



COLLEGE ED[®]

Grades 9/10 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.

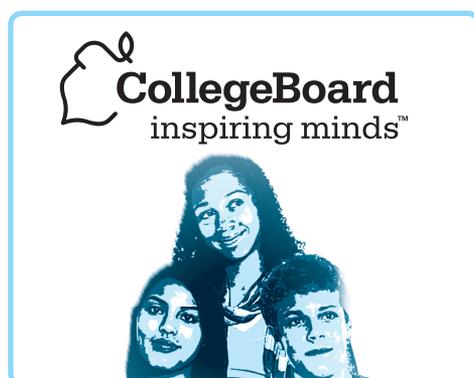
The program is flexible, allowing teachers to modify and extend lessons as appropriate for their class needs and school goals. We welcome educator feedback on every aspect of CollegeEd: your feedback will help the College Board improve the program in the future.

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.

The screenshot shows the 'Getting a Job' lesson page. It includes sections for 'Working Part Time While in School', 'Developing Skills and Traits', 'Words for Success', and a 'Work Zone' with a flowchart for 'Skills I Can Learn from Those Jobs'. A 'Tip' box is also present.

Student Workbook, Unit 5, Lesson 2

The screenshot shows the 'Educator Guide for Unit 5, Lesson 2'. It contains various instructional sections: 'Teach the Text...', 'Differentiate Instruction' (for English Language Learners and First Generation Students), 'Work Zone' instructions, and 'Extensions'. It also includes a 'How Do I Get There?' section with a checklist of student outcomes.

Educator Guide for Unit 5, Lesson 2

3 Students further explore and master concepts through lesson extensions provided in the Educator Guide.

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: *After Classes Are Dismissed*, address the objective:

Students understand how colleges view extracurricular activities; understand the difference between deep involvement in one activity and lighter involvement in many; understand the self-development benefits beyond building a résumé; learn that their extracurricular interests reveal their aptitudes.

UNIT OBJECTIVES

- Understand how colleges view extracurricular activities.
- Distinguish between deep involvement in one activity and lighter involvement in many.
- Understand the benefits of self-development.

Introduce the Unit

Read the Enduring Understanding:

My extracurricular choices contribute to the achievement of my goals.

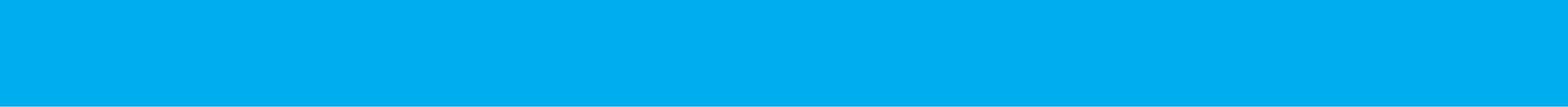
Then have students read the text on pages 70–71.

Think Aloud

Think about the Enduring Understanding with students. Ask students to brainstorm different clubs, organizations,

Educator Guide for Unit 5, Opener

Students will come to an Enduring Understanding, such as: My extracurricular choices contribute to the achievement of my goals.



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

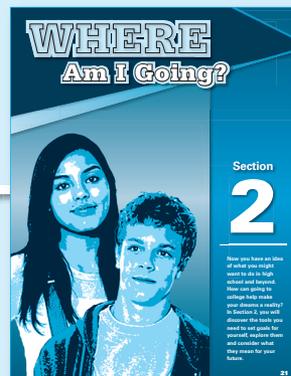
The student workbooks are divided into three sections:

WHO Am I?

WHERE Am I Going?

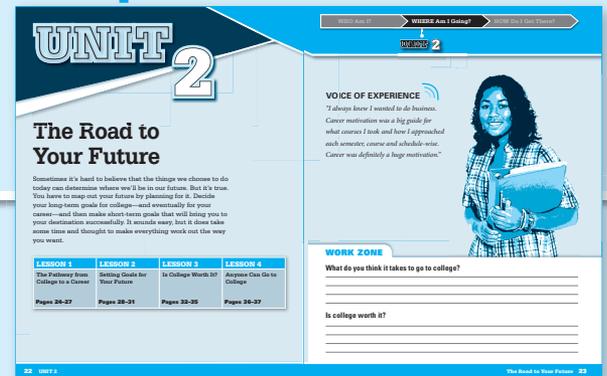
HOW Do I Get There?

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.

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: Rigorous academic classes prepare me for success in college and life.

The High School Experience

UNIT OBJECTIVES

Students know the importance of rigorous high school course work to college admission; know the course prerequisites and academic sequences necessary to succeed in those courses; and understand the impact of choices on aspirations. They learn the basics of the AP[®] program; consider taking AP courses; and consider taking the PSAT/NMSQT[®].

LESSON 1

Your Plan for Success: Students review how high school is different from middle school. They learn how classes build on one another, and that colleges want to see a progression through more and more challenging classes. They learn that high school is the incubator for skills that will serve them in the future. They learn the importance of taking challenging courses such as AP, and the value of the PSAT/NMSQT.

- What do colleges want? The school record is the most important factor, followed by test scores; this has been true for decades. Currently, 87 percent of all four-year colleges indicate that the school record is very important or important, and 85.5 percent of colleges find test scores to be important or very important.
- Most four-year colleges want to see academic classes, honors or AP, and other evidence that the student has challenged himself or herself. They know which classes your school offers from the school profile that is provided by the counseling office along with your students' college applications. This information enables the colleges to determine the extent to which students have taken the challenging courses available to them.
- Community colleges are open admission, meaning they admit students with a high school diploma, regardless of grades or courses taken. However, students increase their chances of completing a two-year degree program, or of transferring to a four-year college, if they are well prepared for community college classes.
- Find ways to help your students get the academic help they need. If students have difficulty with a subject or need better study skills, they need to know that support is available and how to access that support.

LESSON 1 cont...

- Your students need to understand how classes build on each other, and that they will need to take courses that build upon prior knowledge. Your school counselor will know the appropriate sequencing of math and science courses. Stress the importance of taking math: “Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor’s degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor’s degree.” (Answers in the Toolbox; Clifford Adelman, 2004.)
- Colleges are favorably impressed by improved grades over time: a student who has mediocre grades in 9th and 10th grade will be a viable college candidate if he or she improves those grades in 11th and 12th grade. However, rigor is also taken into account; colleges are not as impressed with A’s in easier classes as they are with B’s in harder classes.
- Many colleges require two years of foreign language, and selective colleges will require or recommend three or four years of language. Alert your students that this should be **the same language**—not a year of Spanish and a year of French.

LESSON 2

Getting Ready for College: Students learn the importance of having an academic plan in high school. They learn that colleges typically have stricter requirements for graduation than high schools. They learn how to get academic and other help, if needed.

- Students should know the difference between high school graduation requirements and college admission requirements. The courses colleges require differ from college to college but usually include the following:
 - 8 credits (4 years) of English
 - 6 credits (3 years) of math, including Algebra I, geometry and Algebra II
 - 2 additional credits (1 or more years) of math beyond Algebra II (trigonometry or calculus)
 - 6 credits (3 years) of laboratory science, such as biology, chemistry, physics or earth science
 - 6 credits (3 years) of social studies, such as U.S. history, world history, government, or economics
 - 4 to 6 credits (2 to 3 years) of a second language
- Stress the difference between fulfilling high school graduation requirements and taking college prep classes (for example, most colleges expect applicants to have taken at least two years of a foreign language).
- Find out what your school’s policy is on enrolling students in AP and encourage students to enroll if they are willing to take the challenge.

Engaging Families

Families should encourage and support their child’s efforts to pursue AP and honors courses or other advanced courses. This may require tutoring and extra study time. Parents should also make sure their child is taking the proper courses for high school graduation as well as the required courses for college admission. It also never hurts to remind students that constant improvement is a strong sign of success in college.



Portfolio Opportunity

Pages 46–47

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.

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 2 UNIT OPENER

UNIT OBJECTIVES

- Review the value of higher education and learn that college is possible for everyone.
- Relate high school to college aspirations.
- Value the importance of goal setting and rigorous academic choices.
- Consider pursuing honors or AP courses.

Introduce the Unit
Read the Enduring Understanding:
A direct connection exists between higher education and career choices.
Then have students read the text on pages 22–23.
Think Aloud
Ask students to consider what the Enduring Understanding means as it relates to the title of the unit. Have volunteers describe how a road to the future is a direct connection between education and a career. Remind students that what they do now could have a positive or negative effect on their futures. Allow students to suggest how planning and setting goals will strengthen the connection between education and what you do in life. Have students explain the metaphor of college as a destination on life's road to strengthen understanding of the Enduring Understanding.

UNIT 2 The Road to Your Future

Sometimes it's hard to believe that the things we choose to do today can determine where we'll be in our future. But it's true. You have to map out your future by planning for it. Decide your long-term goals for college—and eventually for your career—and then make short-term goals that will bring you to your destination successfully. It sounds easy, but it does take some time and thought to make everything work out the way you want.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
The Pathway from College to a Career	Setting Goals for Your Future	Is College Worth It?	Anyone Can Go to College
Pages 24–27	Pages 28–31	Pages 32–35	Pages 36–37

LOOKING BACK
In Unit 1, students learned what it means to “define your own road in life” and how this applies to college selection.

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WHERE Am I Going?

Lesson Resources

- Sample career descriptions, with required education level, skills needed, job outlook information and earning potential (Lesson 3)

Additional Resources

www.bls.gov
Occupational Outlook Handbook
(found at bls.gov)
State job websites (Lesson 1)
Education Pays (at www.collegeboard.com)
www.census.gov (Lesson 3)
www.firstinthefamily.org (Lesson 4)

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.

VOICE OF EXPERIENCE

"I always knew I wanted to do business. Career motivation was a big guide for what courses I took and how I approached each semester, course and schedule-wise. Career was definitely a huge motivation."



WORK ZONE

What do you think it takes to go to college?

Is college worth it?

The Road to Your Future 23

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Make sure students provide any obvious answers about the requirements, such as good grades, career goals and adequate funding necessary for college. Encourage students to extend their thinking and consider less obvious needs such as a strong work ethic, interest in adventure and a motivation to achieve.

Struggling learners

Encourage students to answer these questions without worrying whether they are providing the correct answer. Remind students that they are only beginning to explore their reactions to a possible college experience. Note that it is important to express what they feel and know now so that at the end of the unit they can look back and see how their thinking might have changed.

UNIT 2 UNIT OPENER 23

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 4

ESSENTIAL QUESTIONS

EQ 1 What does “anyone can go to college” mean?

Preview the Text

Point out to students that this lesson is focused on clarifying some things students might hear about the challenges of college. Have students use the headings and titles to write a list of myths or misconceptions related to college they may have or have heard about, such as that some students are “college material” and some aren’t.

Teach the Text

Encourage a discussion about the common misconceptions noted in the second paragraph. Have students explore where the idea came from that only students who do well academically attend college. Students should also realize that there are different types of colleges. They may only be familiar with colleges that are difficult to get into. Explain that the vast majority of students find their needs met at less “famous” schools. Touch on the topic of paying for college, because this can be a major deal-breaker for many students. They will learn the details later, but treat this “myth” in a similar manner by having students understand that there is financial aid to help them pay for college.

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners
For each “myth” statement, have students provide one or two sentences that explain why the statement is a myth. They can also rewrite the sentence so that it states a fact.
Have students complete the activity and then also write a sentence or two explaining why each statement is a myth or a truth. They should also note how to turn the myths into truths. And as they role-play debunking myths, they should strive for accuracy.

Struggling learners
Have students rewrite these statements in their own words. Students should try to make up reasons why someone would say this. In the role-playing exercise, monitor the exchanges and make sure students are really debating the issues.

36 EDUCATOR GUIDE

UNIT 2 LESSON 4

Anyone Can Go to College

College Is an Open Door

If no one in your family has ever gone to college, it’s easy to think that college isn’t for you. But nothing could be further from the truth. All you need is the desire and a plan. Do some research and work hard in your high school classes every day. Soon college won’t be a dream. It will be a reality!

You Can Get in and Succeed

You might think that only certain types of students go to college—like brainy “A” students or top athletes—and you’re not one of them. Not true! College students aren’t all geniuses or all-stars. Most are regular students just like you. So don’t worry about college; just get ready for it. First, be sure to graduate from high school and be willing to work hard. There will be a college somewhere happy to have you. Once you’re in college, stay

focused. Good study habits and time-management skills will take you far in both high school and college. What is it that you really need to succeed? A good work ethic, the will to commit and a positive attitude.

There Will Be a Way to Pay

Finding a way to pay for college is one of the biggest concerns for most students. Most students get financial aid to help pay for college, and most of that aid is based on need. That means the less money you have for college, the more aid you are eligible for. (You’ll learn more about that in Unit 9.) Also, not all colleges are super expensive. The truth is that colleges vary in price, and most are more affordable than people think, especially after financial aid is factored in. The cost of college can be less than the cost of owning and driving a car.

WORK ZONE

Discuss each of the following statements with a partner. Then circle “Myth” or “Fact.” After everyone has finished, discuss the correct answers as a class.

Be a College Myth Buster	✓
I can’t go to college because I can’t afford it.	Myth or Fact?
College will offer me more opportunities than high school.	Myth or Fact?
I have no one to help me apply for college.	Myth or Fact?
It’s very difficult to get money to help pay for college.	Myth or Fact?
I can’t go! I don’t know what I want to do with my life.	Myth or Fact?
College will be too hard for me.	Myth or Fact?
I won’t be accepted into a college.	Myth or Fact?
College will be four more boring years of school.	Myth or Fact?
College is a great place to meet new people.	Myth or Fact?

36 UNIT 2 Lesson 4

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.

You'll Fit In

Most colleges have students from many different backgrounds. Some will come from other countries, and some may come from your own neighborhood. College is a great place to meet new kinds of people, and the more people you feel comfortable with, the better prepared you'll be for the world after college. And don't worry if you don't know yet what career you want or what to study. That's true for most college freshmen. College will expose you to subjects and careers you haven't thought of before.

You Can Do It

There are times in life when you have to take a little risk, a leap of faith. Going to college may be one of those times. Believe in yourself. Do

your research and know your interests and skills. Knowledge will give you self-confidence. Manage your time and perfect your study skills. Complete your short-term goals while focusing on your long-term goal. Before you know it, you'll be attending a graduation ceremony and receiving a college diploma.

Look again at the myths you "busted" on page 36. Pick one of them and do a role-play in which you convince your partner that this myth should not keep him or her from attending college.

Why a Myth Shouldn't Keep You from College

Anyone Can Go to College 37

WHERE Am I Going?

Teach the Text cont...

Stress the fact that even small colleges draw students from a wide range of locations and backgrounds. Therefore, every student attending college is unique and finding his or her own way.

Monitor Comprehension

Say: *Many people fear taking a chance. I have done many things in my life I wasn't sure about until I did them. Can anyone give me an example of a similar situation?*

Extensions

Have students write a letter to a family member or friend who has decided to tackle a challenge similar to going to college, such as moving to a different part of the country or taking on a second job. Students should focus on asking questions like the ones included in the lesson. They should try to focus on doubts or problems they have heard about and how the person they are writing to faced the challenges.

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

- S2** Speaking in Interpersonal Contexts
- L3** Listening for Diverse Purposes
- W2** Generating Content CR*
- W3** Drafting CR*

21st Century

- Reason Effectively (LLCT.1)
- Communicate Clearly (LLCC.1)
- Solve Problems (LLCT.4)

Students should be able to:

- ✓ realize that all kinds of students attend college.
- ✓ understand that colleges have diverse populations.
- ✓ realize that different financial arrangements can allow students to find a college they can afford.

UNIT 2 LESSON 4 37

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.

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 course work, 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 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 1

OBJECTIVES: Students will:

- Learn the benefits of having college as a goal
- Understand that how they approach high school will affect their future
- Know the purpose of CollegeEd is to help them expand their options

ESSENTIAL QUESTION:

- How will CollegeEd help me plan for my future?

UNIT 1

Define Your Own Road In Life..... 6

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 OBJECTIVES: Students review the value of higher education (both intellectual and financial), and learn that college is possible for everyone; relate high school to college aspirations; understand the importance of goal setting and rigorous academic choices; consider pursuing courses like AP.

LESSON 1 The Pathway from College to a Career 24

OBJECTIVES: Students will:

- Learn how to begin researching careers
- Understand that careers change
- Learn they live in a global economy
- Understand the connection between higher education and careers

ESSENTIAL QUESTIONS:

- What careers do I know about?
- Should I keep learning after high school?
- How could college help me in life?

LESSON 2 Setting Goals for Your Future 28

OBJECTIVES: Students will:

- Formulate some long-term goals
- Explore what education is needed for those goals
- Formulate some short-term goals that can lead to long-term success
- Create a “long list” of careers of interest

ESSENTIAL QUESTIONS:

- What are my short-term goals?
- What are my long-term goals?
- How does education affect my long-term goals?

LESSON 3 The Value of Education 32

OBJECTIVES: Students will:

- Investigate the benefits of going to college, both personal and economic
- Learn what it means to be a life-long learner, and why it is important in today’s economy

ESSENTIAL QUESTIONS:

- What is meant by “investing in your future?”
- How is education related to my career?
- How does college “pay” in non-monetary ways?

LESSON 4 Anyone Can Go to College 36

OBJECTIVES: Students will:

- Learn that students with all kinds of academic records, backgrounds, incomes, and interests can go to college

ESSENTIAL QUESTIONS:

- What does “anyone can go to college” mean?

UNIT 3

The High School Experience 38

UNIT OBJECTIVES: Students know the importance of rigorous high school course work to college admission; know the course prerequisites and academic sequences necessary to succeed in those courses; understand the impact of choices on aspirations. They learn the basics of the AP program, consider taking AP courses; consider taking the PSAT/NMSQT.

LESSON 1 Your Plan for Success 40

OBJECTIVES: Students will:

- Review how high school is different from middle school
- Learn how classes build on one another
- Understand that skills gained in high school will serve them in the future
- Learn the importance of taking challenging courses such as AP, and the value of the PSAT/NMSQT

ESSENTIAL QUESTIONS:

- Why is it important to take courses that challenge me?
- What are rigorous courses? What are AP courses?

LESSON 2 Getting Ready for College 44

OBJECTIVES: Students will:

- Compare high school graduation requirements to college admission requirements
- Learn how to get academic and other help, if needed
- Develop a high school academic plan

ESSENTIAL QUESTIONS:

- How are college requirements different from high school graduation requirements?
- What is my high school academic plan?

UNIT OBJECTIVES: Students know that a few simple strategies can help them learn better, balance their busy lives, and achieve more. They learn about college admission and placement tests, and how to prepare for them.

LESSON 1 Organizing for Success 52	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Learn strategies for staying organized, and how to balance school, homework, play, family obligations, work, and extracurriculars • Learn how colleges regard high school extracurricular activities 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • How do good organizational strategies relate to academic success? • How do I prefer to stay organized? 	
LESSON 2 Your Learning Style 56	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Examine different learning styles and collaborative study techniques 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • What is my learning style(s)? • How does my learning style affect the way I study and learn? 	
LESSON 3 Taking Notes 58	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Learn the Cornell Note-taking method and how to use it to study and retain knowledge 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • What is the Cornell Note-taking technique? • How could I take better notes? • How can taking good notes help me? 	
LESSON 4 Using the Internet Wisely 62	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • Learn how to access and evaluate online sources of college information • Understand privacy and self-protection issues when engaging social media sites 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • How can the Internet help me plan and prepare for college? • Can I trust everything I read on the Internet? Why or why not? • How can I protect myself when using the Internet? 	
LESSON 5 Using Tests to Your Advantage 66	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Learn how colleges use college admission tests • Learn how to prepare for these tests and when to take them • Learn about AP courses and exams 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • What college admission tests should I take? When should I take them? • How do placement tests differ from admissions tests? 	

UNIT 5

After Classes Are Dismissed 70

UNIT OBJECTIVES: Students understand how colleges view extracurricular activities; understand the difference between deep involvement in one activity and lighter involvement in many; understand the self-development benefits beyond building a résumé; learn that their extracurricular interests reveal their aptitudes.

LESSON 1 Extracurricular Activities 72

OBJECTIVES: Students will:

- Understand the value of after-class activities
- Learn how colleges evaluate extracurricular activities
- Examine leadership roles in a club or sport
- Assess what they can learn through extracurricular activities

ESSENTIAL QUESTIONS:

- What are extracurricular activities?
- What is leadership?
- How do extracurricular activities help me grow and develop skills?

LESSON 2 Getting a Job 74

OBJECTIVES: Students will:

- Learn the value of work and the skills that can be gained from working
- Examine the pros and cons of having a part-time job
- Explore how to find a part-time job or volunteer opportunity

ESSENTIAL QUESTIONS:

- What kinds of skills can I learn from a job?
- How can a job help me prepare for college?
- What are risks associated with having a job?

UNIT OBJECTIVES: Students identify people that can help them achieve their goals; understand they will have to speak for themselves at times in order to get what they need.

LESSON 1 Communicating Your Goals to Your Family 80	
OBJECTIVES: Understand the role of family in setting and meeting goals	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • How can my family help me prepare and plan for college? 	
LESSON 2 Your Counselor and Your Future 82	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Understand the role of their counselor or adviser in college planning • Explore who else in their school, community, and family can help them • Learn the value of having a mentor 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • How can my counselor or adviser help me plan for college? • Who else can help me plan for college? • What is a mentor, and how can I find one? 	
LESSON 3 Advocate for Your Future 86	
OBJECTIVES: Students will:	
<ul style="list-style-type: none"> • Learn how to persuasively represent their goals and needs • Take ownership of their academic progress and their activities in and out of school 	
ESSENTIAL QUESTIONS:	
<ul style="list-style-type: none"> • What does it mean to advocate for myself? • How do I take ownership of my school work and activities? • In what kinds of situations might I need to advocate for myself? 	

UNIT 7 **What's College Life Like? 90**

UNIT OBJECTIVES: Students see how college differs from high school and develop realistic expectations for what college will be like.

LESSON 1	Your New Life in College	92
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Explore the ways college life differs from high school life • Compare living on-campus to commuting • Learn the common requirements for earning a college degree 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • How will college be different than high school? • What are degree requirements? 		
LESSON 2	Freedom and Responsibility	96
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Learn how increased independence in college will require self-reliance • Understand that college success requires balancing freedom and responsibilities • Know that help will be available if they struggle 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • How will I be more independent in college? • Why does independence require more personal responsibility? 		

UNIT 8 **Exploring Colleges 98**

UNIT OBJECTIVES: Students explore the many types and offerings of various colleges; learn what colleges look at; learn what a major is.

LESSON 1	Is There a College for You?	100
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Explore the variety of college types, characteristics, and offerings • Learn that the college search begins with self-assessment • Relate college criteria to what fits them best • Learn what a major is and how majors relate to future paths 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • What characteristics are important to me in selecting a college? • What is a major and why is it important? • What does it mean to find a college that “fits”? 		
LESSON 2	What do Colleges Look for in Students?	104
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Learn what colleges look for when selecting candidates for admission • Know the relative weight given to grades, test scores, activities, etc. 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • What do colleges look for in students? 		

UNIT 9 Finding the Money for College 108

UNIT OBJECTIVES: Students know where financial aid comes from; know the basic components of financial aid; know the difference between “need” and “merit;” understand the relationship between academic success in high school and financial aid; know that families benefit by saving for college.

LESSON 1 How Will You Pay for College? 110

OBJECTIVES: Students will:

- Know what financial aid is and where it comes from
- Understand the difference between need-based aid and merit aid
- Learn how the amount of aid is determined for each family
- Understand how financial aid affects college choices

ESSENTIAL QUESTIONS:

- Are there different ways to pay for college? What are some of them?
- What is the difference between “need” and “merit”?

LESSON 2 What Can You Do Right Now? 114

OBJECTIVES: Students will:

- Know the importance of discussing college financing with their family
- Understand how academic success in high school affects financial aid
- Learn the benefits of saving for college
- Know that financial aid can make college affordable

ESSENTIAL QUESTIONS:

- How can I contribute to paying for college?

UNIT 10 Being Prepared, Meeting Goals 116

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

LESSON 1 Putting It All Together 118

OBJECTIVES: Students will:

- Review and synthesize what they have learned in CollegeEd

ESSENTIAL QUESTIONS:

- What do I know about college and how to prepare and plan for it?

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: Students learn that having college as a goal increases their chances of going to college and having a better life; that how they approach high school will affect their future; and that the purpose of the CollegeEd program is to help them make decisions that will expand their options in life.

The purpose of this introductory lesson is to give your students an understanding of what CollegeEd is about, and why they belong in this course. Some of your students might be thinking that they are just starting high school and college is still far off, 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 them, and believe that all students should aspire to college and that they expect all of them to graduate.

- 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 with the CollegeEd materials, will help get parents involved—a key component of student success. Make sure these guides are given to the parents of the students in your class. You will want parents, guardians or other family members to help develop a network of support.
- 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.

Introduction: LESSON 1

WELCOME TO

COLLEGEED

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

VOICE OF EXPERIENCE



“CollegeEd allows students to dream, believe in the dream, and take steps to make the dream come true.”

—Charlie Barthelemy, CollegeEd Teacher, Katy, Texas

High school is an important time in your life when you begin to make your own decisions and start planning your own future. It is a time for taking ownership of your own choices, and for being responsible for the decisions you make.

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 and believe? What interests you? The more you know about what makes you who you are, 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 in life 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 the future is directly related to the choices and decisions you are now empowered to make. 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

EO 1

How will CollegeEd help me plan for the future?

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.

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 in one or two sentences, what would you say?

What words would best describe you?

Where are you going?

Where do you want to be when you graduate high school?

What do you want to do?

How do you get there?

What do you think you will need to do in order to get to your "dream" future?

What are the steps you'll need to take?

2 Welcome to CollegeEd

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?

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 question should help the students add more descriptive 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

- ✓ Find out who you are and what makes you unique
- ✓ Explore your interests and talents
- ✓ Set goals for high school, and goals for your future
- ✓ Explore careers that fit who you are
- ✓ Connect what you do in high school to your future goals
- ✓ Learn what college is like, and how to look for colleges that fit who you are
- ✓ Discover your unique learning style
- ✓ Learn about skills and good habits that will help you academically
- ✓ Understand the value of extracurricular activities and the world outside of school
- ✓ Establish a network of people who will help you reach your goals
- ✓ Learn how to find the money to pay for college
- ✓ Realize that your future goals are possible and college is the way to get there

DID YOU KNOW?

There is a college for every type of student!

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.

Challenges 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.)

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 of the areas they will learn about in the CollegeEd program.
- ✓ understand that they will be learning about how to prepare for college and future careers.
- ✓ describe some of their future goals and dreams.

WORK ZONE

Chart your path to your future goals. Write one or more of your goals for this year on the road signs below. You can use the Steps to the Future word bank or your own ideas. Put these in the sequence that you feel will help you move toward your goal this year.

STEPS TO THE FUTURE WORD BANK

- Choose high school courses
- Take PSAT/NMSQT
- Research careers that interest me
- Join an extracurricular activity
- Talk to family and friends about my goal
- Take some AP or honors classes
- Research college requirements
- Visit some colleges
- Think big!

Future Goals

STEP 6:

STEP 5:

STEP 4:

STEP 3:

STEP 1:

STEP 2:

YOU ARE HERE

4 Welcome to CollegeEd



Extensions

Have students interview friends or family members to discover how those people learned about college. Some people might not have had an opportunity to learn about college and might have started working immediately after high school, so have students be prepared to learn about career experiences as well. Students should ask the people they interview if they have any advice to share about preparing to learn about college and future careers.

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 they 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, encourage them to think of challenges they've faced in high school. Have them relate those challenges to situations they might encounter. Make sure students understand the concepts 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

After students have read the questions posed in the Section 1 Opener, have them draw a word web. In the center circle, they should write *WHO Am I?* In the web's surrounding circles, have students write words that describe themselves.

Say: *If I had to define myself, I would choose ideas or objects or words that have special meaning to me. I would write dancing as one of my characteristics (or another example that matches your life) because I'm passionate about dancing. I might also write "exercise" because I jog every day.*

As students fill in the outer circles, have volunteers explain how the characteristics could help them answer the overall question *WHO Am I?*

WHO Am I?

Section 1

1

What are you passionate about? What do you want to do in life? In Section 1, you will explore possible answers to these questions. You will begin the process of filtering out what others think you should do in order to help you make decisions about what is important to you.

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

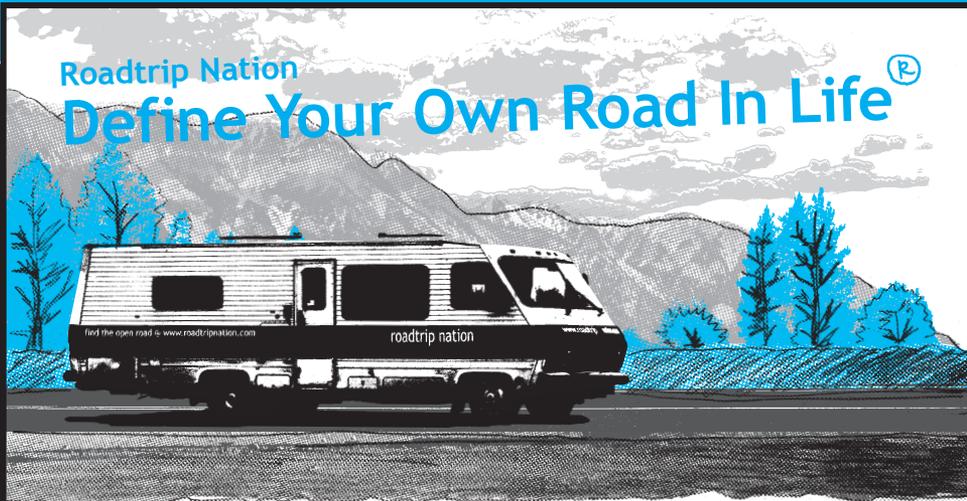
Read the Enduring Understanding:

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.



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.

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

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 at

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.

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.

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 brainstorms (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

EO 1 How can identifying and combining my Interests help me define my own Road in life?

EO 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?

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?

