

CONTENT

I. SENIOR CHECK LIST	2
II. APPLICATION PROCESS	4
2.1. TIPS FOR THE APPLICATION PROCESS.....	4
2.2 TERMS YOU SHOULD KNOW	4
2.3. WHAT COLLEGES LOOK FOR IN AN APPLICANT	5
2.4 COMMON PARTS OF AN ADMISSIONS FOLDER.....	7
III. COLLEGE ESSAYS.....	8
3.1 TIPS FOR WRITING COLLEGE ESSAYS	8
3.2 SAMPLE UNIVERSITY ESSAY QUESTIONS	9
<i>Common Application</i>	9
<i>Johns Hopkins University</i>	9
<i>University of Pennsylvania</i>	9
<i>Bryn Mawr</i>	9
<i>University of Chicago</i>	10
<i>Brown University</i>	10
<i>Massachusetts Institute of Technology</i>	10
<i>Cornell University</i>	10
<i>New York University</i>	10
<i>College of William and Mary</i>	10
<i>University of Southern California</i>	10
<i>Stanford University</i>	10
3.3 SAMPLE ESSAYS.....	11
<i>Self-Portrait</i>	11
<i>Standing Up</i>	12
<i>On Most Days</i>	13
IV. PARTS OF YOUR PERSONAL RESUME.....	14
V. THINK ABOUT YOURSELF.....	15
4.1 Questions that will help you write your resume, self-recommendation and essay	15
VI. SCHOOL INFORMATION.....	18
VII. SAT AND SUBJECT TESTS DATES.....	19

I. SENIOR CHECK LIST

August

- () Discuss your course load, college plans and test scores with your high school counselor.
- () Request college applications; define to which universities you are going to apply online, by paper or through the common application.
- () Be clear on all the admission requirements for all universities you are applying.
- () Register for the SAT or TOEFL, if necessary.
- () Continue to search for scholarships and ways to pay.
- () Stay organized: file copies of applications and correspondence. Keep your calendar up-to date tracking important dates and deadlines.

September

- () Find out which financial aid applications are required at your choice colleges.
- () Ask for letters of recommendations to include with your applications or scholarships. Print the Teacher Evaluation Forms and the School Report Form. And Give it to the teachers and counselor.
- () Work on admission essays.
- () Attend college fairs.

October

- () Take the SAT
- () Register for SAT Subject test if necessary
- () Early Decision candidates should complete college applications.
- () Stay organized

November

- () Continue completing your college applications
- () Early Decision deadline is often November 1 or 15
- () Determine which financial aid forms the colleges on your list require – when in doubt contact the Financial Aid Office (FAO).
- () Be sure you send the SAT and TOEFL scores to the colleges you are applying.
- () Search for additional sources of financial aid.
- () Give the school counselor all college addresses to send your transcripts.
- () Complete school applications ideally by December 1

December

- () Complete school applications ideally by December 1

- Stay organized.
- Complete your FAFSA (if US citizen), don't send it until January 1st.

January

- Submit FAFSA
- Fill out and submit required financial aid forms. Follow instructions and make copies.

February-March

- College decisions start rolling in
- Respond quickly to college requests for additional documentation.

April

- Carefully analyze your letters.
- Make a decision, most colleges request your reply by May 1st, and send your tuition deposit and intend to register, or any other form needed.
- Register for Advance Placement tests.
- Mark your calendar with important deadlines. (housing, meals, transportation, financial aid)

May

- Notify the school counselor the college you choose so school will send the final transcript to college.

II. APPLICATION PROCESS

2.1. Tips for the application process

Getting Started

- Set up a folder for each application. Keep all material relevant to each college in its own folder.
- Review all application materials as they arrive. Set up a schedule for completing them. Completing applications is not much fun, and you may be inclined to put off this task as long as you can. Procrastination is risky. There is a lot to do, especially if you have several essays to write. You may not do the application (and yourself) justice if you leave it to the last minute. Remember: Leave enough time for correcting and revising.
- Make two or more copies of the whole application to use as rough drafts and extras in case you make a serious error and ruin the original.

