



COLLEGE^{ED}

Grades 11/12 Educator Guide

College Planning and Career Exploration Program



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WELCOME TO COLLEGEED

What Is CollegeEd?

CollegeEd is the College Board's college planning and career exploration program for middle and high school students. It is a flexible, standards-aligned curriculum written by experienced Advanced Placement (AP) teachers, school counselors, and college planning experts.

The program guides students through the college planning and career exploration process using instructional lessons that reinforce and build reading, writing, research and presentation skills. The program provides students with information and tools they need to explore, plan for, prepare for, and ultimately attend and succeed in, college.

The program is flexible, allowing teachers to modify and extend lessons as appropriate for their class needs and school goals. We welcome educator feedback on every aspect of CollegeEd: your feedback will help the College Board improve the program in the future.

The CollegeEd and Roadtrip Nation Partnership

In collaboration with The College Board, RoadtripNation.org provides students with an innovative approach to self-discovery and career exploration.

RoadtripNation.org, an independent nonprofit organization dedicated to empowering young people to define their own road in life, developed three instructional lessons for Unit 1.

These lessons increase the relevance of academic and college planning and show students how the decisions they make now can broaden their opportunities to live a life based on what they love.



+



How the Lessons Are Structured

CollegeEd helps students develop core skills in reading, writing, and critical thinking, while learning how to explore careers and prepare for college. The activities and lessons were written by experienced Advanced Placement teachers, school counselors, and college planning experts with experience in curriculum writing and a strong commitment to rigorous academics as a path to college readiness and success.

The instructional lessons in CollegeEd are grouped into units, which are grouped into three themes: “Who am I? Where am I going? How do I get there?”

Lessons are designed to take students through a three-step process:

1 Concepts are introduced and framed for students through reading instructional text.

2 Students engage the concepts through Work Zone activities, individually and in groups.

UNIT 5 LESSON 2

What to Do and When to Do It

College Application Timeline

Before you begin any task, you need a plan of action and a timeline. College applications seem so overwhelming if you know what and when things need to be done. Use this timeline to get a head-start on the whole process. However, it is only a general guide and may not apply to all colleges. Check the specific requirements and deadlines of the college you are interested in. Use this timeline throughout the year to check on your progress.

September

- Meet with your counselor or a teacher to create your college list.
- Start writing your college essay.
- Make a checklist of all admission deadlines and requirements for your colleges.
- Set up campus visits and interviews.

October

- Ask for letters of recommendation.
- Finalize final draft of your essay and ask teacher/family for feedback.
- Research the financial aid application process to look for 2 of this book.

November

- Complete final draft of your college essay.
- Ask your counselor to send your transcript to the schools to which you have applied.
- Follow up to see if the people you have asked for letters of recommendation have sent them.
- Make sure your test scores will be sent by the testing agency to each one of your colleges.

December

- To up any home work with applications.
- Double-check to make sure that all parts of each application have been sent.

January

- The year financial aid forms are over so please after January 1.
- Check in with your colleges and send any other financial documents they require.
- Ask your counselor to send your midyear report if applicable to your colleges.

February

- Contact colleges to make sure that they have received all application materials.
- Take a breath! Keep up the hard work and don't fall victim to "senioritis."

March

- You will start to hear from colleges. Read everything you receive carefully and respond as timely as you can.

April

- Most admission decisions arrive this month.
- Compare financial aid award letters to see where you stand financially.
- Speak with your family and counselor about the possibilities. Decide where you will attend college. Notify that college.
- If required, send in the tuition deposit to your selected college.
- Notify the other colleges of your decision.

May

- Focus on your finals and AP Exams.
- If you are planning to live in college housing, send in the required housing deposit.
- Thank everyone who has helped you through the process.

June

- Ask your counselor to send your final transcript to your colleges.
- Enjoy the graduation festivities! You have earned it!

WORK ZONE

Use the To-Do List below to personalize the timeline above to aid you in the application process.

To-Do List

- Circle the results in which you have many tasks to complete.
- Highlight the tasks that require you to seek out support. Set specific deadlines for the tasks and mark them in the timeline.
- Add a checklist next to each entry as you complete the task.

Which of the tasks do you think will be most challenging for you to accomplish? Why?

HOW DO I GET THERE?

Select one of the more involved tasks from the timeline above. Use the chart below to elaborate on what you need to do to accomplish it.

WHAT?	WHO?	WHERE?	WHEN?	WHY?	HOW?

70 UNIT 5 LESSON 2

What to Do and When to Do It 71

Student Workbook, Unit 5, Lesson 2

UNIT 5 LESSON 2

Teach the Text...

Monitor Comprehension

Gathering information about your activities can be overwhelming for students. Make a chart with the following heads: Hobbies, Jobs, Clubs, Sports and Leadership Roles. Have students list the activities that fall into any of the categories. Remind students to talk to their family, teachers and mentors to be sure they include all the activities.

DIFFERENTIATE INSTRUCTION

English Language Learners

Discuss with other students what activities and clubs they will include in their application. Make sure students understand the idiom “Keep your hands in the soup.”

First Generation Students

Students may be unfamiliar with the amount of information they need to provide about their activities on their college applications. Explain that it is necessary to spend significant time brainstorming about their involvement in school, local, church and family communities.

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Proficient learners can complete the chart independently. Provide replicated copies of the chart should students plan to apply to more than three colleges.

Struggling learners

Complete the first column of the chart as a group. Using a list or state college as an example. Distribute informational material about the example school and assist students as they locate important dates and application information. Then have students fill in the remaining two columns in small groups. Circulate among students to monitor progress.

HOW DO I GET THERE?

LINK TO COLLEGEBOARD

For an online extension of this lesson, go to the Collegeboard website.

Extensions

Interview a family member or trusted adult to find out more about your own gifts and talents. Develop five questions you can ask to learn more about how your family member has reached you develop your abilities. Examples include:

- In your opinion, what is my strongest academic asset? Why?
- Can you describe a time when I handled a setback or disappointment well? What happened and how did I behave?
- In your opinion, what is one thing that has changed about me as a result of my participation in extracurricular activities? How did I change?

Remind students that these types of questions can help them reflect on their identity and how they have grown and changed throughout high school.

Students should be able to:

- create a personalized schedule and task list for college applications.
- make a list of extracurricular activities, including clubs, sports, jobs and lessons to include in their applications.
- identify whether or not they will need supplementary materials for the programs to which they will apply.

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UNIT 5 LESSON 2 73

Educator Guide for Unit 5, Lesson 2

Lessons Lead to an Enduring Understanding

CollegeEd’s activity based lessons help students achieve an Enduring Understanding of the topic at hand. For example, the two lessons in Unit 5: *Getting Started with the Application Process* address the objective:

Students are introduced to the “big picture” of the complete college search and application process, spanning junior/senior year; identify what has to be done and when; learn how to manage the process.

UNIT OBJECTIVES

- Explore the college search and application process, focusing on key milestones and deadlines.
- Review what colleges require applicants to do and when.
- Learn how to manage the college search and application process.

Introduce the Unit

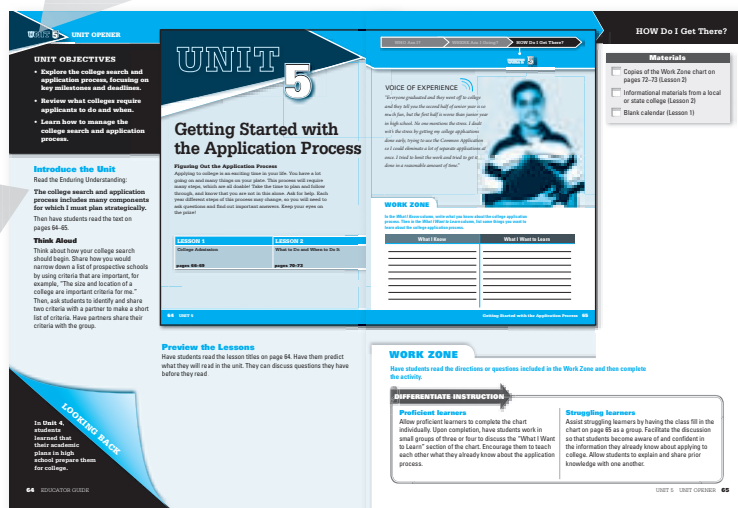
Read the Enduring Understanding:

The college search and application process includes many components for which I must plan strategically.

Then have students read the text on pages 64–65.

Think Aloud

Think about how your college search should begin. Share how you would begin. Share how you would narrow down a list of prospective schools by using criteria that are important, for example, “The size and location of a college are important criteria for me.” Then, ask students to identify and share two criteria with a partner to make a short list of criteria. Have partners share their criteria with the group.



Educator Guide for Unit 5, Opener

Students will come to an Enduring Understanding, such as: The college search and application process includes many components for which I must plan strategically.

At a Glance: The Student Workbook

Introduction

Students are introduced to CollegeEd in a four-page “Welcome” lesson. They learn why it is important to prepare for college now, are introduced to Roadtrip Nation and do some preliminary reflection on who they are and where they are going. They learn what they will do during the course of the CollegeEd program.



Sections

The student workbooks are divided into three sections:

WHO Am I?

WHERE Am I Going?

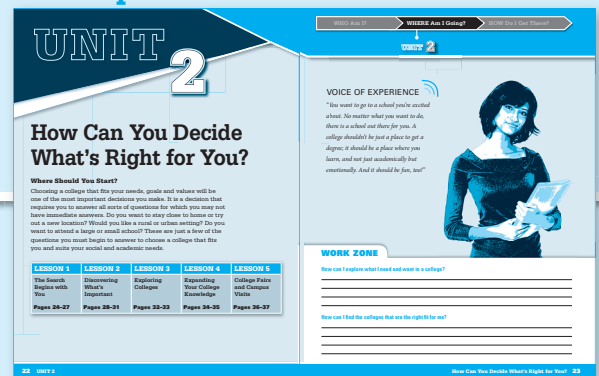
HOW Do I Get There?

Section Opener



Section openers frame the concepts that will be covered in the units that follow.

Unit Opener



Units provide the titles and page numbers of all the lessons in the unit, preview what the unit will cover, provide a Work Zone where students will generate their thoughts, and feature a Voice of Experience—a quote from a high school or college student related to the topic at hand.

[illegible]

Work Zone The lower portion of each page has a Work Zone where students will write reflections and essays, answer questions, brainstorm, record results of research and engage in other activities designed to further their mastery of the concept being covered. With a few exceptions, Work Zones can be done in class without any additional resources or materials.

Lesson features include Know Yourself questions; Tips; and Did You Know? statistics.

- Getting to know yourself might take a little time.
- Try sitting down with a friend and interviewing each other. Here are some questions you might ask each other:

- Do you enjoy talking to people you don't know well?
- How would you feel about exploring a new city?

Be creative and think of interesting things to ask each other. You might find out things you never knew... about yourself.

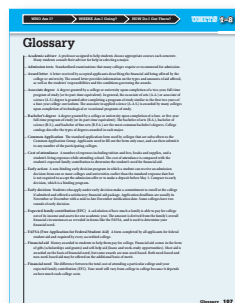
College deadlines
are true deadlines.
They are not
suggestions!

Most high school counselors publish a regular scholarship newsletter for students and families.

[illegible]

Glossary

A glossary of key terms is provided at the end of the workbook.



At a Glance: The Educator Guide

Unit Background

You don't have to be an expert on college planning to teach CollegeEd. This section provides helpful, current and authoritative information about the unit topics that will be covered.

Enduring Understanding

The Enduring Understanding that students should grasp by the end of their work on a unit is presented at the very top of the Background spread. The Enduring Understanding is not stated in the student materials, but there are many ways to ensure students have grasped the point of their exploration of each lesson.

Unit Objectives

Each unit has a clear objective, which is stated here (it is also reiterated in bulleted form on the unit wrap).

Background Information

Brief, current information on each lesson is provided. Most backgrounders cover material not covered in the lessons themselves—statistics, current trends and more that may be of use. The background information is supplemental: we provide it because not everyone teaching CollegeEd is an expert on college or career planning and may want a quick overview of the college planning and career exploration landscape.

BACKGROUND ON

UNIT 3

ENDURING UNDERSTANDING: There is a process I should follow to make my final college choices.

Time to Make Choices

UNIT OBJECTIVES

Students learn how to explore colleges in depth; align their interests and academic profile to specific colleges; understand the concept of "reach," "safety" and "likely"; create their college lists.

LESSON 1

Creating a Short List of Colleges: Students reduce the results of their research to a manageable list of colleges they will most likely apply to. Students learn what accreditation is, why it's important and the difference between institutional and program-specific accreditation. They learn what colleges look for, and how to assess their chances of admission.

- Prioritizing college choices should not be done alone. Students will have several "must haves" and "like to haves" in what they are looking for in a college. They should ask for as much help and advice as possible from people whose opinions they trust to help them rank-order what they want and need. Keeping the concept of "fit" in mind will help balance facts and gut instincts, all of which point to the right choices.
- Advise your students to ensure that they are applying to accredited colleges. Only colleges accredited by an agency recognized by the U.S. Department of Education may distribute federal financial aid dollars. Accreditation ensures credits will transfer to other colleges or to graduate schools, and that the college is financially sound. There are many types of accreditation. All colleges profiled in College Board directories and Web searches are accredited at the institutional level.
- Students should know what the colleges they are considering look for in successful applicants, and the relative importance of the different factors considered by the admission officers at those colleges (grades, test scores, etc.). This information can be found in the college profiles displayed in college search programs and directories like the *College Handbook*. Point your students to the GPA, class rank and test score ranges of admitted freshmen that are also provided in these profiles. This information will help your students know what their applications should include and convey. They will also be able to gauge their chances of admission and focus their efforts accordingly.

LESSON 2

The Right College for You: Students match their personal and academic profiles to the colleges they are investigating and identify those that are safety, reach, or likely.

- In general, students should apply to several colleges, including one or two where they believe they will definitely be admitted (“safeties”), somewhere they probably will be admitted and some that are a reach.
- Per the American Freshman: National Norms 2008, a project of the University of California, Los Angeles, about 78 percent of students get into their first-choice college. In general, colleges are looking to admit students, not to deny them.
- What do colleges look for? When reviewing applications, colleges look for indications that students can do the work, and will thrive at their institution. Most colleges weigh academic factors (grades, test scores, classes taken, writing samples, recommendations) more heavily than personal ones. Among the personal factors that come into play are talents; extracurricular activities; first-generation status; alumni status; area of residency; religious affiliation or commitment; and level of interest. The latter refers to how interested a student is in a particular college—visits and e-mails to the deans of admission are indications of a high level of interest.
- Final selections should be based on priorities, practicalities and the impressions gained from visits, interviews, etc. Advise your students to keep good files on the colleges they explore—that will make it easier to weigh the variables. Cost will be a big factor in their minds, but it is important for students and families to remember that the true cost of a college is unknown until the financial aid package arrives with the acceptance letters. A college that looks like a good match should not be ruled out on the basis of the “sticker price”—if that college really wants a student to enroll, it will try to offer enough financial aid to make that possible.

LESSON 3

Looking Forward and Giving Back: Students learn to look beyond school for self-development. They learn how jobs, internships and community service enhance their college applications.

- Internship opportunities for high school students do exist, and students can contact local employers to work as interns. It is unlikely such internship opportunities will provide payment. The experience of working in a company, working with different people, learning to work in a non-school environment—that is the payment.

Engaging Families

Encourage parents to research schools with their child. Discussing college choices gives parents time to connect with their children and share dreams for their futures.



Portfolio Opportunity

Pages 39, 44, 46, 48

PreWORK

Prior to Lesson 2, students must research potential colleges. They can use resources in their counselors’ offices or on the Web. With the help of their parents or a trusted adult, students should develop a list of seven to eight colleges to which they may apply.

Engaging Families

CollegeEd encourages students to explore the process of college and career exploration with their families, and the program provides suggestions and gives recommended strategies for family engagement.



Portfolio Option

Many educators who teach CollegeEd have their students build college planning and career exploration portfolios. These portfolios can be especially valuable when students go through the actual college planning search and application process in their senior year. An icon in the Educator Guide indicates which lessons would be useful artifacts for a portfolio. Note: portfolio indicators appear only in the Educator Guide.

PreWORK

Some CollegeEd lessons can be delivered most effectively if students do some preparation, or “prework,” before the lesson is taught. If a lesson involves prework, it is noted here, with additional relevant information.

At a Glance: The Educator Guide

The Unit Wrap

The introduction to each unit can be taught as a lesson. The first page introduces the unit content. The facing page introduces a Voice of Experience and invites student reflection in a Work Zone.

Introduce the Unit

The Enduring Understanding, or what students should internalize through the lesson, is presented. This feature does not appear in the student workbooks.

Think Aloud

This feature suggests ways a teacher might introduce the Enduring Understanding in class.

Preview the Lessons

This text suggests ways students can predict what they might learn in the lesson.

Looking Back

This text provides a summary of the prior unit.

UNIT 7 UNIT OPENER

UNIT OBJECTIVES

- Know the financial aid application process and timeline.
- Understand how "need" is determined.
- Evaluate how financial aid will affect their college options and choices.

Introduce the Unit
Read the Enduring Understanding:
Different ways exist to pay for college, and I can apply for financial help.
Then have students read the text on pages 88–89.

Think Aloud
Think about the Enduring Understanding with students. Emphasize that financial aid is available to everyone who needs it, but that it is up to students to fill out the forms and meet deadlines. Have partners discuss what steps they have taken to research financial aid and if they have applied for any scholarships.

Preview the Lessons
Have students read the lesson titles on page 88. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LESSON 1	LESSON 2	LESSON 3
Understanding Financial Aid	Understanding Scholarships	Understanding Your Options
Pages 90–93	Pages 94–97	Pages 98–101

LOOKING BACK
In Unit 6, students learned there is more to applying to college than filling out an application. They considered how to approach each part of the application process.

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WHO Am I?


WHERE Am I Going?

HOW Do I Get There?

UNIT 7

VOICE OF EXPERIENCE

"I used to be really stressed about paying for college, and then I learned that once you get into the college, more than likely they will help you pay for it."



WORK ZONE

How much do you think one year of college costs at a public school, such as a university in your state? How much do you think one year of college costs at a private school, such as Stanford or Duke? Write your estimates here.

Public school
Ranges from \$13,000 to \$18,000 for tuition and fees and room and board.

Private school
Ranges from \$30,000 to \$44,000 for tuition and fees and room and board.

Turn to a partner and compare your estimates. Are they similar? Are they far apart? Why do you think that is? Then compare your estimates with other students in a chart. How similar or far apart are they?

Finding the Money for College 89

HOW Do I Get There?

Materials

☐ Blank FAFSA (Lesson 1)
☐ Descriptions of local scholarships (Lesson 2)

Additional Resources

www.fafsa.gov
www.fafsa4caster.ed.gov
www.studentaid.ed.gov
 State higher education website

UNIT 7 UNIT OPENER 89

Materials

Very few CollegeEd lessons require materials of any sort, but if materials are needed or recommended, that is outlined here, with clear indication of which lesson needs the resource.

Additional Resources

Suggestions for useful print and online resources for educators are listed here.

Work Zone

Suggestions for differentiating the students' unit Work Zone activity are provided.

At a Glance: The Educator Guide

The Lesson Wrap

Essential Questions

The questions that students should be able to answer by the end of the lesson are listed here. These do not appear in the student workbook.

Preview the Text

This feature provides suggestions on how to introduce the lesson to students.

Discuss Words for Success

This section provides definitions of the Words for Success that are more detailed than those presented in the student workbooks. A glossary at the back of this guide provides additional definitions of more than 100 key terms.

Work Zone

Suggestions for how your students might utilize the Work Zone area are provided. If the completed Work Zone would be a useful portfolio artifact, the Portfolio icon appears. If a Work Zone activity yields right or wrong answers, the correct answers are provided here in gray italics.

UNIT 2 LESSON 3

ESSENTIAL QUESTIONS

EQ 1 How can I use the Internet to search for colleges?

EQ 2 What colleges interest me? Why?

Preview the Text

Have students scan the title and subheads. Ask students to discuss the difference between facts and opinions. **Say:** *What are some facts and opinions about your high school?* Have students list them on the board under the columns "Fact" and "Opinion." Discuss how accurate the facts are. Ask students how much validity they give to people's opinions.

DISCUSS WORDS FOR SUCCESS

Have students provide a list of **objective resources** and **subjective resources**. Keep a list on the board during their research.

Teach the Text

Read the text aloud as a class. Have students make a list of details they would like to know about prospective colleges. Encourage them to begin files to collect these facts so that they may be used later in their selection process. Discuss that college directories are a good print resource to use to find these kinds of facts about colleges.

UNIT 2 LESSON 3

Exploring Colleges

Resources for Exploring

There are many trustworthy resources you can use to research colleges. Each will offer something different. You should use them in different ways. Always use the right tool for the job.

Facts and Opinions

You'll first want to think about whether you're using an **objective resource** or a **subjective resource**. An objective resource presents "just the facts" about colleges and universities, and the facts can be very useful. Objective resources give you a good idea of the basics—quality of education, location and social and academic offerings. Subjective resources include opinions that various people have formed about the school. Subjective resources may be based on

or include students' or researchers' opinions about college features. They can give you a good sense of how people who really know the school feel about it. Ask your counselor what resources he or she recommends. You will probably want to consult both types of resources. Just be aware of what you are using.

The Facts

Some of the facts you can find out about a college are retention rate, graduation rate, faculty profile, test scores and admission requirements. The retention rate tells you how many students who enter the school choose to stay there. A high retention rate is a very good sign. The graduation rate tells you how many students who enter actually graduate from the school. This is important, too. A high graduation rate indicates that the school is attracting the right students.

WORDS FOR SUCCESS

objective resource: source of factual information	subjective resource: source of feelings and opinions
---	--

WORK ZONE

Write the name of a college that interests you in the left oval. Then think about and list in the longer ovals the objective information, such as number of students, you consider most important to know about that college.

University of Texas at Austin

Number of students

Achievements in sports

Test scores of freshmen entering the school

32 UNIT 2 Lesson 3

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow students to work with a partner to give estimates of more specific information based on the general examples of subjective and objective information they gave in the Work Zone. For example, the students might estimate that there are about 10,000 students at the college. They can conduct research outside of class or use college directories to confirm their estimates.

Struggling learners

Help students by having them write a question related to objective information, such as: *How many students attend the college?* They can then use the questions to list the general types of objective information they consider to be most important to know about the college.

Differentiate Instruction

Suggestions for differentiating the students' Work Zone activities are provided. All lessons include suggestions for modifying the delivery of the lesson for proficient and struggling learners. Some lessons may have additional differentiated learning suggestions for first-generation students and English Language Learners.

XVIII EDUCATOR GUIDE

Using the Internet to Plan for College

You can do a lot of college planning online—from finding colleges to consider, to calculating how much financial aid to expect, to organizing the application process.

Looking at College Websites

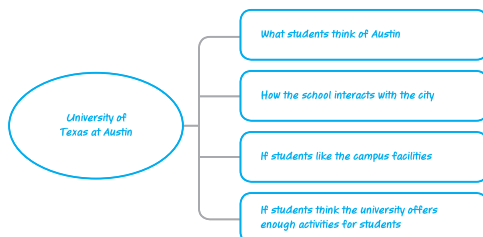
Just about every college has its own website, which is often the best source for detailed information about that college. You can see a complete list of majors and courses offered, or find that college's particular application deadlines. Not all college websites are created equal, however. Some are better designed than others; some are easier to navigate; and some are better at keeping information current. If you have trouble finding certain information, look for a "site map"—usually at the bottom of the screen—which is like an index of everything in the site.

And keep in mind that the quality of the website does not always reflect the quality of the college.

Searching for Colleges Online

When using college search engines, remember that "less is more" when creating your search query. Searching on more than two or three criteria often results in no "hits" because the program will only find colleges that match all of your criteria. That means a college that has four out of five of the things you are looking for won't come up, even though that college may be a good match for you. It's best to divide your criteria into several searches, and then compare results to find colleges that come close to what you are looking for.

In the left oval, write the name of the college you listed on the previous page. On the right, write some of the subjective information, such as various student opinions, you consider the most important.



Exploring Colleges 33

WHERE Am I Going?

Monitor Comprehension

Encourage discussion with talking points such as:

- What kinds of facts and opinions about a college could affect your decision to attend?
- Besides a college's website, where else can you get opinions about a college?
- Why shouldn't you judge a college by its website?



Extensions

Have students conduct research to construct a document or poster that lists common facts and opinions about a college they are interested in. Mention that students without access to the Internet can use college directories. Beside each fact or opinion about a college, students should provide an explanation of why the statement is a fact (that can be proved) or an opinion (that is only based on what someone thinks). Students can present their findings in class.

Teach the Text

A suggested approach to teaching the lesson is provided here. Some lessons offer "Optional approaches" as well.

Monitor Comprehension

These questions will help you gauge student comprehension of the key points of the lesson.

Extensions

All lessons have suggested extensions. Extensions provide opportunities for students to further explore the concepts introduced in the lesson, either in class or as a homework assignment.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

21st Century

Systems Thinking (LI.CT.2)

Use and Manage Information (IMT.II.2)*

Apply Technology Effectively (IMT.IC.1)*

Communicate Clearly (LI.CC.1)*

ASCA

A.10 Technology*

Students should be able to:

- ✓ understand the difference between objective and subjective information.
- ✓ identify important objective information about colleges of their choice.
- ✓ recognize examples of subjective information about colleges of their choice.

UNIT 2 LESSON 3 33

Core Aligned Standards

The main standards addressed by the lesson are listed here. A crosswalk aligning each lesson (and each homework assignment) to College Board, 21st Century, and American School Counselor Association standards is provided at the end of the Educator Guide. Standards preceded by an asterisk are addressed only through the extensions.

"Students should be able to" Summary

This highlights the key points students should understand after completing the lesson.

At a Glance: The Educator Guide

Section Wrap-Up

Each Section ends with a one-page Wrap-Up where students are invited to review and reflect on their work throughout the unit, and answer either *Who Am I*, *Where Am I Going*, or *How Do I Get There?*

The Section Wrap-Ups provide space for students to write reflective essays on relevant topics. They may want to look back over their workbooks before beginning the wrap-up.

These pages are ideal portfolio artifacts, for schools creating portfolios.

Each Wrap-Up models “If...then...so” statements for students, who are encouraged to write their own versions of “If...then...so.”

Section 2 WRAP-UP

OBJECTIVE

- Synthesize unit content by applying it to learning about admission testing and colleges, and making appropriate selections.

Introduce Activity

Have a student read the section title and discuss how he or she would answer the question posed after learning the content in the lesson. Remind students to respect each other's personal and individual choices while reviewing strategies they considered during the lessons. Then have students complete the activity independently. Finally, ask volunteers to share questions about how they will achieve their goals in Section 3.



Portfolio Opportunity

Have students review the products created for their portfolio on pages 26, 28, 32–33, 39, 44, 46–47, 49, 51–52, and 54.

Planning Ahead

Encourage students to think ahead by completing their own **IF...THEN...SO** statements. See below.

WHERE Am I Going?

Section 2 WRAP-UP

WHERE AM I GOING?

You have started organizing your college plan. Reflect on where you are with that plan by answering the questions below.

Staying on Top of Your College Plan

What does your academic plan look like? What adjustments do you have to make to it?



HOW DO I GET THERE?

In the next section, you will apply your knowledge of the college application process to implement what you have learned. What questions do you have about completing the process? List them below.

How will I know if colleges have accepted me?



IF...

I am discovering what college characteristics are important to me,

I am creating a short list of colleges to attend,



THEN...

I should learn about the characteristics of different colleges,

I should plan a college visit or prioritize potential colleges,



SO...

I can find a college that “fits.”

I can find jobs, internships or volunteer opportunities to help prepare me for college.

Implementing CollegeEd

How to Implement CollegeEd in the Classroom

CollegeEd has been designed for flexible implementation. The modular lesson design allows you to teach all lessons in sequential order, or a subset of the lessons in an order more aligned with your chosen implementation model. Most lessons can be taught in as little as 25 minutes, but can also be “extended” through the optional extensions provided in the Educator Guide.

Involving Families in CollegeEd

One foundation of the CollegeEd program is that students, schools and families need to be united in the goal of helping children prepare for and attain college. Some CollegeEd lessons involve parents or family members, whether in doing college research, discussing key questions or reviewing their child’s work in the program.

CollegeEd can help educators create a climate that encourages parent or family involvement. Each unit introduction highlights ways you might involve parents. Some homework extensions will recommend that family members become involved in their child’s college research. Others suggest that family be used as sounding boards for discussions about the student’s education and career goals. Family are essential partners in the college planning process, and educators teaching CollegeEd are encouraged to involve them throughout the program.

Each student workbook comes with *Help Your Child Make College A Reality: A Family Guide to College*

Planning. You should become familiar with this guide and find ways to incorporate it into lessons or parent nights. The guide is designed to help parents and/or guardians support their children’s progress toward meaningful college and life choices.

Families provide the most important influence on children’s higher education choices. This guide suggests ways they can keep the conversation about college and career going with their child and with the school. It provides information on the key topics related to college planning and career exploration and suggests topics parents and guardians should discuss with their children. It is designed to be of use to families with students in middle school or high school.

Options for Assessing Student Learning

CollegeEd offers a flexible assessment infrastructure to aid educators in ensuring that students are mastering the concepts covered throughout the program. Educators can monitor and support student progress through the following assessment options:

- Embedded instructional exercises offer multiple opportunities for students to reflect and demonstrate understanding of the program content. Students have opportunities in every lesson to engage content through writing, discussion and presentation, individually and in groups.
- The CollegeEd program is designed to allow students to build optional portfolios; see page xv for an overview of the portfolio option.

How CollegeEd Aligns to Standards

The CollegeEd program is aligned to core college readiness standards and 21st century skills. Core standards from the College Board Standards for College Success, the Partnership for 21st Century Skills Framework and the 2004 American School Counselor Association Ethical Standards for School Counselors informed the development of the instructional lessons. As a result, each lesson is anchored in the practical skills students need for both academic and workplace environments.

College Board Standards for College Success

The College Board Standards for College Success (CBSCS) define the knowledge and skills students need to develop and master in English Language Arts, mathematics and statistics, and science in order to be college- and career-ready. The CBSCS standards outline a clear and coherent pathway to Advanced Placement® (AP®) and college readiness with the goal of increasing the number and diversity of students who are prepared not only to enroll in college, but to succeed in college and 21st-century careers.

The College Board has published these standards freely to provide a national model of rigorous academic content standards that states, districts, schools and teachers may use to vertically align curriculum, instruction, assessment and professional development to AP and college readiness. These rigorous standards:

- provide a model set of comprehensive standards for middle school and high school courses that lead to college and workplace readiness;
- reflect 21st-century skills such as problem solving, critical and creative thinking, collaboration and media and technological literacy;
- articulate clear standards and objectives with supporting, in-depth performance expectations to guide instruction and curriculum development;
- provide teachers, districts and states with tools for increasing the rigor and alignment of courses across grades 6–12 to college and workplace readiness; and
- assist teachers in designing lessons and classroom assessments.

For more information:

on the College Board Standards for College Success, please visit:

<http://professionals.collegeboard.com/k-12/standards>.

Partnership for 21st Century Skills Framework

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce, U.S. schools must align classroom instruction with real world environments by infusing their curricula with 21st century skills. The Partnership for 21st Century Skills has created a framework outlining the skills students should master in order to successfully engage in real world problem solving. The following core 21st century skill groups informed the development of the CollegeEd curriculum:

- Life and Career Skills
- Learning and Innovation Skills
- Information, Media, and Technology Skills

For more information:

on the Partnership for 21st Century Skills Framework, please visit:
www.21stcenturystandards.org.

American School Counselor Association (ASCA): Ethical Standards for School Counselors

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal, social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA's Ethical Standards for School Counselors (2004 revision) have also been consulted in the development of the CollegeEd program to further enable teachers and school counselors to prepare students for college and careers.

For more information:

To view the Ethical Standards for School Counselors, please visit:
www.schoolcounselor.org.

Scope and Sequence

INTRO

Introduction1A

INTRO OBJECTIVES: Students understand the CollegeEd program and philosophy, why students are being encouraged to “think college” and why their school believes every student has the potential to go to college.

LESSON 1 Welcome to CollegeEd 1

OBJECTIVES: Students will:

- Know the purpose of CollegeEd is to guide them through the college application process
- Understand the importance of the PSAT/NMSQT.

ESSENTIAL QUESTIONS:

- What do I need to do this year to be prepared for college?
- What is the PSAT/NMSQT? How can it help me prepare for college?

UNIT 1

Define Your Own Road In Life6

UNIT OBJECTIVES: Students understand that life decisions begin with an understanding of themselves as individuals. They are encouraged to identify their Interests and their Foundations—the core of who they are—in order to understand how college can lead them in a direction that reflects their true selves.

LESSON 1 Do What You Love 8

OBJECTIVES: Students will:

- Identify their individual Interests
- Express how their Interests relate directly to college planning

ESSENTIAL QUESTIONS:

- How can identifying and combining my Interests help me define my own Road in life?
- How will identifying my Interests help me as I plan for college?

LESSON 2 What is My Foundation?..... 12

OBJECTIVES: Students will:

- Identify their own Foundation
- Express how their Foundation relates to college planning

ESSENTIAL QUESTIONS:

- How can identifying my Foundation and aligning it with my Interests help me define my own Road in life?
- How will identifying my Foundation help me as I plan for college?

LESSON 3 The Road Map 16

OBJECTIVES: Students will:

- Understand that their Interests and Foundation may change; and they can create a new Road map at any time
- Glean wisdom from a Leader’s interview that they can apply to their own lives

ESSENTIAL QUESTIONS:

- What can combining my Interests and Foundation tell me about myself?
- Why is building a Road map helpful for college planning?

UNIT 2**How Can You Decide What's Right For You? 22**

UNIT OBJECTIVES: Students explore the concept of “fit” and learn that the college search begins with an understanding of their needs and preferences; they learn about varieties of college types and college criteria; they relate these options to their goals and preferences; they learn how to research colleges; they learn how to evaluate college quality.

LESSON 1 The Search Begins With You 24

OBJECTIVES: Students will:

- Understand the concept of “the right fit”
- Assess what college characteristics are important to them

ESSENTIAL QUESTIONS:

- What characteristics are important to me in selecting a college?
- What does it mean to find a college that “fits”?
- What would the ideal college be like?

LESSON 2 Discovering What's Important 28

OBJECTIVES: Students will:

- Explore the different types of colleges and their offerings
- Learn how choice of major influences college selection

ESSENTIAL QUESTIONS:

- What are the characteristics of colleges? Why are they important?
- What is a college major? Why is it important?

LESSON 3 Exploring Colleges 32

OBJECTIVES: Students will:

- Compare objective and subjective sources of college information
- Learn how to use Web-based college search resources

ESSENTIAL QUESTIONS:

- How can I use the Internet to search for colleges?
- What colleges interest me? Why?

LESSON 4 Expanding Your College Knowledge 34

OBJECTIVES: Students will:

- Create a list of people to interview and questions to ask about college

ESSENTIAL QUESTIONS:

- Who do I know that can tell me something about college?
- What can I learn about college from talking to others?
- What questions do I still have?

LESSON 5 College Fairs and Campus Visits 36

OBJECTIVES: Students will:

- Know how to get the most out of a college fair
- Know what to look for and what to ask during a campus visit

ESSENTIAL QUESTIONS:

- What is a college fair? Why would I go to one?
- What is a campus visit? Why would I go on a campus visit or tour?
- What should I look for and ask about at campus fairs or visits?

UNIT 3**Time to Make Choices 38**

UNIT OBJECTIVES: Students learn how to explore colleges in depth; align their interests and academic profile to specific colleges; understand the concept of reach, safety, and likely; create their college lists.

LESSON 1 Creating a Short List of Colleges 40

OBJECTIVES: Students will:

- Create a manageable list of colleges they will most likely apply to
- Understand the importance of accreditation
- Know what colleges look for, and how to assess their chances of admission

ESSENTIAL QUESTIONS:

- What does my short list of colleges look like? How did I select these colleges?
- What is accreditation?
- What are colleges looking for?

LESSON 2 The Right College for You 44

OBJECTIVES: Students will:

- Match their personal and academic profile to the colleges on their list
- Identify those that are “safety,” “reach,” or “target”

ESSENTIAL QUESTIONS:

- What is my personal profile and academic profile?
- How will I prioritize potential colleges?
- What are safety, reach, and likely colleges?

LESSON 3 Looking Forward and Giving Back 48

OBJECTIVES: Students will:

- Understand the value of internships, volunteering, and employment

ESSENTIAL QUESTIONS:

- How can jobs, internships, or community service help prepare me for college?

UNIT 4**Are You on the Right Path? 50**

UNIT OBJECTIVES: Students will re-evaluate their high school progress, develop or revise their academic plan, become familiar with the various college admission tests, and learn how to prepare for the tests they need to take.

LESSON 1 Where Do You Need to Be Academically?..... 52

OBJECTIVES: Students will:

- Create an academic plan for junior/senior year
- Evaluate their academic progress to date
- Understand the importance of senior year

ESSENTIAL QUESTIONS:

- What are my high school goals? • What courses do I need to take to achieve my goals?
- What does my academic plan look like?

LESSON 2 What You Need to Know About College Admission Tests 56

OBJECTIVES: Students will:

- Understand the role of college admission tests
- Learn how to prepare for admission tests
- Know when to take admission tests

ESSENTIAL QUESTIONS:

- What are college admission tests?
- When can I take a college admission test?
- How can I prepare for a college admission test?
- How many times can I take admission tests?

LESSON 3 Test-Taking Strategies60

OBJECTIVES: Students will:

- Know basic test-taking strategies for different question types

ESSENTIAL QUESTIONS:

- What test taking strategies can I use when taking an admission test?

UNIT 5**Getting Started with the Application Process 64**

UNIT OBJECTIVES: Students are introduced to the “big picture” of the complete college search and application process, spanning junior/senior year; identify what has to be done and when; learn how to manage the process.

LESSON 1 College Admission 66

OBJECTIVES: Students will:

- Know the key milestones and deadlines of the application timeline
- Learn the typical application calendars and early options

ESSENTIAL QUESTIONS:

- What are the main components of the college application process?
- What are deadlines and why are they important?

LESSON 2 What to Do and When to Do It 70

OBJECTIVES: Students will:

- Create a college selection and application schedule and tracking scheme

ESSENTIAL QUESTIONS:

- What is a college application schedule? • What are the steps in the college application process?

UNIT 6

How Do You Apply to College?..... 74

UNIT OBJECTIVES: Students learn how to complete college applications. They learn how to pull all the components of the application together (forms, essays, recommendations, test scores), and how to pace themselves so their applications are completed by the due dates.

LESSON 1 It's More than a Form 76

OBJECTIVES: Students will:

- Know the components of a college application
- Learn best practices for applying online
- Understand how to manage the application process

ESSENTIAL QUESTIONS:

- What are the major components of a college application? Why is each one important?
- What should I know about applying to college online?

LESSON 2 Planning the College Essay 80

OBJECTIVES: Students will:

- Understand the purpose of the application essay
- Learn best practices for choosing a topic and getting feedback

ESSENTIAL QUESTIONS:

- What is the college essay and why is it so important?
- Where can I get help with my essay?

LESSON 3 Letters of Recommendation..... 84

OBJECTIVES: Students will:

- Learn best practices for obtaining effective recommendations

ESSENTIAL QUESTIONS:

- What are letters of recommendation and why are they important?
- How should I select people to ask for a letter of recommendation?
- How should I ask someone to write a letter of recommendation for me and what can I do to help them?

LESSON 4 The College Interview..... 86

OBJECTIVES: Students will:

- Understand the purpose of the college interview
- Know what to expect, how to prepare, and how to act

ESSENTIAL QUESTIONS:

- How can I prepare for a college interview?
- What questions do I think I will be asked?
- What questions should I ask?

UNIT 7**Finding the Money for College 88**

UNIT OBJECTIVES: Students know the financial aid application process and timeline; understand how “need” is determined; evaluate how financial aid will affect their college options and choices; know how to make their case.

LESSON 1 Understanding Financial Aid..... 90

OBJECTIVES: Students will:

- Know what financial aid is and where it comes from
- Learn how the amount of aid is determined for each family
- Understand how financial aid affects college choices
- Know the timeline for applying for financial aid

ESSENTIAL QUESTIONS:

- What is financial aid?
- What are “priority dates” for applying for aid?
- How is applying for financial aid different than applying for admission?

LESSON 2 Understanding Scholarships 94

OBJECTIVES: Students will:

- Examine resources for finding scholarships
- Understand the small role scholarships play in funding college
- Know the common requirements and deadlines for scholarships
- Know how to avoid scams

ESSENTIAL QUESTIONS:

- What are scholarships? Who offers them?
- How do I find scholarships for students like me?