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 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.1)
- Be Self-directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)*

ASCA

- A.1** Responsibilities 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

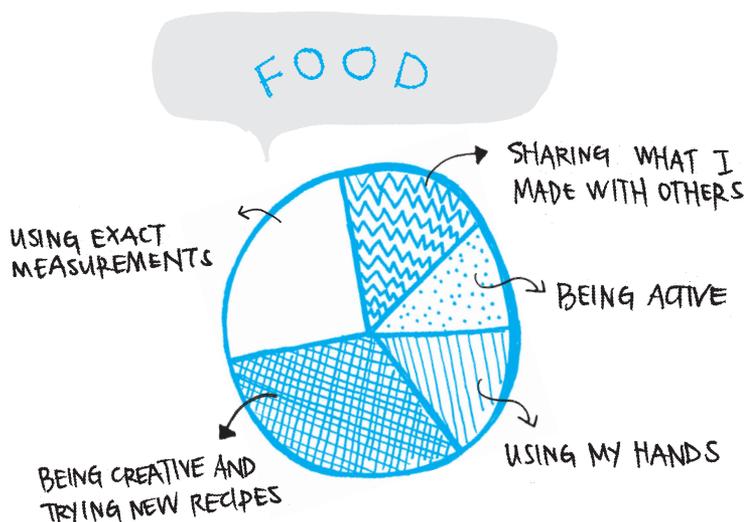
Before students begin breaking down their individual Interests, have them complete the activity as a group, using any example you choose from the Interest categories on page 8. Brainstorm how the example you chose can be broken down into a “core” Interest. Then have them work with a partner to do the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



“I wanted to make a difference... I’ve always worked in the same sort of grand area, but I’ve done lots of different things... Define what you (want to) do in the broadest possible terms.”

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

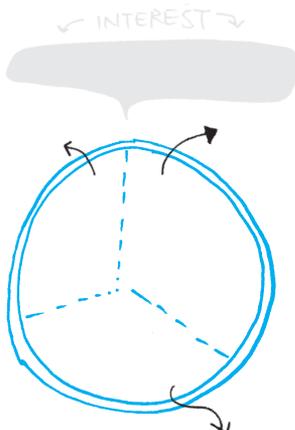
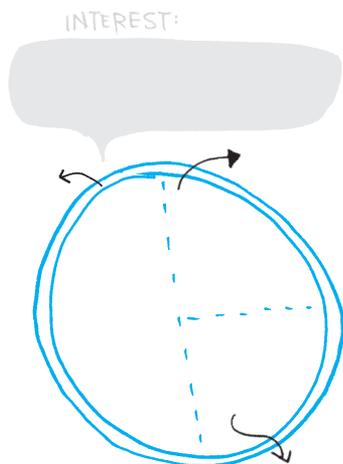
Have the students work independently to complete the charts on page 11. They should be able to break down each Interest into at least three distinct aspects they enjoy. Encourage them to create as many “slices” as they can for each Interest to help them see how what they like to do may cross into many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



"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

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

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

EO 1 How can identifying my Foundation and aligning it with my Interests help me define my own Road in life?

EO 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 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.”

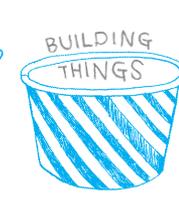
Lesson 2:
What is My Foundation?

THESE ICE CREAM SCOOPS REPRESENT YOUR DIFFERENT INTERESTS



Your Interests may continually change throughout your life — just like your choice of ice cream flavor can change.

THESE ICE CREAM CONES REPRESENT YOUR FOUNDATIONS



Foundations are different for each person, just like each person prefers a different type of ice cream cone. The cone is the base that holds up your ice cream, just like your Foundation is the base that supports your Interests.

You'll choose different ice cream flavors (Interests) throughout your life, but you'll always need a cone (your Foundation) to hoist them up!



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*.

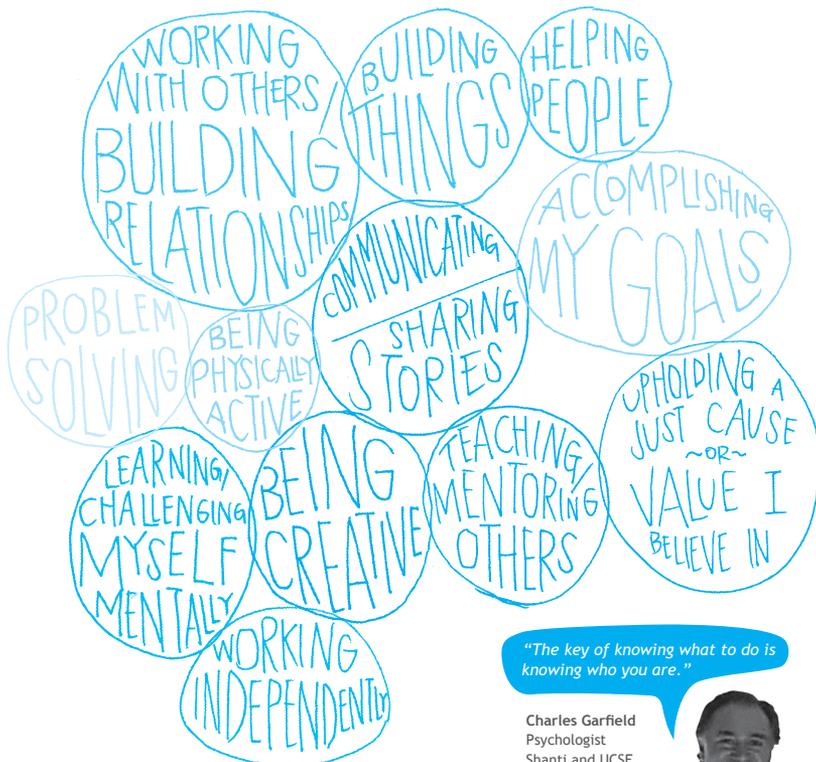
This may sound complicated, but it is really just one more way to look at your Interests. For example, perhaps your favorite subject in school has always been P.E. You love to compete, play hard and to be outdoors. You may also be interested in many different things like science, politics or travel. 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*.

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.1)
- Be Self-directed Learners (LC.IS.3)*
- Make Judgments and Decisions (LI.CT.3)*

ASCA

- A.1** Responsibilities 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

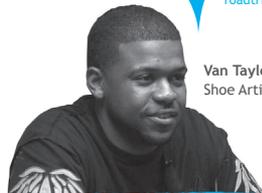
Ask students the meaning of Van Taylor Monroe’s metaphor of a GPS System. If students are not familiar with a GPS, give examples on a Smartphone, Google Maps, or any other GPS device.

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.”

roadtripnation.com/leader/van-taylor-monroe



Van Taylor Monroe
Shoe Artist

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?

“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.”

roadtripnation.com/leader/jake-shimabukuro



Jake Shimabukuro
Ukulele Musician
and Spokesperson

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?

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

roadtripnation.com/leader/charline-gipson



Charline Gipson
Corporate Lawyer
Davillier Law Group ILC

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?

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 _____

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

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.

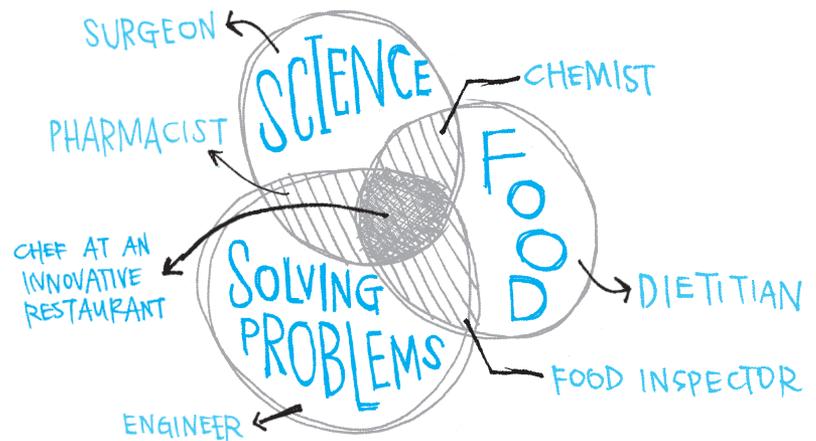
Lesson 3:
The Road Map

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:

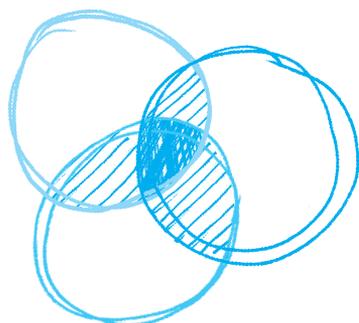
bigfuture.collegeboard.org/explore-careers

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

ononline.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?

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 roadtriplnation.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.1)
- 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?

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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

favorite quote

favorite quote

favorite quote

NAME: _____
 OCCUPATION: _____
 WHAT I LEARNED: _____

WHO Am I?

WHERE Am I going?

HOW Do I Get There?



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

Ask students the following questions to provoke an exploration of the content in this section:

- When would you ask a question like the one in the title? (on a trip)
- What two positions might you have to know in order to answer this question? (where you are starting and where you want to go)
- Where are you now and where will you be in the future? (high school, college/job)

Draw two columns of boxes on the board. Label the boxes on the left as "Cause" and the boxes on the right as "Effect." Draw arrows that point from the "Cause" boxes to the "Effect" boxes. Create as many boxes as needed during your discussion.

Ask students to think about actions they have taken in their lives and what effects those actions had. List some examples that students provide. Then list some things students would like to do in the future, as well as the possible effects those actions might have. Students can describe trips they have planned and taken, goals they have set for themselves or accomplishments that they set out to achieve. Allow any suggestions that illustrate how students moved from one step or part of a plan to another. Explain that Section 2 will explore similar causes and effects that students may encounter as they explore college opportunities.

WHERE

Am I Going?



Section

2

Now you have an idea of what you might want to do in high school and beyond. How can going to college help make your dreams a reality? In Section 2, you will discover the tools you need to set goals for yourself, explore them and consider what they mean for your future.

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The Road to Your Future

UNIT OBJECTIVES

Students review the value of higher education (both intellectual and financial) and learn that college is possible for everyone; relate high school to college aspirations; understand the importance of goal setting and rigorous academic choices; consider pursuing courses like AP®.

LESSON 1

The Pathway from College to a Career: Students learn how to begin researching careers. They learn that they may change careers many times during their lives, and flexibility and lifelong learning are key. They learn they live in a global economy. They learn that there is a direct connection between higher education and careers.

- Students need to understand how important it is to aspire to college, and why it is in their best interest to start researching careers and colleges. Through the activities in this unit, encourage your students to explore the types of academic opportunities available to them after high school, and to focus on a few career “dreams” that they would like to pursue, based on their beliefs, interests and talents.
- Although many students have heard the word *college* or *university*, many still do not fully understand that there are many types, sizes and locations of colleges that they can attend, or that a college education is likely to be necessary to attain their potential career choices. They need to appreciate the value of a college education and that making this investment in their future is the best path to their personal growth and career success.
- It’s important to help the students see the links from high school to college, and from college to a career. Give them the opportunity to equate the different levels of education and degree options to the potential lifetime earnings based on each level. Your students need to become aware that they are part of a “global” economy, and that obtaining good communication skills, collaborative skills and an understanding of different cultures is important.

LESSON 2

Setting Goals for Your Future: Students formulate some long-term goals, and explore what kinds of education they might need to attain those goals. They also formulate some short-term goals that can lead to long-term success. Students explore possible careers, with a view to having a “long list” of careers of interest.

- If your students have participated in the Roadtrip Nation experience of self-exploration in Unit 1, they are now ready to begin linking their individual goals, aspirations and personal interests to colleges that can prepare them for potential careers.
- Become familiar with the way students view themselves and what they aspire to in the future. Assist them to translate those interests, beliefs and aspirations into a list of potential careers. At first, your students may not be able to answer these questions: What careers do I know about? How can college help me in life? If it is difficult for them to see the connection between college and careers, have them explore what possible career choices their interests can lead to, and then what levels of education those careers require.

LESSON 3

Is College Worth It? Students investigate the benefits of going to college, both economic and personal. They learn why it is worthwhile to spend two or more years in college, delaying entry into the workforce. They learn what it means to be a lifelong learner, and why it is important in today’s economy.

- Every year of education after high school increases average earnings over a lifetime.
- Your students need to understand the concept that “the more you know, the better.” They need to be aware that these decisions will be made with the assistance and support of family, teachers and counselors in addition to other people in their growing network—such as coaches, bosses, mentors and friends.

LESSON 4

Anyone Can Go to College: Students learn that those who go to college aren’t just straight-A students, not just wealthy students or great athletes, but rather students with all kinds of academic records, backgrounds, incomes and interests.

- Colleges assess students seeking admission holistically—primarily by their academic record, but also by other factors. Perhaps a student plays an instrument, or shows a commitment to working in the community. Colleges seek a varied student body, and a variety of life experiences, skills or activities can translate into college admission. Given the wide variety of colleges, ranging from the local community college to the large universities, it is not an overstatement to say there is a college for every student who is academically prepared for it.

Engaging Families

Families can begin a discussion of career planning from possible choices. Point out facts about the global economy as a way to help prepare students for finding a financial incentive to attend college. An emphasis on preparation for the future as well as the payback of better opportunities should be a part of any parent/student dialogue.



Portfolio Opportunity

Pages 27, 30, 34–35, 36

UNIT OBJECTIVES

- Review the value of higher education and learn that college is possible for everyone.
- Relate high school to college aspirations.
- Value the importance of goal setting and rigorous academic choices.
- Consider pursuing honors or AP courses.

Introduce the Unit

Read the Enduring Understanding:

A direct connection exists between higher education and career choices.

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

Think Aloud

Ask students to consider what the Enduring Understanding means as it relates to the title of the unit. Have volunteers describe how a road to the future is a direct connection between education and a career. Remind students that what they do now could have a positive or negative effect on their futures. Allow students to suggest how planning and setting goals will strengthen the connection between education and what you do in life. Have students explain the metaphor of college as a destination on life's road to strengthen understanding of the Enduring Understanding.

In Unit 1, students learned what it means to “define your own road in life” and how this applies to college selection.

LOOKING BACK

UNIT 2

The Road to Your Future

Sometimes it's hard to believe that the things we choose to do today can determine where we'll be in our future. But it's true. You have to map out your future by planning for it. Decide your long-term goals for college—and eventually for your career—and then make short-term goals that will bring you to your destination successfully. It sounds easy, but it does take some time and thought to make everything work out the way you want.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
The Pathway from College to a Career	Setting Goals for Your Future	Is College Worth It?	Anyone Can Go to College
Pages 24–27	Pages 28–31	Pages 32–35	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.

UNIT 2

VOICE OF EXPERIENCE



"I always knew I wanted to do business. Career motivation was a big guide for what courses I took and how I approached each semester, course and schedule-wise. Career was definitely a huge motivation."



WORK ZONE

What do you think it takes to go to college?

Is college worth it?

Lesson Resources

- Sample career descriptions, with required education level, skills needed, job outlook information and earning potential (Lesson 3)

Additional Resources

- www.bls.gov
Occupational Outlook Handbook (found at bls.gov)
- State job websites (Lesson 1)*
- Education Pays (at www.collegeboard.com)*
- www.census.gov (Lesson 3)
- www.firstinthefamily.org (Lesson 4)

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Make sure students provide any obvious answers about the requirements, such as good grades, career goals and adequate funding necessary for college. Encourage students to extend their thinking and consider less obvious needs such as a strong work ethic, interest in adventure and a motivation to achieve.

Struggling learners

Encourage students to answer these questions without worrying whether they are providing the correct answer. Remind students that they are only beginning to explore their reactions to a possible college experience. Note that it is important to express what they feel and know now so that at the end of the unit they can look back and see how their thinking might have changed.

ESSENTIAL QUESTIONS

- EO 1** What careers do I know about?
- EO 2** Should I keep learning after high school?
- EO 3** How could college help me in life?

Preview the Text

Ask a volunteer to read the title of the lesson and then have volunteers go to the board with chalk. Say: *What does a pathway look like? Draw a pathway through a forest or through "life."* Point out that pathways are not always drawn using straight lines. Have students discuss why pathways are not always straight.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. To help students see the connection, have them use **global economy**, **career** and **major** in the same sentences.

The Pathway from College to a Career

Competing in a Global Economy

You have probably heard a great deal of talk about the world getting smaller and smaller. People all over the world are connected in ways no one ever thought would be possible. In today's world, you will have to increase your knowledge and skills regularly in order to compete. A high school education is no longer enough to help you get a good job in a **global economy** in which workers must have more skill and flexibility. Having a plan to further develop your knowledge and skills after high school will help prepare you to live the life you choose.

Why a Career Makes a Difference

In the 21st century, the United States has moved away from manufacturing things to producing knowledge. Workers can no longer depend on having one job and one set of skills for their entire working life. Working in today's world requires you to have many varied skills. These skills are similar to the ones that you are developing in school. The ability to think through and solve a complex problem, communicate effectively, and use technology to do research or complete a given task are some of the same skills you'll need when you begin working in your chosen **career**.

What is the difference between a job and a career? A job is the work you are doing at the moment. It

WORDS FOR SUCCESS

global economy the world economic system that ties all nations of the world together

career a field of work that requires special education, training or experience

WORK ZONE

Think about four classes or activities in which you do well and the skills you develop in these classes or activities. How might your skills lead you to become a better student or person?

Class/Activity	Skills Developed	Class/Activity	Skills Develop
Part-time job	Saving \$\$		
English Language Arts	Writing better		

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 expand the lists in the chart by writing more than one skill for each class or activity. Encourage students to break down the tasks they perform while learning or working at jobs or hobbies.

Struggling learners

Walk through a sample Class/Activity selection process with students or groups. Allow students to suggest things they do and then ask defining questions to isolate experiences that involve mastering skills or beginning any process of learning. Students can practice this technique within groups to help each other define skills and activities.

can just be a way to earn money, and may or may not be something you enjoy doing. A career, on the other hand, is something you want to do for the long term because you find it meaningful and fulfilling. It's rare for a career to consist of a single job. Usually a career is a series of jobs that build upon each other as your knowledge, skills and achievements increase. You may have more than one career—most people do. Each can provide a sense of personal happiness and satisfaction.

Discovering Your Career Path

Identifying your interests is one of the first steps in choosing a career. Ask yourself what you really like to do; uncover what makes you feel happy and satisfied. Look at the classes you do well in, and decide whether they have any connections to college majors and careers.

In your search to understand your strengths and interests, talk to family members and older friends. Ask them questions about their work experiences and careers to help you explore something you might like to do for a living.

Don't stop at just your family and friends. Talk to school counselors, teachers, administrators and local professionals. These people have worthwhile college and career experience to share. Perhaps one of these professionals could serve as a mentor, or guide, during your college and career exploration.

After you identify your existing interests and skills, serving as a volunteer is an excellent way to develop them. Volunteering for a cause you care about can give you an opportunity to explore various career interests in preparation for college and work. Consider local charities, nonprofit organizations, schools, businesses and hospitals as places for strengthening your skills and developing your understanding of different professions.

Go to the **WORK ZONE**

major subject area a student specializes in while in college

Think of four classes or activities in which you do not do well. What skills do you need to develop to do well in the classes or activities? Why are these skills important?

Class/Activity	Skills to Develop	Class/Activity	Skills to Develop

The Pathway from College to a Career 25

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Review the headings with students and have pairs take turns reading each section and discussing their reaction to each major idea presented. Students should focus on definitions of broader concepts, such as *career* and *economy*, to explore the issues being presented.

Optional Approach

Students can expand on the depictions of pathways used in Preview the Text by discussing how careers sometimes involve moving to new locations.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I know that global economy means that job opportunities exist all over the world, but how does this affect the average worker in the United States? Will I have to move to another country to get a job? Have students consider how training and higher education after high school puts them in a position to make changes as the needs of different economies change. Living in a global economy doesn't necessarily mean moving to a foreign country as much as it means being flexible.*

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR
- W3** Drafting A
- S2** Speaking in Interpersonal Contexts*

21st Century

- Be Self-directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)*
- Reason Effectively (LI.CT.1)*
- Communicate Clearly (LI.CT.4)*

Students should be able to:

-  explain how living in a global economy could affect them.
-  explain how higher education may help provide better opportunities in a global economy.
-  cite ways that volunteering and employment can help them research careers.

Teach the Text cont...

Monitor Comprehension

- Ask students how a college degree will help them to pay back the costs of college.
- Remind students that entry-level courses will help them to decide what type of major interests them.
- Refer back to the skill sets that the students defined in the previous Work Zone activity. Note that similar skill sets will be developed as they complete varied course work in college.

DIFFERENTIATE INSTRUCTION

English Language Learners

Some students may confuse the terms *college* and *career* by relating to them as being the same goals. Point out that while you often start on a career path during college, your career is not just what you learn in college.

First Generation Students

Encourage students to discuss the process that goes into selecting a major. Note that students can explore potential majors by studying a wide variety of subjects in order to determine what interests them.

What Is the Connection Between College and a Career?

A college education is one of the biggest investments a person can make for the future. But it is an investment that will pay you back as soon as you begin your career. Studies have shown that college graduates are less likely to be unemployed compared to those with only a high school education. In addition, a college graduate can over a lifetime expect to earn 60 percent more than a high school graduate.

College provides students with a course of study that develops both general and specific skills. The skills can be applied to a variety of careers. A college education increases a student's understanding and appreciation for literature, the arts and politics. As a result, most college graduates look back on their college experience as challenging, rewarding and fun.

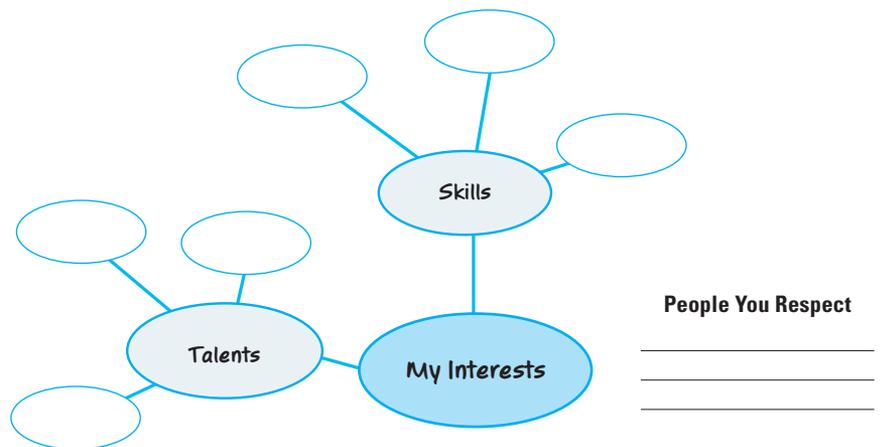
Selecting a Major that Fits

A college major is the subject area students focus on while in college. Some examples of college majors are business, English, math, computer science, art history and engineering.

The wide variety of courses in college may leave you wondering if you will ever be able to decide on a major. You will have plenty of opportunities to decide on the courses that interest you. In fact, you usually have at least two years of general education courses in subjects such as history, English and science before you have to decide or "declare" your major. During this period of general study, you will take courses that interest and challenge you in different ways. This will allow you to make a better decision when it's time to choose the major that best suits you.

WORK ZONE

In the web below, list some of your talents, skills or interests. Then list people you respect who use those talents, skills or hobbies in their careers.



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 try to identify the links between people they respect and their interests. Students can discover how learning about people they admire can provide direction for developing their interests and skills.

Struggling learners

Have students work with the graphic organizer starting with the edges and working to the central concepts or pads. Allow students to write anything they do during their day in the outer bubbles. After students have written down their activities, help them to analyze the necessary skills or talents required for each activity.

ESSENTIAL QUESTIONS

- EO 1 What are my short-term goals?
- EO 2 What are my long-term goals?
- EO 3 How does education affect my long-term goals?

Preview the Text

Without skimming or reading the sections, have volunteers predict what each title or heading will cover.

Say: *What does it mean to “set” a goal? How much can you change a goal without accomplishing it? What’s the difference between a “dream” career and just a career?* Have students record their predictions as they talk.

DISCUSS WORDS FOR SUCCESS

Explain that undergraduate degree, Advanced Placement Program®, and honors classes each describe a program of study that students may take part in sometime in the future. Students can locate the Words for Success in the text and use them in sentences that demonstrate their proper use.

Setting Goals for Your Future

What Are Long-Term Goals?

Long-term goals are accomplishments you hope to achieve five or ten, or maybe more years into the future. What kind of career do you hope to pursue? Where do you want to live? You may not have definite answers to these questions, and you may change your mind as time passes. Nevertheless, setting long-term goals can help you plan for your future by giving you targets to aim for.

Earning a College Degree

One important long-term goal is to earn an undergraduate degree. There are two types of undergraduate degrees, associate and bachelor’s degrees. Associate degrees can usually be finished in two years, while bachelor’s degrees usually take between four to five years of college to complete. Having an idea of what kind of career you would

like to pursue can help you decide what type of degree to aim for.

A more immediate goal would be to enroll in Advanced Placement Program® (AP®) or honors courses in high school. Challenging yourself with rigorous course work will give you confidence to take on the challenges of college. You also need to consider the classes that are requirements for entering college. For instance, many colleges require a certain number of foreign language classes, and they also require a number of science courses with labs.

Success in college is a long-term goal that starts with success in high school. In college you’ll have to fulfill core course requirements. These are the basic English, math, social studies and science classes that all students must take for most college

WORDS FOR SUCCESS

undergraduate degree either an associate or bachelor’s degree

Advanced Placement Program (AP) an academic program in which high school students have the opportunity to study and learn at the college level

WORK ZONE

Evaluating how your long-term goals fit into your life today means looking at what you’re doing and reviewing those activities. How do your current activities or classes reflect your long-term goals?

Activity or Class	How is this important for my future?
1. playing in the band	1. possible major in music in college
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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 also include activities or classes they may like to add to their schedules. They should not only be assessing what they are doing now but also things they could be doing in the future.

Struggling learners

If students have problems coming up with activities that relate to long-term goals, encourage them to consider activities others are doing and how these activities could relate to both short- and long-term goals. Students could write possible goals related to these activities.

Teach the Text cont...

Monitor Comprehension

- Have students cite examples of short-term goals they have set. The class can also brainstorm goals for accomplishments they know, such as an exercise routine or the steps needed to cook a meal.
- Generate some discussion about how long-term goals are made up of several short-term goals. Remind students that their dream career will be adjusted frequently as different goals are met and set.

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students review the Having Your Dream Career section on page 29 and discuss the significance of the demand for workers who are bilingual. This section emphasizes the importance of learning English but will also highlight the advantages of speaking more than one language.

First Generation Students

Review with students the concept of staying focused on the future and how this relates to long-term goals. Students who haven't experienced college in their families need that focus. Local resources will help them stay on track.

Short-Term Goals

Achieving long-term goals of completing college and finding a satisfying career will involve setting short-term goals. These are small steps that can be accomplished over a period of several weeks or months rather than actions that will take several years to achieve. However, short-term goals are just as important as long-term goals. Setting and completing short-term goals are what make many people successful in the long run. These small steps are the keys to succeeding and reaching your long-term goals.

Evaluating Where You Are

Setting short-term goals involves evaluating what you know about yourself. Think of the skills you've already acquired. Of course, you have reading, writing and math skills. All of these will be important in earning a college degree. But you also have other skills that you've developed over time. You've learned how to relate to other people who may be different from you. Working with others in a team can be an essential skill in today's world.

Think about the decisions you make every day and look at each of them as a step toward your long-term goals. What books do you read in your free time? What topics do you write about when you have a choice? Do you volunteer for an organization or

participate in school activities? All of these decisions reflect who you are as a person.

It's possible to have fun while working toward a long-term goal. You should enjoy whatever you hope to pursue in college, and in life.

Short-Term Academic Goals

Earning a college degree starts in high school by setting and meeting short-term academic goals. First, set a goal for each class you're taking, such as earning the grade that you really want. Then study regularly to make it happen. Be sure to complete homework and class projects on time. Use a planner or calendar. Break up large assignments into smaller "chunks" and complete each piece one at a time.

You can also consider enrolling in classes that are specially designed to prepare you for college-level classes. Look at several colleges' requirements for admission and work to make sure your grades will be high enough for you to be admitted. Maintain your focus every day, and you'll be thrilled by how much you can accomplish!

Reality Check

Accomplishing your goals is not a race. Everyone has his or her own pace. You don't have to keep up with your best friend or anyone else in your class.

WORK ZONE

Complete a checklist of activities and classes available in your school. Then explain whether participation in these activities or classes will be part of your short-term goals and why. Fill in the blank spaces with classes and activities that are not listed.

Class/activity	What's available?	Is this one of my short-term goals? Why?
Art	drawing, interior design, sculpture	Yes—short-term goal will help in my plan to become a graphic artist
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

To expand the Work Zone on page 30, students should share information with the class they may have learned from friends and other teachers about the opportunities available in other classes and activities in their school.

Struggling learners

To assist students to complete the Work Zone on page 31, allow students to list short-term goals in any order. After students have listed their goals randomly, have partners discuss how to rearrange them in a logical order. Encourage students to use their lists of goals to come up with a related long-term goal.

Know yourself. If you don't enjoy math, then engineering is probably not a career you'll enjoy either unless you plan to spend a lot of time working on your math skills.

Know your school and your community. If you love acting but your school doesn't offer a drama class, look for opportunities in your town or at a local community college. If you really want to learn more about something but can't find any opportunities in your school or community, research ways to learn on the Internet or by speaking with a counselor or teacher.

Stay on Course

Remember every short-term goal is made up of many individual steps that lead to achieving a long-term goal or goals. The good thing is that every one of those steps is easy to do! Manage your time and your commitments outside of school. Think carefully before becoming involved in an activity or a job that will take up many hours of your time. Set your priorities and then stick to them. Finally, evaluate your goals and set new ones whenever necessary.

Go to the **WORK ZONE**

STAY ON TRACK

What short-term goals do you want to set for yourself? List them below.

Blank lines for writing short-term goals.

Write a brief essay explaining how accomplishing your short-term goals will assist you in achieving one of your long-term goals.

Accomplish Short-Term Goals for Long-Term Success

Blank lines for writing an essay.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students conduct a self-examination of past short- and long-term goals they have had in their lives for various endeavors. Partners can brainstorm if necessary to think of accomplishments they have made in their lives. They should concentrate on things they did to achieve something. They may not have set goals, but by thinking back they will realize how every accomplishment is done in stages. Examples could include learning how to ride a bike, learning how to play an instrument or deciding to wake up earlier in the morning. Students should write a few paragraphs to explain any process of goal setting they might have used in the past.