Completing the Application Process

- Review the application and its directions completely before you start to work on it.
- Work on your rough draft in pencil so that you can make changes easily
- Be accurate, honest and neat. Spell correctly and use good grammar
- Although for neatness and legibility it may be better to type the factual sections of your application form, typing is not required. If you believe you can do a neat, legible, and accurate job completing it by hand, go ahead. Be sure to print legibly in ink. Black ink is often preferred because it copies clearly in copy machines.
- If possible, type your essay question responses.
- At your request, the College Entrance Examination Board sends the official records of your entrance test scores directly to the colleges. Do not send a photocopy of your own test score report unless requested to do so. Sometimes, a college accepts a photocopy as a mean of obtaining preliminary information, but it will require the official report to make an official offer of admission
- When you have completed your application, ask someone to review it and check it for errors. Keep one extra blank copy on hand in case you need to redo it.

2.2 Terms You Should Know

Early Decision – a program under which a student receives early notification of a college admissions decision

The student must agree in advance to enroll if accepted. Students may apply early decision to only one college; it should be a clear first choice. Application deadlines or early decision are usually in November, with decision letters mailed by mid-December. Students who are contemplating applying under the early decision plan should do all of their admissions tests (SATI, SATII, TOEFL) by the end of their junior year.

Early Action – a program that gives students early notification of a college’s admissions decision.

Unlike early decision, the early action plan does not require a prior commitment to enroll if accepted. Early action, far less common than early decision, is primarily associated with schools such as Brown, Harvard, MIT, Georgetown, Boston College. Students may apply to more than one school under the early action plan. An applicant accepted under early action usually has until May, the candidate's reply date, to respond to the offer of admission.

Rolling Admissions – *a policy under which a college considers applications almost immediately after receiving them.*

Decision letters are mailed within a month after the application is filed. Colleges with rolling admissions continue to accept applications only until the class is filled, so it is best to apply early.

Open Admissions – *a policy under which any applicant with a high school diploma is accepted.*

At state universities that have this policy, open admission is usually limited to state residents.

Waiting List – *a list of students who are not initially accepted, but who may be depending on the number of accepted students who enroll.*

Most colleges ultimately accept only a fraction of the students on the waiting list who are notified during the summer.

2.3. What Colleges look for in an Applicant

Proven Academic Achievement: The most important factor in the college admissions decision is your academic transcript. Colleges are looking for strong grades in an academically challenging program. Specifically, they will be looking at the types of courses you have taken, the number of courses, the level of courses and the grades you earned. Did you take the most challenging academic program that you are capable of handling? How did you perform in the courses you have taken?

Standardized Test Scores: The amount of weight placed on standardized test scores in the admissions process varies from college to college. Standardized scores provide colleges with a measure to compare students from different schools. As a general rule, the more selective the college the more important test scores are, due to the rigorous and academically challenging programs offered at selective institutions. It's important to keep in mind that standardized test scores are only one of many factors that college admission officers consider when evaluating an application.

Extracurricular Involvement/Work Experience: Here the emphasis is on quality rather than quantity. College admissions officers are not interested in a list of ten activities with little time commitment and involvement. Admissions officers are looking for those students who have invested their time, energy and commitment to pursuing one or two activities in –depth. In short, admission officers are looking for those individuals that will make a genuine commitment to their college community.

Essays: This is the part of the application that students often rush to complete. The essay is a critical factor in the admissions decision and, it is entirely under your control. Take the time to think about and write an essay that demonstrates your writing ability and makes your application “come alive”. The essay is your golden opportunity to let them know more about who you are, what you value and what your future goals are.

Interview: Some colleges require or recommend an interview while others do not. For some schools, the interview is provided solely to inform you about the college and provide you with an opportunity to ask questions. For other schools, the interview provides admissions officers with additional information about you and your future goals. Depending on the school, this information may or may not be used during the application decision-making process.

School Recommendations: The school recommendation is written by your college counselor. As your primary advocates, we attempt to present an assessment which is fair and accurate and which emphasizes achievements and talents. This comprehensive letter includes information about academics; extra-curricular involvement; and, most importantly, a sense of the character of the applicant. All recommendations remain confidential to ensure integrity.

