



COLLEGE^{ED}

Middle School Educator Guide

College Planning and Career Exploration Program



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WELCOME TO COLLEGEED

What Is CollegeEd?

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

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

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

The CollegeEd and Roadtrip Nation Partnership

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

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

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



+



How the Lessons Are Structured

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

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

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

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

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

UNIT 5 LESSON 2

Using the Internet

Your Online Support Network

From social networking to researching a topic for school, the Internet is part of daily life. Consider it part of your support network. When it's time to start researching what you'll need to know to plan your future, you can tap into a wealth of resources through the Internet. You can visit college websites and communicate directly with students and staff at colleges. You can watch videos of people on the job, read student blogs, and watch online lectures of college classes. You can use search programs to research dozens of colleges, and even take "virtual tours" of their campuses.

College Board

One online resource that will be a valuable part of your support network is the College Board's website. The College Board exists to help students and colleges. On the College Board website, you will find just about all the information you will need to get ready for college.

There are tools for planning, finding colleges, applying to colleges and paying for college. You can find out about every college in the country with College Search. You can also find scholarships that you might qualify for. When the time comes to start thinking about college admission tests, you will find free practice tests for the SAT®, SAT Subject Tests®, and AP® Exams. There is also a lot of information just for parents, to help them help you along the way to college.

College Websites

Nearly all colleges have their own websites. You can tell that you are on the official website of a college by looking at the Web address. Almost all official college Web addresses will have an .edu extension, or ending.

Once you're on a college's website, be sure to explore all of the links. You might be able to go on a virtual tour to see pictures or video of the college campus. You can also learn about the programs offered and their cost, or find out about student activities. You might be surprised at all of the information you can discover. In addition, on most school websites, you can request that the school send you more information.

Government Websites

The U.S. government sponsors websites that may be useful to you as you plan for college. These have a .gov extension at the end of their address.

Most state have websites with information about higher education, scholarships, jobs, financial aid, and other topics that will be important to you as you move toward college. Many official state websites end with .gov or .us.

DO YOU KNOW?
The website www.students.gov is led by the U.S. Department of Education and provides information to help students do everything from choosing a college to learning about future careers.

WORK ZONE

In the chart below, summarize what kinds of information about college or career you would seek from each source.

Social Networks	Government Websites	The College Board	College Websites

Student Workbook, Unit 5, Lesson 2

LESSON 2

Teach the Text...

Monitor Comprehension

Encourage discussion with talking points such as:

- Ask students how easy it is to find unrelated facts on the Internet.
- How should you treat information you find on the Internet before you verify it?

DIFFERENTIATE INSTRUCTION

English Language Learners

Review the jargon of the Internet to make sure everyone understands what a website or a "virtual tour" is. Have volunteers explain what a blog is and the meaning of online and offline. Review what is meant by "virtual support."

First Generation Students

Their support network may lack immediate connections to the college experience. These students could benefit from social networking with other first generation students trying to become familiar with the college experience.

What Is Good Information?

If you asked the students at your school what advice they could use to get the most from the Internet, they would likely say "find good information." But how do you find good information? The Internet is a vast sea of information. It's easy to get lost in the sea of information. You need to know how to find good information. This lesson will help you learn how to find good information.

Be Virtually Smart About It

When you're on the Internet, you need to be smart. You need to know how to find good information. You need to know how to use the Internet to your advantage. You need to know how to be a "virtually smart" person. This lesson will help you learn how to be a "virtually smart" person.

Protect Your Identity

When you're on the Internet, you need to protect your identity. You need to know how to keep your personal information safe. You need to know how to avoid scams and fraud. You need to know how to be a "virtually smart" person. This lesson will help you learn how to be a "virtually smart" person.

Protect Your Public Image

When you're on the Internet, you need to protect your public image. You need to know how to keep your online reputation good. You need to know how to avoid posting anything that could harm your reputation. You need to know how to be a "virtually smart" person. This lesson will help you learn how to be a "virtually smart" person.

WORK ZONE

With a partner, read the directions or questions included in the Work Zone and then complete the activity.

My "Go-To" Online Source

How to Verify Online Information

HOW DO I Get There?

Extensions

Have students create suggestions for a website that middle school students could design and use while they are first learning about the process of choosing a college or career. Students can cut out pictures from magazines or sketch the look and features of potential Web pages. Students could have the on some of the work they have done so far on the Internet. "What would you like to know about college or careers?" Students should test their suggestions on others in their groups to get feedback on how to improve their ideas.

Students should be able to:

- define good Internet information as being useful, relevant and accurate
- understand what it means to be virtually smart and how to protect themselves
- avoid providing any personal or private information when using the Internet.

Educator Guide for Unit 5, Lesson 2

Lessons Lead to an Enduring Understanding

CollegeEd's activity based lessons help students achieve an Enduring Understanding of the topic at hand. For example, the lessons in Unit 5: *Finding Support for the Future*, address the objective:

Students understand that setting realistic goals and preparing for college involves resources outside of school as well as in school; understand how to effectively and safely use the Internet as part of their support system; understand how involvement in activities enhances self-knowledge and development.

UNIT OPENER

UNIT OBJECTIVES

- Use resources outside of school as well as in school to set realistic goals and prepare for college.
- Understand how to effectively and safely use the Internet as part of a strong support system.
- Understand how involvement in activities enhances self-knowledge and development.

Introduce the Unit

Read the Enduring Understanding:

A strong support system can help me achieve my goals.

Then have students read the text on pages 58–59.

Think Aloud

Students to consider what the F means

UNIT 5 UNIT OPENER

UNIT OBJECTIVES

- Use resources outside of school as well as in school to set realistic goals and prepare for college.
- Understand how to effectively and safely use the Internet as part of a strong support system.
- Understand how involvement in activities enhances self-knowledge and development.

Introduce the Unit

Read the Enduring Understanding:

A strong support system can help me achieve my goals.

Then have students read the text on pages 58–59.

Think Aloud

Ask students to consider what the F means

Preview the Lessons

Have students read the lesson titles on page 58. Have them predict what they will read in the unit. They can discuss or brainstorm questions they have before they read.

LOOKING AHEAD

In this unit, students will use research skills and recognize different learning styles could assist them in the college research process.

UNIT 5

Finding Support for the Future

VOICE OF EXPERIENCE

"At times during high school I did feel overwhelmed, but I think that probably a common experience with high schoolers. It just required a lot of discipline and dedication and support from parents and friends throughout high school, to not only manage my course load, but also enjoy myself and have experiences with my friends and classmates throughout the four years."

WORK ZONE

Let your representative. Write the names of all the people who currently help you in school or work. Then, list people who might help you in the future when you start college.

People Who Help Me in High School	People Who Will Help Me in College

Preview the Lessons

Lesson 1	Lesson 2	Lesson 3	Lesson 4
People Who Can Help Me	Using the Internet	Managing Time	How Community
Pages 60-61	Pages 62-65	Pages 66-67	Pages 68-69

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

In doing this exercise, students can independently list names of people and their relationships with those people. They should also consider the type of help they may be getting now and who could help them in the future.

Struggling learners

Remind students that they do not necessarily need to give someone's name for these lists. They could request with a parent's position or with a relationship they have with someone. They could also list the types of people who might help them, such as professors and college roommates. If students are having trouble getting started, remind them of those who may have helped them in the past.

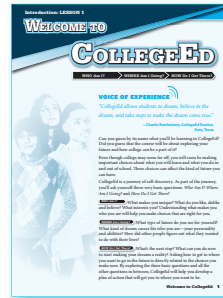
Educator Guide for Unit 5, Opener

Students will come to an Enduring Understanding, such as: A strong support system can help me achieve 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

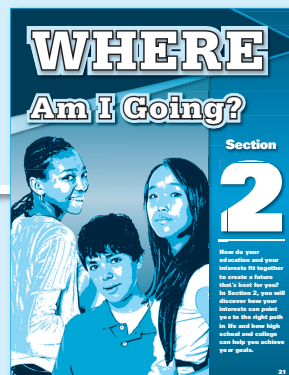
The student workbooks are divided into three sections:

WHO Am I?

WHERE Am I Going?

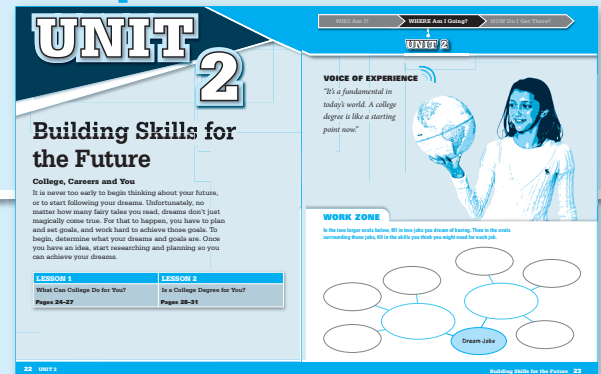
HOW Do I Get There?

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.

[illegible]


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

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

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

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

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



College deadlines
are true deadlines.
They are not
suggestions!

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

[illegible]

Glossary

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

[illegible]

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 4

ENDURING UNDERSTANDING: Strong organizational skills contribute to a balanced, successful life.

How Do You Stay Organized?

UNIT OBJECTIVES

Students identify the organizational skills necessary to stay on track to reach goals; understand how these skills can be more effective when customized to fit one's own nature and personality; demonstrate this understanding by applying varying organizational tactics to specific tasks.

LESSON 1

Getting Organized: Students learn some simple strategies for staying organized, such as using a daily planner, writing down key deadlines, and organizing their time and materials. They discuss ways to balance school, homework, play, family obligations, work and extracurricular activities.

- Introduce your students to a range of techniques for becoming organized, studying and managing their time. Often, the difference between a successful student and an unsuccessful one comes down to organization and time management. Some of your students may believe otherwise; they may think that they are either good at school or they're not, and that can't be changed. Convince them that the basic techniques for note taking, listening, managing time and other organizational skills can be learned by anyone, and that these skills will help them do well in school.
- Learn whether your school has preferred approaches to teaching these skills. If not, go on the Web to find specific techniques for middle school students. Explain that there is no one best way to organize or take notes; they might want to try out a range of techniques to discover what works for them.
- Find out if your school provides tools for staying organized. Does it issue planners? Is there a student handbook with advice on how to manage locker space, for example? There is information on the Web about helping middle school students get organized.

LESSON 2

How Do You Learn? Students review, understand and identify learning styles. They determine their own learning style(s) and how to use that knowledge to improve the way they learn and study.

- Help your students understand that whenever they learn how to do new things or take in new information, whether in school, at home or during activities like playing on a team, they have unique abilities and attributes that determine the way they learn. Using examples, acquaint them with these four learning styles: kinesthetic, tactile, visual and auditory. Show them how they can identify which of these learning styles is their own primary, individual style.
- Give them the opportunity to explore each style in different learning situations. Explain that the style, or styles, they feel most comfortable with might depend upon what they are being asked to learn at any given time.

LESSON 3

Collaboration Helps: Students learn that collaboration can be an effective way to learn. They learn strategies for making the most of group study, as well as the benefits of talking through homework, projects, goals and other endeavors with friends and classmates.

- Use a group activity to introduce the different dynamics of collaborative work. This can be accomplished by giving each student a chance to take on and model a different role (leader, time keeper, recorder or presenter) within the group, with a detailed objective for what they must accomplish in each role.
- By having them rotate roles during the course of this class, they will become more engaged and begin to understand the different roles and the responsibilities associated within a collaborative process.
- Review the benefits of working collaboratively. A group activity that results in idea generation, such as brainstorming, is an effective way to demonstrate how working in groups can stimulate new ways to think about something.

LESSON 4

Using Cornell Notes: Students review, discuss and explore the Cornell Note-taking technique for lectures and reading, and how to apply it to their schoolwork.

- The Cornell Note-taking method is outlined in this lesson. If your school has another preferred note-taking method, by all means incorporate that method.
- Encourage your students to use the note-taking method throughout the course, so that it becomes habit.
- Emphasize that the value of this note-taking method is not just to record what they hear in class, but as a means of studying the material later. Many middle school students don't yet know how to study effectively. Following the steps outlined in this lesson for taking and reviewing notes can make a big difference in their academic lives.

Engaging Families

Parents can support their students' academic futures during middle school by helping them develop strong study skills. Family members can share insights with students about how they learn best and how their learning styles can affect their study habits.



Portfolio Opportunity

Pages 46–47, 50–51

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 6 UNIT OPENER

UNIT 6

What Are Your College Choices?

Colleges Are Not All Alike

When the time comes to start looking for colleges, you'll find many different types of colleges to choose from. They come in different sizes and offer a variety of things to do and courses to study. The costs of college come in a wide range too. There are many ways to pay for college, and help is available to make college affordable. Now is a good time to start thinking about your college options. That way you'll be ready to make the right choices when the time comes to select a college.

LESSON 1	LESSON 2	LESSON 3
How to Look for Colleges Pages 72-75	How to Pay for College Pages 76-79	The Costs of College Pages 80-83

UNIT OBJECTIVES

- Understand that making the right choices about college will depend upon knowing what is right for you.
- Relate costs to the varieties of college options.
- See that some form of college is affordable for everyone.
- Have a basic understanding of how financial aid can reduce the cost of college.
- Know that apprehension of costs should not get in the way of college aspirations.

Introduce the Unit

Read the Enduring Understanding:

Colleges are not all alike; I should look for those that fit my needs.

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

Think Aloud

Engage students in a discussion of their expectations and assumptions about college. Refer to the unit title and discuss how the process of considering and selecting a college is a series of choices. Students may not think of college as a possible choice after high school or may only consider one college as a possibility.

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 or brainstorm questions they have before they read.

LOOKING BACK

In Unit 5, students learned how to create their own support network.

70 EDUCATOR GUIDE

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

UNIT 6

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 could always focus on the college process in my junior and senior year. But then time began to fly by and before I knew it, it was my senior year and I was going through the process of choosing colleges. I now believe the earlier you start the better off you will be. There’s no such thing as being over prepared.

WORK ZONE

In the web below, write the things you think you want in a college. After completing the chart, share it with your family or other students for additional ideas.

What Are Your College Choices? 71

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can concentrate on general life goals, as well as academic or social ambitions they may have at this point in their lives, when deciding what they want in a college. Allow pairs of students to work with each other to decide what they expect from a college.

Struggling learners

Encourage students to write anything in the bubbles that they want to experience in college. Social activities and new experiences are just as important as academics at this point.

UNIT 6 UNIT OPENER 71

HOW Do I Get There?

Materials

- ☐ College directories (Lessons 1 and 3)
- ☐ College viewbooks (Lesson 1)

Additional Resources

www.campustours.com

State higher education websites

FAFSA

www.fafsa.ed.gov

Materials

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

Additional Resources

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

Work Zone

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

At a Glance: The Educator Guide

The Lesson Wrap

Essential Questions

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

Preview the Text

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

Discuss Words for Success

This section provides definitions of the Words for Success that are more detailed than those presented in the student workbooks. A glossary at the back of this guide provides additional definitions of more than 100 key terms. This feature usually appears under Preview the Text. It is not included if no Words for Success are featured in the lesson.

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 8 LESSON 1

ESSENTIAL QUESTIONS
EQ 1 What do I know about college and how to prepare and plan for it?

Preview the Text
After students scan the title and subheads, have them write the following heads on a sheet of paper: "Passions and Careers," "Courses and Activities," "Study Skills," and "Support Team." For each head, have students "free-write" for a few minutes. Suggest that they create a list of words or associations, write a few sentences or draw something that relates to each topic. Then have students share their ideas with a partner or the class.

Teach the Text
Read the text as a class. Have students share what they have learned about the different types of colleges they can attend. Ask students to share how this course helped them get ready for high school and make sound academic choices that will help them get accepted into the college of their choice. Discuss the importance of surrounding yourself with people who will encourage you to meet your goals.

UNIT 8 LESSON 1

Putting It All Together
How Can You Reach Your Goal?
So, now you have set a goal of attending college. That is just the first step in a long process. Take this time to review what you have learned so you can move closer to reaching your goal.
Passions and Careers
You are the only person who can decide what's best for you. Sometimes it can be difficult for you to separate your ideas from others' ideas. By shedding The Noise and listening to yourself, you can start building the blocks that will define your life. All successful careers require some kind of education or training. Most technical jobs require at least a two-year degree. Many other professional jobs require at least a four-year degree. You must set your own goals and steer your life in a direction that will help you reach them.
Courses and Activities
The choices you make now and in high school will affect the choices you have after you graduate. You can plan now for success by taking challenging classes. Talk with your counselor to learn which classes will improve your chances of getting into the college of your choice. You can also prepare for college and your career by participating in extracurricular activities, working and looking for opportunities to expand your knowledge.
Organized for Success
Strong organizational skills will help you become successful. It is important that you learn to manage your time. Knowing your own learning style will also help you succeed. When you know what style works best, you will understand how to study, how to take tests, and how to get the most out of every

WORK ZONE
Think about what you have learned about the college planning process. Answer each question based on your knowledge of that process.
1. What education is required for the career that you want?
2. Why is higher education valuable to you?
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?

96 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 the activity independently first, then share their responses with a partner. To extend, have students create a flowchart that addresses the college planning process according to a sequence of steps that must be accomplished.
Struggling learners
Work with students in a group or in pairs. First, have students read all the questions aloud, highlighting key words. Then discuss each question and have students take notes. After the discussion, allow students to complete the questions on their own.

96 EDUCATOR GUIDE

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.

class. Whatever your learning style, sometimes the difference between a high and low grade is in how you take your notes. Use a good note-taking method in middle school *and* in high school to prepare for college work.

Building a Support Team

It's a good idea to surround yourself with people who will encourage you to attend college. Your network may have friends who think like you. It should also include teachers, counselors, trusted adults and classmates who can help you succeed. Communicate with them often. They can guide you in making good decisions. Most importantly, involve your family in this process because they're your biggest fans.

Thinking About a College

As you go through high school, you will figure out which colleges match your interests, skills, academic record and career path. Strong academic skills will increase the number of choices you have. Improve your chance for success by building on your strengths. Don't let the cost of college discourage you. Start thinking now about ways to pay for college.

Put it to WORK

KNOW YOURSELF

Think about how you respond to new ideas, such as planning for college. What has been the hardest part of this college-planning process so far for you? How will you face that challenge in the future?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

5. What do you need to do in high school to be ready for college?

6. What is your learning style, and how does it help you?

7. What are good resources for college and career information?

8. Who is part of your support network? How can they help you when you begin high school?

9. What does your ideal college look like?

Putting It All Together 97

HOW Do I Get There?

Monitor Comprehension

Encourage discussion with a Think Aloud.

Say: *Making the decision to attend college is the first step in a journey that is just beginning. The classes you choose, the grades you make, and the activities that you participate in all make a statement to a potential college. Have students write a brief answer to the following question: "What do I need to do now to get ready for college?"*



Extensions

Have students reflect on the Essential Question: *What do I know about college and how to prepare and plan for it?* Students may answer the question in the form of a collage, a composition, a song or a skit. Encourage students to interview teachers and family members to get a different perspective on preparing and planning for college. Allow time for presentations so that students can share their final work with the class.

Teach the Text

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

Monitor Comprehension

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

Extensions

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

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

M3 Composing and Producing Media Communication*

21st Century

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

Use Systems Thinking (LI.CT.2)

Make Judgments and Decisions (LI.CT.3)

Think Creatively (LI.CI.1)

Communicate Clearly (LI.CC.1)

Students should be able to:

- ✓ identify the importance of higher education and how it relates to a career.
- ✓ reflect on how they can prepare for college while they are in high school.
- ✓ identify whom they can count on for a support team, now and in high school.

UNIT 8 LESSON 1 97

Core Aligned Standards

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

"Students should be able to" Summary

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

At a Glance: The Educator Guide

Section Wrap-Up

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

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

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

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

Section 2 WRAP-UP

OBJECTIVE

- Synthesize unit content by summarizing what students learned about colleges, degree types, academic choices and careers.

Introduce Activity

Review the section titled *WHERE Am I Going?* with students and discuss how the content in the lesson has helped them to answer the question posed. Remind students to respect the fact that each of them has an individual path to higher learning and that there are different ways to achieve that. Have students finish the activity independently. Upon completion, ask volunteers to share questions about academic plans and support networks they will learn more about in Section 3.



Portfolio Opportunity

Have students review the products created for their Portfolio on pages 26, 28, 30–31, 36–37, and 40.

Planning Ahead

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

WHERE Am I Going?

Section 2 WRAP-UP

WHERE AM I GOING?

By now, you have an idea of how college can help you as you decide a career to pursue. Think about what you can do to reach your goals as you answer the questions below.

Pursuing a Career

In what careers are you interested? Why?

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HOW DO I GET THERE?

In the next section, you'll learn what to do to move from thinking about your future and what high school will be like to making a plan of action. What questions do you have about planning for high school and beyond? List them below.

Who can help me decide which

classes to take?

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Implementing CollegeEd

How to Implement CollegeEd in the Classroom

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

Involving Families in CollegeEd

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

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

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

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

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

Options for Assessing Student Learning

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

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

How CollegeEd Aligns to Standards

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

College Board Standards for College Success

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

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

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

For more information:

on the College Board Standards for College Success, please visit:
<http://professionals.collegeboard.com/k-12/standards>.

Partnership for 21st Century Skills Framework

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

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

For more information:

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

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

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

For more information:

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

Scope and Sequence

INTRO

INTRODUCTION1A

INTRO OBJECTIVES: Students understand the CollegeEd program and philosophy, why 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:

- Know why they should think about college now
- Learn the benefits of having college as a goal
- Realize they will soon make decisions affecting their future
- Understand the purpose of CollegeEd is to help them make good decisions

ESSENTIAL QUESTIONS:

- 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 2**Building Skills for the Future 22**

UNIT OBJECTIVES: Students gain a basic understanding of what college is, and the varieties of college experiences available; understand the value of college with respect to personal and financial aspirations; know the differences between degree levels; connect college/degree levels to careers.

LESSON 1 What Can College Do for You? 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 Is a College Degree for You? 28

OBJECTIVES: Students will:

- Know what types of educational options are available after high school
- Understand that there are different types of colleges and degrees

ESSENTIAL QUESTIONS:

- What is the difference between a high school diploma and a college degree?
- What are some different types of colleges and degrees?

UNIT 3**Middle School Matters 32**

UNIT OBJECTIVES: Students understand the academic sequence of middle school, high school and college; know the academic requirements for passing through each grade; understand how the academic choices made in middle school can expand or limit the options available later.

LESSON 1 What Is High School About? 34

OBJECTIVES: Students will:

- Learn how the academic and extracurricular choices in high school differ from those in middle school
- Understand what an academic plan is
- Know what they need to do in middle school in order to succeed in high school

ESSENTIAL QUESTIONS:

- What are extracurricular activities? • What is an academic plan? How is it similar to a roadmap?
- What kind of courses will I take in high school?

LESSON 2 Developing Good Habits. 38

OBJECTIVES: Students will:

- Learn how to be prepared for rigorous high school courses
- Understand the importance of academic success and the consequences of falling behind
- Know that support is available

ESSENTIAL QUESTIONS:

- What are rigorous courses? • How can I stay engaged in my courses?
- What kind of support is available if I start to fall behind in my courses?

UNIT 4 How Do You Stay Organized? 44

UNIT OBJECTIVES: Students identify the organizational and study skills necessary to stay on track to reach goals; understand how these skills can be more effective when customized to fit one's own nature and personality; demonstrate this understanding by applying varying strategies and tactics to specific tasks.

LESSON 1	Getting Organized	46
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Learn strategies for staying organized and for balancing school, homework, play, family obligations, and extracurriculars 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • How do good organizational strategies relate to academic success? • How do I like to stay organized? 		
LESSON 2	How Do You Learn?	50
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Identify different learning styles • Determine their own learning style(s) and how to use them 		
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	Collaboration Helps	52
OBJECTIVES: Students will:		
<ul style="list-style-type: none"> • Understand the benefits of collaborative learning • Explore strategies for effective group study 		
ESSENTIAL QUESTIONS:		
<ul style="list-style-type: none"> • What are some of the benefits of working in a group? • How can working well in groups help me later in life? 		
LESSON 4	Using Cornell Notes	54
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 can I take better notes? • How can taking good notes help me? 		

UNIT OBJECTIVES: Students understand that setting realistic goals and preparing for college involves resources outside of school as well as in school; understand how to effectively and safely use the Internet as part of their support system; understand how involvement in activities enhances self-knowledge and development.

LESSON 1 People Who Can Help You 60

OBJECTIVES: Students will:

- Learn what a support system is
- Discover the people who can help them

ESSENTIAL QUESTIONS:

- What is a support system? How can it relate to my academics?
- Who is in my support system?

LESSON 2 Using the Internet 62

OBJECTIVES: Students will:

- Evaluate how to use Internet resources to build an “online network” for support and information
- Learn how to use social network sites wisely and safely

ESSENTIAL QUESTIONS:

- 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 I go online?

LESSON 3 Exploring Your Interests 66

OBJECTIVES: Students will:

- Explore opportunities for after school activities
- Understand the importance of extracurricular activities in high school

ESSENTIAL QUESTIONS:

- What kind of extracurricular activities am I interested in?
- How can participating in activities that I enjoy help me develop as a person?