LESSON 3 Understanding Your Options.....98

OBJECTIVES: Students will:

- Know how to compare financial aid awards and judge which is best

ESSENTIAL QUESTIONS:

- How can I decide which financial aid award to accept?
- Are there differences in types of financial aid?

UNIT 8**Being Prepared, Meeting Goals 102**

UNIT OBJECTIVES: Students synthesize what was learned in the CollegeEd program.

LESSON 1 Putting It All Together104

OBJECTIVES: Students will:

- Review and synthesize what they have learned in CollegeEd

ESSENTIAL QUESTIONS:

- Have I completed the college planning process, or am I prepared to complete it next year?

Introduction

INTRO OBJECTIVES

Students understand the CollegeEd® program and philosophy, why they are being encouraged to “think college,” and why their school believes every student has the potential to go to college.

LESSON 1

Welcome to CollegeEd:

This introductory lesson will give your students an understanding of what CollegeEd is about, and why they belong in this course. Some of your students might be thinking college is too far off to think about now, or that college is not an option for them because of their family circumstances.

- Let them know why your school has adopted CollegeEd. Explain that your school and/or district have high expectations for all students, and believe that all students should aspire to college.
- Explain that CollegeEd is both a career exploration and college planning program because both inquiries depend upon self-exploration and goal setting and are intrinsically connected—thinking about one leads to thinking about the other. The most important point to make is that the connection of education to career is not always straightforward or direct, but that the more education one has, the more life options one has.
- In this program, students will learn by doing. The real learning will happen through activities found in the Work Zones and the Extensions. Through these activities, students will be honing skills that are necessary for all academic courses—researching, writing, interviewing and working in groups.
- *Help Your Child Make College a Reality: A Family Guide to College Planning*, which is distributed along with the CollegeEd materials, will help get parents involved—a key component of student success. Make sure to give the guide to the parents of the students in your class.
- CollegeEd has the flexibility for you and your students to use technology. All of the activities in the workbooks can be done in class, but there are also opportunities to go online—especially the Extension activities.
- The student workbook can act as a portfolio of valuable information for the students once they complete the course. This can be augmented by adding artifacts the students collect through their research and activities.

Engaging Families

Encourage students to introduce the CollegeEd program to their family members to involve them as active participants in the course.

Introduction: LESSON 1

WELCOME TO

COLLEGEEd

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

VOICE OF EXPERIENCE



"CollegeEd opens up a brand new world to students.

To hear that they have talents and hold the key to their dreams is a revelation that can have a profound impact on their lives."

—Charlie Barthelemy, CollegeEd Teacher, Katy, Texas

You have reached a point in your high school career where graduation is not so far away, and adult life beckons. It is a very important and exciting time that requires you to stay focused on your goals and be ready to take the final steps needed to graduate successfully and be prepared to enter college.

CollegeEd is a program that will help you make the decisions and choices that are best for you. Think of this course as a journey of self-discovery. Along the way, you'll ask yourself three very basic questions.

WHO Am I? What makes you unique? What do you like, dislike, or believe? What interests you? The more you know about these facets of your personality, the better able you will be to answer this very important question.

WHERE Am I Going? What type of future do you see for yourself? What kind of dream career fits who you are, your personality and abilities? How did other people figure out what they wanted to do with their lives? Thinking about where you might want to go is the first step to getting there.

HOW Do I Get There? What can you do now to start making your plans and dreams a reality? Asking how to get to where you want to go in life is directly related to the choices and decisions you are making now. By exploring these three questions and all the other questions in between, CollegeEd will help you develop a plan of action that will get you to where you want to be.

Welcome to CollegeEd 1

ESSENTIAL QUESTIONS

- EQ 1** What do I need to do this year to be prepared for college?
- EQ 2** What is the PSAT/NMSQT? How can it help me prepare for college?

Preview the Text

Have students scan the headings used on each page in the introduction.

Say: *What does an introduction usually do? What will we be learning in this lesson?* Point out that the lesson gives readers a preview of the book's different sections and allows them to complete Work Zone activities like those in the rest of the book.

Teach the Text

Review the headings with students and have pairs take turns reading each section and discussing their reactions to each.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I know that a road trip involves driving to somewhere away from home. You can take a road trip to experience new things or to simply have fun. How might this book be like taking a road trip? Where might it take you that you haven't been before?* Explain to students that CollegeEd will allow them to take a journey of self-discovery that they might not have taken before. **Ask:**

- What is "self-discovery"?
- Describe a road trip or field trip you went on recently. What did you discover?
- How could learning about college be similar to taking a road trip?

ROADTRIP NATION

One way CollegeEd will help you create your own plan to answer life's big questions is through our partnership with Roadtrip Nation. Roadtrip Nation is a movement that seeks to empower you to actively define your own road in life. It exposes you to Leaders from all different backgrounds who have built their lives around doing what they love. These men and women have challenged themselves to answer the same questions you will be asked in this program. From them you can learn how to shed "The Noise" and create a life for yourself that will make you truly happy.



WORK ZONE

Answer the questions included in the three boxes below.

Who are you?

If you had to describe yourself, what would you say?

What words would best describe you?

Where are you going?

Are you on target for graduation?

Do you feel ready?

What will you be doing after you leave high school?

What do you think you will need to do in order to achieve your dreams?

How do you get there?

Do you have dreams for the future?

2 Welcome to CollegeEd

WORK ZONE

Have students read the directions or questions included in the Work Zone on page 2 and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work in pairs to expand the activity by adding more questions that each partner can answer, such as "What are your favorite things to do?" in the *Who are you?* column. Each additional question should help the students add more information about themselves to the columns.

Struggling learners

Walk through the activity with students or with small groups of students. Allow individual students to suggest words that describe them. Allow them to write those words under the first question in the *Who are you?* column. Use the same technique for the other questions in the activity.

WHAT YOU'LL DO

- ✓ Explore your interests and talents, and how to match these to your college goals
- ✓ Research the different types of colleges, and find the ones that fit you best
- ✓ Connect your high school classes and activities to what colleges look for
- ✓ Learn good test taking strategies, and the importance of college admission tests
- ✓ Learn about skills and good habits that will help you succeed
- ✓ Understand what you'll do during the college admission process, and when to do it
- ✓ Learn about all the options available to get money for college
- ✓ Establish a network of people who will assist you to reach your goals
- ✓ Realize that your future goals are possible and that you can do it

DID YOU KNOW?

Once you know what to expect, the college admission process is not hard to manage!

Go to the **WORK ZONE**

Based on what you have written on page 2, write a paragraph that explains the challenges you might face on your road to your future goals. Who can support and help you to reach graduation and move beyond high school and into the future?

Challengers and Helpers Along the Way

Welcome to CollegeEd 3

Teach the Text *cont...*

Monitor Comprehension

Have volunteers read aloud the list of "What You'll Do" statements with checkmarks on page 3. Have students discuss how they think they will accomplish some of the statements in the list. Call attention to the *Did You Know?* feature and explain this concept. (Some students may think that colleges only accept students who get straight A's or students who do well at sports.) Explain to students that they will learn more about the admission process in Section 3.

DIFFERENTIATE INSTRUCTION

English Language Learners

Explain the concept of "future goals" explored on page 4. Explain that the exercise should help students explore what they want to achieve in the coming years.

First Generation Students

Let students who are the first in their families to attend college know that this feature has been developed for them. It will provide tips and additional information about college.

Students should be able to:

- ✓ explain some things they need to do to prepare for college.
- ✓ understand that they will be learning about how to prepare for college and future careers.
- ✓ describe some of their future goals and dreams.



Extensions

Have students interview teachers or counselors or do research to get an introduction to what they need to do to prepare for college, such as taking the PSAT/NMSQT and the SAT. Have students make a checklist that includes some of the key things they need to accomplish.

WORK ZONE

Chart your path to your future goals. Write one or more of your goals in the "Future Goals" road sign below. Then, using the Steps to the Future word bank or your own ideas, put these steps in any sequence that would help you move toward your goal this year. Write any additional steps you need to take to reach your goals under each of the initial steps.

STEPS TO THE FUTURE WORD BANK

Take the SAT
Review my academic plan
Take AP or honors courses
Find colleges that interest me
Research college entrance requirements
Visit colleges
Meet with my counselor
Research the careers I'm interested in
Talk with my family about my goals
Apply to college

Future Goals

STEP 6:

STEP 5:

STEP 4:

STEP 3:

STEP 2:

STEP 1:

YOU ARE
HERE

4 Welcome to CollegeEd

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students exchange paragraphs and then brainstorm ways that students could overcome the challenges they wrote about. Students should be sure that what they want to achieve is included in the "Future Goals" box on page 4.

Struggling learners

If students struggle to come up with challenges they might face in the future, encourage them to think of challenges they've faced in high school. Have them relate those challenges to future situations. Make sure students understand the concept of the "steps to the future" on page 4.

WHO

Am I?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

In **WHO Am I?** students explore their interests and abilities and discover how identifying what they do well and enjoy doing can help determine their life's work.

In **WHERE Am I Going?** students consider the value of higher education and the importance of rigorous course work in achieving their life's goals.

In **How Do I Get There?** students discover what they need to do in order to find the college that is right for them.

Preview Section 1

Draw two boxes side-by-side on the board. Write *Interests and Passions* above one and above the other write *Career Choices*.

Fill in an interest or passion you may have, such as *Scrapbooking*.

Say: *I love collecting photos and mementos from the events of my life and organizing them in a scrapbook. If I stop and think about this interest of mine, I realize it has a lot to do with gathering my history. So, if I wanted to turn this interest into a career, I could consider studying history or becoming a researcher or even a librarian.*

Write these careers in the Career box and have students suggest other careers. Volunteers can come to the board and repeat this process.

Explain to students that in Section 1, they will begin to build a better understanding of themselves. Encourage them to think about their passions and interests, and about how their passions can lead them to paths or careers that are reflections of their true selves.

WHO Am I?



Section

1

How do you determine what you want to do when you graduate from high school? How can college help you build a meaningful life based on your interests and passions? In Section 1, you will focus on aligning your interests with career choices as you consider the college application process.

5

Define Your Own Road In Life[®]

UNIT OBJECTIVES

Students understand that life decisions begin with an understanding of themselves as individuals. They are encouraged to identify their Interests and their Foundations—the core of who they are—in order to understand how college can lead them in a direction that reflects their true selves.

LESSON 1

Do What You Love: Students learn that while it is important to start thinking about the college application process, the first step in any life decision is to identify their Interests. Then they can figure out how to weave those Interests into their plans for the future.

- **Identifying Interests:** Every decision students make about college—from type of college, to major, to college location—should reflect their individual Interests. Often, students are not aware of how their individual Interests translate to college options or professional careers. By actively identifying their Interests, students create a foundation upon which to build their lives. Once they do this, it is easier for them to see how to incorporate their Interests and passions into their day-to-day lives. This empowers them to translate these Interests into potential college and career choices that reflect their values.
- **Examining Interests:** Once students identify their Interests, it's crucial to examine those Interests more closely so that they understand what it is about those Interests that reflect who they are at a core level. This study foreshadows the concept of Foundation in the subsequent lesson.

LESSON 2

What is Your Foundation? Students begin to examine the fundamental central value that exists at the core of who they are. Often, this is the common connection among their Interests.

- **Identifying the Foundation:** Students will soon make choices about college that will shape and change their lives. In addition to their Interests, they need to make decisions based on who they are at their core—their Foundation. When students can articulate what is meaningful to them as individuals, they will begin to embrace their uniqueness and will realize that they don't have to do the same thing as everyone else. Instead, they need to actively pursue the things that matter to them the most so that their high school and college experiences align with their definitions of personal success.

LESSON 3

The Road Map: Students learn that the act of combining their Interests and their Foundation creates a Road map that makes decisions about their futures easier.

- **Brainstorming Pathways, Professions and Careers:** After creating an analog version of their Road maps, students will work together to brainstorm pathways, professions and careers that align with their Interests and Foundation. They will pay special attention to where the circles overlap and how they can combine what they love most to expand their visions for their futures.
- **Going Online:** Students are encouraged to watch episodes of *Roadtrip Nation* at roadtripnation.com/watch. Here they can watch the current season, as well as surf the archive of episodes from seasons past to see how other young people embarked on their own journeys of self-discovery. Students will also be pointed directly to Leaders in the Roadtrip Nation Interview Archive who align with their Interests and Foundation. Students can continually use the Archive to refine their searches as they continue the college planning process.

Engaging Families

Introduce the concepts of Unit 1, such as Interests and Foundation. Encourage families and students to discuss how students can best discover who they really are and what is most important to them.



Portfolio Opportunity

Have students establish their own Set Points in essay form. Using the sample questions provided in the instructions, have students write their responses on a separate sheet of paper. Have students include their responses in their student portfolios.

UNIT OBJECTIVES

- Understand that making life decisions begins with students viewing themselves as individuals.
- Understand that the college planning process begins with students' individual Interests and Foundation.
- Begin thinking about how building a Road map can help lead students in a direction that reflects their true selves.

Introduce the Unit

Read the Enduring Understanding:

Defining my own Road in life should begin with an understanding of who I am as an individual and what would give my life meaning.

Then have students read the text on pages 6–7:

Think aloud

Think about the title of the unit. Direct the students to talk about the title with a partner, discussing what “define your own life” means. Share with the class how you made key decisions in *your* life. Then as a class, discuss how the concept of “defining your own Road in life” could relate to the college planning process.

Roadtrip Nation

Define Your Own Road In Life®

How Do You Start?
You Start with You.

Figuring out who you are and what you want for your life can be two of the most challenging aspects of growing up. Mike, Nate and Brian, the Founders of Roadtrip Nation, felt the same way when they graduated from college. Their solution was to hit the Road on a cross-country Roadtrip. On this Roadtrip, they talked to Leaders from all different backgrounds about how those individuals figured out what they wanted to do in life. The Leaders discussed how they made decisions along the way and shared their ideas about how to create a meaningful life. It was from the lessons learned on this first Roadtrip that Roadtrip Nation was born to help others define their own Roads.

As you continue through high school and college, it is important to take the time to really think about what you want for your future. Defining your own Road starts with understanding what makes you you. *What do you really love to do? What interests you? What do you do best?* Your college experience should revolve around your interests, values and talents. Asking these types of questions can help you make all kinds of decisions like which colleges to apply to and what you might study.

There are all sorts of pathways available to you after high school, whether it's heading to a four-year university, community college, or doing vocational training. When you tune into who you are, you'll be better equipped to set off on the right path for you.

One thing that might get in the way of staying true to yourself is the opinions of others. You may have already noticed that friends, family, and other people around you have views about what they think you should be doing with your life. You may feel pressure to please those people, and you may even find yourself making decisions that don't align with who you are as a person just to make them happy. When we hear suggestions from other people that don't reflect who we really are, we call that **The Noise**. It's important to shed The Noise — to let it roll off your shoulders — so that it does not influence your decisions as you start to define your own Road. Listen to yourself, genuinely consider the advice of others, and you will be able to determine what insight is valuable and in line with your true self.

On any journey, it's helpful to have a Road map. Whether it's on your phone or scribbled on a piece of paper, a Road map can show you how to get from where you are to where you want to go. The same is true when it comes to defining your own Road in life. You start

Words of Roadtrip Nation

Roadtrip: A life-changing journey; to define your own Road and pursue your interests in life by seeking advice from members of your community and looking inside yourself to figure out what you are truly passionate about.

6

Leaders: Individuals interviewed on the Road who share the insights and perspectives they gained as they defined their own Roads in life.

Preview the Lessons

Ask students to skim the Lesson activities beginning on page 7. With a partner, have them summarize what they will learn in this unit in one short paragraph. Share each group's paragraph with the class.

LOOKING BACK

In the Introduction, students were introduced to CollegeEd and learned what they will do and discover throughout the program.

at your **Set Point** — who you are today, as you are beginning to think about yourself, your life and your future. Your destination is a meaningful life, where you feel successful and happy.

Before you move ahead, begin with where you are, right at this moment. To establish your present-day Set Point, **use the space below to describe your thoughts, feelings or concerns about your future.** You may have done this before today, but allow yourself the chance to evolve. Be in the moment and think about your Set Point right now.

Some questions you might want to ask yourself are:
What am I being told my future should look like?
What is my ideal vision for my college experience?
What am I thinking in terms of a future career and life in general? What are the biggest fears or challenges that I face as a student right now?
What are my biggest dreams for college and the Road beyond? Feel free to write anything that comes to mind related to your future!

WHO Am I?

WHERE Am I going?

HOW Do I Get There?

"(Standup comedy) felt like what I was supposed to be doing."

Wanda Sykes
Comedian and Actress

roadtripnation.com/leader/wanda-sykes

The Noise: The views of society — including family, friends, or strangers — that often influence what you think you should do with your life. It is a constant process to filter The Noise and focus on what matters most to you.

Set Point: What you know about yourself and your goals for the future when you begin your Roadtrip; used to measure your growth as you continue to define your own Road in life.

7

DISCUSS WORDS OF ROADTRIP NATION

*Explain to students that Roadtrip Nation has a unique vocabulary and that most of their questions will be answered in the Lessons. In order to help students understand the concept of **Roadtrip**, have them discuss the meaning of a traditional “road trip” as a class. How are the two definitions similar? How are they different? Repeat the process with the words **Leader**, **The Noise** and **Set Point**.*

Materials

- ☐ **Blank Chart Paper** for individual and group brainstorm (Optional: for entire section)
- ☐ **Markers, Crayons, or Colored Pencils** for collage activities (Pages 7, 9 and 13)
- ☐ **Magazines** to cut up for collages
- ☐ **Scissors**

Additional Resources

To introduce students to The Roadtrip Nation Movement, direct them to roadtripnation.com.

WORK ZONE

Have students read the directions and brainstorm questions included in the Work Zone (the activity on page 7) and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow students to define their Set Points individually, and then have them brainstorm with the struggling learners. Upon completion, have students work in small groups of three or four to discuss their futures. Encourage them to be open with each other and not be afraid to share their hopes and concerns for high school and college.

Struggling learners

Allow students to define their Set Points individually, and then have them discuss with the Proficient Learners to ensure understanding. Upon completion, have students work in small groups of three or four to discuss their futures. Encourage them to be open with each other and empathize with each other's hopes and fears for high school and college.

ESSENTIAL QUESTIONS

- EQ 1** How can identifying and combining my Interests help me define my own Road in life?
- EQ 2** How will identifying my Interests help me as I plan for college?

Preview the Text

Have students spend time looking at the list of Interests on page 8. As a class, have them go through the list and come up with a broad definition of each Interest category. This will help facilitate conversation about some of the Interest categories that might not be as familiar as others. Have students share their thoughts about the broad definitions as a class discussion. How do they think these Interest categories relate to the college planning process?

DISCUSS WORDS OF ROADTRIP NATION

Have students read the definition of Interest and put this definition into their own words. Ask them to think of an Interest they had when they were younger. Do they still have this Interest? Have their Interests changed as they have gotten older?

Lesson 1

Do What You Love



While your Set Point expresses your thoughts and feelings about your future, exploring your **Interests** is another key component of defining your own Road. You might have the impression that who you are today and what you love to do is separate from who you *will* be someday. You may have been led to believe that when you “grow up” and go to college, or get a job, you leave your childhood self behind. While that may be true for some people, the happiest and most successful Roadtrip Nation Leaders did not give up their Interests as they got older. Instead, they incorporated who they are *and* what they love to do into their work life.

When planning for college, pay attention to your Interests. If you aren’t sure what they are yet, think about the way you like to spend your free time, the things you are curious about, and the activities that keep you coming back for more. Those are your

Interests. When you have an idea what your strongest Interests are, you can begin to build your life around them. You can explore different college majors and look for institutions that offer those majors. Also, keep in mind that you don’t have to choose just one Interest. Most paths in life don’t focus on only one subject or use only one skill. Combining multiple interests is an even better way to make sure you stay engaged in college and the world beyond.

Look at the Interests above. Think broadly about your Interests — the things you really like to do in your spare time. Where would your favorite pastimes fall within the circles above? **Highlight the two Interest categories that are most important to you.** If you do not recognize your favorite pastime in these categories at first, try to think broadly about your Interest.

Words of Roadtrip Nation

Interest: A subject or activity that you feel a strong connection to, which you are willing to continue exploring. Basing your studies on your Interests may offer you the greatest chance of achieving happiness and satisfaction with your future.

How can choosing a college or major based on your Interests help you build a life you really love?

8

WORK ZONE

Read the directions for the Work Zone (the activity on page 9) out loud with your students. Make sure everyone understands the concept of “Interests.”

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students get their thoughts on paper without using words. Encourage the use of pictures and drawings as a form of expression. Display an example of a collage so they understand the task.

First Generation Students

Students may never have had anyone encourage them to pursue their individual Interests. While students shouldn’t be encouraged to disregard suggestions from parents, guardians, or teachers, it should be acknowledged that evaluating this Noise is important in making sure the students’ decisions align with who they are as individuals.

Interest Collage

Use this area to create a collage that will inspire you to define your own Road by staying true to your **Interests**. You can describe it, draw it, photograph it, or even write poetry about it. It doesn't matter what you do. Just take the time to have fun and focus on something that you've always loved to do. Keep looking at this collage as you make your way through the rest of this workbook — it will help guide you as you begin making decisions about your future.

"What is your red rubber ball?
What is the thing that brings
you joy? Where's your joy?"

roadtripnation.com/leader/kevin-carroll

Kevin Carroll
The Katalyst
Nike

Go to roadtripnation.com/leaders/kevin-carroll and watch the video clip. Why does Kevin use the analogy of the "red rubber ball"?

What is your "red rubber ball"?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

9

Teach the Text

Read the first paragraph out loud. Then, ask students to read silently. As they read, have them underline what they feel to be the most important point in each paragraph. Ask them to share their thoughts with the class.

Say: *As you read the text, think about the things you really love to do in your free time. How can the things that matter to you be incorporated into the decisions you make about the direction of your life?*

Monitor Comprehension

- What are two of your Interests?
- Explain that knowing your Interests is an important part of the college planning process. How do your Interests relate to what you want to do when you get older?



Extensions

Have students watch more Roadtrip Nation content online at www.roadtripnation.com—preferably clips that align with their Interest categories.

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content
- L3** Listening for Diverse Purposes*

21st Century

- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.3)
- Be Self-Directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)*

ASCA

- A.1** Responsibility to Students
- A.10** Technology*

Students should be able to:



identify their Interests.



express how their Interests relate to college planning.

Teach the Text cont...

Monitor Comprehension

Say: Before we continue reading, take a few minutes to examine the graphic on page 10.

Have students share their thoughts on the graphic with a partner. As a class, discuss the purpose of the graphic.

DIFFERENTIATE INSTRUCTION

English Language Learners

In small groups, review the concept of a pie chart. Why is examining your Interests like cutting a slice of pie?

First Generation Students

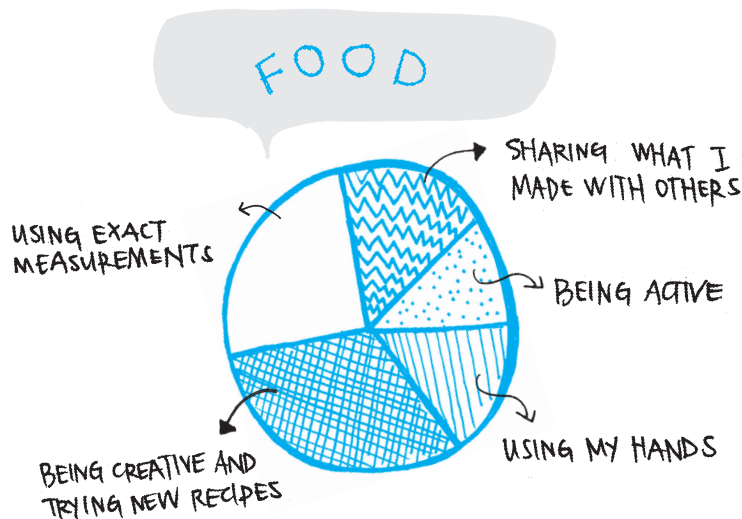
Before students begin breaking down their individual Interests, have them complete the activity as a group, using any example you choose from the Interest categories on page 8. Brainstorm how the example you chose can be broken down into a “core” Interest. Then have them work with a partner to do the same to their own Interests.

On the previous pages, you’ve narrowed down your Interests. Now, we want you to go a little deeper. *What is it about those things that you really enjoy?* For example, you might have said, “I enjoy cooking,” and highlighted **Food**. On a surface level, that’s great information to have. It gives you something to work with, but try to take it a little further.

What is it about cooking that you like best? *Do you enjoy seeing people’s reactions to your food and receiving compliments? Do you like working with your hands and raw materials? Do you find yourself experimenting with recipes to create something new? Do you get satisfaction from following the directions perfectly and getting the same result every time?*

While you may never have thought of breaking down your Interests in this way before, it’s an important step because it helps you discover even more about yourself and what you really like. It helps you see how the things you “like to do” might fit into many different Interest categories. This information will give you new insight when planning for college and choosing a major.

Before moving on to the next page, spend a few minutes looking at the example below. We took the Interest of **Food** and broke it down into things that people often love about it. Think about what you might like about this Interest; it will help you as you complete the activity on page 11.



Paul Goble
Senior Associate
Carnegie Endowment for International Peace

roadtripnation.com/leader/paul-goble

“I always said that my job beats working, because I don’t look at it as work. I look at it as something I enjoy doing.”

Billy King
Former President and
General Manager of the
Philadelphia 76ers

roadtripnation.com/leader/billy-king

10

WORK ZONE

Read the directions for the Work Zone (the activity on page 11) out loud with your students. Make sure students understand the concept of breaking down their Interests.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have the students work independently to complete the charts on page 11. They should be able to break down each Interest into at least three distinct aspects they enjoy. Encourage them to create as many “slices” as they can for each Interest to help them see how what they like to do may cross into many different Interests.

Struggling learners

Have students practice active listening while filling out one of their pie charts with a partner. Have them talk about their Interest in detail, describing exactly what they like about it. Using their partner’s feedback, students can complete the chart. Students can then complete the second pie chart independently.

In the area below, there are two charts. Above each circle, write down one of the Interests that you chose on page 8. Then, break down that Interest into the key elements that most appeal to you, following the example on page 10. We've broken down each circle into 3 segments, but if you need more spaces, go ahead and draw them in.

If you need help, here are some questions to get you started. *What part of this activity do I look forward to doing the most? What part of this Interest gives me the greatest satisfaction? When I tell stories about this Interest, what elements do I focus on? Do I enjoy working on my own or with other people? Does that make a difference in how much fun I have?*

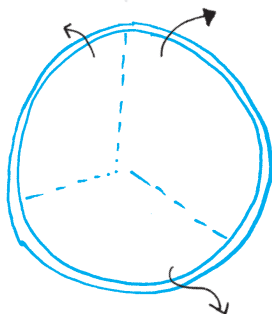
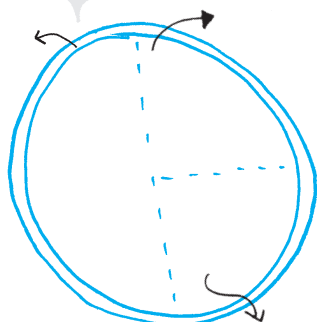
WHO Am I?

WHERE Am I going?

HOW Do I Get There?

INTEREST:

INTEREST



"It was like a magnet; I just couldn't resist it. It was my own personal Interest that was stronger than any of that other stuff."



Gale Gand
Pastry Chef /
Food Network Host

roadtripnation.com/leader/gale-gand

"You have to find something that allows some piece of your soul... to participate. If you totally turn your back on that, you're setting yourself up for years of misery."

Chris Flink
IDEO
Product Design



roadtripnation.com/leader/chris-fink

"The most important thing for you to do is find what makes you enthusiastic, what is going to make adrenaline run through your body, what makes you really keen about something. Passion and enthusiasm are a key element in being happy in what you do."

Patricia Janiot
CNN en Español
News Anchor



roadtripnation.com/leader/patricia-janiot

Teach the Text *cont...*

Read the directions for the activity on this page out loud, paying special attention to prompts in the thought bubble to the right. If students seem intimidated by the process, use an example from your own life to illustrate how it works. Discuss the difference between *liking* to do something and describing *why you like it*. Which one offers more information?

Monitor Comprehension

Monitor students' comprehension by discussing their ideas about how their Interests can relate to college planning and college selection. Ask them:

- *Why is it important to use your Interests as a starting point for college planning?*
- *How can having a good idea about your Interests help you choose a college major?*
- *How can selecting a college based on your Interests help you build a life that you love?*



Extensions

On a separate sheet of paper, have students write a reflection of the Leader quotes at the bottom of each page. They can work with a partner or on their own. Have them share their interpretations of each quote with each other or with the class. Use their interpretations to explain that people who really love what they do have learned to incorporate their Interests into their daily lives.

Students should be able to:

- ✓ break down their individual Interests by what appeals to them the most.
- ✓ reflect on the knowledge they have gained about themselves by identifying their Interests.
- ✓ articulate how identifying their Interests is an important step in college planning.

ESSENTIAL QUESTIONS

- EQ 1** How can identifying my Foundation and aligning it with my Interests help me define my own Road in life?
- EQ 2** How will identifying my Foundation help me as I plan for college?

Preview the Text

Read the definition of *Foundation* aloud to students. Then, have students examine the “ice cream cone” graphic on the top of the page. Ask them if they know any other definitions of the word “foundation.” If so, have them compare/contrast other ideas they have with the Roadtrip Nation definition of *Foundation*.

DISCUSS THE WORDS OF ROADTRIP NATION

*Have students read the definition of **Foundation** and put this definition—as Roadtrip Nation explains it—into their own words. Ask them to compare this meaning to the more traditional definition of “foundation” as it relates to construction: the natural or prepared ground or base on which structures rest.*

Teach the Text

Have students read the text independently. When they have finished reading, ask for student volunteers to describe each paragraph in their own words. They can do this as a class or with partners.

WORK ZONE

Read the directions for the Work Zone (the activity on page 13) out loud with your students. Make sure everyone understands the concept of “Foundation.”

DIFFERENTIATE INSTRUCTION

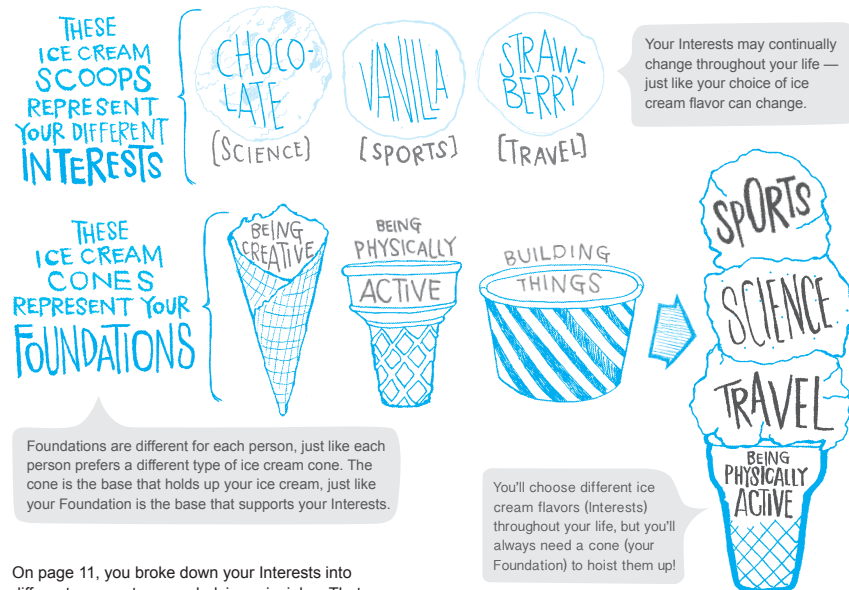
Proficient learners

Ask students to brainstorm and come up with their own *Foundation* metaphors. They can use the “ice cream cone” as an example. Have them visually represent their metaphors and share them with the class.

Struggling learners

Using yourself as an example, go through the process of determining your Foundation. Then, add your own individual Interests just like the “ice cream cone.” Have the students help give you ideas. Then, complete the sentence, “As long as I am _____, I am happy.”

Lesson 2: What is My Foundation?



On page 11, you broke down your Interests into different segments, or underlying principles. That was the first step to understanding your **Foundation**. Your Foundation is the central value that exists at the core of who you are. It can show up in any Interest you have and frequently appears in all of them. It's what “lights you up” and makes you excited to pursue the things you really enjoy doing. Your Interests may change as you go through life, but they will probably all share the same Foundation.

This may sound complicated, but it is really just one more way to look at your Interests. For example, perhaps your favorite subject in school has always been P.E. You love to compete, play hard and to be outdoors. You may also be interested in many different things like science, politics or travel. While those Interests seem to have nothing in common, they can all share the Foundation of Being Physically Active. You may choose to become a professional rock climber, a Navy Seal, or a chemist who creates vitamin supplements for elite athletes. These pathways allow you to remain true to your Foundation.

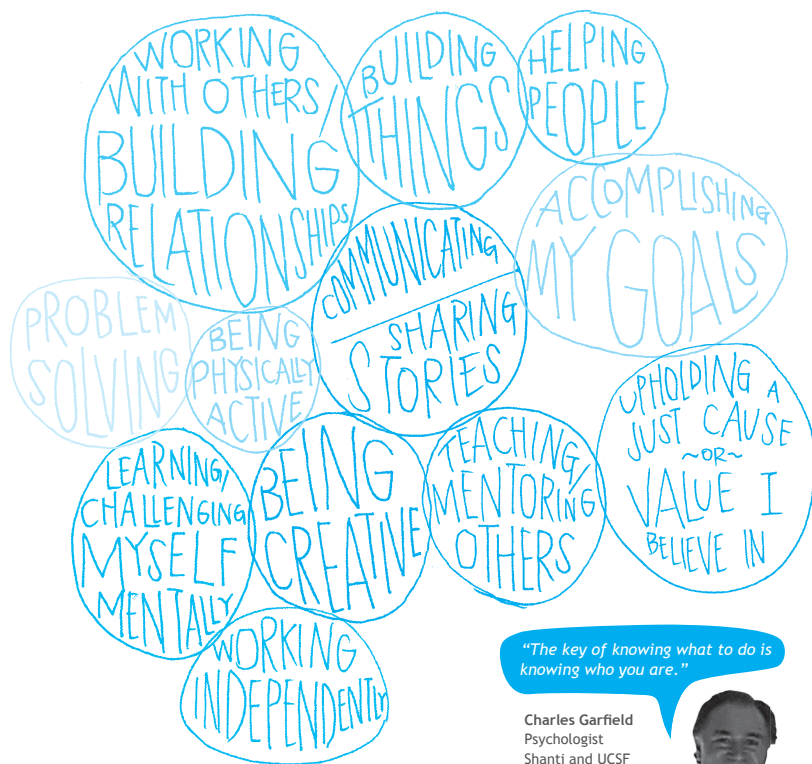
12

As you go through high school and college, your Interests and Foundation may evolve. Through new experiences, you will learn new things about yourself and what you like to do. You may make new connections between your Interests and find a new Foundation to guide your decisions. That's okay. Just remember that you will find your greatest happiness and satisfaction if you follow the educational and career paths that allow you to remain true to your Foundation.

One way to figure out your Foundation is to study the pie charts you created on page 11. Consider the following questions as you reflect on what you wrote: *What elements do your two Interests have in common? What makes you happiest about both activities? What other Interests could you imagine trying if it included this element?* The more you are able to find overlap between your Interests, the closer you are to discovering your Foundation.

After reviewing your Interests, highlight the Foundation that seems to best represent what is truly important to you.

As long as I am _____, I'll be happy.



"The key of knowing what to do is knowing who you are."

Charles Garfield
Psychologist
Shanti and UCSF
School of Medicine



roadtripnation.com/leader/charles-garfield

Words of Roadtrip Nation

Foundation: The central value that exists at the core of who you are. Your Foundation can show up in any Interest you have and frequently appears in all of them.

Reread the Foundations in the circles above. Is there anything you can think of that is missing from this group? Explain.

13

WHO Am I?

WHERE Am I going?

HOW Do I Get There?

Monitor Comprehension

Read the first paragraph out loud. Then, ask students to read silently. As they read, have them underline what they feel to be the most important point in the paragraph. Ask them to share their thoughts with the class.

Say: As you read the text, think about page 11 where you broke apart your Interests into the things that are most meaningful to you. How can the things that matter to you—your Foundation—be incorporated into the decisions you make about the direction of your life?

DIFFERENTIATE INSTRUCTION

English Language Learners

Give students the definition of the word "foundation" as it relates to construction: *the natural or prepared ground or base on which structures rest*. Give students visual examples of a building/structure and its foundation, or have them graphically represent this on their own. Explain to them how this definition and the Roadtrip Nation definition are similar: that your Foundation is what you need in order to build a life that you love.

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content
- L3** Listening for Diverse Purposes*

21st Century

- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.3)
- Be Self-Directed Learners (LC.IS.3)*
- Make Judgments and Decisions (LI.CT.3)*

ASCA

- A.1** Responsibility to Students
- A.10** Technology*

Students should be able to:

- ✓ **explain the Roadtrip Nation definition of Foundation.**
- ✓ **identify their own Foundation.**
- ✓ **express how their Foundation relates to college planning.**

Teach the Text cont...

Monitor Comprehension

After students read the Leader quotes independently, have them paraphrase each quote in their own words with a partner. Discuss each quote as a class. Have students answer the reflective questions on this page independently.

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students highlight or underline any words or phrases that are unfamiliar to them and discuss those words as a class.

First Generation Students

Ask students the meaning of Van Taylor Monroe's metaphor of a GPS System. If students are not familiar with a GPS, give examples on a Smartphone, Google Maps, or any other GPS device.

Leader Quotes

Read each Leader's quote below and answer the question that corresponds to it.

"Your heart is like a GPS system. You don't know where you're going and that's the scary part about it. A lot of people are afraid of pursuing their dream, because they don't know what's behind the next door, or what's around the corner. I say listen to it while you can. Listen to it. Follow it."

What do you think Van Taylor means when he says "Your heart is like a GPS system?" When have you felt your 'heart' steering you in a certain direction? Did you listen? Why or why not?

roadtripnation.com/leader/van-taylor-monroe



Van Taylor Monroe
Shoe Artist

"If I can truly be myself and figure out who I am and do that all the time, then I am going to be the best in everything that I do."

What subject, sport or hobby allows you to truly be yourself? How does it bring out the best in you? Is there something you have to do on a frequent basis that brings out the worst in you? What makes you less than your best self?

roadtripnation.com/leader/jake-shimabukuro



Jake Shimabukuro
Ukulele Musician
and Spokesperson

"You have to cultivate those things that bring you joy. You have to know what you love."

What is the one thing that brings you the most joy right now in your life? Why does it bring you joy? How can you incorporate that experience into your life more often?

roadtripnation.com/leader/charline-gipson



Charline Gipson
Corporate Lawyer
Davillier Law Group ILC

14

WORK ZONE

Have students read the directions for the Work Zone (the activity on page 15) and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the questions on page 15, encouraging them to be as detailed or specific as possible when making a plan for their high school courses and extracurricular activities.

Struggling learners

Discuss the meaning of the word "insight" with your students, using the simple explanation of the word origin, "inner sight," or to see things at a deep level. How did thinking about their Foundation offer insight into who they are? How can they apply that knowledge to decisions they will make in the future?

Foundation Insight

Defining your own Road in life is about making decisions that reflect who you are and what's important to you.

Consider the insights you've gained about your Foundation and how they can help you as you plan for college; then answer these questions:

How can that knowledge help you make decisions about high school, your courses and extracurricular activities?

How CAN YOU TAKE WHAT YOU'VE LEARNED AND APPLY IT TO YOUR COLLEGE PLANNING?

How might it influence your choice of a major or future career path?

"Stop being outside of who you are and watching your life from the sidelines. This is all part of an evolution...We are a total sum of our life experiences."

Penny Brown Reynolds
Judge, Author and
Ordained Minister

roadtripnation.com/leader/penny-brown-reynolds

Take a few minutes and think about Penny's quote above. Use the lines below to explain the quote in your own words.

List three life experiences that have shaped who you are.

- ①
- ②
- ③

15

Optional Approach

Watch Penny Brown Reynolds' interview clip as a class at roadtripnation.com/leader/penny-brown-reynolds. Hold an in-class discussion about Penny, her life, and what students can learn from her.



Extensions

Have your students discuss the quotes and reflection questions on page 14 with an adult in their life whom they trust. If this is not possible, offer the students an opportunity to share their answers with each other or with you. Encourage them to really think about how they can incorporate what brings out the best in them and what brings joy to their college preparation.

ESSENTIAL QUESTIONS

- EO 1** What can combining my Interests and Foundation tell me about myself?
- EO 2** Why is building a Road map helpful for college planning?