Students should be able to:



define and set some short-term goals.



realize how setting goals can lead to long-term success.



adjust their time commitments to match their goals.

ESSENTIAL QUESTIONS

- EO 1** What is meant by “investing in your future”?
- EO 2** How is education related to my career?
- EO 3** How does college “pay” in non-monetary ways?

Preview the Text

Introduce the title to the lesson and engage students with questions that force them to think.

Say: *I see the word worth in this title. What does this suggest that the lesson will be about? What things are worthwhile to you? How might spending money to get a college education be worth it?* Students may note the chart of income as well as other headings about benefits.

DISCUSS WORDS FOR SUCCESS

Although no Words for Success appear in this lesson, review terms used in the lesson as well as in the chart. Make sure students recall the definitions of certification as well as the various types of degrees.

Is College Worth It?

The Power of a College Degree

In the past decade, as advances in technology have increased, the number of jobs open to individuals without college degrees has decreased. For many jobs out there today, training beyond high school is a requirement. Many employers today require some type of certification, training experience or degree beyond a high school diploma. As a result, the difference between what a high school graduate earns and what someone with some type of certification or college degree earns has also increased.

Competition for the best paying jobs has also gone up. The candidates with more education or certified training have more opportunities for getting these jobs. A college degree increases your value when you begin your job search after graduation. And although the prospect of paying for college may seem out of reach, there are ways to find the money to do so (you will learn more about this in Unit 9). Think of your college tuition as an

expense that will pay itself back to you with greater job opportunities in the future. The graph below gives you an illustration of why investing in an education that goes beyond high school converts into more earning potential over a lifetime.

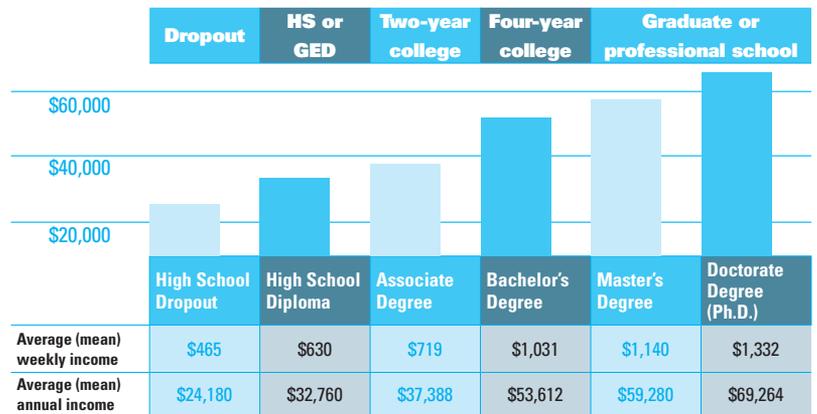
Personal Growth and Expanding Your World

College is not just about increasing your ability to make money. Satisfaction and accomplishment does not always come from money. There’s more to life than that. College is about developing all of the best things about yourself so you can make the most of life. By introducing you to different perspectives and expanding your range of experiences and knowledge, college expands the possibilities of what you can do. College gives you the means to control how your life turns out.

College is a time for you to develop and grow as a person and to remove limits on meeting your goals that you might be experiencing right now.

WORK ZONE

Read and analyze the chart on this page to answer the questions on page 33.



Source: U.S. Census Bureau, 2007.

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 find other ways to interpret the statistics from the chart in the same manner the questions do. Allow students to help show each other the methods they used to determine answers.

Struggling learners

Make sure that students understand that the chart on page 32 should be used to answer the question on page 33. Have volunteers describe how the headings above the bars of the graph form columns and the salaries shown at the bottom are linked to each type of degree.

You have the opportunity to meet new people, try new things and see new places. You will take courses in subjects you've never heard of. You will experience different ways of thinking and have the opportunity to appreciate cultures different from your own. It is a way to expand the world you know and learn more about who you are, what you want and how to achieve it. A college degree enriches you for a lifetime.

Becoming a Lifelong Learner

You will sometimes hear people talk about lifelong learning. That doesn't mean you go to school forever; it means you don't stop learning when you leave school. To better understand this concept, just think of all the things you can do today that you could not do as a child. When you started school, you learned how to read, and this skill allowed you to learn a lot about many other things. When you learned how to write, you also began to realize you had ideas and could put these on paper. You learned to express yourself in a range of ways—from research papers to messaging friends. You may have struggled with fractions, but now you're doing algebra. And you undoubtedly use these skills to learn more about what interests you outside of school, for example music, sports or politics.

Learning All the Time

Learning happens both inside and outside the classroom—at home, while doing part-time jobs, while volunteering or while using technology. Every day you experience things, face challenges, make decisions and come across many new things you have never done, heard or seen. Each of these is an opportunity to learn. Throughout your life, you will need to continue to explore, try new things and learn new skills. Did you know that many companies today require that their employees return to school regularly to receive special training in order to stay up-to-date in their job skills? This is an important form of lifelong learning, and it is what helps people stay up to date in their chosen careers and adapt to change.

College provides you with opportunities to develop both learning experiences and learning skills. Going to college or attending some other type of higher education gives you an opportunity to have experiences—both in and out of the classroom—that will help you become a good learner.

Expanding Your World

Earning a college degree involves learning an enormous amount of new information. The college experience helps to develop a habit of learning for the rest of your life. Many people

1. In one year, how much more does a person with a four-year college degree earn than a person with a high school diploma?	\$20,852
2. The average person works from the age of 25 to 65. How much money does the average high school graduate make in his or her lifetime?	\$1,310,400
3. How much money does the average two-year college graduate make in his or her lifetime?	\$1,495,520
4. How much money does the average four-year college graduate make in his or her lifetime?	\$2,144,480
5. How much more does a two-year college graduate earn than a high school graduate over the course of his or her lifetime?	\$185,120

Is College Worth It? 33

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students circle significant ideas in the text as they read. Compare and contrast between the financial advantages of college graduation as well as the satisfaction and accomplishment that comes with a career you enjoy. Students should also include other benefits that come with lifelong learning and the habits this process fosters.

Optional Approach

Have students complete a chart listing what they know about the topic, what they want to find out and what they want to learn. This type of chart is also known as a KWL (Know, Want, Learn) chart.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: I see that having more education and some type of certification increases my chances of getting a better paying and more satisfying job. Yet I wonder why increased education costs and spending my time in school will benefit me when I could be working and getting a salary. Help students make the connection that although college or any education beyond high school involves cost and time commitment, over the course of a lifetime there is much to be gained.

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Text
- R4** Using Strategies to Comprehend Texts
- W2** Generating Content R, CR*

21st Century

- Be Self-directed Learners (LC.IS.3)
- Use Systems of Thinking (LI.CT.2)
- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)

Students should be able to:

-  **understand the monetary value of higher education.**
-  **discuss how college provides an opportunity for personal growth.**
-  **appreciate how lifelong learning is necessary in today's economy.**

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *When people say they want to be happy in their work, what does that mean exactly? What else would they want beside a good income? Allow students to debate what exactly is the perfect mix of income and enjoyment in the workplace.*

- Ask students why they think more qualified workers tend to remain employed in hard economic times.

DIFFERENTIATE INSTRUCTION

English Language Learners

Review and discuss idiomatic expressions like “payoff,” “lifelong learner,” “enduring legacy” and “personal growth.” Expressions like these can mean different things in different cultures. Help students define them in specific examples.

First Generation Students

In order to complete the Stay On Track activity, some students may need help locating a college graduate. Suggest that they talk with their teachers about their college experiences.

change their minds about a career path—sometimes right after graduating from college, or 10 or 20 years afterward. The range of skills you learn in college, and the ability to keep learning, makes it easier to change careers as you move through life.

A Different Kind of Payoff

Most adults spend more of their time working than they do relaxing at home, shopping, vacationing or spending time with their families. Far more time is spent at work than in attending any type of school. Before you know it, you’ll be a working adult. Because you’re going to spend a large part of your life at work, you need to feel fulfilled and happy in your job. Earning a college degree in an area you find satisfying will help make sure that you enjoy getting up every day and heading to work. As you make decisions about your career, don’t forget that a big salary is nice, but it won’t guarantee feeling satisfied at work.

Personal Growth and Improvement

Getting a college degree is a worthy long-term goal that requires effort and self-discipline. It’s an accomplishment that will build your self-confidence. Knowing you’ve dedicated the time to earn a degree also gives you the motivation to try more difficult things later in life.

Having a college education also makes you a part of a community of lifelong learners. Within this community, there are people involved in world affairs, such as the latest advances in medicine, aerospace engineering or artistic design. While earning a college degree, you’ll be exposed to the ideas and knowledge of other educated people.

Other Benefits of a Degree

A college degree involves learning an enormous amount of new information. The college experience helps to develop a habit of learning for the rest of your life. It expands your world and removes many limits you might have experienced otherwise. In addition, as a college-educated professional, you might work in a career that involves traveling all over the world. You might have the opportunity to see some of the world’s most famous places and meet people from different cultures who have very different life experiences.

WORK ZONE

With the sample career descriptions your teacher provides or with information you find on your own, fill in the chart below.

Career _____	What’s required?	What more do I want to know?
Education		
Skills needed		
Job outlook		
Earning potential		



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Once students have completed the lists with some detail, have them write short stories or scenarios in which they have pursued a career and discovered the answers to the chart’s questions.

Struggling learners

Provide students with the basic information to complete the chart. If they have difficulty organizing the information into the columns provided, have them re-title the headings with their own questions.

Anyone Can Go to College

College Is an Open Door

If no one in your family has ever gone to college, it's easy to think that college isn't for you. But nothing could be further from the truth. All you need is the desire and a plan. Do some research and work hard in your high school classes every day. Soon college won't be a dream. It will be a reality!

You Can Get in and Succeed

You might think that only certain types of students go to college—like brainy “A” students or top athletes—and you're not one of them. Not true! College students aren't all geniuses or all-stars. Most are regular students just like you. So don't worry about college; just get ready for it. First, be sure to graduate from high school and be willing to work hard. There will be a college somewhere happy to have you. Once you're in college, stay

focused. Good study habits and time-management skills will take you far in both high school and college. What is it that you really need to succeed? A good work ethic, the will to commit and a positive attitude.

There Will Be a Way to Pay

Finding a way to pay for college is one of the biggest concerns for most students. Most students get financial aid to help pay for college, and most of that aid is based on need. That means the less money you have for college, the more aid you are eligible for. (You'll learn more about that in Unit 9.) Also, not all colleges are super expensive. The truth is that colleges vary in price, and most are more affordable than people think, especially after financial aid is factored in. The cost of college can be less than the cost of owning and driving a car.

ESSENTIAL QUESTIONS

EQ 1 What does “anyone can go to college” mean?

Preview the Text

Point out to students that this lesson is focused on clarifying some things students might hear about the challenges of college. Have students use the headings and titles to write a list of myths or misconceptions related to college they may have or have heard about, such as that some students are “college material” and some aren't.

Teach the Text

Encourage a discussion about the common misconceptions noted in the second paragraph. Have students explore where the idea came from that only students who do well academically attend college. Students should also realize that there are different types of colleges. They may only be familiar with colleges that are difficult to get into. Explain that the vast majority of students find their needs met at less “famous” schools. Touch on the topic of paying for college, because this can be a major deal-breaker for many students. They will learn the details later, but treat this “myth” in a similar manner by having students understand that there is financial aid to help them pay for college.

WORK ZONE

Discuss each of the following statements with a partner. Then circle “Myth” or “Fact.” After everyone has finished, discuss the correct answers as a class.

Be a College Myth Buster	✓
I can't go to college because I can't afford it.	Myth or Fact?
College will offer me more opportunities than high school.	Myth or Fact?
I have no one to help me apply for college.	Myth or Fact?
It's very difficult to get money to help pay for college.	Myth or Fact?
I can't go! I don't know what I want to do with my life.	Myth or Fact?
College will be too hard for me.	Myth or Fact?
I won't be accepted into a college.	Myth or Fact?
College will be four more boring years of school.	Myth or Fact?
College is a great place to meet new people.	Myth or Fact?

36 UNIT 2 Lesson 4



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

For each “myth” statement, have students provide one or two sentences that explain why the statement is a myth. They can also rewrite the sentence so that it states a fact.

Have students complete the activity and then also write a sentence or two explaining why each statement is a myth or a truth. They should also note how to turn the myths into truths. And as they role-play debunking myths, they should strive for accuracy.

Struggling learners

Have students rewrite these statements in their own words. Students should try to make up reasons why someone would say this. In the role-playing exercise, monitor the exchanges and make sure students are really debating the issues.

You'll Fit In

Most colleges have students from many different backgrounds. Some will come from other countries, and some may come from your own neighborhood. College is a great place to meet new kinds of people, and the more people you feel comfortable with, the better prepared you'll be for the world after college. And don't worry if you don't know yet what career you want or what to study. That's true for most college freshmen. College will expose you to subjects and careers you haven't thought of before.

You Can Do It

There are times in life when you have to take a little risk, a leap of faith. Going to college may be one of those times. Believe in yourself. Do

your research and know your interests and skills. Knowledge will give you self-confidence. Manage your time and perfect your study skills. Complete your short-term goals while focusing on your long-term goal. Before you know it, you'll be attending a graduation ceremony and receiving a college diploma.

DID YOU KNOW?

More than half of all full-time undergraduates attend colleges with tuition and fees under \$10,000. After financial aid, many of those students pay even less.

Look again at the myths you "busted" on page 36. Pick one of them and do a role-play in which you convince your partner that this myth should not keep him or her from attending college.

Why a Myth Shouldn't Keep You from College

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text cont...

Stress the fact that even small colleges draw students from a wide range of locations and backgrounds. Therefore, every student attending college is unique and finding his or her own way.

Monitor Comprehension

Say: *Many people fear taking a chance. I have done many things in my life I wasn't sure about until I did them. Can anyone give me an example of a similar situation?*

- Have students underline the questions, issues, myths or ideas in the lesson that they would like to discuss or learn more about.



Extensions

Have students write a letter to a family member or friend who has decided to tackle a challenge similar to going to college, such as moving to a different part of the country or taking on a second job. Students should focus on asking questions like the ones included in the lesson. They should try to focus on doubts or problems they have heard about and how the person they are writing to faced the challenges.

CORE ALIGNED STANDARDS

College Board Standards

- S2** Speaking in Interpersonal Contexts
- L3** Listening for Diverse Purposes
- W2** Generating Content CR*
- W3** Drafting CR*

21st Century

- Reason Effectively (LI.CT.1)
- Communicate Clearly (LI.CC.1)
- Solve Problems (LI.CT.4)

Students should be able to:



realize that all kinds of students attend college.



understand that colleges have diverse populations.



realize that different financial arrangements can allow students to find a college they can afford.

The High School Experience

UNIT OBJECTIVES

Students know the importance of rigorous high school course work to college admission; know the course prerequisites and academic sequences necessary to succeed in those courses; and understand the impact of choices on aspirations. They learn the basics of the AP® program; consider taking AP courses; and consider taking the PSAT/NMSQT®.

LESSON 1

Your Plan for Success: Students review how high school is different from middle school. They learn how classes build on one another, and that colleges want to see a progression through more and more challenging classes. They learn that high school is the incubator for skills that will serve them in the future. They learn the importance of taking challenging courses such as AP, and the value of the PSAT/NMSQT.

- What do colleges want? The school record is the most important factor, followed by test scores; this has been true for decades. Currently, 87 percent of all four-year colleges indicate that the school record is very important or important, and 85.5 percent of colleges find test scores to be important or very important.
- Most four-year colleges want to see academic classes, honors or AP, and other evidence that the student has challenged himself or herself. They know which classes your school offers from the school profile that is provided by the counseling office along with your students' college applications. This information enables the colleges to determine the extent to which students have taken the challenging courses available to them.
- Community colleges are open admission, meaning they admit students with a high school diploma, regardless of grades or courses taken. However, students increase their chances of completing a two-year degree program, or of transferring to a four-year college, if they are well prepared for community college classes.
- Find ways to help your students get the academic help they need. If students have difficulty with a subject or need better study skills, they need to know that support is available and how to access that support.

LESSON 1 cont...

- Your students need to understand how classes build on each other, and that they will need to take courses that build upon prior knowledge. Your school counselor will know the appropriate sequencing of math and science courses. Stress the importance of taking math: “Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor’s degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor’s degree.” (Answers in the Toolbox; Clifford Adelman, 2004.)
- Colleges are favorably impressed by improved grades over time: a student who has mediocre grades in 9th and 10th grade will be a viable college candidate if he or she improves those grades in 11th and 12th grade. However, rigor is also taken into account; colleges are not as impressed with A’s in easier classes as they are with B’s in harder classes.
- Many colleges require two years of foreign language, and selective colleges will require or recommend three or four years of language. Alert your students that this should be **the same language**—not a year of Spanish and a year of French.

LESSON 2

Getting Ready for College: Students learn the importance of having an academic plan in high school. They learn that colleges typically have stricter requirements for graduation than high schools. They learn how to get academic and other help, if needed.

- Students should know the difference between high school graduation requirements and college admission requirements. The courses colleges require differ from college to college but usually include the following:
 - 8 credits (4 years) of English
 - 6 credits (3 years) of math, including Algebra I, geometry and Algebra II
 - 2 additional credits (1 or more years) of math beyond Algebra II (trigonometry or calculus)
 - 6 credits (3 years) of laboratory science, such as biology, chemistry, physics or earth science
 - 6 credits (3 years) of social studies, such as U.S. history, world history, government, or economics
 - 4 to 6 credits (2 to 3 years) of a second language
- Stress the difference between fulfilling high school graduation requirements and taking college prep classes (for example, most colleges expect applicants to have taken at least two years of a foreign language).
- Find out what your school’s policy is on enrolling students in AP and encourage students to enroll if they are willing to take the challenge.

Engaging Families

Families should encourage and support their child’s efforts to pursue AP and honors courses or other advanced courses. This may require tutoring and extra study time. Parents should also make sure their child is taking the proper courses for high school graduation as well as the required courses for college admission. It also never hurts to remind students that constant improvement is a strong sign of success in college.



Portfolio Opportunity

Pages 46–47

UNIT OBJECTIVES

- Know the prerequisites and academic sequences necessary to succeed in rigorous high school course work and to gain admission to college.
- Understand the impact of choices on aspirations.
- Know the basics of AP® courses and consider taking them, as well as the PSAT/NMSOT®.

Introduce the Unit

Read the Enduring Understanding:

Rigorous academic classes prepare me for success in college and life.

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

Think Aloud

Have students discuss the Enduring Understanding. Point out the reference on page 38 to keeping stress levels down and being motivated to reach goals. Ask volunteers to explain what that means to them, with an emphasis on how hard work and planning now can mean peace of mind later.

UNIT 3

The High School Experience

Your transition to high school from middle school was probably a bit challenging, just as the transition to college from high school will be. But change is good—it offers you new opportunities to succeed!

Being prepared for the transition can take a lot of stress off your shoulders. Try to take challenging academic courses in high school. This will help you prepare for college. Learn all you can about college and the admission process. You will probably find that this makes you feel more comfortable. Setting goals and defining what you want will help keep your stress level down and motivate you to reach your goals.

LESSON 1

Your Plan for Success

Pages 40–43

LESSON 2

Getting Ready for College

Pages 44–47

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 it is possible for anyone to attend college and that rigorous course work will help students prepare for college.

UNIT 3

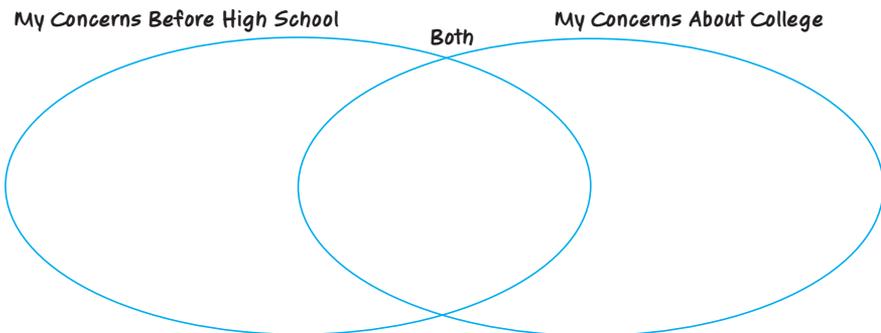
VOICE OF EXPERIENCE

"I worked really hard in high school. Even though the AP classes and the difficult subjects weren't always the ones that I understood the most readily, those were courses that I didn't have to take in college because I worked hard in high school. It saved me almost a year's worth of tuition at my university."



WORK ZONE

What were some concerns you had when you were getting ready for your first year in high school? Do you have concerns about going to college? Compare and contrast your past and current concerns using the graphic organizer below.



Materials

- Your high school course offerings (Lesson 2)
- A planner (Lesson 2)

Additional Resources

- Your state university requirements
- Your district's high school graduation requirements
- Info on the PSAT/NMSQT (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

To allow for more complete answers, suggest to students that they use a separate sheet of paper or their portfolios to create numbered lists with their concerns fully expressed. The corresponding numbers of each item on their lists can then be more easily placed in the parts of the Venn diagram. Students can also code these numbers with **P** for Personal concerns and **A** for Academic concerns.

Struggling learners

If students have problems completing the diagram, model a few sample responses for them, such as "I wasn't sure how I would know which classrooms my classes were in" for the left side of the diagram and "I'm not taking the right courses that colleges recommend" on the right hand side. Explain that students should list concerns that apply to both college and high school in the "Both" section, such as "How will I meet new people?"

ESSENTIAL QUESTIONS

- EO 1** Why is it important to take courses that challenge me?
- EO 2** What are rigorous courses?
- EO 3** What are AP courses?

Preview the Text

Have students skim the text and use titles and headings to create a “text map.” They can begin with sticky notes to jot down summaries or topic statements for each paragraph or section. Encourage students to see how all parts of the text work together.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions. To help students remember definitions and associate meanings, discuss the **Advanced Placement Program® (AP)** and the **SAT®**. Give examples of AP courses and explain to students when they might take admission tests, such as the SAT.

Your Plan for Success

What Should Your Plan Include?

A smooth transition from high school to college will require an academic plan—a specific path laid out for you to follow. You already made the transition from middle school to high school and realized some clear differences in the required courses and expectations.

You have no doubt noticed that in high school you have a wider range of course requirements and elective classes. Like middle school, many of these classes are scheduled for you, but unlike middle school, you will have to choose and schedule some of your classes yourself. Your classes, both required and optional, should prepare you to graduate and to qualify for admission to colleges

that interest you. These choices add up to your academic plan.

If you want to go to college, you need to create a plan that has the courses colleges recommend that you take. Compared to what is needed to get your high school diploma, colleges may require more years of study in a specific subject. For example, your high school may only require that you take one year of a foreign language, but most colleges today require or recommend two years of a foreign language.

Colleges like to see that you have challenged yourself by taking rigorous courses that require you to work at a higher level, such as honors courses or **Advanced Placement® Program (AP®)** courses. Many college admission officers look for these types of courses when choosing students to admit to their college.

WORDS FOR SUCCESS

Advanced Placement Program (AP) *an academic program in which high school students have the opportunity to study and learn at the college level*

SAT *the most widely used college admissions test. It measures the reading, writing, and math skills you learn in school, that are critical for success in college and beyond*

WORK ZONE

With a partner discuss what you could say to one of your friends or classmates in the following situations. Write your responses on the lines below.

Scenario 1	Scenario 2
<p>Your friend doesn't understand why he should have an academic plan. He wants to go to college but thinks things will work without a plan. What would you say to your friend?</p> <p><i>An academic plan helps to provide a smooth transition from high school to college through selecting courses that colleges recommend you take.</i></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Your friend is having trouble in a rigorous class. She said she got help from a teacher but hasn't done anything else. What advice would you give her?</p> <p><i>The friend should meet with an adviser or counselor to ask for more help or advice.</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have pairs of students role-play different parts in the scenarios, with one student giving reasons for his or her behavior. For example, for the first scenario, a student could doubt making an academic plan, because in the past they have had success without taking time to make a plan. The other student could explain some reasons why having an academic plan can be helpful.

Struggling learners

Review the concept of a scenario as a brief situation in which a wide variety of things might happen. However, stress that the description of the scenario offered limits on some of what can happen. Encourage students to explore different possibilities as a way to understand various choices. Work through an example with students or allow small groups to suggest elements of the scenario.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Discuss with students that taking courses in sequence ensures that they are ready to take increasingly difficult courses and that this will affect their success.
- Remind students that while they may feel that a regular course may be challenging enough, an advanced course will only require them to do the same work but with greater depth and accomplishment.

DIFFERENTIATE INSTRUCTION

English Language Learners

Some students may be confused by the many acronyms discussed in the lesson. Go through the initial letter of each acronym and match it to a word, defining each if necessary.

First Generation Students

Give a more detailed description of the expectations of advanced classes, such as more homework and additional study time.

When working with your adviser or school counselor on your academic plan, keep in mind that certain courses have to be taken in sequence. For example, you may need to take a general physical science course before you can take chemistry or physics. Find out the sequence your school requires in every subject area, the electives allowed at each grade level and the expected grade to pass each course. Your school may publish the course sequence on its website or in its student handbook. Your adviser can answer your questions about the right order in which to take courses.

Check to see if any classes require you to pass a city or state exam, produce a portfolio of work or complete any other end of course requirements. These are used by some schools to demonstrate that you can move on to the next level.

Advanced Placement® Courses

Colleges also look at your high school transcripts to see if you've taken Advanced Placement, or AP, courses. AP courses are college-level courses that can be taken in high school. These courses involve studying subjects in greater depth and detail. They also improve your writing skills and sharpen your problem-solving techniques. They help you develop study habits that are necessary for tackling difficult course work.

Having AP courses on your high school transcript shows colleges that you are willing to push yourself to the limit. Taking AP courses shows you are willing to accept a challenge, that you want to explore the world from a variety of perspectives, and that you can assume the responsibility for reasoning, analyzing and understanding a college-level course. Additionally, if you do well on an AP Exam, you could earn college credit or advanced placement at more than 3,600 colleges and universities worldwide.

Challenging Yourself

All successful academic plans also include an aspect of challenging yourself. What does challenging yourself mean to you? For example, you might be doing fairly well in a history course right now, but you know that if you pushed yourself a little harder you could get a better grade. What if you raise your grade and take a rigorous history course or an AP course the next year? You might have to ask a few more questions during class, study a little more often, or even get help from your teacher or a tutor—but you will have challenged yourself!

Your high school teachers and counselors are there to help guide you. Ask them for help when you need it. If your schedules conflict or if you are too

WORK ZONE

Think about some academic challenges you've faced in the past. What have you learned from those challenges? Maybe you were struggling with a concept in a class and you joined an after-school study group or asked a teacher for help. In the chart below, write about some academic challenges or concerns you have now and the opportunities you can create for yourself to overcome them.

Challenges / Concerns I Have	Opportunities I Can Create
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Motivated students should be able to offer various concerns or challenges but advise students that this shouldn't just be a list of things that worry them. Each item in the left column should be paired with an opportunity that a challenge might bring.

Struggling learners

Allow students to break down concerns or academic challenges into single word ideas. Students can create a pro/con chart and weigh what may cause them problems against improvements they may experience.

busy to speak with them in person, write down a question or concern and give it to your teacher or counselor. Asking for clarification is a great way to make challenging courses feel a lot more comfortable.

PSAT/NMSQT

If you're willing to accept a challenge, consider taking the PSAT/NMSQT® (Preliminary SAT/ National Merit Scholarship Qualifying Test) during your sophomore or junior year of high school. The PSAT/NMSQT is a practice test that tests reading, writing and mathematical skills. The structure of the test is similar to that of some college admission tests, such as the SAT®, that most colleges and sponsors of financial aid programs use to determine admission or recipients of scholarships.

The PSAT/NMSQT helps you learn the structure of the college admission tests and become familiar with the kinds of questions you'll need to answer. When you take the PSAT/NMSQT, you'll get a free score report that analyzes each of your answers and identifies areas in which you could improve. Taking the test also gives you access to My College QuickStart™, a website that provides an SAT study plan.

SAT Subject Tests

Part of your academic portfolio should include taking SAT Subject Tests as soon as possible after completing course work for a subject. This way, the material is still fresh in your mind. Foreign language tests are best taken after two years of study. Like AP, these tests indicate to colleges that you are a serious student. Even schools that do not require SAT Subject Tests will consider them as an indication of your academic commitment.

Consider SAT Subject Tests in areas that you like or in which you excel. What are your favorite subjects? What do you do well in? Think about which subject test you would build into your academic plan.

If you are willing to work hard to succeed in rigorous academic courses, colleges will see you as a great candidate. Working hard, asking for help when you need it, and challenging yourself are all ways to ensure success in high school and beyond.

Go to the **WORK ZONE**

Review what you have learned in this lesson about making an academic plan. Why do you think creating a plan is important? Write a short essay stating reasons why everyone considering attending college should have a plan in his or her first or second year of high school.

Why Having an Academic Plan Is Important

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students create a list of three people they can interview to get advice about how to best prepare an academic plan. The list should include family members and friends who have attended college. After students have completed this list, have them ask each interviewee the following questions:

1. How did you decide which classes to take in high school?
2. How did you find out what classes were recommended by the colleges you were interested in?
3. Who helped you solidify your academic plan for high school?
4. What helped you make a smooth transition from high school to college?

Students should be able to:



understand that their academic plan should match college requirements.



realize that challenging themselves now will pay off during later college years.



understand how taking standardized tests can help them show and improve their skills.

Recommended High School Courses

Subject	Classes
English 8 credits (4 years)	literature, writing/ composition, and speech
Math 6 to 8 credits (3 to 4 years)*	algebra I, algebra II, geometry, trigonometry and/or calculus
Science (with lab)* 6 credits (3 years)	biology, chemistry and/or physics, and earth/space sciences
Social Studies 6 credits (3 years)*	U.S. history, U.S. government, and world history or geography
Foreign (World) Language 4 credits (2 years)*	in the same language (other than English)

English (Language Arts) You should take English every year. Traditional courses, such as American and British Literature, help you improve your writing skills, reading comprehension and vocabulary.