Teacher Recommendations: Each College has its own specific requirements for teacher recommendations, but in most cases two are requested. Some colleges are very specific and ask for recommendations from teachers in certain disciplines. The teachers you choose to write your recommendation should be from your junior and/or senior year courses and should be able to speak to your abilities and accomplishments both in and outside the classroom.

The Application Itself: Presentation is everything! Never work on an original application before completing a draft copy with your college counselor. Neatness and clarity are important. The appearance and content of the application will reflect a great deal about you, therefore, it is very important that you invest time and thought into each application. Unless otherwise stated, you should always type your application.

Special Talents: Admissions officers are looking for unique individuals, students with special talents or experiences that set them apart from other candidates: outstanding musicians, writers, actor, athletes and editors. Colleges are looking for individuals whose unique talents will make significant contribution to their college communities.

Outside Recommendations: These recommendations can sometimes be helpful to support your out-of-school activities or work experience.

Legacy Status: At many colleges the daughters and sons of alumni receive special consideration in the application process. Although legacy status is not a guarantee for admission, alumni children usually get a “second look”.

2.4 Common Parts of an Admissions Folder

1. **Application:** Most can be downloaded from the computer or actually completed online. If this is not an option, many schools in the U.S. accept the “ Common Application” which is available on line. If neither of these applies, you can obtain one directly from the college. Request one early to allow for international mailing! The application must be done neatly, thoroughly and with extensive thought. You must proofread it many times and ask others to do the same for you.

You should always keep a copy of your completed application for your records.

2. **Test Scores:** Standardized tests give the college some foundation to compare you to other applicants. These should be reported directly from the testing service. Many colleges/universities will not accept copies of the scores submitted by the high school.
3. **Essay:** The essay is your chance to capture your individuality and present it to the admissions officer. While it is important to show your talents and accomplishments, be careful not to come across as bragging. Being an international student may set you apart. The admissions committee will want to know how that experience has affected you and how you used that to develop your own sense of self.
4. **Recommendations:** Your teachers are great source of information for the admissions officers. It is strongly suggested to submit at least two letters of recommendation for every application, whether required or not.
5. **Transcript:** you must request a transcript to be mailed with your application. Be sure to complete a form for each application, which is turned into the counseling office.
6. **Application Fee:** It is your responsibility to make sure that the application fee is paid at the time of application.
7. **Additional Materials:** Some colleges will allow you to add extra material if have outstanding talent or if you are an accomplished musician, artist, writer, etc. It is not necessary that you are going to major in that area but that you continue to be involved at some level.
8. **School profile**
9. **Mid –year report: most selective schools will require a mid-year report be submitted by the counselor regarding academic progress during the student’s seniors year.**
10. **All non-American students who apply to a college or university in the U.S. must complete the following requirements:**
 - a. **Proof of funds:** A statement from a bank official is required that will provide proof that the parents have sufficient funds that will cover the college expenses.
 - b. **I-20 form:** each university/college will issue an I-20 form to students who are accepted to their school and agree to attend.
 - c. **Student Visa:** The American Embassy will issue a visa to individuals with a valid I-20 Form.

III. COLLEGE ESSAYS

It seems that no task in the entire admissions process causes students as much anxiety as does the writing of the application essay. Applicants know that a poor essay can weaken the effect of strong grades and SAT scores. On the other hand, a good essay can strengthen the application that might suffer from a less than dazzling academic record.

Good essays are important for a number of reasons. They offer the university and opportunity to become acquainted with you in ways different from your grades, test scores, and other objective data. They animate the writer as a real person, someone who is unique and worth knowing. They help college admissions officers determine how well students are suited for college life in general and for individual schools especially. When your essay conveys a dynamic, honest, and self-motivated image, you definitely improve your chances for acceptance.