Preview the Text

Have students scan the paragraphs and look at the graphic on this page. With a partner, have students write down what they perceive to be the goal of the lesson. As a class, share responses and create one general lesson summary.

Teach the Text

Depending on students' abilities, have them read the text independently or with partners. Instruct students to highlight or underline any concepts they do not understand.

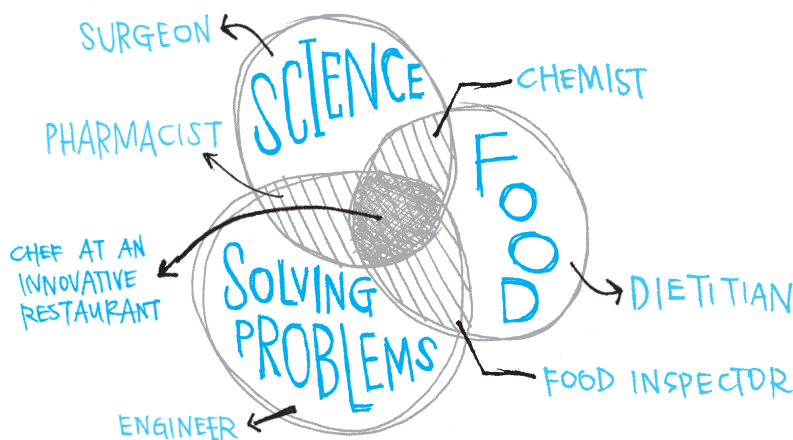
Lesson 3:
The Road Map

When we first introduced the concept of defining your own Road, we talked about how important it is to have a Road map — something to help you get from Point A to Point B. While you may take a lot of detours, a Road map will help you get back on track and reach your final destination. When you define your own Road, that destination becomes more meaningful because it is built upon the Interests and Foundation that matter to you.

Creating your own Road map in the Roadtrip Nation sense is not about taking the shortest route possible. It doesn't even look like any map you have ever seen. It is about discovering as much information as you can about yourself and where you want to go. You have to begin with your Set Point, then add your Interests and

include your Foundation. When you combine these elements and see them as a whole, you are creating a solid base of knowledge about who you are. Having that information at your fingertips will make it much easier to make decisions that reflect what matters to you most.

Take a look at the Road map below. Just like you, many of our Leaders have multiple interests — they didn't want to choose just one Road, so they combined their Interests together, along with their Foundation, and built a life they really love. Homaro Cantu is an inventor and loves science, but he also wanted to work with food. Now he's created an innovative restaurant (where there are edible menus!) built around his inventions and his love for solving problems.



"As long as you're passionate and you can find your creative niche, there's nothing that you can't achieve."

roadtripnation.com/leader/homaro-cantu

Homaro Cantu
Chef/Inventor
Moto Restaurant



16

WORK ZONE

Read the Work Zone (the activity on page 17) directions out loud. Have students complete their Road map independently. Then, have students share their work.

DIFFERENTIATE INSTRUCTION

Proficient learners

Once students have created their own Road maps, have them work with a struggling learner to complete or enhance their partner's Road map. Can their partner offer any suggestions they had not thought of for themselves?

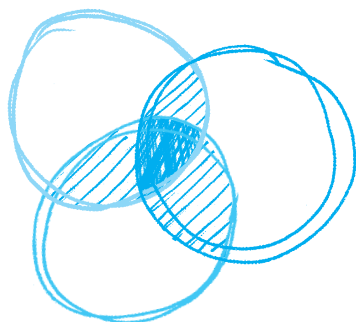
Struggling learners

If students are having a hard time brainstorming professions that align with the overlap of their Interests and Foundation, point them in the direction of the following websites:




bigfuture.collegeboard.org/explore-careers
bigfuture.collegeboard.org/explore-careers/majors/9-video-tips-for-finding-majors-and-careers
onetonline.org

Now it's your turn to create your own Road map! Fill in the circles in the area below with your two main Interests from page 8 and your Foundation from page 13. Notice that they can exist on their own, but they also work together to create a single unit. Their combination forms something new, larger and more representative of all the parts of you.

Next, brainstorm and write down the names of any professions, jobs, or educational paths you can think of that combine your Interests and your Foundation. Use the example on page 16 to help you. However you can, imagine how you can combine all three of the circles to create the best possible fit for you. You can work with a partner or check out bigfuture.collegeboard.org/majors-careers if you need more ideas.



LEGEND

-  Professions/Pathways that align with an individual Interest or Foundation
-  Professions/Pathways that combine one Interest and Foundation or both my Interests
-  Professions/Pathways that combine both my Interests and Foundation

What did you discover by combining your Interests and Foundation and creating your own Road map?

Of the potential careers you thought of, which one would you look forward to exploring most?

17

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

After reading the instructions for the activity out loud, complete at least one or two Road map examples together as a class to check comprehension. Really encourage the students to think creatively about educational and career paths that can combine multiple Interests and Foundations.

Monitor Comprehension

Monitor the students' comprehension by having students share their Road maps in class. Ask students to explain how combining their Interests and Foundation will lead them in the right direction.



Extensions

Have the students watch one or more interviews with Leaders from the Interview Archive at roadtripnation.com/explore. After hearing the Leaders' stories, have students work in groups to create the Road maps that these Leaders might have created for themselves in high school. What were they interested in? What was their Foundation? Where did they think it would take them?

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content
- L3** Listening for Diverse Purposes*
- M2** Student understands, interprets, analyzes, and evaluates media communication.

21st Century

- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.3)
- Be Self-Directed Learners (LC.IS.3)
- Make Judgements and Decisions (LI.CT.3)*

ASCA

- A.1** Responsibility to Students
- A.10** Technology

Students should be able to:



explain how a Road map for life works and why it is useful to have.



name at least one or two educational or career paths that combine their Interests and Foundation.



understand how having a Road map can keep their educations on track.

Teach the Text cont...

Read the text out loud as a class. If possible, offer the students an opportunity to go online during class time and watch episodes of *Roadtrip Nation* at roadtripnation.com/watch.

Monitor Comprehension

Ask students to explain how the Road map they created in the activity is similar to the process of the journey young people take in the Green RV as they travel across the country. Ask students:

- *If you could choose any Leader to interview, who would it be, and why?*
- *What questions would you want to ask that Leader about their Road in life?*
- *Why is self-discovery an important process to begin before you apply for college?*

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students highlight or underline any words or phrases that are unfamiliar to them and discuss those words as a class.

First Generation Students

Ask students to explain why it can be helpful to listen to the advice of people who have more life experience. Why do they also need to listen to themselves?

Watch Roadtrip Nation Online

The activity on the previous page was a basic Road map to get you thinking about how to get where you want to go. However, a hand-drawn map of a place you've never been before might still leave you a little unsure about the direction in which you're headed. It might help clear things up if you could find people who have been there before you, like Leaders with similar Interests and Foundations who have successfully defined their own Roads in life. Leaders can share their insights about what to look for and how to prepare yourself for your future. Their experiences might inspire you to dream bigger for yourself.

There have been many young people who have hit the Road with Roadtrip Nation, traveled across the country in a Green RV, and have collected stories of how Leaders have created their own life Road map. To hear Leaders' stories about how they made decisions, go to roadtripnation.com/watch. Here you will find the current season's episodes of *Roadtrip Nation*, as well as an archive of past episodes. Go online and find Leaders, stories and inspiration which relate specifically to your personal Interests and Foundation.

The Roadtrip Nation Interview Archive

Many Leaders have been featured in episodes of *Roadtrip Nation*, but there are still hundreds of Leaders to explore in the Roadtrip Nation Interview Archive. There, Leaders share thoughts about their Interests and Foundations, as well as their educational and professional experiences. Each has a unique perspective on staying true to their own path, even when it was difficult. You can visit roadtripnation.com/explore and watch clips with Leaders from all walks of life who align with your Interests and Foundation, and who can give you insight and advice as you begin the college planning process.

As time passes and you find new Interests, or if you decide you want to build on a new Foundation, you can always recreate your own Road map. Defining your own Road is all about making your own decisions about what is right for you.

"At some point in your life, you have spent all of your heart and soul following the kind of activity about which you are absolutely passionate. One of the great privileges we have is the opportunity to follow our dreams."

roadtripnation.com/leader/jim-yong-kim

Dr. Jim Yong Kim
Physician
Partners in Health



Do an Internet search of Dr. Jim Yong Kim's life story. What different things has he done in his career to get him to where he is today?

18

To learn more about the Roadtrip Nation story, check us out online in the About tab located at roadtripnation.com. Here you will find out more about our Movement, watch interviews with Leaders featured in our Interview Archive, and learn about other ways to get involved.

WORK ZONE

Read the directions for the Work Zone (the activity on page 18) and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work independently to watch episodes of *Roadtrip Nation* or explore the Roadtrip Nation Interview Archive. Have them search for Leaders that might fall within the overlapping circles of the Road map they created in the previous activity.

Struggling learners

Pair students with more proficient learners and have them watch interview clips online together. Have them explain to their partner what they learned from each Leader they choose to watch. They can then share their responses with the rest of the class.

Watch an online episode of *Roadtrip Nation*, paying close attention to the Leaders' stories. Then, fill in the graphics below. You can always search the Roadtrip Nation Interview Archive to watch other Leaders share insights about their Roads in life.

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

19



Extensions

Watch a full episode of *Roadtrip Nation* online together as a class at roadtripnation.com/watch. Using a map—or individual maps—of the United States, have students plan a route they'd like to take if they were to travel on the Green RV. Have them draw their route and include stops they'd like to make. Then, encourage students to research Leaders along their route they'd like to interview and identify reasons they'd like to talk to that individual. Display individual maps in the classroom.

Students should be able to:



access and identify Leaders' stories from the Roadtrip Nation Interview Archive that align with their current Interests and Foundation.



know that their Interests and Foundation may change and they can create a new Road map at any time.



glean wisdom from a Leader's interview that they can apply to their own lives.

OBJECTIVE

- Synthesize unit content by reflecting on self-discovery and how it applies to future plans for college.

WHO Am I?

Introduce Activity

Have students answer questions individually and then talk about their answers with the class. Read the last paragraph out loud together. Ask students to offer their thoughts on who they are now and who they want to be in the future. Do they feel more confident about who they are and what they want to study? How does college fit into that plan?



Portfolio Opportunity

By using their answers to the questions on this page, students can write reflective essays about how their own Roads and college planning can align. They can use these essays and portfolios as a method of brainstorming when it comes time to write their college application personal statements.

Planning Ahead

Using the chart below as a guide, ask students to complete their own "If... Then... So" statements. Some students may need extra help with this.

Wrap Up: Who Am I?

Understanding who you are and defining your own Road in life is a continuous process. While you start at your Set Point, the journey really begins when you identify your Interests and understand what it is that you truly enjoy about them. It continues as you recognize your Foundation and discover who you are at your core. Combining your Interests with your Foundation allows you to focus on an educational path that will be meaningful and satisfying. As you grow and gain more life experiences, this process will evolve. The better acquainted you are with yourself, the more your Road will reflect who you want to be.

Take a few minutes to reflect on what you have learned in Unit 1. If you need to, refer back to the previous activities as you respond to the following questions:

Looking back at what you wrote about your Set Point on page 7, how have you changed over the course of these lessons? Update your Set Point on these next few lines.

Which lesson provided a better understanding of yourself and what you want? (Interests, Foundation, Road map) Explain.

After completing these lessons, what decisions are you able to make about high school or college?

Based on what you've learned, name one concrete step you will take at this point to achieve a goal as it relates to your education.

As you make your way through the rest of this workbook, continue to reflect on your Interests and Foundation and what makes you *you*. Your teachers, counselors and parents are a great resource to start the conversation. The more often you take the time to consider who you are and what you want for yourself, the more genuine your Road to (and through) college will be. The more genuine your path, the more confident you will feel that you are doing what you're meant to be doing and living a life defined by you.

Let's be Social!
facebook.com/RoadtripNation
twitter.com/RoadtripNation
youtube.com/roadtripnation
flickr.com/roadtripnation



IF...

I am not sure what decision to make about my future,



THEN...

I can begin to identify what I love and what matters most to me,



SO...

I will lead a life that is meaningful and true to who I am and what I believe in.

WHERE

Am I Going?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

In **WHO Am I?** students explore their interests and abilities and discover how identifying what they do well and enjoy doing can help determine their life's work.

In **WHERE Am I Going?** students consider the value of higher education and the importance of rigorous course work in achieving their life's goals.

In **How Do I Get There?** students discover what they need to do in order to find the college that is right for them.

Preview Section 2

Draw a basic shape of a car on the board, or ask a volunteer to do so. Beside it, draw the basic shape of a truck. And beside that, sketch a motorcycle.

Say: *I'm considering buying a new method of transportation. I can't decide, but it really doesn't matter to me because I like all three vehicles. Why is it possible that I will be disappointed if I pick just one?*

Students should realize and discuss that while these are all vehicles, they suit very different purposes. Ask students the following questions to provoke an exploration of the content in this section:

- How should I choose between these three vehicles? (One answer is that you should choose whatever matches your needs.)
- How do their differences act as an advantage or disadvantage to me? (It depends on what you want and what you are planning to do.)

Explain that in Section 2 students will explore similar connections between choices they will make based on their needs for their future. They will explore the concept of "fit" and how it can affect what college they might choose to attend. Students will explore many other topics related to finding a good college match, such as attending college fairs and making campus visits; researching job, internship and volunteer opportunities; and learning about college admission tests.

WHERE

Am I Going?



Section

2

Where can you go to follow your passions and prepare for a career? What do you need to do to make it all happen? In Section 2, you will learn how to figure out what you want in a college. You will ask yourself many questions in order to learn what meets your needs.

21

How Can You Decide What's Right for You?

UNIT OBJECTIVES

Students explore the concept of “fit” and learn that the college search begins with an understanding of their needs and preferences. They learn about varieties of college types and college criteria; they relate these options to their goals and preferences. They learn how to research colleges; they learn how to evaluate college quality.

LESSON 1

The Search Begins with You: Students understand the concept of “the right fit”; know that college success depends on fit; and assess what features are important to them.

- The concept of “fit” means that success in college depends upon attending a college that provides the right learning environment for that particular student. A good fit happens when the school’s “personality” is compatible with the student’s own personality, needs and desires. It’s important for your students to realize that more than one college can be a good fit. The goal should be to find several colleges at which they can be happy and succeed.
- Try to empower your students to think independently about what they want, instead of being too swayed by family or friends.

LESSON 2

Discovering What's Important: Students are introduced to the different types of colleges and their offerings. Students learn how choice of major influences college selection.

- Students need to reduce the universe of 4,000 accredited colleges to a manageable list of those worth investigating to see if they might be a good fit. The starting point is an assessment of who they are, what they need and what they aspire to—then translating that into characteristics to look for in a college. Deciding on “where”—whether to live at home or live away—is a good criteria to begin with because it will quickly cut the job down to size.
- Learn as much as you can about the colleges in your state or the colleges that your students typically attend.

- Reassure your students that while it is good to have a major in mind, as that can help them select appropriate colleges, it is not essential. The majority of students start college “undecided.”

LESSON 3

Exploring Colleges: Students compare objective and subjective sources of college information; learn how to use Web-based college search resources; and begin to develop a list of colleges that have features that match their goals and preferences.

- Internet search engines such as the College Search on www.collegeboard.com are an ideal way to find colleges that match criteria. Advise your students to search first on broad-based criteria, such as size or location, save the results, and then do successive searches on more narrow criteria, such as particular activities offered.
- Print resources (college directories) are good for reading details and comparing colleges, and for gaining a wider perspective of what colleges are available in a particular state or region.
- College profiles come in two types: objective and subjective. Objective profiles give just the facts; subjective ones include opinion and rankings.

LESSON 4

Expanding Your College Knowledge: Students create a list of people (family, friends, counselors, teachers) to interview and questions to ask about college. They learn how to evaluate the information they receive.

- Encourage your students to ask people with relevant experience about their college experiences, their major, their work choices, how they made key decisions and more.
- Students tend to rely too much on the opinions of their peers, even when based totally on hearsay. It is important to emphasize that students have to base their college choices on what’s best for them and make up their own minds.

LESSON 5

College Fairs and College Visits: Students know how to get the most out of a college fair; know what to look for and what to ask during a campus visit.

- Students should prepare before going to a college fair by bringing questions to ask and a notebook in which to record names, facts and impressions. Before entering the fair, students should be advised to first review the list of colleges at the fair, know the layout of the college booths and have a plan for navigating to the colleges they want to see.
- Campus visits require planning, too. To get an accurate impression, students should see a campus when classes are in session—often a campus empties out on the weekends. They should bring a list of questions to ask and not be too shy to ask them.

Engaging Families

Encourage students to have a meeting in which both parents and students can learn about the types of colleges. Parents and students can also discuss possible majors and how the choice of major affects college choices. Let students know if your counseling office automatically schedules these meetings with parents.



Portfolio Opportunity

Pages 24, 26, 28, and 32–33

PreWORK

Prior to Lesson 1, students should research colleges so that they know what colleges offer and require and can name some of interest to them. They can use resources in the school or on the Web.

UNIT OBJECTIVES

- Explore the concept of “fit” and learn that the college search begins with an understanding of preferences.
- Learn about the varieties of college types and college criteria and relate these options to their goals and preferences.
- Learn how to research and evaluate colleges.

Introduce the Unit

Read the Enduring Understanding:

Colleges are not all alike; I must choose among those that fit my needs.

Then have students read the text on pages 22–23.

Think Aloud

Think about the Enduring Understanding with students. **Say:** *What are some things you think are important in selecting a college?* Write their ideas on the board. Then have small groups discuss which features are most important to them. Have groups discuss their findings with the class.

UNIT 2

How Can You Decide What's Right for You?

Where Should You Start?

Choosing a college that fits your needs, goals and values will be one of the most important decisions you make. It is a decision that requires you to answer all sorts of questions for which you may not have immediate answers. Do you want to stay close to home or try out a new location? Would you like a rural or urban setting? Do you want to attend a large or small school? These are just a few of the questions you must begin to answer to choose a college that fits you and suits your social and academic needs.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
The Search Begins with You	Discovering What's Important	Exploring Colleges	Expanding Your College Knowledge	College Fairs and Campus Visits
Pages 24–27	Pages 28–31	Pages 32–33	Pages 34–35	Pages 36–37

Preview the Lessons

Have students read the lesson titles on page 22. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 1, students learned to identify their goals, dreams, interests and strengths.

UNIT 2

VOICE OF EXPERIENCE

"You want to go to a school you're excited about. No matter what you want to do, there is a school out there for you. A college shouldn't be just a place to get a degree; it should be a place where you learn, and not just academically but emotionally. And it should be fun, too!"



WORK ZONE

How can I explore what I need and want in a college?

How can I find the colleges that are the right fit for me?

How Can You Decide What's Right for You? 23

Materials

- ☐ A list of major and career profiles (Lesson 2)
- ☐ College directories (Lesson 3)

Additional Resources

www.bls.gov

State higher education website

www.nacacnet.org

www.campustours.com

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can work independently on this activity. Have them create a list of personal interests and then consider how important these interests are as they choose a college. Encourage students to think about their needs for this activity, not what other people want.

Struggling learners

Assist students by working in small groups. Ask students to consider what a "perfect college" would look like. Have them consider what kind of classes it would offer, where it would be and so on. Have students say where they find information for other topics. Discuss if these resources are reliable or not.

ESSENTIAL QUESTIONS

- EQ 1** What characteristics are important to me in selecting a college?
- EQ 2** What does it mean to find a college that “fits”?
- EQ 3** What would the ideal college be like?

Preview the Text

Have students scan the title and subheads.

Ask students to write down their likes, dislikes, interests, goals and personality traits. Discuss how people often choose careers that fit their personalities. Then ask volunteers to share what careers they have considered. Have students review on how their self-evaluations can be used to guide them to a possible career or major choice. Next, write a list of dream jobs students would like to have on the board.

The Search Begins with You

Finding a Fit

Do you thrive in a lively environment, full of large numbers of diverse people? Or do you prefer a quiet, more rural setting? Thinking about your personality and your interests, as well as the careers that interest you most right now, will help you consider colleges that will fit you. With some thought, and some research, you can find a school that will expose you to new knowledge and skills and hopefully help to provide you with a satisfying way of life.

Who Are You?

The first thing to think about when you're choosing a college is you. In most everyday matters, you probably just “know” what you like. You like chocolate ice cream, blue shirts and watching football. You know those things because you have made those choices a thousand times. You've tried other things and looked at other options, so making a decision is easy. Choosing a college or university is new. It's also a

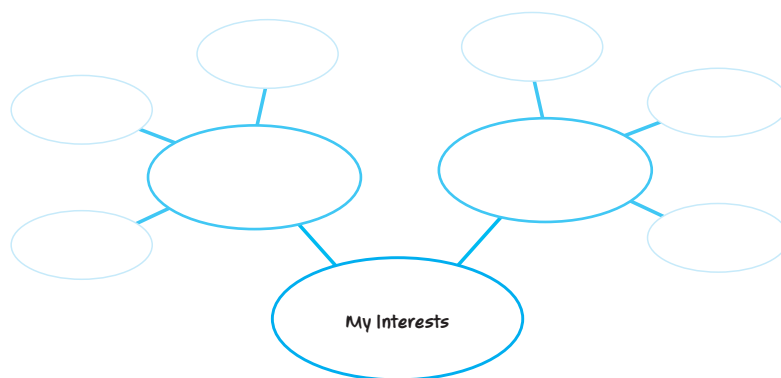
little more complicated. You need to think about your values, your gifts and your strengths. Think about the kinds of people you like to be with, and the locations you're happiest in—cities, beaches, cold places or warm places. This will help you figure out what kind of school will fit you.

Academic Needs and Wants

A very big part of knowing yourself is knowing what you want to learn. Maybe you already know what you want to study in college. If you don't, think about the classes you're taking now. What interests you most? What do you try to find out about when you're on the Web? What books do you read outside of school? Do you get excited about astronomy, or are poetry slams more your style? Do you enjoy being outdoors, or have you already designed a video game? Recognizing the interests you care about today could help you discover what you want to learn. Deciding what you want to learn will help you decide what school will meet your academic needs.

WORK ZONE

Talk with a partner about the things that interest you. Complete the web with words or phrases that describe your interests. Note that some of the ovals are associated with one another.



24 UNIT 2 Lesson 1



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work independently on page 25. Then partners may share their descriptions, explaining how their ideal college blends with their interests outlined on page 24.

Struggling learners

Help students with their descriptions on page 25. Have them create three columns: “Location,” “Size” and “What It Offers.” Students can write key words and phrases and then work on writing a paragraph.

What Is Your Future?

Many high school students have some idea of the kind of career they would like to have. Some know exactly what they want to do. Others are just beginning to explore their own futures. Whatever level you've reached in planning your future is acceptable. However, anything you already know about your future can help you in your college decision-making.

So, think about your future. Where will you be living? What kind of work do you think you'll be doing? What will you be doing in your spare time? Do you want your college experience to lead directly into that future? Or do you want the years you spend in school to be a different kind of experience, such as something unusual that will broaden your view of the world? It's up to you.

Go to the **WORK ZONE**

KNOW YOURSELF

Getting to know yourself might take a little time. Try sitting down with a friend and interviewing each other. Here are some questions you might ask each other:

- Do you enjoy talking to people you don't know well?
- How would you feel about exploring a new city?
- Do you like figuring things out and solving problems?
- Do you like building things?
- Do you think you're good at planning?
- Would you rather plan an event or go to one?

Be creative and think of interesting things to ask each other. You might find out things you never knew about yourself.

Without thinking about any particular college, write a description of your "ideal college." Tell where it is, how big it is, and what it offers you. Consider your interests when describing it.

My Ideal College

The Search Begins with You 25

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the text aloud or with partners. Have students take notes and highlight key words, phrases and sentences. Encourage partners to answer questions posed in the text.

Optional Approach

Have students tell a partner what kind of college they would like to attend and why.

Monitor Comprehension

Encourage discussion with a Think Aloud. **Say:** *Choosing a college is an important decision. What special classes, organizations or activities would you like your future college to offer? Ask the students to take turns sharing what they would like to be doing four years from now.*

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

21st Century

Be Self-directed Learners (LC.IS.3)

Systems Thinking (LI.CT.2)

Communicate Clearly (LI.CC.1)

Make Judgments and Decisions (LI.CT.3)

Students should be able to:



identify and describe personal interests.



consider characteristics of an "ideal college."



write about their "ideal college."

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion with a Think Aloud. **Say:** *Your friends and family may have opinions about where you should go to college. But the choice is yours. You are the only one who knows what you are interested in. Make your own dream list and then ask friends and family for their input.*

Have students discuss how they communicate with friends and family about their ideal college.

DIFFERENTIATE INSTRUCTION

English Language Learners

Differentiate interests from personality traits.

First Generation Students

Discuss the importance of choosing the right college. Students' learning should be successful and fun. Have them pick features that will make them feel comfortable at a college.

It's Up to You

Finding a school that is just right for you is an extremely personal decision that requires careful research and reflection. Seek out the advice of older friends and siblings, parents, teachers and counselors in your quest to find the right school for you. Ultimately, you should choose a college that feels right for you, based on a close examination of your interests, goals and needs.

The Search Starts with You

It's all too easy to focus on which schools are going to accept you, and that will certainly be important in the final decision. But that is not where your decision-making should begin. Choosing a half dozen schools at random and taking whoever accepts your application is a recipe for disaster, even if you apply to the "best colleges" you know. You are choosing schools as much as they are choosing you. This is a chance to find a place you'll thrive, a place that will help you lay a foundation for your life. "Best colleges" should mean the colleges that are best for *you*. This decision is about you, not your family, what your friends are doing, or college rankings.

Your Dream School

Think about what you need and want in a school. A school's academic offerings should meet your academic needs, and its social offerings should also meet your social needs. As a result, you need to review your academic interests, living situation and extracurricular activities. The activities you take part in now will give you a lot of clues to what you may want in a school, even if they don't give you all the answers. Take a look at the choices you've made so far in life and see if they lead you to a future choice.

You Outside of School

Go beyond your school experience to explore who you are and what you need. Perhaps you've been working during high school, either during the summer or after school. Look at what you have liked about your time at work and what you haven't liked as well. If you've done volunteer work, such as for a pet shelter or a park program, that can be an indicator for you, too.

What's your role in your family? Are you the one who's always taking care of important family matters? Or are you a bit of a rebel, questioning and challenging? You may not see the connections between some of these

WORK ZONE

On the chart below, create a personal profile that you can use throughout the process of choosing a college.

Main Interests	Career Goals	Skills and Talents	Extracurricular Activities	Work/ Volunteer Activities
Music	Music director	Play guitar	Chorus	Play in my church group



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students should be able to complete the activity independently. Students may not have a career goal for each interest, but advise them to list as many interests as they can. Have students check off the names of people they listed on page 27 once they have talked to them about joining their team.

Struggling learners

Have students choose some of the interests they listed on page 24. Help them think of careers that apply to their interests. Encourage students to list people they can communicate with on page 27. These may even be relatives who live far away.

ESSENTIAL QUESTIONS

EQ 1 What are the characteristics of colleges? Why are they important?

EQ 2 What is a college major? Why is it important?

Preview the Text

Have students scan the title and subheads. Then have partners discuss majors that they have been considering and what colleges might best meet those needs. Have students create a list and share with the class.

DISCUSS WORDS FOR SUCCESS

Ask students to tell why it is important to attend an **accredited** college. Have students brainstorm some colleges that they know and help them to decide whether the schools are **vo-tech/career colleges**, **specialized schools**, or a different type of college.

Discovering What's Important

First Round Elimination

There are nearly 4,000 **accredited** two- and four-year colleges. They have different offerings, different campuses, different traditions and different student bodies. You need to figure out what is most important to you in order to come up with a manageable list of colleges to apply to.

Types of Colleges

A good place to begin the narrowing down process is to look at the type of college you would like to attend. You might want to choose a liberal arts college, which offers a well-rounded education with an emphasis on history, literature, art, science, social sciences, philosophy and languages. These schools are usually small to medium-sized and often have small class sizes. However, a university might also be right for you. A university is usually a collection of colleges or schools.

You could choose the school of arts and sciences at a large university or, if you have a special interest, you might choose a college based on that, such as a college of education or a business school.

Community colleges have many advantages. You can spend two years, usually at a lower cost, and either get training for a specific career or discover an area of study you want to pursue and transfer to a four-year school. **Vo-tech/career schools** give you the opportunity to take classes that are focused on career training, often with teachers from the specific industry. **Specialized schools** also offer a great alternative for people who have made a career choice, such as nursing.

Range of Offerings

Besides the type of school you want to attend, there are other considerations. Does a particular school offer the major you're interested in, for example? You may not

WORDS FOR SUCCESS

accredited recognized by an accrediting organization or agency as having acceptable standards in its programs, facilities and services

vo-tech/career college a college that prepares students for a particular career

WORK ZONE

On the chart below, create a list of colleges to which you might want to apply.



My College List

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity independently. After they complete their list, have students share it with a partner. Ask them to share reasons why some schools were on their list.

Struggling learners

Help students identify names of colleges. They may know where a college is, but not the name. Before they begin making their list, have students list four factors that are important to them. Refer back to the class discussion on different types of colleges.

have made a final decision about your major, but you may have a general area of interest. The schools you're looking at should offer majors in that area.

If you are not sure what you want to study, a liberal arts college or an arts and sciences college at a university will give you a solid educational foundation and a wide range of options. Campus activities, such as sports and theater, and the opportunity for an active social life might be of interest to you, too.

If you go to a college where students live on campus, you will want to consider the housing options. What are the dormitories like? Is there off-campus housing available, and at what point are students allowed to live off-campus? All of these issues are important to consider.

Key College Factors

You will also want to consider the size and diversity of the student body, which will depend on a variety of factors. One of those factors is the location of the school. Location can mean many things: staying in state or going out of state, staying close to home or going far enough away that you'll only get home

during major college breaks. It can mean choosing a city college, with all that a city has to offer, or a rural campus, close to the great outdoors. You might have several locations that suit you, and each choice will help you begin to focus on the types of colleges where you'll be happy.

You will want to look at special academic programs that might serve your needs as well as campus life in general. Are sororities and fraternities a big part of life on campus? Is there a challenging intellectual atmosphere? Of course, cost is a consideration as well, but know that there are many financial aid options available. [Go to the WORK ZONE](#)

TIP

Don't let your preconceived notions of a college or its location shape your opinion. There are a variety of colleges across the country. Explore what makes them unique.

specialized school a college that specializes in a particular area, such as art

Write an essay explaining the reasons you picked one or two of the colleges on your list on page 28.

Why I Picked the Colleges in My List

Discovering What's Important 29

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Explain that there are different types of colleges available to students. Read the text aloud with the class. Remind students that even if they are undecided about what they would like to study in college, there are other considerations to think about when selecting a college. Have them highlight factors listed in the text that they feel are important.

Optional Approach

Have students create a graphic organizer that illustrates the main points of the lesson.

Monitor Comprehension

Encourage discussion with talking points such as:

- Give examples of three different types of colleges you could attend.
- Describe the kind of college that you would like to attend. **Ask:** Is it big or small? Is it a specialized college? If so, what kind? Would you prefer a public or private school? Would you like to attend a single-sex college?

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, A, R*

W3 Drafting CR, A

21st Century

Systems Thinking (LI.CT.2)

Communicate Clearly (LI.CC.1)

Use and Manage Information (IMT.IL.2)*

Students should be able to:



compile a list of colleges that they would consider attending.



identify some different types of colleges.



identify some reasons why some colleges might be a good fit for them.

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud.

Say: *With hundreds of possible majors, you have many fields to choose from. In most colleges, you don't have to declare a major until your sophomore year. So, in addition to your core subjects, you will take classes in a field that interests you. You can also major in two fields. Share with students how you decided on your major in college.*

DIFFERENTIATE INSTRUCTION

English Language Learners

Point out that some colleges provide English language study programs to assist students. Prompt students to discuss why these types of programs are common at many universities.

First Generation Students

Point out that many students begin at community colleges and transfer to four-year schools later. Explain that attending a community college allows you to live at home and take the time to choose a major.

Thinking About a Major

Is Choosing a Major Important?

You may have just a clue or a pretty good idea of what you want to major, or concentrate your studies, in. Most students start college "undecided" and make up their minds about what they want to major in once they've taken some courses.

College will introduce you to many fields you haven't had a chance to explore in high school. Most high schools don't have courses in marine biology, for example, or chemical engineering, textile design or physical therapy. There are 900 majors recognized by the federal government. How many do you think you could name? How many would you like to consider before you make your choice?

Will Knowing Your Major Help You?

It would be good to have some idea what majors, or what broad categories of majors, interest you. That will play a role in your choice of college. Most colleges offer dozens, if not hundreds, of majors, and many students change majors several times. College is designed to let you explore.

If you know exactly what you want to study, find colleges with programs that appeal to you. If not, make a decision as soon as you feel comfortable. You'll take about a third of your courses in your major field. You

want to find something you enjoy and do well, because you'll do better in college if you're studying something that really interests you. Having some idea of your major will also help you move through college on schedule. You don't want to have to backtrack and take additional courses because you decided late.

Majors and Careers

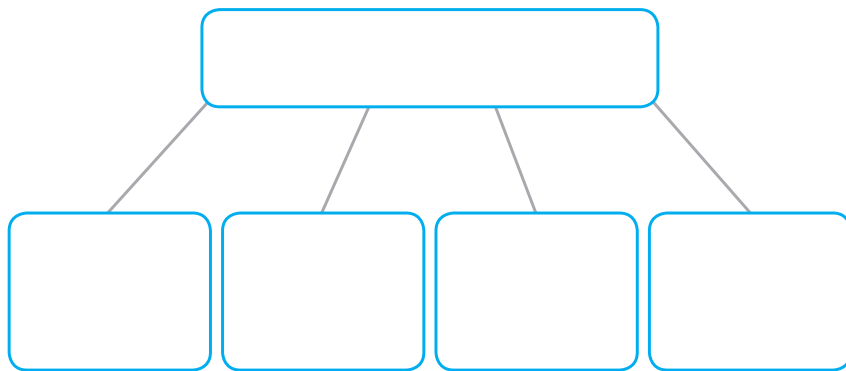
Majors are related to careers, but the connection is loose. Some majors, such as fashion merchandising, prepare you for a specific career. Other majors, such as English literature, are less connected to one particular career. An English lit major could become a teacher, writer, editor or lawyer among other careers. The skills you build in college and in your first few years in the workplace will eventually be more important than your specific majors. You will probably be a lifelong learner, obtaining additional skills as you work.

Go to the **WORK ZONE**

WORK ZONE

Careers and Majors

On the diagram below, write a career in the large box in which you might be interested. In the smaller boxes, write majors that would help you in that career.



30 UNIT 2 Lesson 2

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work in pairs to think of related majors on page 30. Point out that they will focus on one of the questions in their essays on page 31. If they have decided on a major, they will answer the first question. The undecided will answer the second question.

Struggling learners

Help students use a list of majors and career profiles that you provide to connect majors to specific careers. For the essay, have students describe what subjects interest them if they are undecided about a major. Or have them write about a major that appeals to them at this time.

How will your choice of major influence your choice of a college to attend? How will you choose a college if you're unsure of what you plan to major in?

Choosing a Major

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Discovering What's Important 31



Extensions

Have students research the career they selected on page 30. Students may research in the library or by interviewing people in the field. Students should investigate if there are specializations in the field. For example, if they chose *engineer*, they should examine the different types of engineers. Students should investigate what kind of degree is necessary for an entry-level job, what the work involves and the entry-level salary. Students may present their findings in an essay, a photo essay or some type of graphic organizer. Allow time for students to present their work to the class.

Students should be able to:



identify careers they may be interested in.



identify majors associated with a particular career.



describe how their choice of a major may influence their selections of colleges.

ESSENTIAL QUESTIONS

- EQ 1** How can I use the Internet to search for colleges?
- EQ 2** What colleges interest me? Why?

Preview the Text

Have students scan the title and subheads. Ask students to discuss the difference between facts and opinions. **Say:** *What are some facts and opinions about your high school?* Have students list them on the board under the columns “Fact” and “Opinion.” Discuss how accurate the facts are. Ask students how much validity they give to people’s opinions.

DISCUSS WORDS FOR SUCCESS

Have students provide a list of **objective resources** and **subjective resources**. Keep a list on the board during their research.

Teach the Text

Read the text aloud as a class. Have students make a list of details they would like to know about prospective colleges. Encourage them to begin files to collect these facts so that they may be used later in their selection process. Discuss that college directories are a good print resource to use to find these kinds of facts about colleges.

Exploring Colleges

Resources for Exploring

There are many trustworthy resources you can use to research colleges. Each will offer something different. You should use them in different ways. Always use the right tool for the job.

Facts and Opinions

You’ll first want to think about whether you’re using an **objective resource** or a **subjective resource**. An objective resource presents “just the facts” about colleges and universities, and the facts can be very useful. Objective resources give you a good idea of the basics—quality of education, location and social and academic offerings. Subjective resources include opinions that various people have formed about the school. Subjective resources may be based on

or include students’ or researchers’ opinions about college features. They can give you a good sense of how people who really know the school feel about it. Ask your counselor what resources he or she recommends. You will probably want to consult both types of resources. Just be aware of what you are using.

The Facts

Some of the facts you can find out about a college are retention rate, graduation rate, faculty profile, test scores and admission requirements. The retention rate tells you how many students who enter the school choose to stay there. A high retention rate is a very good sign. The graduation rate tells you how many students who enter actually graduate from the school. This is important, too. A high graduation rate indicates that the school is attracting the right students.

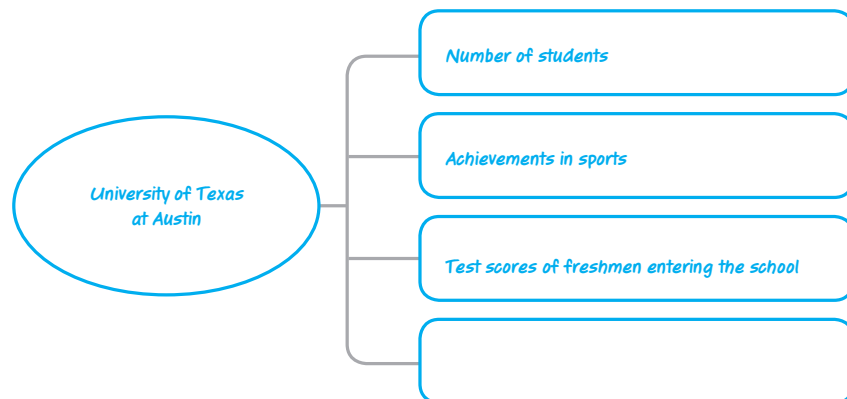
WORDS FOR SUCCESS

objective resource source of factual information

subjective resource source of feelings and opinions

WORK ZONE

Write the name of a college that interests you in the left oval. Then think about and list in the longer ovals the objective information, such as number of students, you consider most important to know about that college.



32 UNIT 2 Lesson 3



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow students to work with a partner to give estimates of more specific information based on the general examples of subjective and objective information they gave in the Work Zone. For example, the students might estimate that there are about 10,000 students at the college. They can conduct research outside of class or use college directories to confirm their estimates.

Struggling learners

Help students by having them write a question related to objective information, such as: *How many students attend the college?* They can then use the questions to list the general types of objective information they consider to be most important to know about the college.

Using the Internet to Plan for College

You can do a lot of college planning online—from finding colleges to consider, to calculating how much financial aid to expect, to organizing the application process.

Looking at College Websites

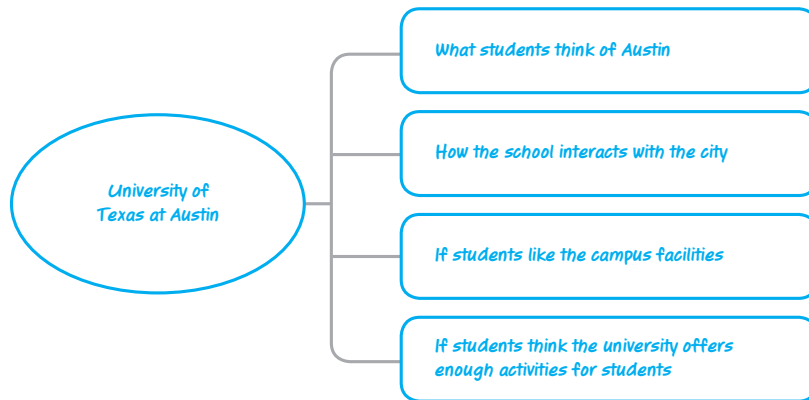
Just about every college has its own website, which is often the best source for detailed information about that college. You can see a complete list of majors and courses offered, or find that college's particular application deadlines. Not all college websites are created equal, however. Some are better designed than others; some are easier to navigate; and some are better at keeping information current. If you have trouble finding certain information, look for a "site map"—usually at the bottom of the screen—which is like an index of everything in the site.

