

San Dimas Connection Project

Handbook

August 24, 2015
Rev 9A



San Dimas High School

A California Distinguished School

800 W. Covina Blvd., San Dimas, CA 91773

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San Dimas Connection Project

Overview

The San Dimas Connection Project (SDCP) is a portfolio-based project that will provide students with opportunities to examine their skills and abilities as well as articulate their plans for the future as it relates to the ESLRs.

The Bonita Unified School District (BUSD) Board of Education determines the culminating project as a mandatory noncredit graduation requirement. Thus, students must complete and pass the SDCP, including the Senior Presentation, to be eligible for a BUSD diploma. Students with IEP or 504 plans must complete all of the same tasks, in accordance with the determined individualized learning goals and requirements.

Students will receive a PASS (P) grade for proficient and adequate performance or a FAIL (F) grade. Students who fail the Senior Presentation in May will have an opportunity to re-present at a later “Safety Net” presentation. Students who fail the “Safety Net” presentation will have one opportunity to re-present in the summer. Students who fail the summer opportunity will be ineligible for a BUSD diploma.

Pertinent information, forms, “Best Work” and Community Service Hours uploading link, and community service opportunities can be accessed on the sandimashigh.com Website.

Components

- Personal Story
- Best Work
- Community Service Hours
- High School and Beyond Plan
- Senior Presentation

Contact Personnel

- Greg Distaso, Coordinator, g.distaso@bonita.k12.ca.us, 909.971.8230 x3505
- Jack Nance, Administrator, nance@bonita.k12.ca.us, 909.971.8230 x3030

Expected Schoolwide Learning Results (ESLRs)

San Dimas High School Graduates are:

- **Effective Communicators**
 - Read and listen with understanding
 - Write and speak with clarity
 - Use technology to access, organize and present information
- **Accomplished Learners**
 - Challenge themselves continually
 - Participate in and accept responsibility for learning
 - Produce quality independent work
 - Solve problems and express ideas creatively
- **Responsible Individuals**
 - Respect all beliefs and cultures
 - Demonstrate integrity and ethical behavior
 - Create and maintain a plan for the future
 - Works to promote causes greater than themselves
 - Inspire others to move toward a successful outcome

Goals

The goals of the San Dimas Connection Project (SDCP) are for students to:

- Fulfill the requirements of the Bonita Unified School Board's policy which requires each student to complete a culminating project in order to graduate.
- Further develop their talents and/or career interests.
- Be able to compete effectively with other high school graduates who are applying for college and career positions.
- Develop their career networks by building professional and meaningful relationships with people in the community.
- Demonstrate competency of the school-wide ESLRs.
- Experience and demonstrate a "learning stretch". This should include evidence that the student took a risk, or challenged himself or herself in developing a new skill, expanded previous knowledge or explored a new area of interest.

Components Timeline

San Dimas High School (SDHS) has a dedicated faculty and staff who help students succeed in the SDCP by:

- Advising seniors by meeting with them on the Compact Day in the months of October through May to ultimately help them prepare for the culminating presentation in May, 2013.
- Identifying class work in each of their individual classes that will qualify as “Best Work” examples (all classes; all grade levels).
- Incorporating other SDCP components into their curriculum.

The following SDCP components are produced in specific classes over a student’s high school career:

- Resume:
 - Assigned in English IV
 - Graded by the SDCP Advisor (due: February Meeting).
- Career Assessment:
 - Assigned in English IV
 - Graded by SDCP Advisor (due: December Meeting).
- High School and Beyond Plan:
 - Assigned in English IV
 - Graded by Advisor as part of the Portfolio.
- Personal Story:
 - Assigned in English IV
 - Progress reviewed by Advisor (January Meeting).
 - Graded by Advisor as part of the Portfolio.
- Senior Presentation:
 - Practiced in Semester 2 in English IV
 - Graded by judges per the Presentation Rubric.

See the *Senior Timeline* for details.