LESSON 4 Your Community 68

OBJECTIVES: Students will:

- Learn why part-time jobs, internships, community service, and volunteer activities can be an important part of their personal growth

ESSENTIAL QUESTIONS:

- What are the benefits of having a job, internship, or volunteer position?
- How can a job, internship, or volunteer position help build a personal network?

UNIT 6**What Are Your College Choices? 70**

UNIT OBJECTIVES: Students understand that there are different types of colleges to choose from, and that making the right choices will depend upon knowing what is right for them. They relate costs to the varieties of college options; see that some form of college is affordable to everyone; have a basic understanding of what financial aid is and how it can reduce the cost of college; know that apprehension of costs should not get in the way of college aspirations.

LESSON 1 How to Look for Colleges 72

OBJECTIVES: Students will:

- Learn about the different criteria to consider in selecting a college
- Know what colleges look for in a student
- Understand the importance of finding colleges that can be a good fit for them

ESSENTIAL QUESTIONS:

- What characteristics are important to me in selecting a college?
- What do colleges look for in students?
- What does it mean to find a college that “fits”?

LESSON 2 How to Pay for College 76

OBJECTIVES: Students will:

- Understand the basics of what financial aid is, and how it can help make college affordable
- Know that they should save money for college

ESSENTIAL QUESTIONS:

- Are there different ways to pay for college? What are some of them?
- What is the difference between a grant and a loan?

LESSON 3 The Costs of College 80

OBJECTIVES: Students will:

- Know the basic components of college costs
- Learn the cost differences between different types of colleges
- Understand how financial aid increases college options

ESSENTIAL QUESTIONS:

- What are some of the costs associated with college?
- How do the costs vary for different kinds of colleges?

UNIT 7**Preparing for High School 84**

UNIT OBJECTIVES: Students focus on their expectations for high school—they understand that they will have choices of courses and activities, and that it is important to make good choices. They draft an academic plan for high school that aligns what they need to do with what they want to achieve.

LESSON 1 Making Plans for High School 86

OBJECTIVES: Students will:

- Focus on the transition to high school and the choices they'll make
- Learn how to use a support system to help them make the right choices and meet increased expectations
- Review methods for developing good study habits

ESSENTIAL QUESTIONS:

- How do high school expectations and goals differ from middle school expectations and goals?
- What will my high school support system look like?

LESSON 2 Your High School Academic Plan 90

OBJECTIVES: Students will:

- Know the components of a college preparatory high school plan
- Understand the importance of rigorous academic courses
- Create an academic plan

ESSENTIAL QUESTIONS:

- What high school courses do colleges require?
- What are rigorous courses? Why should I take them?
- What does my high school academic plan look like?

UNIT 8**Being Prepared, Meeting Goals 94**

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

LESSON 1 Putting It All Together 96

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

- Let students know why your school has adopted CollegeEd. Explain that your school and/or district have high expectations for all students.
- Explain that CollegeEd is both a career exploration and college planning program. Both inquiries depend on self-exploration and goal setting, and they are intrinsically connected—thinking about one leads to thinking about the other. The most important point to make is that the connection of education to career is not always straightforward or direct; the more education one has, the more life options one has.
- In this program, students will learn by doing. Students will learn by completing 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*, the guide distributed with the CollegeEd materials, will help get parents and family members involved. Make sure to give the guide to the family members of students in your class.
- CollegeEd has the flexibility for you and your students to use technology. All of the activities in the workbooks can be done in class, but there are also opportunities to go online—especially through the Extension activities.
- The student workbook can act as a portfolio of valuable information for the students once they complete the course. This can be augmented by adding artifacts the students collect through their research and activities.

Engaging Families

Send the guide *Help Your Child Make College a Reality* home with students and encourage them to review it with a family member.

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 Barthelmy, CollegeEd Teacher,
Katy, Texas

Can you guess by its name what you'll be learning in CollegeEd? Did you guess that the course will be about exploring your future and how college can be a part of it?

Even though college may seem far off, you will soon be making important choices about what you will learn and what you do in and out of school. These choices can affect the kind of future you can have.

CollegeEd is a journey of self-discovery. As part of the journey, you'll ask yourself three very basic questions: *Who Am I?* *Where Am I Going?* and *How Do I Get There?*

WHO Am I?

What makes you unique? What do you like, dislike and believe? What interests you? Understanding what makes you who you are will help you make choices that are right for you.

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?

HOW Do I Get There?

What's the next step? What can you do now to start making your dreams a reality? Asking how to get to where you want to go in the future is directly related to the choices you make now. By exploring the three basic questions and all the other questions in between, CollegeEd will help you develop a plan of action that will get you to where you want to be.

Welcome to CollegeEd 1

ESSENTIAL QUESTIONS

EQ 1

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 featured in the rest of the book.

Teach the Text

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

Monitor Comprehension

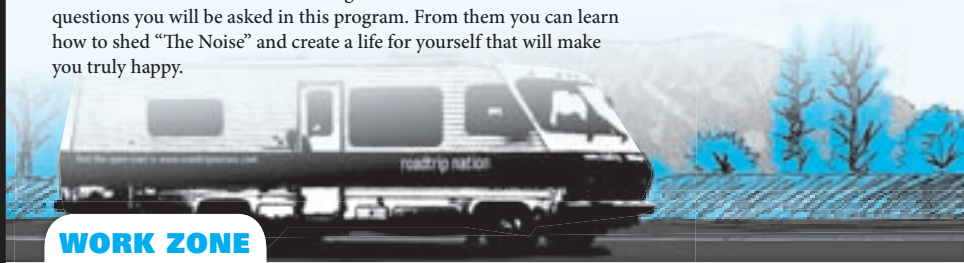
Encourage comprehension and discussion by using a Think Aloud:

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

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

ROADTRIP NATION

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



WORK ZONE

Answer the questions included in the three boxes below.

Who are you?

What three or four words best describe you?

How else could you describe yourself?

Where are you going?

How would you describe what you think you'll be doing as an adult?

What are your dreams for the future?

How do you get there?

What do you think you will need to do to make your dreams come true?

2 Welcome to CollegeEd

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work in pairs to expand the activity by adding more questions that each partner can answer, such as "What are your favorite things to do?" in the *Who are you?* column. Each 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
- ✓ Discover your interests and talents
- ✓ Connect what you do in middle school to your future goals
- ✓ Explore careers that fit who you are
- ✓ Learn about the different types of colleges
- ✓ Discover your unique learning style
- ✓ Learn about skills and good habits that will help you as a student
- ✓ Learn what high school will be like
- ✓ Get to know people who can help you along your journey
- ✓ Realize that your future goals are possible and college is the way to get there

DID YOU KNOW?

College is possible for any student!

Go to the **WORK ZONE**

With a partner, look at the table of contents for this book. Choose three topics from the units or lessons that sound the most interesting to you or the most important to learn about. In the space provided, write a paragraph that explains why you think so.

CollegeEd Topics I Want to Learn About

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 college is only for students who get straight A's or for students who do well at sports.)

DIFFERENTIATE INSTRUCTION

English Language Learners

Explain the concepts of "today" and "the future" explored on page 4. Explain that the exercise should help students get familiar with who they are "right now" and 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.



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

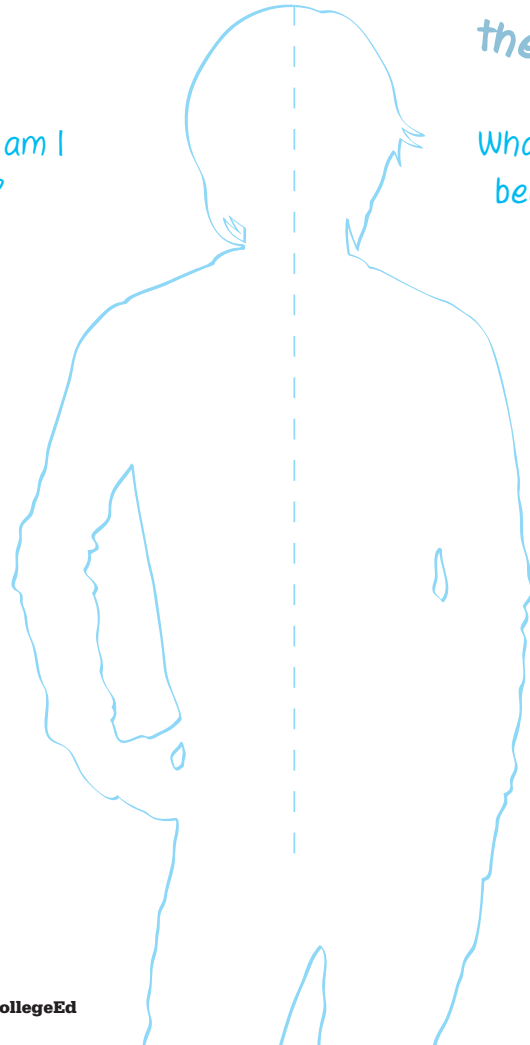
On the silhouette below, draw how you look today (left side) and what you think you'll look like in the future. Will you be wearing a special uniform or different clothes as part of your dream job? Will you look the same as you do now? Ask a partner if they can tell what you will be.

Today

Who am I
now?

the Future

What will I
become?



4 Welcome to CollegeEd

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students exchange paragraphs to learn about topics that interest their classmates. Students should be sure that what they want to achieve in the future is reflected in the drawing on page 4. They should be encouraged to share their drawing for feedback or more discussion.

Struggling learners

If students struggle to come up with topics that interest them, encourage them to think of the entire college experience, which may include social activities and academic experiences. Make sure students understand the concepts of "today" and "the future" on page 4.

WHO

Am I?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

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

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

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

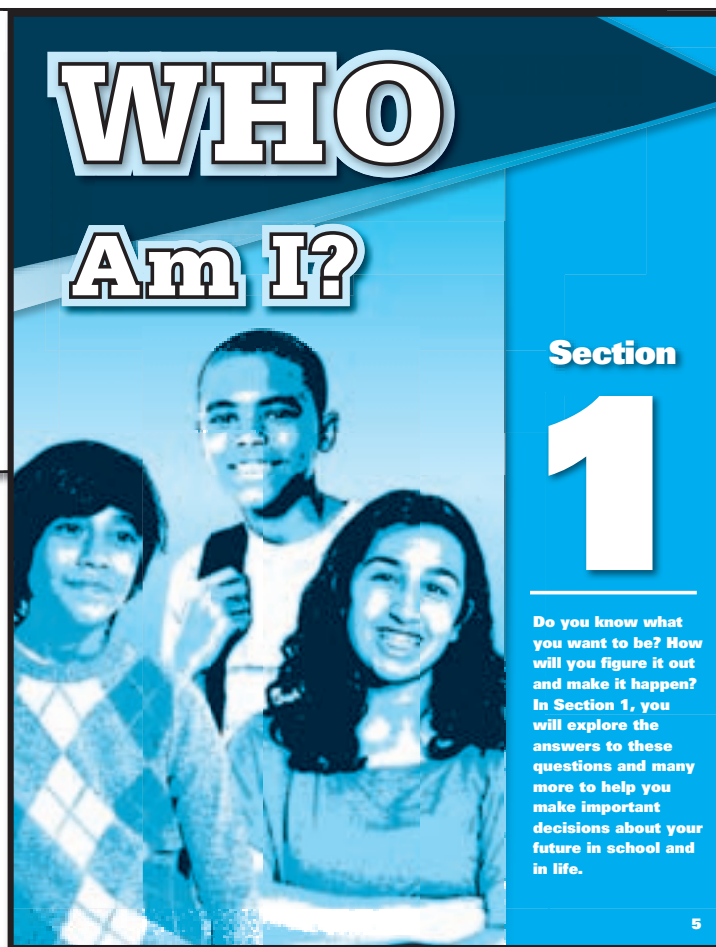
Preview Section 1

Draw a rectangle on the board and write "Mirror to the Future" on it. (If you have a real mirror available, mount it in the front of the classroom.) Explain that this is a magic mirror that will not reflect back their image as they are today, but that will show them the person they want to become in the future.

Ask volunteers to look at the Mirror to the Future. Students can pretend to look in the mirror and see their future selves. They can either talk about some of their hopes and aspirations or they can complete any of the following sentence starters:

- I see myself doing . . .
- I have accomplished my goal of . . .
- Everyone will say that I am . . .

Students should avoid discussing anything too personal, but should try to project some idea of what they would like to become or of goals they would like to accomplish. Ask student volunteers to explain some steps they will take to help them reach their dreams.



Section

1

Do you know what you want to be? How will you figure it out and make it happen? In Section 1, you will explore the answers to these questions and many more to help you make important decisions about your future in school and in life.

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.

LOOKING BACK

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

Roadtrip Nation

Define Your Own Road In Life®

How Do You Start?
You Start with You.

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

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

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

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.

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 word Leader. The Noise and Set Point.

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

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

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

WHO Am I?

WHERE Am I going?

HOW Do I Get There?

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

Wanda Sykes
Comedian and Actress



roadtripnation.com/leader/wanda-sykes

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

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

7

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**

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

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

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

Struggling learners

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

ESSENTIAL QUESTIONS

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

EQ 2 How will identifying my Interests help me as I plan for college?

Preview the Text

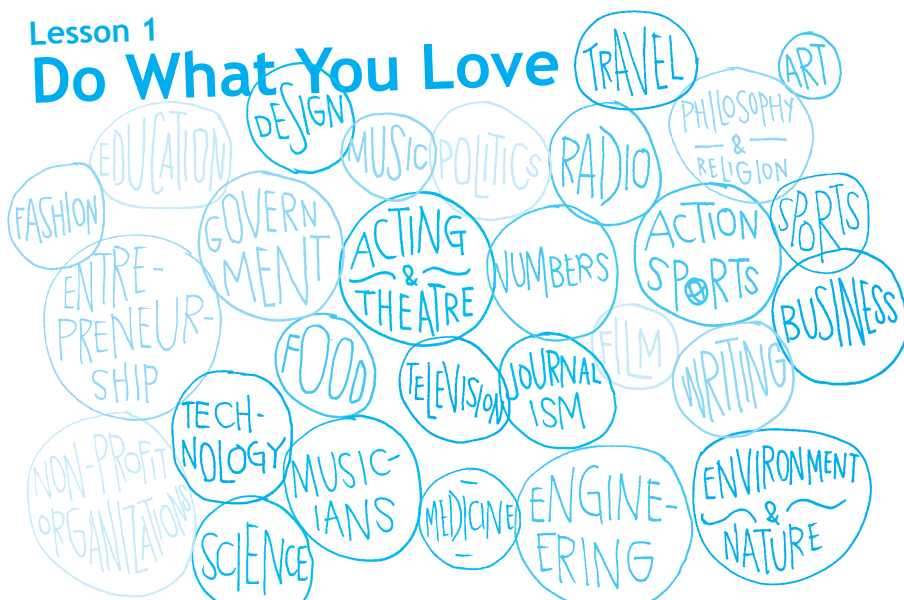
Have students spend time looking at the list of Interests on page 8. As a class, have them go through the list and come up with a broad definition of each Interest category. This will help facilitate conversation about some of the Interest categories that might not be as familiar as others. Have students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

DISCUSS WORDS OF ROADTRIP NATION

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

Lesson 1

Do What You Love



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

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

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

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

Words of Roadtrip Nation

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

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

8

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

English Language Learners

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

First Generation Students

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

Interest Collage

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

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

roadtripnation.com/leader/kevin-carroll

Kevin Carroll
The Katalyst
Nike

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

What is your "red rubber ball"?

WHO Am I?

WHERE Am I going?

HOW Do I Get There?

Teach the Text

Read the first paragraph out loud. Then, ask students to read silently. As they read, have them underline what they feel to be the most important point in each paragraph. Ask them to share their thoughts with the class. **Say:** *As you read the text, think about the things you really love to do in your free time. How can the things that matter to you be incorporated into the decisions you make about the direction of your life?*

Monitor Comprehension

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



Extensions

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

CORE ALIGNED STANDARDS

College Board Standards

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

21st Century

- Think Creatively (LI.CT.1)
- Communicate Clearly (LI.CC.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:



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

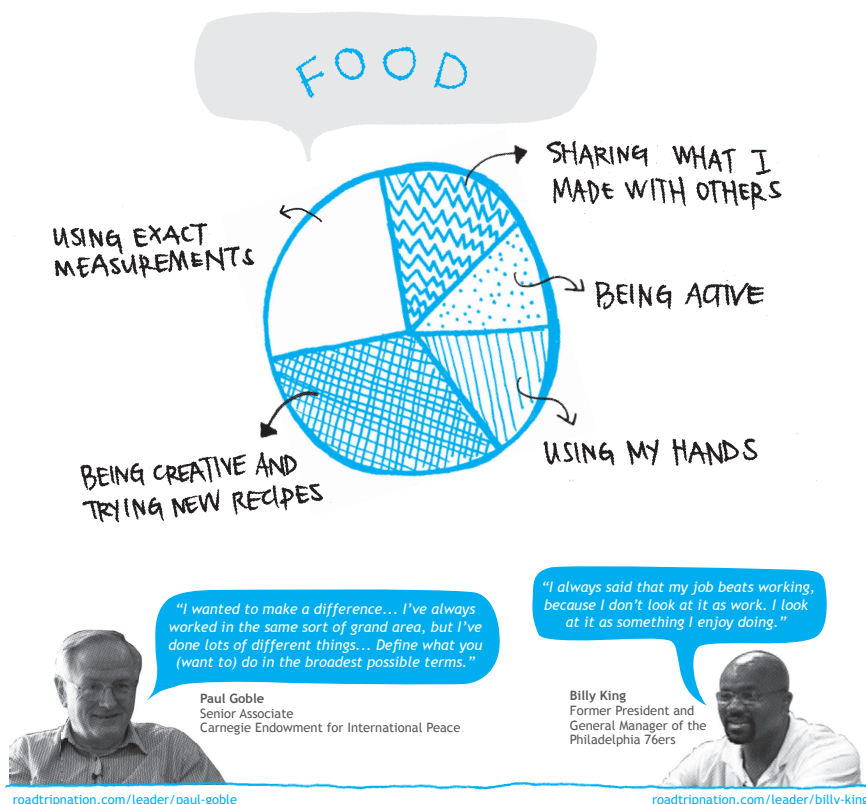
Before students begin breaking down their individual Interests, have them complete the activity as a group, using any example you choose from the Interest categories on page 8. Brainstorm how the example you chose can be broken down into a “core” Interest. Then have them work with a partner to do the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



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

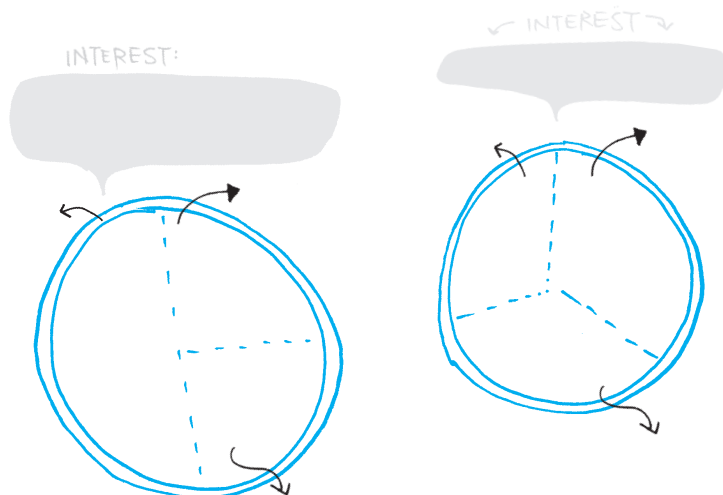
Have the students work independently to complete the charts on page 11. They should be able to break down each Interest into at least three distinct aspects they enjoy. Encourage them to create as many “slices” as they can for each Interest to help them see how what they like to do may cross into many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

"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?

11

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



Extensions

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

Students should be able to:

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

ESSENTIAL QUESTIONS

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

Preview the Text

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

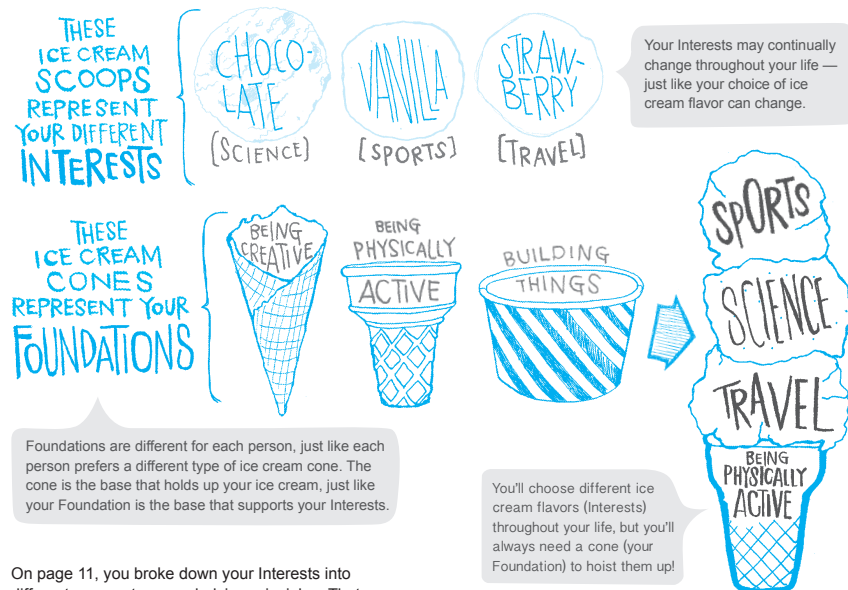
DISCUSS WORDS OF ROADTRIP NATION

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.

Lesson 2: What is My Foundation?



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

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

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.

12

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

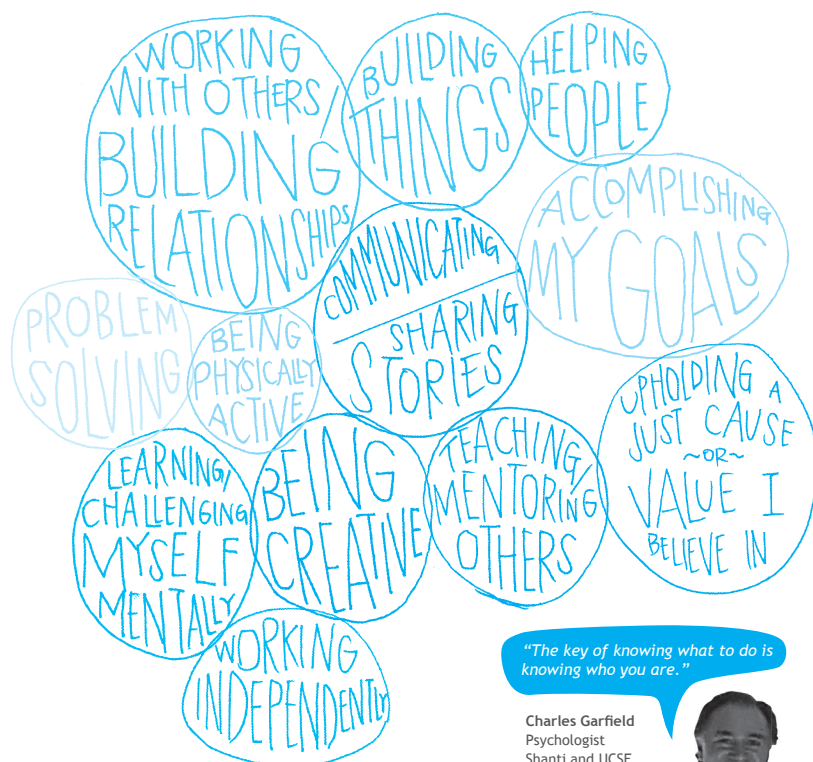
Ask students to brainstorm and come up with their own *Foundation* metaphors. They can use the “ice cream cone” as an example. Have them visually represent their metaphors and share them with the class.

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.”

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/chartline-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?

14

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

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

Struggling learners

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

Foundation Insight

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

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

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

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

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

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

Penny Brown Reynolds
Judge, Author and
Ordained Minister

roadtripnation.com/leader/penny-brown-reynolds

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

List three life experiences that have shaped who you are.

- ① _____
- ② _____
- ③ _____

15

Optional Approach

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



Extensions

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

ESSENTIAL QUESTIONS

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

Preview the Text

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

Teach the Text

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

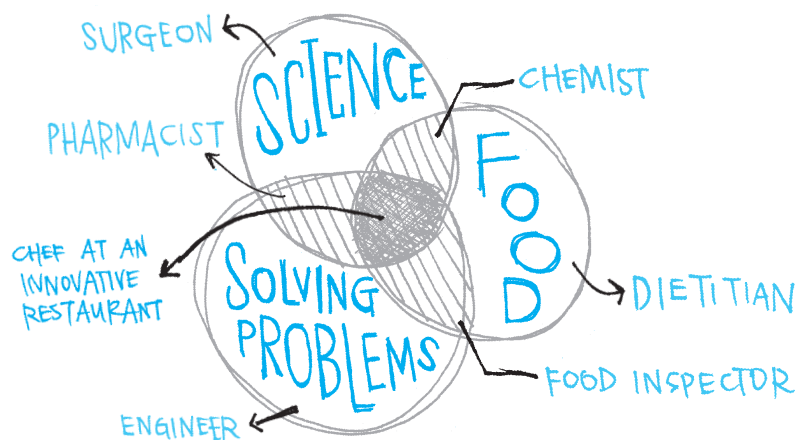
Lesson 3:
The Road Map

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

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

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

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



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

roadtripnation.com/leader/homaro-cantu

Homaro Cantu
Chef/Inventor
Moto Restaurant



16

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

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

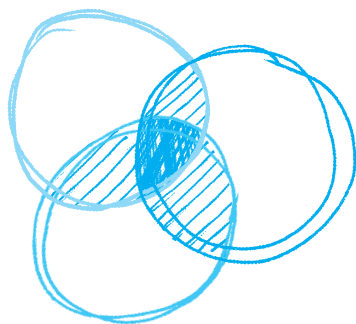
Struggling learners

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

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

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

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



LEGEND

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

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

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

17

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Monitor Comprehension

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

Monitor Comprehension

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



Extensions

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

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content
- L3** Listening for Diverse Purposes*
- M2** Understanding, Interpreting, Analyzing and Evaluating Media Communications

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?