3.1 Tips for Writing College Essays

- Leave enough time so that you can write several drafts. Meet with your English teacher or college counselor for feedback on your essay before the final draft.
- The opening and closing of your essay are critical. Use a “grabber” in the first paragraph. Say something about yourself that will make the reader want to know more. Keep in mind that the admissions officer might be reading 50 essays a day – so you want yours to stand out and grab the reader’s attention from the very first sentence. Then at the end, consider returning to the attention – getter that you used in the opening (if you opened with a quote, close with one, or refer back to it; opened with a startling statement? Close with a reference to it, or another one). This is a very effective “trick” that makes your essay ending polished and impresses the reader. Whatever technique you choose, remember this: a conclusion is powerful. It should be persuasive and memorable – don’t “tack it on” at the end. This will spoil your essay.
- Give your reader a “Big Idea”, that is, tell them what your essay has to do with the larger world and other issues that might be relevant to our lives. Readers will love this; it will make them feel like they did not waste their time reading.
- Don’t try to write what you think the admissions committee wants to hear. Readers are not looking for something in particular; they want to learn more about who you are. In many cases, the admissions officer will not be able to personally interview you, therefore, the essay should make the reader feel as if he/she has personally met you and learned something of value and memorable about you.
- Do read the directions carefully. You will want to answer the questions as directly as possible, and you’ll want to follow word limits.
- Do focus on an aspect of yourself that will show your best side. You might have overcome some adversity, worked through a difficult process, or profited from a specific incident. A narrow focus is more interesting than are broad-based generalizations.
- The topic doesn’t have to be dramatic or bizarre or unusual. You can write about the most ordinary daily activity, or a story you read. (The dean of admissions at an Ivy League School reported one year that the best essay of the year was entitled “Five Minutes

Waiting in a Gas Station”). It’s what you learn and observe or how you’ve changed that count. The admissions officer wants to get a better sense of and understanding of you.

- Never use the essay to tell why you have such poor grades, or how you know your next term will be better. An essay of excuses, no matter how valid, highlights your weaknesses. Your essay should always lead from your strengths. If you feel you have a good explanation for poor grades, discuss it with your guidance counselor – he or she is the one to tell the college excuses, not you.
- The more selective the college, the more emphasis is usually placed on the essay. Good colleges expect good writers.
- Be positive about yourself without bragging. Avoid self put-downs.
- Avoid dull lists of extracurricular activities, offices held, awards won, or countries visited.
- Use “I” to express a thought, not “You”.
- Most important: remember that English isn’t just for English class! Apply the good writing skills you have learned in class and use all standard rules of good writing skills you have learned in class and use all standard rules of good writing. Don’t try to impress the reader by using big words you looked up in a Thesaurus – you may use the word inappropriately and you risk having the essay sound stiff and insincere.

3.2 Sample University Essay Questions

Common Application

- Evaluate a significant experience or achievement that has special meaning to you.
- Indicate a person who has had a significant influence on you and describe that influence.
- Discuss some issue of personal, local, national or international concern and its importance to you
- Describe a character in fiction, a historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

Johns Hopkins University

- If you could have any question answered, what would it be and why?
- If you were elected President of the United States, what would you change first and why?

University of Pennsylvania

- If you were given the opportunity to spend an evening with any one person, living or deceased, or fictional, whom would you choose and why?
- You have just completed your 300-page autobiography. Please submit page 217
- Please cite and discuss a quotation, phrase or statement which has had an influence on your life.

Bryn Mawr

- Science and technology seem to give with one hand even as they take away with the other; we receive benefits that previous generations hardly dared to hope for, but all too often at the cost of dangers they never had to fear. Use your own acquaintance with modern advantages and disadvantages.

University of Chicago

- Tell us about a formative encounter in your life, with a book, a teacher, an idea or theory, a work of art, stories heard from your grandmother, a film, a painting or even a hospital stay.
- Write about a pilgrimage you have made or dream of making. Feel welcome to stretch the meaning of the word “pilgrimage” in your essay.

Brown University

- We ask you take this opportunity to tell us something about yourself that would help us get a sense of who you are, how you think, and what issues and ideas interest you most. Your statement should be done in your own handwriting.

Massachusetts Institute of Technology

- Tell us about an opinion you have had to defend or an incident in your life which placed you in conflict with the beliefs of a majority of people and explain how this affected your value system.

Cornell University

- Think about something you never did in high school but wish you had done. Now imagine your time at Cornell. Propose taking up something daring and new, and describe how it might affect your life.
- “A stone, a leaf, an unfound door”, *Look Homeward, Angel*, Thomas Wolfe. Write about three objects that would give the admissions selection committee insight into who you are.