Senior Timeline

Seniors must meet all requirements for each quarter and earn a PASS grade each quarter:

- Q1 Requirements
 - Meeting with Advisor (October)
 - Due October Meeting: Selection of SDCP Advisor
 - Choose advisor on the SDCP tab of the school's website (password is long Student Number)
- Q2 Requirements
 - Meeting with Advisor (November/December)
 - Due December Meeting: Career Assessment Results
- Q3 Requirements
 - Meeting with Advisor (January/February/March)
 - Due January Meeting: Personal Story
 - Due February Meeting: Résumé
 - Due March Meeting: Best Work Summary Sheet (proof of progress)
 - Due March Meeting: Volunteer Service Hours (proof of progress)
 - Due March Meeting: Open House Presentation Application
- Q4 Requirements
 - Meeting with Advisor (April/May)
 - Due April Meeting: Portfolio
 - Due May Meeting: Presentation

Portfolio Content Descriptions & Guidelines

Section I - Personal Story

This section of the portfolio is an opportunity for you to showcase and celebrate your unique talents, interests, and accomplishments. You can include documents and experiences that highlight your involvement in clubs, athletics, extra-curricular activities, special recognitions, certificates, and awards. Your personal story should include your journey as a high school student and what experiences, interests, and goals are shaping who you are now and who you want to become. You need to incorporate discussion of how you have grown in the ESLR areas into your personal story.

You will complete the first draft of this component in your English IV class.

Guiding Questions

Tell about you as a person and a student, providing specific examples:

- What are your unique talents, interests, and/or accomplishments?
- What has been the most rewarding part of high school?
- What has been the most challenging part of high school?
- What special recognitions, awards, and/or certificates have you received?
- What clubs and/or extra-curriculum activities have you been involved in?
- How have you grown as a student in your high school years?
- Include the ESLRs in your discussion.

Strategies to consider when writing your personal story

- Begin with an introductory paragraph of basic information: where/when you were born, where you've gone to school, family members, etc.
- Be honest/truthful, but state experiences/lessons learned in a POSITIVE way:
 - Avoid: "I really screwed up my freshman and sophomore years and goofed off most of the time, which resulted in poor grades."
 - Instead: "I made some immature choices in my freshman and sophomore years of high school, but turned things around in my upper classman years. For example,..."
 - Instead: "I regret some immature choices in high school and would go back and redo some things if I could. For example,_____."
 - Avoid: "I don't have any unique talents, interests, and/or accomplishments."
 - Instead: "Everyone has talents and interests, whether they are considered unique or not. Although my grades haven't always shown it, I am a talented _____ and I enjoy _____."
 - Avoid: "I haven't been involved in any extra-curricular activities or clubs at school."
 - Instead: "Although I've chosen not to be involved in school-related activities or clubs, I have been involved in _____ outside of school."
 - Instead: "I have chosen not to be involved in school-related activities and clubs. If I could go back, I might have _____."

- Use the writing style that best compliments you and your writing ability:
 - Bullet points or numbers:
 - Introductory Paragraph (narrative)
 - Write out each question; answer each question concisely underneath.
 - Leave a space between questions/answers.
 - Narrative:
 - Concisely answer all the questions in a sentence/paragraph format.
- It is strongly recommended that you type all sections in the Portfolio that require written responses, as it looks more professional and is easier to read.
- Refer to corresponding appropriate ESLR(s) for each response to each question, including HOW the ESLR relates to your information!
- Example: This relates to the ESLR “Productive Leader who works collaborative to move a group to a successful outcome” *because* I served as Captain of the _____ team (or Secretary of the _____ Club).
- Remember your goal is to dazzle the judges (impress them in a positive way)!
- Due: (Specific Requirements, Due Date, and/or Point Value determined by Eng. IV Teacher):
 - Draft showing progress to Advisor (February Advisory Meeting).
 - Final draft in Portfolio to Advisor (April Advisory Meeting).