Math You need algebra and geometry to be admitted to most colleges, and math knowledge is great preparation for many interesting careers. Take them early on and you may be able to enroll

in advanced science and math while still in high school. By doing that, you'll show colleges that you're ready for higher-level work.

Science Science teaches you to think analytically and apply theories to reality. Laboratory classes let you test what you've learned through hands-on work. A total of six semesters of science classes are recommended.

Social Studies Understand local and world events that are happening now by studying the culture and history that has shaped them. Social sciences round out your core curriculum.

Foreign Languages Solid foreign language study shows colleges that you're willing to stretch beyond the basics. Many colleges require at least two years of foreign language study, and some prefer more.

The Arts Research indicates that students who participate in the arts often do better in school and on standardized tests. The arts help you recognize patterns, discern differences and similarities, and exercise your mind in unique ways, often outside of a traditional classroom setting.

Computer Science Many college courses and jobs require at least a basic knowledge of computers. Computer skills can also help you do research and schoolwork better and faster.

Go to the **WORK ZONE**

Which of the recommended high school courses are most difficult for you? Write what you'll need to do to complete the course on time and successfully.

Subject	What Makes It Difficult	My Action Plan
Foreign language	I find it hard to pronounce the words.	Practice with a friend or have family members quiz me.

Getting Ready for College 45

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

As the students read the first few paragraphs, stress that the definition of what colleges are looking for varies from college to college. Note that the text is describing what most colleges desire. However, point out that students' choices and needs may be different.

Encourage individuals to add details to the course descriptions. Note that every school teaches these in their unique way.

Optional Approach

Students can write their own descriptions of the course they have taken.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: Go through the chart on page 45 and read the course descriptions and review the skills that each course requires in the text on page 45. Why do you think many colleges require that students take these types of courses in high school?

Encourage students to read aloud the parts of the text they want to recall and practice SEEING it, SAYING it, READING it and WRITING it by performing these tasks for each.

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content CR, R
- S3** Preparing and Delivering Presentations*

21st Century

- Manage Goals and Time (LC.IS.1)
- Be Self-directed Learners (LC.IS.3)
- Communicate Clearly (LI.CC.1)
- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)*

Students should be able to:

-  understand why colleges recommend that students take certain high school courses.
-  understand that colleges have admission requirements.
-  appreciate that different courses can help improve different skills.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Break down the differences between GPA and SAT scores and how each provides colleges with a unique insight into your learning to date. Point out how GPA is a cumulative view while the SAT measures a student's current skills and how well they apply the knowledge they learned in school.
- Note that some students may take more courses than those shown in the Work Zone, particularly with electives and differing course offerings in various schools.

DIFFERENTIATE INSTRUCTION

English Language Learners

Give students specific examples of courses that are classified as being in a certain subject area. For example, geography is considered a social studies class.

First Generation Students

Explain that college admission representatives look for students who challenge themselves in high school because they usually do well in a college setting.

Rigorous Courses

What are some other things to consider when planning which high school courses to take? College admission officers like to see students step outside of their comfort zone. They want to see if students have challenged themselves each year by taking rigorous classes, such as college-prep and AP® classes. To see how you've challenged yourself, colleges look at your **transcript**, the list of courses you've taken in high school and the grades you've earned.

The grades you earn in high school are the best predictor of your college success. If you have done well in rigorous high school courses, most college representatives believe you will succeed at their school. The colleges will be more likely to accept

you. Your high school transcript also shows colleges the progression of the courses you've taken. It shows them if you've taken required or recommended college-prep courses and how well you've done in those courses. Colleges look at your grades as well as how well you've done over all four years in high school.

Remember, if you don't do well when you first start off in high school, there is always time to improve and get better. Your family, teachers and counselors are there to help you plan, and they can assist you if you need help with classes, grades or answering questions.

WORK ZONE

With the help of a teacher or counselor, use this planner to list what courses you should take in high school. Consult the list of recommended classes provided on page 45 when completing your chart.

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				

46 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

Students can complete more than one scenario of the course work they would like to take. Be sure to have students consider that not every course will be offered to match their schedule.

Struggling learners

Make sure students have had a chance to meet with an adviser or counselor prior to attempting to complete this chart. They should take notes during the meeting concerning requirements and course offerings.

Consider Your Future

Now that you have considered all of the recommended classes to take in high school to best prepare you for college, take a moment to think about what it all means to you. You should follow the guidelines provided here in choosing your courses, but remember that you can adapt the information to fit you better. For example, what foreign language makes the most sense for you to study? Do you have relatives or friends who already speak another language besides English?

Perhaps you could study that language because you already have people who can help you learn. You can apply these types of considerations to many different decisions you will make when choosing which courses to study in high school.

Go to the **WORK ZONE**

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

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students compose an oral history of their high school experience to date, concentrating on the courses they've taken and those they still need to take. They should outline and take notes from the course descriptions and chart and practice their speaking skills with a partner. The partners can share their history and help to critique and expand each other's work. Students should try to focus on their future work ahead and how that could be incorporated into an academic plan.

Students should be able to:

-  **understand that colleges like to see students challenge themselves in school.**
-  **understand that a transcript is a record of the courses they have completed in school.**
-  **know that their choices of courses can affect their futures.**

HOW

Do I Get There?

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

Remind students that in Section 1 they defined what sort of person they were and what is important in their lives. Reread the *WHERE Am I Going?* sentence above that defines the topics they began exploring in Section 2. Then write the following words on the board:

How Do I Get There? — Next Steps to Reach My Goals.

Have volunteers come to the board and write their best ideas about what the next steps might be to reach the goals they set in Section 2. Tell them that they will be creating a plan in Section 3 to help make their dreams a reality. To stimulate discussion, write some of the following questions on the board. Have volunteers write possible answers to the questions.

How can I get organized?

What extracurricular activities might help me get ready for college?

Where can I go for help to find answers about college?

What will college life be like?

How will I pay for college?

Help students ask questions that they don't know the answers to yet. Encourage them to think about how they will get where they want to go.

HOW

Do I Get There?



Section

3

You have set goals to attend college and to pursue possible career choices. What are the next steps to help you reach your goals? In Section 3, you will consider the many options that await you as you create a college plan to achieve your aspirations.

49

Skills for Success

UNIT OBJECTIVES

Students learn that a few simple strategies can help them learn better, balance their busy lives and achieve more. They learn about college admission and placement tests and how to prepare for them.

LESSON 1

Organizing for Success: Students learn some simple strategies for staying organized, such as using planners and writing down key deadlines, etc. They discuss ways to balance school, homework, play, family obligations, work and extracurricular activities. They learn how colleges regard high school extracurricular activities.

- Highlight the overall value of paying attention to these skill sets, and emphasize that they need to master them, over time, in order to be able to function, not only in school but also in their future workplace.
- Help them become aware of how they can create an organized study space at home, and an organizational system for school. Go over the benefits of some of the tools they can utilize, such as subject folders or electronic files, and a planning calendar or agenda planner.

Your students should also begin to prioritize their workload by creating action plans.

LESSON 2

Your Learning Style: Students consider different learning styles, and learn techniques for studying in ways that work for them. They learn how to benefit from collaborative group study and how to manage time effectively.

- Your students need to understand that they have certain abilities and attributes that determine the way they learn. Acquaint them with kinesthetic, tactile, visual and auditory learning styles, and help them identify which is their primary, individual style. Give them the opportunity to explore what each style means to them as a learner.
- While having them work in groups, it would be beneficial to introduce the different dynamics of collaborative work by giving each a chance to take on and model a different role (leader, time keeper, recorder or presenter) during group activities.

LESSON 3

Taking Notes: Students review the Cornell Note-taking method for both lectures and reading. They learn how to use this note-taking system to help them study and retain knowledge.

- Make sure your students understand that the Cornell Note-taking method is a system for studying after class, not just for recording information during lectures.

LESSON 4

Using the Internet Wisely: Students learn how to evaluate and analyze the sources of online information for reliability, accuracy and objectivity. They also learn to use judgment, healthy skepticism and awareness of privacy and self-protection issues when engaging social media sites to gain peer perspectives on the college search process.

- Evaluate how familiar your students are with the Web and different Web-based applications.
- All students need to learn how to assess a website's trustworthiness. Simply finding information is not the goal; rather, it's finding credible and appropriate information about college.
- Your students may also have varying levels of awareness about online privacy and self-protection issues. Talk about appropriate use of social networks: that once something is posted, it is available for anyone to see.

LESSON 5

Using Tests to Your Advantage: Students learn about college admission tests and how colleges use them to determine college readiness. They learn how to prepare for tests and when to take them. They also learn about AP® courses and exams.

- 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. Explain that the scores provide colleges a uniform measure for all students. In contrast, academic performance indicated by school transcripts may vary widely because of different grading practices.
- Your students need to understand that it's not possible to "cram" for college admission tests; the best preparation is to apply themselves to their high school courses, take math and to read as much as possible. Encourage them to take practice tests under timed test conditions.
- 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 do not vary dramatically on the second try.

Engaging Families

Encourage students and family members to discuss study skills as well as academic content. Families also need to know the timeline for the admission and placement tests that students will take in high school.

UNIT 4

UNIT OBJECTIVES

- Identify simple strategies to learn better, balance their busy lives and achieve more.
- Learn about college admission and placement tests and how to prepare for them.

Introduce the Unit

Read the Enduring Understanding:

Strong organizational and study skills contribute to a balanced, successful life.

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

Think Aloud

Say: *It can be difficult to balance the many obligations we have. I have to balance work, family, and social life. Sometimes I feel overwhelmed by the many tasks I need to accomplish.* Then share a few successful organizational methods with the class. Ask students to share ways they remain organized despite their many obligations. **Say:** *Do you use a planner or computer calendar? Do you keep daily to-do lists?*

Skills for Success

You have tests in three classes this Friday, plus a football game and a family reunion to attend this weekend. On Monday your essay for English class is due. How will you get it all done? In high school, it can be tough to balance schoolwork, extracurricular activities and your social life. However, if you develop some basic time management skills, you can enjoy a fun, well-rounded experience that will also give you a better chance to achieve your goals in school and beyond. Developing learning styles, learning how to take notes, and using the Internet responsibly are just a few ways to help you organize your time wisely and enjoy a successful, balanced life.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Organizing for Success	Your Learning Style	Taking Notes	Using the Internet Wisely	Using Tests to Your Advantage
Pages 52–55	Pages 56–57	Pages 58–61	Pages 62–65	Pages 66–69

Preview the Lessons

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

LOOKING BACK

In Unit 3, students learned that a rigorous high school curriculum prepares them for college. Students created individualized academic plans.

UNIT 4

VOICE OF EXPERIENCE



“I realized that I have to know how to organize things better if I want to succeed in college. If in high school it’s hard, imagine college. It helped me a lot.”



WORK ZONE

How do you balance the different activities in your life?

What do you do when things get out of balance?

Materials

- A planner (Lesson 1)
- Your school’s after-school activity list, tutoring schedule, etc. (Lesson 4)
- List of educational information-type websites for students to review (Lesson 4)

Additional Resources

www.ldpride.net

State higher-education websites

Lesson Resources

- College profiles

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Instruct proficient learners to complete the Work Zone questions individually. Then have students turn to a partner and share their answers. Students should evaluate each other’s strategies for achieving balance in their lives. They should suggest potential improvements.

Struggling learners

Struggling learners should answer the questions on page 51 as a class. Have students make a list of their family, school, extracurricular and social activities. Then discuss how they balance these obligations.

ESSENTIAL QUESTIONS

- EO 1** How do good organizational strategies relate to academic success?
- EO 2** How do I prefer to stay organized?

Preview the Text

Have students scan the subtitles in the lesson. Have students work in pairs to brainstorm organizational tools and strategies and share their lists with the class. **Say:** *Participating in extracurricular activities helps you develop a variety of skills for life beyond high school. How many of you participate in extracurricular activities? Let's list them.*

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Have students read the definitions for skill, organize, planner, and goals, and come up with one example from their own lives for each word.

Organizing for Success

How Do You Get Organized?

High school can be a fun but busy time. How can you get good grades, spend time with your friends and family, participate in school activities, and help out at home, all at the same time? It can become overwhelming, yet many teens do it successfully because they have learned to use their time wisely. You can, too. A few simple tools and strategies can help you balance academics, extracurricular activities, and a social life to get the most out of high school.

The Need to Organize

Have you ever noticed that some people seem to be more organized than others? They always seem to turn in their assignments on time, get good grades, do well in activities outside of class, and have a busy social life. How do they

do it? Successful students have developed skills to **organize**, or manage, their time effectively. Studies have shown that a clear relationship exists between organization and success in school and life overall. People who manage their time wisely get their work done more quickly and can enjoy their activities and social life more as a result. This is also important for life after high school, as well as college, when the need to organize will be more important than ever.

Tools

Many different tools exist to help you take care of your commitments. Have you ever used a **planner**? It's like a small notebook with spaces for dates, times and appointments. Many successful adults use planners to keep track of meetings and important dates and tasks. Students also use planners to keep track of homework, due dates for

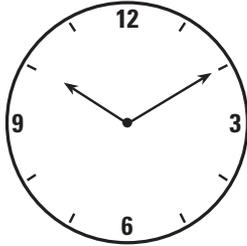
WORDS FOR SUCCESS

- skill *the developed ability to do something well*
- organize *to put time and tasks in a structured order*

WORK ZONE

To help you manage your time, write down the activities that you do during an average day. You might participate in some in the morning (a.m.), while others take place in the afternoon or evening (p.m.).

How I Spend My Time

a.m.		p.m.
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____
_____		_____

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 activity on page 52 individually and then compare their responses with a partner. Working with the same partner, students should brainstorm ideas for overcoming their chosen schoolwork challenge. Then have two separate pairs of students form a group of four to share their responses to the activity on page 53.

Struggling learners

Complete the activities on pages 52–53 with the class. Display an example schedule as a model for students to assist them in completing “How I Spend My Time” on page 52. Choose one problem and have the class brainstorm solutions as a group.

assignments, and extracurricular activities, such as drama practice or volleyball games. It might be quicker just to scribble an assignment on scratch paper, but it's easy to misplace that note. In the long run it's much more effective to keep track of everything in one spot like a planner. Other planning tools exist online or on cell phones. By trying different tools, you will figure out what works best for you.

Strategies

Different strategies can also help you organize your life. For example, you can make a daily "to do" list with the most important items at the top of the list. You could get some assigned reading done on the bus or while waiting to be picked up. A third strategy is simple: Say "no" to things, even if they're fun, when they interfere with long-term priorities, such as homework or a school project.

Some students also find it helpful to set aside a consistent time to do homework, such as before dinner. Other students make it a point to review their notes from class every day to reinforce what they learned. In addition, successful students

have found that it's crucial to get enough sleep in order to have enough energy for the day.

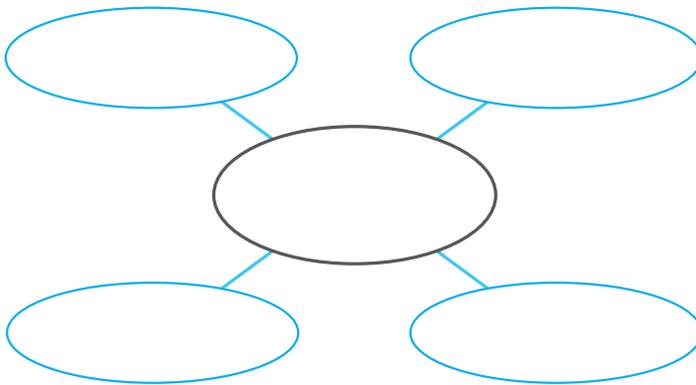
No matter which strategies you use, know that the most successful students usually stick to three key points: don't stress, don't procrastinate and don't set unrealistic goals for yourself. By aiming for challenging but realistic goals, you will have a better chance of accomplishing what you want in school and life. [Go to the WORK ZONE](#)



planner a calendar or agenda notebook that contains spaces to write down tasks and appointments

goals things you plan to achieve or accomplish

In the center oval below, write a problem you have in managing your time, such as "can't finish homework on time." In the outer ovals, brainstorm ways you could overcome the problem, such as "dedicate a specific time every night to do homework."



Organizing for Success 53

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Say: *This lesson is about developing a plan for successfully organizing your life—both in and out of the classroom. As you read the lesson independently, think about the methods you use to stay organized for school and for activities. While reading, write down any insights or ideas about organization in the margins of the text.*

Optional Approach

Have partners take turns reading the text aloud; then share a tool they use to stay organized.

Monitor Comprehension

- Have students make predictions about how they might use some of the organizational strategies found in the lesson in their own lives.
- Make sure students can apply the tools and strategies to schoolwork and extracurricular activities.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

21st Century

- Be Self-directed Learners (LC.IS.3)
- Manage Goals and Time (LC.IS.1)
- Solve Problems (LI.CT.4)
- Use Systems Thinking (LI.CT.2)
- Manage Projects (LS.PA.1)

Students should be able to:

- ✓ identify how strong organizational skills contribute to academic success.
- ✓ implement strategies to become and stay organized.
- ✓ determine the best organization plan for personal use.

Teach the Text cont...

Monitor Comprehension

- Discuss extracurricular activities with students. Ask them to consider which extracurricular activities are most important to them.
- Encourage discussion by asking students to share how different extracurricular activities contribute to their quality of life and their educational experience.

DIFFERENTIATE INSTRUCTION

English Language Learners

Show students an example of a planner. Point out the calendar section, where daily tasks can be recorded, and methods for using the various sections.

First Generation Students

Students may be unfamiliar with the types of extracurricular activities and overall involvement that colleges are looking for in prospective students. Explain that college admissions are more likely for students who show an interest in community involvement and activities beyond academics.

Beyond the Class

While academic success is clearly a priority for students who plan to attend college, it is also important to make time for activities outside of the classroom. There's more to school than just studying and grades. Ask any adult about his or her best memories from high school. Many of those memories will be about things outside of academics, such as band trips, debate tournaments or basketball games. That's because high school is a time to develop not just intellectual skills but social skills as well. It's a time to try out new activities, meet different people and broaden your horizons.

After-school jobs, for example, can do more than just bring in some extra money. They can also teach important lessons about discipline, teamwork and goal-setting. To make these things work, though, organizational skills will be even more important.

Organizing for Extracurricular Success

Think about classmates who always seem to have their act together. They have managed to apply their organizational skills to life beyond the classroom. In fact, some students might say that they learned to organize for school by participating in extracurricular activities. Some athletes notice their grades are higher

during the season because they have to be very disciplined with their time. If they don't turn in their homework or do well on their tests, they might not be able to play in a game. As a result, they are more motivated to study and turn in their work. They have learned to apply strong organizational strategies to all areas of their lives.

Colleges and Activities

Some students get intimidated by thinking about doing well in school and extracurricular activities. It might seem better just to drop activities, even if you like them, in order to focus on getting good grades. However, you might be able to choose a couple activities that you still are able to participate in while doing well in your classes. These activities will be enjoyable for you and will also be good stress relievers.

There's another reason to take part in a realistic amount of activities. Colleges want to see depth, not breadth. Often they are more impressed by students who get involved in one or two activities over time than by those who have a superficial involvement in a bunch of things. True involvement shows them what you are committed to and what you have to offer.

WORK ZONE

Complete the exercise to help you make schoolwork, extracurricular activities and your social life work together. Use the table to plot out your schedule for each day of the week, after school and at night. For example, you might list "Soccer Practice 4-6 p.m." under "Tuesday" and "Thursday." Then circle the times during the week when it will be hard to study.

Time of Day	Monday	Tuesday	Wednesday
During School			
After School			
At Night			

54 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 schedule chart individually. Students should double check to be sure they have not forgotten any obligations. When finished, have them discuss their schedules with a partner. Partners can discuss how to fit in adequate study time, activity time, family time and relaxing time.

Struggling learners

Model completing the chart for struggling students, using a personal schedule or that of a fictional student. Ask the group to identify times when the example student may have difficulty studying.

ESSENTIAL QUESTIONS

- EO 1** What is my learning style(s)?
- EO 2** How does my learning style affect the way I study and learn?

Preview the Text

Say: Each person has a different way of learning. Think about your learning style. Do you learn best by listening, talking, touching or doing? Turn to a partner and share how you learn best. Then preview the subtitles together.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Assign one word to each pair of students. Have each pair give an example of **tactile**, **auditory**, **kinesthetic** or **visual** learning or of how to **collaborate** for the class.

Your Learning Style

How Do You Learn?

People learn in different ways. One person might be able to build a model simply by reading instructions; another might need to watch someone else do it first. One person might learn best by hearing; another might need to get up, move around, and experiment in a “hands-on” way. What about you? What is your learning style? Do you learn best by reading, watching, listening or doing? How you learn says a lot about you as a person, but it also says a lot about the best ways for you to approach your schoolwork. Knowing your learning style can help you do your best in school.

Learning Styles

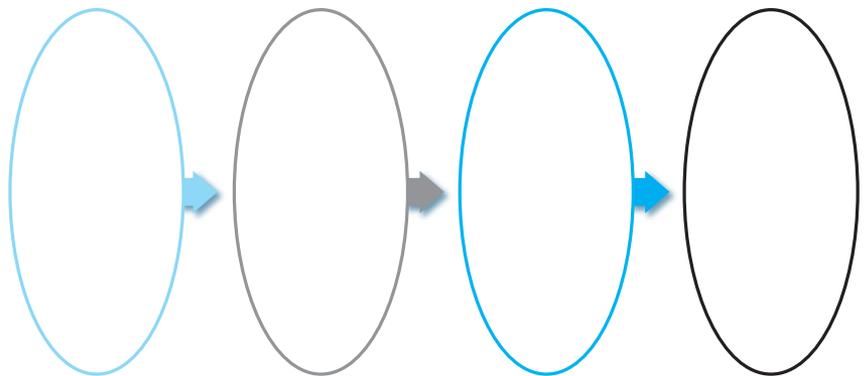
Learning styles can be organized into four basic areas: **kinesthetic**, **tactile**, **visual** and **auditory**. If you learn best when you can move around and physically do things, your learning style is kinesthetic. If you learn best by using your hands, your style is tactile. If you prefer learning by watching or reading, your style is visual. Finally, if you prefer having discussions and thinking aloud when learning, then your style is auditory. Most people use all four styles in learning, but everyone has definite preferences. Can you identify the learning style that best describes you?

WORDS FOR SUCCESS

kinesthetic (body) learning by moving and physically doing things	tactile (feel / touch) learning by using a “hands-on” approach
collaborate to work with others to achieve a goal or accomplish a task	

WORK ZONE

You will be assigned to teach either visual, tactile, kinesthetic, or auditory learners how to hit a home run or another task you know a lot about. In the ovals below, brainstorm how you would teach this task to the learners assigned to you.



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 individually. Then have students turn to a partner and explain how they completed the task. Partners should evaluate each other’s explanations for improvements and clarity.

Struggling learners

Have students complete the Work Zone activity as a class. Use one task, such as “hitting a home run,” for the group. Beginning with visual learners, have students take turns explaining steps in the teaching process. Next, divide the class into three smaller groups. Assign one of the three remaining learning styles to each group. Have each group explain how to “teach” the task. Then have each group share their explanations with the class and have the class evaluate them.

Techniques for Using Learning Styles to Study

One reason it's helpful to know your own learning style is to prepare for the wide variety of classes that might appeal to different learners. For example, kinesthetic learners would naturally enjoy a class involving hands-on demonstrations. Tactile learners would learn better from dissecting a frog in biology rather than reading about it.

If you understand the styles that seem most natural for certain classes, you can plan ahead for success. Even when taking notes, you can use your learning style to help you work effectively. For example, writing lecture notes in outline form will require you to listen carefully. Auditory learners might like this approach. Meanwhile, a visual learner might do better by mapping out the main ideas of the lecture in a web. There really isn't a right or wrong way to do it; it's just finding out what works for you.

Collaborative Work

Understanding your learning style can also help you **collaborate** effectively or work with other students to accomplish specific tasks. For example, if you and three classmates are planning a presentation for social studies class, you might divide the work according to your different styles. Maybe the tactile learner of the group could be in charge of creating props or setting up hands-on activities, while the visual learner could create maps or posters. How might a kinesthetic learner help? An auditory learner? By working together and drawing on each other's strengths, you could create a more interesting and effective presentation for the rest of your class.

Go to the **WORK ZONE**

visual (eyes) learning by watching, seeing or reading

auditory (mouth / ears) learning by listening, speaking or thinking aloud

Write or draw something to explain the learning style that best describes the way you like to learn.

My Learning Style

Your Learning Style 57

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the text individually. As they read, they should underline or highlight their preferred learning style. In the margins, students should write down one study method that they use that reflects their learning preference. Review students' methods and styles as a class.

Optional Approach

Brainstorm different study methods that work well for each learning style. Record them in a chart.

Monitor Comprehension

- How would knowing your learning style help you study more effectively?
- What are the benefits to collaborating with others?
- How can you use your personal learning style effectively in a collaborative setting?



Extensions

Students can extend their understanding of learning styles by ranking the styles from "most like me" to "least like me." Then have students use a recent assignment as an example to describe how they used various learning styles to successfully complete the assignment.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

21st Century

Communicate Clearly (LI.CC.1)

Make Judgments and Decisions (LI.CT.3)

Students should be able to:



identify and define the three learning styles explained in the text.



identify which learning style they prefer.



use collaborative work methods effectively based on individual learning styles.

ESSENTIAL QUESTIONS

EO 1 What is the Cornell Note-taking technique?

EO 2 How could I take better notes?

EO 3 How can taking good notes help me?

Preview the Text

Review the Cornell Notes chart on page 59 with students. **Say:** *This is a short explanation of a page of notes taken in the Cornell style.* Explain each section of the page, beginning with the large section on the right. **Ask:** *Why would this style be helpful for studying for an exam or writing a paper?*

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Then have students label **note-taking** and **summary** sections of a page of Cornell Notes.

Taking Notes

Why Take Notes?

The next time one of your classes begins, glance around the room. How are your classmates getting ready to learn? Are they clearing off their desks? Are they pulling out notebooks and pencils? Does it look like people are getting ready to listen and take notes? What is your routine to begin class? Do you take notes? Of all the skills you will have developed in high school, taking notes is among the most important. You will use this skill all the way through college to organize and remember information from class discussions, lectures and reading assignments. You will also use notes to help prepare for essays, projects, tests and presentations. Since it's such an important skill, finding a **note-taking** method that works for you is really helpful.

Cornell Notes

One method for note-taking that has helped many students in high school and college was developed at Cornell University. When you take Cornell Notes, you divide your paper into two basic columns. The column on the right will take up about two-thirds of the page, and the column on the left will take up a third. In the right column, you will write as much important information as possible during lectures, discussions and reading assignments. After you have finished taking notes, you will use the left column to write any key concepts, questions or vocabulary words that give you a big-picture view of the notes you just took. Across the bottom of the paper, leave space to write a **summary** of your notes.

WORDS FOR SUCCESS

note-taking an organized way to write down important information

summary a brief version of something that has been said or written

WORK ZONE

In the space below, indicate how you could improve your note-taking skills and describe at least two benefits of improving those skills.

<p style="text-align: center;">How I Could Improve My Note-Taking</p> <hr/>	<p style="text-align: center;">Benefit</p> <hr/> <hr/> <hr/>
<hr/>	<p style="text-align: center;">Benefit</p> <hr/> <hr/> <hr/>

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 with a partner. Ask them to use the sections of underlined text as a guide. Have two sets of partners work together in a group of four to compare the content of their notes, the key facts in their left margins, and their summaries. Allow time for students to give each other feedback to improve their note-taking skills.

Struggling learners

Work through the first section of the lesson, "Why Take Notes?" as a group. Assist students in taking notes on text that you underline. Brainstorm key facts to write in the left margin. Have students list the methods they used to take notes in the "How I Could Improve My Note-Taking" box in the Work Zone on page 58. Model how to formulate benefits of improving note-taking for students.

ESSENTIAL QUESTIONS

- EO 1** How can the Internet help me plan and prepare for college?
- EO 2** Can I trust everything I read on the Internet? Why or why not?
- EO 3** How can I protect myself when using the Internet?

Preview the Text

Have students read each section head and change it into a question. As a group, predict answers to each of these questions.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Have students make a list of social networking websites that they are familiar with or that they use. Then have them list the pros and cons of participating in social networking websites.

Using the Internet Wisely

From social networking to researching a topic for school, the Internet is a part of daily life. It's a fast and easy way to look things up and gather opinions, but it's also easy to forget that there is lots of unreliable and misleading information on the Web. Anyone can post something online, but not everyone can be trusted to be knowledgeable, accurate, honest and unbiased.

So how can you tell if the information you find online is reliable? Here are some ways to verify whether a website, blog or tweet is trustworthy.

Know Who the Author Is

Who wrote or posted it? If you can't identify the person or organization responsible for the information, don't use it. If you are looking at an

article online, check to see if the site provides the author's name and qualifications for writing on the subject. If there is no bio, look for one elsewhere on the Web.

Know the Website's Purpose

All websites serve a purpose. Figuring out the purpose of the site helps you know whether or not the site can be trusted. Look out for motives, like selling products or pushing a particular point of view, that could result in biased or misleading information. Check out the home page and the "About Us" page. Look for a mission statement to learn more about the site, its purpose, and the organization sponsoring it.

WORDS FOR SUCCESS

social networking interacting with other people online in order to share ideas

WORK ZONE

Fill in the chart below with details about three websites that you might use for research purposes. Based on what you know, rate the website's level of reliability on a scale of one to five, with five representing "excellent." Then go to the websites after class and see how your assumptions hold up.

Website Address	Website Type	Date Created/Updated
Assumptions		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Reality		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 with a partner to develop a list of 5–10 websites they have recently used. Then have them complete the chart with their partners. Ask them to complete the assignment outside of class. Then set aside time in class for partners to discuss the accuracy of their assumptions with one another.

Struggling learners

As a class, brainstorm a list of 10–20 websites from which to choose. Make sure to include the websites' addresses in the list. Choose one of the sites and use it to model completing the chart. Then have students complete their charts individually. Circulate around the room to offer support as necessary.

Another way to check a website's reliability is to investigate the links located on the site. If they take you to a site with an ulterior purpose you may want to rethink the site's credibility.