And keep in mind that the quality of the website does not always reflect the quality of the college.

Searching for Colleges Online

When using college search engines, remember that "less is more" when creating your search query. Searching on more than two or three criteria often results in no "hits" because the program will only find colleges that match all of your criteria. That means a college that has four out of five of the things you are looking for won't come up, even though that college may be a good match for you. It's best to divide your criteria into several searches, and then compare results to find colleges that come close to what you are looking for.

In the left oval, write the name of the college you listed on the previous page. On the right, write some of the subjective information, such as various student opinions, you consider the most important.



Exploring Colleges 33

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Monitor Comprehension

Encourage discussion with talking points such as:

- *What kinds of facts and opinions about a college could affect your decision to attend?*
- *Besides a college's website, where else can you get opinions about a college?*
- *Why shouldn't you judge a college by its website?*



Extensions

Have students conduct research to construct a document or poster that lists common facts and opinions about a college they are interested in. Mention that students without access to the Internet can use college directories. Beside each fact or opinion about a college, students should provide an explanation of why the statement is a fact (that can be proved) or an opinion (that is only based on what someone thinks). Students can present their findings in class.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

21st Century

Systems Thinking (LI.CT.2)

Use and Manage Information (IMT.IL.2)*

Apply Technology Effectively (IMT.IC.1)*

Communicate Clearly (LI.CC.1)*

ASCA

A.10 Technology*

Students should be able to:



understand the difference between objective and subjective information.



identify important objective information about colleges of their choice.



recognize examples of subjective information about colleges of their choice.

ESSENTIAL QUESTIONS

- EQ 1** Who do I know that can tell me something about college?
- EQ 2** What can I learn about college from talking to others?
- EQ 3** What questions do I still have?

Preview the Text

Scan the title and subheads. On the board, write a list of questions students have at this time about college. Then create another list of people they think might be able to help them find the answers. As you read, have students add more questions.

Teach the Text

Read the text aloud with the class. Have students create a list of people they can approach with their questions. Remind students that if they keep a journal, they can have all their information in one place and refer to it when making decisions about college.

Expanding Your College Knowledge

Researching and Asking Questions

The closer you get to decision time, the more you need to know about the colleges you're considering. That is going to mean reading and researching and, most importantly, asking questions. Fortunately, college representatives are ready and willing to answer any questions you have.

Finding the Right Questions

Are you feeling that you have more questions than answers about where you want to go to college? Don't worry about it. Just finding the right questions to ask is crucial. Your questions should reflect what's important to you, from "Do you have a debate team?" and "Can I get vegan meals in the cafeteria?" to "What was your basketball team's record last year?" Be sure to write your questions down when you think of them.

You will have plenty of opportunities to ask them in the months ahead. You want to be prepared to take advantage of those opportunities.

Questioning College Students and Staff

Colleges will always welcome your questions. That just makes sense. They want you to know everything you want to know about their school. Of course, you'll get a lot of answers if you're able to meet in person with someone at the college. But even if you don't conduct an interview, you can e-mail questions to college staff. Whenever possible, be sure to direct your questions to the person or group who most likely will be able to answer them. If you're not sure, you can send your questions to your main contact at the school. So write down and keep track of your questions, especially for the admission staff, current students, the faculty in your major area (if you've chosen a major) and the people in the financial aid office.

WORK ZONE

At the top of each column below, write the name or position of a teacher or counselor you could ask about colleges. Then, write several questions you could ask that person.

Name /Position _____

Questions

Name /Position _____

Questions

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can work independently on this activity. Have students create at least four questions for each individual. Each question should relate to a different topic, such as academics, admission or student life.

Struggling learners

Help students by framing questions with *Who?* *What?* *Where?* *When?* and *How?* Remind students to construct questions geared to the individual they are asking. To a counselor, the frame can start: *What* kind of grades do I need to get into college? or *How* many students are in each class?

ESSENTIAL QUESTIONS

- EQ 1** What is a college fair? Why would I go to one?
- EQ 2** What is a campus visit? Why would I go on a campus visit or tour?
- EQ 3** What should I look for and ask about at campus fairs or visits?

Preview the Text

Have students scan the title and subheads. Ask students who have visited a college to share what they learned during the visit. Have them describe what they expected and what interesting revelations their visits offered. Point out that many colleges offer tours. Students should find out when tours are offered and start planning visits soon.

Teach the Text

Read the text aloud as a class. Have students take notes about what they should do at a college fair and on a campus visit. Remind students that the more prepared they are and the more they have narrowed their options, the more successful they will be at a college fair. Encourage students to organize their questions into major headings, such as "Admission," "Housing" or "Financial Aid."

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete their charts individually. To extend, students may want to take a virtual tour of one college and see if this prompts them to think of other relevant questions to ask at a college fair.

Struggling learners

Work with students in small groups. Have them tell how they would provide a tour of their school to middle-school students. Then have them write things they would learn from a college tour that are not available from the college website. These items should help them formulate questions for page 37.

College Fairs and Campus Visits

Face-to-Face Contact

Doing research using books and the Web is very valuable, but there are also some real advantages to talking to people face-to-face. College fairs and campus visits give you the opportunity to do just that. You will want to be sure to prepare so that you can get the most out of them.

College Fairs

At a college fair, dozens of colleges have booths, information and representatives. The fairs are usually held at high schools or convention centers. The reps will be eager to talk with you, describe their college and answer your questions. They'll give you brochures and catalogs if you're interested in their school. When you go to a college fair, be prepared. Think about general questions you have for colleges. Then, think about specific questions you have for specific colleges. Get a notebook and make notes about the questions you want to ask. When you're at the fair, write down the answers to your questions.

Make the Most of the Fair

When you're at a fair, don't just wander from booth to booth. Find out beforehand which colleges will be at the fair and make a list of the ones you want to talk to. If possible, talk to college representatives by yourself and not as part of a group. After all, this is your future you are planning. Take notes and keep the literature for later review. Keep the business cards of the admission staff you meet. Then, if you think of questions later, you can contact them personally.

Campus Visits

A visit to the campus of a college you're interested in is a great learning opportunity. You can arrange for a campus tour by visiting the admission office, or you can visit a campus "virtually" by going to the college website.

WORK ZONE

Complete the graphic organizer with some things you could learn from a college fair or a campus visit that you might not find out from college materials or the college website.

Things I could learn from college fairs/campus visits

Time to Make Choices

UNIT OBJECTIVES

Students learn how to explore colleges in depth; align their interests and academic profile to specific colleges; understand the concept of “reach,” “safety” and “likely”; create their college lists.

LESSON 1

Creating a Short List of Colleges: Students reduce the results of their research to a manageable list of colleges they will most likely apply to. Students learn what accreditation is, why it's important and the difference between institutional and program-specific accreditation. They learn what colleges look for, and how to assess their chances of admission.

- Prioritizing college choices should not be done alone. Students will have several “must haves” and “like to haves” in what they are looking for in a college. They should ask for as much help and advice as possible from people whose opinions they trust to help them rank-order what they want and need. Keeping the concept of “fit” in mind will help balance facts and gut instincts, all of which point to the right choices.
- Advise your students to ensure that they are applying to accredited colleges. Only colleges accredited by an agency recognized by the U.S. Department of Education may distribute federal financial aid dollars. Accreditation ensures credits will transfer to other colleges or to graduate schools, and that the college is financially sound. There are many types of accreditation. All colleges profiled in College Board directories and Web searches are accredited at the institutional level.
- Students should know what the colleges they are considering look for in successful applicants, and the relative importance of the different factors considered by the admission officers at those colleges (grades, test scores, etc.). This information can be found in the college profiles displayed in college search programs and directories like the *College Handbook*. Point your students to the GPA, class rank and test score ranges of admitted freshmen that are also provided in these profiles. This information will help your students know what their applications should include and convey. They will also be able to gauge their chances of admission and focus their efforts accordingly.

LESSON 2

The Right College for You: Students match their personal and academic profiles to the colleges they are investigating and identify those that are safety, reach, or likely.

- In general, students should apply to several colleges, including one or two where they believe they will definitely be admitted (“safeties”), somewhere they probably will be admitted and some that are a reach.
- Per the American Freshman: National Norms 2008, a project of the University of California, Los Angeles, about 78 percent of students get into their first-choice college. In general, colleges are looking to admit students, not to deny them.
- What do colleges look for? When reviewing applications, colleges look for indications that students can do the work, and will thrive at their institution. Most colleges weigh academic factors (grades, test scores, classes taken, writing samples, recommendations) more heavily than personal ones. Among the personal factors that come into play are talents; extracurricular activities; first-generation status; alumni status; area of residency; religious affiliation or commitment; and level of interest. The latter refers to how interested a student is in a particular college—visits and e-mails to the deans of admission are indications of a high level of interest.
- Final selections should be based on priorities, practicalities and the impressions gained from visits, interviews, etc. Advise your students to keep good files on the colleges they explore—that will make it easier to weigh the variables. Cost will be a big factor in their minds, but it is important for students and families to remember that the true cost of a college is unknown until the financial aid package arrives with the acceptance letters. A college that looks like a good match should not be ruled out on the basis of the “sticker price”—if that college really wants a student to enroll, it will try to offer enough financial aid to make that possible.

LESSON 3

Looking Forward and Giving Back: Students learn to look beyond school for self-development. They learn how jobs, internships and community service enhance their college applications.

- Internship opportunities for high school students do exist, and students can contact local employers to work as interns. It is unlikely such internship opportunities will provide payment. The experience of working in a company, working with different people, learning to work in a non-school environment—that is the payment.

Engaging Families

Encourage parents to research schools with their child. Discussing college choices gives parents time to connect with their children and share dreams for their futures.



Portfolio Opportunity

Pages 39, 44, 46, 48

PreWORK

Prior to Lesson 2, students must research potential colleges. They can use resources in their counselors’ offices or on the Web. With the help of their parents or a trusted adult, students should develop a list of seven to eight colleges to which they may apply.

UNIT OBJECTIVES

- Explore colleges in depth.
- Align their interests and academic profiles to specific colleges
- Understand the concept of “reach,” “safety” and “likely” schools.
- Create their college lists.

Introduce the Unit

Read the Enduring Understanding:

There is a process I should follow to make my final college choices.

Then have students read the text on pages 38–39.

Think Aloud

You may think that applying to as many colleges as possible is the best way to ensure that you are accepted somewhere. **Say:** *Does that sound overwhelming? Sometimes, when I am feeling overwhelmed by a decision, I stop and assess the possible outcomes before researching and making an informed choice. Similarly, it may seem challenging to turn a long list of possible college choices into an action plan for applying to a few schools. In this unit, we will explore how to create a short list of colleges based on your needs and wants in a school.*

UNIT 3

Time to Make Choices

How Can You Prepare to Make a Decision?

How do you take a long list of colleges that interest you and turn it into a short list of schools you will apply to? How can you narrow the choices, determine your chances for admission and put together a game plan for your senior year of high school? It's all about taking the research you have done so far and using it to prioritize, categorize and sort the schools. You're more than halfway to making a decision already.

LESSON 1	LESSON 2	LESSON 3
Creating a Short List of Colleges Pages 40–43	The Right College for You Pages 44–47	Looking Forward and Giving Back Pages 48–49

Preview the Lessons

Have students read the lesson titles on page 38. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 2, students learned that choosing the best college means finding the right fit. They explored needs and preferences and how to research colleges.

UNIT 3

VOICE OF EXPERIENCE



“Another key to having a good senior year is to plan, plan, plan. Start this summer. Begin researching colleges and writing those application essays. There will be plenty of time to hang out with friends as a senior if you take advantage of this summer break.”



WORK ZONE

What schools have you already identified as possible colleges to attend?
On a scale of 1–5, rate how strongly you feel about attending each one.
(A “1” is the highest ranking.)

Possible Colleges to Attend	My Rating	Reasons Why

Time to Make Choices 39

Materials

- ☐ College directories (Lesson 1)
- ☐ College viewbooks (Lesson 2)
- ☐ Any school list of available internships (Lesson 3)



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Some students may already have a short list of colleges. Once they complete the activity individually, have them rank their choices. Then have them circle the school where they believe admission will be the most difficult.

Struggling learners

Provide students with lists of colleges for browsing. Possible categories include state schools liberal arts colleges, large public universities and community colleges. Allow students to browse the material and then complete the activity on page 39. Circulate among students to offer support and answer questions.

ESSENTIAL QUESTIONS

- EQ 1** What does my short list of colleges look like? How did I select these colleges?
- EQ 2** What is accreditation?
- EQ 3** What are colleges looking for?

Preview the Text

Brainstorm with students how to create a short list of schools. Provide examples of college directories for students to examine.

Ask: *What are some criteria you can use to narrow down your list of potential colleges?* Think of as many criteria as possible and write them on the board. Read each suggestion aloud. Ask students to raise their hands to indicate whether or not that item would affect their college choice. Circle the most popular ones.

Creating a Short List of Colleges

Time to Prioritize

You have given some real thought to what you want in a college, and you have looked at the kinds of colleges that might meet your needs and wants. It is now time to narrow down your list of colleges by considering your academic and social needs at the same time. That means you need to look more carefully at your best prospects.

KNOW YOURSELF

Answer the following questions to help you identify your own needs and wants.

- What am I most interested in, academically?
- What activity do I spend the most time doing during an average week?

It's not enough for a school to have "academic excellence." It must have the academic focus you need and want. It's not enough for a school to have "an emphasis on sports" if that means football when you want track. There's also the question of which schools are looking for students like you.

You're choosing a way of life for the next two to four years or more. What schools will help you have that way of life? It's time to get specific.

College Considerations

A good education means something different to each of us. You may want small classes with intense discussions and a lot of attention from your professor. Or you may want greater choices and a wide variety of extracurricular activities.

You'll also want to consider the location of the school and what the surrounding area has to offer. Pay attention to your own college needs and do not get distracted

WORK ZONE

In the space provided below and on the next page, list five characteristics that comprise your ideal college. Next to each quality, explain why your ideal college has that specific characteristic.

My Ideal College

40 UNIT 3 Lesson 1

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity individually. Then have them share their responses with a partner and discuss any additional criteria that their partners may have suggested.

Struggling learners

Have students use the list of brainstormed criteria from the Preview the Text activity to help them determine five characteristics of an ideal college. Then allow them to discuss each of these with a partner or small group before writing their explanations on page 40. Circulate among students to offer support.

by what other people think. Your friend's favorite college is not necessarily the best college for you.

Focusing on What You Want

A good way to sift through the many college choices and to decide what meets your needs is to make a list of the features you "must have" in a college and the features you'd "like to have." Only you know what is important to you, whether it's religious affiliation, a particular major, great services for commuter students or a world-class library. Think about all the college offerings and qualities that are important to you, and use them to find colleges that meet your needs.

The College for You

It's unlikely that any college you consider will meet every single one of your expectations. Many colleges, however, will provide opportunities for you to thrive as a student and as a person. Look for the colleges that give you the best fit in all your areas of interest, from academic excellence in your field to a location near enough or just far enough away from home. Be specific but flexible. A great athletic program, for example, may make up for a location that is not exactly perfect for you. Don't make too many compromises. If you haven't found the school you are looking for, investigate other options.

Accreditation

Accreditation is important because it is your best guarantee of quality in a school. Accreditation is when a school is recognized as meeting acceptable standards in its programs, facilities and services. Independent agencies determine whether a school meets the necessary standards. These agencies also determine whether particular programs within a college or university, such as a journalism or nursing program, may be accredited. When you're applying for a job, trying to transfer credits to another school, or applying to graduate school, your college work may not "count," as far as many people are concerned, if it's not from an accredited school.

Go to the **WORK ZONE**

My Ideal College, continued

Creating a Short List of Colleges 41

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have student volunteers take turns reading the text aloud. After each paragraph, have another student volunteer summarize what was read to the class. At the end of each section, encourage students to ask any questions to clarify their comprehension of the content.

Optional Approach

Have students scan subheads and write a short prediction about each section.

Monitor Comprehension

- Name two possible considerations when choosing a college.
- Explain the difference between "must have" and "like to have" criteria in terms of the college search.
- Describe accreditation in your own words.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content R, CR, A

L3 Listening for Diverse Purposes*

21st Century

Use Systems Thinking (LI.CT.2)

Solve Problems (LI.CT.4.b)*

Communicate Clearly (LI.CC.1)

Students should be able to:



prioritize their academic and social needs as they relate to college choice.



identify some "must haves" and "like to haves" about colleges.



understand the importance of accreditation.

Teach the Text *cont...*

Monitor Comprehension

- *What types of accomplishments do colleges look for in prospective students?*
- *Explain how to find out if your experiences match your college of choice.*
- *Name two ways to show that you are genuinely interested in a college.*

DIFFERENTIATE INSTRUCTION

English Language Learners

Encourage English language learners to include any language concerns they may have in their list of college criteria. Some colleges provide additional support for non-native English speakers.

First Generation Students

Encourage students to connect with admission staff at their schools of choice via e-mail or phone. These connections present opportunities to learn the admission process on a personal level.

Your Chances of Admission

Besides deciding where you want to go to college, you'll need to figure out how likely you are to be admitted. Often that depends on how good a match you are with a particular college or university. One school may think you're an average applicant while another school may see you as a superstar.

What a College Looks For

You know that colleges look at your academic performance. But your grade point average is not all they take into consideration. They also consider the kinds of courses you took. Challenging courses, such as Advanced Placement Program® courses, will count for more than others.

Showing your mastery of subjects will also help colleges understand your interests and abilities. SAT Subject Tests™ will help you demonstrate proficiency in classroom subjects. Some universities use Subject Tests for placement and guidance. College representatives will also review your SAT®/ACT scores. They also look at your class rank to see how your performance compares

to others in your school. Some schools may consider the academic performance of your entire high school and the kind of courses it offers when making their decision.

A Closer Look at the School

Most schools inform you on their website of what they are looking for in a student. Review that information when it is available. You need to know whether you fit a particular school's student profile.

When you start putting together a short list of schools to investigate further, you will also want to look at the students who have already been admitted. That information can also often be found on the school's website. Your counselor may also have reference material that will provide the information.

You can find student profiles for most schools on the College Board website in the College Search feature. Once you fill out a profile for yourself, you can compare your profile with those of students in any school you're interested in attending.

WORK ZONE

In the first column below, list the features you are looking for in a college. Then rank each feature as a "Must Have" or a "Like to Have" by placing a check mark in the appropriate column to the right.

[illegible]

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity individually. Compare students' results by creating a similar chart on the board and writing down the number of students choosing different features as "must have" or "like to have."

Struggling learners

Have students complete the activity with a partner. Circulate among pairs to offer support and direction. Then have partners join the entire class for the charting activity described above.

A Closer Look at You

Looking at the numbers is important, but, as you have learned, test scores and grade point averages are not all that a school takes into consideration. Most colleges want diverse students with a variety of interests and skills. They want students with enthusiasm and passion.

They will also consider your extracurricular activities, such as participation in speech tournaments, volunteer work in the community, and leadership in school-related clubs. If you have accomplishments outside of school, those can be important as well.

Colleges also want students who really want them. Colleges make note of students who show genuine interest in the school by contacting the admissions office with questions, visiting the campus or speaking to a representative at a college fair. These efforts indicate that your application is seriously offered and will help ensure that the college will give it serious consideration.

Go to the **WORK ZONE**

Explain how you will use your ranked features to create a short list of colleges—about five to eight colleges you might want to attend. You may need to think about what compromises you are willing to make in order to select colleges that come closest to your ideal.

My College Requirements

Creating a Short List of Colleges 43

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students interview a college graduate or a current college student to find out the most important criteria in their college search. Students should ask questions to uncover their interviewee's "must have" and "like to have" list of features. Students should also ask if there are any elements of their chosen schools that they would like to change or that they wish they'd known about before enrolling. Have students summarize their interviews in a short written or spoken description to be shared with their classmates.

Students should be able to:



name some accomplishments colleges look for in students.



understand ways to match your experiences and desires with a prospective college.



understand methods to use to show prospective colleges that you are interested.

ESSENTIAL QUESTIONS

- EQ 1** What is my personal profile and academic profile?
- EQ 2** How will I prioritize potential colleges?
- EQ 2** What are safety, reach and likely colleges?

Preview the Text

Have students scan the subheads and read the first sentence in each. Then have students write a three to four sentence prediction describing the lesson. Discuss predictions with the class, writing any key ideas on the board.

DISCUSS WORDS FOR SUCCESS

Have students give a personal example for **reach school**, **target school** and **safety school**. Then have them give details about the **student profile** at one of their target schools.

The Right College for You

Making Decisions

With so many colleges to choose from, it might seem impossible to make decisions about where to apply. That's why the process of researching, considering options and narrowing down choices is so important. If you have followed the steps given up to this point, you should not find the decisions too difficult to make.

One way to begin to make a final decision about where to apply is to rank schools on what they can offer you and on how well you match the qualities they want in their student body. The ranking will help you when you make your final decisions about where to apply.

College Expectations

You have been thinking about the qualities you want in a college. Now you need to research what qualities colleges want from their applicants. Each college has its own expectations and you need to consider

how closely you meet those expectations—and your chances of gaining admission.

Colleges publish **student profiles**—a portrait of the students they have recently admitted. This profile of the admitted freshman class typically shows a range of test scores, grade point averages and high school class rankings. This can help you figure out where you have a good chance of being admitted, and where your qualifications might mean admission is a stretch. Keep in mind that student profile statistics are averages—students with lower qualifications, and higher, have been admitted.

School Options

If your grades, test scores and other elements of your academic profile are lower than the requirements of the schools on your list, you may want to look at different types of schools.

As you have learned, a community college or other two-year school could match your needs. You would

WORDS FOR SUCCESS

student profile the qualifications and qualities of an average student at a particular school

WORK ZONE

Fill out the chart by making notes about the colleges you researched for homework. Then, based on the notes, rank the schools 1–5, with “1” being the best match and “5” being the most unlikely match.

School	How well do I meet this school's academic requirements?	How well does this school meet my needs and wants?	Ranking (1–5)

44 UNIT 3 Lesson 2



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity individually. Then, working with their group of four from earlier in the lesson, have them compare their top five schools and explain how each person's top choice meets his or her needs best. Students should then outline and write the essay on page 45 to be included in their portfolios.

Struggling learners

Have students list their five top schools in one column and their needs for college in another. Using a different color for each, have students draw a line from each school to each “need” it satisfies. Students should be able to rank their chosen five according to which school has the most colored lines.

have the opportunity to work and learn at the same time that you are improving your profile. That might make it possible for you to transfer to one of your other choices later on. Or, you might find an associate degree program that will prepare you for a career that you would find satisfying and enjoyable.

You might also want to try a specialized school, where your talents in a specific area could downplay a less than perfect academic record. That might include a design school or a music school. A vo-tech/ career college might also look at your academic record differently if your strengths are in math and science or in culinary arts, for example.

Your Expectations

Be sure to fill out a personal student profile at the College Board website to help you think about what you want and need from a school. That will also help you rank schools according to how well they match your profile. You need to decide what your dream school is before you can make any decisions about whether you think the school will admit you. You also need to examine what kinds of compromises you would be willing to make, and what qualities a school must have to guarantee your success and happiness.

Go to the **WORK ZONE**

Considering what you've learned, write a short essay explaining which college characteristics you could compromise on and the circumstances in which you would be willing to do so.

Characteristics and Compromise

The Right College for You 45

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read and take notes on the text. Have students, in groups of four, compare key terms noted in the text. Discuss the key terms as a class to ensure that all students include explanations of **student profile**, **reach school**, **target school** and **safety school** in their notes.

Optional Approach

Have students write why their reach schools are a reach for them.

Monitor Comprehension

- Discuss your expectations for college with a partner.
- Describe your ideal school's student profile.
- Name two benefits of considering and/or choosing a community college.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R, A

W3 Drafting CR, R, A

21st Century

Communicate Clearly (LI.CC.1)

Use and Manage Information (IMT.IL.2)*

Make Judgments and Decisions (LI.CT.2)

Students should be able to:



describe a student profile.



understand that a community college or specialized school could be a good choice.



rank some of their top school choices.

Teach the Text cont...

Monitor Comprehension

Encourage comprehension with the following questions:

- Describe the concept of a reach school.
- Explain what target schools are.
- Why is it important to apply to a safety school?

DIFFERENTIATE INSTRUCTION

English Language Learners

Encourage students to consider their language needs when ranking their top five schools. Depending on their needs, students may want to consider schools with additional language support.

First Generation Students

Encourage first generation students to include a strong reach school. Admission offices may take special note of a first generation student's application.

Sorting My Choices

You've done a lot of groundwork—thinking, researching and evaluating both your own needs and the requirements of a variety of schools. You've even ranked a number of possible schools. Now, it's time to sort them into the three categories that experts say you should have among your final choices. Those three categories are reach, target and safety schools.

Reach

A **reach school** is what you might call your dream college. It is the school that comes closest to fitting your personal profile, offering you what you consider to be ideal in a school. It is a reach school if its academic requirements are a little higher than your academic qualifications. It might be difficult for you to get accepted there. So, is it worthwhile to apply to a reach school? Absolutely. For one thing, admission officers do not consider only the numbers, such as test scores, when they make decisions.

WORDS FOR SUCCESS

reach school a college you'd like to attend, but that might be difficult for you to get in

If you are planning to major in education, for example, it would be impressive if you have done volunteer work with children. You might even get a supervisor to write a letter saying that you show a special talent for the work. Showcase yourself as well as you can on your application. You have nothing to lose by aiming high, and potentially a great deal to gain.

Target

Target schools are your closest matches, both academically and personally. There may be an element of risk in your application, but you are likely to be accepted by some of these schools. You are also very likely to be happy at one of these schools. There are more than 4,000 colleges and universities in the United States. You should be able to find several target schools among them. One of these schools is the one you will probably attend, so you should choose target schools very carefully.

WORK ZONE

In the charts below, identify your reach, target and safety schools, and schools you need to learn more about.

Reach Schools	What could I do to improve my chances of being admitted to this school?
1. _____	_____
2. _____	_____
3. _____	_____

Target Schools	Why is this school a good match for me?
1. _____	_____
2. _____	_____
3. _____	_____



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activities on pages 46–47 with a partner, discussing each of their choices before writing their comments in the chart. Then have students choose one school and comment from each section to share with the class.

Struggling learners

Have students list three schools in each section of the charts on pages 46–47. As a class, discuss possible answers to the questions in each section. Then have students write their own answers individually.

ESSENTIAL QUESTIONS

EQ 1 How can jobs, internships or community service help prepare me for college?

Preview the Text

Have a volunteer read the title and subheads aloud. Then ask students if they have already had a job, volunteer or internship opportunity. Have them describe for the class how they searched for the job, internship or volunteer position.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Have students name an area of interest in which they might like to do an **internship**. Then have them give one or two examples of a **nonprofit organization**.

Teach the Text

After reading, have students summarize the lesson in two or three sentences in the extra space on page 49. Then ask them to write three questions about the content of the lesson or about their own job, internship or volunteer opportunity search. Students should read their summaries to a partner and make any additions or corrections.

Looking Forward and Giving Back

Learning Beyond the Classroom

Preparation for college does not end in the classroom. Internships, jobs and volunteer experiences allow colleges to see you as a person rather than just an academic profile. They give you the opportunity to develop skills and interests that will help you in college and in a career.

Why Do an Internship?

An internship is a job that you take primarily to learn about a particular career. It provides a dynamic, exciting way to explore your interests and use your talents. You may learn what it's like to go to meetings, make presentations and meet deadlines. When you apply to colleges, your accomplishments during your time as an intern will be of great interest to the admission offices. Your interests and your skills will be showcased.

Kinds of Internships

High school internships are not as common as college internships, but there are many opportunities if you look for them. There are both paid and unpaid internships. Some of the positions in fields such as television and fashion are unpaid simply because so many people want to do them anyway. You will want to find an opportunity in a field that interests you. You might also look for travel opportunities.

Volunteer Work

Volunteer work for **nonprofit organizations** can have huge benefits for you. These range from working at a local theater to serving the American Red Cross. A small group may need workers so much that they give you far more responsibility and training than you would get in a paid internship. Larger nonprofit organizations offer great opportunities for learning while you give back to your community and the world.

WORDS FOR SUCCESS

internship a short-term work experience, usually unpaid

nonprofit organization a group with a mission to help a community or cause rather than make money

WORK ZONE

Consider the right internship, volunteer or job opportunity by completing the chart below. Use specific details in your response.

Question	Answer
How much time do I have to give?	
What skills and experience do I have?	
What interests do I have?	
What do I want to learn?	
What do I care about enough to devote my time to?	

48 UNIT 3 Lesson 3



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activities on their own. Then have them share their responses with a partner. Have two sets of partners join to form a group of four. Small groups should then brainstorm possible outside opportunities for each member.

Struggling learners

Have students create five webs, with the following words at their centers: *time*, *skills and experience*, *interests*, *want to learn* and *care about*. Then have them fill in their webs. Next they should transfer the information to the chart on page 48. As they complete the chart on page 49, encourage them to review the text for clues. Circulate among students to offer assistance.

Employment

Many young people work at a regular paying job after school or during the summer. Almost any job will give you good experience working with a manager, showing up on time and following through on responsibilities. College admission officers will see your employment as a sign of responsibility. Also, you may be able to continue working while you go to college to help pay for your expenses.

Making It Happen

When you are trying to find a job or internship, you will be dependent upon the needs of the businesses and organizations in your community. Think about what you want to get out of the experience, but realize that any experience in a workplace is valuable in some way.

Ask yourself what kinds of services your community needs. Identify local businesses, professional groups and nonprofit organizations. Some companies list their openings with school counselors in their area. A school club could be another good place to start, and friends and family are also great resources.

You can also go to the library and ask for books that list internship possibilities. Or go online. There are dozens of websites specifically designed to match potential interns with groups that might need them. And, of course, look in your local newspaper.

Keeping Track

Once you begin working, volunteering or interning, keep track of what you have done using either a portfolio or a journal. Being aware of what you're getting the most out of your summer experience. But keeping track will do more than that. It will help colleges and future employers see your growth and development.

Go to the **WORK ZONE**

In the large oval, write *job, internship or volunteer*, depending on what you might like to pursue. In the long ovals, list four specific resources you will use to search for job, internship or volunteer opportunities.

Looking Forward and Giving Back 49

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

Students should share their questions with the class. As a group, students should discuss each question and offer possible answers.

Optional Approach

Students should write three to four key words in the margins to describe each section of the lesson.

Monitor Comprehension

- *How can a job, internship or volunteer position prepare you for college?*
- *Name two ways to explore job, internship and volunteer opportunities.*



Extensions

Have students research and choose an organization that interests them. Then have them call or visit the organization to find out about possible internship or volunteer opportunities. Students should take notes on the conversation and use the notes to write a descriptive paragraph about their meeting. They should include contact information for the organizations at the end of their paragraphs. Students can share their paragraphs and experiences with the class. Students can compile the contact information from the various organizations to keep as a reference for the class.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

W3 Drafting CR, R*

21st Century

Be Self-Directed Learners (LC.IS.3)

Make Judgments and Decisions (LI.CT.3)

Use and Manage Information (IMT.IL.2)*

Students should be able to:



explain some differences and similarities between a job, an internship and a volunteer position.



name two or three areas of interest for involvement in their communities.



search for a job, internship or volunteer opportunity.

Are You on the Right Path?

UNIT OBJECTIVES

Students will re-evaluate their high school progress, develop or revise their academic plan, become familiar with the various college admission tests, and learn how to prepare for the tests they need to take.

LESSON 1

Where Do You Need to Be Academically? Students outline their high school course list for junior and senior year and have a concrete academic plan. Students evaluate their academic progress to date against personal goals and college requirements, and identify gaps to fill; students understand the importance of senior year.

- It is critical that your students review their current academic status to be sure they will complete academic requirements necessary to make their goals a reality. If there are gaps, there is little time left to make them up.
- They need to know what classes they still need to take in order to meet graduation requirements, as well as admission requirements for the colleges they are considering—and that these two sets of requirements may not be the same.
- Remind students to tap their parents, counselors, coaches and teachers for advice and assistance during this process. Their family members, whether they have attended college or not, are the best qualified to help them understand their personal preferences, strengths, interests and goals.
- Seniors need to know that second semester grades will be sent to the colleges and that offers of admission can be withdrawn if their final grades drop dramatically—"senioritis" can hurt.

LESSON 2

What You Need to Know about College Admission Tests:

Students learn what college admission tests are and that admission tests are just one component in college admission decisions. They learn various ways to prepare for admission tests. They learn a recommended time to take the tests and when to retest.

- Put college admission tests in perspective for your students. Explain that admission test scores are just one means of predicting academic performance in college and that colleges consider test scores along with and supplementary to secondary school records and/or other relevant information.
- Your students should also be aware that admission tests are given several times throughout the year and that they can take a test more than once if they are disappointed with their initial scores. Most students take admission tests twice; however, research shows that scores usually do not vary dramatically on the second try. Reassure your students that a disappointing result on the first attempt can be a good opportunity to learn what they need assistance with and that there are ways to get tutoring and to learn from their mistakes.
- Students should prepare for admission tests by looking at sample tests and becoming familiar with the item types. They should take a practice exam, either online or in a study guide, so they can see what types of questions they do well on and need help with. A practice test will help them with pacing, too. At some point they should take a final, timed test.
- Students do not need to spend a lot of money to prepare for admission tests. Online courses and inexpensive practice guides are effective ways to prepare.
- Your students should have a list of which tests are required or recommended by the colleges they are considering and the deadlines by which scores are needed. These requirements are widely available, on the colleges' own websites, on the College Board's website and in directories like the College Handbook.
- Above all, students should relax. Admission tests do not determine their future. They are just one part of the college application process.

LESSON 3

Test-Taking Strategies: Students learn the basic strategies for the different question types (multiple choice, student-generated, essay) and how to pace themselves, relax, and become focused.

- Some of the best advice to give students on how to do their best on test day are common sense: set out what you need to bring the night before (photo ID, two No. 2 pencils, a good eraser and a calculator); get a good night's sleep; eat breakfast; and leave early so you don't get rushed or stressed.
- Students should be familiar with effective multiple-choice strategies such as: answer easy questions first; make educated guesses by eliminating obviously wrong answers; don't spend too much time struggling with a difficult question because all questions are worth the same number of points.
- The tests are divided into sections and each section is timed, so keeping track of time and pacing yourself accordingly is critical.

Engaging Families

Encourage parents to discuss effective test preparation with their students.

Parents can give support and encouragement to students who may be behind academically and speak to counselors for help. Parents can also help students remember registration deadlines and test dates.



Portfolio Opportunity

Pages 51, 52, 54

UNIT OBJECTIVES

- Re-evaluate their high school progress by developing or revising their academic plan.
- Become familiar with college admission tests.
- Learn how to prepare for college admission tests.

Introduce the Unit

Read the Enduring Understanding:

My academic plan for the remainder of high school determines my preparation for college.

Then have students read the text on pages 50–51.

Think Aloud

Say: Sometimes it's hard to think about the big picture when you have a lot of smaller tasks to accomplish. When I plan a long-term project, I sit down with a list of my goals and a calendar. Then I plan backwards—beginning with due dates for my goals. You can do this with college applications. Divide the tasks into manageable chunks and decide on due dates to make sure your work gets done in plenty of time.

UNIT 4

Are You on the Right Path?

Sometimes you need a map or a plan to get to where you want to go. To get into the college of your choice, you also need to think about your plans and map them out. It's time to start looking at your plan to make sure you are on the right path. Have you taken all of the classes that you need to get where you want to go?

LESSON 1	LESSON 2	LESSON 3
Where Do You Need to Be Academically?	What You Need to Know About College Admission Tests	Test-Taking Strategies
Pages 52–55	Pages 56–59	Pages 60–61

Preview the Lessons

Have students read the lesson titles on page 50. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 3, students aligned their profile and interests when choosing colleges.

UNIT 4

VOICE OF EXPERIENCE



"When you've got loads of homework, tests to study for, and that upcoming SAT or ACT, the pressure to be prepared for all the obstacles can be intense. If you take on each task separately, however, and stop thinking of all that needs to be done as a whole, then finishing all the homework, being ready for all the tests, and participating in all the extracurricular activities isn't too hard."



WORK ZONE

List your academic and personal goals for your senior year in high school. Academic goals can include classes or a grade point average you want to achieve. Personal goals can include getting a job or doing volunteer work.

Academic Goals	Personal Goals

Are You on the Right Path? 51

Materials

- ☐ Students' transcripts (Lesson 1)
- ☐ List of high school course offerings (Lesson 1)
- ☐ List of school AP® offerings (Lesson 1)
- ☐ Upcoming test dates and registration dates (Lesson 2)



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete the chart individually. Encourage students to be specific about goals. For example, if a student wants to improve his or her grade point average, suggest that he or she create an improvement plan.

Struggling learners

Help students complete the chart by suggesting some academic and personal goals. Make sure examples are clear and specific. Then have students complete the chart on their own. Circulate among students to offer guidance as necessary.

ESSENTIAL QUESTIONS

- EO 1 What are my high school goals?
- EO 2 What courses do I need to take to achieve my goals?
- EO 3 What does my academic plan look like?

Preview the Text

Create two columns on the board, one labeled “Setting Goals” and the other labeled “Plan for Senior Year.” Brainstorm with students to identify what they need to do to set goals for themselves and what action items should be in their senior year plans.

DISCUSS WORDS FOR SUCCESS

Have students name an AP® course in the **Advanced Placement Program®** they might be interested in taking. Then have students write down their current estimated **grade point average (GPA)** next to the definition.

Where Do You Need to Be Academically?

Setting Goals

As you enter your final years of high school, it's time to review your academic goals, those goals related to your education. Look at the colleges that you are thinking about applying to. What classes do they recommend or require you to take in high school? Are you where you need to be to get into those colleges? What classes have you already taken in high school, and what classes do you still need to take?

Your junior year of high school is the time to stick to your academic plan to meet your goals. What you do in high school can help you be accepted to the college that you want to attend and prepare you to be successful.

Current Classes

What classes are you currently taking in high school? Are you taking rigorous classes, or are you taking the easiest classes that you can? If you are not taking rigorous classes, know that you might not accomplish your academic goals by taking the easy route.

Many students decide to take **Advanced Placement Program® (AP®)** classes with a goal of earning college credit through their scores on the AP exams. Some students concentrate on graduating with a high **grade point average (GPA)** to ensure acceptance into the college of their choice.

Now is a great time to look at different colleges that you might be interested in and see what classes you

WORDS FOR SUCCESS

Advanced Placement Program (AP) a high school program that allows students to learn at the college level and earn college credit

grade point average (GPA) a system used by many schools for evaluating the overall scholastic performance of students

WORK ZONE

Complete the academic planner below and on the next page. List the courses you have already taken and the ones that you still need to take to meet college requirements.

SUBJECT	9 TH GRADE		10 TH GRADE	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
English/Language Arts				
History/Social Studies				
Math				
Science (Indicate if Lab)				
Foreign Language				
Arts				
Other				

52 UNIT 4 Lesson 1



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the charts on pages 52–53 individually. Then have them compare charts with a partner to fill in any gaps from past years. Have students discuss and confirm academic requirements for graduation and college admission.

Struggling learners

Struggling learners may be unaware of graduation requirements and the cumulative effect of grades. Have them complete the chart on page 52. Then, provide assistance for students so they can create a realistic academic plan for success on page 53.

have to take to be considered for admission. You need to look at where you are now on your “map” to be sure that you are on the right path to get you where you want to go.

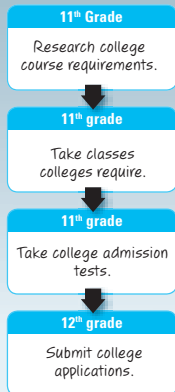
Gaps in Your Plan

Think about the classes that you still need to take to complete your academic plan and be ready for college. For example, some colleges require that you take two years of a foreign language in high school and four years of math. With a teacher or school counselor, you should look at the course requirements of the colleges that you plan on applying to and make sure that you have the required or recommended courses. You still have time to fill those gaps in your academic plan. Think about going to summer school if you need to, but be sure to fill any gaps in your plan.

Go to the **WORK ZONE**

STAY ON TRACK

It's OK if you have strayed from your academic plan, as long as you have room in your schedule to take all of the classes that you need to meet your goals.



WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

11 TH GRADE		12 TH GRADE	
Fall Semester	Spring Semester	Fall Semester	Spring Semester

Where Do You Need to Be Academically? 53

Teach the Text

Have students read the lesson with a partner. After each subsection is read, students should write down any ideas or concerns for their own academic plan.

Optional Approach

Students can take notes on the lesson and share summaries with the class.