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.

18

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

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

Struggling learners

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

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

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

favorite quote

NAME: _____

OCCUPATION: _____

WHAT I LEARNED: _____

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

19



Extensions

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

Students should be able to:



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



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



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

OBJECTIVE

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

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 do 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.

WHO Am I?

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.

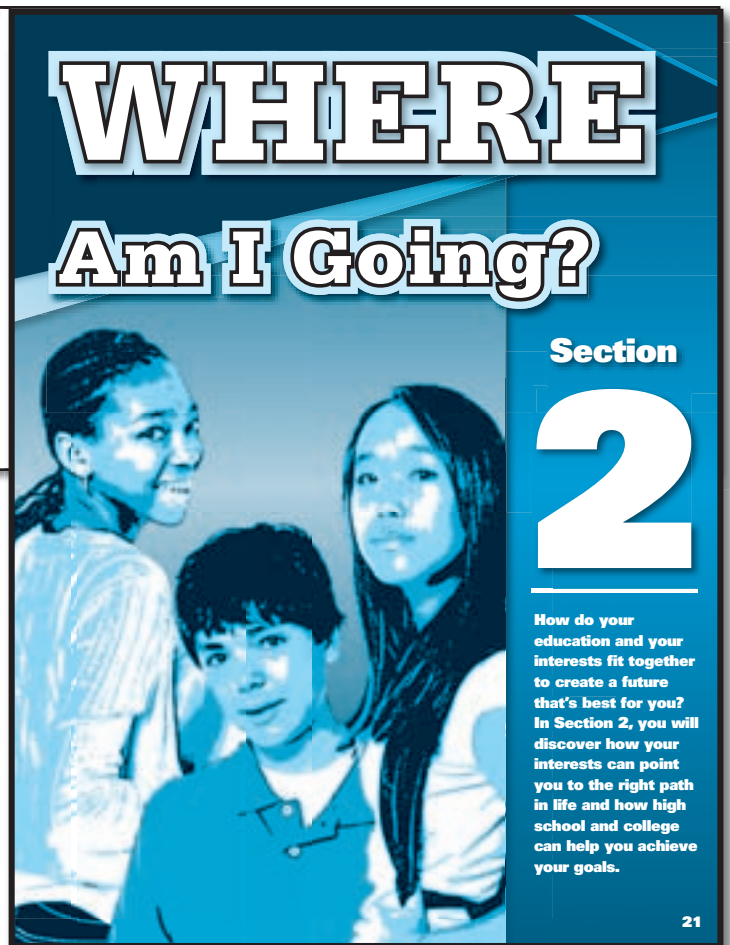
In **HOW Do I Get There?** students discover what they need to do in order to find the college that is right for them.

Preview Section 2

Begin with a Think Aloud and then have students provide answers to the following questions as a means to introduce the concepts in this section:

- **Say:** Remember the old question, "What do you want to be when you grow up?" Just for fun, and as a way of checking up on your goals, answer the question. Encourage students to consider a wild and fun choice and a dream choice, as well as more practical choices.
- **Say:** Now let's narrow our choices. Many people choose their life's work based on what they can make a living doing. But answer this question honestly, "If you had the opportunity to do anything, what would it be?" Allow students to ponder this question and share their thoughts.
- **Say:** Finally, reconsider your future by answering this question, "Who would you be if you could be anyone?"

Finish by allowing students to share what they felt was the best choice for them in the possibilities they discussed. Explain that Section 2 will explore some of the choices they will have to make in the future.



Building Skills for the Future

UNIT OBJECTIVES

Students gain a basic understanding of what college is and the varieties of college experiences available; understand the value of college with respect to personal and career aspirations; know the differences between degree levels; connect college/degree levels to careers.

LESSON 1

What Can College Do for You? 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.

- Reassure your students that they will change their minds many times about what kinds of careers they want, as they learn more about themselves and the world around them.
- Let them know that the skills they are building in school are the ones that are needed for work—reading, writing, time management, working in groups, taking responsibility for their own learning, even attending school and doing homework.
- Put the global economy into perspective. On the one hand, the economies of many different countries have become increasingly interconnected in this technological age. As more companies expand globally, the competition for jobs increases as more positions are outsourced to other countries. But on the other hand, workers who are well educated and have needed skills have increased opportunities for satisfying careers, and greater ability to adapt to change. Foreign-language skills are increasingly helpful as the need to work alongside people of different cultures becomes more common. Communication and critical-thinking skills, and the ability to use different technologies, are increasingly necessary to be adaptable to a variety of jobs.
- Know what President Obama has to say about needed skills: “We now live in a world where the most valuable skill you can sell is knowledge. Revolutions in technology and communication have created an entire economy of high-tech, high-wage jobs that can be located anywhere there’s an Internet connection. And today, a child in Chicago is not only competing for jobs with one in Boston, but thousands more in Bangalore and Beijing who are being educated longer and better than ever before.”

LESSON 1 cont...

- Explain that a high school diploma is no longer enough—more and more jobs require some higher education.

LESSON 2

Is a College Degree for You? Students learn what types of educational options are available after high school. They are introduced to the different types of colleges and degrees.

- At this point in the CollegeEd program, students need to understand how important it is to aspire to attend college, and to begin taking ownership of their educational decisions. They should know why it is in their best interest to become actively engaged with their career and college research. The more education students have, the more they will typically earn over a working life. During hard times, those without a college degree are unemployed at higher rates (9 percent of those with a high school diploma were unemployed in 2009, versus 4.3 percent with a bachelor's degree.)
- Tell your students that most people change careers several times. Explain how college can help your students take control of how their careers develop. The more skills and knowledge they acquire in college, the easier it will be to find and adjust to new jobs.
- Your students should learn that they will have many options for higher education once they have finished high school. They will be able to pursue various degrees, and attend any of a wide variety of colleges. Having good grades in academic courses will give them more college options.
- At the start of the lesson, many students may not be able to answer these questions: What careers do I know about? How can college help me in life? This can make it difficult for them to see the connection between college and careers. By exploring their interests and connecting them to possible career choices, and by equating college learning and degrees to higher lifetime earnings, many students quickly get the importance of post-secondary education.
- Become familiar with the way your students view themselves and what they aspire to in the future. Assist them to translate those interests, beliefs and aspirations into a potential career and the type of education required to attain their goals.
- Reassure your students that their 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.

Engaging Families

Discuss the fact that it is not too early for families and students to start exploring options when it comes to the college search. Encourage students to speak to family members about how a college degree could help them achieve their dreams in life and obstacles can be overcome.



Portfolio Opportunity

Pages 26, 28, and 30–31

UNIT OBJECTIVES

- Understand what college is and the varieties of college experiences available.
- Understand the value of college with respect to personal and financial aspirations.
- Know the differences between degree levels.
- Connect college or degree levels to careers.

Introduce the Unit

Read the Enduring Understanding:

A direct connection exists between higher education and career choices.

Think Aloud

Have students think about the Enduring Understanding. Cite examples of some of the most general connections between a chosen career and the level of education achieved by the person having that career. Allow students to share what they predict would be a connection between a future career and an education level needed, such as a degree from a medical school to be a doctor. Students can also find a partner and discuss their thinking in regards to the kinds of education necessary for certain careers.

UNIT 2

Building Skills for the Future

College, Careers and You

It is never too early to begin thinking about your future, or to start following your dreams. Unfortunately, no matter how many fairy tales you read, dreams don't just magically come true. For that to happen, you have to plan and set goals, and work hard to achieve those goals. To begin, determine what your dreams and goals are. Once you have an idea, start researching and planning so you can achieve your dreams.

LESSON 1

What Can College Do for You?

Pages 24–27

LESSON 2

Is a College Degree for You?

Pages 28–31

Preview the Lessons

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

LOOKING BACK

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

UNIT 2

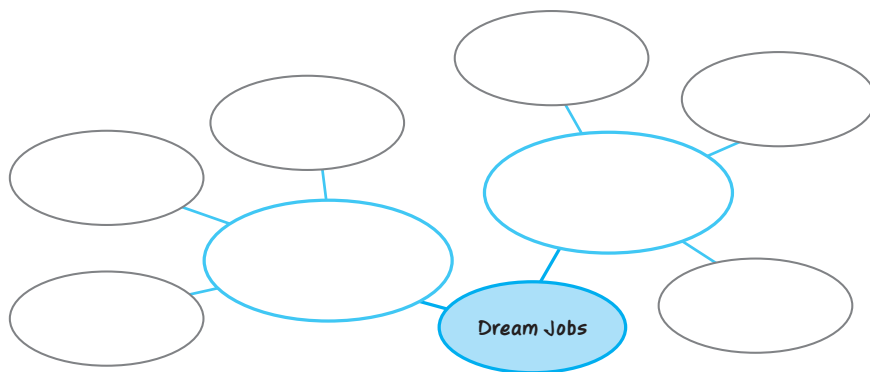
VOICE OF EXPERIENCE

"It's a fundamental in today's world. A college degree is like a starting point now."



WORK ZONE

In the two larger ovals below, fill in two jobs you dream of having. Then in the ovals surrounding those jobs, fill in the skills you think you might need for each job.



Building Skills for the 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

Have students complete the Work Zone activity independently. They may benefit from adding more large ovals that represent jobs they have considered for their future or they could also add another outer layer of smaller ovals. The smaller ovals would provide spaces for students to list additional required skills for each job.

Struggling learners

If students have difficulty isolating either jobs or the skills needed for those jobs, help them choose a job to work with as an example. Encourage volunteers to break down the tasks a person with that job performs. Expand the process by asking what skills are involved in performing that task. Have students offer other suggestions of a job and the skills that are necessary to perform it.

Additional Resources

www.bls.gov

ESSENTIAL QUESTIONS

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

Preview the Text

Have students read over the title and the subtitles and make educated guesses in the form of questions as to what information the subtitles would cover, such as “Is a skill base a group of things that I can do well?” or “Can college offer me opportunities I cannot find anywhere else?” Have students organize possible answers to their questions in lists that correspond to the subtitles.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Have students compare and contrast these words with similar words or words with opposite meanings such as job versus **career** or previous experience versus **degree**. Have students define both terms in their own words.

What Can College Do for You?

Planning for the Future

It's probably safe to say that more than one person has asked you what you want to be when you grow up. Your answer to that question may have changed as you got older. What's important is that you are beginning to think about what kind of **career** you might want to have when you become an adult. Believe it or not, you can start learning the skills and gaining the experience now that can help you work toward your ideal, or perfect, career.

Building a Skill Base

What are skills? In school you learn useful skills. Some of the most basic skills are reading, writing, using technology, working in groups,

and problem solving. Every day, you must practice these skills to become better at them. This is why getting a good education helps you focus on these and other skills that are important. No matter what future you are working toward, you will need many skills to be successful. Unlike your parents, you will work in a global community. That means things can be made and work can be done almost anywhere in the world because of technology. And that means workers have to be better educated in order to keep up with people all around the world. These are the most fundamental skills people need to learn to have successful careers.

WORDS FOR SUCCESS

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

degree an award given by a college or university certifying that a student has completed a course of study

WORK ZONE

In the space below, draw a picture of what you'll look like in your future career. Include details. Show it to another student. Did they guess what your dream career is by looking at your picture?

My Dream Career

24 UNIT 2 Lesson 1

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students consult with friends, family or teachers to discover a more complete range of skills that a dream career requires. Students can also create flowcharts to illustrate connections they discover between early interests and eventual career choices. Students can complete the chart on page 25 independently.

Struggling learners

Have students work in pairs or in small groups to brainstorm images that represent their dream jobs. Group students by career and have them answer a series of questions that detail what someone doing that job looks like. **Say:** *Does this career require someone to work outside or inside, in a uniform or office attire, with specialized equipment or computers?* Students can complete the chart on page 25 in small groups.

Skills and Careers

When you begin high school, you will have to make some decisions about the types of classes you want to take. Some decisions will be made for you, but there are other choices that will be yours. When you get the opportunity to choose classes, it is important that you think about your future. You will want to select classes that will teach you the skills you will need to pursue your dream career. If you are unsure about that career, take classes to explore your interests. It's all right to have many interests and career ideas. You can change your mind as you explore and learn new skills.

Being Open and Flexible

You have a long way to go before applying for college, but remember that each skill you gain makes it easier for you to achieve your dreams. Also, the more skills you have, the more flexible you can be with your career and life choices. Listen to your teachers, parents and

counselors as they make suggestions about classes and skills that you should acquire. Now is a good time to be open to new ideas and suggestions, and to be open to the possibilities available to you.

Example Students	Skills	Potential Career
Student 1	<ul style="list-style-type: none"> • good at writing • good communicator 	<ul style="list-style-type: none"> • newspaper or magazine reporter
Student 2	<ul style="list-style-type: none"> • good at math • talented artist 	<ul style="list-style-type: none"> • architect
Student 3	<ul style="list-style-type: none"> • good with computers • enjoys creating digital art 	<ul style="list-style-type: none"> • graphic designer

Go to the **WORK ZONE**

DID YOU KNOW?

There are many careers today that were not around 10 years ago. Among them: blogger, virtual teacher, green architect.

With a partner, describe skills that people will need for the following careers. Then select another career on your own and fill in the last column.

Graphic Designer	Veterinarian	Teacher	Chef	
<ul style="list-style-type: none"> • good with computers • enjoys art • creative 				

What Can College Do for You? 25

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students work with partners to focus on skills they may have. They can create charts that list their skills and then cross-reference those skills to possible careers in which they could use those skills. Refocus discussion between partners as to why higher education will be needed for future careers and why a global economy causes everyone in the world to compete against each other for the best jobs.

Optional Approach

Allow pairs of students to role-play a job interview. The person being interviewed can mention the skills he or she might have that would be required for the job.

Monitor Comprehension

Encourage discussion with talking points such as:

- *Why is it important to consider many different careers throughout your life?*
- *How do basic skills like writing or problem solving help you learn specific skills?*
- *How do you generate interest in new careers?*

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

W3 Drafting CR

21st Century

Think Creatively (LI.CI.1)

Reason Effectively (LI.CT.1)

Communicate Clearly (LI.CC.1)

Students should be able to:



define various types of careers.



determine skills they have and how they form a skill base.



explain why education beyond high school will help them compete in a global economy.

Teach the Text cont...

Monitor Comprehension

Have volunteers explain what it means to “grow as a person” or how studying abroad might help you to grow. Lastly, probe students’ understanding of career positions they might not be able to reach without college experience, such as higher-level management jobs. Define how college provides real-world experience but isn’t merely a job that provides experience doing a series of tasks.

DIFFERENTIATE INSTRUCTION

English Language Learners

Have students differentiate between a degree and a diploma. Make sure they understand “opportunity” and “career.”

First Generation Students

Review some of the various levels and time requirements necessary to graduate from college. Stress that just attending classes in college is not enough. Many requirements must also be met.

College and You

Why college? If you are going to learn the basic skills needed to be successful in a career in middle school and high school, what’s the need for college? In college, you’ll be exposed to deeper study of the subject or subjects you are most interested in.

College Opens Doors

Today, most high school graduates attend college. One reason is that most jobs now require a higher level of educational achievement. They also require specific skills that can be learned and practiced only in college.

Many companies require you to have earned a college **degree** before they will even consider hiring you. If you don’t have a college degree, you may find yourself struggling to get a job. You’ll also find that people with college degrees

tend to have jobs that pay more money than the people without college degrees. If you don’t go to college, you also will be closing the door on many opportunities that are available to college graduates.

College Opportunities

College provides students with specific opportunities to grow as a person. They are opportunities you might not have if you don’t go to college. One opportunity many colleges offer is for students to study in another country. Students are able to do this through “study abroad” programs. They are designed for students who want to see the world, learn from professors in other countries, and gain firsthand knowledge of other cultures.

Colleges know that some students need to support themselves and their families. Colleges also know that sometimes the best education

WORK ZONE

In the space below, explain in detail four ways college can help you achieve your dreams.

Why College Is Important for Me

26 UNIT 2 Lesson 1



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students work in pairs to do a version of the activity on page 26 by working backward from a fulfilling position in a dream career. The idea is to see what benefits of college might contribute to a successful career.

Struggling learners

If students are struggling to come up with ideas of why college is important, encourage them to think of the entire college experience, which may include less academic aspects, such as social activities and meeting new people. Get students thinking about the college experience and what college students do. Students can write short phrases about college opportunities for the activity on page 27.

is gained on the job. As a result, some colleges create opportunities for students to earn money and gain experience while they go to school. These opportunities are called internships and work-study programs. Both can lead to jobs after college, and both help you gain valuable experience.

Colleges also provide hands-on learning opportunities. In college, you will have a chance to learn by engaging in activities and projects outside the regular classroom. If you are interested in science, you could have the opportunity to work with the newest lab equipment while performing experiments. If you are interested in art, you could have a chance to create art in studios with real artists.

All of these opportunities will help you develop as a person, and they will prepare you for your career. They are all opportunities that will not necessarily be available to you if you do not go to college.

Go to the **WORK ZONE**

In the form of a well-written paragraph, describe a specific opportunity that a college you are interested in provides for students. Use the responses from the previous Work Zone activity to help you write your paragraph. Discuss your paragraph with a partner.

College Opportunity

What Can College Do for You? 27

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students interview and discuss how the college experience is unique with a teacher or a counselor or with friends or family who have attended college. This should include having others define a deeper study of college learning and how it differs from high school learning or “on-the-job experience.” Encourage students to explore how certain skills can only be learned in college, such as thorough research into a topic.

Students should be able to:



explore possible careers and skills needed for those careers.



understand that you may change careers.



make the connection between higher education and a better career as well as better life experience.

ESSENTIAL QUESTIONS

- EO 1** What is the difference between a high school diploma and a college degree?
- EO 2** What are some different types of colleges and degrees?

Preview the Text

Have students read over the title and the subtitles and take notice of the lesson's organization. Students should note how the paragraphs and headings describe types of degrees. Have students also note how each paragraph contains both a definition of the major concepts as well as examples. Have students note how the types of colleges are presented in a similar fashion on pages 30–31.

DISCUSS WORDS FOR SUCCESS

*Have students read the entry definitions and define the terms in their own words. Have students take note of the word **major** on page 29 and distinguish its meaning from the various types of degrees.*

Is a College Degree for You?

Earning a Degree

When you successfully finish college, you receive a degree. Part of the college decision is deciding which kind of degree you want to earn.

Associate Degree

There are two main types of **associate degrees**. The first kind is an A.A., or associate of arts. A student usually takes classes in a variety of general subjects, such as English and social studies, to earn an A.A. It usually takes a student two years to complete the necessary course work.

Another kind of associate degree is an A.S., or associate of science. An A.S. usually takes about two years of course work to earn. However, the classes taken to earn an A.S. are usually focused on math, science or technology. Some A.S. degree programs train the student in a specific skill, such as computer repair.

After earning an A.A. or an A.S., some students transfer to a four-year college to complete the requirements for a **bachelor's degree**. Others may use an associate degree to help them train for a specific type of work.

WORDS FOR SUCCESS

associate degree a degree granted by a college or university upon completion of a two-year, full-time program of study or its part-time equivalent

bachelor's degree a degree received after the satisfactory completion of a four- or five-year, full-time program of study or its part-time equivalent

doctoral degree a degree awarded after several years of graduate work following the bachelor's degree

WORK ZONE

With a partner, correct each of the False statements and write the True statement in the column on the right.

False	True
1. A college degree is what you get when you successfully complete high school.	1. <u>A college degree is what you get when you successfully complete college.</u>
2. An MBA is a type of doctoral degree and takes six years to complete.	2. <u>An MBA is a master's of business administration degree.</u>
3. An A.A. degree takes four years to complete and there is only one type.	3. <u>An A.A. degree usually takes two years to complete and there are two main types.</u>
4. There is only one type of bachelor's degree, and it's called a B.A.	4. <u>There are two types of bachelor's degrees—a B.A. and a B.S.</u>
5. A person with a college degree will probably earn less than a high school graduate.	5. <u>A person with a college degree will probably earn more than a high school graduate.</u>

28 UNIT 2 Lesson 2



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Allow students to go back over each statement and find the part of the statement that is false. They should also locate the text section that explains why it is false. Students should not only correct each statement but also discuss how the details that were misstated matter greatly to the achievement of a given degree.

Struggling learners

Have students go back to the definitions of each major term by looking for the boldfaced terms or definitions listed. They should write down in their own words what elements are part of each degree, concentrating on the time it takes to earn it, what it means, and what forms it can take. Then students should return to the false statements and change each statement to make it true.

Bachelor's Degree

Students earn a bachelor's degree after they successfully complete general education courses and courses specific to a **major**. A major is a concentration of classes in a specific field of study. A bachelor of arts, or B.A., is given to students who major in subjects related to arts and languages. A bachelor of science, or B.S., is given to students who major in subjects related to math and science. It usually takes about four years to earn a bachelor's degree.

Master's Degree

In order to earn a **master's degree**, a student must have already earned a bachelor's degree. It usually takes an additional year or two worth of classes to earn a master's degree. The length of time it takes depends on the area

of study. There are many types of master's degrees. One example is an MBA—a master's of business administration.

Doctoral Degree

The highest degree that a person can earn is a **doctoral degree**, or doctorate. A student must already have earned a bachelor's degree in order to begin working toward earning a doctorate. A doctorate can take anywhere from four to six additional years to earn. The doctorates that you are probably most familiar with are the M.D. or D.D.S. degrees earned by medical doctors and dentists. A Ph.D.—a doctor of philosophy—is the highest degree offered in many fields.

Go to the **WORK ZONE**

major the subject area in which students concentrate during their undergraduate study

master's degree a degree awarded after one or more years of graduate work following the bachelor's degree

Write a brief reflective paragraph that explains what you will need to do to achieve your career goals. What type of degree do you think you'll need, and what type of skills will you need to have?

Skills and Degrees I Will Need

Math: 4 years (algebra, geometry, advanced algebra, pre-calculus and calculus)

Is a College Degree for You? 29

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Students can create a timeline that shows how some degrees follow one after the other as students go on to the next level. Be sure that students understand how a major relates to the types of degrees that are awarded (arts vs. sciences).

Optional Approach

Students can choose a degree and find the necessary requirements to achieve each degree. Students can be provided with this information, find it through research, or find it by conducting interviews.

Monitor Comprehension

Students may also relate some concepts with the names of the degree levels. *Associate* is the most basic and beginning. *Bachelor* requires more years of study. *Master* implies an advanced level of achievement, and *doctoral* indicates the highest, most complete accomplishment. Have students discuss how medical doctors are a good example of this hierarchy. **Say:** *Doctors have a regular college degree. They then go on to medical school for a specialty and become doctors through many years of specialized training.* Point out the same is true of college professors. And note that each of these degrees allows students to, in turn, teach others about their area of expertise.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

W3 Drafting CR

R4 Using Strategies to Comprehend Texts

21st Century

Make Judgments and Decisions (LI.CT.3)

Communicate Clearly (LI.CC.1d)

21st Century

Work Creatively with Others (LI.CI.2)

Students should be able to:



define various types of degrees.



understand that degrees are rewarded for different majors.

Teach the Text cont...

Monitor Comprehension

Students will benefit by comparing the parallel structure of each paragraph as they describe different schools. Begin by making sure that students are aware of the aspects of each type of school and how they differ. However, encourage students to go beyond the details and have them discuss why starting out in a community college, as an example, is a good beginning for many students.

DIFFERENTIATE INSTRUCTION

English Language Learners

The term *vo-tech* may be confusing. Remind students that a *vocation* is another word for “a career.” Allow volunteers to define the *tech* or technical part of the title.

First Generation Students

Many students have heard the terms *college*, *university*, or *technical school* used interchangeably. Stress that each type of school matches different needs for different students.

Finding the Right School

You won’t make a final decision about what college you will attend until your junior or senior year of high school. However, it is important to start learning about your college options. You need to learn about the different types of colleges before you can start narrowing your choices.

Community College

A community college is generally a two-year college that serves the community where the school is located. Community colleges offer a variety of classes in general education—subjects such as English, math, science and history. Community colleges provide an affordable option that is located close to home. Many students still live at home with their families while attending a community college. Students who graduate from a community college usually earn an associate degree. Many of these students transfer to four-year colleges to earn a bachelor’s degree.

Liberal Arts College

A liberal arts college offers an education in the liberal arts— literature, philosophy, history, languages, social and natural sciences and mathematics. Most liberal arts colleges are small, and many are private. Students take a wide variety of classes in their first two years, and then choose a major. Most students earn a bachelor’s degree at a liberal arts college. These colleges prepare one for a wide variety of careers, as well as for graduate work in many fields, including professions such as law, medicine and business.