Section II - Best Work

This section of the portfolio is designed to showcase major pieces of your best schoolwork completed during your high school career. Your teachers will help you by indicating which assignments are worthy, but you will decide which examples to store. In May of each year, freshmen, sophomores, and juniors will upload a best work sample from each class (except Teacher’s Assistant). The assignments and/or projects you choose need to reflect what you have learned in each class. One *research paper/project* is required from one of your classes in high school.

Examples of best work need to be *comprehensive*, such as a semester test, project, activity, essay, presentation, performance, or portfolio that demonstrate your knowledge and skills obtained throughout the year. Short assignments, quizzes, Scantron tests, daily work, entry tasks, homework, etc. should not be chosen as best work examples. *Students who attend an alternative school (Chaparral or Vista) and return to SDHS are also responsible to provide best work samples for the year(s) they attended Chaparral or Vista.*

Examples of a research paper/project include assignments that require you to look for (research) information, report it back, and include a Works Cited or Bibliography.

You will be able to upload Word documents, video clips, digital photos, or PowerPoint documents onto the District Server for storage from any computer that can access the Internet through the upload link on the SDHS School Website: sandimashigh.com.

In your senior year, you will choose the best of your best work to list on the “Best Work Summary” sheets and present at the Senior Presentation. This will include at least one example from each year, for a *minimum* total of four examples. One of the examples must be a research paper/project. If your “Best Work Summary” sheets do not include examples from each required school year, this must be approved by your Advisor in the gap section on the “Best Work Summary” and you must explain the reason for the gap in your “Personal Story”. Even with documentation, *four examples* (including *one* research paper/project) is the minimum requirement. It is strongly recommended that you save all original work that you might possibly showcase at your Senior Presentation.

Section III - Community Service Hours

This section of the Portfolio showcases the occasions you gave back to the community at large and demonstrates how you have become a contributing and responsible citizen. You can choose one or more community service activities to complete this requirement. A total of sixty (60) total hours is required to meet the minimum standard beginning with the class of 2015 and it is strongly recommend that you complete 15 volunteer hours each year in order to maximize the benefit on post-high school applications.

SDHS will work with the community to build a bridge from student to community service opportunities, but it is ultimately your responsibility to find and fulfill the community service requirements. Possible community service opportunities (or links to opportunities) will be listed on the school Website (sandimashigh.com) as they arise.

The *Service Hours Verification* form is required as verification of your service hours and must be completed for each community service job. It is to be completed by the student and verified by the supervising adult (one form per supervising adult). Access this form from the SDHS School Website (sandimashigh.com).

You can scan and upload your verification forms each year in May, but it is your responsibility to keep the hard copies of all forms from all service jobs each year to include in your Portfolio. It is strongly recommended that you back up your forms by scanning them and saving them on a disk, travel drive, and on your computer hard drive. You will also complete a Community Service Summary Sheet. Other important community service considerations are:

- Hours must be unpaid, non-court-ordered activities.
- No compensation can be received for volunteer hours, including any type of pay, credit, gift, or favor from a person or organization. For example, cleaning up the SDHS campus can be a community service project, but assigned detention does NOT qualify.
- Helping family, including family chores, does NOT qualify for community service. Family is considered to be anyone that is related to you by blood or marriage.
- All hours must be completed outside of your regular school day. You may not be absent from school to complete service hours.
- Summer work prior to beginning ninth grade and afterward can be included.
- Group projects can qualify, but each person must work his/her own hours.
- You are strongly encouraged to log hours beyond the minimum.
- Service work completed in school clubs or other organized clubs/organizations qualifies as long as no compensation is received as stated above.
- Upload scanned service hours documents to the District server each May.
- Include discussion of the ESLRs when presenting your service hours experience(s) at the Senior Presentation.
- Acceptable organizations for community service include: community, school, or religious institutions as well as museums, retirement homes, and charitable organizations.
- Unacceptable service includes: Working for “for profit” business as well as helping an individual for free (including a friend or neighbor).
- Community does not refer to “for profit” businesses. In some instances, students may receive permission—in advance of the service—to help an individual. These approvals will be made if a situation that raises the concern of the community will be alleviated by the service, such as an attractive nuisance or an eyesore to the community. In this case the community benefits from the service.
- Service to a “for profit” business is only allowed if the work benefits the community through work at a business owned park or project that is generally available to the community.