Monitor Comprehension

- Explain why setting academic goals can be important.
- Describe your current course load as rigorous, easy or average. Which type of course load do colleges like best?
- Name three gaps in your current plan and explain how you will fill them.

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR
- W3** Drafting CR*

21st Century

- Solve Problems (LI.CT.4)
- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)*

ASCA

- A.3** Counseling Plans

Students should be able to:

- ✓ identify the importance of setting and reaching academic goals.
- ✓ identify gaps in their academic plans and make plans to fill them.
- ✓ review their course history and identify opportunities for elective or AP courses.

Teach the Text *cont...*

Monitor Comprehension

- *Name two reasons why you should take your senior year seriously.*
- *Name three items on your senior to-do list.*
- *If you are behind in your course work, what do you need to do to improve your situation?*

DIFFERENTIATE INSTRUCTION

English Language Learners

English language learners will have the same graduation requirements as native speakers. Have discussions with ELL students to determine the best mix of courses for their overall academic success.

First Generation Students

Explain the balance students must strike between a strong GPA and a challenging course load for their individual abilities.

Plan for Your Senior Year

Your senior year is very important. It gives you a chance to get everything in order academically before you go off to college. It also gives colleges a chance to see what you can do. You should take your senior year seriously. Continue to take challenging classes, start applying to colleges, and get your academic plan in order. Stay away from senioritis—something your teachers might have already warned you about. Sometimes seniors lose the motivation to achieve all they can. However, senioritis is easy to avoid if you simply focus on doing the best work you can.

Senior Year To-Do List

You can retake your college admission tests as a senior if you think you could improve your score. You will probably take them for the first time as a junior. As a senior, you should continue to take rigorous courses, like AP classes. Doing well in AP classes and other challenging classes will impress colleges.

You want to give colleges every reason to think that you will be successful as a student. So continue to do the best you can as a senior. Remember that colleges can review your final high school semester grades. If those grades are poor for some reason, they can retract their admission offers. Furthermore, it pays to work hard as a senior because most college classes are going to be more challenging than the classes that you take in high school.

Go to the **WORK ZONE**

WORK ZONE

Think about the steps you need to take to make sure you're accepted into the college of your choice. Describe those steps and assign a deadline. Check off the step when completed.

[illegible]

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete the activity individually, then compare their tasks with a small group of four students and adjust their lists accordingly. Next, have students outline their portfolio essays before writing the final version on page 55.

Struggling learners

Brainstorm steps as a class. Then have students number the steps in the order they should be completed. Finally, have students copy the steps in order on their charts on page 54.

Review your academic plan on pages 52–53. Did you find you are behind in some of your course work? If so, write some questions you'll need to ask your teachers or counselor. If you are on track, what else can you do to become more attractive to colleges?

Steps I Can Take as a Junior and a Senior

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Where Do You Need to Be Academically? 55



Extensions

Have students write a three- to four-paragraph essay reflecting on their academic plans. They should describe ways that they have modified their plans throughout high school in order to meet their ultimate goals of graduating with a particular GPA or gaining admittance to a specific college.

Students should be able to:



explain the importance of having a clear plan of action for their last years of high school.



create a to-do list of action items to be completed during their final years.



define “senioritis” and explain ways to avoid it.

ESSENTIAL QUESTIONS

- EQ 1** What are college admission tests?
- EQ 2** When can I take a college admission test?
- EQ 3** How can I prepare for a college admission test?
- EQ 4** How many times can I take admission tests?

Preview the Text

Before looking at the lesson, ask students to brainstorm about college admission tests. Make two columns on the board: one for the information they already know about college admission tests, and a second column for what they want to find out about college admission tests. Examples are “registration and test dates” for the first column and “how to register” for the other.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Take a poll to find out how many students have already taken the SAT®, PSAT/NMSQT® or SAT Subject Tests™. Ask students to explain how they prepared for each test.

What You Need to Know About College Admission Tests

Tests Specifics

Most colleges require that you take a college admission test as part of the admission process. These types of exams test your basic knowledge and critical thinking skills. There are also exams that you may take that cover specific subjects, such as American history and biology.

Even if you don't know yet where you want to apply to college, you should plan on taking an admission test because most colleges require one to be admitted. Most students take an admission test at the end of junior year or the beginning of senior year, or both. If you are not happy with your first test score, you may take the test again.

If you cannot afford the test fee, fee waivers are available through your school counselor. Talk to your

counselor early to make arrangements to waive the test fee and to get registered for the test. These exams are given in the fall and spring of each year, so plan accordingly.

It is important to realize that exams are not the only thing that colleges consider in the admission process. This should relieve some stress you might have about taking the tests. Colleges also look at your extracurricular activities, volunteer activities and your personal references. Colleges also pay a lot of attention to which high school classes you took and your grades, but classes can be very different as far as what is taught and how you are graded. Admission tests give colleges a standard by which all students can be compared. They give colleges more information about you and how prepared you are to attend college.

WORDS FOR SUCCESS

SAT the most widely used college admission test, which assesses critical reading, writing and mathematical skills

SAT Subject Tests college admission tests that give students the opportunity to demonstrate their skills in specific subject areas

WORK ZONE

With a partner, use the space provided below and on the next page to develop a brochure that describes college admission tests, and why they are important. Use your imagination: draw pictures, create a chart, or provide other ways to give as much information as you think is important.

All About College Admission Tests, Page 1

56 UNIT 4 Lesson 2

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity with a partner. Provide extra paper for students to develop their brochures before transferring the final version to pages 56–57.

Struggling learners

Two sets of partners can work together to brainstorm ideas for their brochures. Visit with each small group to provide guidance and give feedback. Encourage students to adapt information from the lesson into their brochures.

The SAT

The SAT is the college entrance examination most widely used by colleges and universities in the admission process. This test includes critical reading, writing and math sections. It includes multiple-choice questions, questions in which the students have to produce the answer and an essay.

SAT Subject Tests

SAT Subject Tests™ help to differentiate you as a college applicant. You pick the subjects you are interested in or will do well in. The best time to take the subject tests is when you have completed the course work in a specific subject area. The tests consist of multiple-choice questions and student-generated answers, depending on the subject. Each subject test is based on subject material taught in high school classrooms and is one hour long. Choose from English literature, U.S. or world history, mathematics, biology, chemistry, physics, Spanish, French and other languages. Colleges use these tests for admission decisions and course placement. For example, if you score well on one of the mathematics tests, the college may suggest that you take an advanced math class during your first year.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) preparatory tool for the SAT that serves as a qualifying test for scholarships

Admission Test Time Line		
JUNIOR YEAR		SENIOR YEAR
February	March	September
register for SAT	take SAT and SAT Subject Tests	retake SAT? take another SAT subject test

Like the SAT, these tests are offered several times in the fall and spring. Think about taking a subject test as soon as you complete the course in school. For example, if you take chemistry as a junior, take the chemistry subject test in the spring of your junior year, while the material is fresh in your mind.

Go to the **WORK ZONE**

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the lesson independently and underline key information in the text. Students should also write any questions they have about the material in the margins.

Optional Approach

After reading, students can write down dates when they will take admission tests.

Monitor Comprehension

- Explain what the SAT assesses.
- Explain three things colleges consider before granting admission.
- What is the purpose of taking an SAT Subject Test?

All About College Admission Tests, Page 2

What You Need to Know About College Admission Tests 57

CORE ALIGNED STANDARDS

College Board Standards

- M3** Composing and Producing Media Communications
W2 Generating Content CR, R, A

21st Century

- Communicate Clearly (LI.CC.1)
 Be Self-directed Learners (LC.IS.3)
 Manage Projects (LS.PA.1)*

ASCA

- A.9** Evaluation, Assessment and Interpretation *

Students should be able to:

- ✓ understand the purposes behind the SAT and SAT Subject Tests.
- ✓ name some things important to admission counselors besides test scores.
- ✓ name times of year when they could take the SAT and SAT Subject Tests.

Teach the Text cont...

Monitor Comprehension

- *Why should you know the format for the SAT or PSAT/NMSQT before taking the test?*
- *How do you plan to prepare for the tests?*
- *Who can help you find the resources you need to prepare for the tests?*
- *Where do you plan to send your test scores?*

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students create a bilingual guide to college admission tests. Encourage them to include suggestions and solutions for taking admission tests.

First Generation Students

Have students create a college-admission tests guide. They should offer information that students will find valuable in preparing for and taking admission tests, such as the makeup of tests and how to register.

Getting Ready for Your Admission Tests

Make sure that you are registered on time to take admission tests. You should also take some time to practice for your tests. The more you practice, the better prepared you will be.

You should know the format of the test before you take it. These are tests of skills and general knowledge, so it won't be like studying for your history class. You should take the PSAT/NMSQT® in October of your junior year. This is a hands-on practice SAT test. It is also a great way to get some information on your testing strengths and weaknesses.

The PSAT/NMSQT will help you become familiar with the types of questions on the SAT. After the test, you will have access to a personalized SAT study plan that is based on your PSAT/NMSQT performance. You can also see how well you performed on the exam compared to other students your age. Taking the PSAT/NMSQT as a junior automatically enters you in a competition for scholarships from the National Merit Scholarship Corporation. If you do well on the test, you may be awarded a scholarship. Fee waivers are available for juniors who take the PSAT/NMSQT.

Practicing for Your Test

It's never too early to start getting ready. You have been getting ready with your course work in school. But some familiarity with the tests will help. To start with, look at sample tests. They are available for free in print or online.

Start looking at the format of the tests. What types of questions are on the test? Are they multiple-choice or do you have to provide your own answer? Will you have to write an essay?

Finally, take a practice test. Afterward, look at the questions that you had difficulty with and concentrate on those types of questions.

Pay attention to your pacing during the practice test. Were you able to answer all of the questions in the time allowed? Admission tests are timed, and practicing allows you to get your pacing down.

Where Can You Get Help?

There are lots of places to get help practicing for your admission test. There are free practice booklets available. There are also great online sources. The College Board website has an SAT Practice Center™ for the SAT and SAT Subject Tests with free practice tests, general test-taking guides and an Official SAT Question of the Day™. The Question of the Day feature provides a new SAT practice question every day.

WORK ZONE

Review the pointers and list several tips of your own that help you perform well on tests.

Test Day Pointers	My Own Test-Taking Tip
<ul style="list-style-type: none"> • Make sure to get a good night's sleep before your test. You will perform better on your test if you are awake and alert. Eat a good breakfast before the test. • Make sure that you know where you are taking your test. Get directions and leave early so you won't be late. • Be sure to take a photo ID. You must have a photo ID and an admission ticket to enter the testing location. Your driver's license or school ID will be fine. • Bring two No. 2 pencils. You might also want to take a calculator, a snack and a watch. Organize things to take to the test the night before so that you don't forget anything. • You cannot have a cell phone, any type of camera, scratch paper, books, dictionaries or highlighters in the testing room. 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

58 UNIT 4 Lesson 2

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the charts on pages 58–59 individually. Then have them choose their best test-taking tip and best test-ready step to share with the class.

Struggling learners

Have students complete the charts on pages 58–59 with a partner. Visit with each set of partners to discuss their progress and offer assistance if needed. Then have each pair choose their best test-taking tip and best test-ready step to share with the class.

Your high school counselor can also help get you the resources that you need to practice for the test. Talk to your teachers as well, since they had to take the same tests to get into college. They can be a great resource in preparing for these tests.

Be Sure Your Colleges Receive Your Scores

Most colleges require official score reports sent from the testing agency. It's your responsibility to tell the testing agency where to send your scores. When you register for a college admission test, you can list some colleges that should receive your scores. You can choose more colleges later for a fee.

It can take several weeks for the testing agency to process and send your scores, so take that into account if you are close to an application deadline for a college or a scholarship. Additional time may be needed for the colleges to process your scores once they receive them.

Go to the **WORK ZONE**

TIP

Give yourself a complete, timed practice test a week before the exam. The result will give you a good sense of how you'll do on the real thing.

In the ovals below, write four steps you will take to be test-ready.

My Steps to Get Test-Ready

What You Need to Know About College Admission Tests 59

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students develop a detailed, week-by-week plan of how they will prepare for admission tests. Provide students with several months' worth of blank calendars, or have them use their own academic calendars for planning. Encourage them to block time to explore the format of the test, take at least two practice exams and score and review each practice exam. Review students' calendars to check for cramming and less-than-optimal preparing schedules.

Students should be able to:



create a preparation plan for test day.



identify reasons why practicing for the SAT is crucial.



identify at least three ways they can get help practicing the SAT.

ESSENTIAL QUESTIONS

EQ 1

Preview the Text

Have students read the title of the lesson, the subheads and first sentence of each section. **Say:** *How do you prepare for tests in your classes? Preparing for an admission test may seem intimidating, but if you prepare well, you will feel comfortable on the day of the exam.*

Teach the Text

Have students read each section with a partner, taking turns reading paragraphs aloud. After each paragraph, students should list the strategies in their notebooks and circle any strategies that they have used in other testing contexts. Then have students tell the class what strategies they feel are the most effective.

Test-Taking Strategies

Things to Think About

College admission tests have multiple-choice questions and questions in which the students must generate the answers. There will also be an essay to write. There are many time-tested strategies that have helped students get through these tests successfully.

General Strategies

Start from the beginning: the directions. Always read or listen to the test directions very carefully. No matter how many times you've practiced, it's always a good idea to read or listen to the directions. Also, read each question carefully, whether it's a multiple-choice or an essay question. You are much more likely to correctly answer the question if you read it carefully.

If you skip a question, mark it clearly so you can find it easily when you finish the other questions. You

won't waste time searching for the questions you skipped if they are clearly marked.

Work at a steady pace. Answer the easier questions first and go back to the more difficult questions later. Check the time to be sure that you are on pace to finish.

It's also a good idea to check regularly that you are marking the correct answers in the appropriate places on your answer sheet. Do not change an answer unless you are sure that you made an error. Generally, going with your first instinct is better than second-guessing yourself.

Strategies for Multiple-Choice Questions

Read each multiple-choice question and all its possible choices before you answer the question. The last choice might be the right one, even though the A and B options might sound good. Mark out wrong

WORK ZONE

Use the space below to review test-taking strategies that have worked for you in the past. Use the second column to list problems you have on exams or concerns you have about admission tests.

[illegible]

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students should list as many strategies that work as they can in two minutes. Then, in the next two minutes, have students list as many problems as possible. Have students form small groups of four to compare their lists. Then have them complete the paragraph on page 61 individually. At the end of the paragraph, they should create an action plan to resolve their concerns.

Struggling learners

Working as a class, students should list as many strategies that work as they can in five minutes. Then, in the next five minutes, have students list as many problems as possible. Discuss the list as a group, explaining why each working strategy is effective and how to avoid the problems students identified. Then have them complete the paragraph on page 61 in pairs.

answers to help eliminate choices. When necessary, make an educated guess. If you can eliminate one or two of the choices, you have a better chance to answer the question correctly. Only skip a question if you need a lot of time to answer it or if you can't eliminate any choices. You do not lose any points for skipping a question.

Strategies for Essay Questions

The SAT® has a writing component in which you are asked to develop your point of view or argument. The people who score your essay are looking for quality, not quantity of words. Your essay must be well thought out with well-developed examples to get a high score. It's not the number of examples that counts, it's the quality of the examples.

Read the entire essay question carefully, including the excerpt from an author or book. Think about how you would respond to the author; do you agree with the author or not? Remember that you are going to be stating your opinion in your essay, so using “I” to refer to yourself in your response is acceptable.

Stay Focused and Relaxed

Try to stay focused and ignore everything around you. Other students may be working on a different section of the test, so all of you might be working at a different pace.

Remember that you can always retake the test if you choose to. It's not the end of the world if you don't do as well as you had hoped. If you take the test again, look at your weak points. Practice those types of questions. Above all, remember that your admission test is just one part of the college admission process. There are many other things that colleges consider.

Go to the **WORK ZONE**

Select one problem you are currently having on tests or a concern that you have about admission tests. Write an essay in which you explain the problem and two possible solutions. Use the ideas in this lesson or consult with a teacher or counselor for help.

[illegible]**Test-Taking Strategies 61**

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R^*, A

W3 Drafting CR, A

21st Century

Be Self-directed Learners (LC.IS.3)

Think Creatively (LI.CI.1)

Communicate Clearly (LI.CC.1)

Make Judgments and Decisions (LI.CT.3)*

Teach the Text *cont...*

After students have read the lesson, brainstorm and discuss any non-academic strategies mentioned in the text.

Monitor Comprehension

- *Explain a strategy to use with multiple-choice questions.*
- *Explain a strategy to use with essay questions.*
- *Name two or three sources of help on admission tests.*



Extensions

Have students interview a teacher to gain insight into test-taking strategies. Students should ask their teachers to suggest at least one test-taking strategy that students can apply to the SAT®. Students should write the strategy on a large note card to be displayed on the board. Members of the class can take turns presenting their tips to the large group. Students should take notes on each tip, to develop a database of test-taking tips.

Students should be able to:

- ✓ **list strategies for multiple-choice questions.**
- ✓ **list strategies for essay questions.**
- ✓ **identify methods for staying focused and relaxed in a testing situation.**

OBJECTIVE

- **Synthesize unit content by applying it to learning about admission testing and colleges, and making appropriate selections.**

Introduce Activity

Have a student read the section title and discuss how he or she would answer the question posed after learning the content in the lesson. Remind students to respect each other's personal and individual choices while reviewing strategies they considered during the lessons. Then have students complete the activity independently. Finally, ask volunteers to share questions about how they will achieve their goals in Section 3.



Portfolio Opportunity

Have students review the products created for their portfolio on pages 26, 28, 32–33, 39, 44, 46–47, 49, 51–52, and 54.

Planning Ahead

Encourage students to think ahead by completing their own **IF...THEN...SO** statements. See below.

WHERE

Am I Going?

Section 2 WRAP-UP

WHERE AM I GOING?

You have started organizing your college plan. Reflect on where you are with that plan by answering the questions below.

Staying on Top of Your College Plan

What does your academic plan look like? What adjustments do you have to make to it?

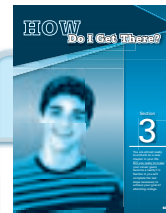
.....

How have you prepared for the college admission tests?

What do you need to focus on most in the college application process? Why?

What are two "must have" characteristics of the college you attend? How can you find out if the colleges you are interested in have these characteristics?

.....



HOW DO I GET THERE?

In the next section, you will apply your knowledge of the college application process to implement what you have learned. What questions do you have about completing the process? List them below.

How will I know if colleges have accepted me?

[illegible]

IF...



THEN...



SO...

I am discovering what college characteristics are important to me,

I am creating a short list of colleges to attend,

I should learn about the characteristics of different colleges,

I should plan a college visit or prioritize potential colleges,

I can find a college that “fits.”

I can find jobs, internships or volunteer opportunities to help prepare me for college.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

In **WHO Am I?** students explore their interests and abilities and discover how identifying what they do well and enjoy doing can help determine their life's work.

In **WHERE Am I Going?** students consider the value of higher education and the importance of rigorous course work in achieving their life's goals.

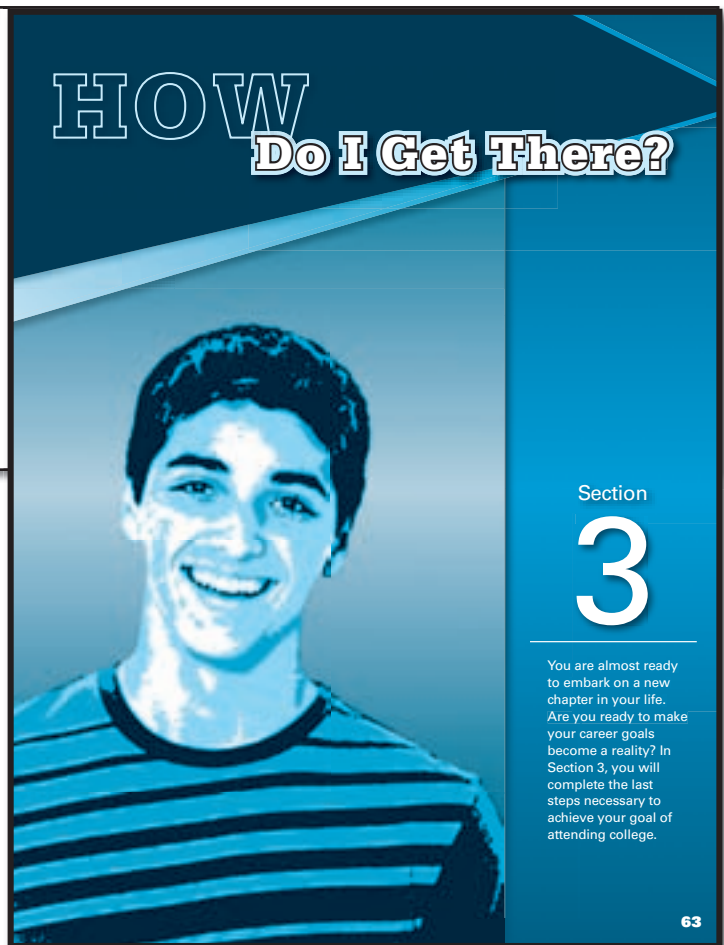
In **How Do I Get There?** students discover what they need to do in order to find the college that is right for them.

Preview Section 3

Ask students to reflect upon what they have learned about college research, goal setting and career planning they have done in Sections 1 and 2. Allow students to think about how Section 3 will describe the last steps in this process. Have students consider the following statements, which can be written on the board. Students could also spend some time writing short responses to these statements on their own and then sharing their thoughts with the rest of the class.

- My high school experience so far has prepared me for college choices.
- College admission tests are a necessary part of my decisions.
- The college application process is straightforward and clear to me.
- I need to identify people who will help me complete my college and career planning decisions.
- I feel like I've taken all the necessary steps toward completing the process that will lead to a successful future.

As students react to these statements, encourage them to consider both what they have learned and what they still need to master. Tell them they will explore the "big picture" of the college search in Section 3 and learn key information to help them along the road to their future.



Section

3

You are almost ready to embark on a new chapter in your life. Are you ready to make your career goals become a reality? In Section 3, you will complete the last steps necessary to achieve your goal of attending college.

63

Getting Started with the Application Process

UNIT OBJECTIVES

Students are introduced to the “big picture” of the complete college search and application process, spanning junior/senior year; identify what has to be done and when; learn how to manage the process.

LESSON 1

College Admission: Students learn about the college selection and application timeline of key milestones and deadlines. They learn what typical application calendars are, as well as early options.

- The college selection and application process is a long-term project with many components and milestones that must be met in sequence. A junior/senior year calendar is a good way to give your students the big picture. (A typical timeline for senior year is presented in Lesson 2 of this unit).
- Review with your students the major components, ranging from the first steps for finding colleges of interest, to pulling together all of the parts to a college application. The steps required for taking admission tests and applying for financial aid can be seen as mini-processes of their own, spanning several months. Advise your students that the best way to successfully manage it all is to know what to expect, and to resolve not to leave anything to the last minute.
- Remind your students that several critical components of the college application process will require action on the part of other people, such as the teachers who will write letters of recommendation, and the school counselor who will transmit the student’s transcript and the high school profile. Your students will need to understand that it will be their responsibility to ensure these people do their part on time.
- Stress that college admission deadlines are serious, with no wiggle room. Many colleges have priority dates instead of firm deadlines. Advise your students to treat priority dates the same as deadlines. They should be aware that once the priority date passes, there is no guarantee that there will be any slots left to fill, either for admission or housing, or any money left for financial aid.

LESSON 1 cont...

- It is important to emphasize that the process of applying for financial aid is often separate from the process of applying for admission, with different forms, deadlines and requirements. This will be covered in more detail in Unit 7, but as part of the big-picture timeline your students should be aware that the priority dates or deadlines for financial aid applications may not be the same—and are often earlier than—the dates for applications for admission.
- If you have students who are planning on attending a community college, they might be thinking they don't have to worry about all this process and planning. Caution these students not to be complacent. Some popular programs within a community college, such as nursing or other health science and technology majors, have selective admission requirements—such as test scores, high school course requirements or minimum grade point average (GPA).

LESSON 2

What to Do and When to Do It: Students create a college selection and application schedule and tracking scheme.

- For most students, the process of selecting and applying to colleges is the first really big job of their lives. They should look at it as a series of little jobs that just need to be kept track of. Creating a timeline/tracking chart of deadlines for the colleges they are considering is the best tool for this.
- Become familiar with the application requirements of some of the colleges that are popular with your students. Generic timelines and lists of what to provide may make the process sound straightforward, but it's not. There is great variety in what individual colleges require. Students need to follow instructions carefully.
- Understand early options. Early decision plans are binding—colleges give students an early offer of admission (or deny them, or move them into the regular application pool) early in senior year, usually by December. In exchange, students promise that if accepted, they will attend and withdraw all other applications. Early decision is a good choice for students who know exactly where they want to go, and who can commit to that college without knowing the particulars of their financial aid award, which won't be finalized until later. If you have students applying for early decision, advise them to go over with their school counselor the terms and consequences of the early decision plan at the college to which they are applying.
- Early action plans are not binding. Students apply before the regular deadline, and get a decision earlier—usually by January or February. But they do not have to commit until the May 1 deadline.

Engaging Families

Encourage students to have meetings in which both parents or other family members and students can discuss the admission process. Have students and family members make lists of questions that they may have about applying to colleges.



Portfolio Opportunity

Pages 70–73

UNIT OBJECTIVES

- Explore the college search and application process, focusing on key milestones and deadlines.
- Review what colleges require applicants to do and when.
- Learn how to manage the college search and application process.

Introduce the Unit

Read the Enduring Understanding:

The college search and application process includes many components for which I must plan strategically.

Then have students read the text on pages 64–65.

Think Aloud

Think about how your college search should begin. Share how you would narrow down a list of prospective schools by using criteria that are important, for example, “The size and location of a college are important criteria for me.” Then, ask students to identify and share two criteria with a partner to make a short list of criteria. Have partners share their criteria with the group.

UNIT 5

Getting Started with the Application Process

Figuring Out the Application Process

Applying to college is an exciting time in your life. You have a lot going on and many things on your plate. This process will require many steps, which are all doable! Take the time to plan and follow through, and know that you are not in this alone. Ask for help. Each year different steps of this process may change, so you will need to ask questions and find out important answers. Keep your eyes on the prize!

LESSON 1

College Admission

pages 66–69

LESSON 2

What to Do and When to Do It

pages 70–73

Preview the Lessons

Have students read the lesson titles on page 64. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

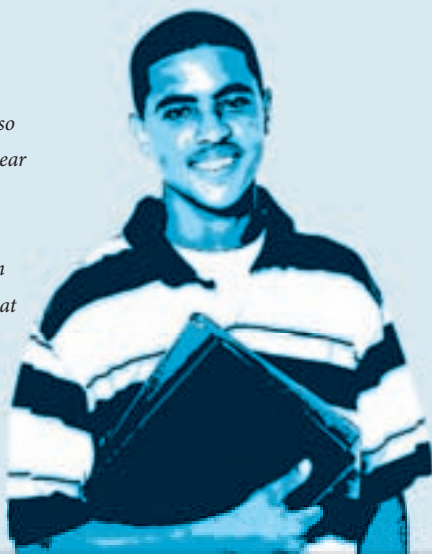
In Unit 4, students learned that their academic plans in high school prepare them for college.

UNIT 5

VOICE OF EXPERIENCE



"Everyone graduated and they went off to college and they tell you the second half of senior year is so much fun, but the first half is worse than junior year in high school. No one mentions the stress. I dealt with the stress by getting my college applications done early, trying to use the Common Application so I could eliminate a lot of separate applications at once. I tried to limit the work and tried to get it done in a reasonable amount of time."



WORK ZONE

In the *What I Know* column, write what you know about the college application process. Then in the *What I Want to Learn* column, list some things you want to learn about the college application process.

What I Know	What I Want to Learn

Getting Started with the Application Process 65

Materials

- ☐ Copies of the Work Zone chart on pages 72–73 (Lesson 2)
- ☐ Informational materials from a local or state college (Lesson 2)
- ☐ Blank calendar (Lesson 1)

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow proficient learners to complete the chart individually. Upon completion, have students work in small groups of three or four to discuss the "What I Want to Learn" section of the chart. Encourage them to teach each other what they already know about the application process.

Struggling learners

Assist struggling learners by having the class fill in the chart on page 65 as a group. Facilitate the discussion so that students become aware of and confident in the information they already know about applying to college. Allow students to explain and share prior knowledge with one another.

ESSENTIAL QUESTIONS

- EQ 1** What are the main components of the college application process?
- EQ 2** What are deadlines and why are they important?

Preview the Text

Have students preview and write down the headings on pages 66–69. Ask students to work individually to write one thing they already know about each subhead topic and one question they have concerning each subhead topic.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Then have them list the three types of admission from most restrictive to least restrictive (**early decision**, **early action**, **rolling admission**) and most common (**rolling**). Ask students to explain their reasoning to a partner, and then discuss students' responses as a group.

College Admission

The Big Picture

Getting into college is a process that does not happen overnight. There are different steps and many pieces that all have to come together. To make the application process manageable, ask for help from teachers and counselors. Research current college application requirements and deadlines. Stay organized and keep on track to navigate through the application process. It isn't overwhelming if you know what's ahead.

Junior Year

Junior year is the time to research colleges. You should try to visit colleges, go to college fairs, and meet with representatives who come to your school. You need to sift through the information you gather and come up with a list of colleges that interest you.

You should also research the requirements of the colleges that interest you. If they require college admission tests, be sure you will have taken the required tests in time. Many students take college admission tests like the SAT® in the spring of their junior year. It's a good idea to create a testing plan for your junior and senior years. Do what you can in your junior year to be ready to hit the ground running in your senior year when you will start the process of applying to college.

Junior year is also an important time in your academic preparation for college. It's the last complete year that colleges will see on your transcript, so resolve to get the best grades you can. And take the time to read interesting books—it's a good way to develop the strong vocabulary and reading comprehension skills you will need in college.

WORDS FOR SUCCESS

rolling admissions an admissions procedure by which the college considers each student's application as soon as all the required credentials have been received

early decision a college application program in which a student makes a firm commitment to enroll at a college if admitted and offered a satisfactory financial aid package

WORK ZONE

Complete the chart below, based on what you have learned so far and what you still want to learn.

Component	What I Learned	How Can I Learn More
Application and Fee		
Online Applications		
Application Deadlines		
High School Transcript		
Admission Tests		

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

After completing the charts on pages 66–67, students should write a list of questions about the application process for their counselor or adviser. Students should choose one question to share with the class.

Struggling learners

Review the text on pages 66–67 with students. Have them underline key details that relate to the components listed on page 66. Review these details as a group and guide students to write about what they learned in the first column. Brainstorm ways to find more information on each topic as a group. Have students write these ideas in the second column.

College Admission 67

TIP College deadlines are hard deadlines that must be met! You may not be considered for admission if you do not submit everything related to the college application process on time.

- *How do you stay organized for school?*
- *How do you plan for a large, long-term assignment? How will these planning skills help you in the college admission process?*

make a “to-do list” of these tasks and prioritize them in order of importance and/or immediacy.

Teach the Text cont...

Monitor Comprehension

Review the five types of admission deadlines by asking students to give a short summary for each. They can write their summaries or share them with the class.

- *Discuss various tasks associated with the application process. Ask students to explain how they would prioritize them based on importance.*
- *Explain why tuition may be lower if you attend school in your state rather than out of your state.*

DIFFERENTIATE INSTRUCTION

English Language Learners

Structure a modified “I Spy” activity. A fluent student will describe each admission type, using a calendar and date(s) as a visual representation. The group will guess which type is being described.

First Generation Students

Students may be unfamiliar with the amount of time and effort college applications require. Encourage them to create a task list and assign a personal deadline to each task.

College Admission Calendars

Admission policies vary at every college, but there are some broad approaches described below. Make sure you have current information about the application procedures and deadlines at the colleges you are applying to.

Regular Admission

Colleges that have a regular admission plan have an application deadline, typically sometime between November and February. These colleges will give you their decision by April 1 and sometimes sooner. Deadlines are firm—be sure you apply in advance of any stated college admission deadline.

Rolling Admission

Many colleges use **rolling admission** as an admission practice. Rolling admission is a procedure by which the college considers each student's application as soon as it is complete—that is, once all the required components such as test scores, the transcript, and recommendations have been received. Once you have sent the requirements, the school will process your application. Most schools will notify you without delay once a decision is made—sometimes as early as December.

The Significance of May 1

One of the most important parts of the process is the end: the day you decide which college you will attend. Most colleges give students until May 1 to make that decision. So while you will apply in the fall of your senior year and get admission offers in the winter or early spring, under most plans you have until May 1 of your senior year to decide which college to attend.

Open Admission

Some colleges have no deadline. You can apply right up until the time that classes begin. Be sure to look at financial aid deadlines at open admission colleges—if you need financial aid, it is usually a good idea to apply earlier rather than later, to have a better chance of getting the full amount you need.

Early Decision

If you have selected a college that you think is the absolute best fit for you, you may want to consider an **early decision** admission plan. Application deadlines for early decision are usually toward the end of November. Admission decisions are made by December or January. If you are accepted to a college through an early decision plan, you must attend that school and withdraw all other applications to other colleges. Speak

WORK ZONE

Meeting the deadlines involved in completing college applications can create a lot of pressure. Write a paragraph about how you handle the pressure of meeting deadlines. Share your ideas with a partner.

Handling the Pressure of College Applications

68 UNIT 5 Lesson 1

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can work independently to write their paragraphs. Reinforce the connection between meeting college application deadlines and completing a large project or paper for school. Remind students that the way they handle school-related stress will be similar to the way they handle application stress.

Struggling learners

Have struggling learners begin to form their ideas by listing ways they handle stress. Explicitly connect the concept of stress in general to the stressors they might feel while completing college applications. Guide them to turn the ideas on their lists into sentences. Have them form those sentences into a paragraph.

with your family first about how you are going to pay for college before applying for early decision. Decisions about financial aid are generally not known before the early decision deadline. Therefore, if you need a significant amount of financial aid, you should not apply for early decision. Remember you are committing to attend when you submit the application. Be sure to weigh the pros and cons before you apply. Ask your counselor or teacher for support in making this decision.

Early Action

Another college application plan is **early action**. Unlike early decision, an early action plan is not binding, which means you are not required to attend a college if you are accepted. The application deadline for early action will mostly likely be in November, and you will receive the admissions decision in February or possibly earlier.

Get Organized

Up until now, you have been preparing for college. Now, you're actually applying. With your college decision approaching, you will need to stay organized. Deadlines and requirements vary at every college. This may be one of the first large-scale,

multi-month organizational tasks of your life. Put effort into getting organized. Consider creating a system of folders, one for each college application. Definitely create a calendar to keep track of when things are due and whether or not you have sent the required materials. [Go to the WORK ZONE](#)

TIP

Talk to your school counselor before applying for early decision. While it may be a relief to get the process over with early, it might be too soon to know that you've made the right college choice.

Using the ideas you and your partner discussed, create a list of tips you can follow to meet the deadlines of the college application process.

Meeting the Deadlines	
1.	
2.	
3.	
4.	
5.	

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students develop a multi-month calendar based on a regular admission application deadline. If necessary, provide students with blank calendars. The following items should be included:

SAT®/ACT test dates

Meeting with college counselor

Asking teachers/counselors for letters of recommendation

Personal due date for college essays, including time to seek adult feedback and make editorial changes

Application deadline

Financial aid deadline

Encourage students to add individual application details if they have them. Students should make their calendars as personal as possible, but remind students to include only college application information in them.

- Students should be able to:
- ✓ discuss and explain the different types of admission.
 - ✓ decide which admission type is the best for their situation.
 - ✓ detail an organizational plan for their admission process.

ESSENTIAL QUESTIONS

- EO 1** What is a college application schedule?
- EO 2** What are the steps in the college application process?

Preview the Text

Have students scan the title and the headings. Discuss the following questions as a class:

- How can organizing tasks by month help you complete your applications on time?
- How can you organize the paperwork associated with applying to several colleges at once?
- Why do you think it is important to keep your family in the loop about applying to colleges?

What to Do and When to Do It

College Application Timeline

Before you begin any task, you need a plan of action and a timeline. College applications won't seem so overwhelming if you know what and when things need to be done. Use this timeline to get a bird's-eye view of the whole process. However, it is only a general guide and may not apply to all colleges. Check the specific requirements and deadlines of the colleges you are interested in. Use this timeline throughout the year to check on your progress.

Before Senior Year

- Create a list of colleges.
- Visit some colleges on your list.
- Research the admission test requirements of the colleges.
- Take the admission tests or register to take them early in senior year.

September

- Meet with your counselor or a teacher to finalize your college list.
- Start working on your college essay.
- Make a checklist of all admission deadlines and requirements for your colleges.
- Set up campus visits and interviews.

October

- Ask for letters of recommendation.
- Finish first draft of your essay and ask teacher/family for feedback.
- Review the financial aid application process in Unit 7 of this book.

November

- Complete final draft of your college essay.
- Ask your counselor to send your transcript to the schools to which you have applied.
- Follow up to see if the people you have asked for letters of recommendation have sent them.
- Make sure your test scores will be sent by the testing agency to each one of your colleges.

WORK ZONE

Use the To-Do List below to personalize the timeline above to aid you in the application process.

To-Do List

- Circle the months in which you have many tasks to complete.
- Highlight the tasks that require you to seek out support. Set specific deadlines for the tasks and mark them on the timeline.
- Add a checkmark next to each entry as you complete the task.

Which of the tasks do you think will be most challenging for you to accomplish? Why?



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the Work Zone activity independently. Then have them discuss their challenges with a partner. The partners can share strategies on how to overcome these challenges. Have students write down their ideas on any remaining lines on page 70.

Struggling learners

Complete the To-Do List as a group. Assist students in setting specific deadline dates, making sure to provide time for editing applications and essays. Discuss the most challenging tasks as a class and write them on the lines provided. Choose one task from this list and work together to elaborate on it in the chart on page 71.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

December

- Tie up any loose ends with applications.
- Double-check to make sure that all parts of each application have been sent.

January

- File your financial aid forms as soon as possible after January 1.
- Check in with your colleges and send any other financial documents they require.
- Ask your counselor to send your midyear report (if applicable) to your colleges.

February

- Contact colleges to make sure that they have received all application materials.
- Take a breath! Keep up the hard work and don't fall victim to "senioritis."

March

- You will start to hear from colleges. Read everything you receive carefully and respond in a timely manner.

April

- Most admission decisions arrive this month.
- Compare financial aid award letters to see where you stand financially.
- Speak with your family and counselor about the possibilities. Finalize where you will attend college! Notify that college.
- If required, send in the tuition deposit to your selected college.
- Notify the other colleges of your decision.

May

- Focus on your finals and AP Exams.
- If you are planning to live in college housing, send in the required housing deposit.
- Thank everyone who has helped you through this process.

June

- Ask your counselor to send your final transcript to your college.
- Enjoy all the graduation festivities! You have earned it!

Go to the **WORK ZONE**

Select one of the more involved tasks from the timeline above. Use the chart below to elaborate on what you need to do to accomplish it.

WHAT?	
WHO?	
WHERE?	
WHEN?	
WHY?	
HOW?	

What to Do and When to Do It 71

Teach the Text

Have students read the lesson independently. Then assign pairs of students to each month listed on pages 70–71. Each pair should discuss the tasks in their assigned month and make a list of two to three challenges they might face completing those tasks. They may also share personal examples with the class about how they could personalize the timeline.

Optional Approach

While reading, have students add personal notes to the tasks listed in each month of the timeline. Example: A note in October may read: "Ask Mrs. Hines and Mr. Granger for recommendations."

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I have so many school, family and extracurricular obligations. How will I find time to apply to colleges? I should set specific times to work on the applications each week. I don't have band practice on Thursdays. I can use the time after school from 3:30–5:00 to work on my applications each week.*

Have students write down specific times they could devote to college applications.

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR, R
- W3** W3 Drafting CR

21st Century

- Make Judgments and Decisions (LI.CT.3)
- Manage Goals and Time (LC.IS.1)
- Be Self-directed Learners (LC.IS.3d)*

ASCA

- A.1 Responsibilities to Students

Students should be able to:



identify typical tasks in the college application schedule.



list and personalize the steps in their college application process, paying special attention to planning and deadlines.

Teach the Text cont...

Monitor Comprehension

Gathering information about your activities can be overwhelming for students. Make a chart with the following heads: Honors, Jobs, Clubs, Sports and Leadership Roles. Have students list the activities that fall into any of the categories. Remind students to talk to their family, teachers and mentors to be sure they include all the activities.

DIFFERENTIATE INSTRUCTION

English Language Learners

Discuss with other students what activities and clubs they will include in their application. Make sure students understand the idiom "Keep your family in the loop."