Vo-tech/Career College

A vo-tech or career college offers specialized training to students who are more interested in a particular industry or career. Students at these schools are not required to take general education classes in all subjects. They take only classes in their field of study. Some of the careers that a vo-tech/career college prepares students for are chef, cosmetologist,

WORK ZONE

Based on what you have read, summarize the most important characteristics of each type of college in the columns below.

Community College	Liberal Arts College	Vo-tech/Career College	University
<i>two-year, serves local area, variety of general education classes, student can live at home, student can go on to four-year college</i>	<i>focus on liberal arts, smaller and more private school, student can live at home or on campus, student can get bachelor's degree</i>	<i>specialized training, focus on industry or career, no general education, courses only in area of study, student can get certificate of completion or A.S. degree</i>	<i>more degree options, contains smaller colleges, two years general study, two years specialization in a major</i>

30 UNIT 2 Lesson 2



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Challenge students to come up with a graphic or an illustration that makes direct comparison between the features of these different types of schools. Charts or diagrams could also be used. Have students begin with obviously shared characteristics, such as length of study and type of degree awarded, and then find a model that compares and contrasts the more individual aspects of each educational experience.

Struggling learners

Have students go back over the sections that describe each type of school and circle or underline small clusters of individual information. Encourage students to break down the sentences and information. Students can then rewrite these pieces under the headings in the chart. Support students who want to revise or rewrite the information using their own words.

firefighter, mechanic, dental hygienist, nurse, plumber and electrician. When students have completed their program at a vo-tech/ career college, they receive a certificate of completion or sometimes an A.S. degree.

University

Generally speaking, universities offer more majors and degree options than the other types of colleges. In addition to offering liberal arts majors, they may offer engineering, architecture, health and other programs. At most universities, students can earn bachelor's, master's and doctoral degrees. Most universities contain several smaller colleges, for example, an agricultural college, a teacher's college, and a liberal arts college (also known as a college of arts and sciences). Students may have to apply to a specific college within the university and may take most of their classes within that college. At a university, you can prepare for many types of careers or for further study in graduate school.

Researching Each Type of College

College may seem like it's a long way away, but it's never too soon to start thinking about it. A good place to go to start learning more is the Internet. You can begin learning more about colleges now. Begin creating lists of schools in the categories discussed in this lesson. As you start to figure out which kind of college you would like to attend, you will have already done some valuable basic research.

Go to the **WORK ZONE**

Based on your lists in the previous activity, circle the type of college that might be right for you, and write two or more reasons why this is your choice. You may want to write down your reasons for not choosing the other types of colleges.

Community College	Liberal Arts College	Vo-tech/Career College	University

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Students can divide into small groups to use both the information in the text as well as what they can gather from individuals they know. Groups should write a running story of two friends who each need different educational pathways because of future careers they have planned. Students can use a comic book or graphic novel approach and include illustrations, if possible. They should stress each student's needs, where they lived while they went to school, and how long they attended, etc. The emphasis should be on matching schools to needs at appropriate times in a student's educational life.

Students should be able to:

- ✓ identify the names of four different types of colleges.
- ✓ describe basic differences between these types of colleges.
- ✓ begin a search to discover more details about different types of colleges.

Middle School Matters

UNIT OBJECTIVES

Students understand the academic sequence of middle school, high school and college; know the academic requirements for passing through each grade; understand how the academic choices made in middle school can expand or limit the options available later.

LESSON 1

What Is High School About? Students learn the differences between academic and extracurricular choices for both middle school and high school and the importance of making the right choices. Students explore the types of classes they will need to take in high school and how they must meet certain middle school requirements in order to be able to succeed in high school. They learn that an understanding of several subject areas and the development of multiple skills will be needed to support many future academic and work endeavors.

- Introduce students to actual or typical high school course offerings. Try to obtain the course lists from the high school or high schools they will attend. This should be posted on the school or district website, but if it is not, contact the high schools to get current information.
- Talk about the course options they will have. In high school, there will be different English, social studies and math classes to choose from. Explain that in order to be ready for college, they will need to take classes that prepare them for college and that most colleges require certain high school courses of their applicants. You should also explain that the requirements for high school graduation are usually less rigorous than what colleges require for admission.
- Find out what the process is for assigning students to their high school classes. Most schools have events for students and parents at which class selection is discussed. Impress upon your students the importance of attending these events with their parents. It is important that they and their parents learn which classes will prepare them for college and convey to colleges that they are college bound.
- Consider having a high school representative meet with your CollegeEd class to talk about high school: classes, options, academic support and other issues.

LESSON 2

Developing Good Habits: Students learn what path to take to succeed in rigorous high school courses and how to move to that path. Students learn that classes and grades matter, that falling behind has consequences, that attendance is critical and that support is available.

- Your students should understand the concept of grade point averages (GPAs), how their grades are calculated, and how this creates their personal academic transcript. Schools typically assign a point value to grades in classes. Grade points are determined by first multiplying the number of hours given for a course by the numerical value of the grade (typically, A = 4, B = 3, etc.) and then dividing the sum of all grade points by the total number of hours carried. Explain that academic courses (e.g., English and chemistry) mean more to a college than nonacademic courses (e.g., physical education and choir). Some schools give added weight to honors and AP[®] classes; doing well in these classes increases a GPA.
- Introduce your students to the importance of taking the hardest courses they can in high school. Taking challenging courses builds the skills and knowledge colleges want, and will give them the best preparation for college-level work.
- Reassure your students that colleges look for growth and improvement. It is not essential to be brilliant at chemistry in ninth grade; what is important is to show a progression in performance and maturity as they move toward senior year.
- High schools have support systems, and your students should be encouraged to seek support when they need it. If they attend high schools with school counselors, they should meet with their counselors about anything they need help with— be it an academic class, a study skill, or problems balancing school and extracurricular activities. If it is difficult for them to meet with a counselor or adviser, they should ask a trusted teacher for advice. Your students should also let their parents know about anything that is impeding their high school career. Parents can be powerful advocates for their children.
- Stress the basics: attending class, doing homework and studying for tests are a good foundation for high school success.

Engaging Families

Have students speak to their parents about the extracurricular activities they are interested in. Ask them to see if their parents will assist them in getting started on or signed up for an activity.



Portfolio Opportunity

Pages 26, 28, 30–31, 36–37, 40

UNIT OBJECTIVES

- Understand the academic sequence of middle school, high school and college.
- Know the academic requirements for passing each grade.
- Understand the difference between academic and extracurricular offerings.
- Know how academic choices made in middle school can affect their options later.

Introduce the Unit

Read the Enduring Understanding:

Rigorous academic classes and a broad range of extracurricular activities prepare me for success after high school.

Then have students read the text on pages 32–33.

Think Aloud

Say: *I can think of a few times as a student when the choices I made affected how my future turned out. For example, I took a class about education and teaching I hadn't planned to take. Now I am working as a teacher! My choice to try something new as a student sparked my interest in a career.*

UNIT

3

Middle School Matters

Why Think About College Now?

College can seem like a long way off. In reality, it's only a few years away, and the classes you take now and the activities you participate in can affect the choices you have later in life. How you use your time and your interests now can help you get ready for college and your future.

LESSON 1

What Is High School About?

Pages 34–37

LESSON 2

Developing Good Habits

Pages 38–41

Preview the Lessons

Have students read the lesson titles on page 32. 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 gained a basic understanding of what college is and learned about the value of a college education.

UNIT 3

VOICE OF EXPERIENCE



"I would tell a middle school student to get involved in everything you can, don't overdo it but pick some stuff that you didn't do before, like band, student council, sports, or all three if you can. Just have fun with it and don't get too stressed out over everything."



WORK ZONE

How do the choices you make in school affect the choices you will have later in life? Discuss your ideas with a classmate.

Middle School Matters 33

Materials

- ☐ List of school and community activities (Lesson 1)
- ☐ Sample high school transcript (Lesson 2)

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete the activity on page 33 individually. After discussing their ideas with a partner, have students come to the board and write one or two of their ideas to discuss with class.

Struggling learners

As a group, discuss how choices made now can affect choices available later. First ask how a dramatic choice, such as dropping out of school, would affect their futures. Suggest other scenarios, like being overly involved in only one activity or not being involved in anything. Have each student answer the question and share ideas with a partner.

ESSENTIAL QUESTIONS

EQ 1 What are extracurricular activities?

EQ 2 What is an academic plan?
How is it similar to a roadmap?

EQ 3 What kind of courses will I take in high school?

Preview the Text

Have students preview the text by scanning the title and subheads.

Ask: *How do you think academic and extracurricular choices act as a bridge to college? How do your interests and goals contribute to your long-term success in life?* Allow adequate discussion time before beginning the rest of the lesson.

DISCUSS WORDS FOR SUCCESS

Have students write down their current classes. Explain that these classes contribute to their **academic record** for this year. Then ask them to name one or two of their current courses that could be **prerequisites** for high school. Ask students to name one **extracurricular activity** in which they are currently involved.

What Is High School About?

The Bridge to College

If you know anyone in high school or have watched movies about high school, you've probably started to form a picture of what high school might be like. Acting in school plays, winning championships, getting your driver's license, or going to the prom are all common images of what might await you. While those are experiences you could definitely look forward to, high school is about more than that. High school is the time to try different things so that you will grow into a well-rounded person who is ready for college.

Academic Choices

Fun experiences and activities might be the first things that come to mind when you think about high school, but the academic part of school, or the classes you take, is even more important. Building a strong **academic record** is the best way to ensure you will get into the college of your choice later.

All the classes you take now are important and can determine the classes you take in high school. The skills you learn in math classes, for example, build off each other beginning now. Depending on the college you want to attend, you might have to take an advanced math class

WORDS FOR SUCCESS

academic record *a list of the classes taken during middle school, high school or college*

prerequisites *classes required for completion prior to enrollment in a higher level class*

WORK ZONE

Describe the skills you are learning in the subjects listed below that will help you succeed when you take these classes in high school. Be prepared to explain how these skills are important ones to have.

English	Math	Science	Social Studies
Reading	Adding fractions	Using a microscope	Locating countries on a map

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 on pages 34–35 individually. Have students choose one skill from each column on page 34 and have them explain its importance to the class. After completing the chart on page 35, have students circle the one activity they are most interested in trying. Ask them to share this activity with the class and explain why they chose it.

Struggling learners

Brainstorm skills for the chart on page 34 with students. Reproduce the chart and display it on the board. Write students' responses on the board. Discuss the importance of each skill with students. Then have students complete the chart on page 35 with a partner. Provide lists of school-sponsored activities for struggling students to use as a reference.

in high school, such as calculus. In order to be eligible to take that calculus class, you will have to take all of the **prerequisites**, or required classes, beforehand. Honors classes may be more difficult than other classes, but they better prepare you for college.

In addition, the skills and study habits you form now will carry over into high school and college. If you form solid study habits now and keep trying to improve them, you will be well-prepared to succeed in high school and accomplish all of your goals.

Extracurricular Choices

While classes are important, **extracurricular activities**—school- or community-sponsored activities outside the classroom, such as band or baseball—also play a role in preparing you

for college. Extracurricular activities give you a wide range of experiences and help you develop important skills such as teamwork, discipline and confidence. The activities you participate in during middle school help define your interests. The activities you take part in during middle school may be the same activities you participate in during high school, college and your adult life.

Go to the **WORK ZONE**

TIP
Ask a teacher or counselor for information about activities in your community.

extracurricular activities activities that a student can participate in after class, such as sports or clubs

What extracurricular activities could you get involved in? Complete the chart below to help you plan.

Interests	Extracurricular Activity	Sponsor
Chess	Join a chess club	School-sponsored

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the first paragraph of the text aloud to students. While reading, model how to underline or highlight key information. Write a question or comment in the margin of the lesson. Have students read the rest of the lesson independently. Instruct them to underline or highlight key information and jot down any questions or comments in the margins. Circulate around the room to offer support as needed.

Optional Approach

Have students write a summary of each section to share with a partner.

Monitor Comprehension

Encourage discussion with talking points such as:

- Give examples of how a strong academic record can improve your college choices.
- Name two extracurricular activities you would like to try.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R, A

21st Century

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

Manage Goals and Time (LC.IS.1)

Manage Projects (LS.PA.1)

21st Century

Communicate Clearly (LI.CC.1)

- Students should be able to:
- ✓ explain how a strong academic record can contribute to future academic success.
 - ✓ give some examples of prerequisites.
 - ✓ explain the importance of extracurricular activities and give examples of skills they can help develop.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Give one example of a career you might choose based on your interests.
- How can talking with your teachers help you plan for high school and college?
- Name some activities offered by your school.

DIFFERENTIATE INSTRUCTION

English Language Learners

Provide students with illustrations of various extracurricular activities to aid in comprehension.

First Generation Students

Students may be surprised to learn that their choices in middle school can affect their future goals. Provide examples of ways that students' choices may impact their futures, such as getting involved in extracurricular activities in middle school.

Your Interests and Goals

You don't need to have your whole life figured out during middle school. However, it does help to start thinking about your interests and where they might take you. Do you like math and science? Maybe you'll design airplanes someday or find a cure for a disease. Do you enjoy building things? Maybe you will become an architect. Are you interested in computers, acting or writing? Maybe you will design video games, star in movies or write a novel. Your interests can tell you a lot about how you might want to spend your life. Now is the time to start exploring those interests to set up goals for your future. Your goals can change, but you should always have something to aim for.

Once you begin to figure out your interests and how you can explore them while you are in school, you can create a plan, or road map, for yourself. Just like travelers use maps to guide them toward their destination, your plan can help you focus on your goals and guide you on your journey.

College as a Goal

Even if you don't have all your future plans completely worked out, you can have one goal: college. As you continue to think about your interests and career goals, you can research different colleges to find out which ones offer the programs that best fit your interests. Then you can set up an academic plan that will help you achieve your goal.

Reaching Your Goal

Remember, to reach college, you will need to take certain classes in high school. Middle school is the time to think about which prerequisites you'll need to get ready for high school and college. To figure this out, talk to your teachers in each subject. They can tell you which courses students typically take and which courses are prerequisites for others. Once you learn which high school courses you will need, you can work with your teachers to set up an academic plan for middle school.

WORK ZONE

Select one of the skills you described on page 34 and list it in the oval below. Give four reasons why this skill will be important for you to master as you move toward your goals for high school, college and a career.

36 UNIT 3 Lesson 1



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete the activity on page 36 independently. After completing the chart on page 37, students should choose one academic and one extracurricular goal to share with the class.

Struggling learners

Have students work in pairs to complete the activities on pages 36 and 37. Encourage them to think beyond simply participating in activities and include leadership roles in their goal-setting.

Activities Help

As you have learned, activities offer you a lot of benefits. There's another reason, though, to get involved in school activities: colleges love them. Most colleges look for students who have not only done well in school, but who have also participated in different activities. Why? It shows colleges that you can handle extra work and that you have a wide range of skills and interests.

What extracurricular activities does your school offer? What if you are unsure about which activities you will like? Middle school is the perfect time to try many different activities to see which ones you enjoy. And what if your school doesn't have the activities you're interested in? You can always start a new club. Many students start new clubs every year in middle school and high school. If you don't know where to begin, ask a teacher for help.

Go to the **WORK ZONE**

DID YOU KNOW?

A recent study by the College Board found that students involved in extracurricular activities often do better in school and get higher SAT® scores.

Based on what you have learned about getting ready for college in this lesson, list some academic and extracurricular goals. Be sure to include goals for both middle school and high school.

Academic Goals	Extracurricular Goals
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____

What Is High School About? 37

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students develop five interview questions about how a middle school student can best prepare for high school and college. Students should then interview a high school or college student, using the questions they developed. If a high school or college student is not available, they can conduct the interview with a family member, teacher or school counselor. Have them share a summary of their interviews with the class.

Students should be able to:



identify the importance of extracurricular activities and give several examples.



understand why making a plan for future education is important.



identify some courses they hope to take in high school.

ESSENTIAL QUESTIONS

- EQ 1** What are rigorous courses?
- EQ 2** How can I stay engaged in my courses?
- EQ 3** What kind of support is available if I start to fall behind in my courses?

Preview the Text

Before looking at the lesson, ask students to make a short list of study habits they frequently use. Then have students read the title and the subheads for the lesson.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and use the terms in their own sentences. Explain what AP courses are, and how they are more challenging than other high school courses. Show students a sample transcript from a high school senior. Then show students how to calculate a student's grade point average.

Developing Good Habits

Choosing Your Path

One of the fun things about school is the freedom to choose some classes that interest you and that will prepare you for college. You will find yourself with more freedom as you move through your academic career. When you have this freedom of choice, you will need to figure out which classes will help you the most. Is it smarter to take easier classes to get good grades, or should you take rigorous classes that may better prepare you for college? What happens if those rigorous classes are too hard and you fall behind? Is there help to keep you on track? These are important questions to explore.

WORDS FOR SUCCESS

rigorous classes challenging classes

Which Classes Should You Take?

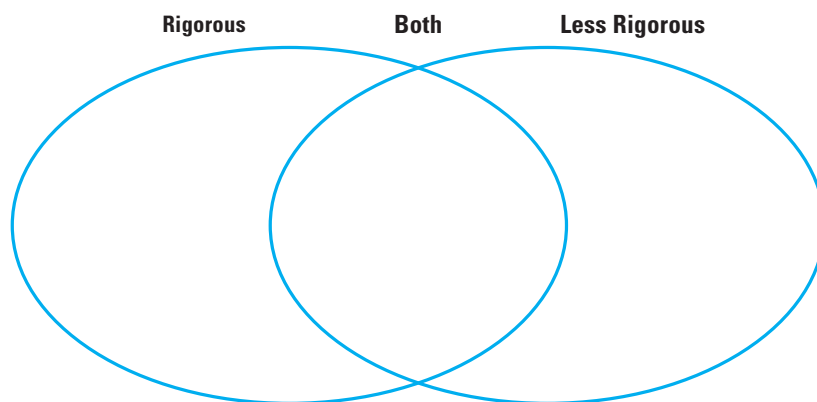
It might seem tempting to take the easiest classes. You could get good grades without much stress. You wouldn't have to spend as much time doing homework. You wouldn't be in danger of missing activities because of bad grades. It all seems like a great idea, but it can be misleading. Challenging yourself now in a rigorous class is a good way to prepare yourself for bigger challenges later in life.

When deciding which classes to take, ask yourself questions, such as "What is the purpose of this class?" and "How will it prepare me for my future?" Once you begin asking these types of questions, you might

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

WORK ZONE

Use the diagram below to compare and contrast a class you felt was rigorous with one that was less rigorous for you.



38 UNIT 3 Lesson 2

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the first part of the activity in a small group of four students. Students can discuss qualities of rigorous and less rigorous classes before writing a short response individually on page 39.

Struggling learners

Complete the first part of the activity as a class. Discuss qualities of rigorous and less rigorous classes and take notes on the students' discussion on the board. Have students use these notes to write a short response in pairs on page 39.

find that the easiest classes are not always the best ones to take. Instead, you will want to take rigorous classes that do the best job of developing the skills and experiences you will need to get ready for college. These classes challenge you to do your best work and stretch your mind. Sometimes you'll need extra help to succeed in them. In the long run, though, they'll be the classes that prepare you to achieve your goals.

Which classes at school will best prepare you for college? The answer to this question might depend on what college study program and future career you might pursue. When you get to high school, you may be assigned a school counselor. The school counselor can help you put together an academic plan. Your teachers can also give you advice on which classes are best for college-bound students.

Rigorous Classes

Honors classes and Advanced Placement Program® (AP®) courses are some of the most rigorous courses you can take to prepare for college. Honors classes, like your other classes, will include high expectations, such as daily class attendance, participation, homework and overall performance, plus they're harder! Taking honors courses can prepare you for AP courses, which are college-level classes you can take in high school.

Doing well in rigorous classes will have a positive effect on your grade point average (GPA). This is the average for all the grades you earn in high school. These are placed on your transcript, the official record of the classes you have taken and the grades you earned. High grades in honors and AP classes may receive more points toward your GPA than other classes with similar grades.

grade point average (GPA) *average of the grades a student earns in all classes*

transcript *an official academic record that lists all the classes a student has taken and the final grade for each class*

Using the information from your diagram on the previous page, write a paragraph explaining why rigorous classes will be more beneficial to your long-term academic success.

The Benefit of a Rigorous Class

Developing Good Habits 39

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the lesson with a partner and identify the main ideas in each section. Then have partners share their interpretations of the main ideas during a class discussion of the lesson.

Optional Approach

Have students read independently and write a one-paragraph summary of the lesson to share.

Monitor Comprehension

Encourage discussion with talking points such as:

- Define rigorous classes and give one example.
- Explain the purpose of your English, math or social studies class. How do these classes prepare you for the rest of your life?
- Explain how you calculate grade point averages.



Extensions

Students should investigate which high schools in their area offer Advanced Placement Program® (AP®) courses by talking with their counselor or adviser. Have students list the AP classes that are offered and indicate which classes interest them. As a final step, students should write two or three paragraphs on why they find those particular AP classes of interest.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

W3 Drafting CR, R*, A*

21st Century

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

Communicate Clearly (LI.CC.1)

Make Judgments and Decisions (LI.CT.3)

Use Systems Thinking (LI.CT.2)

Students should be able to:



explain some of the benefits of rigorous classes.



understand what a grade point average is.



identify some of the elements on a transcript.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- *Explain why good study habits are important to have.*
- *Name three good study habits.*
- *Identify some ways to get help if you struggle in your courses.*

DIFFERENTIATE INSTRUCTION

English Language Learners

Explain the idiom “in the long run” and give students an example of its meaning. Show students an example of a to-do list.

First Generation Students

Students may be unfamiliar with the Advanced Placement Program® offered by the College Board. Explain how the AP® Program works and how it can improve students’ college experiences.

Setting a Course

To be successful in high school and college, you will need to develop effective study skills and habits. You will also need to know where to go when you need help. You can begin forming these good study habits and behaviors now.

Successful Study Habits

First, you’ll need to learn how to stay engaged in class. Staying engaged means that you keep your interest level up and do not get distracted. If your mind wanders in class and you have trouble paying attention, you’ll need to figure out a way to keep focused. Some successful students have found it helpful to sit in a spot that helps them pay attention, such as the front of the class instead of the back corner. Others ask questions to make sure they understand the content.

Successful students are usually organized. They may write their assignments down in a planner so they know what homework they have. If you don’t have a planner, you can get started by creating a daily “To Do” list. This list should

contain everything you need to accomplish for the day. As you finish each item on the list, cross it off so you can see what you have accomplished.

Another habit of successful students is to find the best time and place to study. Figure out a place where you can get your work done without being interrupted. The best place will be different for every person. For some people, it’ll be at home at the kitchen table. For others, it may be the public library.

Good students also make the most of their extra time. They may finish their reading on the school bus on the way home. Think about your day and figure out where you may have extra pockets of time for studying.

Other effective habits to follow are:

- learning to say no if you don’t have the time
- reviewing your class notes every day
- getting a good night’s sleep

WORK ZONE

What study habits do you have a hard time following? What keeps you from following them? List those habits, tell why it’s hard for you to follow them, and describe what you can do to improve them in the future.

Study Habit	Why It’s Hard to Follow	How I Can Use It
Do homework as soon as I get home	Have chores	Set a specific time for doing homework

40 UNIT 3 Lesson 2



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the chart on page 40 individually and choose one study habit to share with the class. Then have students discuss possible plans of action with a partner. They should then write their essays on page 41 independently.

Struggling learners

Have students complete the chart on page 40 with a partner. Discuss students’ responses as a class. Then have students brainstorm possible plans of action with the class. Then have them write their essays on page 41 independently. Have pairs of students review the essays and offer ways to improve or edit them.

WRAP-UP

- **Synthesize unit content by summarizing what students learned about colleges, degree types, academic choices and careers.**

WHERE Am I Going?

Review the section titled *WHERE Am I Going?* with students and discuss how the content in the lesson has helped them to answer the question posed. Remind students to respect the fact that each of them has an individual path to higher learning and that there are different ways to achieve that. Have students finish the activity independently. Upon completion, ask volunteers to share questions about academic plans and support networks they will learn more about in Section 3.

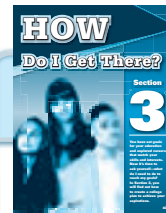


Portfolio Opportunity

Have students review the products created for their Portfolio on pages 26, 28, 30–31, 36–37, and 40.

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

Why is having a support network important?



In the next section, you'll learn what to do to move from thinking about your future and what high school will be like to making a plan of action. What questions do you have about planning for high school and beyond? List them below.

Who can help me decide which classes to take?



IF...

I want to begin researching careers,

I want to create an academic plan to further my college choices,



THEN...

I should learn about all the possibilities,

**I should discover which courses
are rigorous and which activities
are useful,**



SO...

I can match my higher education plans to possible career needs.

I can complete these courses and do these activities as part of my plan.

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

Create a web diagram on the board, in which endless connections can be made from a single center circle that will serve as a starting point.



Remind students that achieving their goals often requires taking many steps and making many connections. Have volunteers suggest the types of connections that could be written into this diagram, such as organizational skills to obtain, the names of friends or relatives who can provide support, job titles they might want to have in the future, activities they want to take part in or educational opportunities they would like to pursue. Model how to fill in the diagram and have students provide examples as you fill in the diagram. Expand the diagram as necessary. Note to students that in Section 3 they will be exploring these types of connections to reach their goals.