Check the Date

Sometimes the reliability and accuracy of information can deteriorate over time. This is especially true for factual information, such as the data on college search websites. Check to see if the website provides a "last updated" date. The more recent the Web page, the more likely the facts are still relevant.

Read Between the Lines

Be wary of overly emotional language that might anger or excite people. If a writer uses "over the top" language, it may be an indication that the writer has had an uncommon experience. Think of a friend who dislikes the music you listen to. Think of the difference between how he or she

would describe your music as opposed to the language you might use. Keep in mind that ironic or sarcastic language is usually a sign of bias, or that the writer is not all that serious. Clear and rational information, even if negative, is always more helpful when researching an important topic, like college or a career.

DID YOU KNOW?

Just about every college has its own website, which is often the best source for detailed information about that college. However, keep in mind that the quality of the website does not always reflect the quality of the college.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Website Author/Creator	Website Purpose/ Links Listed	Reliability Rating
Assumptions		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Reality		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Using the Internet Wisely 63

Teach the Text

Have students read the text in pairs and take notes on the material using the Cornell method. Have them write three pages of notes, each with a separate summary: one page for **Using the Internet Wisely**, one for **Planning for College with Social Networks**, and one for **Be Virtually Street Smart**. Have students share their summaries with the class.

Optional Approach

Using a Think-Pair-Share, have students think of a time when they did not use the Internet wisely. Have them share their examples with their partners.

Monitor Comprehension

- Explain why knowing the author and purpose of a website is important.
- How can the date on a Web page affect the accuracy of information posted there?
- How might highly emotional or sarcastic language be a "red flag" for the accuracy of a Web page's content?

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content R
- M2** Understanding, Interpreting, Analyzing and Evaluating Media Communication

21st Century

- Access and Evaluate Information (IMT.IL.1)
- Analyze Media (IMT.ML.1)*

ASCA

- A.10** Technology

Students should be able to:

- ✓ describe the differences between reliable and unreliable websites.
- ✓ describe how the author's tone can indicate the reliability of a website's content.
- ✓ understand how the Internet can help them search for college information.

Teach the Text cont...

Monitor Comprehension

- How does using good judgment about the content of a website benefit you as you prepare for college?
- It is crucial that the information you get from the Internet be verifiable. Why?
- Give three examples of ways to be "Virtually Street Smart."

DIFFERENTIATE INSTRUCTION

English Language Learners

Remind students that communicating in their native language does not protect them from Internet predators. Additionally, they may be able to use content from reliable sites in their native language for research purposes.

First Generation Students

Encourage first generation students to use social networking to seek connections with admission offices at schools where they plan to apply. They can use these personal connections to answer their questions on the application process.

Planning for College with Social Networks

Using social network sites like Facebook or just IM'ing your friends is a good way to get different perspectives while planning for college. For example, you might want to find out what your friends or other students think about a certain college you are interested in. This input can be very persuasive, but also misleading if you don't take care to consider just how informed or relevant the information is.

Does It Make Sense?

Make sure that the advice you get from social networking sites fits the way you think and is in keeping with what you like, want or need. Imagine receiving information about East Coast schools from a person who spent his college experience in the Midwest. Or imagine what a person who attended a private school might say about public schools. In both situations, the source might not be reliable if their opinions are based on criteria you don't agree with. It's best to talk with others about the topic before accepting one person's opinion.

Is It Verifiable?

If you asked the students at your high school how many credits you need to graduate, most of them, especially the seniors, might know the answer. But others might give you their best guess. You'd be wise to verify what you hear by checking your school Web page or by asking a counselor. As you plan for college and think about future careers, make sure that the information you get from social networking can be verified or comes from a trustworthy source. Remember that students sometimes just pass along some unverifiable statement heard from someone else. Again, it's best to gather more than one opinion. Sites created by individual colleges or by the College Board are good places to go to make sure that the information you find is reliable.

Be Virtually Street Smart

Going online is a lot like going into a big city, with lots of things to see, places to visit and people to meet. But like in any city, you have to be "street smart." That means being aware that there are dangers, and staying alert to situations and people that you should avoid, or approach with caution. Thinking twice before you do something online is usually the best self-protection.

WORK ZONE

Talk with a partner about the following four topics and how they relate to college. Discuss what you have heard about them from others. Then write down a few things you are looking for in these areas when it comes to your own college search.

Academics	College Life

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. Outside of class, have students use the criteria they developed to make a list of five colleges they can research more completely.

Struggling learners

Choose one of the four topics and facilitate a class discussion on what you have heard about the topic from others. Model completing this section of the chart for the class. Then have students complete the activity with a partner while you circulate around the room to offer support.

Protect Your Public Image

Always think carefully about what you upload or share about yourself. Your online profile can be viewed by anyone, including college admission officers—and they do look. Make sure there is nothing out there that will embarrass you, especially photos or videos. Remember that nothing is private in cyberspace—even things you share only with friends.

Protect Your Identity

Slow down if a website you aren't familiar with asks you for information about yourself or your family before letting you in. Keep your identity private. And don't download anything from a website unless you are sure it's trustworthy. It's too easy for your computer to get infected with "spyware" and viruses, even if you have a virus protection program installed.

Be Safe with Cell Phones

Even when using your cell phone or instant messaging, you have to keep your guard up. Again, remember that nothing is private online, and once you post or forward something, people you don't know can find it and use it.

Go to the **WORK ZONE**

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

College Location

Sports/Organizations

Using the Internet Wisely 65



Extensions

Have students talk with a trusted adult about the potential dangers of using the Internet or other online device. Have them also discuss how to avoid those dangers. Students should prepare five interview questions in advance and take notes on their conversation. Each student should write a summary of their conversation to share with the class.

Students should be able to:



explain effective ways to use social networks to research the college experience.



name three ways to be virtually street smart.

ESSENTIAL QUESTIONS

- EO 1** What college admission tests should I take? When should I take them?
- EO 2** How do placement tests differ from admission tests?

Preview the Text

Have students preview the lesson by scanning the title and subheads. **Ask:** *Has anyone already taken a standardized test or placement test?* Chances are good that students will have some previous experience with standardized tests. Make an explicit connection between their prior experience and upcoming admission and placement tests.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Have students react to **admission test**, **placement tests**, **SAT Subject Tests™**, and **Advanced Placement Program® (AP®)** or discuss what they think each term means.

Using Tests to Your Advantage

Making Tests Work for You

Tests help you see what you have learned, and what you still need to master. In your junior and senior years of high school, you will probably have to take a college **admission test** to satisfy the admission requirements at the colleges you are considering. You might also take tests that colleges use to place students into honors or advanced courses, or to award scholarships.

You can learn a lot from these tests about what you know, need help with, and how you can become a better student. Some of the tests you might take include the PSAT/NMSQT®, the SAT®, SAT Subject Tests™ and the Advanced Placement Program® (AP®).

Preparation

College admission tests measure what you've learned in school. The best way to get ready for them is to take challenging courses, work hard and read as much as you can. There is no point in cramming. In fact, it's better to relax and stay positive.

That said, no one should take an important test "cold." Get to know the format and types of questions on the tests, and read up on basic test-taking skills. There are free practice tests and sample questions available for all college admission and **placement tests**. You may be able to find samples of these practice tests online or from books in the library or a bookstore. Use these to get a sense of the test format, timing and what you'll be asked.

WORDS FOR SUCCESS

admission test a standardized test, such as the SAT, used as one measure for college admission

SAT Subject Tests college admission tests that give students the opportunity to demonstrate their skills in specific subject areas

WORK ZONE

Under each academic subject, write down two or three things you find difficult about the subject. In the last column, write down some ways you could improve on the topics that are the most difficult for you.

Reading/English	Writing
Word meanings	Using punctuation correctly
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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 chart individually. Divide students into groups of three to discuss the "Game Plan for Improving" section. Have students in small groups share their ideas for improving in their areas of need. Each small group should choose three of the best ideas to share with the whole class.

Struggling learners

Complete the activity as a class. Brainstorm areas of difficulty and list them in a reproduced chart on the board. Methodically address each item on the list. Write and display ways to improve in the "Game Plan for Improving" section of the chart.

Advanced Placement® Courses

Your school may offer Advanced Placement (AP) courses. These are college-level courses taught by high school teachers. An exam is given for each subject every May. AP courses give you a chance to do college-level work while still in high school. Research studies have shown that students who succeed in AP courses are more likely to experience success in college.

In all, there are more than 30 AP courses. AP courses are challenging, but they can be very rewarding. Talk to your teachers or counselor about taking an AP course or two. If you choose to take the AP Exam, and you do well, you will have the chance to earn college credit before even setting foot on campus.

DID YOU KNOW?

Some colleges use scores from the SAT to exempt, or excuse, students from taking introductory courses in English and Math. This is just one more reason to do well on these admission tests.

Go to the **WORK ZONE**

Write some advice to yourself about how to do well on admission or placement tests. Keep the list to review just before you take the PSAT/NMSQT, SAT, or an AP Exam. See the example below for an idea.

Test-Taking Advice

1. *Calm down. My classes have prepared me for this.*
- 2.
- 3.
- 4.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students interview a junior or senior who has taken the SAT or another admission test. Before the interview, students should prepare at least five questions about the experiences of preparing for and taking the test. Students should write summaries of their interviews to share with the class.

Students should be able to:

- ✓ identify successful test-taking strategies based on the Work Zone activities.
- ✓ explain the benefits of taking at least one SAT Subject Test to use for college admission.
- ✓ explain why participation in the Advanced Placement Program during high school can help them succeed in college.

After Classes Are Dismissed

UNIT OBJECTIVES

Students understand how colleges view extracurricular activities; understand the difference between deep involvement in one activity and lighter involvement in many; understand the self-development benefits beyond building a résumé; and learn that their extracurricular interests reveal their aptitudes.

LESSON 1

Extracurricular Activities: Students learn the value of pursuing their interests in after-class activities. They learn how colleges assess their extracurricular activities. They reflect on leadership, and what it means to take a leadership role in a club or sport. They learn to assess what they are learning about themselves and the world through their extracurricular activities.

- Extracurricular activities are important for personal growth and as a means of discovering talents and skills, and many colleges consider them as part of the admission process. Currently, about 32 percent of all four-year colleges consider an applicant's extracurricular activities as an important or very important factor in the admission decision (College Board, 2008). An activity can be school related or not: church, community, non-school sports—all are of interest to colleges.
- Emphasize that colleges prefer to see sustained involvement in a few activities rather than dabbling in many, as evidence of genuine interest and commitment.
- Help your students understand that they should become engaged in an activity that genuinely interests them, rather than one that they think will look good on a college application. They are much more likely to develop the characteristics colleges look for in an activity they enjoy and are willing to commit to.
- Activities can help your students learn who they are as people: what they enjoy doing, how they relate to others and what kind of group member they are. These discoveries can also indicate what kinds of majors or careers a student might be suited for.

LESSON 1 cont...

- Students who cannot participate in extracurricular activities because they have to take care of a family member, or work to contribute to household expenses, should not feel that this will hurt their chance of college admission. College admission representatives understand that other responsibilities prevent some students from participating in after-school events. These other commitments can be explained in the college application, and are often considered by colleges to be similar evidence of maturity and commitment.

LESSON 2

Getting a Job: Students learn the value of work—that showing up on time, getting along with others, following directions, carrying out responsibilities and time management are all skills that will serve them well in the future. Students learn the pros and cons of having a part-time job, and explore ways of finding a part-time job or volunteer opportunity.

- More than a third of high school students hold part-time jobs. They may work to contribute to family expenses, for their own pocket money and/or to save for college. There are pros and cons to blending work and school. Among the pros are making money and learning to manage money; learning about responsibility and time management; and learning to deal with customers and co-workers. Among the cons: lack of sleep, insufficient time to focus on course work, decreasing personal or social time and conflicts with extracurricular activities.
- Colleges recognize that valuable skills are developed through holding a job. When students apply for colleges, they should highlight the valuable experiences they have gained by working.
- Recent research in the *Journal of Human Resources* found no difference in the grade-point average of working and non-working students but a negative effect of hours worked on completion of academic credits. Encourage your students to keep their eyes on the ball: successful completion of a college-prep program of study.

Engaging Families

Encourage families to discuss extracurricular activities and job opportunities. Have students and family members make lists of activities that students may be interested in or job opportunities they can pursue.



Portfolio Opportunity

Pages 76–77

UNIT OBJECTIVES

- Understand how colleges view extracurricular activities.
- Distinguish between deep involvement in one activity and lighter involvement in many.
- Understand the benefits of self-development.

Introduce the Unit

Read the Enduring Understanding:

My extracurricular choices contribute to the achievement of my goals.

Then have students read the text on pages 70–71.

Think Aloud

Think about the Enduring Understanding with students. Ask students to brainstorm a list of different clubs, organizations and sports your school offers. Then have small groups share which extracurricular activities they are involved in or find interesting. Encourage students who participate in after-school activities to describe the club's objectives and their individual responsibilities. Prompt students who volunteer in the community or with their church to share their experiences as well.

UNIT 5

After Classes Are Dismissed

After-School Interests

After-school interests help develop who you are. Pursuing an interest in sports, music, clubs, youth groups or volunteering can help you decide what you like to do and let you have fun at the same time. After-school activities also teach you valuable skills and traits that can have a significant effect on your future plans. Working a part-time job is a great way to earn money, and can also teach you important skills.

LESSON 1

Extracurricular Activities

Pages 72–73

LESSON 2

Getting a Job

Pages 74–77

Preview the Lessons

Have students read the lesson titles on page 70. 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 how to manage time effectively, evaluate online sources, and prepare for admission tests.

UNIT 5

VOICE OF EXPERIENCE

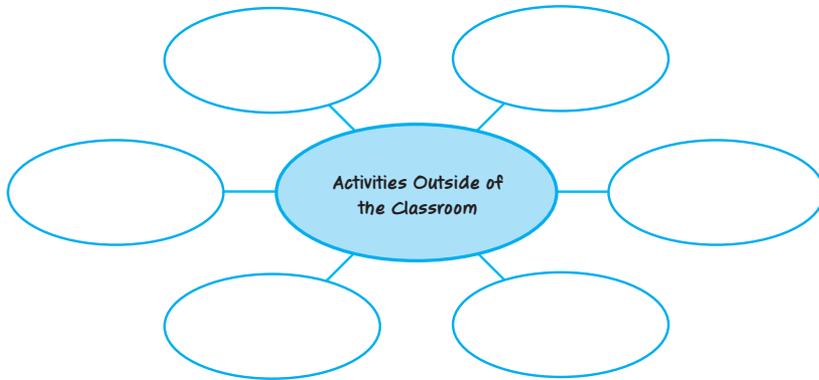


“When I entered high school as a freshman I wanted to be a part of everything. I joined every club and every organization . . . but I was always out of time to do homework. It’s important to join a few extracurriculars that you’re passionate about and can really be involved in and balance your academics You have to start building your GPA from your freshman year and that’s just as important as extracurriculars.”



WORK ZONE

Complete the organizer with activities or interests that you enjoy outside of the classroom.



After Classes Are Dismissed 71

Materials

- Current want ads (Lesson 2)
- State labor laws related to minors (Lesson 2)
- Information on how to get a worker’s permit (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 explain specific clubs or organizations that are available outside of the classroom. Have proficient learners describe the organizations that they know about to other students who are unaware or want to learn more about them.

Struggling learners

Help students think of interests that could be related to an activity. For example, if students are interested in music, they might consider joining a choir, either at school or in the community. They might even consider starting their own band.

ESSENTIAL QUESTIONS

EO 1 What are extracurricular activities?

EO 2 What is leadership?

EO 3 How do extracurricular activities help me grow and develop skills?

Preview the Text

Have students scan the title and subheads. Draw a circle on the board with the question “Why Participate?” Ask volunteers to provide reasons why students participate in extracurricular activities. Guide students to discuss why colleges consider extracurricular activities important in the admission process.

DISCUSS WORDS FOR SUCCESS

Break the word **extracurricular** into parts: The prefix **extra-** means “in addition to.” The root **curricular** means “the courses of study.” Have students make a list of **extracurricular activities** they participate in.

Extracurricular Activities

Why Participate?

Extracurricular activities are activities that are not required for graduation. They are often referred to as “after-school activities,” but some extracurricular activities happen during the school day. Sports teams, band, choir and student council are all examples of extracurricular activities. Your first instinct may be to join these activities only for fun, but these activities can help you prepare for getting into the college of your choice.

Learning About Yourself

Extracurricular activities are a great way to explore your interests and learn what you like to do. By participating in sports, you could realize that you enjoy being active and being with other athletes. As a result, you might want to pursue a career as an athletic trainer or a sports therapist. If you work on the school website, you may realize you want

to pursue a career in media technology. When thinking about participating in an extracurricular activity, you might look for one that is closely related to a major or career you could pursue in the future. The activity could potentially be the first step toward that career. Or if you don't like an extracurricular activity, you might be able to cross a potential major or career idea off your list so that you can concentrate on others that may be of more interest to you.

Building and Evaluating Leadership

Almost all college applications ask you to list your extracurricular activities from high school. Colleges ask for this for a few reasons. Participating in extracurricular activities helps you build certain skills that colleges like to see, such as teamwork. Your participation in extracurricular activities also shows colleges that you are able to maintain interest in something

WORDS FOR SUCCESS

extracurricular activities activities that students can participate in after class, such as sports and clubs

WORK ZONE

In the left column, list two extracurricular activities in which you participate or hope to join. Then in the right column, describe the leadership skills you could develop from each activity. Consult with a teacher or counselor if necessary. Discuss your answers with a partner.

Extracurricular Activities

basketball team member

Leadership Skills

encouraging teamwork, getting team excited about winning

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students may work independently or with a partner. Have students consider the different roles in various organizations, such as captain, president, secretary, or support person, and how leadership skills vary with each role. Students may interview teachers or other students to learn more extracurricular activities that the school offers to add to what they list in the chart on page 73.

Struggling learners

Assist struggling learners by brainstorming a list of different kinds of activities available at your school. Have students focus on two they might consider joining. For the chart on page 73, offer suggestions of extracurricular activities, fields of study and careers to them.

over a long period of time. Because colleges have extracurricular activities that need participants too, many colleges are looking for students who will be leaders on their campus. A college evaluates whether you could be a potential college leader by seeing if you were a leader at your high school or in your church or community. If you coached the local soccer team or were an officer of the chess club, the college will assume that you already possess leadership skills, such as motivating people to meet a particular goal, providing a positive example for others to follow, or serving as a group representative. Colleges see applications from many students. If you have the same grades and entrance exam scores as other students, your extracurricular activities may set you apart from the group. The college will view you as a more attractive candidate for admission.

Showing Your Management Skills

Another reason colleges want to know your extracurricular activities is that they show that you are good at handling a busy schedule. To be successful in college, you will need to manage your own schedule. (This is discussed in more detail in Unit 7.) When colleges see that you participated in extracurricular activities while maintaining good grades, they will feel confident that you have the skills to handle the class load that college students face.

Go to the **WORK ZONE**

In the left column, list two or three extracurricular activities. Discuss with a partner some potential fields of study or careers that are related to each activity. Consult with a teacher or counselor if necessary. Then complete the column on the right with that information.

Extracurricular Activities	Fields of Study / Career
Spanish Club	Spanish, business, education, law

Extracurricular Activities 73

KNOW YOURSELF

List some of the extracurricular activities your high school offers. Circle the ones in which you would like to participate.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text as a class, having students underline examples of extracurricular activities and reasons why these activities are considered important by colleges.

Monitor Comprehension

Encourage discussion with talking points such as:

- *What other benefits do students gain when they participate in sports?*
- *Name some organizations students can join if sports do not interest them.*
- *Explain why students involved in extracurricular activities often earn better grades than other students.*



Extensions

Have students research one or two organizations they think are interesting. Have them find out what is needed to join, when they meet, what they do, and how many students are in the group. Have students create a poster with their findings and present them to the class.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

21st Century

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

Communicate Clearly (LI.CC.1)

Use and Manage Information (IMT.IL.2)

Students should be able to:



identify extracurricular activities they can join.



identify leadership skills developed in extracurricular activities.



discuss how extracurricular activities are related to exploration of one's interests.

ESSENTIAL QUESTIONS

- EO 1** What kinds of skills can I learn from a job?
- EO 2** How can a job help me prepare for college?
- EO 3** What are risks associated with having a job?

Preview the Text

Have students scan the title and subheads. Ask students who have jobs to share their work experience with the class. On the board, list some of the pros and cons of working while going to school. Ask students who are not working how they would go about looking for a job. Write their ideas on a chart and revise as you read the lesson.

DISCUSS WORDS FOR SUCCESS

Ask the following questions: Is a **manager** a boss? How is a **manager** like a teacher? Why are **minors** treated differently in the work place? Do **minors** have rights? Why do managers set up **interviews**? Why do people get nervous about job **interviews**? Encourage students to use the Words for Success in their answers.

Getting a Job

Working Part Time While in School

Many people have their first experience as an employee while still in high school. Working part time has pros and cons, which you should explore before you decide whether to work and how many hours to commit to.

Working has many benefits beyond putting money in your pocket. Among the benefits are that you will learn discipline, gain skills and have the opportunity to demonstrate traits that will be of interest to colleges.

But school comes first at this stage in your life. You will have less time for socializing and for course work, and you may find it hard to schedule extracurricular activities. You may be more tired, as well.

You will have to weigh a number of factors before committing to a part-time job. If you do take on a job, monitor your grades—if they start to slip, you may want to rebalance work and school.

Developing Skills and Traits

Having a job can help you develop many skills and traits critical for school success. When you first start a job, you will go through some kind of training with your **manager**. It will be important for you to learn your duties quickly and ask questions when you are unsure of what to do. These important traits can also improve your chances for academic success. In addition, your manager will give you directions and responsibilities. He or she will expect you to follow those directions and carry out your responsibilities without constant supervision. Being able to do so

WORDS FOR SUCCESS

manager a person who assigns duties and responsibilities to employees

minors people under the age of 18

WORK ZONE

Discuss with a partner the part-time jobs you could get that you could balance with school and free time. Then write down all the skills you might learn from each job.

Jobs I Could Get Now

Skills I Can Learn from Those Jobs

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 look at local or school newspaper ads for employment possibilities. If possible, try to partner students who work or who have had jobs with those who have never worked. Have students create a weekly/daily/hourly calendar, outlining their commitments to see how much time they could realistically commit to a job.

Struggling learners

Prompt students to think about skills and interests they have which they could apply on a job. As a group, read some of the local classified ads aloud and discuss qualifications with their abilities. Encourage students to think about jobs they are interested in that may not be listed in the paper.

independently is another trait that will help you succeed in both high school and college.

Building Your Support Network

As you begin your college selection process, you'll need people around you who can give you advice. You'll need people such as your family, your teachers and your school counselor. However, it's also a good idea to have other trusted adults, such as a manager, who can provide you with different perspectives. Your manager knows how you approach your work and how you excel in certain tasks. He or she might be able to suggest certain career paths that take advantage of your strengths. They may be careers that you haven't considered.

The Aid of Your Employer

When applying to colleges, you will need letters of recommendation to submit with your college applications. Your manager may be an excellent person to write a letter of recommendation for you. However, for the letter of recommendation to be effective, your manager will have to know you and your work ethic.

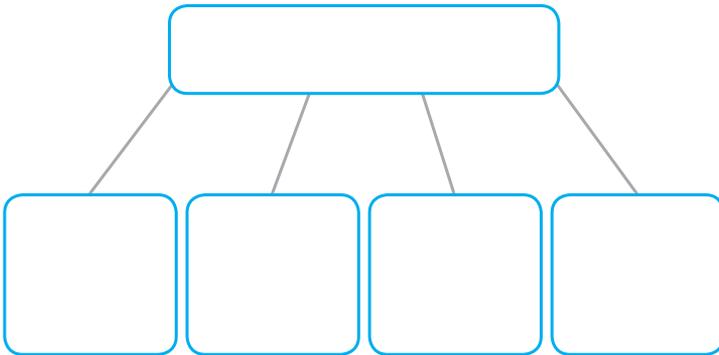
Why Colleges Look at Work

College applications have a section for you to list your extracurricular activities. But what if you can't participate in the extracurricular activities your school has to offer? Many college applications ask about work experience. Colleges look positively on students who can balance their studies with a job. They know that you can manage the hectic schedule of a college student.



interview a meeting between a manager and a job applicant to discuss the applicant's qualifications for a job

Select a job you listed in the previous activity and write it in the top box. Brainstorm with a partner the skills and traits you could learn at the job that could help you in school. Write your responses in the appropriate boxes below. Talk with teachers and counselors to find out more about the skills and traits related to that job.



Getting a Job 75

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text aloud as a class. As you read, pause to discuss key ideas and have students take notes. Have students create a sequence chart, highlighting the steps for finding a job.

Optional Approach

Have students complete cards showing the steps for finding a job.

Monitor Comprehension

Encourage discussion with talking points such as:

- Explain why school must be your first priority over work.
- Name some skills you learn in a work environment that will help you now, with schoolwork now, and later, with college.
- Explain how part-time jobs are similar to extracurricular activities.
- Give examples of jobs that are suited for high school students.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR,R

21st Century

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

Access and Evaluate Information (IMT.II.1)*

Make Judgments and Decisions (LI.CT.3)

Students should be able to:

- ✓ identify realistic part-time jobs they could obtain.
- ✓ identify skills they can learn from on-the-job experience.
- ✓ recognize how job skills can be transferred to schoolwork.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Give examples of how laws protect minors and where you can find out about your state employment laws.
- Explain why volunteering might be the first step in securing a part-time job.
- Why do you think it is important to and act friendly when asking for a job application?

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students make a list of unfamiliar words from job ads. Work with them to define the words, focusing on required skills.

First Generation Students

Discuss with students how colleges view extracurricular activities, including jobs. Encourage students to pursue an activity that interests them.

Finding a Job

Now that you know about the benefits of having a job, how do you go about finding one? Getting a job is not as easy as it sounds. There are laws to follow, application processes to complete, and employers to impress so they hire you.

Employment Laws

The first step to getting a job is learning the laws regarding minors and work. These laws vary by state, but as a general rule, the law says you must be at least 14 years old to hold a job. The law also limits the number of hours a person younger than 16 can work. Some state laws require minors to get a work permit before they can be hired. The laws also limit the type of work a minor can do. There are also exceptions to the rules as well as special laws for certain kinds of jobs. It's important to ask your school counselor what the rules are in your state and local area. Your counselor can guide you through the process, including getting a work permit if necessary.

Finding the Right Job

You might not have a lot of options for your first job, but you should consider all of your options carefully. If you're lucky, the right opportunity will present itself. You may be able to get a job that pays you and allows you to work in your area of interest. But sometimes you have to make your own luck. If you love animals and have thought about becoming a veterinarian, you should explore options for a job at a veterinarian's office, as well as the local animal shelter or zoo. Talk to your counselor about your interests. He or she might be able to suggest jobs that will allow you to work in your areas of interest.

Applying and Interviewing

Once you have decided on some potential places of employment, the next step is to apply for the jobs. You will need to visit the places where you think you would like to work and ask for an application. When you do, wear appropriate clothes and be polite to everyone you meet. People will take you seriously if you do. Carefully fill out the application. Errors

WORK ZONE

Write what you know about employment in your state. Confirm what you think later, based on conversations with your counselor or by doing research on your own.

Working in My State			
What is the minimum age requirement for employment?	Do minors need a work permit?	What is the maximum number of hours a minor can work?	Are there any exceptions to the laws? What are they?

76 UNIT 5 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

For the chart on page 76, allow students to work alone, writing what they know about employment. Then have students evaluate how familiar they are with labor laws for minors. Have students confirm their findings with documentation from your state department of labor. Students can work independently to complete the chart on page 77.

Struggling learners

To help them complete the chart on page 76, bring in a copy of your state labor laws and read applicable sections to struggling students. Assist students by asking: *What is the age limit for a minor? Are there any limits to the number of hours a minor can work?* Make sure students understand what a permit is. Have students discuss the importance of child labor laws.

Finding the Answers

UNIT OBJECTIVES

Students identify people who can help them achieve their goals; understand they will have to speak for themselves at times in order to get what they need

LESSON 1

Communicating Your Goals to Your Family: Students learn the importance of working with their family in setting goals, and of enlisting their family in helping them stay on track to meet those goals.

- Your students should understand that the members of their family can have a significant impact on their decisions about college and career. Encourage your students to talk at home about what they are learning in CollegeEd® and to seek out their family's involvement.
- Explain that setting goals to attend college is a family decision, and that parents are an influential and useful resource when it comes to staying focused and academically engaged. A study by the Harvard Family Research Project indicates parental expectations strongly influence student achievement in grades K–12. The study also indicates that less motivated students would welcome more parental involvement in their academics.
- Recent research (Student Poll, Volume 6, number 1, College Board 2007) finds that most high school students are satisfied with the level of involvement of their parents in the college search process, and 30 percent want their family to be more involved. That number rises to over 40 percent among students with lower SAT® scores and household incomes.
- Students can also learn how to identify other sources of support if familial connections are not possible.

LESSON 2

Your Counselor and Your Future: Students learn the role of their counselor or adviser in college planning, and how to tap his or her expertise. They explore who else in their school, community and family can help them, and learn the value of having a mentor.

- The college and career exploration process can seem overwhelming and mysterious to many students. They need to understand that they are not alone in this task and that there are people and resources to turn to for advice and support.

LESSON 2 cont...

- Help your students to view the relationships they build in and outside of school as a network of people who can help them throughout their academic career and beyond. They should focus on what they do outside of school, in their community and in after-school activities as a way to develop relationships with mentors, coaches and role models. Use this lesson as an opportunity for your students to define, explore and connect how the experiences and relationships they build at home, in school, during their internships, community and volunteer service, and part-time jobs will enhance their academic plan for college and career choices. These relationships will help them when they need letters of recommendation for their college or scholarship applications.
- Learn if your school's counseling office offers scheduled review sessions with students.
- Your students should learn the importance of establishing a working relationship with their counselor. Their counselor is a good resource for them when it comes to finalizing and maintaining their academic plan and staying on track for graduation, as well as for planning for college and career. Their counselors can help provide resources to assist with social and emotional issues.
- Encourage your students to view their teachers as not only classroom facilitators but as individuals who can offer assistance and advice on how to succeed academically.
- Let your students know who their school counselors are and how to approach them for help.

