a more detailed and personal account of your financial need.

Samples:

- From a financial standpoint, what impact would this scholarship have on your education?
- State any special personal or family circumstances affecting your need for financial assistance.
- How have you been financing your college education?

7) Random Topics

Some essay questions don't seem directly related to your education, but committees use them to test your creativity and get a more well-rounded sense of your personality.

Samples:

- Choose a person or persons you admire and explain why.
- Choose a book or books that have affected you deeply and explain why.

While you can't predict every essay question, knowing some of the most common ones can give you a leg up on applications. Start brainstorming now, and you may find yourself a winner!

URL:

<https://www.fastweb.com/college-scholarships/articles/brainstorm-common-scholarship-essay-questions>

The Grammar Guide: Common Errors to Avoid

Elizabeth Hoyt, February 06, 2019

No matter how confident you may be in your writing skills, it's easy to make mistakes on these common grammatical errors. These mistakes are considered red flags on papers, scholarship application and admissions essays - not to mention, resumes, cover letters and other forms of professional correspondence.

What's the big deal? Professors, scholarship providers and admissions officers consider such mistakes to be indicators that you don't take the time to pay attention to detail or are careless about your efforts. Make sure you learn to decipher meanings of words, when to use them and *always* check your work!

Otherwise, a simple mistake could cost you that scholarship, admission into the college of your dreams or, even, that fancy promotion.

Here's a simple guide to help you along the way with some of the most common blunders people make in the English language:

| TOPIC | DEFINITION | EXAMPLES |
|----------------------------------|---|---|
| You're vs. Your | You are = "You're" "Your" is used when related to a person | - I cannot believe you're going to Harvard! - Your new puppy is so adorable! |
| There, Their, and They're | "There" = Location "Their" = Belonging to them "They're" = They are | - I am going to work on my application over there . - Fastweb has a multitude of opportunities to pay for school on their site. - They're accepting applications for scholarships now. |
| Effect vs. Affect | A result = "Effect" To influence = "Affect" | - The scholarship had a major effect on the students. - Winning <u>scholarships</u> affected her confidence in the most positive way. |
| It's vs. Its | It is or It has = "It's" Its is a possessive pronoun | - It's almost time to leave for college! - She found that Fastweb really knew its scholarships. |
| A lot versus "Alot" | The word "alot" doesn't exist! | - I have applied for a lot of scholarships. |
| Then vs. Than | In comparisons, use "than." Use "then" in all other instances. | - I'm applying for scholarships, then I will apply for grants. - I have applied for more scholarships than grants. |
| More Than vs. Over | Use "more than" when citing numbers. Use over when the inverse is "under" and not to cite surpassing a certain amount. | - I had more than twenty responses to my application. - She went over the word limit but submitted her essay anyway. |
| Who vs. Whom | "Who" is used when one can respond with he or she "Whom" is used when one can respond with him or her | - Who is that man? - To whom did you send flowers? |
| Seen vs. Saw | "Saw" is the past tense of "see," not "seen." | - He saw a scholarship that he wanted to apply for. - He had never seen such great opportunities before Fastweb. |
| Lose vs. Loose | Be careful here, these words mean two completely different things! | - Be sure you don't lose your scholarship applications. - The scholarship guidelines were loose – pretty much anyone qualified. |
| Chose vs. Choose | "Chose" is the past tense of "choose." | - She chose not to apply for scholarships and now she's in debt. - Did you choose which schools you're going to apply to yet? |
| Compliment vs. Complement | "Compliment" = something kind someone says | - I loved her shoes, so I complimented them. - Her shoes really complemented her outfit. |

| TOPIC | DEFINITION | EXAMPLES |
|--------------------------------|--|--|
| | "Complement" = the act of doing something that adds to | |
| Principal vs. Principle | "Principal" = The director of a school or, in some cases, of high importance "Principle" = A fundamental value of conduct or action | - Our principal was kind to all students. - He was a man of principle . |
| Dessert vs. Desert | "Dessert" = The delectable, often sweet, final course of a meal "Desert" = Desolate, arid or barren, often a type of land or to leave | - We ate the meal quickly because we couldn't wait for dessert . - She would never desert her friends. |
| Accept vs. Except | "Accept" = To receive "Except" = To take out or leave out | - She accepted his apology. - Everyone was invited, except Joe. |
| Addition vs. Edition | "Addition" = Adding numbers "Edition" = A version or issue | - The first grade class was learning addition . - He gave her a first edition of her favorite book for her birthday. |
| Historic vs. Historical | "Historic" is used for an important event "Historical" is used to refer to something that happened in the past | - The historic dedication of the statue was something we'd always remember. - Visiting historical landmarks has always been my passion. |
| "-ible" and "-able" | Use "-able" when the complete root word is used Use "-ible" when part of the root word is used and the word would not make sense without the ending | - I found it laugh able the she didn't believe me. - The boat was visible from the shore. |
| To, Too and Two | "To" = As in direction, limit, toward something/one "Too" = Means also "Two" = The # | - I want to apply for scholarships. - I want to apply for scholarships, too . - I applied for two scholarships. |
| Fewer vs. Less | "Few" or "Fewer" = Use for things you're able to count "Less" = Use for things you're able to measure | - I applied for fewer scholarships than she did. - I drink a lot less water than the recommended amount. |