HOW

Do I Get There?

Section

3

You have set goals for your education and explored careers that match your skills and interests. Now it's time to ask yourself—what do I need to do to reach my goals? In Section 3, you will find out how to create a college plan to achieve your aspirations.

43

How Do You Stay Organized?

UNIT OBJECTIVES

Students identify the organizational skills necessary to stay on track to reach goals; understand how these skills can be more effective when customized to fit one's own nature and personality; demonstrate this understanding by applying varying organizational tactics to specific tasks.

LESSON 1

Getting Organized: Students learn some simple strategies for staying organized, such as using a daily planner, writing down key deadlines, and organizing their time and materials. They discuss ways to balance school, homework, play, family obligations, work and extracurricular activities.

- Introduce your students to a range of techniques for becoming organized, studying and managing their time. Often, the difference between a successful student and an unsuccessful one comes down to organization and time management. Some of your students may believe otherwise; they may think that they are either good at school or they're not, and that can't be changed. Convince them that the basic techniques for note taking, listening, managing time and other organizational skills can be learned by anyone, and that these skills will help them do well in school.
- Learn whether your school has preferred approaches to teaching these skills. If not, go on the Web to find specific techniques for middle school students. Explain that there is no one best way to organize or take notes; they might want to try out a range of techniques to discover what works for them.
- Find out if your school provides tools for staying organized. Does it issue planners? Is there a student handbook with advice on how to manage locker space, for example? There is information on the Web about helping middle school students get organized.

LESSON 2

How Do You Learn? Students review, understand and identify learning styles. They determine their own learning style(s) and how to use that knowledge to improve the way they learn and study.

- Help your students understand that whenever they learn how to do new things or take in new information, whether in school, at home or during activities like playing on a team, they have unique abilities and attributes that determine the way they learn. Using examples, acquaint them with these four learning styles: kinesthetic, tactile, visual and auditory. Show them how they can identify which of these learning styles is their own primary, individual style.
- Give them the opportunity to explore each style in different learning situations. Explain that the style, or styles, they feel most comfortable with might depend upon what they are being asked to learn at any given time.

LESSON 3

Collaboration Helps: Students learn that collaboration can be an effective way to learn. They learn strategies for making the most of group study, as well as the benefits of talking through homework, projects, goals and other endeavors with friends and classmates.

- Use a group activity to introduce the different dynamics of collaborative work. This can be accomplished by giving each student a chance to take on and model a different role (leader, time keeper, recorder or presenter) within the group, with a detailed objective for what they must accomplish in each role.
- By having them rotate roles during the course of this class, they will become more engaged and begin to understand the different roles and the responsibilities associated within a collaborative process.
- Review the benefits of working collaboratively. A group activity that results in idea generation, such as brainstorming, is an effective way to demonstrate how working in groups can stimulate new ways to think about something.

LESSON 4

Using Cornell Notes: Students review, discuss and explore the Cornell Note-taking technique for lectures and reading, and how to apply it to their schoolwork.

- The Cornell Note-taking method is outlined in this lesson. If your school has another preferred note-taking method, by all means incorporate that method.
- Encourage your students to use the note-taking method throughout the course, so that it becomes habit.
- Emphasize that the value of this note-taking method is not just to record what they hear in class, but as a means of studying the material later. Many middle school students don't yet know how to study effectively. Following the steps outlined in this lesson for taking and reviewing notes can make a big difference in their academic lives.

Engaging Families

Parents can support their students' academic futures during middle school by helping them develop strong study skills. Family members can share insights with students about how they learn best and how their learning styles can affect their study habits.



Portfolio Opportunity

Pages 46–47, 50–51

UNIT OBJECTIVES

- **Identify the organizational skills necessary to stay on track to reach goals.**
- **Understand how these skills can be more effective when customized to fit the individual.**
- **Demonstrate this understanding by applying varying organizational tactics to specific tasks.**

Introduce the Unit

Read the Enduring Understanding:

Strong organizational skills contribute to a balanced, successful life.

Then have students read the text on pages 44–45.

Think Aloud

Say: *My organizational plan involves using a planner for work and an online calendar for appointments and activities. Every member of our family has access to the online calendar, so everyone can see the events taking place each day. I use my planner at work to record deadlines, notes and to-do lists. How do you stay organized?* Write students' responses on the board and discuss them as a class.

UNIT

4

How Do You Stay Organized?

Organization Improves Learning

Every day you are exposed to lots of information. In addition to what you learn in your classes, you can get information from the Internet, cell phones, cable television and other technology devices. You also have many adults working with you and your family to provide information that you need to make important decisions as you get older. Knowing how to organize this mass of information—both at home and at school—will help you know where to go and what to do in order to make these critical decisions.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Getting Organized	How Do You Learn?	Collaboration Helps	Using Cornell Notes
Pages 46–49	Pages 50–51	Pages 52–53	Pages 54–57

Preview the Lessons

Have students read the lesson titles on page 44. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 3, students learned that rigorous classes and extracurricular activities contribute to success both in and after high school.

UNIT 4

VOICE OF EXPERIENCE



"The workload when I first got to high school was a challenge. They didn't baby you as much as they did in middle school. In high school you were on your own. If you didn't do your homework you got a zero, or if you missed a class, you had to make sure you got the notes."



WORK ZONE

Why do you think it is important to be organized in school?

In what ways do you organize yourself for school?

How Do You Stay Organized? 45

Materials

- ☐ School's agenda planner and a variety of planners (Lesson 1)
- ☐ A visual description or drawing that represents learning styles (Lesson 2)
- ☐ Class rules for group work (Lesson 3)
- ☐ Cornell Note sheets (Lesson 4)

Additional Resources

Online link to a visual representation of learning styles: www.ldpride.net

Tip: If you type "learning styles for middle school students" into a search engine, you get a good article on the Scholastic.com website.

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 answer the questions individually. Then discuss the answers as a class. Write student responses on the board.

Struggling learners

Discuss the questions as a class and write student responses on the board. Then have students write their answers in the text.

ESSENTIAL QUESTIONS

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

Preview the Text

Before looking at the lesson, ask students to brainstorm ways that they manage their time. Write their responses on the board. Ask students to vote for the three best strategies.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definition and define the term in their own words. Instruct students to name two or three organizational skills that they use every day.

Getting Organized

Managing Time and Space

Strong **organizational skills** contribute to a successful life. It's important that you manage both your time and your space. Managing your time includes knowing when things are supposed to happen or be completed. It's also about budgeting the time you have to complete your tasks. Some decisions are made for you, such as when to go from class to class, but often you need to manage your own time, such as when it comes to doing your homework. Managing your space helps in managing your time. Do you have a place where you study each day? Is everything organized? Becoming an effective manager of your time and space will allow you to be a more successful student.

Managing the School Day

In middle school it's important to use a daily planner or agenda calendar to help you manage your time. Be sure to record what is due on each day, as well as what is due in the days or weeks ahead. You may think that you'll remember, but with all the different subjects you're taking, you might forget an important deadline if you don't write it down. A daily planner also helps you anticipate when work needs to be completed and how to plan it out. Using a planner to manage your work demonstrates the responsibility needed to do well in school. Getting used to the routine of school will help you manage your day. Know what books and supplies you need for each class. Figure out if

WORDS FOR SUCCESS

organizational skills abilities needed to plan and manage information and events

WORK ZONE

Organize your time by making a schedule of your school day. In the left column, list your classes. In the right column, write down any homework assigned in that class.

Schedule for _____	Homework Assigned
1st period: _____	_____
2nd period: _____	_____
3rd period: _____	_____
4th period: _____	_____
5th period: _____	_____
6th period: _____	_____
7th period: _____	_____

46 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 activities independently. Then have each pair up with another student who has the same, or a very similar, schedule. Each pair should compare their lists to make sure they are accurate.

Struggling learners

Have each student complete the activities with a partner who shares the same, or a very similar, schedule. Each pair should compare their lists to make sure they are accurate. Circulate among pairs to offer guidance as necessary.

you need to carry them with you all day or if you'll have time to stop at your locker between classes to swap them out.

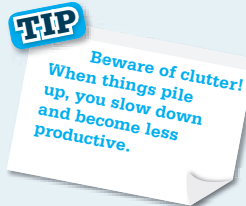
Managing Homework

Manage your homework by planning out how much time you will need to complete your assignments. Organize your after-school time so that you can complete your assignments and your other responsibilities, such as household chores, as well as have time for your family and extracurricular activities. When you have a long-term project, plan to work on it a little bit each day. Waiting until the last minute will not produce your best work. When possible, do your homework on a computer, and save all your work in files by subject to keep your work organized. Avoid distractions, such as watching television, texting your friends or visiting social networking sites.

Organizing Your Stuff

Organize three areas in order to stay on top of things.

- **Your backpack** Know what needs to be in it and when. Plan ahead to avoid carrying too much, or not having what you need for the day.
- **Your locker** Organize your books and supplies by class. Establish a routine so you can drop off and pick up different books during the school day as needed.
- **Your home study area** Have the same location with adequate lighting and space to do your homework. Be sure you have the supplies you need when you are ready to work. [Go to the WORK ZONE](#)



Make a list of all of the books and supplies you need for each class. Post the list in a safe place.

Class 1: _____	Class 4: _____
Supplies Needed:	Supplies Needed:
Class 2: _____	Class 5: _____
Supplies Needed:	Supplies Needed:
Class 3: _____	Class 6: _____
Supplies Needed:	Supplies Needed:

Getting Organized 47

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students read the lesson individually. As they read, instruct them to underline the main ideas in each section. Then have them write some of their obligations in the extra space at the end of the text on page 47.

Optional Approach

Students should read the lesson with a partner and compare and contrast their obligations.

Monitor Comprehension

Encourage discussion with talking points such as:

- *How are strong organizational skills an important key to your success in school?*
- *How are strong organizational skills important to your success outside of school?*
- *Describe your method for completing your homework.*
- *Explain how you organize your backpack, your locker or your home study area.*

CORE ALIGNED STANDARDS

College Board Standards

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

21st Century

- Manage Goals and Time (LC.IS.1)
- Use Systems of Thinking (LI.CT.2)
- Communicate Clearly (LI.CC.1)

Students should be able to:



understand how good organizational strategies contribute to academic success.



describe methods to stay organized.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Name some challenges you face when organizing your after-school time. How do you overcome these challenges?
- Name three family or home obligations that you have to manage on a weekly basis.
- Why is scheduling relaxation time important for overall well-being?

DIFFERENTIATE INSTRUCTION

English Language Learners

Show students different examples of planners to illustrate the variety of possibilities for them to use.

Explain the idiom “unwind,” as it relates to relaxation.

First Generation Students

Students may be unfamiliar with how academic study skills can impact their college planning. Explain to students that how they study is equally as important as how much they study.

Managing Personal Time and Space

In addition to managing your school time and space, you also need to manage your personal time and space. By being organized at home and during time away from school, you can be better prepared to succeed at school.

After-School Obligations

After-school activities might take up a large part of your time outside of the classroom. These activities also come with obligations, or responsibilities. You will have an obligation to show up, to work hard and be an active participant in them. While participating in these after-school activities can be enjoyable, they can take up a lot of your free time. You will have to wisely plan your time so that you can still complete all of your school and family obligations.

Because after-school activities often take place for an entire season or school year, it's important

to plan ahead. Write your practice or meeting schedule in a daily planner or calendar. By doing so, you will be able to tell when you might have a conflict in your schedule. For example, if you see that you have a research paper due the same day that you have a big concert, you will have to work out a schedule in order to complete both. Your goal can be to complete your research paper early so that it won't distract you on the day of the concert. Anticipate problems before they happen and then move to solve them. Make the people who need to know aware of your obligations and what you are doing.

Family and Home Obligations

As you develop into a good manager of your time, you'll find ways to manage all your school, social and family obligations. Use your daily planner or calendar to look for periods of time when you can take care of family responsibilities, such as babysitting or taking out the trash. Your family will be impressed and pleased when they

WORK ZONE

Select a day on which you have many in-school and after-school activities. Write a plan for that day. Complete the schedule with the activity and the place for each time listed. Circle those times that will need additional planning to accomplish.

Schedule for

7:00 A.M.	_____	2:00 P.M.	_____
8:00 A.M.	_____	3:00 P.M.	_____
9:00 A.M.	_____	4:00 P.M.	_____
10:00 A.M.	_____	5:00 P.M.	_____
11:00 A.M.	_____	6:00 P.M.	_____
12:00 P.M.	_____	7:00 P.M.	_____
1:00 P.M.	_____	8:00 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

Students can complete the activities individually. Have them compare their responses with other students who have the same (or similar) schedules. Students should make adjustments as necessary. If possible, have students make a copy of the chart on page 49 on cardstock to be kept in a prominent location in their lockers or backpacks.

Struggling learners

Students should complete the charts with a partner who has the same or similar schedule. Students should make a copy of the chart on page 49 on cardstock paper to be kept in a prominent location in their lockers or backpacks to encourage daily use.

see how organized you can be in meeting all of your responsibilities.

You also need time for talking with your family. They will be a big part of your college decision, so getting in the habit of talking to them now about academics is important. Take a few minutes each day to let them know how school is going.

Plan to Relax

Another key part to being a successful student is finding time for rest and relaxation. If you are working hard all the time, you will eventually get worn out and your performance will suffer. To ensure you have enough time to rest and unwind, plan some relaxing time into your schedule. It can be something fun you like to do or just some time to hang out with friends.

Go to the **WORK ZONE**

KNOW YOURSELF

Everyone needs time to relax. What activities can you add to your schedule that are just for fun?

Example: Go to movies with

friends

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students talk with their parents or another trusted adult to get feedback on their home study area. Students should prepare to modify their desks or other work space to reflect their discussions and the adults' suggestions. Students should explain the layout of their study areas before and after their changes. Students may do this by writing a paragraph or by taking or drawing pictures and labeling or describing the differences.

Think ahead to your schedule for the next few weeks. Write three goals you can set for the week and three goals you can set for the month. Then write a short paragraph describing a plan of organization to achieve those goals.

Goals for the Week	Goals for the Month
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

My Plan of Organization

Students should be able to:



develop a schedule for completing their assignments on time.



identify weekly and monthly goals and make an organizational plan to achieve them.



list three or four ways they like to relax.

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

Have students write one or two sentences about how they learn best. Then have students scan the title, subheads and topic sentences for the lesson.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. Provide examples for each of the four learning styles: **kinesthetic**, **tactile**, **visual** and **auditory**. You can review the examples given in the text if necessary.

Teach the Text

Have a different student volunteer read each paragraph aloud. After each paragraph, have another student volunteer summarize what was read.

How Do You Learn?

People learn in different ways. Think about how you best learn. How would you hook up a game system? Would you read the instructions? Would you be able to set it up more quickly if someone read the instructions to you? Or maybe you're a person who just needs to start working on setting it up because you won't fully understand it until you have the pieces in your hand. Knowing your learning style, or how you learn best, can help you understand how to approach your schoolwork.

Learning Styles

Learning styles can be organized into four basic areas: **kinesthetic**, **tactile**, **visual** and **auditory**. Kinesthetic learners do best when

moving around and physically doing things, such as acting out a scene. Tactile learners like to touch things and use their hands to understand something, such as in doing a science experiment. A visual learner prefers to watch or read to understand information. Finally, auditory learners understand through listening, discussing or thinking aloud. Everyone learns through these different styles, but we all have a definite preference. How do you think you learn best?

Using Learning Styles

Your teachers will use different teaching methods that will require you to use different learning styles. When a teacher has you do

WORDS FOR SUCCESS

kinesthetic (body) learning by moving and physically doing things

tactile (feel/touch) learning by using a "hands-on" approach

WORK ZONE

Write your preferred learning style in the circle at the left. In each box on the right, describe an activity that you do well because of using this learning style.

50 UNIT 4 Lesson 2



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activities individually. When they are finished, have them share their answers with a partner.

Struggling learners

Have students work with a partner to complete the activity on page 50. Then, partners should brainstorm activities to be used with each type of learning style. Partners should then share one activity for each learning style with the rest of the class. Students can then write their paragraphs on page 51. Circulate to offer support at each stage of the process.

a demonstration that involves physical movement, such as how to do sit-ups, you are using kinesthetic learning skills. If your science teacher has you dissect a frog or examine a plant, you are using tactile skills to learn the concepts. If you recognize the style being used, you can adapt your learning style to do well. If you are an auditory learner, listen carefully when other students give demonstrations. If you are a visual learner, take careful notes when dissecting in science class and reread your notes later to understand the concepts.

The key is to figure out what learning style is most comfortable for you. Think back to times when you really learned something. How did you come to understand it? Did you read about it? Did you hear someone tell you about it? Did you just keep doing it until you got it? Did you study it, work with it and try to figure it out? If you know which learning style is your strength,

you can be confident that you will do well when methods using that style are used in class. If the class uses a learning style that makes you uncomfortable, think of what you might do—adapt your learning style, ask for help or focus intently in the class. A teacher or another student might have an idea of how to adapt your favorite learning style to use in the class.

Go to the **WORK ZONE**

KNOW YOURSELF

Which learning styles work best for you? Can you explain why?

visual (eyes) learning by watching, seeing or reading

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

Write a paragraph describing how you could use a particular learning style while doing an activity. Describe the activity and what learning style or styles you could use.

Adapting My Learning Style

Example: I could use auditory and visual learning styles while I watch a movie. While watching a movie, one sits, watches and listens.

How Do You Learn? 51

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

Have students write down the four learning styles by ranking them in order, beginning with the style that they feel defines how they learn best.

Optional Approach

Have students underline the learning style and the description that best describes them.

Monitor Comprehension

Encourage discussion with talking points such as:

- *What learning style works best for you? Why?*
- *Do you think you can favor more than one learning style? How do you know?*
- *Describe how you might adapt to a class that does not use your preferred learning style.*



Extensions

Have students write a paragraph describing a recent learning experience and how they used their preferred learning style. Students should bring their paragraphs to class to share with a large group.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR

W3 Drafting CR

21st Century

Communicate Clearly (LI.CC.1)

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

Make Judgments and Decisions (LI.CT.3)

Students should be able to:



give examples of the four learning styles described in the lesson.



identify the learning styles that they prefer or use.



describe ways to modify their learning styles to adapt to different academic situations.

ESSENTIAL QUESTIONS

- EQ 1** What are some of the benefits of working in a group?
- EQ 2** How can working well in groups help me later in life?

Preview the Text

Read the definition of *collaboration* aloud to students. Ask students to think of as many examples of collaboration as possible.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definition and define the term in their own words. Have students give a recent example of how they used **collaboration** to be successful in or to complete an activity.

Teach the Text

Have students read the text independently. When they have finished reading, ask for student volunteers to describe each section in their own words.

Collaboration Helps

What Is Collaboration?

Collaboration is the process of working together to accomplish a common goal or task. When you collaborate with others, you work as part of a team. Collaboration also helps you to practice and learn in several different learning styles, especially those that involve speaking and listening.

Types of Collaboration

Collaboration happens in many different ways. One common way is studying together. That could involve working together on a math problem or having a friend review and comment on an essay you wrote.

Group work within a classroom is another way students collaborate. Sometimes, the teacher

may form the work groups. Other times you might form your own groups. You will need to learn how to collaborate with all of your peers in order to accomplish the work.

A third type of collaboration involves the group projects that occur outside of school. These tend to be with a larger group of people in an organized form, such as a sports team.

A fourth type of collaboration occurs when students work together online. This is similar to studying together, but you also have the benefit of bringing others into and out of the conversation at any time. Online collaboration gives you a wide network of friends and classmates with whom you can interact.

WORDS FOR SUCCESS

collaboration the process of working together to achieve a common goal or task

WORK ZONE

Collaborate with a partner to create a poster that illustrates all the benefits and obstacles of collaboration. You can use words, phrases and pictures. Be prepared to share your work.

Benefits of Collaboration	Obstacles to Collaboration
Group works on one project	Don't have assigned tasks

52 UNIT 4 Lesson 3

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have partners complete the activities on pages 52–53. Have pairs present their posters and presentations to the class.

Struggling learners

Have two sets of partners join to form a group of four. Then have the original pairs work together on the presentation on page 53. Work together with each set of pairs to ensure all tasks are assigned and understood. Then have each pair give its presentation to the class.

Working in Groups

When collaborating, each group member can contribute in different ways. To work most effectively, each group member should have a main role or responsibility. In smaller groups, students might take on more than one role. For the group to succeed, each member must know his or her individual responsibility to the group and work together to accomplish the group's goal. Sometimes, a compromise, or agreement, is needed if differences come up about people's roles or the best way to proceed.

Four possible key roles in collaboration are:

- **Leader** This person often keeps the project moving forward, gets people organized, and sets up materials.
- **Recorder** This person keeps a record of all work—by taking notes for other group members.
- **Supporter** This person ensures that everyone stays on task on all parts of the assignment.
- **Timekeeper** This person ensures that all deadlines are met.

Benefits of Collaboration

There are many benefits to collaboration. Learning to compromise will teach you a valuable skill that you will need in high school, college and your career. Working in groups can help you think about things in ways you might not have before. Talking to group members can help you think about a concept in a way you may have never considered before.

KNOW YOURSELF

In collaboration, which role or responsibility best describes you? Why do you think so?

With a partner, collaborate to develop a presentation about the different learning styles described in Lesson 2 of this unit. Use the two-column chart below to help you get organized and assign the responsibilities in order to complete the assignment.

My Responsibilities	My Partner's Responsibilities

Collaboration Helps 53

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text cont...

Review the four types of collaboration with students. Ask students to think of one benefit and one drawback of each of the four types of collaboration.

Optional Approach

After reading, students can write a short paragraph describing a collaborative experience.

Monitor Comprehension

Encourage discussion with talking points such as:

- *Describe the four types of collaboration. Which type is the most beneficial or the most convenient to use? Why?*
- *Describe one of the four key roles explained in the lesson.*



Extensions

Students should talk with a parent or another trusted adult about collaboration in the workplace. Have students interview the adult to discover how often collaboration is used and how it affects adults' work. Students should keep detailed notes of their conversations to share with the rest of the class. After students present their findings, discuss how collaborative work in school or during extracurricular activities prepares students for their eventual college careers.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR,R

M3 Composing and Producing Media Communication

21st Century

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

Collaborate with Others (LI.CC.2)

Use Systems Thinking (LI.CT.2)

Productivity and Accountability (LS.PA.1)

Students should be able to:



identify some benefits of working in a group.



describe the four types of collaboration.



understand the importance of key roles when collaborating with others.

ESSENTIAL QUESTIONS

- EQ 1** What is the Cornell Note-taking technique?
- EQ 2** How can I take better notes?
- EQ 3** How can taking good notes help me?

Preview the Text

Poll students to find out how many of them take notes in their classes. Explain that this lesson describes an effective note-taking method. Encourage students to try this method, even if they already take notes. Then have students preview the text and pay special attention to the Mini Cornell Notes Page on student page 55.

DISCUSS WORDS FOR SUCCESS

Have students name a class in which **note-taking** can help them learn the material. Ask them to write a **summary** of the “Why Take Notes?” section on page 54.

Using Cornell Notes

Why Take Notes?

Each day you go to your classes you learn more information in a number of different subjects. Sometimes it's in what you read. Sometimes it's in what you hear in a lecture. A lecture is a delivery of information by a teacher to a class. How do you know what's important from a lecture to remember? How do you review what to study so you are prepared for class discussions, quizzes, tests and presentations? **Note-taking** will help you organize, understand and remember the information. That's why finding a method of note-taking that works for you is really helpful.

What Are Cornell Notes?

Cornell Notes is one method of note-taking that allows you to organize the material in each of your classes. Whether you have a large amount of assigned reading or are listening to a lecture by a teacher, the Cornell Note-taking method gives you a way to determine and later review the key points, or main ideas, of the material.

Key Steps to Using Cornell Notes

Using Cornell Notes will help make your notes more effective. Follow these steps when taking Cornell Notes:

Step 1: Divide your note-taking paper into three parts as shown in the diagram on page 55. At the top of the page, record from where or when the

WORDS FOR SUCCESS

note-taking an organized way to briefly write 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. Describe two results of improving these skills.

How I Could Improve My Note-Taking

Result

Result

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 charts on pages 54–55 individually. They should share ideas on improving their note-taking and the potential results with a partner. Students should compare the summaries they wrote with their partners.

Struggling learners

Discuss ways to improve note-taking with students. For each method of improvement, have students brainstorm possible results. Then have students write their summaries in pairs and share them with the group. Help students edit their summaries as necessary.

notes were taken. If it's a reading assignment, write the book title, chapter and page numbers. If it's a lecture, write the class and date.

Step 2: As you read the material or listen to the lecture, write your notes in the large box to the right. Keep your notes brief, using abbreviations whenever possible. Don't try to write everything you read or hear.

Step 3: Reread your notes looking for the key points or main ideas. Sometimes you will have to infer, or figure out, those key points by thinking about the details in your notes. Use these questions to help you determine the key points:

- What is the purpose of this information?
- Why does this information matter to me? Why is this key point important?
- What will happen as a result of this key point?

Write your key points in the left-hand column. Include important people and dates when it is appropriate.

Mini Cornell Notes Page

Key points	Note-taking column
Here, write questions you have about the content. Write key concepts and vocabulary as well.	Divide your paper (it can be any size) into three sections: the large note-taking column, the smaller left-hand column, and a summary band at the bottom. In the note-taking column, record important information from your reading or lecture. Use abbreviations and brief sentences.
Summary After class, summarize your notes. Summarizing in your own words increases your understanding of a topic. This space will be useful when you are studying for a quiz or test on the topic.	