New York University

- Identity and culture are clearly intertwined. How has your experience of culture influenced the development of your own personal identity?
- Describe a situation where your values and beliefs were challenged. How did you react?
- Select a creative work – a novel, film, a poem, a musical piece, a painting, or other work of art that has influenced the way you view the world and the way you view yourself. Discuss the work and its effect on you.

College of William and Mary

- In his song, “Growing Up” from the album *Greetings from Ashbury Park*, Bruce Springs teen sings, “when they said ‘sit down’, I stood up”. Discuss a time in your life when you “stood up”.

University of Southern California

- Tell us a story which will help us to know you better. Illustrate one or more themes, events or individuals that have helped shape you. Be clear and forceful.

Stanford University

- Jot a note to your future college roommate relating a personal experience that reveals something about you.
- Sharing intellectual interests is an important aspect of university life. Describe an experience or idea that you find intellectually exciting and explain why.

3.3 Sample Essays

Self-Portrait

“You are a DREAMER (SIAF) – reserved and imaginative. You are basically the shy, silent type. You don’t have much interest in facts and figures or most of what’s going on around you, but the internal worlds you build for yourself are rich and complex. Luckily, your creativity and strong heart mean you have a deep personality evident to anyone who gets to know you. It’s just that not many people do, because most everyone thinks you are a loser. Talk to yourself less, other people more, little shaver.”

Above is the result I got when I took an online personality test – a shy, independent, creative loser. A person who can’t allow her true self to shine through, except with difficulty, and only to close friends and her mom. A person more emotional than rational. But though the general conclusion arrived at by the test is about right, there is so much more to the self impossible to define on paper. “Who am I?” is a question often in the teenage mind, but no man can really know the full answer to this question, so how can anyone capture the essence of herself in a three hundred word essay? I am a malleable person, and I like to think I always see both sides of an easier way to describe myself is through the things that mean the most to me. Then I am the thick goop of oil paint being pushed slick across a canvas. Or laughter at a family joke. Or the sounds of Chopin emerging from our upright piano. Or dew drops on leaves. In other words, I am the junction where all my experiences converge, but few people truly know me, although I would leave out the loser who talks to herself part.

My theory of this hidden personality is that it arose because of my lifestyle, attending seven schools, five countries, nine moves, the daughter of a diplomat. I read an article once which claimed that children who often move usually “adapt” their personality to fit the new surroundings much more than the child who lived in one house eleven years before moving. But having an easily sculpted mind has its advantages. Concepts and ideas are more readily

embraced, or at least understood. The people in the international world can often have a very different point of view than the ideas that are the norm in the U.S. Magellan? The great, heroic explorer? In the Philippines there is a statue commemorating the man who killed him, and not because the people are memorializing a savage, but because he saved the islands from the imperialistic intruder. Another product of being exposed to this menagerie of experiences, I suspect, is a deep appreciation for the world around me. I try to be like Walt Whitman; I look for the beauty in the world around me, and find it in the supposedly mundane: the antennae of an insect, or the brushstroke on a whitewashed wall.

Living overseas consisted of a number of individual experiences which have truly affected and molded me. When I was five years old I lived in Beijing, near Tienanmen Square. Apparently, I saw some of the massacre there, although I remember little other than crouching in a hallway because it was the only part of our apartment which had no windows stray bullets could fly through, and then being evacuated. But my experiences must have molded me so that I feel empathy for every living thing, from the students who died that fearful night in Beijing, to the twelve year old Palestinian boy killed in the riots erupting around me here in Israel, to the cockroach a whole classroom of stamping feet are trying to kill, simply because it is “gross”.

There are many more facets I could add to this self-portrait, but I can’t pretend that I understand all of them myself. Who can? I feel that I still have a lot of room left to grow into. I may be malleable, but no one can convince me to do something I believe is wrong. I may be sensitive, but I refuse to simply weep over the world and do nothing else to change it. I may be sensitive, but I refuse to simply weep over the world and do nothing else to change it. I may be a Dreamer, but if you look hard enough, I don’t hide everything from others, as the online definition claims. I don’t pretend to understand all the dreams that flit through my head, but they are welcome ones.