LESSON 3

Advocate for Your Future: Students learn how to represent their goals and their needs to their teachers, counselors and parents. They learn how to take ownership of their academic progress and their activities in and out of school. They learn how to effectively approach others as they advocate for themselves.

- Your students should learn that representing their needs and plans to adults is important, and that advocating to be put in college preparatory or AP® classes, or to be given internship opportunities or other chances to expand their horizons is not being aggressive or pushy; it's being focused and letting others know what they want to achieve.
- This form of understanding and communication should be explained as a way for them to advocate for what they need and feel they have to get in order to move forward and graduate successfully.

Engaging Families

Encourage families to make connections with school staff during the college application process. Family members can broaden their understanding of the application process through candid conversations with counselors and each other. Refer parents to *Help Your Child Make College a Reality: A Family Guide to College Planning*.



Portfolio Opportunity

Pages 82–83, 84–85, 89

UNIT OBJECTIVES

- Identify and work with people who will help them achieve their goals.
- Understand how to communicate effectively in order to get what they need and meet their goals.

Introduce the Unit

Read the Enduring Understanding:

The people around me can help me achieve my goals.

Then have students read the text on pages 78–79.

Think Aloud

Think about the Enduring Understanding with students. **Say:** *Being successful in school and in life takes dedication and consistent effort. Being successful also requires that we rely on people who we trust to help us.* Brainstorm with students, making a list of trustworthy individuals who can help them achieve their goals. After completing this list, name reasons why and how the types of people listed, such as family members, counselors and friends, can help students.

UNIT 6

Finding the Answers

Where Can You Turn for Help?

Do you have a lot of questions about how to plan for college? Not sure who has the answers? Part of the college selection process is finding reliable people to answer your questions. Gathering information about college from people who have been there can help you make the right choices about your future. But who are the right people to ask? Where do you find these people? Who is going to help you make important decisions about your future?

LESSON 1	LESSON 2	LESSON 3
Communicating Your Goals to Your Family Pages 80–81	Your Counselor and Your Future Pages 82–85	Advocate for Your Future Pages 86–89

Preview the Lessons

Have students read the lesson titles on page 78. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

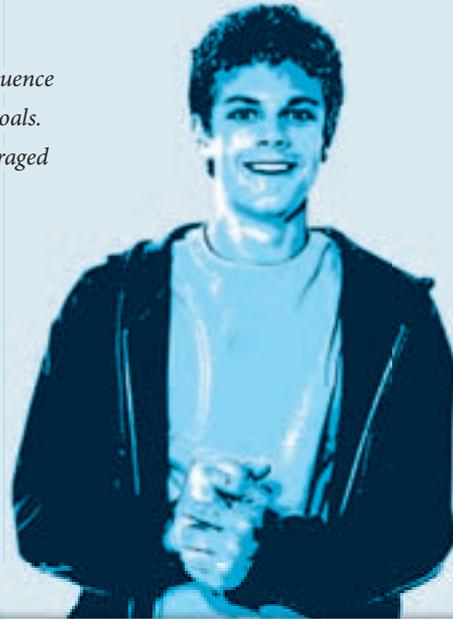
In Unit 5, students learned that extracurricular choices contribute to the achievement of their goals. Students also explored extracurricular activities.

UNIT 6

VOICE OF EXPERIENCE



“My family has been the number one influence in striving for the best and for all of my goals. They have pushed me when I was discouraged and wanted to quit.”



WORK ZONE

What do you think you need to do to prepare for college?

Who do you think can help you prepare for college?

Finding the Answers 79

Materials

- List of AP courses offered in the high school (Lesson 2)
- Info on which grade levels take PSAT/NMSQT®; how to get registered (Lesson 2)
- Information on how to get a worker’s permit (Lesson 2)
- Info on local college fairs (Lesson 2)
- Names of school counselors (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 answer the questions individually, then share their list of actions for college preparation with the group. As a class, organize student responses into the following categories: academic preparation, extracurricular activities, emotional preparation, testing, financial preparation and family preparation.

Struggling learners

Have students discuss and answer the questions in groups of three. Circulate among students to facilitate their progress. Then have them participate in the class activity explained above.

ESSENTIAL QUESTIONS

EQ 1 How can my family help me prepare and plan for college?

Preview the Text

Read the lesson title and subheads with students. Have them predict the importance of communicating goals and being prepared, knowledgeable, and outspoken as they relate to college. Guide the discussion to reveal the importance of effective communication skills when engaging family about big decisions, such as where to go to college.

DISCUSS WORDS FOR SUCCESS

Ask students to list as many of the duties of their school **counselor** as they can. Have students share their lists with the class. Display the combined list on the board.

Teach the Text

Have students read the text independently and take notes using the Cornell method. Suggest that students use a new page for each section.

Communicating Your Goals to Your Family

The Home-School Connection

It is important to share your goals and dreams with your family. They know you well and want you to pursue your dreams, make use of your talents, and be happy and successful. If they have not been to college, you may want to talk with them about why you want to go, what you want to achieve, and how you want to involve them in this important process.

Communicate Your Goals

Hopefully you have some thoughts about your ideal career. An important first step in planning your future is learning to communicate your goals to people who can guide you. One of these people

is your school **counselor** or adviser who can help you set educational goals so you can work toward your ideal career. Your counselor can also give you advice on sharing these goals with your family.

Be Prepared and Knowledgeable

As you are working with your school counselor, you should also make sure you are prepared to discuss your career path. The more you learn about career options, the more seriously you will be taken. Prepare for this discussion with your family by gathering information about some of the careers that interest you. Then, highlight some classes on your schedule that are already helping you work toward your future

WORDS FOR SUCCESS

counselor a school faculty member who helps students plan for college

WORK ZONE

Complete the boxes below about your plan for college. Then develop a plan to share it with your family.

Possible Careers	High School Academic Plan
<p>List some careers you are interested in pursuing. How does your list compare to the lists you made in Unit 2?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Review your high school plan on pages 46–47. Does it still align with your goals?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

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 activities individually. Then have them explain any changes in their career goals or academic plans with the class. After completing the second activity on page 81, discuss positive communication strategies with students. Have them take turns role-playing both positive and negative conversations between an adult and a student.

Struggling learners

Circulate among students to offer support as they complete the activity on page 80 individually. If students have difficulty comparing previous and current goals, pair them with a proficient student for additional support.

ESSENTIAL QUESTIONS

- EO 1** How can my counselor help me plan for college?
- EO 2** Who else can help me plan for college?
- EO 3** What is a mentor, and how can I find one?

Preview the Text

Preview the title of the lesson and scan the subheads with students by writing them on the board. Have students rewrite each of the subheads into a question. Then have them predict a short answer to each of the questions.

DISCUSS WORDS FOR SUCCESS

Students should develop a word web or other graphic organizer to show the relationship between **PSAT/NMSQT**, **SAT** and **score report**. Have them write one or two sentences to explain the relationship between the words **mentor** and **network**. Finally, have them list any **electives** they are taking or would like to take.

Your Counselor and Your Future

How Can Your Counselor Help You?

Getting to know your counselor or adviser well is a key to your future college success. Your counselor will have current information on college admission policies, admission tests, majors and more. Your counselor or adviser will likely write you a letter of recommendation for college. The more you get to know your counselor, the better advice he or she can give you.

Your Counselor and Your Classes

Your school counselor or adviser has access to information about all of the courses you've taken and the grades you received in those classes. This information is vital in guiding you through high school and into college. Advisers know all the requirements for graduation and can suggest **electives**, classes outside the core classes of English, math, social studies, and science, for you to take. Your adviser can also advise you about available honors or Advanced Placement Program® courses. AP courses are college level courses you can take in high school.

WORDS FOR SUCCESS

electives courses outside the core academic curriculum such as music, art or computer science	PSAT/NMSQT a test that provides practice for the SAT and scholarship opportunities for juniors
network a group of interconnected people often helpful to and supportive of one another	mentors people who offer guidance, support and advice to younger people

WORK ZONE

Getting ready for college is a series of steps. Fill in the boxes with appropriate times to start the activity in the "to do" list. Use the text above to help you determine the best order. Put a checkmark and the date in the final column when you have completed the task.

To Do	When Will I Start	✓
Plan Course Schedule		
Take the PSAT/NMSQT	October of sophomore year	
Research Colleges		
Discuss College Visits		
Attend a College Fair		
Discuss PSAT/NMSQT Score Report		



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 on page 82 individually. After discussing responses with a partner and completing the chart on page 83, partners should make a list of ways to prepare for the PSAT/NMSQT or the SAT.

Struggling learners

Discuss each item in the chart on page 82 with the class. Have students explain the order of tasks. Circulate among students as they discuss any extra tasks for the chart on page 83.

Are You on Track Academically?

If you are not sure you are on track to complete the right classes for college admission, talk with your counselor or adviser. He or she can help you get into the classes you need and help you make up for lost ground. Work with your counselor to create an academic plan for the rest of high school. If you are struggling in a certain subject, ask him or her to help you find tutors or other academic help. Tell your counselor that you are planning to go to college, and ask if there are any steps you need to take now to get there.

Your Adviser and College Tests

Most colleges require tests for admission. Your adviser has information for the PSAT/NMSQT®, a test which measures college readiness. Your adviser can tell you when to take it. The SAT®, which is usually taken in either your junior or senior year, is a major test required by many colleges. Your counselor has the dates, locations and costs of these tests. Counselors can also

suggest ways to prepare for the tests. Both PSAT/NMSQT and SAT send back test results in the form of a **score report**. Your counselor can explain exactly what your score report means and how you can use it to plan for college.

Your Adviser and College Plans

Your adviser can also help you plan which colleges to visit. He or she will probably recommend some college fairs to attend. College fairs are a great way to decide if a school might interest you enough to visit. Many colleges organize special days for high school students to visit. Your counselor can help you find out when these days are.

Your Adviser and College Costs

The cost of attending college is normally a major concern for students and their families. The advising office will have information about financial aid and grants. You will learn more about financial aid in Unit 9 of this book.

Go to the **WORK ZONE**

SAT *a test of critical reading, writing and mathematics used by most colleges in admission evaluation*

score report *the test results of PSAT/NMSQT and SAT*

Discuss your plan on the previous page with a partner. Use the blank chart below to add any additional tasks you and your partner come up with. Check them off as you complete them. Schedule a meeting with your counselor or adviser to discuss.

To Do	When to Complete	✓

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Students will read the text with a partner, taking turns reading each of the sections aloud. Then have them return to their question-and-answer list from the preview activity. Partners should compare their answers to what they learned in their reading and make additional notes and adjustments to their notes.

Optional Approach

Students can underline key information and make notes in the margins while reading.

Monitor Comprehension

- *What is the purpose of the PSAT/NMSQT?*
- *What makes a school counselor important for students' academic success?*

CORE ALIGNED STANDARDS

College Board Standards

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

21st Century

- Manage Projects (LS.PA.1)
- Manage Goals and Time (LS.IS.1)
- Reason Effectively (LI.CT.1)
- Use Systems Thinking (LI.CT.2)*

Students should be able to:

- ✓ identify ways a school counselor can help students prepare for college admission.
- ✓ know the purpose of various college admission tests.

Teach the Text cont...

Monitor Comprehension

- Explain the role of your teachers and your counselor
- Name three other types of people who may serve as guides for your college application process.
- Explain what you can gain from having a mentor.

DIFFERENTIATE INSTRUCTION

English Language Learners

Provide illustrations of different mentors: a coach, teacher, church member, grandparent or extended family member. Extended family relationships are integral to many cultures.

First Generation Students

Remind students that family members who did not attend college can still be excellent mentors. They know the student's personality, goals, and talents.

Expanding Your Network

When it comes to making plans for college, your family and your school counselor should not be the only members of your support network. Chances are, there are other people in your life that could give you advice. For example, your favorite teacher could provide you with some information about college. Or perhaps you can turn to a trusted adult to offer you a different perspective. One of your friend's older brothers or sisters who is in college now could also be an excellent resource. Opportunities to expand your support network are all around you if you know where to look.

Teachers as Academic Advisers

Because all teachers have attended some type of college, they have firsthand knowledge about how the college system operates. They are also experts in their subject areas and can function as academic advisers. If your dream job requires a concentration in a certain subject area, a teacher in that subject area can provide you with valuable insight about which college courses will be important for you to take. Even if you are not particularly interested in a teacher's area of expertise, a favorite teacher can still give you support because they know your academic strengths. Sometimes teachers are more

accessible than counselors. Also, don't forget coaches and teachers who sponsor other extracurricular activities. These people may know and understand you quite well. Include them in your support network and actively seek their guidance for your college plans.

Community Members as Guides

When you are gathering information about college, consider asking knowledgeable adults outside of school for their advice. What other adults do you know who are knowledgeable about college? Think about leaders in organizations such as scouting or at your place of worship. Think about a coach of one of your teams or perhaps your gymnastics, music or dance teacher. Don't forget about supervisors or coworkers who may be in college themselves. Even a neighbor may have a college experience to share. One of these people may offer a unique insight that you haven't thought of before. Be sure to talk to your family about the help these people may offer. It is important that your family knows and trusts them as well.

Finding a Mentor

Throughout your high school experience, you will find that there will be times when you will need advice. You may need help solving some personal issues that interfere with school, or you may be

WORK ZONE

In the left column, list people at your school that you would consider to be part of your support network. In the right column, describe how this person may be able to help you.

People at School	How This Person May Be Able to Help
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



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 individually. Upon completion, students should choose one possible mentor from each list and share ways the mentors could help their classmates.

Struggling learners

Divide students into groups of four. Have each group work together to develop a list of individuals both in and out of school that can help them achieve their goals. Have students help each other explore how these individuals can assist them.

Advocate for Your Future

Stand Up for Yourself

Who is the best person to be your advocate? You are. Only you know what will truly make you happy. You need to take ownership of your future and not wait for someone else to do it for you. How do you do this? You actively seek the answers to your questions. Doing the research helps ensure that you will be treated seriously and be respected for your efforts. If you are not getting the answers you need from one person, try asking another person. Instead of waiting for the people in your support network to call you and offer advice, call and ask them. Believe in yourself and be proactive in asking for the help you need.

Ownership of Your Academics

After listening to your counselor or adviser, your teachers and your family, you must take ownership of your goals and plans. Your support network can recommend classes that will help you reach your goals, but you must sign up for those classes and earn good grades. To earn good grades, you must develop good habits. Remember to use a school planner or calendar to keep track of special assignments, project due dates and tests. Form a study group with other students in the same class. If you need extra help, try to find a **tutor**. Remember to actively keep the lines of communication open with your teachers, your counselor and your family. Take the initiative. Don't sit back hoping these things will happen on their own.

WORDS FOR SUCCESS

tutor a person who provides additional academic instruction

community service a volunteer activity that helps to improve a community

WORK ZONE

Consider the following situations that many students face. With a partner, write two possible responses that a student might take to act as an advocate for himself or herself.

Action

You want to take an art class, but your counselor thinks you should focus on your academic courses. How do you act as an advocate for yourself?

Response

You are discouraged from taking a difficult class you feel you must have for college. How do you act as an advocate for yourself?

ESSENTIAL QUESTIONS

- EO 1** What does it mean to “advocate” for myself?
- EO 2** How do I take ownership of my schoolwork and activities?
- EO 3** In what kinds of situations might I need to advocate for myself?

Preview the Text

Discuss the meaning of the word *advocate* with students. Point out that it is both a noun and verb. **Ask:** *Other than yourself, can you name anyone who has been an advocate for you and your well-being?* (Possible responses include parents, friends, siblings, teachers, family)

DISCUSS WORDS FOR SUCCESS

Ask students to describe the benefits of having or being a **tutor**. Make a list of **community service** activities on the board. Put a check next to activities in which students have participated.

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 with a partner and discuss each dilemma on page 86 before writing their responses. Have partners challenge each other on page 87 by naming different difficult situations. The other partner should write their response.

Struggling learners

Assist struggling learners by discussing the dilemmas on page 86 as a class. Brainstorm possible responses, pointing out that there is no one “right way” to handle such dilemmas. Continue working together to complete the activity on page 87, brainstorming several academic and extracurricular situations. Then have students work with a partner to develop solutions to the problems.

Ownership of Activities

When you're considering school-sponsored activities outside the classroom, think carefully. How much do you enjoy this activity? How much time will it require? Will it benefit your college plans? Of course, not everything you do has to be centered around college. You should take some time to have fun. But you should also thoughtfully weigh those extra commitments. Colleges expect students to be well-rounded, but be careful about getting over-involved in an activity that requires so many after-school hours that it hurts your academic performance. Make a thoughtful decision about what's best for you so that you can enjoy your high school years and be ready for college as well.

Ownership Outside of School

There are many ways to take ownership of your future outside of school. Helping your family by watching your younger brothers or sisters or by doing chores for your parents shows maturity and responsibility. Volunteering for **community service** is not only a great way to help your

neighborhood, it also looks good on a college application. You could volunteer at the local hospital or animal shelter. You could answer the phones for a charity fundraiser or raise money by participating in a walkathon. Working to become an Eagle Scout can show a college your dedication. Starring in a local theater production can show your versatility. And holding a part-time job can show a college that you have a good work ethic. [Go to the WORK ZONE](#)

TIP

While it's important to act as your own advocate, be sure to respect the rights of others when doing so. Remember that teamwork will also contribute to your success. Getting along with others is one of the most valuable skills you can develop in life.

Think of a scenario for each situation in which you would need to act as an advocate for yourself. Then write a response describing how you would handle the situation.

Academic Situation

I am failing a class.

Response

I speak to my teacher and ask for tutoring.

Extracurricular Situation

Response

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Discuss the meaning of the word *ownership* with students. **Say:** *If you own a nice car, how do you treat it?* Point out that ownership requires attention to detail and taking care of that which is owned. **Say:** *Ownership of your goals empowers you to prioritize the steps it takes to reach those goals.* Have students read the text and write down ownership skills in the margins. On page 88, have students write a list of their strengths in the margins.

Optional Approach

After reading each section, students will write down one example from their own lives.

Monitor Comprehension

- Name two ways you can take ownership of your academic success.
- Name two ways you can take ownership of your extracurricular success.
- Name two ways you can take ownership of the college application process.

CORE ALIGNED STANDARDS

College Board Standards

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

21st Century

- Communicate Clearly (LI.CC.1)
- Guide and Lead Others (LS.LR.1)
- Be Flexible (LC.FA.2)
- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)

Students should be able to:

- ✓ define the word **advocate** as it relates to their academic and personal goals.
- ✓ develop a plan for taking ownership of their school performance and extracurricular activities.
- ✓ develop solutions to various challenges they may face during their high school careers.

Write a persuasive essay advocating for yourself to a coach or club leader why you would be a good person to include on a team or in a club.

Lined writing area for a persuasive essay.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Students should interview a mentor about their own college search and application process. Find out where he or she went to college, how it was paid for, what major was studied, and what his or her first job was. Have students write a summary of the mentor's experiences. Then compare his or her responses with the information gathered by your classmates.

Students should be able to:



explain how to effectively advocate for themselves.



explain the importance of having confidence when speaking to adults.



name two ways to use effective communication skills when seeking advice.

What's College Life Like?

UNIT OBJECTIVES

Students see how college differs from high school and develop realistic expectations for what college will be like.

LESSON 1

Your New Life in College: Students learn that they will be with people from all over the country, and probably the world. They learn what it might be like to live in a dorm or commute, that they might take only two classes a day, that they will need to pursue a “degree,” and that they will need to balance general education requirements, major requirements and electives.

- **Diversity:** Most (but not all) colleges have a more diverse student population than most high schools—with students from different states and other countries; from private schools, public schools and home schools; with different interests, political beliefs, cultural backgrounds and lifestyles. Your students should be prepared to be open to and engage with people very different from themselves—it's one of the learning opportunities college offers.
- **Living arrangements:** Students should be made aware that there will be many different housing options to choose from during their time in college. They might live at home, or in an apartment off-campus. If they live on campus, that might be in a residence hall, which can be co-ed or single sex; in a “theme” house (where everyone speaks French, for example); in a single room, or a suite with multiple bedrooms and a common area. Advise your students to research the many housing options available when they research colleges.
- **Degrees:** Students need to understand that in college they will be working toward a degree. Most colleges require their students to take a certain number of general education, or “core curriculum” courses, in the prime academic disciplines (natural sciences, social sciences, math, literature and fine arts) in order to earn a degree. These requirements are in addition to the course requirements for a major.
- **Your students need to know that a major is a specialized area of study that they will concentrate on in college.** For those students who will attend a four-year college, they generally will need to choose a major within the first two years. However, some fields of study, such as pre-med or engineering, require an earlier commitment because of the greater demands. Reassure your students that they will take most of their general education courses during those first two years, as well as electives, and so will have time to explore areas of study before deciding on the right major. They will also have an academic adviser to help them.

LESSON 1 cont...

- A typical four-year liberal arts program might require 60 general education credits (20 courses), 30 credits in the major field (10 courses) and 30 credits in other areas. Many college students change their major and this is normal, but it can also make it harder to finish the degree on time.

LESSON 2

Freedom and Responsibility: Students learn that to be successful in college, they will have to manage the increased responsibilities that go with independence. They learn that no one will check on them to see that they go to class or do their assignments; that they will have more free time, but more studying to do; that help will be available if they struggle; that there will be opportunities to have fun as well.

- Whether they live at home or live away, college students will experience more freedom, independence and responsibilities as new adults. It is natural for that to be a challenge at first—time management is an issue for many new college students. Talk with them about balancing work and college, and managing life on their own: doing laundry, paying bills and learning what support services are available to them in college. Emphasize the connection between enjoying the possibilities of expanded freedom and accepting the expanded responsibilities that come with independence.
- Illustrate how college classes will be different from high school classes. In college, classes for a particular subject usually meet only two or three times a week. There will be much more homework assigned than in high school—generally two or three hours of homework for each hour in class—and students will have to manage their free time carefully. No one will tell them to go to class—this is part of their freedom. In 2007, about 84 percent of students at four-year colleges ended the year in good standing—that is, they were able to return the next year based on the college’s definition of good academic standing. You students want to be part of that 84 percent!

Engaging Families

Encourage students to sit down with parents or other family members to discuss college living options both at home or away from home. Parents and students can also investigate the different types of degree options. Find out if your high school automatically schedules these meetings.

UNIT 7

UNIT OBJECTIVES

- Identify how high school life differs from college life.
- Develop realistic expectations for what college life will be like.

Introduce the Unit

Read the Enduring Understanding:

College differs from high school; preparing for those differences now will help me later.

Then have students read the text on pages 90–91.

Think Aloud

Think about the Enduring Understanding with students. **Say:** *My college life was very different from my high school routine.* Ask students to share ways in which they think college will be different.

Say: *What have you seen about college in movies, and do you think that's realistic?*

Explain that the classes they take, how often they attend classes and their living arrangements will change in college.

What's College Life Like?

A New Beginning

When you head off to college, a new chapter in your life will begin. It will be exciting and different, and you will experience a feeling of freedom like you've never felt before. However, with this new freedom comes responsibility. An important learning process in college is figuring out how to balance your freedom with your responsibilities.

LESSON 1

Your New Life in College

Pages 92–95

LESSON 2

Freedom and Responsibility

Pages 96–97

Preview the Lessons

Have students read the lesson titles on page 90. 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 how family members, teachers, counselors and mentors can help them prepare for college.

UNIT 7

VOICE OF EXPERIENCE



“Time management-wise, coming from high school was a little difficult. It was just a whole new independence where I could choose to do whatever I wanted. I didn’t have to go to class, and with that a lot of peer pressure came into effect. It was just a matter of balancing a social life with an academic life.”



WORK ZONE

Use the space below to describe what you think college life will be like. Be sure to include your thoughts about the campus, housing, professors and fellow students. Then turn to a classmate and share your thoughts.

Lined writing area for student response.

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. Encourage them to contrast college life with high school life. They may want to create four columns, one for each topic, and make a detailed list. They may make changes to their lists as they read the unit.

Struggling learners

Help students by brainstorming different ideas as a group. Create a chart with four heads: Campus, Housing, Professors and Fellow Students. Encourage discussion by describing your college experience. Ask questions, such as, “Do you think a college is bigger than a high school?” “Where do most college students live?” and so on.

Your New Life in College

ESSENTIAL QUESTIONS

EO 1 How will college be different from high school?

EO 2 What are degree requirements?

Preview the Text

Have students read the title and heads. Ask students to tell what they know about two-year degrees versus four-year degrees. Create a chart with three columns: Core Classes, Degree Classes and Electives. Have students predict what these classes might be. Revise as you read the lesson.

DISCUSS WORDS FOR SUCCESS

For the words **diversity**, **dormitory** and **resident assistant**, have students create a word map to show how the words are related. Have students create a Venn diagram to compare and contrast a **bachelor's degree** with an **associate degree**.

College Life

How is college different from high school? In college, you may be living away from home for the first time. Your classes will be more challenging. You'll meet new friends and you may have classmates from all over the United States or even the world. To be successful, you will need to adapt to your new lifestyle.

Daily Life at College

You may have only two to four hours of classes per day in college, but that does not mean that you will have the rest of the day to sleep or goof off. To succeed in college, you need to spend much

of your time studying independently or in study groups. If you have a job or are involved with a sports team or club, you will also have to make time for those responsibilities. Time management is a key element for success in college.

Friends and Classmates

You will meet people from different backgrounds in college. As a result of this **diversity**, your new friends and classmates will introduce you to many new things. You may eat new foods, listen to different music, and learn new languages. You will also introduce your friends to your family traditions as well as your favorite foods and music. Meeting

WORDS FOR SUCCESS

diversity <i>different types of students in terms of race, ethnicity, residency and more</i>	dormitory <i>a building that provides living quarters for students</i>
bachelor's degree <i>a degree granted by a college upon completion of a four-year program of study</i>	associate degree <i>a degree granted by a college upon completion of a two-year program of study</i>

WORK ZONE

Describe what you want your college life to be like—where you'll live, what you'll do on weekends and what your friends will be like.

College Life

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students may work independently or with a partner. Have students create a three-column chart for the activity on page 92, matching the columns with where they'll live, what they'll do on weekends and what their friends will be like. As students write about diversity on page 93, remind them that some students they meet may be from other countries while others may be from different parts of the United States.

Struggling learners

Help students define *diversity* by having them create a word web. Have them consider different kinds of music, food, customs and languages they might encounter on a college campus.

people from new places and understanding and respecting their values is one of the greatest opportunities you will have in college.

Living in a Dorm

Many first-year students at four-year colleges choose, or may even be required, to live on campus in a **dormitory**. Dorms offer a number of living arrangements. Some dorms have all male or all female residents. Others are coed. On some college campuses, two students share a room and everyone on the floor shares a bathroom. Some dorms are similar to apartments. Be sure to research what your on-campus living options are.

In most cases, living in the dorm means having a roommate. Most often, the college assigns you a roommate. Being open minded and willing to compromise will help you get along. Most dorm floors have a **resident assistant**, or RA, who can help you adjust to your new living situation.

Some students become lifelong friends with their college roommate.

Commuting to College

Many students choose to live at home or in off-campus apartments and commute to college. If you choose this option, you will want to find ways to become connected to your college community. Many colleges have lounges for commuter students, where you can hang out with your fellow students between classes. Some have organizations expressly for commuter students. It's a good idea to become involved in clubs or activities so you are a part of the campus life. E-mail and other technologies allow you to connect to your fellow students and professors. You will have to be a good time manager if you commute, but thousands of commuter students successfully complete full-time programs every year.

DID YOU KNOW?

In the 2007–2008 school year, there were more than 671,000 students from other countries attending college in the United States.

resident assistant an older student in the dorm who is responsible for organizing life in the dorm

Define diversity. Then describe what types of diversity you might experience on a college campus. When you finish, turn to a classmate and share your ideas.

Diversity

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text as a class, discussing ways college life will differ from high school life. Have partners discuss where they plan on living in college and what kind of roommate they might like to have. Ask students to tell what they think dorm life is like. Have students highlight and define the three types of classes and revise your previewing chart as needed.

Optional Approach

Have students create a list of questions they would like to ask a resident assistant.

Monitor Comprehension

Encourage discussion with talking points such as:

Say: *Dorm life will be a new experience for you and many other students. You can meet new people and make friends by looking for students in your dorm who have similar interests or are taking the same classes. Try to figure out your boundaries early. What kind of rules do you want? Think about when you want to sleep, when to clean and when to visit or study. Your roommate cannot read your mind, so speak up, but be respectful.*

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

21st Century

Communicate Clearly (LI.CC.1)

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

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

Students should be able to:



consider where they would live while attending college.



recognize how life in college will be different from their lives at high school.



understand they will be pursuing a degree in college and that the degree will have certain requirements.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- *What is a benefit of obtaining an associate degree?*
- *List the types of jobs that require a bachelor's degree. List the types of jobs that require a master's or doctorate degree.*
- *Explain the difference between a core class, a degree class and an elective.*

DIFFERENTIATE INSTRUCTION

English Language Learners

Make sure students understand the difference between a community or junior college and a four-year college. Have students make a chart of the different degree options that are available in each institution.

First Generation Students

Have students role-play introducing themselves to a stranger or new roommate.

Earning a College Degree

Going to college means selecting a field of study and knowing what degrees are required for a career in that area of study. Once you have decided on your field of study, you need to have a plan to earn that degree, just as you do for earning your high school degree.

Associate Degree

One degree you can earn is an **associate degree**. Earning an associate degree usually takes two years of study. Community colleges and junior colleges award associate degrees to their graduates. Some occupations you can pursue with an associate degree are a registered nurse, a dental hygienist and a telecommunications technician.

Bachelor's Degree and Beyond

At most colleges and universities, you can earn your **bachelor's degree**. This degree usually requires four years of study and is required for pursuing careers in teaching, engineering and pharmacy. If you decide to continue your education after you get your bachelor's degree, you can get a graduate degree. Graduate degrees include master's degrees and doctorates. If you want to pursue a career as a college professor, a doctor, or a lawyer, you will

need a graduate degree. Some master's degrees can be earned with an extra year of school. However, to earn some degrees, you will have to attend school for several additional years.

General Education Classes

General education, or core classes, must be taken by all students as part of their degree requirement, no matter what their field of study is. Core classes might include English, math, science and history. Students often have a pool of core classes within each subject that they can choose to take. Core classes serve two purposes. First, they give students exposure to different areas of study to help them become well-rounded. Secondly, through this exposure, these classes help undecided students decide what field of study they want to pursue. For these reasons, many general education classes are taken in the first year or two of college. You can get credit for many core classes while in high school by taking and succeeding on AP® Exams.