First Generation Students

Students may be unfamiliar with the amount of information they need to provide about their activities on their college applications. Explain that it is necessary to spend significant time brainstorming about their involvement in school, local, church and family communities.

College Application Tracker

This tracker will help you stay on top of all your application tasks, paperwork and deadlines for your colleges. Put in all due dates and check off when they are done. Take your time but stay focused.

Completing Applications

College applications aren't difficult, but they are important. Take your time to do a careful, neat job. Review each section and proofread your answers. Remember to budget time for other people to assist you.

Gathering Information

A typical application will ask you to provide personal information about yourself, such as what schools you have attended and a brief description of your extracurricular activities, jobs and any academic honors you have earned. Make sure you have all the accurate dates and addresses available to you before you start filling out the application. Spend time writing brief descriptions of extracurricular activities, which really highlight everything that you did.

Keep Your Family in the Loop

Include your family in the process. All applications ask questions regarding your family. You will need to know

WORK ZONE

Use this tracker as you research and work through the application process for three of your colleges. Write their names, list the important dates, and check off the tasks as they are done.

	College Name	College Name	College Name
Deadlines			
• Regular applications deadlines			
• Financial aid deadline			
• Early application deadline			
Grades			
• Request high school transcript sent			
• Request midyear grade reports sent			
Test Scores/Policies			
• SAT® or other tests required?			
• SAT® Subject Tests required?			
• Send SAT® Subject Tests scores			
• Send admission test scores			
• Send AP® scores			
Letters of Recommendation			
• Number required			
• Request teacher recommendation			
• Request counselor recommendation			
• Request other recommendations			
• Send thank-you notes			



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Proficient learners can complete the chart independently. Provide reproduced copies of the chart should students plan to apply to more than three colleges.

Struggling learners

Complete the first column of the chart as a group, using a local or state college as an example. Distribute informational material about the example school and assist students as they locate important dates and application information. Then have students fill in the remaining two columns in small groups. Circulate among students to monitor progress.

their educational backgrounds. Perhaps you merit special consideration as a first-generation college student or if a family member attended the college. In addition, certain documents will be needed when you apply for financial aid. Work with your family to gather the necessary tax forms and personal financial papers. Perhaps you can schedule an appointment with your family and your counselor to assist in this process.

Supplementary Materials

If you're applying for a performing or fine arts program, you may have to demonstrate your ability by auditioning on campus or submitting audio files, slides or some other samples of your work. Talk to a teacher or mentor in your subject for advice on both how to assemble a portfolio and which of your pieces to include. Be sure to check the deadlines for auditions.

Go to the **WORK ZONE**

	College Name	College Name	College Name
Essay			
Essay required?			
Proof for spelling and grammar			
Have two people review essay			
Final copy in application			
Interview			
Interview required?			
Interview date			
Send thank-you notes to interviewers			
Submitting the Application			
Sign application and keep copies			
Pay application fee (amount)			
Applied online—received confirmation receipt			
Applied by mail—confirm receipt of all materials			
Notified school counselor that you applied			
Send supplemental material, if needed			
After You Send Your Application			
Received decision letter from office of admissions			
Deadline to accept admission and send deposit			
Tuition deposit sent			
Housing forms completed, deposit sent			
Notify the other colleges you will not attend			

What to Do and When to Do It 73

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Interview a family member or trusted adult to find out more about your own gifts and talents. Develop five questions you can ask to learn more about how your family member has watched you develop your abilities. Examples include:

- *In your opinion, what is my strongest academic area? Why?*
- *Can you describe a time when I handled a setback or disappointment well? What happened and how did I behave?*
- *In your opinion, what is one thing that has changed about me as a result of my participation in extracurricular activities? How did I change?*

Remind students that these types of questions can help them reflect on their identity and how they have grown and changed throughout high school.

Students should be able to:



create a personalized schedule and task list for college applications.



make a list of extracurricular activities, including clubs, sports, jobs and honors to include in their applications.



identify whether or not they will need supplementary materials for the programs to which they will apply.

How Do You Apply to College?

UNIT OBJECTIVES

Students learn how to complete college applications. They learn how to pull all the components of the application together (forms, essays, recommendations, test scores) and how to pace themselves so their applications are completed by the due dates.

LESSON 1

It's More than a Form: Students learn the components of a college application; the people involved; the best practices for applying online (dos and don'ts); and how colleges use the essay and letters of recommendation.

- Find out how your school handles the college application process. Some schools mail all the materials to the colleges; some mail the transcript only—the student is responsible for sending everything else; and some mail the transcript, recommendations, and school profile—the student is responsible for the rest.
- Make sure your students realize that applying online should not be treated casually just because it's easier. In addition to the “dos and don'ts” listed in this lesson, advise your students to:
 - Take their time, read all directions carefully and read every pop-up.
 - Hit “save” often. They might get “timed out” (usually every 30 minutes). They should use the save/log out feature if they need to take a break.
 - Compose the essay or personal statement offline, in a word-processing program, and copy and paste the final draft into the online application. They should have someone else proofread it before hitting “send.”
 - Save a copy of the confirmation page so they have a record of the application's ID number.
 - Apply by mail, rather than online, if they are applying close to the deadline. The high volume at that time creates the danger of system failure.

LESSON 2

Planning the College Essay: Students understand the function and purpose of the application essay and learn strategies for choosing a topic. They learn where to get help with their essays and the importance of having people review their essays.

- Colleges use the application essay to gain insight into the student's personality, character and interests. In general, the essay can help the college assess the student's critical thinking and writing abilities. It may describe the student's special interests or experiences, as well as values, attitudes and expectations.
- There are two basic types of essay prompts. One is open-ended, and invites students to write creatively (example: "Step out the front door and tell us what you would change about what you see.") The other asks students to describe themselves and tell why they want to attend that college. Emphasize the need to write several drafts, edit and proofread. Students should write to the topic at hand and work within the word count suggested.
- Most students get some help with their essays, as they should. Parents or other family members are good readers because they know their child/sibling—they can help them see what their strong points are. Students should tap friends or family to proofread (but not rewrite) their essays as well.

LESSON 3

Letters of Recommendation: Students learn how to choose whom to ask, and how to prepare requests for recommendations; they learn how to provide background to a recommender so he/she can write an effective recommendation.

- Students will probably need one or two teacher recommendations and a counselor recommendation. The counselor recommendation should provide an overview of the student, and address character and attitude as well as academic ability. The teacher recommendation should provide an academic appraisal of the student's work in that teacher's courses, and should characterize their work (intuitive, thorough, creative).
- The best teacher to ask for a recommendation is the one who knows the student, because of in-class participation or after-class discussions or activities. It could be a teacher who knows how hard the student worked for a *B* or *C*. Stress the importance of giving recommenders ample lead time (at least one month ahead of the deadline, two weeks at minimum), clear instructions, and of sending a thank-you note.

LESSON 4

The College Interview: The students learn the purpose of the college interview; what to expect, how to act and how to create a list of questions to ask.

- Interviews are not required by most colleges, but students may want to interview for a variety of reasons: to ask questions, to put a face on their application, to show interest in the college, and of course, to determine if the college feels like a good fit.
- The admission office and college website will have information on how to set up an interview. Students should arrive with their well thought-out questions and should be sure to send thank-you notes to the person who interviews them.

Engaging Families

Parents can bring awareness to the student's need for planning and the establishment of a schedule to be maintained. Overseeing the application process, particularly the essay and the letters of recommendation, will be very helpful.



Portfolio Opportunity

Pages 76, 84-85

PreWORK

Instructors may want to provide sample college profiles to students before Lesson 1 is presented.

UNIT OBJECTIVES

- Learn how to complete college applications.
- Learn how to pull all the components of the application together (forms, essays, recommendations, test scores).
- Learn how to pace themselves so their applications are completed by the due dates.

Introduce the Unit

Read the Enduring Understanding:

Each component of the application process helps me get into the college of my choice.

Then have students read the text on pages 74–75.

Think Aloud

Ask students to consider how the Enduring Understanding relates to the title of the unit. Have students discuss how the lengthy process of application has to be broken down into parts to make it manageable and to help them successfully complete it. Note that while each of the larger requirements are serious tasks, these demands will help both the students and the colleges they have chosen ensure that they are a good match for each other. Discuss pacing this process with a timetable to ensure success.

UNIT 6

How Do You Apply to College?

Once you have figured out what school you would like to apply to, how do you put all the components of an application together? The application includes forms, essays and test scores, plus any letters of recommendation. How should you pace yourself to complete all the materials by their due date?

LESSON 1	LESSON 2	LESSON 3	LESSON 4
It's More than a Form	Planning the College Essay	Letters of Recommendation	The College Interview
Pages 76–79	Pages 80–83	Pages 84–85	Pages 86–87

Preview the Lessons

Have students read the lesson titles on page 74. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 5, students explored the “big picture” of the college application process.

UNIT 6

VOICE OF EXPERIENCE



"Although it initially seemed intimidating, applying to colleges was fairly straightforward and stress free for me. Picking colleges to apply to was the most difficult part, mostly because I had no idea what schools had better programs in my area of interest."



WORK ZONE

Think of some of your accomplishments. Write down what you remember most about each accomplishment, especially what behaviors or attitudes helped you succeed. Discuss how these might help you in the college application process.

Accomplishment	What Helped Me Succeed

How Do You Apply to College? 75

Materials

- ☐ Sample counselor or teacher recommendation (Lesson 3)

Lesson Resources

- ☐ Sample college profiles (Lesson 1)

Additional Resources

www.commonapp.org

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students should think of a wide range of things they have done that they are proud of. Additionally, the reasons for the successes should be detailed in a variety of ways. Students can consider many causes for the successes and analyze how they may come into play again in future endeavors to help them succeed.

Struggling learners

Students can respond with single words or phrases to help them get involved in the activity. Then, after they practice analyzing the life events they consider successes, they can provide greater detail. Probe student histories by asking, "What have you done that made you the happiest?" or "What have you done that has gained praise from someone?"

ESSENTIAL QUESTIONS

- EQ 1** What are the major components of a college application? Why is each one important?
- EQ 2** What should I know about applying to college online?

Preview the Text

Ask volunteers to relate the title of the lesson to what they are likely to be learning about. **Say:** *I see the word form in the title. The headings tell me I'll be learning what I need to know about forms.* Have students scan the lesson, relating each heading to filling out college application forms.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definition and define the term in their own words. To help students understand the use of **high school transcript**, have them use the term in a sentence that demonstrates its significance for students applying to college.

It's More than a Form

Application Components

Each component, or part, of the application process is an important one. Not only do you need to keep track of the different components of the application, but you also need to know how to organize and submit your work. You need to submit everything by the required due dates—there is no “wiggle room” with college application deadlines.

You can apply to colleges using paper forms, but you should also know how to apply to colleges online. There are many opportunities to apply online, and online applications have features that are different from paper applications. If it all gets confusing, know that there are many people who can help you apply.

Application Forms and Fees

Typical college application forms ask for personal information, the schools you've attended, any jobs you've held or extracurricular activities you've participated in, and your standardized test

scores. Many colleges also require that you pay a nonrefundable fee when you submit your application.

The Common Application

In addition to regular applications you can submit for individual schools, the Common Application (www.commonapp.org) is an online service you can use to apply to hundreds of colleges and universities at the same time.

High School Transcript

One of the most important components of the application is your **high school transcript**. It displays all classes taken by you in high school as well as grades earned in those classes. Your transcript will also have your grade point average, or GPA. Your GPA is the average point value of your grades. Colleges want to determine if the rigorous courses and grades on your transcript are in line with what they think will make a successful student at their college.

WORDS FOR SUCCESS

high school transcript an official academic record that shows all classes taken and grades earned in high school

WORK ZONE

With a partner, read and analyze the four college profiles given to you. In the columns below and on the next page, list all the application components for each school. Include other important information, such as application due dates.

College 1	College 2



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

From the college profiles, provide examples of the types of information students will need to complete their lists and reviews of the colleges. Then demonstrate how to isolate other information from the profiles.

Struggling learners

Students can reduce the number of profiles they are analyzing, concentrating on one or two that most interest them. Have partners of varying skills work together to complete the task. Use the board to show examples of the types of information they should include in the lists and reviews. Have students discuss where to locate that information for their applications.

Test Scores and Transcripts

Another key ingredient is test scores. After taking the SAT®, SAT Subject Tests™ or another standardized test, be sure that the testing agency sends your scores to the colleges of your choice. You'll also need to provide your high school transcript.

Essays

Some colleges require you to write an essay as part of their application. These colleges will provide an essay question for you to answer. Be sure to address the topic and use specific details, not clichés or what you think the admission committee wants to hear. What they want is to know you better. Be sure to have someone review your drafts and proofread your final essay.

Recommendations

Many colleges require two or three letters of recommendation. They usually require one from a teacher and one from your school counselor. Be sure to plan ahead for getting recommendations. Give the people you want to ask for recommendations at least a month ahead of the application deadline to write and send in their letters. Provide them with the information they need to do the recommendation—not only the deadlines, but information that will remind them of your accomplishments. Remember that you are asking a favor, and be sure to thank them in writing.

Midyear Report

Many colleges will want you or your counselor to send a midyear report. This is a transcript showing your grades halfway through senior year. This can help admission committees make a decision about your application, and it may be required even if you've already been accepted. Offers of admission can be revoked if a student's grades slide in senior year.

Other Requirements

Some specialty schools, such as trade schools or performing arts schools, have additional application requirements. Some require an audition, a video or an audio recording, or a portfolio to be submitted as a representation of your work.

Who Is Involved in Applying?

Remember that when you apply, you are not alone. Your parents or guardians can help you make the best decisions. Your school counselor will help coordinate your application materials. Talk to a teacher for advice about a particular college application, especially if it's for a specialty school and you need to share specific examples of work. Coaches might also have recommendations.

Online Applications

Online applications are now the norm. When applying online, there are things you must do and some things you should avoid.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

College 3	College 4

Teach the Text

Expand the earlier discussion during Preview the Text by having students define the application forms they will be learning to complete. Note the heading "Application Components." Demonstrate how the heads define and describe the parts needed for a successful application. Point out how different paragraphs contain very different information, yet stress that each component is crucial to a successful application.

Optional Approach

Have students predict what they may need to complete a college application.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I see a reference to a Common Application. I wonder how that works. Can one application allow me to apply to hundreds of colleges and universities at the same time?* Allow students to discuss how applying online is convenient but also requires care to avoid technical problems.

- *Have students pair off into small groups to review and discuss the various application components.*

CORE ALIGNED STANDARDS

College Board Standards

- W2 Generating Content CR, R, A
- W3 Drafting CR, R, A

21st Century

- Communicate Clearly (LI.CC.1)
- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)

- ✓ Students should be able to:
 - understand that an application consists of many different parts.
 - understand that it's important to have an organized approach to completing application forms.
 - know that a high school transcript, essay, references and perhaps a midyear report or portfolio or audition can be part of a college application.

Teach the Text *cont...*

Monitor Comprehension

Review the components of a college application and discuss with students who is responsible for providing each component. Make sure that students understand that paper applications are still available for students who prefer to use them, but that online applications are now the norm. Most people find them more convenient to use.

DIFFERENTIATE INSTRUCTION

English Language Learners

Explain the term *wiggle room* by having a volunteer perform a physical demonstration. Have students review prefixes, suffixes and roots in words used in the lesson, stressing meanings and usage.

First Generation Students

Use comparisons to other application processes students may be familiar with, such as job applications, online shopping, and username registration. Students will use similar skills to complete a college application.

Dos

- Ensure security by applying for a PIN (personal identification number) and by using confidential passwords on all websites.
- Print out paper copies of any work you do online.
- Inform your counselor of your online work, so your high school will be sure to send transcripts.
- Reread onscreen material before you hit the “send” button.
- Save your work, and give a copy to your school counselor.

Don'ts

- Don't be careless or work too quickly just because you are submitting online.
- Don't follow up an online application with a paper application, as this may introduce errors into the process.

Representing Yourself

Making a good impression is part of the application process. An application is more than just a picture of you; it is a picture of how you want others to see you. In addition to *what* you write on your application, you also reveal who you are by *how* you present yourself. Are you organized? Neat? Details such as these are evident in your application.

Completing Forms

When completing forms, be concise. However, be sure to use words that are descriptive and flattering to you. Use nouns that show achievement and verbs that show leadership. Other tips include the following:

- Do not use abbreviations, except for those that are commonly known, such as college degrees.
- Spell out numbers less than 10.
- Review each section and proofread every response for spelling and grammar.
- Be sure to sign all necessary forms.

WORK ZONE

In the chart below, identify individuals you can ask for help in the application process. Explain their relationship to you or their school position and describe the kind of help you might ask from them.

[illegible]

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

For the activity on page 79, students should describe why they think each component is included as part of a college application. They should also describe how college representatives will evaluate each component.

Struggling learners

Students may have a hard time getting started. Encourage them to begin by listing the most obvious people who might help them, such as parents, teachers or a guidance counselor. Remind students that while these familiar helpers may oversee the process, a better application will result from turning to a variety of resources, whose references can give well-rounded portraits of students as college freshmen.

Organization

Maintaining an organized application process takes work. You need to know what the deadlines are for each stage of the process. When are the forms and fees due? When must your high school transcript be sent in? What about test scores? And which test scores? Some scores may be required, such as the SAT, while others are optional. When are your letters of recommendation due? Use the college application timeline and charts in Unit 5 to keep track of your progress and to note important due dates for each college you want to apply to.

It's a good idea to keep a paper printout of all of your applications. This way, you'll have a backup plan if anything is lost or deleted on a computer.

Contacting the Right People

A big part of staying organized is knowing who to contact and what to expect of this person. Don't be shy about asking parents, counselors and teachers for help. They will be glad to assist you. You will need to give them plenty of advance notice when you need help, which is why tracking your college application process is a great idea.

Your school counselor or adviser is the main person you will work with. This person will help you coordinate your applications and provide sound feedback on your work. Your parents are perhaps the most important to consult because going to college is as much a family decision as it is an individual decision. Family support will be very helpful in many decisions you will make about college. Your teachers and coaches can also be very helpful in writing recommendations.

Final Steps

Finishing an application is like packing for a trip. You should double check that everything has been included, down to the last stamp on an envelope. Think of the times in school when you handed in a major assignment, one that took weeks or months to complete. You should use the same level of commitment and care.

Keep a copy of everything. Colleges are inundated with all the components of thousands of applications. It can take some time for them to receive all the parts of your application and sometimes things get lost in the shuffle. If you have copies, you'll be able to provide anything that goes missing.

Go to the **WORK ZONE**

Write an essay in which you describe the different components that are included as part of most college applications. Explain why each component is important and what information it gives to college admission departments about the students who apply.

College Application Components

It's More than a Form 79

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students review the steps of the college application process described in the lesson. They can make a list of what they will need to write about or the information they will insert into an application. Students should then write down any information they know already or use the list to acquire unknown information from guardians, teachers or advisers.

Students should be able to:



provide some dos and don'ts necessary to remember when filling out an application.



be aware of how others see you when you present yourself in an application.



understand that organization and asking others for help is important in the application process.

ESSENTIAL QUESTIONS

- EQ 1** What is the college essay and why is it so important?
- EQ 2** Where can I get help with my essay?

Preview the Text

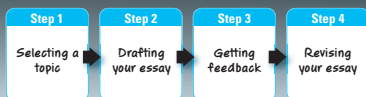
Remind students that they already know how to write an essay. Have students discuss the headings and the graphic on the first page, which provide basic structure for their essay. Students should also take notice of the thought-provoking questions and the checklists that will help them polish and finalize their essay. Remind students that the core of their essay should be their ability to reveal themselves positively throughout the essay process. Honest writing combined with these tips will produce a successful essay.

Planning the College Essay

Some colleges require an essay as part of the application. The purpose of the essay is to get to know you better, and to provide a sample of your writing. The essay also provides an opportunity to explain something in your application. Perhaps you had to leave school for a while because of a family crisis, for example.

The essay is a chance to reveal your personality and how you think. It's a chance to put your "face" on an application that would otherwise just be a collection of facts and numbers. To make the most of this chance, you need to plan ahead for what you want to write, and how to write it.

Writing the College Essay



Choosing a Topic

Most college applications will provide several essay topics to choose from. But no matter what the essay question is, you're essentially being asked one thing: "tell us about yourself." Your first task, then, is to decide what it is about yourself that you want to convey.

Brainstorming

Planning an effective essay involves brainstorming ways to identify your strengths. Brainstorming usually begins with a laundry list of ideas, good and bad, from which the best idea rises to the top. There are many ways to do this. One way is to list all of your personal characteristics, values and beliefs that you can think of. Then brainstorm adjectives that describe who you are. Another way is to think about how you connect with the outside world. Describe your social concerns, extracurricular experiences or contributions to an organization, for example. Brainstorm issues or topics that you care about. What do they say about you?

Brainstorming works best with partners. Ask your family members what they think your best qualities

WORK ZONE

In the spaces provided, brainstorm five possible responses for each of the questions below. Be brief and thoughtful with your responses.

Who has influenced me the most?	What topics do I know the most about?	What adjectives describe me?	What are my favorite memories?

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students should work from the general to the specific, writing down as many people or adjectives as they can think of. Students should not be satisfied with first responses, but should use their first thoughts to explore their memories more completely.

Struggling learners

Help students fill in some possibilities for each of the columns, such as athletes, artists, politicians and relatives for the "influence" column, or music, computers or fashion for the "topics" column. Partners can suggest adjectives and memories and debate why they are or are not appropriate.

are. Try to remember times when these qualities were shown. You might also remember a time when you overcame a weakness or challenge, and became stronger because of it.

Your goal is to identify which of your strengths, values and beliefs can be the focus of your essay. The best choice is usually the one that has a story to go with it. Once you've made that choice, look at the college application forms and see what questions they ask. No matter what the questions are, you've already identified what you want to convey to each college.

Writing a First Draft

Once you have your main idea, you can begin the actual writing. As you may remember from English class, an essay has three main parts: introduction, body and conclusion.

Your introduction should immediately engage your reader, and signal what the essay will be about. That way the reader will be able to follow your main idea from beginning to end. If you are making a statement about your values, beliefs or academic goals, the introduction should make that clear.

The body of the essay should include the best evidence to support your main idea. Reveal your chosen characteristic through specific facts, events, examples and reasons. As a general rule, you should not repeat information included elsewhere in your application. However, you may expand upon an activity or experience listed there to illustrate your point.

The conclusion can be a few sentences to nail down the meaning of the events and incidents you've described. One idea is to relate the personal characteristic you've described to your professional goals.

Go to the **WORK ZONE**

TIP

If you cut and paste your essay into an online application, review the formatting and save a copy.

Using the responses from the previous page, choose a personal characteristic that describes you best. In the form of a well-written paragraph, explain why, for example: "All the adjectives that describe me make me sound creative."

What I Learned About Me

Planning the College Essay 81

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students discuss how the selection of an essay topic is very important in producing a successful essay. Suggest some typical essay topics, such as describing yourself to someone you've never met, explaining a meaningful moment in your life, describing how you have grown or developed in the past few years or noting what attributes distinguish you from anyone else. Use these samples to conduct a mini-brainstorming session for possible approaches.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I like to brainstorm on my own before I brainstorm with other friends or family. I write down anything I can think of that is related to the topic. I try to let one idea link to another.* Have students demonstrate this process using one of the sample topics.

Have students suggest ideas in the brainstorming session as well as recommend where those ideas would fit in the framework of an essay. Students should practice molding ideas into an introduction, body and conclusion.

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR
- W3** Drafting CR
- W1** Rhetorical Analysis and Planning*
- W4** Evaluating and Revising Texts CR*

21st Century

- Think Creatively (LI.CI.1)
- Communicate Clearly (LI.CC.1)

Students should be able to:

- ✓ understand that a college essay follows the same basic structure of other essays.
- ✓ use brainstorming to identify personal attributes and come up with topics.
- ✓ understand how to create a first draft with an introduction, body and conclusion.

Teach the Text cont...

Monitor Comprehension

- Discuss the concept of “less is more,” referred to in the heading, and how the idea of restraint can apply to the college essay. One or two pointed comments can often catch someone’s attention more effectively than many lengthy paragraphs.
- *What suggestions do you notice in each paragraph?*
- *What part of the checklist is most valuable?*

DIFFERENTIATE INSTRUCTION

English Language Learners

Familiarize students with the idiom, “put your face on an application.” Have students discuss how a face is identified with one person alone because of its uniqueness.

First Generation Students

Students should understand that essays provide a way for college representatives to get to know them as people. An essay allows a student to share information they might not have been able to give otherwise.

Less Is More

The typical length of a college application essay is rarely more than 500 words; often, it is much less. Your language should be simple, direct and clear. As hard as it may be to believe, one well-chosen example will say more than a long list of facts. You do not have to go through your entire life experience. How do you know which example is best? If you can answer “yes” to the following two questions, then there’s a good chance the example will effectively present who you are:

1. Does this example reveal your personality?
2. Does this example reveal how you relate to society?

Editing a Final Draft

When you have a good draft, it’s time to make final improvements, get feedback and correct any errors.

Reread your essay after letting it sit for a few days. Does your essay make sense from start to finish? Does the essay present the real you? Are you able to use the most descriptive nouns, verbs and adjectives to describe who you are? For example, would you describe yourself as “nice” or “giving”? The second word is much more telling of your personality.

Receiving Feedback

Ask a teacher, parent or counselor to look over your draft. When you get feedback, give yourself a few days to reflect on what they suggest. Resist the temptation to reject what you’ve been told. At the same time, remember that no one can speak for you; your own words and ideas are your best bet.

Proofreading

Typos and spelling or grammatical errors make a bad impression and can undo everything you are trying to accomplish with your essay. Therefore, it is critical to reread your writing to look for mistakes. Most word processing programs provide grammar and spell-check features. Be aware that these features do not recognize some errors, such as using “they’re” instead of “their,” or other wrong versions of words.

How Much Time Will You Need?

Part of planning your essay is knowing how much time it takes to do it right. The process of brainstorming, drafting, and editing can’t be done in one night. Give yourself at least four weeks. To know when to start, look at the application deadlines for the colleges you are considering, and work back from the earliest deadline.

WORK ZONE

Now that you’ve had time to think about your characteristics, fill in the blank in the sentence below. Then, describe four examples that support the completed sentence.

I am a very _____ person.

82 UNIT 6 Lesson 2

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Help students describe themselves by having them describe other people they know well. Then ask students how those people might describe them. Prompt their introduction writing by reminding them to try to catch the reader’s attention.

Struggling learners

Encourage students to go beyond one-word descriptions of themselves. Students can begin with varying adjectives to describe themselves and then expand and alter the example sentence offered to read, “I am a person who . . .”

College Essay Checklist

This checklist will help you give your essay a final review before you hit “send” or seal the envelope:

- ☐ The essay reveals something insightful about yourself
- ☐ The introduction clearly states what the essay is about
- ☐ Used active verbs
- ☐ Single focus maintained throughout
- ☐ Has the right tone—honest and sincere
- ☐ Every point supported by examples
- ☐ Answered the essay question
- ☐ No plagiarized material (using another person’s words without giving credit)
- ☐ No misspelled words (don’t rely on spell-check)
- ☐ No run-on sentences or other grammatical errors
- ☐ Checked your facts—such as attributing a book to the right author
- ☐ If re-using the essay for other applications, didn’t refer to wrong college

Go to the **WORK ZONE**

The introduction to your essay should indicate to the reader what the essay will be about. Write a brief introduction below. Then share it with a partner and ask him or her what the essay will be about. Was he or she right? What can you do in your next draft to make your topic clearer for the reader?

Introduction

Planning the College Essay 83

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

**Extensions**

Have students expand on the Work Zone exercise of writing an introduction. They can also practice other types of writing exercises to improve their composition skills in general. Have students make a list of clichés, such as “working like a dog” or “busy as a bee,” and have them rewrite the phrases using more unique language. Then have them find examples in books, magazines or newspapers of bland or dull sentences. Have students rewrite the sentences using vivid, descriptive language.

Students should be able to:



understand that writing too much can lead to unclear meaning and a weak essay.



understand that feedback can help them improve an essay.



plan ahead and use a checklist to make sure their essays are done properly and on time.

ESSENTIAL QUESTIONS

- EQ 1** What are letters of recommendation and why are they important?
- EQ 2** How should I select people to ask for a letter of recommendation?
- EQ 3** How should I ask someone to write a letter of recommendation for me and what can I do to help them?

Preview the Text

Point out that the title of the lesson is one of the components of the college application that students have already learned about. Have students note that the headings are questions a student preparing letters of recommendation would ask.

Teach the Text

Have students determine what type of information is being defined in each paragraph headed by a question. The issue of selecting the best person to write the recommendation should be debated by students who will no doubt have opinions about which teacher to select. Note that teachers are also good resources for students to use to find a match.

Letters of Recommendation

Most colleges want two or three recommendation letters from people who know you in and out of the classroom. It is usually required that at least one of these be from a teacher. Your school counselor, coach or someone you have worked for are additional possibilities. This letter will tell the school why you would be a good candidate for admission. It is important that you select the right people to write your recommendations.

Who Should You Ask?

The person best suited to write a letter of recommendation is often one of your favorite teachers. Other good choices are your junior year Math or English teachers, as these are core subjects where many skills necessary for college success are taught. The best teacher to write a letter is not necessarily the teacher who gave you high grades. Rather, it should be a person you think knows you best. The teacher should be able to write a letter that not only describes your work in class, but also the kind of adult you are becoming.

How Should You Ask?

Remember you are asking for a favor, and you should be willing to take “no” for an answer. Most teachers are pleased to help you with your college aspirations, but they might just not have the time. Give the person you’re asking at least one month to write the recommendation and send it off ahead of any deadlines.

Follow up a week or so prior to your first deadline, to ensure recommendations have been mailed or to see if they need additional information from you. Send an e-mail or note of thanks after the letters have been written.

What Materials Do You Provide?

If the college provides a recommendation form, fill it out completely, minus the information that the person will provide. Make sure you have signed in all the appropriate places.

Provide a stamped envelope addressed to the appropriate college. This will make it easier for the person to complete the process, especially if the letter

WORK ZONE

Prepare a “brag sheet” by describing your accomplishments and activities. You can use the finished sheet to provide helpful information to teachers or other adults who will write letters of recommendation for you.

Academic Achievements (include honors and awards)	Extracurricular Activities (include school clubs, organizations and positions held)

84 UNIT 6 Lesson 3



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students should prepare different brag sheets for possible writers of their letters of recommendation. This will not only help students prepare effective brag sheets but it will also help them decide which writers are most appropriate to ask for a recommendation.

Struggling learners

Create a hypothetical student as well as a typical teacher writing a letter of recommendation. Work through the columns and lists to help students see what types of items they could be writing down. Provide various examples of each type.

is going to more than one college. Some letters can be written online. In that case, give the person the necessary instructions by e-mail.

The third item is a “brag sheet.” This is similar to a résumé in that it describes your main activities and accomplishments. It is useful for teachers or counselors who may only know you in a school setting. These sheets provide helpful information to the person writing the recommendation. The sheet can help the teacher write a balanced, complete letter about you.

There are four general types of information on a brag sheet. The first describes your academic achievements, including significant awards or honors. The second is your extracurricular involvement. List the clubs or organizations you have joined, along with the number of years you’ve served and any positions held. The third area is nonacademic involvement, which includes youth group commitments, volunteerism, musical or artistic ventures, or other distinctive hobbies or interests you have. The final area is a more general area, in which you provide information about your character traits, personality and goals.

Go to the **WORK ZONE**

STAY ON TRACK

List three teachers or counselors who you could ask for letters of recommendation. Explain why you picked them.

List two people, other than family members, who know you outside of school and who could write recommendations for you.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

Review the concept of a “brag sheet” and make sure students realize it should contain accurate information, not exaggerations. Note that it helps people who will write a letter of recommendation to recall items from your background that you know better than they do. Remind students that they are assisting the letter writer to create a more complete portrait of them.

Monitor Comprehension

Say: *It’s hard to ask someone to recommend you for a college, a job or a scholarship. It may be even more difficult to have a conversation about why you think he or she is a good person to ask for a recommendation. Be prepared to explain why you think the person you ask for a recommendation is a good candidate to recommend you.*



Extensions

Students should look over their list of potential writers from the Stay on Track activity on page 85. They should then go through their personal history and write a few sentences for each person to highlight general experiences that they shared with that person.

Nonacademic Achievements (include clubs, groups and organizations outside of school)

Personal Information (include talents, character traits or goals)

Letters of Recommendation 85

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

21st Century

Think Creatively (LI.CI.1)

Students should be able to:



think of teachers or advisers who would be suitable to write a letter of recommendation.



understand how to ask someone to write a letter of recommendation.



appreciate how a brag sheet can help a person write a letter of recommendation.

ESSENTIAL QUESTIONS

- EQ 1** How can I prepare for a college interview?
- EQ 2** What questions do I think will be asked?
- EQ 3** What questions should I ask?

Preview the Text

Discuss the use of bulleted information in this lesson and how writers use this type of organization. Students should be able to skim the information shown to realize that the steps for preparation and the dos and don'ts can be broken down into separate items that are listed with bullets.

Teach the Text

Point out that very few schools will require an interview and, for most, it is optional. However, help students understand how an interview might be used to their advantage. For example, many students do not come across "on paper" as strongly as they might in person. Remind students that being themselves will allow them to personalize the admission process and encourage those making admission decisions to judge them as whole persons, not just on their technical records.

The College Interview

What Is a College Interview?

Very few schools require an interview. For most colleges, it's an optional part of applying. Yet a college interview gives you an opportunity to present yourself in person and to provide information that can't be found on your application.

How Can You Prepare?

There's no reason to be nervous about a college interview. Think of the experience as a way for you to learn about a school as well as a way for a college to learn about you. As long as you're prepared, you will do fine. Here are some steps to take to prepare for the interview:

- Research the school. Find out if you are truly interested in attending this school and why.
- Prepare questions to ask the interviewer. The questions should reflect your genuine interest in learning more about this school. Avoid asking obvious questions, or questions with answers that can be found online. Remember, your questions reveal a lot about you. If you ask, for example, about

special academic opportunities, it would show your interest in creative, challenging approaches to your education.

- Practice responding to possible questions you might be asked.
- Know the exact date and time of the interview and the directions for how to get there.

What Questions Will You Be Asked?

Most questions are asked to get to know you as a person. One might be: "What do you do for fun?" Another might be: "What issues concern you?"

You might also be asked to talk about your own achievements. This is something you may need to practice, especially if it feels like bragging to you. Remember, the interviewer is just trying to get to know you. It's better to talk about one accomplishment in depth rather than recite a list of activities.

You'll make a better impression if you've thought of possible answers ahead of time. But don't try to memorize speeches.

WORK ZONE

Working with a partner, role-play or write out the answers to the following questions you might be asked at a college interview. Then prepare a list of five questions for you to ask an interviewer.

Five Questions You May Be Asked

1. Why do you want to attend our school?
2. In what ways will you contribute to our school?
3. What high school courses have you enjoyed most and why?
4. How are your grades an accurate reflection of your potential?
5. Which one of your extracurricular activities is most rewarding and why?

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can strive to produce more than brief answers to these questions. Encourage students to have reasons for the answers they complete as well as a purpose for each question they want to ask.

Struggling learners

Have students break down both the questions and the answers they might provide. Students can use notes as well as an outline to structure their ideas, and then reorder or improve their initial ideas into effective responses. Allow students to revise questions using their own words.

Remember, it's OK to ask for clarification if you do not understand something. This is part of being a good listener, and it shows that you are actively listening to what your interviewer is saying.

What Should You Ask?

A college interview is a great opportunity to learn more about whether the college is a good fit for you. Be courteous, but don't be afraid to ask probing questions aimed at what you really need to know in order to make a good decision. You might ask: "What is unique or special about this college?" or "How would you describe the majority of students that go here?"

If you are interested in a particular major, you can ask your interviewer what the college has to offer in that area. You can ask what students like most about the college, and also what they complain about the most. What happens on weekends? Will it be easy to get into the classes you need?

Interviewing Do's and Don'ts

- Be on time. But if you are going to be late, call ahead and give an estimated time of arrival.
- Dress appropriately. Not formal, but neat.
- Don't bring anyone else into the room with you.
- Make sure your cell phone or any other electronic device is turned off.
- Be friendly and relaxed, but show that you take the interview seriously.
- Don't be nervous because you don't have to be. Colleges use interviews to help you, not to hurt you.

Final Steps

After the interview, be sure to send a thank-you note to your interviewer within one week. If you have additional questions, you may also follow up with a telephone call or by e-mail.

Go to the **WORK ZONE**

DID YOU KNOW?

Some college interviews are conducted over the phone or in a group information session.

Five Questions You Might Ask

1. _____
2. _____
3. _____
4. _____
5. _____

The College Interview 87

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

As students read the text, point out that because this lesson focuses on a very specific task, nearly every sentence or bulleted point contains specific information to help them prepare for the interview. Students should also realize that the lesson stresses that they can ask questions during interviews to learn more about the college. This can aid them in their decision about which college is best for them.

Monitor Comprehension

Say: *I'm wondering why I have to research the college and have questions prepared. I thought the interviewer would do all the questioning and I'd just have to answer questions.* Remind students that having questions prepared and knowing about the school will help them interact with an interviewer more effectively.



Extensions

Have students work alone or in pairs to prepare a sample interview as they imagine it could occur. They should prepare hypothetical questions that would be similar to those they might be asked in an actual interview.

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR, R
L3 Listening for Diverse Purposes
S2 Speaking in Interpersonal Contexts

21st Century

- Think Creatively (LI.CI.1)
 Communicate Clearly (LI.CC.1)

Students should be able to:



understand how to prepare for a college interview by learning about the school and formulating questions.



express some of the dos and don'ts they should keep in mind during a college interview.

Finding the Money for College

UNIT OBJECTIVES

Students know the financial aid application process and timeline; understand how “need” is determined; evaluate how financial aid will affect their college options and choices; know how to make their case.

LESSON 1

Understanding Financial Aid: Students understand that there is money available out there to help them meet their “need” and how the amount they need will be determined. They learn that it is perfectly acceptable to apply for aid; that applying for aid is a separate process; the timeline for applying; and the best sources of information on how to obtain financial aid.

- You can’t say it enough: to get financial aid, you have to apply for it. Studies show that thousands of students who would qualify for need-based aid, such as the Pell Grant, worth up to \$5,550 for the 2010–2011 academic year, do not receive it because they did not complete the Free Application for Federal Student Aid (FAFSA).
- It’s important for students to understand that for most colleges, applying for financial aid is a separate process from applying for admission, with separate forms, and most importantly, separate deadlines.
- Priority dates are key! This is the date by which the college must receive the financial aid application in order to award the most attractive aid package.
- All colleges require the FAFSA. Most information in the FAFSA comes from the student’s and their parents’ income tax returns. Note that the FAFSA cannot be submitted before January 1 of senior year. (Students should become familiar with the FAFSA in November or December (www.FAFSA4caster.com)). However, many colleges have “priority dates” in February, too soon for most families to complete current tax returns. In those cases students should complete the FAFSA with estimated tax information. The FAFSA can be easily updated later when actual tax information is available.
- Remind your students that there is no stigma to applying for financial aid. Over two-thirds of all full-time college students receive some amount of financial aid.
- Most aid money is awarded based on need, not merit. Your students will learn in this lesson how “need” is determined, based on a formula that estimates how much a family can afford to pay for college, called the expected family contribution (EFC).

- The best sources of information on financial aid are the school counselor; colleges themselves; the federal government (www.FAFSA.ed.gov) and, for you, the *Counselors and Mentors Handbook on Federal Student Aid* (www.fsa4counselors.ed.gov).

LESSON 2

Understanding Scholarships: Students examine resources for exploring scholarship opportunities both from individual institutions and other organizations. They understand that scholarships make up a small part of the money available to help pay for college; learn the common requirements and deadlines for applying; and learn how to avoid scams.

- Help your students distinguish between the two basic types of scholarships. The first type includes those awarded by the colleges themselves to their accepted applicants. For the most part students are automatically considered for these scholarships when they apply for admission. The second type includes scholarships awarded by public and private sponsors to students that meet the eligibility requirements established by each sponsor. Students must search for and apply for these on their own.
- Private scholarships are offered by many sources. Students need to search for ones for which they might qualify (using a scholarship search tool, such as the one at www.collegeboard.com) in spring/summer of junior year and apply in their senior year.
- Warn students to avoid scholarship scams. Companies that charge to find appropriate scholarships, guarantee success, or say they have hidden sources of information are not to be trusted. Legitimate scholarship information is widely available for free.

LESSON 3

Understanding Your Options: Students learn how to compare financial aid awards from different colleges, how to distinguish the types of aid they may be awarded, and how to decide which college is offering the best package.