Standing Up

On September 28th, violence erupted in Jerusalem, as Palestinians protested the visit of Ariel Sharon to the Temple Mount in the Old City. I believe that General Sharon knew that his visit, during which he was accompanied by Israeli soldiers and police, would ignite violence between Israelis and Palestinians. In my discussions with my friends about the conflict, I discovered I am only one of the few in my school who believes this. I am American and Christian, but since my birth in East Jerusalem, I have lived mainly among Muslims in Egypt, Pakistan, and Turkey. I have grown up with Muslim children, and many of my best friends are Egyptian. Now, I live in Israel and the majority of the students in my school and many of my new friends are Jewish. Many, if not all of them, believe that Israel is justified and right in the steps it is taking to control the Palestinians. For the past several weeks, I have found myself in the center of arguments defending what contradicts the mindset of most of the Israeli and even non-Israeli students with whom I go to school. I am often surprised at how little they know about their neighbors and their problems.

I listen to many statements which I believe lack understanding and insight, and I feel a strong need to present a viewpoint based on my experiences in the Arab world. However, I think back and I see how one-sided both groups are in their thinking, the Arabs as well as the Israelis. I am shocked when my Jewish friends do not even consider the point of view that I heard in Egypt, for example. As they quickly reject my comments, I realize that I have to defend a people they easily accuse. I am older now, and I think I have learned more about the region. I understand that the arguments I heard from my friends in Cairo were just as biased as the ones I am thrown into now. However, I do not criticize either side. I believe that all my friends have the right to voice their political opinions. Yet, this school's strong bias is against my voice. It calls for me, because of my upbringing, to stand up in a classroom debate, or a lunchtime

argument, and defend a people whose actions I believe cannot simply be called "terrorism".

During these times of turmoil my Egyptian friend in Cairo calls me. She is scared for me and wants to make sure I am all right. We discuss what is happening in my school. She supports my point of view, and she gives me courage. The last time she called, she had finished a conversation on the phone with a friend who lives in Ramallah. The girl was hiding in her basement with her family because the city was under attack. Ramallah, the city which underwent an Israeli helicopter missile strike that day, is an hour's drive from my house. I heard the helicopter fly over my school as I laughed and talked to my Jewish friends during soccer practice. I did not know that those helicopters were armed with deadly missiles and were headed to Gaza and Ramallah to destroy Palestinian political headquarters. I also did not know about the lynching of Israeli reservists earlier in the day, the event which led to the Israeli attack.

I am scared for my Israeli classmates, for my friends in Egypt, and for the children in Palestine. As I delve into heated discussions with my peers. I recall that next year many of my Israeli friends will begin to serve their compulsory service in the Israeli army, while my Egyptian friends will continue their education and learn to be leaders of their country. But when I see the images of young Palestinians on the news throwing stones, I wonder what their future will be and if they will one day live without violence. This is what I want my Israeli friends to understand. When they tell me to sit down, I stand up. This is my chance to be the voice for the other side in the hope of peace, and I will stand up.

On Most Days

On most days we find it easy to ignore the standard notices that appear on the back of every classroom door advising students and teachers what to do in the event of an air raid or terrorist attack. A fence encircles the American International School in Israel, roping it off from the rest of the world as a bubble of affluence and security. In a country riddled with mounting tensions, festering demands, impending ultimatums and sporadic outburst of impassioned violence, AIS students appear sheltered from the commotion in their alcove of tranquility. Such is the case on most days. On most days the fact that we are instructed not to leave our backpacks around unattended because they might be confiscated and blown up for fear of bombs, remains peripheral in our minds. On most days we can take comfort in the knowledge that if we hear a loud, reverberating, explosive-like sound it was probably a construction boom from a nearby site. On most days.

But then days arise that penetrate the spaces in our chain link fence and shatter this cocoon of placidity. Days of terror like a certain Friday last spring.