Step 4: Then write a **summary** of your notes. To do this, determine what the key points have in common and express those ideas briefly in your own words. Write your summary at the bottom of the page.

Step 5: Use your Cornell Notes to review the most important ideas from the material or lecture so you will fully understand it.

Go to the **WORK ZONE**

In the mock Cornell Notes chart below, summarize what you've learned about Cornell Notes.

Key Points	Notes
Summary	

Using Cornell Notes 55

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the text aloud to students. Spend extra time reading and explaining the *Key Steps to Using Cornell Notes* section. After each step, paraphrase the material. Have students summarize the differences between using the Cornell method for reading and using it for lectures.

Optional Approach

Have students read the lesson independently and underline key information in the text.

Monitor Comprehension

Encourage discussion with talking points such as:

- Explain why taking notes can help improve your academic performance.
- Describe the Cornell Note-taking method.
- Describe how to use your notes for review.

CORE ALIGNED STANDARDS

College Board Standards

- R4** Using Strategies to Comprehend Texts
- W2** Generating Content CR, R
- W3** Drafting CR, R, A

21st Century

- Make Judgments and Decisions (LI.CT.3)
- Communicate Clearly (LI.CC.1)
- Systems Thinking (LI.CT.2)

Students should be able to:

- ✓ identify reasons why taking notes is an important study skill.
- ✓ describe the Cornell Notes method.
- ✓ take notes using the Cornell method.

Teach the Text cont...

Monitor Comprehension

- What are the 5Ws (and one H) in Cornell Notes?
- Describe how you can use your notes to study.
- How can studying others' note-taking strategies help you develop your own strategy?

DIFFERENTIATE INSTRUCTION

English Language Learners

Demonstrate for students the five steps associated with the Cornell Notes method for students. Use simple, short descriptions as you explain the method. Use visual aids, such as the Mini Cornell Notes Page, and hands-on techniques to demonstrate the method.

Cornell Notes for Reading

Use Cornell Note-taking for classes that require a lot of reading, such as social studies, science and language arts. These strategies will help you note the key points as you read:

- Identify boldfaced or italicized terms.
- Identify capitalized nouns.
- Identify action verbs.
- Use the 5 Ws (and one H) method by asking Who, What, When, Where, Why and How about the material. By answering the questions of why and how, you are often able to infer the main ideas.

Cornell Notes for Lectures

Most of your classes now probably include lots of discussions and activities, with only a few lectures by the teacher. However, as you enter

high school and college, you will have more classes with lectures. Just remember, whenever a teacher is presenting a lesson to the whole class, you can use Cornell Notes to record and review the key points.

Using Your Notes

People with different learning styles can use Cornell Notes in a slightly different way to help them learn. For example, if you learn by listening and talking, you might find it helpful to review your notes aloud after class or by talking through them with a friend. If you are a visual learner, you might prefer to write your notes using a web or diagram. Experiment with different ways to use Cornell Notes to help you learn information. When you find a method that works for you, continue to use that method.

WORK ZONE

Ask your classmates what note-taking strategies they use. Record their ideas below. Circle ones that you want to try.

Other Note-Taking Strategies

56 UNIT 4 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

Have students complete the interview with a partner and share their ideas with the class. Then have students write their essays individually. Have students share their challenges and solutions with their partners.

Struggling learners

Have students discuss other note-taking strategies with the class and record their ideas in the box on page 56. Then have students offer challenges and solutions for the essay on page 57. Write these ideas on the board. Students should write their essays based on the class discussion and the information on the board.

Learn from Others

Another way to figure out effective note-taking methods is to ask others what works for them. Ask your classmates what note-taking strategies they use. You might not want to follow every step they do, but their method might give you an idea of how to modify your approach. For example, you might find out that your classmate uses bullet points to signify where each idea starts. If you think that might work for you, try it out. The more you learn from others, the more options you will have as you develop your own individual note-taking style.

Go to the **WORK ZONE****DID YOU KNOW?**

The Cornell Notes note-taking system was created at Cornell University in New York in the 1950s.

Write an essay explaining what you would find most challenging about using the Cornell Note-taking method and include what steps you might take to overcome that challenge.

Using Cornell Notes Effectively

Using Cornell Notes 57

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

**Extensions**

Have students research another note-taking method, such as outlining or mapping, and write a paragraph comparing that method to the Cornell Notes method. Request that students write a few sentences to state which method they prefer and explain why.

Students should be able to:



identify some differences between using the Cornell method to take notes while reading and using the method to take notes on lectures.



understand some ways to use notes, depending on their learning styles.



explain other note-taking strategies that they learn from their classmates.

Finding Support for the Future

UNIT OBJECTIVES

Students understand that setting realistic goals and preparing for college involves resources outside of school as well as in school; understand how to effectively and safely use the Internet as part of their support system; understand how involvement in activities enhances self-knowledge and development.

LESSON 1

People Who Can Help You: Students learn that the people who know them best can help them make the right decisions and that some of the most valuable lessons come from the people they meet outside of school.

- Students learn that the people who know them best can help them make the right decisions, and that some of the most valuable lessons come from the people they meet outside of school.
- With your help, students should begin to get acquainted with the opportunities in their community to work with people to achieve common goals, learn new things or pursue a hobby. They should explore how to expand their network by doing volunteer projects and community service, becoming a member of a team or getting involved in an after-school activity they enjoy. Help them observe their own strengths in terms of group work, time management, building friendships, learning from others, etc. Help them identify mentors and understand the importance of mentors.
- Students should explore the many other choices and opportunities they will encounter when they go to high school. Help them discover the types of clubs, activities and events that the high school experience has to offer.
- Provide your students with good models of communication to use when interacting with their peers, family members and the adults they come in contact with. They need to understand the purpose these mentors, coaches, teachers and caring family members will have in their lives.

LESSON 2

Using the Internet: Students evaluate how to effectively use Internet resources to build an “online network” for support and information. They learn about the positive and negative issues surrounding social network sites, texting and other 21st-century features.

- Help your students understand the value of the Internet as another network tool and a resource that can benefit their college and career search. Students need to learn how to identify what is and what is not useful, valid or trustworthy. The student should also explore the power—good and bad—of text messaging, blogs and social networks. Students need to realize that future college admission officers or employers could see their online lives.

LESSON 3

Exploring Your Interests: Students explore what after-school activities they can do in order to expand their personal and academic horizons. Students also explore additional opportunities they might find in high school, and learn why these will be an important part of the academic plan.

- Extracurricular activities are important for personal growth and as a means of discovering talents and skills, and many colleges consider them part of the admission process. Students should become engaged in whatever genuinely interests them, whether school related or not (e.g., church, community, or non-school sports). Activities help students learn who they are as people—what they enjoy doing, how they relate to others and what kind of group members they are. Becoming involved in after-school activities may help students develop time-management skills as well.

LESSON 4

Your Community: Students explore why part-time jobs, internships, community service and volunteer activities can be an important part of their personal growth.

- Help your students connect work skills to life skills. Babysitting, doing yard work and, volunteering in a soup kitchen, all help young people manage time, keep commitments, learn to work with others and acquire other skills that will transfer to future academic and social endeavors.
- Jobs provide good learning opportunities, but should not overshadow academic and recreational pursuits for middle school students.
- Learn what your state work laws are for minors. There are variations on the age at which students can work, jobs that don’t require a permit, educational status and more.
- There are numerous Web directories of jobs and internships for teenagers and other part-time workers.

Engaging Families

These lessons are all about students reaching out to parents and other people. They also learn how to use the Internet. Parents can help make connections; oversee Internet use; encourage experimentation with new activities; facilitate job, volunteering and internship applications; and assist students in meeting other people who can help them.



Portfolio Opportunity

Pages 62–64, 66–67, 68

UNIT OBJECTIVES

- Use resources outside of school as well as in school to set realistic goals and prepare for college.
- Understand how to effectively and safely use the Internet as part of a strong support system.
- Understand how involvement in activities enhances self-knowledge and development.

Introduce the Unit

Read the Enduring Understanding:

A strong support system can help me achieve my goals.

Then have students read the text on pages 58–59.

Think Aloud

Ask students to consider what the Enduring Understanding means.

Ask: *Have you ever heard the saying, “No person is an island”? How do you think this saying might apply to the college selection process?* Have students discuss. Have them brainstorm some people who could help them find support for the future.

UNIT 5

Finding Support for the Future

Developing a Support Network

You might have heard the saying “you learn something new every day.” You learn in your classes and sometimes you learn “life lessons” outside of school. You learn life lessons simply by living everyday life and learning from what you encounter or from any mistakes you make. Life lessons can also be learned from teachers, counselors, family members and other trusted individuals. Together all these people make up a support network. You can count on this group of people to help you make decisions today and in the future as you plan for the next steps in your life: high school and, eventually, college.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
People Who Can Help You	Using the Internet	Exploring Your Interests	Your Community
Pages 60–61	Pages 62–65	Pages 66–67	Pages 68–69

Preview the Lessons

Have students read the lesson titles on page 58. Have them predict what they will read in the unit. They can discuss or brainstorm questions they have before they read.

LOOKING BACK

In Unit 4, students learned that using organizational skills and recognizing different learning styles could assist them in the college search process.

UNIT 5

VOICE OF EXPERIENCE



"At times during high school I did feel overwhelmed, but I think that's probably a common experience with high schoolers. It just required a lot of discipline and dedication and support from parents and friends throughout high school, to not only manage my course load, but also enjoy myself and have experiences with my friends and classmates throughout the four years."



WORK ZONE

List your support network. Write the names of all the people who currently help you in school or at home. Then, list people who might help you in the future when you attend high school and college.

People Who Help Me	People Who Will Help Me in High School	People Who Will Help Me in College

Finding Support for the Future 59

Materials

- ☐ List of school's teachers, counselors, administrators and other personnel (Lesson 1)
- ☐ List of community-based after-school offerings (Lesson 3)
- ☐ List of community organizations offering student jobs, internships or mentoring; sample work permit (Lesson 4)
- ☐ State laws on minors and working (Lesson 4)

Additional Resources

Net cetera, a new publication of the Federal Trade Commission

www.ftc.gov

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

In doing this exercise, students can independently list names of people and their relationships with those people. They should also consider the type of help they may be getting now and who could help them in the future.

Struggling learners

Remind students that they do not necessarily need to give someone's name for these lists. They could respond with a person's position or with a relationship they have with someone. They could also list the types of people who might help them, such as professors and college roommates. If students are having trouble getting started, remind them of those who may have helped them in the past.

ESSENTIAL QUESTIONS

- EO 1** What is a support system?
How can it relate to my academics?
- EO 2** Who is in my support system?

Preview the Text

Ask students to preview the headings and the text in general and find two words that are frequently repeated. Students should note that *Support Network* is often mentioned. Have students speculate about what this term means. Discuss the nature of a network and how this concept involves interconnection between many people.

Teach the Text

Point out the first sentence as a defining starting point. Expand the definition of *help* by having students suggest ways other people can provide *guidance* as students begin the college and career selection process. Ask students to think about guidance they have needed in middle school—in choosing classes, for instance.

Help students to begin to define their support network by having them suggest possible network members who could help them.

People Who Can Help You

Discovering Your Support Network

Your support network is the group of people you go to for guidance and help. As you start to make decisions about your academic future, the people in your support network will help you make decisions about the classes you take and the activities you decide to take part in. Your family members, counselors and teachers make up the foundation of your support network, but other trusted adults you know can also become part of your network.

Who Is in Your Support Network?

Your parents, older brothers or sisters, or even aunts and uncles are probably already important members of your support network. They will continue to provide guidance to you in high school and college. However, don't forget about other adults who might

have valuable personal experiences to share. Consider community center leaders and coaches as part of your support network.

When you get to high school, you may have a counselor or school adviser. He or she will advise you about high school classes and will share information about college with you. Your teachers will be important advisers as well. Perhaps you have a favorite teacher who is easy to talk to or an instructor who teaches your favorite class. They can become part of your support network.

How a Support Network Helps You

The people in your support network are there to encourage you and keep you on track through high school and beyond. If you feel confused or a little unsure about high school, talk to people in your support network. Chances are they have lived through some of the same things

WORK ZONE

Write the name of one person in your support network in the oval below. Then explain how he or she will be able to help you. Use specific examples.

60 UNIT 5 Lesson 1

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can complete each activity independently. Proficient learners can then help other students who are struggling to find answers for the questions they come up with for the activity on page 61.

Struggling learners

Use the examples students produced on page 60 to help them expand their questions and concerns on page 61. By rotating between both issues they want to discuss and the names of the people who may provide answers or guidance, students can better understand what an effective network is.

you're going through and can share their experiences with you. Even if no one in your family has gone to college, family members will still be able to give you good advice on how to get into college. Your support network will also be able to help you find out which careers require a college education. Most of all, your support network will help you connect where you are today with where you hope to be when you finish high school.

Your Support Network and Academics

As a middle school student, you are in core classes: English, math, science and social studies. When you get into high school, you will have more options for classes. Where will you turn for guidance on class choices? Your counselor or adviser will be your number one choice for help in high school. However, you should seek opinions from other members of your support network, including your family and older students who have already taken the classes. You can also ask a trusted teacher for advice. Just remember, before you make academic decisions, ask questions and seek guidance.

Go to the **WORK ZONE**

What questions or concerns do you have about high school or college? Generate four questions that reflect your concerns or issues. Then write the best person from your support network you think you can go to for answers or an explanation.

Questions/Concerns	Who to Ask for Help

People Who Can Help You 61

KNOW YOURSELF

Where else do you think you can go to for help when it comes to your academic choices and career plans?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text *cont...*

In brainstorming possible members of support networks, help students detail how these people can provide assistance. Suggest they categorize these people according to traits like "easy to talk to" or "has had lots of personal experiences."

Optional Approach

Have students consider how having a support network might affect their college and career preparation.

Monitor Comprehension

Say: *Think of the kinds of questions or types of help you may need from your support network.*

- What types of help might you need from your support network?
- Encourage students to ask their support group to tell them experiences that would help them plan their future schooling.



Extensions

Have students write about a time that they shared their experiences and gave advice to someone who could benefit from what they had learned. This could be from any time in the past. Students should explain how the advice and help was given and its effect. Students should also describe how they felt being an adviser, and whether they translated their experiences into advice that was helpful to other people.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R, A

21st Century

Communicate Clearly (LI.CC.1)

Reason Effectively (LI.CT.1)

Solve Problems (LI.CT.4b)

Students should be able to:



explain what a support network is.



understand that the individuals in their support network can advise them based on their experiences and general knowledge.



begin considering academic planning beyond middle school.

ESSENTIAL QUESTIONS

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

Preview the Text

Discuss with students why the Internet can pose problems and dangers. Most of them should be familiar with the basic privacy issues that the Internet poses. Remind them that they could be making personal information available online that they don't want others to know.

Using the Internet

Your Online Support Network

From social networking to researching a topic for school, the Internet is part of daily life. Consider it part of your support network. When it's time to start researching what you'll need to know to plan your future, you can tap into a wealth of resources through the Internet. You can visit colleges' websites and communicate directly with students and staff at colleges. You can watch videos of people on the job, read student blogs, and watch online lectures of college classes. You can use search programs to research dozens of colleges, and even take "virtual tours" of their campuses.

College Board

One online resource that will be a valuable part of your support network is the College Board's website. The College Board exists to help students and colleges. On the College Board website, you will find just about all the information you will need to get ready for college.

There are tools for planning, finding colleges, applying to colleges and paying for college. You can find out about every college in the country with College Search. You can also find scholarships that you might qualify for. When the time comes to start thinking about college admission tests, you will find free practice tests for the SAT®, SAT Subject Tests™, and AP® Exams. There is also lots of information just for parents, to help them help you along the way to college.

WORK ZONE

In the chart below, summarize what kinds of information about college or career you would seek from each source.

Social Networks	Government Websites

62 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

Students who have access to these types of sites can independently create a more complete list of the types of information they can find there. Students can also list how this information might be used, and how they could start searches at one site and then link to others that would give them more specific information.

Struggling learners

Students may be familiar with using social networks strictly for fun or keeping up with their friends. Have students work with a partner to define how social networking sites might be valuable in other ways.

College Websites

Nearly all colleges have their own websites. You can tell that you are on the official website of a college by looking at the Web address. Almost all official college Web addresses will have an .edu extension, or ending.

Once you're on a college's website, be sure to explore all of the links. You might be able to go on a virtual tour to see pictures or video of the college campus. You can also learn about the programs offered and their cost, or find out about student activities. You might be surprised at all of the information you can discover. In addition, on most school websites, you can request that the school send you more information.

Government Websites

The U.S. government sponsors websites that may be useful to you as you plan for college. These have a .gov extension at the end of their address.

Most states have websites with information about higher education, scholarships, jobs, financial aid, and other topics that will be important to you as you move toward college. Many official state websites end with .gov or .us.

Go to the **WORK ZONE**

DID YOU KNOW?

The website **www.students.gov** is led by the U.S. Department of Education and provides information to help students do everything from choosing a college to learning about future careers.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Discuss how the Internet might function as a member of their support network. Remind students that even though they use the Internet frequently, their use of it as a part of their support network can be a different type of use. Review the things available to them on the College Board website and make sure that all students are generally familiar with how to access websites, in case some students do not have computer access.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

- *How do you know if a website is secure?*
- *How can you use a search engine?*
- *Discuss how to identify an official site.*
- *Explain how a site can use a college's name but not necessarily be official or reliable.*

The College Board	College Websites

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR, R, A
- M3** Composing and Producing Media Communication*

21st Century

- Apply Technology Effectively (IMT.IL.1)
- Access and Evaluate Information (IMT.IC.1)
- Analyze Media (IMT.ML.1)

ASCA

- A.10** Technology

Students should be able to:

- ✓ **understand how the Internet can be part of a support network.**
- ✓ **review the College Board website for a variety of useful features.**
- ✓ **understand how to access college and government websites to find useful information.**

Teach the Text cont...

Monitor Comprehension

Encourage discussion with talking points such as:

- Ask students how easy it is to find unverified facts on the Internet.
- How should you treat information you find on the Internet before you verify it?

DIFFERENTIATE INSTRUCTION

English Language Learners

Review the jargon of the Internet to make sure everyone understands what a website or a “virtual tour” is. Have volunteers explain what a blog is and the meaning of *online* and *offline*. Review what is meant by “street smart.”

First Generation Students

Their support network may lack immediate connections to the college experience. These students could benefit from social networking with other first generation students trying to become familiar with the college experience.

What Is Good Information?

If you asked the students at your school what classes you had to take in your first year in high school, some of them might know the answer. But others might give you their best guess. You'd be wise to verify what you hear by checking with your counselor or teacher.

As you plan for college and think about future careers, make sure that the information you get online can be verified or comes from a trustworthy source. When you are looking at colleges and thinking about careers, you will probably use social networks to get your friends' opinions. Using social network sites or just IM'ing your friends is a good way to get different perspectives. This input can be very persuasive, but also misleading if your friend doesn't know that much about the topic you're discussing, or is just passing along some unverifiable statement heard from someone else.

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.

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.

WORK ZONE

With a partner, look back at what you wrote in the previous Work Zone. Which source of information do you think you will go to most often? Explain why in the box below.

My “Go To” Online Source



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 explain why they would consider one source or another more valuable to them. The process of verifying information should be applied to their “go-to” source. Encourage students to share their answers and improve them as a result.

Struggling learners

Some students may have trouble isolating a single source as better than any other. Allow students to justify their use of two or more sources by encouraging them to list how they actually used the source. Then have them go back and verify if the usage was helpful in the long run.

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. Be careful not to let your phone reveal where you are to someone you might not want to meet in person.

Go to the **WORK ZONE**

With your partner, think of three ways you can verify that the information you get online is reliable. Write them down below.

How to Verify Online Information

Using the Internet 65

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students create suggestions for a website that middle school students could design and use while they are first learning about the process of choosing a college or career. Students can cut out pictures from magazines or sketch the look and features of potential Web pages. Students could base this on some of the work they have done so far on the Internet. Their sites can offer features they want to see, and students should be creative about what they could offer. Encourage students to answer the question, "What would you like to know about college or careers?" Students should test their suggestions on others in their groups to get feedback on how to improve their ideas.

Students should be able to:



define good Internet information as being useful, relevant and accurate.



understand what it means to be virtually street smart and how to protect themselves.



avoid providing any personal or private information when using the Internet.

ESSENTIAL QUESTIONS

- EO 1** What kind of extracurricular activities am I interested in?
- EO 2** How can participating in activities that I enjoy help me develop as a person?

Preview the Text

Stress that as students skim the lesson, they should reflect upon how the process of defining their futures involves more than just academics. Sometimes we have to explore different aspects of life to find out exactly what we want to do in this world.

Teach the Text

The idea of finding out what you like or dislike will be an idea that all students can relate to. However, discuss how many students may hesitate to try activities with which they are unfamiliar. Students often feel they will fail or may simply dislike a new experience and, as a result, avoid the possibility. Explain that this lesson is all about discovering a side of themselves they may have missed. Stress with students that they are at a good age to try new activities.

Exploring Your Interests

Why Participate?

What are your interests? What do you love to do? If you're not sure, you can discover some interests by participating in school activities. Extracurricular activities are school or community-sponsored activities. They are often referred to as "after-school activities," but some extracurricular activities take place during the school day.

Sports teams, band, choir and student council are all examples of extracurricular activities. You may want to participate in these activities simply to have fun. However, these activities can prepare you for high school and even help you get into the college of your choice.

Discovering and exploring your interests will help you choose the activities you might like to participate in during and after school now, in

high school and in college. You may discover you have an interest in music, drama or sports. If you need help finding an interest, your support network can help guide you in the right direction. Many people you meet when participating in activities will become part of your support network.

Learning About Yourself

Extracurricular activities provide a great way to learn about yourself and what you like to do. If sports are not for you, try joining a club or volunteering for a local organization. What is important is that you are developing skills that you can use outside of a school setting. These skills will help you grow as a person and will improve how you communicate and interact with others in the future.

WORK ZONE

Use the left column to list four interests you have in school, such as science or physical education. In the right column, describe extracurricular activities that are related to those interests.

Interests	Related Activities	Where to Find Them
Photography	Photography class	Local community center

66 UNIT 5 Lesson 3

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the chart on page 66 independently. Students can expand beyond the near future and write a paragraph about how participating in activities in middle school might lead them to a future career.

Struggling learners

Have students complete the first column, "Interests," on page 66 independently. Then have them share their list with a partner and help each other complete the other columns.

Activities Help You Grow

Taking part in activities has many benefits. Involvement in sports will help you develop your teamwork skills and give you experience working with others toward a common goal. If you volunteer at a hospital or nursing home, you may understand your community better and how worthwhile it is to serve others who need help. Peer counseling, or helping a younger student, will develop your leadership skills.

Some activities are closely related to certain jobs. The activity you choose could be a first step toward a future career. You could also cross a career idea off your list if you don't like the activity. For example, by playing soccer or basketball, you could find out that you enjoy being around other athletes. As a result, you might become a coach or physical education teacher. If you write for the school newspaper, you may realize that you'd love to become a reporter. The same types of activities could also help you decide what you might like to study in college.

Activities and Time Management

Finding the time to do everything that is asked of you is a challenge for many students. Some methods you can use to help you manage your time include making daily to-do lists, saying "no" to some requests, and letting friends know when you will be busy. Involving yourself in activities outside of school means that you have to balance the time you spend on homework, chores, sports and everyday life. You will need to make a schedule for yourself in order to get everything done. Being able to manage your time is a key skill for successful students.

Other Benefits of Being Involved

Besides helping you grow as a person and improving your time management skills, taking part in activities can also build your confidence. Organizing a successful club event or winning a game can help you realize that you can make great things happen if you put your mind to it. This confidence will extend into many aspects of your life, including work opportunities and school performances.

Go to the **WORK ZONE**

In the small boxes below, write four activities in which you participate or have an interest. Then describe how participating in that activity might help you in the future.

Activities and How They Can Help Me			

Exploring Your Interests 67

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text cont...

Have students name different sports, clubs, community-service opportunities or jobs they are involved in outside of school. Discuss the advantages of participation.

Optional Approach

Students can make a list of extracurricular activities they might be interested in.

Monitor Comprehension

Say: *You may wonder how volunteering in a hospital or daycare center is going to make you learn about yourself. Do you like playing in the band or playing sports? How will participating in those events help you get into college?*

- *Brainstorm some ways that extracurricular experiences can positively impact your life. Share some of your thoughts with a classmate.*

**Extensions**

Lead students to draw connections between extracurricular or after-school activities and current or future events in their lives. Encourage students to imagine scenarios in which the things they do as middle school students can have a direct result on them in high school, college or later in life. Students can summarize their scenarios in a few paragraphs.

CORE ALIGNED STANDARDS**College Board Standards**

W2 Generating Content CR, R, A

W3 Drafting CR*

21st Century

Make Judgments and Decisions (LI.CT.3)

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

Students should be able to:



value how activities performed outside of school can be a useful means to explore their interests.



understand how activities or jobs or volunteer work can help them learn about themselves.



understand why they may need to learn how to manage their time.

ESSENTIAL QUESTIONS

- EQ 1** What are the benefits of having a job, internship or volunteer position?
- EQ 2** How can a job, internship or volunteer position help build a personal network?