- The basic forms of financial aid are grants, loans, work-study and merit scholarships. Students will receive a financial aid “package”—usually a combination of the above—along with their letter of acceptance. Be aware that for some student populations there is strong family resistance to debt. However, it is very difficult to avoid loans when paying for college. Emphasizing the value of higher education and providing perspective by comparing college loans to more familiar loan scenarios, such as car loans, might overcome that resistance.
- When multiple financial aid packages arrive from colleges, it can be difficult to see which is the best offer because colleges do not use a standard form to show the information. Urge students to carefully compare awards and to go over packages with a knowledgeable person, such as their counselor, if they are unsure which package is the best offer.

Engaging Families

Encourage students to have meetings with their counselors and their family members to discuss financial aid. Find out if your counseling office automatically schedules these meetings or if students should schedule the meetings themselves.



Portfolio Opportunity

Pages 90, 92–100

UNIT OBJECTIVES

- **Know the financial aid application process and timeline.**
- **Understand how “need” is determined.**
- **Evaluate how financial aid will affect their college options and choices.**

Introduce the Unit

Read the Enduring Understanding:

Different ways exist to pay for college, and I can apply for financial help.

Then have students read the text on pages 88–89.

Think Aloud

Think about the Enduring Understanding with students. Emphasize that financial aid is available to everyone who needs it, but that it is up to students to fill out the forms and meet deadlines. Have partners discuss what steps they have taken to research financial aid and if they have applied for any scholarships.

UNIT 7

Finding the Money for College

Paying for college can be challenging for any family or any individual. It's obvious that almost everyone needs some financial help these days; more than \$125 billion dollars in financial aid were issued in 2009, and more than 14 million college students receive some kind of financial aid every year. Although the process of applying for financial aid may seem overwhelming, it's not that hard once you understand it and know where to begin.

LESSON 1	LESSON 2	LESSON 3
Understanding Financial Aid	Understanding Scholarships	Understanding Your Options
Pages 90–93	Pages 94–97	Pages 98–101

Preview the Lessons

Have students read the lesson titles on page 88. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 6, students learned there is more to applying to college than filling out an application. They considered how to approach each part of the application process.

UNIT 7

VOICE OF EXPERIENCE



"I used to be really stressed about paying for college, and then I learned that once you get into the college, more than likely they will help you pay for it."



WORK ZONE

How much do you think one year of college costs at a public school, such as a university in your state? How much do you think one year of college costs at a private school, such as Stanford or Duke? Write your estimates here.

Public school

Ranges from \$13,000 to \$18,000 for tuition and fees and room and board.

Private school

Ranges from \$30,000 to \$44,000 for tuition and fees and room and board.

Turn to a partner and compare your estimates. Are they similar? Are they far apart? Why do you think that is? Then compare your estimates with other students in a chart. How similar or far apart are they?

Finding the Money for College 89

Materials

- ☐ Blank FAFSA (Lesson 1)
- ☐ Descriptions of local scholarships (Lesson 2)

Additional Resources

www.fafsa.gov

www.fafsa4caster.ed.gov

www.studentaid.ed.gov

State higher education website

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Point out to students that costs will vary according to the type of institution. They should also consider other factors, such as whether a student lives at home, on campus or in an apartment.

Struggling learners

Have students work together in small groups to define and discuss the terms that are part of college costs, such as *room and board*, *tuition*, and *fees*. Explain how these different components must be each be considered as part of the total cost at each type of school.

ESSENTIAL QUESTIONS

- EQ 1** What is financial aid?
- EQ 2** What are “priority dates” for applying for aid?
- EQ 3** How is applying for financial aid different from applying for admission?

Preview the Text

Have students scan the title and subheads and write the eight headings that are questions on a sheet of paper, leaving space for answers. Write the questions on the board as well. Ask volunteers for answers and record their responses. As you read, revise the answers on the board.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Then have students create word cards for each word, writing the word on one side and the definition on the back. Partners should quiz each other. Next, have partners create True/False statements for each card. Have partners exchange questions with another pair and quiz each other.

Understanding Financial Aid

What Is Financial Aid?

Money that is given or loaned to you to help you pay for college is called financial aid. It can be given to you in the form of **gift aid**, which is money that does not have to be repaid such as scholarships or **grants**; or **self-help aid**, which is money that either has to be paid back or worked for, such as loans or a work-study job. Thanks to financial aid, most students can afford to get a college education. Many families need help with college costs, so don't be shy or embarrassed about applying for financial aid—most students do! More than two-thirds of all full-time students attending college right now are receiving some kind of financial aid.

Where Does the Aid Come From?

About 60 percent of all student aid comes from the U.S. government, through grants, loans and work-study; but most federal aid comes in the form of loans. State governments also provide some aid for students who are state residents. Another source of aid is the colleges themselves, using their own funds. Nearly half of all grants given to incoming freshmen come from the colleges that admit them. Finally, there are other organizations that offer scholarships, called “portable” because they can be applied to any college. These sources are covered in greater detail in Lesson 3 of this unit.

WORDS FOR SUCCESS

gift aid financial aid in the form of scholarships or grants that does not need to be repaid	grants financial aid award given to students that do not have to be paid back
self-help aid financial aid, such as loans and jobs, that requires repayment or employment	Free Application for Federal Student Aid (FAFSA) form completed by all applicants for federal student aid

WORK ZONE

With a partner read and discuss the following statements below and check TRUE or FALSE for each.

Financial Aid Facts	TRUE	FALSE
1. Public colleges give more aid than private colleges.		✓
2. Your EFC tells you how much financial aid you will get.		✓
3. The lower your EFC, the more financial aid you need.	✓	
4. Private colleges are always more expensive than public colleges.		✓
5. You can tell what a college will cost by looking at its tuition and fees.		✓
6. Most college students receive some kind of financial aid.	✓	
7. You can tell if you can afford a college by looking at its total costs.		✓
8. Your EFC is the same for every college you might apply to.	✓	
9. Every college will meet your full need for financial aid.		✓
10. When you apply for admission, you are automatically considered for financial aid.		✓



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

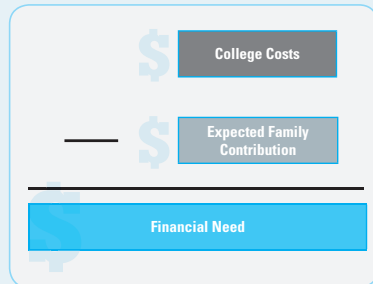
Have partners record their own responses if they do not agree with the answers you provide. Students can present their opinions to the class. Have students work on page 91 independently and then share their responses with their partners.

Struggling learners

Assist students by reading each question aloud and asking them to explain their answers. After discussion, ask students if they want to keep their first responses. If students are incorrect, encourage them to return to the text to find the answers. Discuss which answers were most surprising before students begin writing.

How Much Can You Get?

In order to give out financial aid fairly, the U.S. government will look at your family's income, assets and other financial details to see how much your family should be able to pay. This information will be provided by you and your family in a form called the FAFSA that every student applying for financial aid must fill out.



Once your family's financial information has been reviewed, a number called the **expected family contribution (EFC)** is assigned. This is the minimum amount your family will be expected to pay toward your college education. The difference between what a college costs and your family's EFC indicates how much aid you need.

It Depends on the College

The federal government's calculation of your EFC remains the same no matter where you decide to go to college. Colleges will consider this calculation when they review your aid application. Some colleges will also make their own calculation, depending upon their own policies and the amount of money they have available to meet the financial need of the students they admit.

The amount of aid you get ultimately depends on the college. There are no guarantees that every college will be able to give you the full amount you need, because not all colleges have the same amount of funds to give out. It may turn out that the amount of aid a college offers you will be less than you need, making the amount you would have to pay higher than your EFC.

expected family contribution (EFC) the total amount students and families are expected to pay toward college for one academic year

priority date the date by which you must apply for financial aid in order to be given the college's best offer

Choose three statements from page 90 that surprised you the most to learn was either true or false. For each, explain in one or two sentences how what you have learned will affect your college choices.

Surprising Truths About Financial Aid

Understanding Financial Aid 91

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the text independently or with a partner. After reading, have students write short paragraphs to answer each heading that asks a question in the lesson. When the students have completed their paragraphs, have volunteers present their sample answers to the class.

Optional Approach

Create a flowchart that describes essential steps and deadlines for obtaining financial aid.

Monitor Comprehension

Encourage discussion with talking points such as:

- Explain the difference between gift aid and self-help aid.
- Name four sources that provide financial aid.
- Explain how the government figures out how much aid you need.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R, A

21st Century

Reason Effectively (LI.CT.1)

Make Judgments and Decisions (LI.CT.3)

Use Systems Thinking (LI.CT.2)

ASCA

A.3. Counseling Plans*

Students should be able to:



understand what financial aid is and how it is awarded.



understand what the EFC is.



recognize that not all colleges have the same amount of funds to give out for financial aid.

Teach the Text cont...

Monitor Comprehension

Encourage discussion by asking the following questions:

- Should every family apply for financial aid? How is the amount determined?
- Do colleges know you need financial aid when you apply for admission? What do you need to do?
- Who can help you fill out financial aid forms?
- How often do you have to submit financial aid forms?

DIFFERENTIATE INSTRUCTION

English Language Learners

Students may be confused about the different types of aid. Have students create a T-chart and keep a list of aid that is free and does not have to be paid back and a list of aid that requires repayment.

First Generation Students

Stress the importance of applying for financial aid early and keeping up with deadlines. The paperwork may seem daunting, but it is worth the effort. And, there is plenty of help available with filling out the forms.

How Does This Affect My College Choices?

Because financial aid is based on a family's ability to pay, not what colleges cost, it allows any student to consider colleges in all kinds of price ranges. So while the most expensive college is not necessarily the best one for you, you should not rule out a college that is a good fit because of a high cost; it might be that financial aid will make that college affordable for you and your family.

What Do You Have to Do?

The first thing you need to know is that applying for financial aid is a totally separate process from applying for admission, with different forms and deadlines. Planning your strategy early in senior year is a smart move. Applying late for financial aid can cost you money, so getting organized by using a financial aid timeline is a good idea. That will help you keep track of all your important financial aid due dates.

The financial aid process is a team effort that will require some input from your family, so talk it over with them at the outset. You will want to schedule an appointment with your school counselor at the beginning of senior year to get everything organized. At times, the process may seem intimidating, but it's worth it! Financial aid makes college possible for millions of students every year.

What Should You Do First?

There are definite steps to follow. As soon as you have a list of colleges you like, find out what financial aid forms they require and what their deadlines are. Most colleges just require the FAFSA, but some want you to submit additional forms such as the CSS/Financial Aid PROFILE, which can be accessed through the College Board website.

Many colleges have **priority dates** instead of a firm deadline for applying for financial aid. A priority date is the date by which a college must receive an application in order to give it the strongest consideration possible. After that date, funds may be limited or used up, and you may not get as much aid as you need.

You can't submit the FAFSA until after January 1 of senior year, but because of college priority dates you will want to submit it as soon as you can after January 1. The best way to fill out the FAFSA is online. It's easier than the paper form and saves a lot of processing time. But first you need to get a personal identification number (PIN) for yourself and a parent or guardian.

DID YOU KNOW?

You will need to reapply for financial aid every year you are in college.

WORK ZONE

Read the profiles of the four families below and look at their EFCs. With a partner, discuss which factors most influenced how each family's EFC was derived. On the next page, write down your conclusions. How will the families' EFCs affect how much financial aid they might be offered?

Family 1	Family 2	Family 3	Family 4
Single parent 1 child	Two parents 2 children, 1 in college Father pays \$6,000/year for child support	Two parents 1 child	Two parents 3 children, 2 in college
Income: \$28,500	Income: \$52,000	Income: \$60,000	Income: \$81,000
EFC: \$898	EFC: \$2,356	EFC: \$7,990	EFC: \$5,027

92 UNIT 7 Lesson 1



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have partners explain verbally why Family 3 has a higher EFC than Family 4. Likewise, have them compare Families 2 and 4—families with two parents and more than one child.

Struggling learners

Assist students by working in small groups. Have students look at incomes first and rank them from lowest to highest. Then have them consider who has the most children. Point out that in Family 2, they must subtract the child support payment.

What Comes Next?

Once all the colleges you selected receive your information, it's up to each one to put together a financial aid "package" for you. Along with a letter of acceptance, they'll give you an award letter listing each category of financial aid they are offering you. If you are accepted to more than one college, you will need to compare the award letters before you decide which one to accept. How to compare award letters is covered in Lesson 3 of this unit.

Who Can Help You?

Your school counselor can be a very valuable ally in this process. Set up an appointment soon. There are often programs offered at your school or the local library during the late fall or early winter months to help families with financial aid forms. Free help for filling out the FAFSA is also available by phone at 1-800-4-FED-AID.

TIP

Never pay anyone to help you complete the FAFSA. Go to www.fafsa.ed.gov for the free form and all the help you need.

The EFC will guide the college in determining how much financial aid to offer the family, but other factors come into play, such as how early or late in the cycle they applied for aid.

Family 1	Family 2	Family 3	Family 4
The income is low and has a single parent.	The income with two children is not very high, considering \$6,000 is subtracted for child support.	The EFC is highest based on income with only one child.	Though the income is highest, the parents have three children and two are in college.

Understanding Financial Aid 93

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students become familiar with the Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.gov.

Students can apply for a personal identification number (PIN) and explore the site to learn more about the FAFSA. Students can print out information from the site or take notes to use to contribute to a classroom discussion.

- Students should be able to:
- ✓ understand how the expected family contribution is calculated.
 - ✓ recognize that there is a timeline for applying for financial aid.
 - ✓ identify sources of information and people who can help with the process.

ESSENTIAL QUESTIONS

EO 1 What are scholarships? Who offers them?

EO 2 How do I find scholarships for students like me?

Preview the Text

Have students scan the title and subheads. On the board, draw a word web with *Scholarship* in the middle. Have students share what they know about scholarships and fill in the web. As you read, add to the web and correct any misconceptions.

DISCUSS WORDS FOR SUCCESS

Break down the words into parts:

Scholar means “a person who studies” or “someone with knowledge in an advanced skill.” As a suffix, **-ship** refers to a condition. The word means “the condition of being knowledgeable in a given field.” Have students explain how the meaning applies to merit-based financial aid.

Understanding Scholarships

What Are Scholarships?

Scholarships award money for college to students who meet certain qualifications. Most scholarships don't involve large amounts of money, but they can really make a difference for many students. Furthermore, scholarships are not just for straight-A students; plenty of them have other qualifications you might meet. It's worth it to look for scholarships to help pay for college beyond what you are likely to receive in financial aid. But don't count on scholarships as your sole source of funding.

Scholarships Offered by Colleges

Many colleges offer merit scholarships to their incoming freshmen. These scholarships can be based on your academic performance in high school or some other type of achievement, such as being active in student government or community service.

In most cases you are automatically considered for these scholarships when you apply for admission, but sometimes you have to apply for them separately. You'll need to check with the colleges you are interested in to see what's required.

Scholarships from Other Sources

In addition to merit scholarships awarded by colleges to their incoming students, you can apply independently for scholarships available from other sources. They can come from government agencies or national organizations, such as the American Red Cross. Some come from private foundations or local businesses and service organizations. Most of these scholarships can be used at any college or university, which is why they are sometimes called “portable”—they can be “carried” to any school a student decides to attend.

WORDS FOR SUCCESS

scholarships types of financial aid that are usually based on merit or performance and that do not have to be repaid

WORK ZONE

In the spaces provided below and on the next page, enter the personal characteristics that might qualify you for a scholarship.

Scholarship Matchmaker

State of Residence:	_____
Minority Status: (e.g., African American, Alaskan Native)	_____
Nationality or Ethnic Background: (e.g., Chinese, Greek)	_____
Religious Affiliation:	_____
Organizations/Associations: (e.g., Kiwanis, Rotary, or Elks Club you or a family member belongs to)	_____
Employers/Corporations: (e.g., companies you or a family member works for)	_____



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

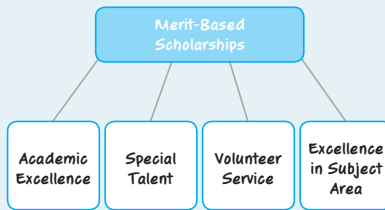
DIFFERENTIATE INSTRUCTION

Proficient learners

Students should complete the activity independently. If students do not know some of the answers regarding family members, have them complete the activity at home.

Struggling learners

Assist students in a group. Prompt students to think of other organizations, including political, social and religious organizations. Have students write out questions for family members if they need to complete the activity for homework.



What Do They Require?

Although these scholarships make up only about 8 percent of total available financial aid, they are still worth looking for. Usually a showing of academic merit is required, but often they are based on different qualifications, such as your place of residence or the course of study you plan to pursue. Some scholarships are set up specifically for certain minorities or students who have a particular ethnic or religious background. And some scholarships are given in exchange for a commitment of service after college, such as those offered by the armed forces through the Reserve Officer Training Corps (ROTC) program.

Where Do You Look?

Scholarships don't come looking for you; you have to find the ones for which you might qualify. It will take some effort but there are people who can help and tools you can use. It's best to start in the spring of your junior year because it will take some time.

Start Locally

Local businesses and organizations often sponsor scholarships for hometown students. The amounts are usually in the hundreds, not thousands—but your chances of receiving an award are much higher than they are for the big national competitions.

Your high school counselor's office is a great place to start the search for local scholarships. You can also head to your local library, check bulletin boards around town and ask your parents, guardians or neighbors if their workplace sponsors any scholarship opportunities.

Use the Web

There are several great websites that provide scholarship search programs, such as the one on the College Board's website. You begin a scholarship search by completing a questionnaire to identify your educational goals and achievements, talents and personal background. The more criteria about yourself you can provide, the more likely the program will find scholarships that match.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text aloud and have students take notes and highlight key words and phrases. Student notes should provide answers to all questions listed in subheads. Revisit the word web you created during the Preview the Text section and make additions and changes.

Optional Approach

Have students create a road map illustrating the steps of applying for a scholarship.

Monitor Comprehension

Encourage discussion with talking points such as:

- *Identify some different types of qualifications a student needs to receive a scholarship.*
- *Name at least three sources that award scholarships.*
- *Where should you look to find out if you qualify for a scholarship?*
- *How can you avoid scholarship scams?*

Scholarship Matchmaker

Family Military Service: (Name all family members who are now or have been in the military. Include branch of service.)

Major or Career Interest: (List all college majors or careers you are considering.)

Learning or Physical Disability:

Gender:

Understanding Scholarships 95

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

W3 Drafting CR, R, A

M3 Composing and Producing Media Communication*

21st Century

Use Systems Thinking (LI.CT.2)

Make Judgments and Decisions (LI.CT.3)

Use and Manage Information (IMT.IL.2.a)*

Students should be able to:



describe what a scholarship is.



recognize that the amount of money typically granted for scholarships is small.



identify characteristics that may make them eligible for certain scholarships.

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *Trying to get a scholarship from a public or private source requires a lot of work. There are papers to fill out, essays to write and letters of recommendation to get. It seems like a lot of work to get a small portion of your costs covered or perhaps no aid at all. However, any amount you receive will be well worth it.* Have students begin a list of scholarships they can apply for and start a folder with all the things they will need to provide.

How Do You Apply?

Many scholarship applications have common requirements. Besides the application form itself, they usually ask for a high school transcript, some letters of recommendation and a personal statement or essay. Some scholarships ask for evidence of leadership, patriotism, depth of character, desire to serve or financial need.

Other scholarships are task specific, which means they ask you to do something. Examples of task-specific scholarships would include writing an essay about a specific topic, giving a speech or designing and building a model.

Know the Deadlines

Scholarships are competitive, so deadlines are important. If your application is late, it will be rejected. Most application deadlines are in January, but many are sooner. That's why it is a good idea to start looking for scholarships early. You'll also need to give yourself time to prepare a complete, competitive application.

What Else Do You Need to Know?

Scholarships are gift-aid that you do not have to repay and are often prestigious. However, sometimes they have conditions you must meet.

Here are some questions you should ask about any scholarships you are offered:

"What do I have to do to keep my scholarship?"
Some scholarships require a minimum grade point average (GPA) during each semester of college.

"Do I have to do anything more than maintain satisfactory grades?"

There could be a community service requirement involved. Some scholarships might ask you to submit your grades when you receive a grade report. If the scholarship comes from a local organization, you might be asked to attend a meeting and give a short oral report.

"Is the scholarship renewable?"

In order to help you budget, you will want to know if the money will be there for all four years or just the first one. You'll also want to know if the renewal is automatic or if you need to do something to keep the funds coming.

"If I win a scholarship, what happens to my financial aid?"

If your financial aid award meets your full need, the college will reduce the award by the amount of your scholarship. However, that reduction will most likely be applied to the self-help portion of your aid package—loans and work-study—rather than to grants. But if your full need has not been met—that is, if there's a "gap" in your financial aid award—your scholarship can be used to fill that gap. That will make the college much more affordable.

WORK ZONE

Write a paragraph explaining how you will use your personal characteristics in the Scholarship Matchmaker to look for scholarships. Identify the characteristics that you think sound most promising, and what resources you will use to find scholarships that match.

My Scholarship Search Plan



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

As students write their paragraphs, have them consider their strengths, either in academics, extracurricular activities or a special talent. Students may work with a partner to complete page 97.

Struggling learners

Assist students with their writing by having them create a list of characteristics that apply to them. Their list should include their religion, ethnic background, grades or talents that could help earn them a scholarship.

Don't Be Fooled

Dishonest people sometimes try to take advantage of young people searching for scholarships. Scammers will steal personal information and even money by using the promise of funds for college. The U.S. Federal Trade Commission developed "Project Scholar\$cam" to alert students and families about potential scams and how to recognize them. Here are some warning signs to look out for:

"The scholarship is guaranteed or your money back."

No one can make such a guarantee, and refunds often have strings attached.

"You can't get this information anywhere else."

Legitimate scholarships are not kept secret.

"I just need your credit card or bank account number to hold this scholarship."

Never give out this information to anyone calling you. It may be a setup for identity theft.

"We'll do all the work."

Don't be fooled. You must do the work of finding and applying for scholarships yourself.

"This scholarship will cost money."

Don't pay anyone who claims to be "holding" a scholarship for you.

"You've been selected by a national foundation" or "You're a finalist in a competition."

If you don't recognize the name of the foundation and never applied for the competition, it's a scam. [Go to the WORK ZONE](#)

DID YOU KNOW?

Almost every state offers scholarships to state residents attending colleges within the state.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students visit your local public library and research qualifications for at least three different local scholarships. Have them find out the basic requirements, such as an essay, state residency, full-time enrollment and other relevant details. Have students present their findings in a brochure.

Based on what you have learned in Lessons 1 and 2, use the chart below to compare and contrast the differences and similarities between scholarships and other types of financial aid. Which do you think will be the primary source of money to help you pay for college? Why?

Scholarships	Other Financial Aid	Most Likely to Help Me

Understanding Scholarships 97

Students should be able to:



identify personal characteristics that will help them get scholarships.



recognize that scholarships often have conditions that have to be met.



learn how to avoid scholarship scams.

ESSENTIAL QUESTIONS

- EO 1** How can I decide which financial aid award to accept?
- EO 2** Are there differences in types of financial aid?

Preview the Text

Have students scan the title and subheads. Explain that students need to learn how to evaluate financial aid packages. Then have students fold a sheet of paper into fourths, labeling sections as: *scholarship/grant, loan/subsidized, loan/unsubsidized, and work-study*. As you read, have students write key words that define the awards.

DISCUSS WORDS FOR SUCCESS

*Have students read the entry definitions and define the terms in their own words. Ask students to describe the difference between the **award letter** and the **financial aid package**. Point out that letters will have different formats, so it is important that they know how to break down the values for each package.*

Understanding Your Options

How Colleges Award Financial Aid

When a college accepts you for admission, it will assemble a **financial aid package** that combines different types of gift aid and self-help aid to reach the total amount of aid it can offer you. The college will then send you a financial aid **award letter** that will show the total cost of attending that college and itemize the types and amounts of financial aid in your package.

The letter will also contain instructions on how to accept the offer. This is an important step! You don't have the aid until you accept it. You can accept all of the aid in your package or just parts of it. For example, let's say you are offered a mix of grants and loans from different sources, plus a work-study job. You might decide you want the grants and the job, but only one

of the loans. In that case you can decline that loan and accept the rest of the package.

Comparing Award Letters from Colleges

If you are accepted to more than one college, you will need to compare the award letters from each college before you decide which one to accept. This is not always simple to do, because the letters will look different and offer varying amounts and types of aid.

For example, just because School A offers \$10,000 in financial aid while School B only offers \$8,000 doesn't necessarily mean School A has the better deal. If School A's aid package has \$3,000 in grants and \$7,000 in loans, but School B has \$6,000 in grants and \$2,000 in loans, School B is offering you more free money (grants) than School A. You will need to understand how the different types of aid work before you can make a valid comparison of award letters.

WORDS FOR SUCCESS

financial aid package the sum total of all financial aid being offered to you by a college

award letter a letter received by accepted applicants describing the financial aid package being offered by the college

WORK ZONE

Read the sample financial aid awards below, taken from actual award letters. Then compare and contrast the awards in the spaces provided on the next page. How much of each award is grants or scholarships? How much is unsubsidized loans, and how much is subsidized? How much is work-study? Are the awards similar or very different? How?

BLUE U		GREEN U	
Total cost to attend:	\$28,706	Total cost to attend:	\$26,005
Federal Perkins Loan	\$1,143	Presidential Freshman Scholarship	\$6,500
State Work-Study	\$2,400	Green University Grant	\$1,410
Blue Educational Grant	\$3,538	Federal Stafford Loan/ Unsubsidized	\$2,625
University Scholarship	\$2,000	Federal College Work-Study	\$660
Residence Hall Grant	\$2,000	Federal PLUS Loan	\$14,810
Federal Direct Loan – Subsidized –	\$2,625		



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow students to work with a partner as they compare the awards. Have students share their work before they begin the comparison on page 99.

Struggling learners

Study the awards on page 98 as a group. Have students note which awards are gifts and which have to be paid back. Point out the difference between the loans, especially the PLUS loan. Add the amount of the awards and look at the total costs. Discuss which package is better. Then have students work with a partner to fill out page 99.

Distinguishing Types of Financial Aid

In lesson one you learned that there are two basic categories of financial aid: gift aid (scholarships and grants) and self-help aid (loans and jobs). How much of each you are awarded determines the value of the award.

Grants and Scholarships

These are the best types of aid to get, since they are free money that you don't have to pay back. If you are awarded a grant or scholarship, congratulate yourself – but then look to see if they are renewable for each year you are in college. You also need to consider and compare any conditions that might be attached.

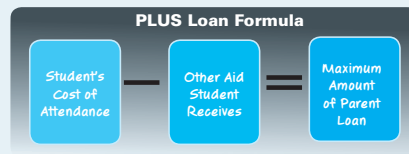
Loans

Most federal financial aid comes in the form of low-interest student loans that you don't have to start paying back until six months after you graduate college. Then you have 10 years to repay, and even that can be extended. If you become unemployed during that time, these loans can be put on hold (called forbearance) until you find a job. Some federal loans, like the Perkins loan, can be forgiven entirely if you enter a public service career such as teaching.

There are two basic types of federal student loans: subsidized and unsubsidized. The difference between them is that subsidized loans are interest-free while you are in college, because the government pays the interest for you. With an unsubsidized loan, interest begins accruing, or adding up, as soon as the money is distributed. You can choose to pay that interest during college in order to keep your monthly payments lower after graduation, or you can allow the accrued interest to be spread out over the 10-year payback period.

There is another federal loan program for parents of college students, called the PLUS loan. This loan is designed to help your family meet its expected family contribution (EFC), so it should not be considered financial aid. Any parent or guardian can apply for one. However, sometimes a college will include a PLUS loan in its financial aid award letter. That will make it look like you are getting more aid than you actually are.

It's important that you read your award letter carefully and understand the differences between the different types of loans that might be included.



Blue U	Green U	Differences and Similarities
<p>Loans total \$3,768 but are interest-free.</p> <p>Grants and scholarships total \$7,538.</p> <p>Work-study program will provide \$2,400.</p> <p>Total aid: \$13,706</p>	<p>One student loan of \$2,625, but it is unsubsidized.</p> <p>Grants and scholarships total \$7,910.</p> <p>Work-study program will provide \$660.</p> <p>Total aid: \$11,195</p> <p>The remainder of the amount, \$14,810, is offered as a PLUS loan.</p>	<p>[Differences]</p> <p>Blue U offers more loan money, but it is subsidized.</p> <p>Blue U offers more work-study funds.</p> <p>Blue U's total cost to attend is \$2,701 more than Green U, but after subtracting aid, they cost about the same.</p> <p>Green U has a PLUS loan for parents, but anyone can apply for a PLUS loan – it is not financial aid.</p> <p>[Similarities]</p> <p>Both have scholarships and grant money.</p> <p>Both offer work programs.</p> <p>Both offer loans.</p>

Understanding Your Options 99

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text as a class. Then divide the class into three groups: *financial aid packages*, *types of financial aid* and *appeals*. Have each group write a short summary about the topic, using notes from the text, and present its summaries to the class.

Optional Approach

Have students list some of the differences between the different types of loans covered in the lesson.

Monitor Comprehension

Encourage discussion with talking points such as:

- Explain what happens after you receive a financial aid award letter.
- If you receive more than one financial aid letter, how can you figure out which college is offering the most aid?
- Explain which you would prefer, a subsidized loan or an unsubsidized loan.

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
W2 Generating Content CR, R
W3 Drafting CR,R

21st Century

- Make Judgments and Decisions (LI.CT.3)
 Use Systems of Thinking (LI.CT.2)
 Communicate Clearly (LI.CC.1)*

Students should be able to:



determine how financial aid packages differ from each other.



review financial aid packages.



Compute how aid packages reduce total cost to attend.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points, such as:

- Explain how a work-study program could be an asset to your career. What are the pros and cons of working while going to college?
- What kinds of things should you consider when comparing aid awards?
- Explain how you can appeal your aid package.

DIFFERENTIATE INSTRUCTION

English Language Learners

Explain to students what it means to compare “apples-to-apples.” As you complete the exercise on page 99, make sure students follow this advice.

First Generation Students

Encourage students to discuss all award packages with their families and with the aid office or a school counselor. Remind students to appeal aid awards if their families’ financial circumstances have changed.

Work-Study

Work-study is another type of federally funded self-help aid. The jobs offered through this program are part-time—about 10–20 hours per week—and are usually on campus. There’s a lot of variety in work-study jobs. They might be in the college library or in a computer lab. Some students might work in campus offices or dining halls. Some jobs might be off campus in a community-service activity, such as a tutoring or literacy program. Other off-campus jobs might be with private employers who have agreements with the college. These jobs must be related to your field of study.

Since you have to earn the money, work-study may not seem like aid. But it is, because the federal government pays most of your wages, and you will be hired ahead of anyone not in the program.

How to Decide

First, you should wait until you have heard from all of the colleges you’ve applied to before deciding on which financial aid offer to accept.

Place each award side-by-side and make an “apples-to-apples” comparison. Don’t focus only on the total amount of aid each college offers. You need to compare that against the total cost of each college, including

living expenses and transportation. A college that offers more aid can still cost more to attend if the total cost is higher than the other colleges.

Compare the relative amounts of gift aid to self-help aid. The higher the proportion of gift aid to loans, the better the award. If one college offers several small grants and scholarships, be sure to add them all up before comparing to the gift aid offered by another college. When comparing loans, remember that a subsidized loan is much better than an unsubsidized loan. Don’t measure them equally on amount alone.

Discuss your conclusions with your family. Go over all the pros and cons, especially the terms of any loans. Finally, weigh the net cost to attend each college (total cost minus total financial aid) against which colleges are the best fit for you.

Appealing Your Award

Your award letters aren’t necessarily the last word. If the colleges don’t offer enough aid to be affordable, it is possible to appeal and ask the colleges to reconsider their aid packages. Many colleges are willing to do that if there are funds available and you can present evidence to back up your case, such as new medical expenses or a loss of income.

WORK ZONE

Review the Work Zone activity on pages 98 and 99. Answer these questions about the financial aid awards from each college:

Questions

Which college is giving the most grants?
Which college is giving the most grant money?

Which award is not really financial aid?
Why?

Which college is providing the most financial aid?
How do you know?

Answers

Possible answer: Blue U offers more aid.
Green U offers more grant money.

Possible answer: Federal PLUS loan is not financial aid. It is a loan to help bridge the gap between aid and cost.

Possible answer: Although Blue U costs \$2,701 more than Green U, after aid is subtracted it is only \$150 more.

100 UNIT 7 Lesson 3



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity independently. For the writing on page 101, have students write two paragraphs, with one summarizing what they have learned and the other explaining the steps they have taken to find financing for college.

Struggling learners

Have students, as a group, review their notes and math from page 99. Prompt them to reread the definition of PLUS loans. Have students use the heads for each lesson to help create an outline for their paragraph on page 101. Have students write a rough draft first and read it aloud before writing the final copy.

Some schools have a specific form for appeals; others just ask for a letter. Find out the college's preferred procedure by calling or checking their website.

Go to the **WORK ZONE**

TIP

If you appeal an award, you will be on stronger ground if you can demonstrate circumstances that weren't previously made clear to the school.

In the space below write a paragraph that summarizes what you have learned about how to search for financial aid. Explain the steps you have already taken toward finding the finances to help pay for your college education.

Finding the Finances for College

Understanding Your Options 101

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students find two people to interview who were granted financial aid for college. Have them find out how the individuals determined which financial aid package to pick, if they went to their first-choice school and how difficult it was to pay back a loan if they received one. Have students describe their interviews in a short composition.

Students should be able to:



understand the importance of assessing financial aid packages carefully.



describe what they know about financial aid and steps they have to take to obtain aid.

Being Prepared, Meeting Goals

UNIT OBJECTIVES

Synthesize what was learned in the CollegeEd Course.

LESSON 1

Putting It All Together: Students review and synthesize what they have learned in CollegeEd. They reflect on the three themes of the course: who they are, where they are going, and how they will get there—as a result of their CollegeEd experience.

Students should be encouraged to reflect on their answers to the questions: Who Am I? Where Am I Going? How Do I Get There? Their answers to these questions have probably changed over the course of their CollegeEd experience.

You might want to have students do a final reflective essay, or a presentation in the form of a PowerPoint presentation, poster, map, travel guide, mini-play, song or speech.

Juniors: If you are teaching CollegeEd to juniors, advise them that self-reflection and creation of an action plan need to be combined now, so that they can make wise choices about their futures and take steps toward those futures. Encourage them to review their CollegeEd work and create any or all of the following:

- A list of colleges they will be applying to in the fall or an action plan for creating a list of colleges they will be applying to
- A list of careers that interest them, and what else they want to learn about those careers
- A list of majors that interest them, and the reasons for their interest
- A list of the things about their future they haven't yet decided about, and ways they might fill in those gaps.
- A summer "to do" list related to preparing for additional admission tests, reading, working and gathering college application materials.
- A timeline for the fall, when they will be visiting and applying to colleges.
- Questions that they need answers to about any aspect of the college admission process, and ways they might get those answers.

Seniors: If you have been working with seniors, there are any number of summarizing activities they will want to engage in depending on what time of year you have your final CollegeEd lesson. If your students are in the midst of applying to and hearing from colleges, their reflections will be different than if they know where they are going and may benefit from reflecting on the transition to college. Consider having them present their culminating projects to juniors or others in the school, so that they not only realize how much they've learned, but share that information with those who can benefit from it.

If you have students who have chosen to defer college, or who have not committed to attending right after high school, they too should present their reflections and reasons for their choices.

Some possible culminating activities:

- Students write an essay or do a presentation in which they tell a middle school student how to best prepare for college.
- Students summarize what they learned about themselves during their college application and selection process, and how that influenced their final choice of college.
- Students visually portray the journey they have taken in CollegeEd, and also the journey they will take their first year in college.
- Students do presentations on what everyone should know about paying for college.
- Students brainstorm about or do panel presentations on the most difficult aspects of their college choice and application process, and how they surmounted them.
- Students discuss what aspects of college will be the most challenging, and how they will address those challenges.

Engaging Families

Parents can help both juniors and seniors move toward closure in the application and choice procedures. This involves a follow-up on all ongoing aspects of their college choices. Students need to make final decisions and complete all details on their checklists.



Portfolio Opportunity

Pages 104–105

UNIT OBJECTIVES

- Students synthesize what was learned in the CollegeEd Course.

Introduce the Unit

Read the Enduring Understanding:

Reflecting on my progress helps me prepare for the future.

Then have students read the text on pages 102–103.

Think Aloud

Engage students in a cause-and-effect exercise. Have them think about their futures and all they have done in the previous lessons to become prepared.

Say: *How has learning about your preferences and skills prepared you to go through the college application process? How will that prepare you to transition from high school to college?* Students should be able to link the process and choices to the course of action they are about to take.

UNIT 8

Being Prepared,
Meeting Goals

You've learned a lot about the process of preparing for college. You know how to develop your interests and connect them to possible careers. And you have developed a network of people who will inform and support you as you make your plans. By now, you probably know what type of college is right for you, ways you can pay for college, and what you need to do to broaden your base of colleges that you would be able to attend. You have a better idea of the college application process—the different components to complete and the dates to meet. Perhaps you have even decided on a college and are excited about starting the next chapter in your life. You know that college is a definite option for you!

LESSON 1

Putting It All Together

Pages 104–105

102 UNIT 8

Preview the Lessons

Have students read the lesson title on page 102. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 7, students learned about the financial aid process and how to find college funding.

VOICE OF EXPERIENCE



"The main piece of advice I have for rising college freshmen . . . is to listen to all the advice people give you when you arrive at school. You will have a much better time and meet more people who have similar interests as you if you take what you hear to heart, act on it, and really take advantage of your new situation to expand your view and experiences. The bottom line is this, learn from the wisdom of others"



WORK ZONE

What steps have you completed to meet your goal of attending college?

How have you prepared to make the most of your college experience?

Being Prepared, Meeting Goals 103

WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Encourage students to be specific when constructing these lists. They should be able to articulate each stage in their preparation and planning. They should also know the steps in college choices, testing and applications.

Struggling learners

Have students review their notes and class materials on the steps necessary to prepare for college. On the board write general steps such as "Begin application process" and have students add tasks under each heading. For instance, they might put "outline an essay" under this heading.

ESSENTIAL QUESTIONS

EQ 1 Have I completed the college planning process, or am I prepared to complete it next year?

Preview the Text

Students should recognize that this lesson is an overview of all they have accomplished.

Say: *What new material is introduced in this lesson? Why are you familiar with these topics?* Allow students to speculate as to the purpose of this kind of review. Students should realize that this review reminds them to accomplish anything they missed, as well as reinforce the skills they have learned.

Teach the Text

Review the headings of every paragraph. Students can prepare a checklist to verify if they have done each of these things or if they still need to complete them. In the future, students can refer back to this checklist to make sure they've completed each step. Encourage individuals to share their experiences and any suggestions for accomplishing the tasks. Students can also give an update on their progress to date.

Putting It All Together

How Can You Reach Your Goal?

Now that you are in your last years of high school, college is just within your reach. The time has come to execute your plan. Review what you have learned so you can move toward reaching your goal of being a successful college student.

Who Do You Want to Be?

You are the only person who can decide what's best for you. Sometimes it can be difficult to separate what you want from what you hear in The Noise. Listen to yourself. You can lay the groundwork that will define your life. Most successful careers require some kind of education or training. In your first two years of high school, you prepared by taking required courses and those that fueled your passions. How well did your interests drive your involvement in extracurricular activities that could determine a career path?

Planning the Process

Getting into college is a long process that doesn't happen without careful planning and execution. Make time to visit with your teachers and counselors who can help you put together a plan. Figure out what you want in a college. Research colleges to find ones that fit your criteria. Create a timeline to help identify when applications are due and notifications are made. Be sure to talk with and seek guidance from your family in all aspects of the process.

Finding the Right Fit

Visit colleges and college fairs to help you make an informed decision about which colleges to apply to. Picture yourself on each campus. Imagine how you would spend your time. What can each school offer you as an individual? Create a wish list for yourself. Always remember that your college choices are based on who you are and what you want. When choosing colleges, you also want to think about different types of colleges. What are your chances of acceptance? You will want to make a short list of colleges that represent reach, target and safety schools for you.

WORK ZONE

You should now be well into the college-planning process. Think about what you have learned as you answer each question below.

1. What higher education is required for the career that you see for yourself?
2. What resources will you most likely use to find college and career information? Why?
3. How will you organize yourself to manage the college application process? What do you still need to get done to be prepared to complete the process next year?
4. List the people in your support network. How can they help you in this process?
5. What characteristics does your ideal college have?

104 UNIT 8 Lesson 1



WORK ZONE

Have students read the directions or questions included in the Work Zone and then complete the activity.