Degree Classes

The second type of college classes are degree classes. Degree classes must be taken to earn a degree in your chosen field of study, or major. For example, if you select engineering, you might be required to

WORK ZONE

With a partner, brainstorm what you know about degrees and what you want to learn about degrees. Start by writing a specific type of degree on the blank lines above the tables.

What I Know	What I Want to Learn

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students who readily complete the Work Zone activity can brainstorm with others who are having problems completing the "How I Can Learn More" section or any other section that is difficult to complete.

Struggling learners

Guide students through the activity by providing them with a specific degree to use. Show them how to use facts from the text to complete each column. Brainstorm ways in which students can learn more about the degree you have provided.

ESSENTIAL QUESTIONS

- EO 1** How will I be more “independent” in college?
- EO 2** Why does independence require more personal responsibility?

Preview the Text

Have students scan the title and subheads.

Ask: *What would you do with your time if you only had to go to class for three hours a day? If your parents or teachers didn't remind you to study, would you make time to do it?*

DISCUSS WORDS FOR SUCCESS

For each word, have students think of a familiar term. A **student union** would be similar to a “common area.” **Office hours** would be similar to after-school tutorials.

Teach the Text

Read the text as a class. Then have groups discuss how class schedules in college are different from high school. Have each group brainstorm a list of the ways that a more flexible schedule would affect them. Students should consider how much they depend on others to prompt them on a daily basis. **Ask:** *Do you think you do better with more structure or less structure?*

Freedom and Responsibility

Responsible Independence

One of the biggest challenges you will face when you go to college will be outside the classroom. The minute you arrive on campus, you'll suddenly have a new and different amount of freedom. How you handle your independence will affect how you perform in a college classroom.

Attending Class

In college, you will be responsible for managing your own time. Chances are, no one will tell you that it's not a good idea to stay out late with your friends when you have an early class the next morning. It may be tempting to have fun with friends every night, but this will make it equally tempting to sleep late and miss class. Many first-year students struggle with the seemingly simple

responsibility of going to class. They choose not to go to class regularly, because in college there are often no immediate consequences for missing class. However, because classes are sometimes held only once or twice each week, missing one class can have major consequences later on. You might miss an assignment or an important lecture that covers material on your next exam. The consequences of not attending your classes regularly will be very apparent when you do poorly on an exam or don't hand in an assignment because it was discussed on the day you missed class.

Managing Your Study Time

During a typical day of college, you may have to attend only two or three hours of classes. How you use the rest of the day often determines your success inside the classroom. The responsibility

WORDS FOR SUCCESS

student union a building or part of a building on a college campus where students can gather to eat, study and socialize together

office hours time that a professor makes available to meet with students

WORK ZONE

Think about your schedule and who helps you meet your responsibilities. Complete the chart below based on that information.

My Daily Schedule	Who Helps	How

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. Prompt them to include academic, social and familial activities in their schedule. Remind students that they often depend on others even when they don't realize. Ask, for example, who wakes them up if an alarm clock does not go off.

Struggling learners

Allow students to work with a partner. Have them begin by writing their daily schedule on a sheet of paper, starting in the morning and ending at night. Then have them choose three or four of those activities to include in the chart.

will be on you to use your free time wisely. Many students go to the library or **student union** to study in between classes. They use this time to catch up on their reading or to finish project work.

Getting Help with Your Studies

Even though you have a lot of independence and individual responsibility in college, there is help available. If you are struggling in a class, contact your professor. Almost all professors have **office hours**, which are times that the professors make themselves available, to their students outside of class. Colleges also have peer tutoring available, and some professors may organize the students into study groups. If the professor doesn't do this, talk to your classmates and form your own study group. Remember, your fellow students are in the same situation as you. They will be just as open to helping you as you are to helping them.

Free Time

Despite all that we have talked about, you won't spend every moment in class or studying. If

you properly manage your responsibilities, you should still have time for other things. You will study better if you make time for some mental breaks. Many colleges offer activities such as **intramural sports** and club teams. These activities give you a chance to socialize with other students before you get back to your studying.

Go to the **WORK ZONE**

DID YOU KNOW?

Colleges report the number of freshmen that return for their sophomore year. They also report the number that end their first year in good standing, meaning their first year grades were acceptable. Colleges have requirements for staying there, and it's up to individual students to meet them.

intramural sports recreational sports leagues where students from the same school compete against each other

Write a paragraph discussing what you can do to become more responsible for some of the events you listed on the previous page. Then write how these added responsibilities will help prepare you for college.

Responsibility

Freedom and Responsibility 97

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

Time management is usually a challenge for most college students. **Say:** *When I was in college I had to find time to do my laundry, pay bills and study. Have students brainstorm ways they could stay organized.*

Monitor Comprehension

Encourage discussion with talking points such as:

- *Discuss the pros and cons of having a fixed schedule.*
- *How difficult is it for you to do something without being asked several times? Give examples of your daily/weekly responsibilities. Make a list of things you'll have to do for yourself in college.*
- *List three ways you can get help with your academics in college.*



Extensions

Have students interview teachers and others they know who attended college. Students should inquire about how individuals coped with their new-found freedom in college and how they learned to manage their time. Before interviewing, have partners work in class on a list of appropriate questions. Then partners can summarize the notes of their individual interviews and create a Dos and Don'ts list based on the results of their interviews.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content A, CR, R*

W3 Drafting A, CR

21st Century

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

Manage Goals and Time (LC.IS.1)

Communicate Clearly (LI.CC.1)*

Make Judgments and Decisions (LI.CT.3)*

Students should be able to:



understand they will have to assume more responsibilities and think of ways to manage their time in college.



understand the challenges that additional independence gives them.



consider ways in which they can achieve academic success when given more freedom.

Exploring Colleges

UNIT OBJECTIVES

Students explore the many types and offerings of various colleges; learn what colleges look at; learn what a major is.

LESSON 1

Is There a College for You? Students learn that there are 4,000 different colleges, with different offerings and philosophies, each eager to enroll students who “fit” into that college family. They learn that their college selection process begins with an assessment of who they are and what they want. They begin to explore the hundreds of majors offered and how they relate to future paths.

- The fact that there are 4,000 different colleges can introduce the wealth of options your students will have to choose from, but it can also make the task of finding the right colleges seem overwhelming. Explaining the concept of “fit” at the outset will help your students understand that there is a process for finding colleges that makes sense. That process begins with looking inside themselves, understanding their own personalities, and identifying their needs and goals. The result of that introspection is knowing what to look for—and a list of criteria to use to find colleges that match their needs.
- Make sure your students understand that colleges are not all the same. Showing your students that colleges can be distinguished by broad categories of types and sizes is another way to help them see that the job of finding colleges will be manageable.
- Factors that are usually of importance are location, size and majors offered. Cost will be a factor, but at this point, your students should not focus on cost. They will learn that there is financial aid available, and that often the colleges with the highest “sticker price” have the most financial aid to offer. They won’t know the true cost until after they apply for admission and are offered financial aid.
- Help students understand that those who rank colleges use criteria such as size of endowment, student-faculty ratio, admission rate and other measurable factors. But the “best” colleges according to a ranked list might not be the best fit for them.
- The same goes for majors: The answer to the question “where is the best place to study X major” is “it depends.” Majors can be taught in many different ways depending upon the college, and students should investigate majors via Web research or a campus visit to see if a college’s method meshes with their goals.

LESSON 1 cont...

- Be sure your students have an accurate perception of two-year community colleges. Even though they are open admission for most programs (only a high school diploma is required), community colleges are not “college lite.” Almost half of all college students attend community college, and for many technical 21st century careers, community colleges are the primary centers of learning. Community college students typically have two choices: to take a two-year transfer program, covering the general education courses that form the first two years of most four-year degree programs, or taking a “terminal” program that prepares them for a particular career or occupation.

LESSON 2

What Do Colleges Look for in Students? Students learn that colleges look at grades, courses taken, activities, volunteer work and writing—the whole package. They learn the relative weight of grades, test scores, and so forth to various colleges.

- Four-year colleges typically view the student’s high school transcript followed by admission test scores as the most important factors in the admission decision. Eighty-nine percent of colleges say the school record—courses taken and grades—are very important or important in their decision, and 85 percent say test scores are very important or important (College Board, College Admission and Enrollment Statistics, 2009).
- At selective colleges, recommendations, the application essay, an interview and extracurricular activities are also considered. However, these are typically used to bring the student into focus, and are not as important as academic factors.
- There is no one definition of “selective” or “competitive.” Admission rate is commonly used as a gauge of selectivity. Currently, on average, four-year colleges admit 64 percent of applicants. The number of colleges that admit fewer than 50 percent of applicants is small—generally about 200 colleges.
- For the most part colleges are looking for reasons to admit, not deny, students. Nationwide, 77.8 percent of students were accepted by their first choice college (American Freshman: National Norms 2008, Higher Education Research Institute, UCLA).
- The big picture: Most college programs require students to pass some English, math and science courses. Students should keep their options open by working hard in high school so they are ready to do college-level work, no matter what college they choose.

Engaging Families

Encourage students to discuss with both parents or other family members the type of college that would best suit their needs. Find out if your counseling office automatically schedules these meetings. See if self-assessment tools are available for students.



Portfolio Opportunity

Page 100

UNIT OBJECTIVES

- Recognize that there are many different types of colleges and offerings to choose from.
- Understand what a major is.
- Identify what colleges look for in potential students.

Introduce the Unit

Read the Enduring Understanding:

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

Then have students read the text on pages 98–99.

Think Aloud

Think about the Enduring Understanding with students. Brainstorm a list of things (courses, class size, facilities, setting, etc.) that students would like their “dream” college to offer. Write ideas on the board and discuss which criteria are realistic. Then ask students to list things they have to offer to colleges (good grades, artistic talent, innovative ideas, etc.) Review your notes as you progress through the unit.

UNIT 8

Exploring Colleges

Finding the Right College

Colleges come in all shapes and sizes. What’s the right one for you? The truth is, you could probably find several colleges near home or far away that will meet your educational needs. Over the next years, though, you will begin to narrow your choices to a few colleges with which you feel the most comfortable. What will be involved in this process? Who can help? How can you prepare for your college application?

LESSON 1

Is There a College for You?

Pages 100–103

LESSON 2

What Do Colleges Look for in Students?

Pages 104–107

Preview the Lessons

Have students read the lesson titles on page 98. 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 considered how they might become self-disciplined in a less-structured environment.

UNIT 8

VOICE OF EXPERIENCE



“My parents helped steer me in the right direction. I soon realized that a lot of things they were pointing out about schools were things I really wanted in a school.”



WORK ZONE

What does it mean to find a college that “fits”?

Why should “fit” be important to you?

Materials

- List of several majors with courses and related careers (Lesson 1)
- List of school clubs or activities (Lesson 2)
- Students’ report cards or transcripts (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 may benefit from working with a partner. Have partners discuss what interests and goals they have. Encourage them to look at themselves and their personalities when considering a “fit.”

Struggling learners

Work with students in small groups. Have them brainstorm a list of adjectives that describe them. Then have students describe a “dream” school that would help them achieve their personal goals. Remind them that there are many types of colleges and some that specialize in specific careers.

ESSENTIAL QUESTIONS

- EO 1** What characteristics are important to me in selecting a college?
- EO 2** What is a major and why is it important?
- EO 3** What does it mean to find a college that “fits”?

Preview the Text

Have students scan the title and subheads. Write *Location, Setting, Size* and *Housing* on the board. Have students tell what they ideally want for each category and record their responses. Then ask students to state areas of study in which they are interested. After reading the lesson, help students assign a major next to each area of study.

DISCUSS WORDS FOR SUCCESS

Ask: How do people in this area commute? What are the pros and cons of commuting? How many community colleges do we have nearby? What are their names? Is there one major that prepares you to be a lawyer, or more than one? What major or majors prepare you to be a nurse? A musician?

Is There a College for You?

Finding the Right Fit

With about 4,000 colleges to choose from, how do you find the ones that can be right for you? All colleges aren't the same—there are many different types.

You still have a couple of years before you have to figure it all out, but now is a good time to start thinking about the type of college you want to attend. And the place to start is with yourself. Thinking about your own personality, goals and needs will lead you to the colleges that fit you best. Those are the colleges where you are most likely to succeed and enjoy the experience.

At this point you might be fairly open to all the possibilities, so how do you focus on what matters most? Thinking about the basic, fundamental choices first is a good way to begin.

Location

This choice is usually the most decisive. Do you want or need to live at home and commute to college? If so, you should consider if you will need a car or can take public transportation. If you want to live away at college, how far away? Do you want to be able to come home often, or would you rather experience a different part of the country or world? Setting geographic parameters is the easiest way to cut your college search down to size. Talk to your family about the possibilities.

Setting

Another thing to consider that relates to location is a college's setting or atmosphere. Are you excited about what a big city can offer, or are you more comfortable in a small town? If you have an ideal campus in mind, what does it look like? Do you hate cold weather, or do you enjoy the different

WORDS FOR SUCCESS

commute to travel daily between home, school or work

community college a two-year public college

WORK ZONE

In the space below, illustrate your ideal college. Include as a caption a brief description of the college's location, the number of students that attend, and the types of living arrangements.

My Ideal College

100 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

Have students complete their illustrations independently, then share their work with a partner. As partners explain their drawings, have them incorporate some of their description into the dialogue for their mini-play on page 101.

Struggling learners

Have students review the class notes on the board and look at their personal lists to help them create their illustrations. **Ask:** Is your ideal college in a city? Is it big or small? What are the attractions nearby? Assist partners with their dialogue on page 101 by having them describe what they like best about their “dream” college.

seasons? Do you want to be near a desert, the ocean or the mountains? All of these things add to the setting of the school. Which setting and atmosphere will make you the most comfortable and help you to do your best work?

Size

Some colleges are very large with over 30,000 students, but some may be smaller than your high school. Most are in-between. Size can affect your options and experiences, such as the range of majors offered, the variety of student activities available, how much personal attention you will receive, and the availability of facilities such as laboratories, libraries, and art studios. Think about which college size fits you best—large, medium, or small?

Housing

As you may recall from Unit 7, most schools offer a range of housing choices for students, from dorms to apartments to theme houses. Theme houses bring students together around common interests, such as music, sports or other activities. If you plan to live away, which option will be the most comfortable and appropriate for you?

major the subject area in which a student specializes in college

Types of Colleges

Choosing among the different types of colleges usually depends upon your goals. Are you looking for a specialized program, such as the culinary arts? If so, your best fit might be a two-year program at a **community college**. Community colleges offer low-cost options for either career training or the first two years of a four-year program. Remember, however, that community college courses are college level—just as challenging as four-year college courses.

Four-year colleges include small, private colleges and large, public universities. The options are vast, and colleges differ not only in location and setting but also in what and how they teach, as well as the types of students they attract.

Go to the **WORK ZONE**

DID YOU KNOW?

Most colleges have their own websites that feature information about location, housing and other important factors. One of the best ways to begin researching which school will be the best fit for you is to go online.

With a partner, write a script for a mini-play that features two friends talking about how they decided which college to attend. Use what you created on page 100 as a guide for the conversation.

The College for Me

Is There a College for You? 101

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text aloud as a class. As you read, pause to make additions to the notes you took when you previewed the text. Have students create their personal lists for each subhead as you read. Point out that cost should not be considered at this time.

Optional Approach

Have pairs of students share what kind of “dream” college they would like to attend.

Monitor Comprehension

Remind students that the plans they make in selecting a college may change as their interests and goals change during the next several years. **Ask:**

- What are the benefits of living closer to home the first year in college? Would you rather commute to college or live on campus?
- What are some different settings for a college campus? How important is setting to your choice of college?
- Do you like small classes? What kind of facilities do you want or need for your major? Is the safety of the campus a consideration for you?

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR, A*, R*
- W3** Drafting CR

21st Century

- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)
- Solve Problems (LI.CT.4)
- Access and Evaluate Information (IMT.II.1)*

Students should be able to:

- ✓ describe different characteristics colleges have to offer.
- ✓ explain their personal preferences for a college and explain their reasoning.
- ✓ understand that they should consider potential majors when selecting a college.

Teach the Text cont...

Monitor Comprehension

Explain to students that they will often be asked, “What do you want to major in?” or “What’s your major?” **Say:** *During the first year or two in college, you may be undecided about your major. Even if you choose a major, you may find after taking several courses, there is something else you’d rather pursue. Start thinking about your interests and how they fit with different careers. Think about people you admire. Find out what their majors were.*

DIFFERENTIATE INSTRUCTION

English Language Learners

The phrase “a good fit” may be unfamiliar. Explain that just as they shop for clothes and shoes in the proper style and size, they should look around to find a college that suits their needs and matches their personality.

First Generation Students

Students may feel overwhelmed with choosing a major and a career. Explain that high school counselors can help with self-assessment tests. These tools can help them match interests and strengths with a career.

Thinking About Majors

Once you get to college, you’ll have to figure out what to study and what **major** to select. For now, though, you might start by thinking about your interests, talents and strengths. How can you use these to guide you toward a career that will make you happy? From there, you can decide how a certain college major can help.

What Is a Major?

One of the questions college students find themselves answering a lot is, “What’s your major?” What does that mean, exactly? A major is the subject area in which students concentrate their studies at college. For example, students can major in business, English, art, biology, computer science, history, criminal justice and many other subjects. At most four-year colleges, students spend a third to a half of their course work in their major, which results in a degree in that subject.

Majors and College Fit

Knowing what you want to learn will help you find colleges that meet your academic needs. For

example, if you’re interested in engineering, look for colleges that offer a major in that subject. Most colleges include lists and descriptions of majors on their websites. But if you are undecided about your major (like most students), look for colleges that offer a broad range of majors in case you change your mind later on.

It’s Up to You

Finding colleges that are right for you involves personal decisions after careful research and reflection. Seek out the advice of friends and family, teachers and counselors as you look at all the college options. But remember that in the end your college has to fit you, based on your own interests, goals and needs.

Go to the **WORK ZONE**

WORK ZONE

KNOW YOURSELF

In a group of four students, role-play the parts of two students and two counselors. The students should list three questions to ask the counselors about college majors, such as what classes to take or what specific college to attend.

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Guide students to work together on creating questions and developing answers for their role-playing. Students may want to work with a partner to complete page 103 and then write their essays independently.

Struggling learners

Have students begin by listing their interests, skills and strengths. Then have them assign matching classes for each category. From this list, students can create three questions. Assist students with the answers by supplying a sample list of majors and related classes. Allow students to work with a partner to complete page 103.

ESSENTIAL QUESTIONS

EO 1 What do colleges look for in students?

Preview the Text

Have students create a chart with the following heads: *Grades, Courses, Activities* and *Letters of Recommendation*. Have students make notes or lists under each category. For the *Letters of Recommendation* section, have students write the names of people who would provide a good letter at this time.

DISCUSS WORDS FOR SUCCESS

Ask students to list three things they would like to ask a **college admission representative** and three things they would like a **college admission representative** to know about them. Explain that students should supply some background when asking a teacher or mentor for a **letter of recommendation**.

What Do Colleges Look for in Students?

Getting to Know You

Just as you are interested in finding a college where you will be happy, colleges are interested in admitting students who will be successful on their campuses, academically and socially. Colleges have different missions, different values and different emphases in both their academic and extracurricular dimensions. Not all students will be happy at their institutions, so the challenge for colleges is to get to know applicants and figure out who will thrive there.

Most colleges use a variety of ways to get to know students, so they can determine who will fit well

in their academic community. The application is just one part of the puzzle. Many colleges have **college admission representatives** who meet with students in schools and at college fairs. Colleges also invite campus visits and welcome e-mails from applicants. Their goal is to figure out who is genuinely interested in attending their college and who is likely to succeed.

Grades

Grades, of course, play an important role in how colleges decide which students to accept. While grades don't reveal everything about a student, they are a very good indication of whether a student

WORDS FOR SUCCESS

college admission representatives college staff that meet with prospective applicants and take part in admission decisions

letter of recommendation a letter written for you by a teacher, coach or counselor that tells colleges about your abilities, work ethic, or character

WORK ZONE

Create a poster or collage of all the things you feel help make someone a good student. Incorporate words or pictures that describe a successful student.

Portrait of a Good Student

104 UNIT 8 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 independently on their posters or collages. Ask volunteers to share their work. After brainstorming ideas for page 105, each small group can present its findings to the class.

Struggling learners

Prompt students to think of things, other than good grades, that make a good student. Examples could be "being on time" and "being helpful and respectful." Create groups of students with differing interests. Ask them to complete page 105. Brainstorm a list of local volunteer groups in your community and discuss how they could find more.

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion with a Think Aloud.

Say: *Letters of recommendation are important for college admission and for many jobs. Who do you think would write a good letter of recommendation for you?*

Many types of school activities, volunteer work and jobs show you can manage schoolwork and responsibility. What else do these activities say about you to a prospective college?

DIFFERENTIATE INSTRUCTION

English Language Learners

Point out that states have different ways in which they accommodate English language learners in taking standardized tests. Encourage students to discuss these provisions with your school counselor.

First Generation Students

Have students start writing their own biographies to refine later. Their writing could be helpful for a letter of recommendation or admission essay.

What Else Do Colleges Look For?

Besides grades, courses taken, test scores and writing, what else do colleges consider when admitting students to college? While criteria will vary from school to school, many colleges read recommendations and look at your extracurricular activities when making decisions about applicants.

Letters of Recommendation

Some colleges will also ask for a **letter of recommendation** that provides information about your abilities, work ethic or character from one of your teachers, coaches, counselors or other important people in your life. These letters can help admission boards see another side of you, perhaps one that isn't reflected in your grade reports or test scores. Try to develop good relationships with some of your teachers in your junior and senior

year so that they can help you with a letter of recommendation when you're a senior. If you share your goals with teachers, ask for help when you need it, and do your best work. You're helping yourself by showing others that you take school and your future life's work seriously. Teachers will remember that when you ask for a letter of recommendation.

Activities

Colleges tend to look for students who perform well not only in classes, but who also participate in school activities. Whether it's sports, music, drama, art or a student club, a school activity gives you the chance to show your strengths and develop your interests. Leadership skills, for instance, often show up during activities, as do teamwork and interpersonal skills. Plus, students involved in activities show the ability to manage their time wisely, prioritize and hold to their commitments—all qualities that admission boards like to see.

WORK ZONE

Using a copy of your last report card, write a brief explanation of the grades that weren't as good as you want them to be.

Focusing on My Grades

Class	Last Grade	Explain the Grade	How I Can Improve
Math I	C+ (78)	The class was difficult	Get more tutoring

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have proficient learners think about which advanced courses your school offers they should consider taking. To extend, have students write a complete essay for the writing prompt on page 107.

Struggling learners

Discuss writing prompts and suggest some ideas. Prompt students to use a prewriting activity, such as outlining, word webbing or brainstorming.

Finding the Money for College

UNIT OBJECTIVES

Students know where financial aid comes from; know the basic components of financial aid; know the difference between *need* and *merit*; understand the relationship between academic success in high school and financial aid; and know that families benefit by saving for college.

LESSON 1

How Will You Pay for College? Students learn that there is money available for students who can't pay the full cost of college. They learn that many students need and receive financial aid from the federal and state governments and the colleges themselves. They learn that there are formulas that determine how much a family needs, and also scholarship money for those with special talents, great academics or athletic skill.

- The overarching message of this unit is “Don’t count yourself out of college; not all colleges are expensive, and financial aid is available to help make college affordable.” If you have students that might be thinking college is just too costly to be within reach, their acceptance of that message can be a turning point, motivating them to reach higher and succeed in school.
- College costs cover a wide spectrum. Recent data shows that the majority of college students attend schools with tuitions less than \$10,000 per year.
- Every year, thousands of students who are eligible for financial aid don’t even apply for it out of ignorance. The fact is, there is \$126 billion in financial aid available for undergraduate study in this country.
- 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 recent data show that on average, full-time students receive about \$14,400 of grants and tax benefits in private four-year colleges, \$5,400 at public four-year institutions, and \$3,000 at public two-year colleges. (College Board, Trends in College Pricing, 2009).

LESSON 1 cont...

- Most aid money is awarded based on need, not merit. How is a student's need determined? Most financial aid is based on a formula that estimates how much a family can afford to pay for college. The difference between that estimate and the cost of any particular college is the family's need. If the formula indicates a family can contribute \$4,000 a year toward college costs, that is the expected family contribution (EFC) whether the college costs \$10,000 a year or \$35,000 a year. That family's need in the first instance is \$6,000; in the second it is \$31,000.
- Only colleges with large endowments are able to meet the full need of every student they enroll.
- For those colleges with limited funds, the amount of aid they will offer an applicant primarily depends upon two factors: the amount of funds available at the time the student applies, and how badly the college wants that student to enroll. That leads to another key message to give your students—that working hard for good grades in high school will not only make it more likely that they will be accepted to the college of their choice, but also more likely that they will receive enough financial aid to make that college affordable.
- The two main forms of financial aid are gift aid that is free, such as grants and scholarships; and self-help aid that has to be paid back (loans) or worked for (work-study).
- Explain to your students that they will not know what the true cost of any college will be until after they apply to that college and receive an offer of financial aid.

LESSON 2

What Can You Do Right Now? Students know the importance of discussing college financing with their families. They understand how academic success in high school affects financial aid, and learn the benefits of saving for college. They know that financial aid can make college affordable.

- In the United States, a key premise of the financial aid system is that families, including the student, are expected to pay what they can toward college. Most will pay through a combination of savings, current income and borrowing.
- Despite the rumor that saving may hurt your chances of getting aid, saving pays. Having savings reduces the amount families need to borrow to pay the expected family contribution.
- Explain to your students the benefits of a summer job: earning money for college, learning important skills and gaining insights into what kind of work they might want to do or NOT want to do in the future. Even unglamorous jobs help develop communication, collaborative and time management skills, all valuable in college and the world of work.

Engaging Families

Many families are not familiar with the different types of financial aid. Encourage students to meet with their parents or other family members to discuss financial aid with a counselor. Find out if your counseling office automatically schedules these meetings or if students should schedule the meetings themselves.



Portfolio Opportunity

Pages 110–111, 114–115

UNIT OBJECTIVES

- Know where financial aid comes from.
- Know the difference between need-based aid and merit aid.
- Understand the relationship between academic success in high school and financial aid.
- Know that families benefit by saving for college.

Introduce the Unit

Read the Enduring Understanding:

I have options for paying for college and there is financial help available.

Then have students read the text on pages 108–109.

Think Aloud

Have students think about the Enduring Understanding. **Say:** *Have you heard of any types of financial aid?* Have students write their ideas on the board. Ask them if they know how grades, talents and athletics contribute to scholarships and grants. Explain that students should never dismiss a college they feel is a good fit based on cost as financial aid is usually available.

UNIT 9

Finding the Money for College

You've learned the importance of having an academic plan to get to college. In addition to developing a strategy for taking all the right classes and earning good grades, you will want to think about your plans for finding and saving money to pay for your college education. Putting together a plan and knowing how you'll finance your college education is part of your journey through high school. There are many people willing to help you with your planning, and many resources available if you know where to look for them.

LESSON 1

How Will You Pay for College?

Pages 110–113

LESSON 2

What Can You Do Right Now?

Pages 114–115

Preview the Lessons

Have students read the lesson titles on page 108. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 8, students considered what colleges would be a good fit. They assessed how their grades would be viewed by colleges.

UNIT 9

VOICE OF EXPERIENCE



“There are so many options available for paying for college. In America, a place that has so many opportunities, scholarships and financial aid are available to just about everyone. It takes time and dedication to find money to finance college, but I believe anyone can do it.”



WORK ZONE

Write your answers to the questions in the *Think* column. Then talk with a partner and add any new answers in the *Pair* column. Then, share your answers with the class.

1. How much do you think it will cost to attend a state university for four years?
2. How much will it cost to attend a private college, such as Stanford?
3. How can you save some of the money you will need for college?

Think	Pair
1. Four-year state university costs between \$13,000 and \$18,000 a year for tuition and fees and room and board.	1.
2. Private colleges cost between \$30,000 and \$44,000 a year for tuition and fees and room and board.	2.
3. Students can save money for college from part-time jobs, allowances and financial gifts.	3.

Materials

- Chart with college costs (Lesson 1)
- Local want ads (Lesson 2)

Additional Resources

www.fafsa.gov

Lesson Resources

- College profiles with current cost information

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 explain to the class how they arrived at their cost projection for the *Think* column. Have them tell how they decided which partner’s answers were the most accurate.

Struggling learners

Ask struggling students what they think goes into the cost of college. What will they be paying for? Partner students with those who have some background knowledge on college costs for the *Pair* activity.

How Will You Pay for College?

Most students plan to attend college after they finish high school, and almost all of them are concerned about how to pay for a college education. Although it's true that college can be expensive, it's also true that every year millions of students who need help paying for college receive some form of financial aid from a variety of sources, including the government, the colleges themselves and private organizations.

You have to apply for financial aid in order to get it. You'll do that by filling out forms during your senior year when you apply to colleges. If a college wants you to attend but sees you can't afford to, it may offer you financial aid so that you can.

Because of financial aid, most students can afford to get a college education. More than two-thirds of all full-time students attending college right now are receiving some kind of financial aid.

What Is Financial Aid?

Financial aid is money that is available to help you pay for college. It is designed to make up the difference between what your family can afford to pay and what the colleges you want to go to cost.

What Does the Aid Cover?

Besides your tuition, financial aid can cover the costs of room and board (food and a place to sleep) if you live on campus, books and supplies for your classes, and transportation to and from your home to campus. It can also cover fees

WORDS FOR SUCCESS

self-help aid financial aid, such as loans and jobs, that requires repayment or employment

grant financial aid given to a student that does not have to be paid back

WORK ZONE

Choose three colleges from descriptive materials provided by your teacher. Fill in the chart below and include the following information: tuition, room and board and other costs you can find. Do any of these costs surprise you? Discuss with a partner.

Colleges	Tuition	Room and Board
College		
College		
College		

ESSENTIAL QUESTIONS

EO 1 Are there different ways to pay for college? What are some of them?

EO 3 What is the difference between need and merit?