Preview the Text

Have volunteers come to the board and use the titles and headings to compile a brief outline of the lesson. Students should recognize the types of work experience—jobs, volunteering and internships—and then relate these to service within the community.

DISCUSS WORDS FOR SUCCESS

To help students understand the term minors, brainstorm jobs that probably wouldn't be open to minors. Ask for volunteers who have had internships to define the term.

Teach the Text

Engage students in a discussion of the value of community service work. Include a discussion of the fact that you improve your community while you improve yourself. Have students discuss why laws restrict the age for students to work and how this protects them.

Your Community

Gaining Work Experience

Getting to know your community and the people who live there can benefit you in many ways. One way to serve your community is through a job or a volunteer position.

A part-time job has many benefits beyond putting money in your pocket. You can also develop skills that you will use in the future. All the people you meet in a job or volunteer position can be part of your personal support network. Meeting new people in your community is a good way to learn and grow.

Work Laws

If you are thinking about getting a job, you should review your state's laws about minors

and work. Usually, you must be at least 14 years of age to work, and you may need to get a work permit, which some states require. A parent's signature may be needed on the application for a permit. A person under 16 years of age can work only a limited number of hours. Your counselor may be able to guide you through the process of finding a job or getting a work permit.

Jobs

Jobs involve a commitment and responsibility from both you and your family. It is always important to get your family's approval before you apply for a job. If you have a job, be sure that your family knows which days you might work and the hours you will work.

WORDS FOR SUCCESS

minors people under the age of 18

internship short-term, supervised work

WORK ZONE

With a partner, use the chart below to brainstorm about possible jobs, volunteer opportunities or places for a daylong internship.

Jobs	Places to Volunteer	Internships for a Day

68 UNIT 5 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

Students should focus on listing real places within their community where opportunities might actually exist. They should consider how they might manage their time to adjust to these activities. Their reflective paragraph should also consider realities of their local community.

Struggling learners

Students may not know the names of workplaces or community organizations. Have them work with a partner to write down what they know. Then have them take notes during the discussion when other classmates share their completed charts.

Typically there are a limited amount of jobs available for young people. Some available jobs include babysitting, walking pets, working at a store and running errands. If you get paid for work that you do, or even receive a paycheck, it will be important to manage your money. Consider opening a bank account to save for college.

Volunteering

Volunteering within your community will teach you a lot about where you live. Volunteering also allows you to help others. Hospitals, senior centers, youth centers and community parks all regularly use volunteers. You can learn a lot by interacting with the people you meet while working as a volunteer. You will learn how adults who work full time manage all of their daily duties and serve others. Volunteering shows colleges that you are willing to work to improve your community while helping others.

Internships

In high school or college, an internship could be a way for you to explore an area of interest. An internship can be a paid or unpaid position in which you do various duties for an organization to learn more about a field of work. Volunteer to serve as an intern for one day at a family member's workplace to experience what an internship might be like. To find out more about job opportunities, or to become a volunteer, speak to your family members and teachers. Some schools have a list of community organizations that take on students as either paid workers, volunteers or interns.

DID YOU KNOW?

Studies show that students who work are more confident and manage time better than students who are not employed.

Write a reflective paragraph in which you explain why knowing more about your community is important for you now and in the future.

The Importance of Knowing My Community

Your Community 69

Teach the Text cont...

Allow students who have volunteered in the community to describe the experience. Discuss how serving as an intern can allow you to see how a job is done without having the responsibility or inflexibility of having a job.

Monitor Comprehension

- Explain some skills that work experience can help you develop.
- Explain how work experience can also help you choose a college and career.
- Define the concept of an entry-level job and explain how working your way up the ladder can lead to more attractive or more interesting jobs.



Extensions

Have students create a fictional internship posting. Students should prepare a few paragraphs explaining why they would be good at this internship. They should note their own related experiences, even if they are not directly related to the internship for which they are applying. Remind students that they are presenting themselves to someone who will judge if they are suitable for a position. Partners can share their work and critique each other as a potential employer or supervisor would.

CORE ALIGNED STANDARDS

College Board Standards

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

21st Century

- Be Self-directed Learners (LC.IS.3)
Communicate Clearly (LI.CC.1)
Use Systems Thinking (LI.CT.2)
Work Creatively with Others (LI.CI.2)

Students should be able to:



understand the value of having a job beyond earning money and that work experiences take time management and commitment.



understand that volunteering will give them valuable experiences.



see that internships will give them good insights into different careers.

What Are Your College Choices?

UNIT OBJECTIVES

Students understand that there are different types of colleges to choose from, and that making the right choices will depend upon knowing what is right for them. They relate costs to the varieties of college options; see that some form of college is affordable to everyone; have a basic understanding of what financial aid is and how it can reduce the cost of college; know that apprehension of costs should not get in the way of college aspirations.

LESSON 1

How to Look for Colleges: Students learn about the different criteria to consider in selecting a college and what colleges look for in a student. They learn the importance of selecting a school that is a good fit for them.

- Students who are told college is an option when they are in middle school are more likely to go to college. Just by talking with them about college, you are putting them on the path toward higher education.
- They also need to know that over the next few years they will be on a journey, discovering their talents, interests, career goals—all of which will help them choose the college that fits them.
- Factors that are usually of importance are location, size and majors offered. Cost will be a factor, but at this point, they should not exclude colleges because of cost.
- Tell your students what colleges will look at. Their academic record for grades 9–12 is typically the most important factor, followed by test scores, recommendations from teachers and counselors, an essay, the interview (required by only some colleges), and their extracurricular activities. They 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 attend.

LESSON 2

How to Pay for College: Students learn the basics of what financial aid is, and how it can help make college affordable. They learn that they should not let the high cost of some colleges dampen their plans to go to college—there is always a way to go.

- It is essential that all of your students understand that college can be affordable. Not all colleges are expensive, and there is financial help available for those that need it. If you have students who might be thinking college is too costly to be within reach, their acceptance of this message can be a turning point, motivating them to reach higher and succeed in school.
- Every year, thousands of students who are eligible for financial aid don't even apply for it.
- There is no stigma to applying for financial aid. Over two-thirds of all full-time college students receive some amount of financial aid. Awareness is key.
- It's never too late to begin saving for college, and every little bit will help. Any amount of savings will make it easier to meet the family's expected contribution, and putting aside just a few dollars a week will add up considerably by senior year.
- Encourage your students to talk to their parents about saving for college and their expectations. Refer to the family guide that accompanies this program—it's important that parents understand the fundamental promise of financial aid, too.

LESSON 3

The Costs of College: Students learn the components of college costs: tuition, room and board and living expenses. They explore the cost differences between different types of colleges, such as two-year versus four-year, public versus private, in-state versus out-of-state.

- Recent data shows that the majority of college students attend schools with tuitions of less than \$10,000 per year. At two-year community colleges, the average tuition is less than \$2,500 per year.
- To help keep costs in perspective, point out that in general, colleges with higher costs offer larger amounts of financial aid.
- Many students know what tuition is, but they may not know that there is more to the cost of college than that. Currently, room and board charges are around \$8,000 per year at four-year colleges.
- Even students who plan to live at home and commute to a local college need to consider costs in addition to tuition. Commuting expenses can include the daily cost of public transportation, or the cost of owning and operating a car, including insurance.

Engaging Families

Parents can take an early and active role in the college search and in planning for how their child will pay for college. Students will learn that middle school is a good time to begin saving and planning for college costs, and family help with these activities will both encourage students and relieve stress.



Portfolio Opportunity

Pages 72–74, 76, 79, 80, 82

UNIT OBJECTIVES

- Understand that making the right choices about college will depend upon knowing what is right for you.
- Relate costs to the varieties of college options.
- See that some form of college is affordable for everyone.
- Have a basic understanding of how financial aid can reduce the cost of college.
- Know that apprehension of costs should not get in the way of college aspirations.

Introduce the Unit

Read the Enduring Understanding:

Colleges are not all alike; I should look for those that fit my needs.

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

Think Aloud

Engage students in a discussion of their expectations and assumptions about college. Refer to the unit title and discuss how the process of considering and selecting a college is a series of choices. Students may not think of college as a possible choice after high school or may only consider one college as a possibility.

UNIT 6

What Are Your College Choices?

Colleges Are Not All Alike

When the time comes to start looking for colleges, you'll find many different types of colleges to choose from. They come in different sizes and offer a variety of things to do and courses to study. The costs of college come in a wide range too. There are many ways to pay for college, and help is available to make college affordable. Now is a good time to start thinking about your college options. That way you'll be ready to make the right choices when the time comes to select a college.

LESSON 1

How to Look for Colleges
Pages 72–75

LESSON 2

How to Pay for College
Pages 76–79

LESSON 3

The Costs of College
Pages 80–83

Explain that they will be examining what they know about colleges throughout the unit and exploring different ways to help them make choices.

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 or brainstorm questions they have before they read.

In Unit 5, students learned how to create their own support network.

LOOKING BACK

UNIT 6

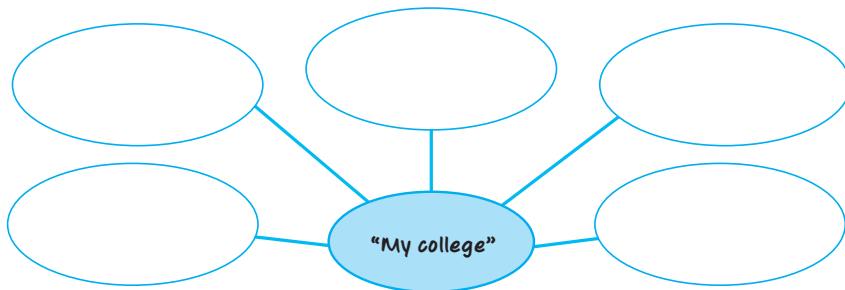
VOICE OF EXPERIENCE

"When I arrived at the 9th grade, I wasn't sure about which college I was going to attend. I thought I could always focus on the college process in my junior and senior year. But then time began to fly by and before I knew it, it was my senior year and I was going through the process of choosing colleges. I now believe the earlier you start the better off you will be. There's no such thing as being over prepared."



WORK ZONE

In the web below, write the things you think you want in a college. After completing the chart, share it with your family or other students for additional ideas.



What Are Your College Choices? 71

Materials

- ☐ College directories (Lessons 1 and 3)
- ☐ College viewbooks (Lesson 1)

Additional Resources

www.campustours.com

State higher education websites
FAFSA

www.fafsa.ed.gov

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 concentrate on general life goals, as well as academic or social ambitions they may have at this point in their lives, when deciding what they want in a college. Allow pairs of students to work with each other to decide what they expect from a college.

Struggling learners

Encourage students to write anything in the bubbles that they want to experience in college. Social activities and new experiences are just as important as academics at this point.

ESSENTIAL QUESTIONS

- EO 1** What characteristics are important to me in selecting a college?
- EO 2** What do colleges look for in students?
- EO 3** What does it mean to find a college that “fits”?

Preview the Text

Say: What is meant by the phrase “looking for a college”? What does that imply?

Students should realize that a college search entails more than merely finding a college. Stress that students are looking for a match between their needs and a college that meets their needs, and that will help them reach their academic and life goals.

DISCUSS WORDS FOR SUCCESS

Have students discuss what they know about **community colleges** and **residence halls**. Have volunteers use **transcript** in a sentence after students understand its meaning.

How to Look for Colleges

How to Begin

The college search begins with knowing what to look for in a college. So how will you know what to look for? By thinking about who you are, what you like, and what you want to become. What are your interests, both inside and outside of school? What activities do you enjoy? Have you thought of any careers you might want to pursue? In the years ahead, the answers to these questions will lead you to the colleges that fit you best. Those are the colleges where you are most likely to succeed.

Finding the Right Fit

All colleges aren't the same—there are many different types. That means you will have lots of options to choose from, both near and far.

WORDS FOR SUCCESS

community colleges public colleges offering two-year programs leading to an associate degree

Knowing how colleges differ will help you think about which ones are right for you.

Two-Year or Four-Year

One choice to consider is whether to go to a two-year college or a four-year college. Almost half of all college students go to two-year **community colleges**. They are the least expensive type of college. Many students go there for the first two years of a four-year program. Four-year colleges and universities offer more study options and prepare you for a wider variety of careers.

Small, Medium or Large?

Another way colleges differ is by size. Some are very large with over 30,000 students, but some are no bigger than the school you are in now. Most are in the middle. Generally, the bigger the school, the more it can offer in terms of things

WORK ZONE

Answer the following questions in the spaces below and discuss your answers with a partner. **Question 1:** Do you want to go away to college or stay close to home? Explain why. **Question 2:** Do you like the idea of a big college or a smaller one?

Question 1	Question 2



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 give complete answers that justify their opinions. They can also use these questions to generate questions of their own related to the right college fit, such as “What is the most important feature of a college to me?” or “What are some ‘must-haves’ for a college I might attend?”

Struggling learners

Students can use the earlier discussion of the particulars of college choices as a starting point when answering these questions. Make sure students provide reasons for their answers. This will prompt them to consider different aspects of the questions.

to study and things to do. Smaller schools can offer more personal attention. It's probably too soon to know which size will fit you best, but it's something to keep in mind as you imagine what college will be like.

Distance from Home

Would you like to go to a college away from home and experience living in a different town or city? In that case you will probably live on the school's campus, in a **residence hall**, also called a dorm. If you choose to live away at college, you will probably have one or two roommates and eat in a dining hall. You might only come home during college breaks.

Many college students live at home and go to a college nearby. These students are called "commuter students" because they travel back and forth between campus and home every day, by car or by public transportation.

Extracurricular Activities

When it comes time to look for a college, you might be interested in what extracurricular activities are available. Most colleges offer a wide variety of sports to play or clubs to join. You might want to continue an activity in college that you already enjoy, or try something new. It is not a good idea to make a particular extracurricular activity the most important thing to look for, but it might help you choose one college over another when both have similar academic programs.

Go to the **WORK ZONE**

DID YOU KNOW?

The College Board website has information on more than 2,100 four-year and 1,700 two-year colleges.

transcript a copy of a student's official academic record listing all courses taken and grades received

Question 3: Do you think you will want to participate in extracurricular activities in college? Why or why not? Question 4: What are the pros and cons of living in a dorm on campus versus living at home and commuting to college?

Question 3	Question 4

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Have students note that they should consider all possibilities as part of their college search, even if they already have their path to college somewhat planned. Run through the questions in the first paragraph and allow students to provide sample answers to show the students that there are many things to consider as they start their search.

Optional Approach

Allow students to read individually and then formulate questions they have about what they read.

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *I know that every student could have a different reaction to the idea of attending a two- or four-year college or about the question of how far someone should travel to attend school. What I want to know is, where can I find answers to these questions?* Allow students to discuss some of the different considerations featured on pages 72–73. What realities might have to be considered when they make their choices?

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content R, CR, A
M1.4.2.3*

21st Century

Communicate Clearly (LI.CC.1)
Be Self-directed Learners (LC.IS.3)
Make Judgments and Decisions (LI.CT.3)
Use and Manage Information* (IMT.IL.2)

Students should be able to:



realize they have various options when it comes to the college experience.



understand some of the characteristics of colleges that relate to fit, such as location, size and type of institution.

Teach the Text cont...

Monitor Comprehension

- While you know that you will evaluate colleges and colleges will evaluate you, often these judgments are made based on totally different criteria. Have students suggest how they might be judged and how they might determine the college they want.

Go over the chart with the students and make sure they understand that the classes listed would be similar to those found on their transcript.

DIFFERENTIATE INSTRUCTION

English Language Learners

The idiom *right fit* can be defined by having students consider the clothing they wear as matching their needs and comfort. The idea of a two-way street should also be discussed as meaning that there must be some “give and take” when students are considering prospective colleges.

First Generation Students

Students should understand that their work in school will be an indicator to college representatives of their intentions in life.

A Two-Way Street

Think of the college search as a two-way street. Not only will you look for colleges that are right for you, but colleges will be looking to see if you meet their requirements. Colleges look at everything from your academic record to your extracurricular activities to your personal characteristics. Applying to colleges may be years away, but it's important to begin thinking now about your academic future.

High School Courses

As you enter high school, you will make decisions about what courses to take. Your high school courses will be listed in your **transcript**, a document that records your academic history. There are three things to consider in making your transcript attractive to colleges.

High School Grades

Your transcript will show your grades for all four years of high school. Colleges consider grades to be the most important evidence of your achievement, abilities and effort. The higher your grades, the better your chance of being accepted into the college of your choice.

Sample 9th-Grade Transcript

Class	Grade	Credit
English Honors Semester 1	B	.5
English Honors Semester 2	A	.5
World History Semester 1	B	.5
World History Semester 2	B	.5
Biology Semester 1	A	.5
Biology Semester 2	A	.5
Algebra Honors Semester 1	B	.5
Algebra Honors Semester 2	A	.5
Spanish I Semester 1	C	.5
Spanish I Semester 2	B	.5
Physical Education Semester 1	A	.5
Physical Education Semester 2	A	.5
	G.P.A.: 3.4 (4.0 Scale)	Total Credits: 6

WORK ZONE

With two partners, discuss which classes you have taken so far that you consider challenging, and why. Record your ideas below.

Challenging Class

Why Class Was Challenging



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Challenge students to provide more than simple answers to both parts of the exercise. They should explore their reactions to the classes they have taken and share their opinions with others to expand their responses.

Struggling learners

Have students consider courses that may not seem “challenging” to some students, such as music, physical education or basic English. Remind them that what is challenging for one student may not seem difficult for another. They should consider their personal reactions.

Challenging Yourself

Challenging yourself is one of the most important things you can do to prepare for college. Many high schools offer courses that are labeled “honors” or “accelerated.” These courses move faster and cover more material than standard level courses. Taking one or more of such courses is the best way to prepare yourself for college. Colleges notice students who challenge themselves when they decide who to accept.

Commitment

Colleges consider English, math, science, social studies and world languages to be the most important subjects in high school. Colleges will look at your transcript to see your level of commitment in these areas. For example, did you take four years of a subject, such as science, when only two or three years were required for high school graduation? The more challenging courses there are on your transcript, the better you will look to a college.

Go to the **WORK ZONE**

With a partner, create a list of three characteristics that make up a successful student with a good school transcript. This might include “completes all assignments” or “takes good notes.” Explain why each characteristic is important.

Successful Characteristics

How to Look for Colleges 75

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

**Extensions**

Have students prepare a report on their own transcripts, creating a transcript from memory if they don't have one. If they can get a copy of the actual document, have students use the featured information. However, even if students work from memory, they can still try to calculate their grade point averages (GPAs). They should also experiment with changing a few grades slightly higher or lower and seeing how improvement or lack of hard work can cost them valuable points in their GPAs. Students can also write about other courses they could take, or those they know about that would demonstrate their commitment and desire for a challenge.

Students should be able to:



evaluate colleges and understand that colleges will evaluate (or assess) them as well.



understand that their transcripts provide portraits of how they approached their schooling.



challenge themselves with classes that require more work and commitment.

ESSENTIAL QUESTIONS

- EQ 1** Are there different ways to pay for college? What are some of them?
- EQ 2** What is the difference between a grant and a loan?

Preview the Text

Have students notice that the headings and title of this lesson reflect that there is a financial solution for every student's needs. Discuss how many students and parents assume that they can't afford college without really looking into options they may have to assist them. Have students skim the headings to find some answers to commonly asked questions.

DISCUSS WORDS FOR SUCCESS

Have students discuss what they know about the meanings of each term. Some of the terms, such as **financial aid**, **work-study**, or **scholarship** may seem unfamiliar, but students can break down the words into parts they do know to help them understand the terms.

How to Pay for College

You Can Afford College

When you begin to look at colleges, one of the first things you'll notice is how much they cost. You may already be thinking college is too expensive. But you can afford college. Why? Because not all colleges are as expensive as you might think. (You'll learn more about that in Lesson 3 of this unit.) And, most importantly, because most students get **financial aid** to help pay for college.

What Is Financial Aid?

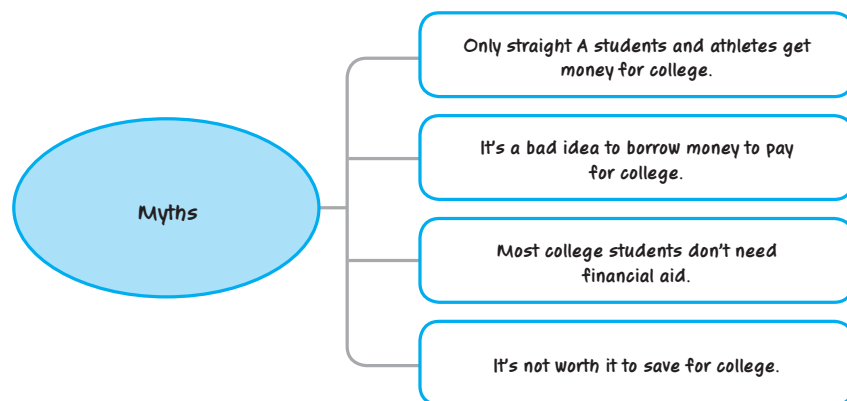
The U.S. government, state governments, and the colleges themselves know that most families can't afford to pay the full cost of college. So they work together to provide help to those that need it, and that help is financial aid. It's designed to help make up the difference between what your family can afford to pay and the costs of the colleges you want to go to. 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.

WORDS FOR SUCCESS

financial aid money that is available to help you pay for college	grant financial aid that does not have to be paid back, often awarded solely on the basis of financial need
work-study program in which students work to earn money to pay for their college expenses	Free Application for Federal Student Aid (FAFSA) a form completed by all applicants for federal student aid

WORK ZONE

Read these myths about paying for college. On the next page, briefly explain why you think they are untrue.



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

After they complete the activity, students can list some possible reasons why the myths exist.

Struggling learners

Help students infer the meaning of the statements that form the four myths. Allow students to rewrite them. As an example, the first sentence could be rewritten as "Students with average grades have to pay their own college costs." A group discussion can reveal the core meaning behind each of these myths.

Types of Aid Available

There are three basic types of financial aid available: money that is given to you; money that is loaned to you; and money that you work for.

A **grant** is free money given to help pay for college that does not have to be paid back. Grants are often awarded on the basis of financial need, which is how much help a family needs to pay for college. A **scholarship** is like a grant. You don't have to pay back a scholarship. However, you may have to earn a scholarship based on some kind of achievement, such as good grades. Often, scholarships require a showing of need as well.

Another type of financial aid is a **student loan**. A loan is different from a grant or a scholarship because you will have to pay the money back. That may not sound much like

aid, but it is because these loans have lower interest rates and easier pay back terms than other types of loans. Also, you don't have to start paying the money back until after you finish college, when you are likely to have a good job. Most students and their families borrow part of the money they need to pay for college.

The third type of aid is known as **work-study**. Work-study requires you to work part time—about 10–20 hours per week—on or close to campus. There's a lot of variety in work-study jobs. For example, you might work in the college library or in a computer lab. The money you earn goes toward your school expenses.

Who Gets Financial Aid?

Most college students get some financial aid, but they don't all get the same amount. It

scholarship *financial aid that doesn't have to be repaid, often awarded based on achievement*

student loan *money borrowed for college that has to be repaid after graduation*

Myths Debunked

1. _____
2. _____
3. _____
4. _____

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Make sure that students understand that financial aid can take many forms and is not the same for all students. Stress that most college students get financial aid; financial aid makes college possible. Review the different types of financial aid and have students compare how they might differ.

Optional Approach

Students can write definitions of each type of financial aid in their own words, explaining how each type helps pay for college.

Monitor Comprehension

Allow students to explain in their own terms the various conditions attached to the different kinds of financial aid described on page 77. Question students as they discuss this, making sure they understand the differences.

CORE ALIGNED STANDARDS

College Board Standards

- W2** Generating Content CR, R
- W3** Drafting A*
- MI.1.2.4

21st Century

- Think Creatively (LI.CI.1)
- Reason Effectively (LI.CT.1)
- Use Systems Thinking (LI.CT.2)

- Students should be able to:
- ✓ realize paying for college is not as difficult as it may seem.
 - ✓ differentiate among various types of financial aid.
 - ✓ understand that financial aid makes up the difference between what a family can afford and the cost of college.

Teach the Text cont...

Monitor Comprehension

Review the statistics mentioned regarding amounts of financial aid and discuss how this aid is available for all types of students from many different backgrounds.

Review the concept of planning for future college expenses with family members. Remind students that because they are still in middle school, there is plenty of time to begin saving for college.

DIFFERENTIATE INSTRUCTION

English Language Learners

Some students may not be familiar with the term *debunk* as well as the definition of *myth*. Point out the suffix *de-*, which means “undo,” as in *deflate* or *decompose*.

First Generation Students

All students can relate to a need to save money for items like automobiles, trips or housing. Extend this method of thinking ahead to college expenses.

college library or in a computer lab. The money you earn goes toward your school expenses.

Who Gets Financial Aid?

Most college students get some financial aid, but they don't all get the same amount. It depends on each student's circumstances. In the 2008–09 academic year, the average financial aid award given to students was almost \$12,000. Over \$125 billion in total aid was distributed that year. These numbers show that financial aid is available for students that seek it.

Financial aid is not just for students who don't have much money, and it's not just for geniuses either. The important thing is not to count yourself out. Every student should apply for aid.

How Do You Get Financial Aid?