Section IV – High School and Beyond Plan

This section of the Portfolio will include your high school experiences, career exploration, course planning, a resume, reflections, a post-high school plan summary, and your post-high school goals. You will complete a Career Exploration your senior year under the guidance of your advisor.

Résumé

The résumé is an important part of your portfolio. The résumé is intended to give details regarding your personal qualities and qualifications. While there is no required length or format for this assignment, your work needs to be thorough yet concise. A sample form appears in the Appendix.

Your résumé needs to have the following sections:

- Personal data: name, complete address, phone number with area code, email address
- Education: 9-12 schools attended and types of courses completed
- Work and/or volunteer experience (list duties using an action verb first)
- Accomplishments, awards, honors, recognitions, certificates, honor roll, leadership positions held
- Hobbies and Interests: special skills, club memberships, hobbies, talents, lessons taken, special interests
- Three references: people who can speak positively about your abilities and character (at least 21 years of age and NOT a relative)

When developing your résumé, follow these steps:

- Do a self-assessment by brainstorming information to include in all the different sections the résumé.
- Gather pertinent information, such as phone numbers of your references
- Create a rough draft
- Refine the draft several times
- Format the final document for a polished appearance

Specific requirements:

- Typed
- Error-free
- Centered on page(s)

Career Assessment

The Career Profiler portion of the *High School & Beyond Plan* is to be completed through the Naviance Program:

Directions:

1. Access Naviance on the Internet (succeed.naviance.com/sandimas).
2. Log in (same as logging onto SDHS computer):
 - a. Username: 9-digit Student ID number.
 - b. Password: 6-digit birth date (mmddyy).
3. Click on *CAREERS* tab.
4. Click on *CAREER INTEREST PROFILER* (in “what are my interests?” section).
5. Take the questionnaire or view your shown results (if already taken).
6. Print out that Results summary page.
7. Click on *VIEW MATCHING OCCUPATIONS LIST* tab.
8. Print out Occupations page(s).
9. Answer the following questions on a separate sheet of paper (typed is best):
 - a. What did the results of your Career Exploration show?

- b. What is your plan for post-high school? Include immediate and long term plans.
 - c. How have your high school experiences contributed to this plan?
10. Relate answers 9 a-c above to the SDHS ESLRs (which ESLRs relate and how/why)
11. Submit above results/answers to your SDCP Advisor at the Dec. Advisory meeting.

High School and Beyond Plan

Your plan needs to include and discuss your résumé, your printed out career exploration results, your high school experiences, and your high school courses that have contributed to the post-high school plan you develop. It also needs to include what will be needed to meet your goals: classes at a 2 or 4 year college/university, vocational or technical school, military, certificate program, or workforce. Your reflections should include how the ESLRs relate to your post-high school plan and goals.

A High School and Beyond Plan Form is available in the Appendix.

Presentation

Overview

During your senior year, you will choose a SDCP Advisor and prepare for the Senior Presentation. In May, all seniors will dress professionally to present their Portfolio contents below to a panel of judges within the 10-minute time limit using a visual aid (PowerPoint, large Poster Board, Slide Show, etc.). You will practice your presentation in your English IV class. Use the following overview and guiding questions to help you develop your presentation:

- **Personal Story:** Use the “Senior Presentation Guiding Questions” sheet to develop specific examples that tell about you as a person and student.
- **Best Work:** Use the “Best Work Summary” sheet and the “Senior Presentation Guiding Questions” sheet to develop which best of the best work samples you will showcase.
- **Community Service Hours:** Use the “Community Service Hours” sheet and the “Senior Presentation Guiding Questions” sheet to tell about your service hours experiences from each school year.
- **High School and Beyond Plan:** Use the “Senior Presentation Guiding Questions” sheet to describe your high school experiences and your post-high school plan.