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can not only answer the questions but also explain how or where they found this information and what they did to complete the process. Have students note that while the questions address each of them as "you," their answers can describe what they or others did to accomplish these steps.

Struggling learners

Have students work as partners or in small groups to make sure that all aspects of the questions have been considered. Then the group or partners should expand their answers by brainstorming or consulting their notes and items in their Portfolio.

[illegible]

OBJECTIVE

- **Synthesize unit content by reviewing what students learned about preparing to attend college and how to apply. Review what the students also learned about finding the finances to attend college.**

Introduce Activity

Remind students that this section has focused on the final steps of preparation for college. Have students comment on how the section's title has described this process. Ask what they feel worked for them in Section 3 and what more they'd like to do to become prepared. Then have students complete the activity independently.



Portfolio Opportunity

Have students review the products created for their portfolio in Unit 1 and on pages 70–73, 83–85, 90, 92–100, and 104–105.

Planning Ahead

Encourage students to think ahead by completing their own **IF...THEN...SO** statements. See below.

HOW

Do I Get There?

Section 3 WRAP-UP

HOW DO I GET THERE?

The college-planning process can be different for juniors and seniors. You are either thinking about where you might be attending college or you are making final plans for what you'll do when you get to college.

Think about what you have learned about yourself and the college application process. Use that information to describe your action plan below and create a timeline, diagram or chart to help you prepare for completing the process. Review your answers from the Work Zone on pages 104–105 to get you started.

My Action Plan

[illegible]

Illustration to Help Me Prepare

Illustration to Help Me Prepare

NEXT STEPS



Now that you have organized your thoughts, you'll want to develop your action plan into specific steps you will take next. List your next steps below.

My Next Steps

Step 1: I will ask my counselor or academic adviser about reviewing my academic plan.

[illegible]

106 SECTION 3 Wrap-Up



I want to apply to college,

I need to know the application components and schedule,

I can get recommendations and write an essay and be prepared.

I need to know the financial aid process to pay for college,

I need to investigate how to search for scholarships and other financial aid.

I can complete the college planning process.

Glossary

Academic adviser. A professor assigned to help students choose appropriate courses each semester. Many students consult their adviser for help in selecting a major. At some schools, when a student declares a major, he or she is assigned an adviser who teaches in the student's chosen field of study.

Academic year. A measure of the academic work that a student is expected to accomplish. Each college defines its own academic year, but federal regulations set minimum standards. Every program must have a defined academic year that contains a minimum of 30 weeks of instructional time. For undergraduate programs, a full-time enrolled student is expected to complete at least 24 semester or trimester hours, 36 quarter hours, or 900 clock hours over the 30-week period.

Accreditation. Recognition by an accrediting organization or agency that a college meets certain acceptable standards in its education programs, services, and facilities. Regional accreditation applies to a college as a whole and not to any particular programs or courses of study. Accreditation of specific types of schools, such as Bible colleges or trade and technical schools, may also be determined by a national organization.

Advanced Placement Program (AP). A program of the College Board that provides high schools with course descriptions of college-level subjects and Advanced Placement Examinations in those subjects. High schools offer the courses and administer the examinations to interested students. Most colleges and universities in the United States accept qualifying AP Exam grades for credit, advanced standing, or both.

Adviser. See *Academic adviser*.

Associate degree. A degree granted by a college or university after the satisfactory completion of a two-year, full-time program of study. In general, the associate of arts (A.A.) or associate of science (A.S.) degree is granted after completing a program of study similar to the first two years of a four-year college curriculum. The associate in applied science (A.A.S.) is awarded by many colleges on completion of technological or vocational programs of study.

Award letter. A means of notifying admitted students of the financial aid being offered by the college or university. The award letter provides information on the types and amounts of aid offered, as well as the

students' responsibilities, and the conditions governing the awards. Usually the award letter gives students the opportunity to accept or decline the aid offered, and a deadline by which to respond.

Bachelor's degree. A degree received upon completion of a four- or five-year full-time program of study (or its part-time equivalent) at a college or university. The bachelor of arts (B.A.), bachelor of science (B.S.), and bachelor of fine arts (B.F.A.) are the most common bachelor's degrees.

Bible college. An undergraduate institution whose program, in addition to a general education in the liberal arts, includes a significant element of Bible study. Most Bible colleges seek to prepare their students for vocational or lay Christian ministry.

Branch campus. A part of a college, university, or community college that is geographically separate from the main campus, has its own faculty and administration, and may have separate admission requirements and degree programs.

Bursar. The college official responsible for handling billing and payments for tuition, fees, housing, and other finance-related functions.

Business college. A college that primarily prepares students to work in an office or entrepreneurial setting. The curriculum may focus on management, clerical positions, or both.

Candidates' reply date. The date by which admitted students must accept or decline an offer of admission and (if any) the college's offer of financial aid. Most colleges and universities follow the College Board-sponsored Candidates' Reply Date Agreement (CRDA), under which they agree to not require a decision from applicants for admission in the fall semester before May 1. The purpose of this agreement is to give applicants time to hear from all the colleges to which they have applied before having to make a commitment to any of them.

CB code. A four-digit College Board code number that students use to designate colleges or scholarship programs to receive their SAT score reports.

Certificate. An award for completing a particular program or course of study, usually given by two-year colleges or vocational or technical schools for nondegree programs of a year or less.

Class rank. Some high schools rank students in the senior class based on grade point average. Each student then has a rank, or position, in his or her senior class.

College. The generic term for an institution of higher learning; also a term used to designate divisions within a university. A university may consist of various colleges: of arts and sciences, of engineering, of music, of agriculture, of architecture, and more. When a university is divided into colleges, students usually have to apply for admission to a specific college. Colleges in a university usually have their own requirements. For example, the college of arts and science may require two units of a foreign language, and the college of music may require an audition.

College fair. An event at which numerous colleges set up booths and have representatives on hand to discuss their colleges.

College-Level Examination Program® (CLEP®). Thirty-four examinations in undergraduate courses that provide students of any age the opportunity to demonstrate college-level achievement, thereby reducing costs and time to degree completion. The examinations, which are sponsored by the College Board, are administered at colleges year round. All CLEP exams are delivered on computer, providing test-takers instant score results.

College-preparatory subjects. A term used to describe subjects required for admission to, or recommended as preparation for, college. It is usually understood to mean subjects from the fields of English, history and social studies, foreign languages, mathematics, science, and the arts.

Common Application. The standard application form used by colleges who are subscribers to the Common Application Group. Applicants need to fill out the form only once (online or hard copy), and can then submit it to any number of the participating colleges.

Community/junior college. A college offering two-year programs leading to an associate degree. Community colleges are public institutions, while junior colleges are privately operated on a not-for-profit basis. Most two-year colleges offer both vocational programs (also called “career” or “terminal” programs), as well as the

first two years of a four-year program (“academic” or “transfer” programs). Students in the vocational program usually go directly into a vocation after graduation, while students in the academic program usually intend to transfer to a four-year institution or an upper-division college.

Core curriculum. A group of courses, usually in the liberal arts, designated by a college as one of the requirements for a degree. Some colleges have both core curriculum requirements and general education requirements.

Cost of attendance. A number of expenses including tuition and fees (including loan fees), books and supplies, and student’s living expenses while attending school. The cost of attendance is estimated by the school, within guidelines established by federal regulation. The cost of attendance is compared with the student’s expected family contribution to determine the student’s need for financial aid.

Course load. The number of class hours the student is permitted to schedule, in a given semester or quarter. It is usually 1,618 hours on a semester calendar, and 1,516 hours on a quarter calendar.

Credit hour. The standard unit of measurement for a college course. Each credit hour requires one classroom hour per week. Most college courses are offered in one-to-five credit hour increments. For financial aid purposes, students taking at least 12 credit hours of classes in a semester are considered to be attending the college full-time, and students taking at least six credit hours are considered half-time.

CSS/Financial Aid PROFILE.® An application and service offered by the College Board and used by some colleges, universities, and private scholarship programs to award their own private financial aid funds. Students pay a fee to register for PROFILE and send reports to institutions and programs that use it. Students register with PROFILE on www.collegeboard.com. Students complete and submit the customized application and supplements, if required, to the College Board for processing and reporting to institutions. The PROFILE is not a federal form and may not be used to apply for federal student aid.

Degree. An award given by a college or university certifying that a student has completed a course of study. See bachelor’s degree, associate degree, graduate degree. See also *Certificate*.

Dependent student. For financial aid purposes, such students are either under the age of 24, attend an undergraduate program, are not married, do not have children of their own, are not orphans or wards of the court, or veterans of the active-duty armed services. The term is used to define eligibility for certain financial aid programs, regardless of whether or not the student lives with a parent, receives financial support from a parent, or is claimed on a parent's tax returns. If a student is defined as dependent, parental financial information must be supplied on the Free Application for Federal Student Aid (FAFSA) and institutional aid applications.

Distance learning. An option for earning course credit off campus via cable television, the Internet, satellite classes, DVDs or digital video, correspondence courses, or other means. See also *Virtual university*.

Dormitory. See *Residence hall*.

Early Action. A nonbinding early decision program in which a student can receive an admission decision from one or more colleges and universities earlier than the standard response date but is not required to accept the admission offer or to make a deposit before May 1. Compare to Early Decision, which is a binding program.

Early action single choice. An early action program in which the student may apply early action to only one college or university.

Early Decision (ED). Students who apply under Early Decision make a commitment to enroll at the college if admitted and offered a satisfactory financial aid package. Application deadlines are usually in November or December with a mid-to-late-December notification date. Some colleges have two rounds of Early Decision.

Elective. A course, not required for one's chosen major or the college's core curriculum, that is selected to fulfill credit hours required for graduation.

ESL program. One of the special study options offered on many campuses to help students for whom English is not their native language improve their language skills.

Expected family contribution (EFC). The total amount students and their families are expected to pay toward college costs from their income and assets for one academic year. The amount is derived from a need analysis of the family's overall financial circumstances.

For federal student aid programs, the EFC is based upon information provided in the FAFSA. Colleges and private aid programs may use a different methodology to determine eligibility for nonfederal financial aid.

FAFSA (Free Application for Federal Student Aid). A form completed by all applicants for federal student aid. Most colleges require the FAFSA for awarding their own institutional funds, and in many states, completion of the FAFSA is also sufficient to establish eligibility for state-sponsored aid programs.

Family Educational Rights and Privacy Act (FERPA). A federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

Federal code number. A six-digit number that identifies a specific college to which students want their FAFSA information submitted. Formerly known as *Title IV code*.

Federal Parents' Loan for Undergraduate Students (PLUS). A program that permits parents of undergraduate students to borrow up to the full cost of education, less any other financial aid the student may have received.

Federal Pell Grant Program. A federally sponsored and administered program that provides need-based grants to undergraduate students. Congress annually sets the dollar range. Eligibility for Pell Grants is based on what the student's expected family contribution is, what the total cost of attendance at the college is, and whether the student is attending the college full-time or part-time.

Federal Perkins Loan Program. A federally funded campus-based program that provides low-interest student loans, based on need, for undergraduate study. Repayment need not begin until completion of the student's education, and it may be deferred for limited periods of service in the military, Peace Corps, or approved comparable organizations. The total debt may be forgiven by the federal government if the recipient enters a career of service as a public health nurse, law enforcement officer, public school teacher, or social worker.

Federal Stafford Loan. A program that allows students to borrow money for educational expenses from banks and other lending institutions (and sometimes from the colleges themselves). Subsidized Stafford Loans are offered by colleges based on need. The federal government pays the interest on subsidized loans while the borrower is in college, and repayment does not begin until completion of the student's education. Unsubsidized Stafford Loans are non-need-based; anyone may apply for one regardless of his or her ability to pay for college. The interest on unsubsidized loans begins accumulating immediately. For both programs, the amounts that may be borrowed depend on the student's year in school.

Federal student aid. A number of programs sponsored by the federal government that award students loans, grants, or work-study jobs for the purpose of meeting their financial need. To receive any federal student aid, a student must demonstrate financial need by filing the Free Application for Federal Student Aid, be enrolled in college at least half-time, and meet certain other eligibility requirements.

Federal Supplemental Educational Opportunity Grant Program (SEOG). A federal campus-based program that provides need-based grants of up to \$4,000 per year for undergraduate study. Each college is given a certain total amount of SEOG money each year to distribute among its financial aid applicants and determines the amount to which the student is entitled.

Federal Work-Study Program. A campus-based financial aid program that allows students to meet some of their financial need by working on- or off-campus while attending school. The wages earned are used to help pay the student's educational costs for the academic year. Job opportunities vary from campus to campus. The time commitment for a work-study job is usually between 10 and 15 hours each week.

Fee waiver. A waiver that significantly reduces the amount a student must pay for an application for admission, application for institutional financial aid, standardized test, or other college-related expense. Fee waivers are most commonly awarded to low-income students, but are sometimes also awarded to students who are senior citizens or in the military. See also *Tuition and fee waiver*.

Field of study. See *Major*.

Financial aid. Money awarded to students to help them pay for college. Financial aid comes in the form of gifts (scholarships and grants) and self-help aid (loans and work-study opportunities). Most aid is awarded on the basis of financial need, but some awards are non-need-based. Both need-based and non-need-based aid may be offered on the additional basis of merit.

Financial aid award letter. See *Award letter*.

Financial aid package. The total financial aid offered to a student by a college, including all loans, grants, scholarships, and work-study opportunities.

Financial aid PROFILE. See *CSS/Financial Aid PROFILE*.

Financial need. The difference between the total cost of attending a college and a student's expected family contribution (EFC). Financial aid grants, loans, and work-study will be offered by each college to fill all or a portion of the student's need.

For-profit college. A private institution operated by its owners as a profit-making enterprise. (Most private colleges are non-profit.) Also known as a proprietary college.

Free Application for Federal Student Aid. See *FAFSA*.

Full need. A student's entire financial need at a college. A college that offers a financial aid package covering the complete difference between the cost of attendance and the expected family contribution is "meeting full need." See also *Gapping*.

Full-time status. Enrollment at a college or university for 12 or more credit hours per semester. Students must be enrolled full-time to qualify for the maximum award available to them from federal grant programs.

Gapping. A practice by which a college does not meet the full financial need of an admitted student, leaving a gap that must be filled by the student's own financial resources, in addition to the student's expected family contribution.

General Educational Development (GED). A series of five tests that individuals who did not complete high school may take through their state education system to qualify for a high school equivalency certificate. The tests cover correctness and effectiveness of expression, interpretation of reading materials in the natural sciences and the social sciences, interpretation of literary materials, and general mathematics ability.

General education requirements. Courses that give undergraduates a background in all major academic disciplines: natural sciences, social sciences, mathematics, literature, language, and fine arts. Most colleges have general education requirements that students complete in their first and second years, giving students a chance to sample a wide range of courses before selecting a major. At some colleges, general education courses are referred to as the core curriculum; at others, a few courses within the general education requirements are core courses that all students must take.

Gift aid. Scholarships and grants that do not have to be repaid.

Grade point average (GPA). A system used by many schools for evaluating the overall scholastic performance of students. Grade points are determined by first multiplying the number of hours given for a course by the numerical value of the grade and then dividing the sum of all grade points by the total number of hours carried. The most common system of numerical values for grades is A = 4, B = 3, C = 2, D = 1, and E or F = 0.

Graduate degree. A degree pursued after a student has earned a bachelor's degree. The master's degree, which requires one to three years of study, is usually the degree earned after the bachelor's. The doctoral degree requires further study.

Grant. A financial aid award given to a student that does not have to be paid back. The terms "grant" and "scholarship" are often used interchangeably to refer to gift aid, but often grants are awarded solely on the basis of financial need, while scholarships may require the student to demonstrate merit.

Greek life. The fraternity and sorority community at a college. Joining a Greek society (so called because each is named with letters of the Greek alphabet) is optional. Greek organizations have different missions and themes; some are service oriented. Greek life can be a large or small part of a campus.

Half-time status. Enrollment at a college or university for at least 6 credit hours per semester, but fewer than the 12 credit hours required to qualify as full-time. Students must be enrolled at least half-time to qualify for federal student aid loan programs. See also *Part-time status*.

Health sciences college. An institution of higher education that primarily prepares students to enter work in a clinic, hospital, or private medical practice.

High school transcript. A formal document that shows all classes taken and grades earned in high school. It needs to be sent from the school to the scholarship sponsor, not from the applicant.

Hispanic-serving college. A college where Hispanic students compose at least 25 percent of the full-time undergraduate enrollment.

Historically black college. An institution founded prior to 1964 whose mission was historically, and remains, the education of African-Americans.

Independent student. For financial aid purposes, the status that generally includes students who are either 24 years old, married, a veteran or an orphan, a ward of the court, certified as homeless or have legal dependents (not including spouse). Independent students do not need to provide parental information to be considered for federal financial aid programs. However, private institutions may require independent students to provide parental information on their institutional forms in order to be considered for nonfederal sources of funding.

In-state tuition. The tuition that a public institution charges residents of its state. Some community colleges and state universities charge this rate to students who are not residents of their district, but who are residents of their state.

International Baccalaureate (IB). A high school curriculum offered in some schools in the United States and other countries. Some colleges award credit for completion of this program. Further information is available at the IB website.

Internship. Any short-term, supervised job that provides a way to learn more about a field of work. The work can be full- or part-time, paid or unpaid. In college, internships are often related to a student's major.

Liberal arts. The study of the humanities (literature, the arts and philosophy), history, foreign languages, social sciences, mathematics, and natural sciences. Study of the liberal arts and humanities prepares students to develop general knowledge and reasoning ability rather than specific skills.

Liberal arts college. A college that emphasizes the liberal arts in its core curriculum and academic offerings and does not offer vocational or professional programs.

Loan. Money lent with interest for a specified period of time. Some student loan programs forgive the loan in exchange for public service, such as teaching in a rural area.

Major. The field of study in which students concentrate, or specialize, during their undergraduate study. At most colleges, students take a third to a half of their course work in the major; the rest is devoted to liberal arts requirements and electives. In academic majors, students generally take a third of their courses in their academic field, which they usually must choose by the beginning of their junior year. In career-related, or applied, programs, such as nursing and engineering, students may take up to half their courses in their major. See also *Minor*.

Master's degree. A degree awarded after one or more years of graduate work following the bachelor's degree.

Matriculation. The process whereby a student is accepted, pays fees, and enrolls in classes, officially becoming a student at the college. This term is applied only to freshmen or to a transfer student's first enrollment.

Merit aid. Financial aid awarded on the basis of academic qualifications, artistic or athletic talent, leadership qualities, or similar qualities. Most merit aid comes in the form of scholarships. Merit aid may be non-need-based, or the merit criteria may be in addition to a requirement that the student demonstrate financial need.

Minor. Course work that is not as extensive as that in a major but gives students some specialized knowledge of a second field.

Need analysis. The process of analyzing the student's household and financial information to calculate an expected family contribution, or EFC, and eligibility for financial aid.

Need-based financial aid. Financial aid given to students who have demonstrated financial need, which is calculated by subtracting the student's expected family contribution from a college's total costs. The expected family contribution, or EFC, is derived from a need analysis of the family's overall financial circumstances.

Need-blind admissions. The policy of determining whether a student should be admitted to a college without regard to his or her financial need.

Non-need-based aid. Financial aid awarded without regard to the student's demonstrated ability to pay for college. Unsubsidized loans and scholarships awarded solely on the basis of merit are both non-need-based. Some financial aid sponsors also offer non-need-based grants tied not to merit, but to other qualities, such as state of residence or participation in ROTC.

Open admission. The college admissions policy of admitting high school graduates and other adults generally without regard to conventional academic qualifications, such as high school subjects, high school grades, and admission test scores. Virtually all applicants with high school diplomas or their equivalent are accepted, although some programs of study may have additional requirements.

Out-of-state tuition. The tuition a public college or university charges residents of other states. Out-of-state tuition can be three to four times as much as the in-state rate.

Parents' contribution. The amount a student's parents are expected to pay toward college costs from their income and assets. It is derived from need analysis of the parents' overall financial situation. The parents' contribution and the student's contribution together constitute the total expected family contribution (EFC).

Parent's Loan for Undergraduate Students. See *Federal Parents' Loan for Undergraduate Students*.

Part-time status. Enrollment at a college or university for 11 or fewer credit hours per semester. See also *Half-time status*.

Pell Grant. A federally sponsored and administered need-based grant to undergraduate students. Congress annually sets the dollar range. Eligibility is based on what a student's expected family contribution is, what the total cost of attendance at the college is, and whether the student is attending the college full-time or part-time.

Perkins Loan. See *Federal Perkins Loan Program*.

Permanent resident. A non-U.S. citizen who has been given permission to make his or her permanent home in the United States. All permanent residents hold a “green card” and all holders of a green card are permanent residents. Permanent residents are eligible for numerous award programs.

Placement test. A test designed to assess a student’s aptitude and level of achievement in various academic areas so that the student can select the most appropriate courses.

PLUS Loan. See *Federal Parents’ Loan for Undergraduate Students*.

Portfolio. A physical collection of a student’s work that demonstrates his or her skills and accomplishments. Portfolios may be physical or electronic. There are academic portfolios that include student-written papers and projects, and also portfolios that include created objects—art, photography, fashion illustrations, and more. Some scholarship programs request a portfolio.

Postgraduate degree. See *Graduate degree*.

Preprofessional program. An advising program and recommended course of study for undergraduate students intending to pursue a professional degree after college. Although there is no prescribed major for entrance to professional school, students planning for a career in law, ministry, or a medical profession need to take an undergraduate program that lays the groundwork for their training. Premed students, for example, must complete certain science courses. Preprofessional advisers help students to plan their undergraduate studies and to prepare for admission to professional school.

Prerequisite. A course that must be taken as preparation for more advanced course work in a particular field. For example, introductory calculus would be a prerequisite for differential mathematics. College catalogs usually indicate whether a course has a prerequisite.

Priority date. The date by which an application, whether for admission, housing, or financial aid, must be received in order to be given the strongest consideration. After that date, qualified applicants are considered on a first-come, first-served basis, and for only as long as slots and/or funds are available.

Private college/university. An institution of higher education not supported by public funds. Private colleges may be not-for-profit or for-profit (proprietary), independent or church-affiliated.

PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test). A preparatory tool for the SAT that is administered by high schools to sophomores and juniors each year in October. The PSAT/NMSQT serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.

Public college/university. An institution that is supported by taxes and other public revenue and governed by a county, state, or federal government agency.

Reciprocity agreement. An agreement between neighboring states that allows residents to attend a public college in either state at the in-state tuition rate.

Registrar. The college official responsible for registering students for classes, and keeping academic records.

Regular admission. At colleges with early action or early decision plans, “regular” admission is the round of admissions conducted in January or February, after the early admissions rounds.

Remedial course. A noncredit course taken to help the student with a weak background in a particular area. Remedial courses are taken to prepare the student for a credit course in that subject.

Reserve Officers’ Training Corps (ROTC). Programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy reserves. Naval ROTC includes the Marine Corps. (The Coast Guard and Merchant Marine do not sponsor ROTC programs.) Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

Residence hall. An on-campus living facility. Also known as a dormitory or “dorm.”

Residency requirements. The minimum amount of time a student is required to have lived in a particular state or community in order to be eligible for scholarship, internship, or loan programs offered to such residents. Can also refer to the minimum amount of time a student is required to have lived in a state to be eligible for in-state tuition at a public college or university.

Rolling admission. An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies an applicant of its decision without delay. At many colleges, rolling admission allows for early notification and works much like nonbinding early action programs.

Room and board. The combined cost of housing and meals for students who reside on campus and/or dine in college-operated meal halls.

The SAT. The College Board's test of critical reading, writing, and mathematical skills is given on specified dates throughout the year at test centers in the United States and other countries. The SAT is used by most colleges and sponsors of financial aid programs.

SAT Subject Tests. College Board tests in specific subjects that are given at test centers in the United States and other countries on specified dates throughout the year. The tests are used by colleges for help in both evaluating applicants for admission and determining course placement, and exemption of enrolled first-year students.

Scholarship. A type of financial aid that doesn't have to be repaid. Grants are often based on financial need. Scholarships may be based on need, on need combined with merit, or solely on the basis of merit or some other qualification, such as minority status.

Section 529 Prepaid Tuition Plan. State-sponsored plans through which parents can pay in advance for tuition at public institutions in their state of residence.

Self-help aid. Student financial aid, such as loans and work-study jobs, that requires repayment or employment.

Stafford Loan. See *Federal Stafford Loan*.

Student Aid Report (SAR). A report received after a student's Free Application for Federal Student Aid (FAFSA) is processed. The SAR contains all of the information provided on the FAFSA as well as the resulting expected family contribution, which is used to determine the student's eligibility for a Federal Pell Grant and other federal student aid programs.

Student's contribution. The amount a student is expected to pay toward college costs from his or her income and assets. The amount is derived from

need analysis of his or her resources. The student's contribution and his or her parents' contribution add up to the total expected family contribution.

Subsidized loan. A loan awarded to a student on the basis of financial need. The federal government or the state awarding the loan pays the borrower's interest while he or she is in college at least half-time, thereby subsidizing the loan.

Teacher certification. A college program designed to prepare students to meet the requirements for certification as teachers in elementary and secondary schools.

Technical college/school. A college that offers a wide variety of vocational programs to students.

Terminal degree. The highest degree level attainable in a particular field. For most teaching faculty this is a doctoral degree. In certain fields, however, a master's degree is the highest level.

Terminal program. An education program designed to prepare students for immediate employment. These programs usually can be completed in less than four years beyond high school and are available in most community colleges and vocational-technical institutes.

Test of English as a Foreign Language (TOEFL). A test generally used by international students to demonstrate their English language proficiency at the advanced level required for study at colleges and universities in the United States. Further information is available at the TOEFL website.

Transcript. A copy of a student's official academic record listing all courses taken and grades received.

Transfer program. An education program in a two-year college (or a four-year college that offers associate degrees), primarily for students who plan to continue their studies in a four-year college or university.

Transfer student. A student who attends a college typically for a period ranging from a single term up to three years and then is accepted by and enrolls in another college. A transfer student may receive credit for all or some of the courses successfully completed before the transfer.

Tuition. The price of instruction at a college. Tuition may be charged per term or per credit hour.

Tuition and fee waiver. Some colleges reduce the tuition and/or fees for some categories of students, such as adults, senior citizens, or children of alumni.

Two-year college. See *Community/junior college*.

Undergraduate. A college student in the freshman, sophomore, junior, or senior year of study, as opposed to a graduate student who has earned an undergraduate degree and is pursuing a master's, doctoral, or professional degree.

University. An institution of higher learning that incorporates several colleges and graduate schools. When a university is divided into colleges, students usually have to apply for admission to a specific college. Colleges within a university will have different requirements. For example, a college of arts and science may require two units of a foreign language, and the college of music may require an audition.

Virtual college/university. A degree-granting, accredited institution wherein all courses are delivered by distance learning, with no physical campus.

Wait list. A list of students who meet the admissions requirements, but will only be offered a place in the class if space becomes available.

Work-study. An arrangement by which a student combines employment and college study. The employment may be an integral part of the academic program (as in cooperative education and internships) or simply a means of paying for college (as in the Federal Work-Study Program).

Standards Crosswalk

To illustrate the relationships among CollegeEd lessons and the skills necessary for success in the classroom and workplace, the Standards Crosswalk lists the core aligned standards from three standards frameworks:

- After each *College Board Standards for College Success* standard and objective, the PE codes are denoted for that core aligned standard.
- The *Partnership for 21st Century Skills Framework* standards are designated by the bulleted Student Outcomes.
- The *School Counselor Association's Ethical Standards for School Counselors* (2004 revision) standards are indicated by the coded practices.

The crosswalk can be used by teachers to ensure their instructional goals are being met via these standards. Standards that appear with an asterisk are addressed by work done in an Extension activity.

	College Board Standards for College Success	Partnership for 21st Century Skills Framework	American School Counselor Association
UNIT 1			
LESSON 1	R1 Comprehension of Words, Sentences, and Components of Texts W2 Generating Content CR W2.1 Student takes inventory of what he or she knows and needs to know PE W2.1-1.6 W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.6, W2.2-2.6 L3 Listening for Diverse Purposes* L3.2 Student listens to evaluate. PE L3.2-3.6	<ul style="list-style-type: none"> • Think Creatively (LI.CT.1) • Communicate Clearly (LI.CC.1) • Be Self-directed Learners (LC.IS.3) • Make Judgments and Decisions (LI.CT.3)* 	A.1. Responsibilities to Students b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student. c. Respects the student's values and beliefs and does not impose the counselor's personal values. A.10 a Technology* a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
	R1 Comprehension of Words, Sentences, and Components of Texts W2 Generating Content CR W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.6 W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.6, W2.2-2.6 L3 Listening for Diverse Purposes* L3.2 Student listens to evaluate. PE L3.2-3.6	<ul style="list-style-type: none"> • Think Creatively (LI.CT.1a,b) • Communicate Clearly (LI.CC.1a,c) • Make Judgments and Decisions (LI.CT.3)* • Be Self-directed Learners (LC.IS.3)* 	A.1. Responsibilities to Students b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student. A.10 Technology* a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

College Board Standards Key:

PE—Performance Expectation | **ELA**—English Language Arts: **R** Reading; **S** Speaking; **L** Listening; **M** Media Literacy
W—Writing: **A** Argumentative; **R** Research; **CR** Creative and Reflective

College Board Standards
for College SuccessPartnership for
21st Century
Skills FrameworkAmerican School
Counselor Association

UNIT 1

continued

LESSON 3

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content CR
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.6
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.6, W2.2-2.6
- L3** Listening for Diverse Purposes*
- L3.2** Student listens to evaluate.
- PE L3.2-3.6
- M2** Understanding, Interpreting, Analyzing, and Evaluating Media Communication

- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.1)
- Be Self-directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)*

A.1. Responsibilities to Students

- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

A.10 Technology

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

UNIT 2

LESSON 1

- W2** Generating Content CR
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.6
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.6

- Be Self-directed Learners (LC.IS.3)
- Systems Thinking (LI.CT.2)
- Communicate Clearly (LI.CC.1)
- Make Judgments and Decisions (LI.CT.3)

LESSON 2

- W2** Generating Content CR, R, A*
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.6
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.6, W2.2-2.6
- W3** Drafting CR, A
- W3.1** Student generates text to develop points within the preliminary organizational structure.
- PE W3.1-1.6

- Systems Thinking (LI.CT.2)
- Communicate Clearly (LI.CC.1)
- Use and Manage Information (IMT.IL.2)*

LESSON 3

- W2** Generating Content CR, R
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.6
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-2.6

- Systems Thinking (LI.CT.2)
- Use and Manage Information (IMT.IL.2)*
- Apply Technology Effectively (IMT.IC.1)*
- Communicate Clearly (LI.CC.1)*

A.10 Technology*

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

UNIT 2

continued

LESSON 4

W2 Generating Content R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-2.6
L3 Listening For Diverse Purposes*
L3.1 Student listens to comprehend.
 PE L3.1-4.6

- Communicate Clearly (LI.CC.1)
- Solves Problems (LI.CT.4) Interact
- Effectively with Others (LC.SC.1)*

LESSON 5

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-2.6

- Solves Problems (LI.CT.4)

UNIT 3

LESSON 1

W2 Generating Content CR, R, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6, W2.1-2.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6, W2.2-2.6
L3 Listening for Diverse Purposes*
L3.1 Student listens to comprehend.
 PE L3.1-2.6

- Use Systems Thinking (LI.CT.2)
- Communicate Clearly (LI.CC.1)
- Solve Problems (LI.CT.4)*

LESSON 2

W2 Generating Content CR, R, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6, W2.1-2.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6, W2.2-2.6
W3 Drafting CR, R, A
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.6

- Make Judgments and Decisions (LI.CT.2)
- Communicate Clearly (LI.CC.1)
- Use and Manage Information (IMT.IL.2)*

LESSON 3

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6
W3 Drafting CR, R*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.6

- Be Self-Directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)
- Access and Evaluate Information (IMT.IL.1)*
- Use and Manage Information (IMT.IL.2)*

UNIT 4

LESSON 1

W2 Generating Content CR**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6

W3 Drafting CR***W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Use Systems Thinking (LI.CT.2)
- Solve Problems (LI.CT.4)
- Make Judgments and Decisions (LI.CT.3)*

A.3 Counseling Plans

- Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

LESSON 2

M3 Composing and Producing Media Communicaztions**M3.2** Student develops and produces an informational or creative media communication.

PE M3.2-2.6, M3.2-3.6

W2 Generating Content CR, R, A**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6

- Communicate Clearly (LI.CC.1)
- Be Self-directed Learners (LC.IS.3)
- Manage Projects (LS.PA.1)*

A.9 Evaluation, Assessment and Interpretation*

- Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.

LESSON 3

W2 Generating Content CR, R*, A**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6, W2.2-2.6

W3 Drafting CR, A**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Be Self-directed Learners (LC.IS.3)
- Think Creatively (LI.CI.1)
- Communicate Clearly (LI.CC.1)
- Make Judgments and Decisions (LI.CT.3)*

UNIT 5

LESSON 1

W2 Generate Content CR, R**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6, W2.2-2.6

W3 Drafting CR**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Be Self-directed Learners (LC.IS.3)
- Communicate Clearly (LI.CC.1)
- Make Judgments and Decisions (LI.CT.3)
- Manage Projects (LS.PA.1)*

UNIT 5

continued

LESSON 2

W2 Generating Content CR, R***W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6

W3 Drafting CR**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Make Judgments and Decisions (LI.CT.3)
- Solve Problems (LI.CT.4)
- Manage Goals and Time (LC.IS.)
Manage Projects (LS.PA.1)
- Be Self-directed Learners (LC.IS.3)*

A.1.Responsibilities to Students*

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

UNIT 6

LESSON 1

W2 Generating Content CR, R, A**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6

W3 Drafting CR, R, A**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Communicate Clearly (LI.CC.1)
- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)
- Use Systems Thinking (LI.CT.2)

LESSON 2

W2 Generating Content CR**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6, W2.2-3.6

W3 Drafting CR**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

W3.2 Student makes stylistic choices with language to achieve intended effects.

PE W3.2.-1.6

W1 Rhetorical Analysis and Planning* CR**W1.1** Student analyzes components of purpose, goals, audience, and genre.

PE W1.1-1.6

W4 Evaluating and Revising Texts CR***W4.1** Student evaluates drafted text for development, organization, and focus.

PE W4.1-1.6

W4.2 Student evaluates drafted text to determine the effectiveness of stylistic choices.

PE W4.2-1.6

- Think Creatively (LI.CI.1)
- Communicate Clearly (LI.CC.1)

UNIT 6

continued

LESSON 3

W2 Generating Content CR
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6

- Think Creatively (LI.CI.1)

LESSON 4

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6
L3 Listening for Diverse Purposes
L3.2 Student listens to evaluate.
 PE L3.2-1.6
L3.3 Student listens empathically.
 PE L3.3-1.6, L3.3-3.6
S2 Speaking in Interpersonal Contexts
S2.1 Student communicates in one-to-one contexts.
S2.2 Student plans for and participates in group discussion.
 PE S2.1-1.6, S2.1-4.6

- Think Creatively (LI.CI.1)
- Communicate Clearly (LI.CC.1)

UNIT 7

LESSON 1

W2 Generating Content CR, R, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6
W3 Drafting CR, R, A
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.6

- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)
- Use Systems Thinking (LI.CT.2)
- Access and Evaluate Information (IMT.IL.1)

A.3. Counseling Plans*

a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.

LESSON 2

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.6
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.6
W3 Drafting CR, R, A
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.6
M3 Composing and Producing Media Communication*
M3.2 Student develops and produces an informational or creative media communication.
 PE M3.2-3.6

- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)
- Use and Manage Information (IMT.IL.2.)*

UNIT 7

continued

LESSON 3

R1 Comprehension of Words, Sentences, and Components of Texts

R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.

PE R1.3-3.6

R4 Using Strategies to Comprehend Texts

R4.4 Student uses strategies to organize, restructure, and synthesize text content.

PE R4.4-1.6, R4.4-2.6

R4.5 Student monitors comprehension and reading strategies throughout the reading process.

PE R4.5-1.6

W2 Generating Content CR,R

W2.1 Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6, W2.1-2.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6, W2.2-2.6

W3 Drafting R

W3.1 Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.6

- Make Judgments and Decisions (LI.CT.3)
- Use Systems of Thinking (LI.CT.2)
- Reason Effectively (LI.CT.1)
- Communicate Clearly (LI.CC.1)

UNIT 8

LESSON 1

W2 Generating Content CR, R, A

W2.1 Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.6

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.6

- Make Judgments and Decisions (LI.CT.3)

Resources

BOOKS

The Book of Majors. New York. The College Board. Published annually.

The College Counseling Sourcebook Advice and Strategies from Experienced School Counselors. 6th Edition. New York. The College Board.

The College Handbook. New York. The College Board. Published annually.

The Counselors and Mentor's Handbook. U.S. Department of Education. Published annually.

Get It Together for College. New York. The College Board. 2008.

Getting Financial Aid. New York. The College Board. Published annually.

McGinty, Sarah Myers. *Writing the College Application Essay.* New York. The College Board, 2004.

Pope, Loren. *Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight-A Student.* New York. Penguin. 2006.

Schneider, Zola Dincin. *Campus Visits and College Interviews.* New York. The College Board, 1987.

WEBSITES

www.bls.gov

The Bureau of Labor Statistics updates its Occupational Outlook Handbook every two years. This database, which can be accessed online, provides information on necessary training, salaries, projected job growth and working conditions for hundreds of jobs.

www.collegeboard.com

The College Board's website has information on the SAT, Advanced Placement and other tests; guidance for families; college and scholarship search engines; online organizers; financial aid comparison tools and more.

www.commonapp.org

The Common Application, which can be used at over 400 colleges, is available here.

www.ecmcfoundation.org

Higher education and financial aid information as well as downloadable lessons and workshop materials for promoting early awareness to students and parents.

www.ed.gov

The federal government's website is easy to use and an excellent source of information on financial aid. Much of the information at this site is available in Spanish as well as English.

www.fafsa.ed.gov

Everything you and your students need to know about FAFSA and federal financial aid programs.

www.knowhow2go.org

Media-friendly website directed at middle and high school students. Also has information for mentors and counselors on how to talk to teens about college options.

www.nacac.net

The National Association of College Admission counselors has many useful features, including a list of the national college fairs the organization hosts.

www.nasfaa.org

The website of the National Association of Student Financial Aid Administrators includes many useful PDFs for students, including Cash for College and more.

www.pathwaystocollege.net

The site of an alliance of national organizations committed to using research-based knowledge to improve postsecondary education access and success for underserved students. It provides easy access to publications, tools, online newsletters, databases and more.

www.roadtripnation.org

Roadtrip Nation is a public television series and grassroots movement that encourages young people to hit the road in search of interviews with Leaders who have defined their own distinct routes through life.

Calendar

August/September

- ✓ Remind seniors to take admission tests if needed.
- ✓ Plan dates for admission test review and preparation courses with teachers, and publicize.
- ✓ Visit classrooms to discuss senior planning, essay writing and other college topics.
- ✓ Set up parent conferences or parent events.
- ✓ Emphasize to seniors that they should be getting applications now—either by downloading or via e-mail.

October

- ✓ Announce local college fairs.
- ✓ Continue meeting with seniors; discuss how to fill out applications and give feedback on essays.
- ✓ Meet with college representatives.

November

- ✓ Remind seniors to send test scores to colleges, arrange to get recommendations and request school transcripts.
- ✓ Conduct financial aid seminars or workshops.
- ✓ Remind seniors to request college housing applications if they plan to live on campus.
- ✓ Review college choices with seniors to ensure that there is an adequate number of “safety” colleges on each list.

December

- ✓ Prepare for applications due in January—ensure that all recommendations are complete; remind seniors to have scores sent from test organizations to colleges.

January

- ✓ Tell seniors to contact colleges to make sure their applications were received.
- ✓ Publicize scholarship opportunities.
- ✓ Remind students to submit financial aid applications.

February

- ✓ Review midterm grades; meet with at-risk seniors.
- ✓ Publicize scholarships.
- ✓ Promote college visits.

March

- ✓ Discuss summer plans with students; offer advice on activities and internships in which they can participate.
- ✓ Meet with juniors; discuss teacher recommendations.
- ✓ Meet with seniors to discuss college admissions decisions; remind students to notify each college of their decisions (only after receiving all financial aid offers); discuss alternative choices and wait-list strategies, when appropriate.

April

- ✓ Provide financial aid counseling.
- ✓ Promote college visits over spring break.
- ✓ Continue senior meetings to discuss admissions decisions.
- ✓ Remind students to send their letter of intent to register to one college by May 1.

May/June

- ✓ Hold transition to college workshops for seniors.
- ✓ Promote college visits over the summer break.