Preview the Text

Have students scan the title and subheads. On the board, draw two T-charts. On the first chart, use the labels *Gift Aid* and *Self-Help Aid*. On the second chart, label the columns *Need-Based Aid* and *Merit Aid*. Have students create their own charts as well. As you read, fill in the charts with definitions and key words, as the different types of aid are being discussed in the text.

DISCUSS WORDS FOR SUCCESS

Have students compare and contrast the words **self-help aid** and **grant**. As you preview the lesson, explain to students which they will encounter first—the **Free Application for Federal Student Aid (FAFSA)** or the **expected family contribution (EFC)**. (They will first encounter the FAFSA and completion of that will tell them their EFC.)

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 complete the activity. To extend, students can research the same information for a college of their choice.

Struggling learners

Assist students in completing the chart. Explain that some costs are set by the college, but others, like books and supplies, are estimates. Point out that personal expenses are not included in these costs.

colleges might charge for such things as health insurance or student activities. Financial aid may even cover some living expenses if you commute from home or live off campus.

Types of Financial Aid

All types of financial aid can be grouped into two major categories: gift aid and self-help aid. Gift aid is free money that does not have to be repaid, such as scholarships and grants. Self-help aid either has to be paid back or worked for, such as a loan or a work-study job.

Need vs. Merit

Need-based aid is given on the basis of your family's ability to pay the full cost of a particular college. The amount of your need will vary from college to college because it depends on the cost of attending an individual college.

Merit aid is given on the basis of something you've done to earn it—such as getting good grades, showing good character or developing your talent or athletic abilities. Financial aid awards can include both need-based and merit aid, although most aid available has a need component.

Grants and Scholarships

These terms are often used interchangeably for any type of gift aid, but there is a difference. A grant is usually given only on the basis of need. Scholarships usually require merit, such as a certain grade point average. Often, scholarships require a showing of need as well.

Loans and Work-Study

A loan is an amount of money you and your family can borrow to help pay college expenses. Since you have to pay the money back, a loan may not sound much like aid; but they can be a good deal. The federal government offers low-cost student loans that you don't have to start paying back until after college. Most families borrow part of the money they need to pay for college.

Work-study is another program sponsored by the federal government. If you qualify for work-study, you will be offered a part-time job on campus as part of your financial aid.

FAFSA (Free Application for Federal Student Aid) a form completed by all applicants for federal student aid

expected family contribution (EFC) the total amount students and families are expected to pay toward college for one year

Books and Supplies	Fees	Total Costs

How Will You Pay for College? 111

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the text with a partner, filling out their T-charts as they read. Then, reread the lesson as a class, filling in the T-charts on the board. Emphasize that students should never count themselves out of college based on cost.

Optional Approach

Have students complete a graphic organizer that explains how the financial aid system works.

Monitor Comprehension

Encourage discussion by asking the following questions:

- What is financial aid? On average, how many students receive financial aid?
- What is the difference between gift aid and self-help aid? What are two types of gift aid?
- What are some ways you can earn merit aid?

Monitor Comprehension

Encourage discussion with talking points such as:

- How does a college determine how much aid you receive?
- When considering how you might get financial aid later, why is it important now to focus on your academics, talents and athletics in high school?

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content R, CR*

21st Century

Use Systems of Thinking (LI.CT.2)

Solve Problems (LI.CT.4)

Communicate Clearly (LI.CC.1)*

ASCA

A.10 Technology*

Students should be able to:

- ✓ recognize some of the various costs associated with college.
- ✓ understand that there are several ways to receive financial aid.
- ✓ understand components of the process to apply for financial aid.

Teach the Text cont...

- Name three other reasons why a student might be awarded a scholarship.
- When considering what financial aid you might get from different colleges, why should you consider a variety of colleges when you start applying?

DIFFERENTIATE INSTRUCTION

English Language Learners

If the application process for financial aid seems overwhelming, remind students that there is a lot of information available at the local library, and that as they get closer to the time of application, there will be people at school and the colleges to explain the process and unfamiliar terms. Financial aid terms are not familiar to most people!

First Generation Students

Suggest that students involve their family in their exploration of financial aid. It is important that the family understand the processes, the sources of aid and how aid makes college possible.

How Is Your Aid Determined?

Your family is expected to contribute as much as it can to your college expenses. 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 you will fill out during your senior year.

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. While some colleges have enough resources to meet every student's full need, some colleges are not as well funded. In that case, the amount of aid you are offered might be less than you need, and the amount you pay will be higher than your EFC. Colleges with limited funds usually make their best offers to the students they most want to attract. That's another reason why working hard for good grades in high school is a smart idea.

What's Out There for You?

Federal and state governments provide most need-based financial aid through grants, loans and work-study.

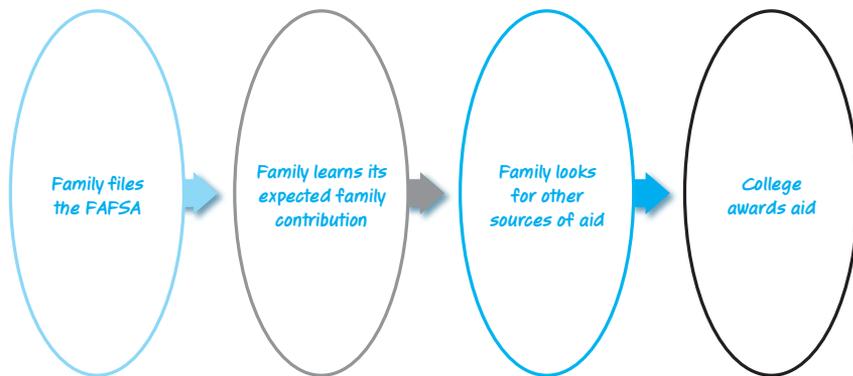
Another source of aid is through the colleges themselves, using their own funds. Nearly half of all grants given to incoming freshmen come from the colleges that admit them. Colleges also offer merit scholarships.

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 should



WORK ZONE

Put the following actions in the right order in the ovals below, and write in the oval when they happen in the process: College awards aid; Family files the FAFSA; Family looks for other sources of aid; Family learns its expected family contribution



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 on page 112 independently. Students may work with a partner to share ideas to complete page 113.

Struggling learners

Help students with the flowchart on page 112 by numbering the events in the text. Assist students with the chart on page 113 by discussing the options outlined in the lesson.

always check with each college to determine its application procedures for both need-based and merit aid.

In addition to merit scholarships awarded by colleges to their incoming students, you can apply independently for scholarships available from outside sources. They can be based on different qualifications, such as your place of residence, ethnic background, minority status, religion, military service or the course of study you plan to pursue. Although these scholarships make up only about 8 percent of total available financial aid, they are still worth considering because they can help make up any shortfall in the amount of aid you are offered by your colleges.

How Financial Aid Affects Your Choice of Colleges

As you begin to look at colleges, you'll discover that costs vary greatly. Public colleges cost less than private colleges, and two-year community colleges cost less than four-year colleges. More than half of all college students currently attend colleges that cost less than \$10,000 per year for

tuition and fees. Others attend schools with a much higher "sticker price," the price shown by colleges in their brochures.

But 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. That college might offer you enough financial aid to make it affordable for you and your family.

Go to the **WORK ZONE**

WHO Am I?

WHERE Am I Going?

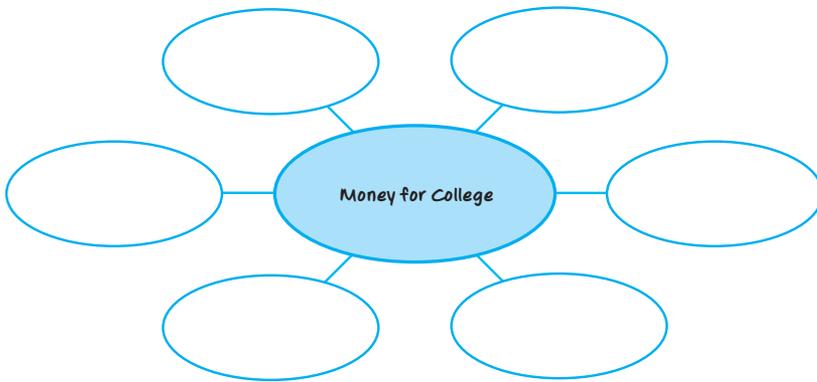
HOW Do I Get There?



Extensions

Have students conduct research or interviews to find out the associated costs with one or two colleges they are thinking about attending. Students should research what kind of financial aid the college provides and what some of the eligibility requirements are. Point out that many college websites provide information about loans, grants and student employment. Have students present their findings in small groups and share ideas on how they can start preparing now to pay for college.

Based on what you've learned and on conversations with counselors or teachers, fill in the ovals of the web below with possible options for funding your college education.



How Will You Pay for College? 113

Students should be able to:

- ✓ understand that financial aid can be found in many places.
- ✓ recognize that financial aid may not cover all of their college expenses.
- ✓ realize that they should not eliminate a college because of cost.

How good are your budgeting skills? Use the budget planner below to estimate how much you can save for college.



Personal Budget Planner

Where do I get my money each week?		How do I spend my money each week?	
Allowance	\$ _____	Entertainment	\$ _____
Gifts	\$ _____	Food	\$ _____
Jobs	\$ _____	Gifts	\$ _____
Other	\$ _____	Other	\$ _____
	\$ _____		\$ _____
Weekly TOTAL	\$ _____	Weekly TOTAL	\$ _____

Subtract the total amount that you spend from the total amount that you earn each week. Record the answer.

Total amount I earn: \$ _____

Total amount I spend: - \$ _____

= \$ _____

Do you spend more than you earn or earn more than you spend?

What can you do to save money for college each week? List your ideas.

What is a realistic amount of money that you can save every week? \$ _____

Multiply that number by 52. \$ _____ × 52 = \$ _____

This is how much you can save in one year.

Multiply the result for one year by 3. This is how much you can save in three years. \$ _____ × 3 = \$ _____

What Can You Do Right Now? 115

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Optional Approach

Have students make a list of potential part-time jobs that they could do.

Monitor Comprehension

Encourage discussion with talking points such as:

- Has anyone started saving for college?
- Do you know if your parents or family members have set up a college fund?
- Did you know that your grades can affect your chances of getting financial aid?



Extensions

Have students research ways to help pay for college, such as scholarships and part-time jobs. Students can review want ads in newspapers or online to find out if there are any jobs that they qualify for and summarize them in a report they will provide for the class to review. They can also speculate on services they could provide to make money, such as giving guitar lessons, baby sitting, providing landscaping services or starting a small business.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content R

MII.1.4.1

21st Century

Use Systems of Thinking (LI.CT.2)

Solve Problems (LI.CT.4)

Make Judgments and Decisions (LI.CT.3)*

Students should be able to:



realize that they will be responsible for paying at least part of their college bill.



recognize that they should start saving for college.

Being Prepared, Meeting Goals

UNIT OBJECTIVES

Students 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 given the opportunity to critically think through what they have learned in the program. They should outline in sequence what they plan to do moving forward to prepare for high school, college and a career based on the work done in the Work Zones.
- In addition to answering the questions posed in the lesson, students could create a culminating work—a portfolio, poster, PowerPoint presentation, story or other representation of what they have learned in CollegeEd.
- Students should be encouraged to reflect on how their answers to the questions *Who Am I?* *Where Am I Going?* and *How Do I Get There?* may have changed over the course of their CollegeEd experience.
- Students should reflect on ways to continue to explore and learn about colleges, majors and careers; their interests, needs and goals will continue to evolve in the final years of high school—and beyond.
- Help them focus on how extracurricular activities—including part-time jobs and volunteer work—help them learn who they are and where they might want to go in life.
- Have students reflect on the many people in their lives who can support their dreams.
- Encourage them to share what they have learned in CollegeEd with younger friends or siblings—they can be part of a support network for others.

LESSON 1 cont...

- Students should be able to outline or list topics of conversation related to college planning and career exploration that they have had with family members.
- This is an opportunity to help students focus and to allow them time to reflect and list what other questions they have that require answers, opinions or discussion with family members.

Engaging Families

Encourage students to meet with both parents or other family members to discuss how to prepare for college and its requirements. Encourage students to communicate with their family, as well as their counselor, and engage them in this process.



Portfolio Opportunity

Pages 118–119

UNIT 10

UNIT OBJECTIVES

- Synthesize what was learned in the CollegeEd Course.

Introduce the Unit

Read the Enduring Understanding:

The more I know about college and prepare for it, the more likely I will achieve my goals in life.

Then have students read the text on pages 116–117.

Think Aloud

Think about the Enduring Understanding with students. Have students write a list of what they have learned about college so far. After a few minutes, have volunteers read items from their lists. Encourage discussion by elaborating on their ideas. Ask volunteers to share any actions they have taken to help prepare them for college since beginning this course.

Being Prepared, Meeting Goals

What's Next?

You have learned a lot about the process of planning for college. You know that college is a definite option for you. You have an idea of what type of college fits you best, ways that you can afford it, and what you will need to do to get accepted. You know how to develop and connect your interests to possible careers. You also have new organizational skills that you can apply to both high school and college. And you have developed a network of people who will support you as you aim for your goal.

LESSON 1

Putting It All Together

Pages 118–119

Preview the Lessons

Have students read the lesson title on page 116. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 9, students learned that financial aid is available to help pay for college. Students considered different ways they could save for college and seek financial aid.

UNIT 10

VOICE OF EXPERIENCE



“When I arrived at the 9th grade, I wasn’t sure about which college I was going to attend. I thought, I can always come back to the college process in my junior and senior year. . . . I now believe the earlier you start, the better off you will be. There’s no such thing as being over prepared.”



WORK ZONE

Check the box that reflects how prepared you feel to complete each step in the college-planning process.

College-Planning Process	YES	NO
Connect my interests to possible careers	<input type="checkbox"/>	<input type="checkbox"/>
Create and maintain an academic plan for rigorous classes	<input type="checkbox"/>	<input type="checkbox"/>
Participate in extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>
Learn strategies for organization and time management	<input type="checkbox"/>	<input type="checkbox"/>
Understand and utilize my learning style in classes	<input type="checkbox"/>	<input type="checkbox"/>
Refine and expand my note-taking skills	<input type="checkbox"/>	<input type="checkbox"/>
Build a network of people who support my goal	<input type="checkbox"/>	<input type="checkbox"/>
Determine the type of college that is right for me	<input type="checkbox"/>	<input type="checkbox"/>
Develop a plan for paying for college	<input type="checkbox"/>	<input type="checkbox"/>

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. For each item they checked “no,” have them write a sentence or two on how they could become better prepared.

Struggling learners

Assist students by turning statements into questions. Ask students to identify their current situation for each item. Then ask them if they plan on making changes next semester or next year.

ESSENTIAL QUESTIONS

EQ 1 What do I know about college and how to prepare and plan for it?

Preview the Text

Have students scan the title and subheads. Write the following questions on the board and have students complete a three-minute quick write. *What are some careers that interest you? What classes can you take in school that are related to these careers? What steps have you taken to expand your interests? Who are some people who have helped you develop these interests?* Have volunteers share their responses.

Teach the Text

Read the text as a class. Ask students to share how they are making a list of their interests, adjusting their academic plans, and getting ready to attend college. Have students share how the course helped to prepare them. Discuss how being prepared will help them meet their goals.

Putting It All Together

How Can You Reach Your Goal?

Knowing that you plan to attend college is just the first step in a continuous process. Take this time to review what you have learned in this program so you can move toward reaching your goal.

From Passion to a Career

You are the only person who can decide what works for you in your life. Sometimes it can be difficult to separate your ideas from others' ideas, but by shedding The Noise and listening to yourself, you can lay the groundwork for defining your life. Most successful careers require some kind of education or training. Take time to identify your strengths and weaknesses, as well as your likes and dislikes. How can your interests be applied to a career path? When you have that answer, you can set your own goals and set the direction for your life.

Academic Plans

The choices you make in high school will affect the opportunities awaiting you after you graduate.

Work with your counselor to develop an academic plan with rigorous classes that will put you on the college track. Focus on doing well in those classes. Prepare for college and your career by expanding the knowledge base of your interests.

Organization Equals Success

Developing strong organizational skills will help you to be successful. Concentrate on improving your time management skills at school and at home. Understanding your learning style and adapting it to different situations will also help you succeed. Figure out the best ways to study, to take tests, and to use the Internet for research so that you can get the most out of every class. Make the Cornell Note-taking method your own so that you will be able to handle the demand of college courses. Finally, think about preparing for the admission tests that will be coming up soon.

Outside the Classroom

Colleges use many factors other than grades to evaluate your potential for success. They want

WORK ZONE

Think about what you have learned about the college-planning process. Answer each question based on your knowledge of and involvement with that process.

1. Why is higher education valuable to you?
2. What education is required for the career that you are considering?
3. What do you know now about college that you didn't know when you started this program?
4. What is the purpose of an academic plan?
5. What courses are you planning to take that will prepare you for rigorous college courses?

 **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 discuss the questions with a partner, then work individually on their answers. To extend, have them work their answers into an essay.

Struggling learners

Assist students by discussing each question with a small group. After students answer each question orally, have them write their responses. Encourage students to review their previous work and to reflect upon their answers at the end of the course.

students who have a wide range of skills and experiences. For this reason, you should spend time participating in extracurricular activities and building leadership skills that will be noticed by prospective colleges. Consider getting a job to show that you can manage the rigors of school and nonacademic responsibilities.

Your Support Network

It's also important to build a support network of people who can answer questions for you and encourage you in reaching your goal. Be sure to include teachers, counselors, trusted adults, classmates and friends who want you to succeed. Look to them for guidance as you make important decisions about your life. Above all, communicate with your family and engage them in this process because they want to see you achieve your goals.

Thinking About a College

There are many different colleges to choose from, but it's important to select the one that fits you the best. Your goal is to figure out how your skills, academic record and career path align with a particular college and its expectations. Strong academic skills will increase the number of choices you will have for college and the future. You will also need to plan carefully how you will pay for college. There are many options available to you, but applying early is key for success.

Go to the **WORK ZONE**

6. What actions do you need to take in high school to be "college ready"?
7. How does your learning style help you understand who you are as a student? Explain.
8. What are good resources for college and career information?
9. Who is in your network? How might they help you in your preparation for college?
10. What does your ideal college look like?

Putting It All Together 119

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Monitor Comprehension

Encourage discussion with a Think Aloud.

Say: *Making the decision to attend college is a process. The classes you choose, the grades you make and the activities that you participate in all make a statement to a potential college. The earlier you start to plan, the more likely it will be that you achieve your goals.*

Have students outline their academic plans for their remaining high school years.



Extensions

Have students reflect on the three questions of the course: *Who Am I? Where Am I Going? and How Do I Get There?* Have students answer each question. They may answer in the form of a collage, a composition or a combination of the two. Have students share their final work with the class and allow time for presentations.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

M Composing and Producing Media Communication*

21st Century

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

Use Systems of Thinking (LI.CT.2)

Communicate Clearly (LI.CC1)*

Students should be able to:



identify the importance of higher education.



reflect on how they can achieve their goal of obtaining a higher education.



identify their academic plan.

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, or EFC, from a college's total costs. The expected family contribution 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 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 that 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 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	<p>R1 Comprehension of Words, Sentences, and Components of Texts</p> <p>W2 Generating Content CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know.</p> <p>PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas.</p> <p>PE W2.2-1.4/5, W2.2-2.4/5</p> <p>L3 Listening for Diverse Purposes*</p> <p>L3.2 Student listens to evaluate.</p> <p>PE L3.2-3.4/5</p>	<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)* 	<p>A.1. Responsibilities to Students</p> <p>b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.</p> <p>c. Respects the student's values and beliefs and does not impose the counselor's personal values.</p> <p>A.10 a Technology*</p> <p>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.</p>
LESSON 2	<p>R1 Comprehension of Words, Sentences, and Components of Texts</p> <p>W2 Generating Content CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know.</p> <p>PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas.</p> <p>PE W2.2-1.4/5, W2.2-2.4/5</p> <p>L3 Listening for Diverse Purposes*</p> <p>L3.2 Student listens to evaluate.</p> <p>PE L3.2-3.4/5</p>	<ul style="list-style-type: none"> • Think Creatively (LI.CT.1) • Communicate Clearly (LI.CC.1) • Make Judgments and Decisions (LI.CT.3)* • Be Self-directed Learners (LC.IS.3)* 	<p>A.1. Responsibilities to Students</p> <p>b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.</p> <p>A.10 Technology*</p> <p>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.</p>

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 Success

Partnership for
21st Century
Skills Framework

American 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 W2.1-1.4/5
- W2.2** Student generates, selects, connects, and organizes information and ideas.
PE W2.2-1.4/5, W2.2-2.4/5
- L3** Listening for Diverse Purposes*
- L3.2** Student listens to evaluate. PE L3.2-3.4/5
- M2** Understanding, Interpreting, Analyzing, and Evaluating Media Communication

- Be Self-directed Learners (LC.IS.3)
- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.1)
- 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 W2.1-1.4/5
- W2.2** Student generates, selects, connects, and organizes information and ideas.
PE W2.2-1.4/5
- W3** Drafting A
- W3.1** Student generates text to develop points within the preliminary organizational structure.
PE W3.1-1.4/5
- S2** Speaking in Interpersonal Contexts*
- S2.2** Student plans for and participates in group discussion. PE S2.2-1.4/5

- Be Self-directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)*
- Reason Effectively (LI.CT.1)*
- Communicate Clearly (LI.CT.4)*

LESSON 2

- W2** Generating Content CR
- W2.1** Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5
- W2.2** Student generates, selects, connects, and organizes information and ideas.
PE W2.2-1.4/5
- W3** Drafting CR
- W3.1** Student generates text to develop points within the preliminary organizational structure.
PE W3.1-1.4/5

- Be Self-directed Learners (LC.IS.3)
- Manage Goals and Time (LC.IS.1)
- Communicate Clearly (LI.CC.1)
- Making Judgments and Decisions (LI.CT.3)*

LESSON 3

- R1** Comprehension of Words, Sentences, and Components of Text
- R1.3** Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts.
PE R1.3-3.4/5
- R4** Using Strategies to Comprehend Text
- R4.3** Student uses strategies to go beyond the text.
PE R4.3-3.4/5
- W2** Generating Content CR, R
- W2.1** Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5
- W2.2** Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5

- Be Self-directed Learners (LC.IS.3)
- Use Systems of Thinking (LI.CT.2)
- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)

UNIT 2

continued

LESSON 4

S2 Speaking in Interpersonal Contexts
S2.1 Student communicates in one-to-one contexts.
 PE S2.1-2.4/5
L3 Listening for Diverse Purposes
L3.1 Student listens to comprehend.
 PE L3.1-1.4/5
W2 Generating Content CR*
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5
W3 Drafting CR*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.4/5

- Reason Effectively (LI.CT.1)
- Communicate Clearly (LI.CC.1)
- Solve Problems (LI.CT.4)

UNIT 3

LESSON 1

W2 Generating Content A, CR, R*
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5
S2 Speaking in Interpersonal Contexts
S2.1 Student communicates in one-to-one contexts.
 PE S2.1-1.4/5
W3 Drafting A, CR
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.4/5

- Communicate Clearly (LI.CC.1)
- Be Self-directed Learners (LC.IS.3)
- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)
- Manage Goals and Time (LC.IS.1)

LESSON 2

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 R1.3-3.4/5
W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5
S3 Preparing and Delivering Presentations*
S3.2 Student gathers and organizes content to achieve purposes for a presentation or performance.
 PE S3.2-2.4/5
S3.3 Student rehearses and revises.
 PE S3.3-1.4/5

- Manage Goals and Time (LC.IS.1)
- Be Self-directed Learners (LC.IS.3)
- Communicate Clearly (LI.CC.1)
- Use Systems Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)*

UNIT 4

	College Board Standards for College Success	21st Century	American School Counselor Association
LESSON 1	<p>W2 Generating Content CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5</p>	<ul style="list-style-type: none"> • Be Self-directed Learners (LC.IS.3) • Manage Goals and Time (LC.IS.1) • Solve Problems (LI.CT.4) • Use Systems Thinking (LI.CT.2) • Manage Projects (LS.PA.1) 	
LESSON 2	<p>W2 Generating Content CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5</p>	<ul style="list-style-type: none"> • Communicate Clearly (LI.CC.1) • Collaborate with Others (LI.CC.2) • Make Judgments and Decisions (LI.CT.3) 	
LESSON 3	<p>W2 Generating Content CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5</p> <p>R1 Comprehension of Words, Sentences, and Components of Text</p> <p>R1.3 Student comprehends organizational patterns, textual features, graphical representations, and ideas in informational and literary texts. PE R1.3-4.4/5</p> <p>R4 Using Strategies to Comprehend Texts</p> <p>R4.2 Student uses strategies to interpret the meaning of words, sentences, and ideas in texts. PE R4.2-3.4/5</p>	<ul style="list-style-type: none"> • Make Judgments and Decisions (LI.CT.3) • Be Self-directed Learners (LC.IS.3) 	
LESSON 4	<p>W2 Generating Content R, CR</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5</p> <p>M2 Understanding, Interpreting, Analyzing and Evaluating Media Communication</p> <p>M2.1 Student understands, interprets, analyzes, and evaluates media communication. PE M2.1-5.4/5</p>	<ul style="list-style-type: none"> • Access and Evaluate Information (IMT.IL.1) • Analyze Media (IMT.ML.1) 	<p>A.10 Technology</p> <p>a. promotes the benefits and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the students needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.</p>

UNIT 4

continued

LESSON 5

W2 Generating Content CR
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5
W3 Drafting CR
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.4/5
W3.2 Student makes stylistic choices with language to achieve intended effects.
 PE W3.2-3.4/5

- Be Self-directed Learners (L.C.IS.3)
- Communicate Clearly (LI.CC.1)
- Make Judgments and Decisions (LI.CT.3)
- Reason Effectively (LI.CT.1)
- Solve Problems (LI.CT.4.)

A.9. Evaluation, Assessment and Interpretation
 a. 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.

UNIT 5

LESSON 1

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5, W2.2-2.4/5

- Be Self-directed Learners (L.C.IS.3)
- Communicate Clearly (LI.CC.1)
- Use and Manage Information (IMT.IL.2)

LESSON 2

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5

- Be Self-directed Learners (L.C.IS.3)
- Access and Evaluate Information (IMT.IL.1)
- Make Judgments and Decisions (LI.CT.3)

UNIT 6

LESSON 1

W2 Generating Content CR, R
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.4/5
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5
W3 Drafting R
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.4/5

- Communicate Clearly (LI.CC.1)
- Guide and Lead Others (LS.LR.1)
- Use and Manage Information (IMT.IL.2)*

LESSON 2

W2 Generating Content CR
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.4/5
W3 Drafting CR*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.4/5

- Manage Projects (LS.PA.1)
- Manage Goals and Time (LS.IS.1)
- Reason Effectively (LI.CT.1)
- Use Systems Thinking (LI.CT.2)*

UNIT 6 continued

LESSON 3	W2 Generating Content A, CR	<ul style="list-style-type: none"> • Communicate Clearly (LI.CC.1) • Guide and Lead Others (LS.LR.1) • Be Flexible (LC.FA.2) • Reason Effectively (LI.CT.1) • Make Judgments and Decisions (LI.CT.3)
	W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5	
	W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5	
	W3 Drafting A, CR, R*	
	W3.1 Student generates text to develop points within the preliminary organizational structure. PE W3.1-1.4/5	

UNIT 7

LESSON 1	W2 Generating Content CR, R	<ul style="list-style-type: none"> • Communicate Clearly (LI.CC.1) • Be Self-directed Learners (LC.IS.3) • Use and Manage Information (IMT.IL.2)*
	W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5	
	W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5, W2.2-2.4/5	
LESSON 2	W2 Generating Content A, CR, R*	<ul style="list-style-type: none"> • Be Self-directed Learners (LC.IS.3) Manage Goals and Time (LC.IS.1) • Communicate Clearly (LI.CC.1)* • Make Judgments and Decisions (LI.CT.3)*
	W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5	
	W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5, W2.2-2.4/5	
	W3 Drafting A, CR	
	W3.1 Student generates text to develop points within the preliminary organizational structure. PE W3.1-1.4/5	

UNIT 8

LESSON 1	W2 Generating Content CR, A*, R*	<ul style="list-style-type: none"> • Use Systems Thinking (LI.CT.2) • Make Judgments and Decisions (LI.CT.3) • Solve Problems (LI.CT.4) • Access and Evaluate Information (IMT.IL.1)*
	W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5	
	W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5	
	W3 Drafting CR, R, A*	
	W3.1 Student generates text to develop points within the preliminary organizational structure. PE W3.1-1.4/5	
LESSON 2	W2 Generating Content CR	<ul style="list-style-type: none"> • Communicating Clearly (LI.CC.1) • Reason Effectively (LI.CT.1) • Make Judgments and Decisions (LI.CT.3)*
	W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5	
	W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5, W2.2-2.4/5	
	W3 Drafting CR, A, R*	
	W3.1 Student generates text to develop points within the preliminary organizational structure. PE W3.1-1.4/5	

UNIT 9

LESSON 1	<p>W2 Generating Content R, CR*</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5, W2.2-2.4/5</p>	<ul style="list-style-type: none"> • Use Systems of Thinking (LI.CT.2) • Solve Problems (LI.CT.4) • Communicate Clearly (LI.CC.1)* 	<p>A.10 Technology a. promotes the benefits and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the students needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.</p>
	<p>W2 Generating Content R</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.4/5, W2.2-2.4/5</p> <p>III.1 Integers and Rational Numbers PE III.1.4.1 Reasons about, structures, and solves problems involving ratios, proportions, or percents, including percents less than 1 and greater than 100.</p>	<ul style="list-style-type: none"> • Use Systems of Thinking (LI.CT.2) • Solve Problems (LI.CT.4) • Make Judgments and Decisions (LI.CT.3)* 	

UNIT 10

LESSON 1	<p>W2 Generating Content CR, R</p> <p>W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.4/5</p> <p>W2.2 Student generates, selects, connects, and organizes information and ideas. W2.2-1.4/5</p> <p>M Composing and Producing Media Communication*</p> <p>M3.2 Student develops and produces an informational or creative media communication. PE M3.2-2.4</p>	<ul style="list-style-type: none"> • Be Self-directed Learners (LC.IS.3) • Use Systems of Thinking (LI.CT.2) • Communicate Clearly (LI.CC.1)* 	
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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.