It was Purim, the holiday commemorating the deliverance of Persian Jews from massacre, and our school was marking the day with a show and carnival. Joy in its most exuberant and innocent form radiated from the faces of elementary school children performing synchronized dance moves to music blaring from the gymnasium speakers. The energy emanating from the gym that morning created a mood of euphoria, which lingered on through the afternoon. Sitting in Spanish class the second to last period before the weekend I found myself carried away by the carefree spirit and drifting off into a pleasant daze when I was suddenly brought back to reality. Ms. Shapira, another teacher, had rushed into the class, her face contorted by distress and anger. An effusion of panicked Hebrew issued forth from her lips and was echoed by frantic gesticulations with her arms. Her following

one word translation, “Bomb!” was unnecessary, as the reaction I saw on my Spanish teacher’s, Sra. Cohen’s face, had already conveyed the news.

During the reining hour and a half of school I, along with everyone else, struggled to deal with shock at the attack and its horrifying immediacy as new information on the bombing gradually became available. A suicide bomber had detonated three kilograms of TNT in a downtown Tel Aviv café, killing three women, one of whom was pregnant. Ms. Shapira told us her son usually spent his Friday afternoons there but for some reason had chosen not to go that day. My entire Spanish class rushed forward to hug and comfort Sra. Cohen who tried to hold back tears at thoughts of her son. He, as we were well aware from the tales of motherly distress Sra. Cohen had shared with us recently, had just entered the army for his mandatory tour and might be endangered by an escalation of the conflict. Hugging her, a person I felt so close to and who was directly affected by the bombing. I was struck by the immediacy of the attack and overwhelmed by a range of emotions from outrage to fear to depression at the utter futility and injustice of the entire situation.

While days like that one had comprised the worst of my experience in Israel they are also the ones that will always bond me to this country. It was in those moments of panic and vulnerability, when the fence of AIS was rendered defenseless, that I, as a non-Israeli and a non-Jew, came to understand the society in which I have been living. My first-hand exposure to terrorism allowed me to comprehend how penetrating the effects are of having the threat of an attack omnipresent in daily life, how the destruction and bloodshed of one day pillages the sense of stability and security that should accompany the uneventful calm that exists on most days.

IV. PARTS OF YOUR PERSONAL RESUME

Name:

Address:

Nationality:

Languages Spoken:

Educational Experience:

Academic Interests:

Positions of Leadership and Responsibilities:

Work Experience (If applicable):

Volunteer Work:

Hobbies and Extra-Curricular Interests:

Awards and Honors:

V. THINK ABOUT YOURSELF

4.1 Questions that will help you write your resume, self-recommendation and essay

Name: _____ Date: _____

1. Fill the Student Activity Sheet
2. How have you used your time out of school? Example: hobbies, organizations, community service, etc.

3. Have you held any jobs? If so, state dates of employment and approximate hours per week.

4. Describe what you believe are your personal and academic strengths and weaknesses.

5. In what areas do you feel a need to improve?

6. Do you feel that you have worked up to your potential in high school? _____. If not, why not? What is an accurate measure of your work? Are there any outside circumstances that have kept you from doing your best work? Please explain any lows in your record during these high school years.

7. What has been a rewarding academic experience for you during these high school years?

8. What three words would you use to describe yourself?

9. What personal characteristics do you possess that separate you from others? (Remember that you should be comparing yourself to United States students of your own age if you are applying to U.S. schools) What unusual personal experiences have you had compared to other people your age?

10. Describe the extent of your international experiences: list countries you have visited and lived in and what you gained from the experience of living overseas.

11. Which languages do you speak fluently?

12. Write about two events that have had an impact on your life.

13. What are you most interested in studying in college? Why?

VI. School Information

Counselor's Name: Mariana Harnecker
Counselor's Email: mharnecker@mbs.ed.cr
Phone: (506) 2273 0024
Fax: (506) 2273 4609

School Code (CCBT/ACT): 834252

School Address in Costa Rica:
200m E, 200 m S, de la Iglesia Católica de San Ramón de Tres Ríos. Cartago, Costa Rica.

Mailing address in Costa Rica:
Apdo.4269-1000 San José, Costa Rica

Aerocasillas mailing Address:

Your name SJO 751
PO Box 025331
Miami, Fl 33102-5331

Aerocasillas street Address to receive packages:
Your name SJO 751
SJO 751 7979 NW 21st St
Doral, Fl 33122