Guiding Questions

- **Personal Story:** Tell about you as a person and a student, providing specific examples.
 - Begin with an introductory paragraph that describes your basic information (birth date, place of birth, schools attended, family information and/or who you live with).
 - What are your unique talents, interests, and/or accomplishments?
 - What has been the most rewarding part of high school?
 - What has been the most challenging part of high school?
 - What special recognitions, awards, and/or certificates have you received?
 - What clubs and/or extra-curriculum activities have you been involved in?
 - How have you grown as a student in your high school years?
 - Include the ESLRs in your discussion, indicating how/why they relate.
- **Best Work:** Discuss/describe each best of best work sample choice.
 - Which samples are from which years and how does each sample show that you have earned a high school diploma and grown as a student (i.e., why did you choose these samples to showcase)?
 - What is/are your favorite subject area(s)?
 - How has your best work influenced you as a student?
 - Include the ESLRs in your discussion, indicating how/why they relate.
- **Community Service Hours:** Describe your service hours experiences.
 - When and where did you complete services and what did you do?
 - In what way(s) were your service experiences rewarding and challenging?
 - How have you grown as a responsible citizen?
 - Will you continue to give back to your community after high school?
 - Include the ESLRs in your discussion, indicating how/why they relate.

- High School and Beyond Plan: Discuss your high school and post-high school plans.
 - What did the results of your Career Exploration show?
 - What is your plan for post-high school? Include immediate and long term plans.
 - How have your high school experiences contributed to this plan?
 - Include the ESLRs in your discussion, indicating how/why they relate.

Presentation Rubric

Student	Graduation Year	
<i>Instructions: Evaluate each area below and check (✓) appropriate Standard column.</i>	Meets Standard	Below Standard
Content (Student “Meets Standard” by adequately discussing...)		
Personal Story <input type="checkbox"/> Individual talents, interests, accomplishments <input type="checkbox"/> How the above relate to ESLRs <input type="checkbox"/> Any "gap" in Best Work is explained		
Best Work <input type="checkbox"/> Four (or more) best work samples of which: <input type="checkbox"/> One (or more) for each SDHS school year (†) <input type="checkbox"/> One research paper/project <input type="checkbox"/> How each sample relates to the ESLRs <small>(†) Any “gaps” must be approved in writing by Advisor and explained in Personal Story above.</small>		
Community Service <input type="checkbox"/> Experience from service hours and how it relates to ESLRs. <ul style="list-style-type: none"> ▪ Four-year SDHS students: Minimum 60 hours. ▪ New/transfer students: Minimum 15 hours per SDHS year. 		
High School & Beyond Plan <input type="checkbox"/> Career Assessment results <input type="checkbox"/> Short/long term post-high school plans <input type="checkbox"/> How plans relate to the ESLRs		
Presentation Time: _____ minutes (Must be less than 10 minutes to pass)		
Delivery (Score following topics 0 – 4 by circling)		
Organization (presentation has a clear introduction, body, and conclusion)	4 3 2 1 0	
Audible (professional/formal in tone; adequate eye contact)	4 3 2 1 0	
Appearance: (professional “business casual” appearance with no casual clothes/shoes)	4 3 2 1 0	
Diction (appropriate word choice with few filler words, e.g., ‘like’, ‘um,’ ‘uh,’ ‘basically,’ etc.)	4 3 2 1 0	
Spelling (no or few spelling errors on the visual aid)	4 3 2 1 0	
Individual Voice (cares about topic, authentic, honest, display well-developed personality)	4 3 2 1 0	
Answers (adequately answers judges’ questions)	4 3 2 1 0	
Delivery Total (enter circled total into appropriate column)	(18 or more) _____	(17 or less) _____
OVERALL SCORE	(ALL standards met) PASS	(ANY standard not met) FAIL

Forms Appendix

Best Work Summary

Remember that at least one (1) sample of best of best work from each school year beginning with the 2009-10 school year is required for your Senior Presentation. One of these samples must be a Research Project or Research Paper.