URL: <https://www.fastweb.com/college-scholarships/articles/the-grammar-guide>

IV. Career Exploration

Local Career & Technical Schools

| NAME | SKILLS | CONTACT |
|--|---|--|
| Job Corps https://www.jobcorps.gov/train | Automotive/machine repair, construction, healthcare, finance & business, hospitality, information technology, retail sales & services, transportation | Contact (415) 625-2600 San Francisco |
| Carrington College https://carrington.edu/ | Medical, dental, administrative, veterinary, associate degree completion program | Contact (916) 388-2800 Sacramento |
| Paul Mitchell Schools https://paulmitchell.edu/sanfrancisco | Cosmetology, barbering, esthetics, nails | Main: (415) 355-1734 San Francisco |
| Cypress Mandela Inc. Training Center http://www.cypressmandela.org/ | Solar installation, blueprint reading, construction, structural steel/iron work, electrical, plumbing | Contact (510) 208-7350 Oakland |
| Aviation Institute of Maintenance http://www.aviationmaintenance.edu/ | Aircraft dispatcher, maintenance technician, welding, heating, ventilation & air conditioning, helicopter maintenance technician | Contact (510) 553-9600 Fremont |
| Kickstart Coding http://kickstartcoding.com/ | Database systems, web concepts (multi-page apps, templating), languages (JavaScript, HTML/CSS) | (415) 504-2954 Oakland info@kickstartcoding.com |
| McKinnon Body Therapy Center https://www.mckinnonbtc.com/ | Massage therapy | Contact (510)465-3488 info@mckinnonbtc.com |
| WyoTech https://www.wyotech.edu | Automotive tech, collision refresh tech, marine specialist, motorcycle tech | Contact (800)521-7158 |
| The Art Institutes https://www.artinstitutes.edu/ | Visual design, interior/product design, marketing, animation & effects, film & production, gaming & technology, fashion, culinary | Contact (415) 865-0198 San Francisco |

V. Writing Support

Skill Building: Drafting Paragraphs

The Hamburger Paragraph:

| | |
|------------------------|-------------------------------|
| Topic Sentence | <hr/> <hr/> <hr/> <hr/> <hr/> |
| Supporting Sentence #1 | <hr/> <hr/> <hr/> <hr/> <hr/> |
| Supporting Sentence #2 | <hr/> <hr/> <hr/> <hr/> <hr/> |
| Supporting Sentence #3 | <hr/> <hr/> <hr/> <hr/> <hr/> |
| Conclusion Sentence | <hr/> <hr/> <hr/> <hr/> <hr/> |

Skill Building: Transitions

Are students able to make smooth connections between sentences, paragraphs, and ideas?

| LOGICAL RELATIONSHIP | TRANSITIONAL EXPRESSION |
|--------------------------------|---|
| Similarity | Also, in the same way, just as... so too, likewise, similarly |
| Exception/Contrast | But however, in spite of, on the one hand...on the other hand, nevertheless, nonetheless, notwithstanding, in contrast, on the contrary, still, yet |
| Sequence/Order | First, second, third, next, then, finally |
| Time | After, afterward, at last, before, currently, during, earlier, immediately, later, meanwhile, now, recently, simultaneously, subsequently, then |
| Example | For example, for instance, namely, specifically, to illustrate |
| Emphasis | Even, indeed, in fact, of course, truly |
| Place/Position | Above, adjacent, below, beyond, here, in front, in back, nearby, adjacent, there |
| Cause and Effect | Accordingly, consequently, hence, so, therefore, thus |
| Additional support or evidence | Additionally, again, also, and, as well, besides, equally important, further, furthermore, in addition, moreover, then |
| Conclusion/summary | Finally, in a word, in brief, briefly, in conclusion, in the end, in the final analysis, on the whole, thus, to conclude, to summarize, in sum, to sum up, in summary |