Freshman Year Sample(s) Description: _____ **School Year**

Sophomore Year Sample(s) Description: _____ **School Year**

Junior Year Sample(s) Description: _____ **School Year**

Senior Year Sample(s) Description: _____ **School Year**

Research Paper or Project Sample(s) Description: _____ **School Year**

Community Service Hours Summary

Remember that each community service job must be verified by a supervising adult on a *Service Hours Verification* form to be valid. Be sure to complete hours *each* school year. Annual minimum hours are detailed in the Community Service section. List the service jobs, dates, and forms verifications in the chart below. Append additional sheets if necessary.

Freshman Year	Dates/Hours	Job Place/Duties	Verified
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>

Sophomore Year	Dates/Hours	Job Place/Duties	Verified
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>

Junior Year	Dates/Hours	Job Place/Duties	Verified
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>

Senior Year	Dates/Hours	Job Place/Duties	Verified
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>
_____	_____	_____	<input type="checkbox"/>

High School and Beyond Plan Form

Your plan needs to include and discuss your printed out career exploration results, your high school experiences, and high school courses that have contributed to the post-high school plan you develop. It also needs to include what will be needed to meet your goals: classes at a 2 or 4 year college/university, vocational or technical school, military, certificate program, or workforce. Your reflections should include how the ESLRs relate to your post-high school plan and goals.

- What did the results of your Career Exploration show?

- What is your plan for post-high school? Include immediate and long term plans.

- How have your high school experiences contributed to this plan?

Portfolio Checklist

Student	ID#
<input type="checkbox"/> New 3-Ring Binder with clear plastic pocket on cover (any color)	
<input type="checkbox"/> All Pages in Separate Page Protectors	
<input type="checkbox"/> Cover Page in clear plastic pocket on outside of binder; centered on page: Full Name, Student ID Number, Advisor's Name, Submission Date; Picture or Graphic; be creative	
<input type="checkbox"/> Title Page (inside binder; same information as on Cover Page)	
<input type="checkbox"/> Table of Contents (labeled sections and/or pages numbered)	
<input type="checkbox"/> All Pages in Labeled Sections and/or Numbered (matches format of Table of Contents)	
<input type="checkbox"/> <i>Personal Story</i> (per Handbook)	
<input type="checkbox"/> <i>Best Work Summary Sheets</i> (from Handbook) <ul style="list-style-type: none"> <input type="checkbox"/> Four (4) Best Work samples; 1 must be Research-based 	
<input type="checkbox"/> <i>Community Volunteer Service Summary Sheets</i> (from Handbook) <ul style="list-style-type: none"> <input type="checkbox"/> Community Volunteer Service Verification Logs (match <input type="checkbox"/> Summary Sheets; complete; signed) 	
<input type="checkbox"/> <i>High School & Beyond Plan</i> (per Handbook) <ul style="list-style-type: none"> <input type="checkbox"/> Resume (complete; neat; error-free) <input type="checkbox"/> Career Assessment Results (printed out) <input type="checkbox"/> Interest Profiler: Summary <input type="checkbox"/> Interest Profiler: Results <input type="checkbox"/> High School & Beyond Plan Form 	

All the components above are neat, complete, and PASS standard.

Advisor Signature	Date
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Résumé Form

Your name (large font and bold)

[Street address, City, ST, zip code] [phone] [e-mail]

Objective

- [To...]

Experience

- [**Job Title**]
[Dates of employment] [Company Name], [City, ST]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

- [**Job Title**]
[Date of employment] [Company Name] , [City, ST]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

- [**Job Title**]
[Date of employment] [Company Name], [City, ST]
- [Job responsibility/achievement]
- [Job responsibility/achievement]
- [Job responsibility/achievement]

Skills

- [Professional or technical skill]

Education

- [School Name, City, State]
- [Dates attended]
- [Expected graduation date]
- [Significant courses taken]

Accomplishments

- [Awards, Honors, Recognitions, Honor Roll, Leadership, date]

References

- [Name], [Title of Profession] [Phone number]
- [Name], [Title of Profession] [Phone number]
- [Name], [Title of Profession] [Phone number]