Financial aid will not come to you automatically—you will have to apply for it by filling out some forms. The most important form is the **Free Application for Federal Student Aid**, or **FAFSA**. All students who want aid must fill out this form in their senior year of high school. This form will ask for information from your

family's income tax return. Some colleges might ask you to fill out their own application form as well. These forms aren't that hard to complete, and there is help available if you have questions.

What Can You Do Now?

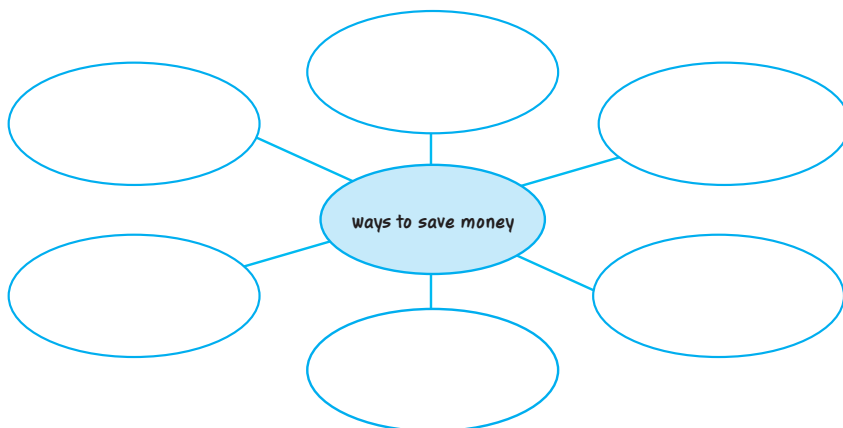
Even though college is still several years away, there are many things you can do to begin preparing. First, it's a good idea to start saving for college. No matter how little you have from small jobs or even cash gifts—putting money away for college today will help you accomplish your goals. Set a budget—or a spending plan—for yourself and open a savings account if possible. If you put some money in the bank every week, your savings will add up by the time you go to college.

Talk to your family about saving for college. Hopefully, they will be able to save for you as well. This conversation should be about more than just money. Talk with family members about your goals and dreams. Your family will be much more willing to listen and save money for something if they know it will help you have a better future.

Go to the **WORK ZONE**

WORK ZONE

Use the web below to brainstorm some ideas for saving money.



78 UNIT 6 Lesson 2



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Encourage students to come up with as many different ways to save money as they can, but also remind them that they can also add ways to earn money as well. Have students write a few lines of text about how they could earn money.

Struggling learners

Work through the budget planner to help students define each line entry. Make sure they are adding and subtracting when they should. Discuss with students how this information will be useful to them during the financial aid process.

Use the budget planner below to plan 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 get each week. Record the answer.

Total amount I get: \$ _____

Total amount I spend: - \$ _____

= \$ _____

Do you spend more than you get or get more than you spend?

What can you do to save money for college each week? List your ideas here:

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 = \$ _____

How to Pay for College 79

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students write a paragraph about why every student should apply for financial aid, regardless of their financial situation.

- Students should be able to:
- ✓ define who gets financial aid.
- ✓ realize there are things that can be done now to prepare for a financial aid application later.
- ✓ realize that forms, particularly the FAFSA, need to be completed to get financial aid.

ESSENTIAL QUESTIONS

- EQ 1** What are some of the costs associated with college?
- EQ 2** How do the costs vary for different kinds of colleges?

Preview the Text

Say: *I see the word true in a heading. This makes me wonder if the text is about hidden costs of college. Is this text suggesting that college will cost even more than I think? Explain that “true cost” is used because true cost is less than the “sticker price.” (Because students will get financial aid.) Have students run through the headings to understand what sorts of costs are under consideration. Students should be able to note that their time in college may involve extra living costs.*

DISCUSS WORDS FOR SUCCESS

*Have students discuss what they know about the meanings of each word. Have students use the terms **tuition** and **room and board** in sentences that discuss college costs and also reveal an understanding of their meaning.*

The Costs of College

The True Cost of College

College costs money, but not all colleges cost the same. There is a wide range of college prices that students pay. The average price of a two-year community college, for example, is one-tenth the average price of a four-year private college.

In addition, because of financial aid, the true cost of college for most students is less than the published price of the colleges they attend. That's why you should not be discouraged as you learn about the costs of college. Keep in mind that the cost of college is an investment in your future—it's more than worth it!

What Do You Pay For?

As you look at the cost of college, you'll discover that it is divided into separate parts. Certain costs cover your classes; other costs cover your personal expenses.

Tuition

The first college cost you have to pay is **tuition**. Tuition is the cost of your academic classes. This is the cost that varies most among the different types of colleges, and is usually (but not always) the most expensive part of college costs.

Fees

Colleges charge fees for general expenses, such as student activities or Internet services. Fees are a smaller part of college costs but they should also be considered.

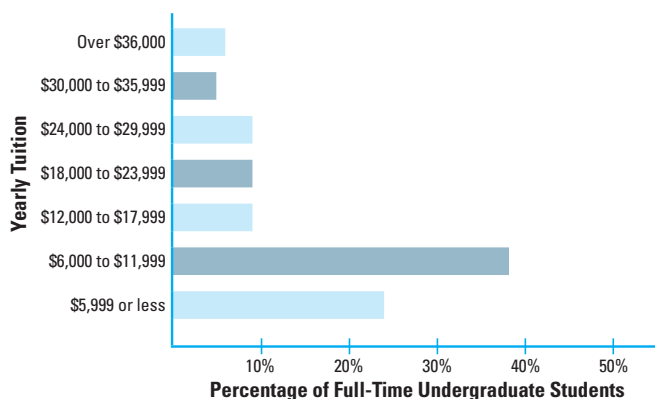
WORDS FOR SUCCESS

tuition the price of instruction at a college

room and board the combined cost of housing and meals for students who live on campus

WORK ZONE

Study the bar graph below. Then answer the questions on the next page.



Source: The College Board 2009



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 make other observations about the data in the chart. Students can write a brief report on the overall conclusions presented by the chart, such as that the vast majority of students pay far less than the largest possible amounts, which are often what people commonly think of as average college costs.

Struggling learners

Review basic skills in chart reading, such as recognizing the type of data being presented, knowing that the size of a bar in a bar graph provides a visual clue as to the value it represents, and understanding how to trace numerical values from shapes.

Room and Board

If you choose to live away at college, you will be charged for **room and board**. That's the cost of a place to live (room) and your meals (board). If you decide to commute from home to a college nearby, your costs will be less. Most students do not pay room and board to their parents, though some help out with household expenses. Room and board can be as high as the cost of tuition, so it is important to carefully evaluate your housing choices.

Transportation

If you live on campus, this is the cost of trips home during holidays; if you commute from home every day, this is the cost of getting to class and back home.

Other Expenses

Other costs to think about are books, living expenses and spending money. In college, textbooks can cost several hundred dollars each semester. Living expenses include cell phone charges, dry cleaning, laundry and so on. You'll also need some spending money for going out with your friends.

Actual Annual Student Expense Budget at a Four-Year College

	Living on Campus	Living at Home (Commuter)
Tuition	\$9,364	\$9,364
Room and Board	\$12,361	\$4,277
Books and Supplies	\$1,590	\$1,590
Health Insurance	\$1,048	\$1,048
Personal Expenses	\$1,347	\$1,854
Transportation	\$718	\$1,946

Go to the **WORK ZONE**

Answer these 3 questions in the spaces below:

1. What percentage of students pay more than \$18,000 for tuition?
2. What percentage of students pay under \$12,000 for tuition?
3. Do more students pay over \$30,000 in tuition or under \$6,000 in tuition?

Question 1	Question 2	Question 3
about 8 percent	about 38 percent	under \$6,000

The Costs of College 81

Teach the Text

Remind students throughout this lesson about the realities of financial aid they have already learned about in previous lessons. Some amounts may seem intimidating, so explain to students that they will learn later how a college degree can lead to a good salary. In addition, help students to relate these costs to their own lives. They should realize that they would encounter many of the same costs just living their everyday lives.

Monitor Comprehension

Help students understand that at this early stage in planning for their futures, it is best to know the college costs they will be responsible for. Remind students that costs can be managed with proper planning. Remind students that not all colleges cost the same. There is no reason to simply "accept" the costs they find at a particular college as the costs they will have to pay.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

CORE ALIGNED STANDARDS

College Board Standards

- R1** Comprehension of Words, Sentences, and Components of Texts
W2 Generating Content CR, R
W3 Drafting* CR, R, A
MII.1.1.2, MII.1.1.4, and MII.1.2.2

21st Century

- Reason Effectively (LI.CT.1)
Make Judgments and Decisions (LI.CT.3)
Use Systems Thinking (LI.CT.2)

Students should be able to:

- ✓ understand that college costs include more than basic tuition.
- ✓ understand that total costs vary, depending on the college and options you have in how you attend college.
- ✓ appreciate that living expenses are part of going to college.
- ✓ not all colleges are expensive.

Teach the Text cont...

Monitor Comprehension

Say: *I see distinctions made between different types of schools, the amount of time spent in college, and the state school system, yet I'm not sure how to put all this information together into a single plan.*

Make sure students realize that these are all separate choices made for different reasons. Remind students that they will explore all options when they attend high school.

DIFFERENTIATE INSTRUCTION

English Language Learners

Review the meaning of *room and board* as costs for housing and food. Have students point out the hyphenated words and how these words combine the meanings of joined words.

First Generation Students

Use the analogy of moving to another city or taking an extended trip to a new place to help students understand that going off to college, even when commuting, involves a substantial change of lifestyle and a shift in daily expenses.

How Costs Can Vary

Depending upon where you go to college, your costs will vary. The number of years you attend college, the distance away from home, and whether your school is public or private will also affect your cost of college.

Two-Year and Four-Year College Costs

Attending a two-year school will cost less than going to a four-year school. Many students cut college costs by going to an inexpensive community college for the first two years and then transferring to a four-year college for the last two years. Most students who attend community colleges are commuter students who travel daily from home to college.

Public vs. Private College Costs

Public colleges are funded by the government. Small community colleges are public, as are

large state universities. Private colleges and universities also come in all sizes. One difference between them is cost. Since public colleges are supported by taxes, they can charge lower tuition than most private colleges. On the other hand, private colleges usually have more financial aid to offer, so they are not always the more expensive choice.

In-State vs. Out-of-State

At most public colleges, students who are residents of the state in which the college is located pay much less tuition than students from other states. For example, in 2009, the University of Michigan charged students who live in Michigan close to \$5,700 tuition. But students from outside Michigan were charged almost \$17,000.

At private colleges, all students are usually charged the same tuition no matter what state they are from.

WORK ZONE

With a partner, look at the Actual Annual Student Expense Budget on page 81, and discuss the questions below. Write down your answers on the next page.

Annual Student Expense Budget: Questions

1. Why are some expenses the same whether you live on campus or live at home?
2. What do you think makes up the room and board expense for students living at home?
3. What do you think a college student's personal expenses include? Why might they be higher for students living at home?
4. What do you think is included in transportation costs?
5. What is the annual total budget for a student living on campus at this college? For a student living at home?



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Expect more details in the answers provided, with examples drawn from the lesson. Challenge students to generate more questions based on the budget details they have learned in the lesson. They should also provide possible answers for the questions.

Struggling learners

Supplement the questions with other questions that provide more clues to students who may be struggling to make an inference. For question 1, as an example, ask about daily costs for food or drinks, which everyone has to have.

Cost and Your College Decision

Since the cost of colleges varies, you may wonder why you shouldn't choose the least expensive school. When it's time to choose a college, you'll be looking for schools that have what you want, and that also want you, too. You are more likely to be successful at a college that is a good fit for you, and where you'll be happy.

Because of financial aid, you can consider colleges in all kinds of price ranges. The most expensive college is not always the best one for you. But 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.

Plan Ahead

Middle school is not too early to start saving. Talk to your family about forming a plan for paying for college. You should also make sure you have a Social Security number. This is a nine-digit number issued by the federal government. It is widely used as a unique identification. You will need it when you apply for financial aid.

Go to the **WORK ZONE**

DID YOU KNOW?

The U.S. government helps more than 14 million students pay for college every year.

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Actual Annual Student Expense Budget: Your Answers

- Costs related to instruction (such as tuition, books and supplies) will be the same no matter where the student lives.*
- Students don't live at home for free, even if they are not asked to contribute to household expenses.*
- Entertainment (there is a lot to do on-campus for free) and transportation might be higher for a commuter than for a student living on campus.*
- The cost of going home for vacation for on-campus students, and the cost of commuting to school each day for commuting students*
- Around \$26,428 for students living on campus, and \$20,079 for commuter students.*

The Costs of College 83



Extensions

Have students use the two charts in this lesson to make comparisons between different lifestyles they might lead when going to college. Students can offer explanations in short reports written about each type of school and each type of attendance (on-campus versus commuting.) As an example, students could note that personal expenses would be higher living at home because many of those costs are included in the costs of room and board while living on campus. Students can draw conclusions about the choices they will have to make and the costs they will have.

Students should be able to:



compare different costs for two-year versus four-year colleges.



understand the difference between attending a college in-state versus out-of-state.



understand the value of planning ahead and using the time to make intelligent decisions.

Preparing for High School

UNIT OBJECTIVES

Students focus on their expectations for high school—they understand that they will have choices of courses and activities, and that it is important to make good choices. They draft an academic plan for high school that aligns what they need to do with what they want to achieve.

LESSON 1

Making Plans for High School: Students focus on the transition: the new freedom, the new choices they'll make. They learn how to develop a support system, become responsible for their own choices, handle teacher expectations and become increasingly independent. They review methods for developing good study habits.

- Students are typically both excited and worried about the transition to high school. They will have new freedoms and also new responsibilities, among them, to take the courses and become involved in the extracurricular activities that will help them move toward their goals. They may not have well-formed goals, or any goals. Work with them to establish a few goals for the start of high school.
- Many students will not be able to answer the questions “What do you want to do in life?” or “What do you want to study?” This can make it difficult to understand the importance of taking college preparatory courses in high school. Plant the idea that they should prepare for college so that it's an option, and the best way to do that is to take college preparatory courses starting in 9th grade. The counselors at their high schools will help them take the right courses.

LESSON 2

Your High School Academic Plan: Students learn what a college-prep high school plan looks like. They learn the importance of taking rigorous academic courses and how to stay on the path to college. They learn what an academic plan is and draft one for themselves.

- In general, students should plan to take the following units of college-prep subjects: four years of English, three of mathematics, three of science, three in social sciences (such as history, government, or economics) and two of a foreign language.
- Obtain course lists from the high school or schools they will go to. Show them the kinds of academic and elective courses they will be taking. Identify which courses are academic and which are vocational. Know what kinds of diplomas are offered, and inform your students which diploma programs best prepare them for college.
- Explain that an academic plan outlines which courses they will take each year in grades 9 through 12 in English, math, science, social studies or history, the arts, physical education, technology and electives. Their high school may require them to create an academic plan, but if not, it is a useful planning tool for them and they will develop one in this unit.
- Alert your students to the options they will have to take rigorous, college-level courses in high school, and why they should take challenging courses. One reason for having a four-year academic plan is to determine when to take Advanced Placement® or other rigorous courses, and to make sure you have done the necessary prep work by taking courses early in high school that will prepare you for challenging courses.
- Explain that high school provides many opportunities to learn what kinds of academic experiences or fields they like. Within required classes, they will be able to choose from several kinds of math and several kinds of history classes, and they should be sure they are in college-preparatory core classes. Electives, such as choir, graphic design, or journalism, will give them a way to learn new things and learn what they enjoy doing. This will help them choose careers and colleges that meet their needs.

Engaging Families

Encourage students and parents to meet with a counselor to discuss course requirements for high school graduation. Parents can begin encouraging students to take advanced courses in high school to prepare them for college. Find out if your middle school counseling office schedules these meetings for each individual student or if they are held during a parent meeting night.



Portfolio Opportunity

Pages 88, 90, 92–93

UNIT OBJECTIVES

- Recognize that high school means more freedom and choices than middle school.
- Understand the need for a support system in high school.
- Understand the importance of taking challenging academic courses in high school.
- Draft an academic plan for high school.

Introduce the Unit

Read the Enduring Understanding:

My success in high school and beyond depends upon the choices I make academically and socially.

Then have students read the text on pages 84–85.

Think Aloud

Ask students to explain what the Enduring Understanding means to them. **Say:** *In high school you will make many decisions. Will you study and go to class? Will you join a club or team? Who will you hang out with? All your decisions will reflect on what kind of student you become.*

Have students share what courses and activities they plan to take in high school and write their responses on the board.

UNIT 7

Preparing for High School

Decisions, Decisions

The thought of going to high school can be a little scary when you're in middle school. Don't worry. There's no reason to be nervous. In fact, you should be excited. High school will give you a new set of choices to make about your life—from classes to school activities. Even better, high school will get you ready for college and the rest of your life. It's time to think about how to make the most of your experience in high school.

LESSON 1

Making Plans for High School

Pages 86–89

LESSON 2

Your High School Academic Plan

Pages 90–93

Preview the Lessons

Have students read the lesson titles on page 84. 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 about different types of colleges and their costs. Students conducted a college search based on their needs.

UNIT 7

VOICE OF EXPERIENCE

"The transition to high school can be very challenging—it's hard to adjust and find yourself. I have a sister in eighth grade. I tell her that it's important not only to be a good student, but to be happy and confident in what you're doing."



WORK ZONE

How do you think high school is different from middle school?

What decisions do you think you will make in high school that you did not have to make in middle school?

Preparing for High School 85

Materials

- ☐ Course offerings from high schools they will attend (Lesson 1)
- ☐ High school graduation requirements and subjects (Lesson 2)
- ☐ High school course lists (Lesson 2)
- ☐ A planner (Lesson 2)

Additional Resources

School district website

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 address academic and extracurricular activities when they describe differences and decisions. Have them think about and write down their ideas about homework, responsibilities and teacher expectations. Encourage students to think beyond social activities.

Struggling learners

To list differences, have students create two lists: one for middle school and one for high school. Have them write some differences in regard to classes, teachers and activities. Prompt discussion by asking: *Do you think classes in high school will be more difficult? Will you have to do more reading? What kinds of activities will you sign up for?*

ESSENTIAL QUESTIONS

- EQ 1** How do high school expectations and goals differ from middle school expectations and goals?
- EQ 2** What will my high school support system look like?

Preview the Text

Ask: *What is the goal of high school?*

Write students' responses on the board. Then have students fold a piece of paper in half. On the top, have them write what their expectations are. On the bottom half, have them write what they think teachers, family and friends expect from them during high school. Ask volunteers to share their responses.

DISCUSS WORDS FOR SUCCESS

Have students describe how a program is different from a test. Then discuss the purpose of the **Advanced Placement Program®** and the abbreviation **AP®**. Explain how colleges use the **SAT®**. Have students write sentences using **AP** and **SAT** and share them with the class.

Making Plans for High School

The Transition

As you get closer to high school, you might find yourself thinking a lot about the changes ahead. For example, the high school you will attend may be larger than your middle school. That means more kids and more older kids. Maybe you already know someone in high school who has told you how different it is from middle school. You might have heard good and bad things. Now is a good time to start thinking about how those big differences can affect your plans.

New Freedom, New Choices

In high school, you will have more freedom to choose the classes you want to take and the activities you want to join. For example, instead

of taking just one type of science class in your senior year, you can choose from three or four different science classes.

High schools usually have more clubs and sports teams to choose from than middle schools. How will you decide which activities to participate in? How will you decide which classes to take?

High School Expectations

One important difference between middle school and high school is the level of expectation for performance and behavior. As you move through high school, you have a lot more freedom to pick classes and activities. However, you also have to accept responsibility to do well in those classes

WORDS FOR SUCCESS

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

SAT the most widely used college admission test; it measures the reading, writing and math skills that are critical for success in college and beyond

WORK ZONE

Start thinking about high school by imagining what your senior yearbook picture might look like. Draw a picture of yourself as a senior and then fill in the blanks.

My High School Yearbook	
My Senior Picture	Name _____
	Favorite Classes _____
	Activities _____
	Future Plans _____

86 UNIT 7 Lesson 1

WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Explain to students that the senior picture activity should reflect their physical appearance but also relate information about goals and achievements they want to accomplish in high school. Have students share their future plans with a partner. Allow partners to work together on page 87 and share their responses with the class.

Struggling learners

Students can also draw items that will reflect their high school achievements, such as a musical instrument, sports equipment or a camera. Encourage students to set high goals for themselves. On page 87, remind students to search the text to find high school features.

and activities. Your parents, teachers, coaches and counselors expect you to take charge of your life. Going to class, remembering your assignments and due dates, making up work you missed and getting extra help are all up to you.

There will still be people to help and support you, as there are now, but it will be up to you to seek out help when you need it.

What's the Goal?

What is the goal of high school, anyway? Why does everyone want you to become more self-sufficient, or able to complete tasks successfully on your own? The most common goal of high schools is to prepare students to go to and be successful in college. In the end, everyone expects you to leave high school prepared for adult life.

To prepare students for college, classes in high school are set up to be similar to those they would take at a college or university. Lectures, research projects, group presentations, reports and essays are all part of regular high school classes, as they are in college.

In high school you will have the freedom to choose some of your classes. You may choose to challenge yourself by taking **Advanced Placement Program® (AP®)** classes. These are college level classes you take in high school.

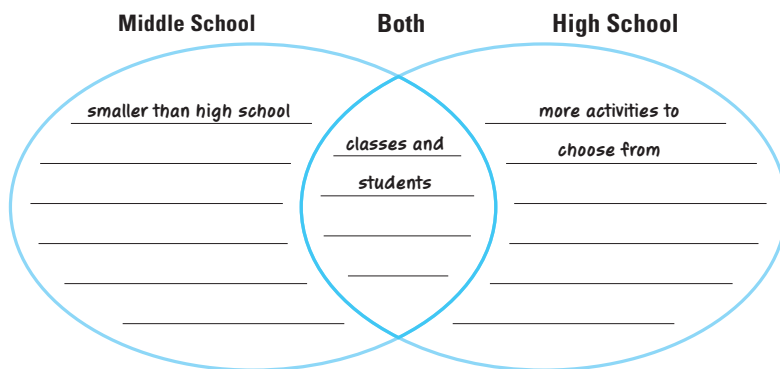
You will take state tests and other tests, such as the SAT®, as a junior or senior. You may take SAT Subject Tests™ at the end of a high school course. AP Exams are important as well, as they may help you earn credit you can use to graduate from college.

Go to the **WORK ZONE**

TIP

Do you know any high school students? Ask them about the biggest difference between middle school and high school. How did they handle the change?

Fill in the diagram below to compare and contrast features of middle schools and high schools. In the center space, list features that both types of schools have in common.



Making Plans for High School 87

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

Read the lesson as a class, pausing after each section to discuss main ideas. Have students write a question after each section and ask volunteers to pose the question to the class. Invite students to answer and guide students to the correct answers.

Optional Approach

Have partners interview each other about their plans for high school, including courses and activities.

Monitor Comprehension

Encourage discussion with questions such as:

- *What do you think the biggest change or challenge will be when you start high school?*
- *What kinds of study habits do you have now that will help you in high school?*
- *What kind of plans have you made for yourself after you graduate from high school? Do you think it's too early to start thinking about those plans?*

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R, A

W3 Drafting CR, A

M3 Composing and Producing Media Communication

21st Century

Think Creatively (LI.CI.1)

Reason Effectively (LI.CT.1)

Solve Problems (LI.CT.4)

Students should be able to:



reflect on their goals for high school.



appreciate how setting goals in high school will prepare them for college.



identify how middle school is different from and similar to high school.

Teach the Text cont...

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

Say: *When you started middle school, different people helped you adjust to the changes from elementary school. Your family, friends and teachers all helped. Your transition to high school can be made easier if you have people to help you. Who do you think can help you with this transition?*

Write student responses on the board. Discuss how students can build a support system.

DIFFERENTIATE INSTRUCTION

English Language Learners

Students may be nervous about entering high school. Explain that most high schools have programs for English language learners and that they can find support from other students in high school as well.

Building a Support Network

Building a support network can help you make a smooth transition from middle school to high school. A support network is a group of people that help you stay on track with your goals. People in your network should be able to help you with questions or problems.

Right now, your support network may include your family members, teachers, counselors, coaches, other students and even your friends. Your network in high school may be very similar, but as you start high school, you will have to learn how to add to your support system. People will not necessarily come to you and offer help, as they do now. You'll have to seek them out.

How to Develop a Network

Before you can develop your support network, you have to know what and who will be available to you. Ask a teacher, counselor or family

member to help you find information about the high school you plan to attend and the support networks they have.

Once you know who to contact and what kind of support they offer, you can plan to make the most of this support network. Get to know some teachers at the school, and don't be afraid to share your future goals with them and with school counselors. They can then help you figure out the best classes to take, activities to join and steps to take on the way to college.

Working with Different Teachers

Not every teacher in your support network will be the same, and some teachers will be easier to work with than others. Different styles, expectations and personalities can make it challenging to figure out how to succeed in each class. In both school and life beyond school, however, it's important to learn how to work with different people. Interacting with different

WORK ZONE

Make a list of questions about support networks at your current school and at the high school you will attend. Then conduct research or interview people to answer the questions.

Middle School Support Networks	High School Support Networks
Who can I go to to find information about high school classes?	Who can help me with information about the SAT?



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Students can work on their questions independently at first and then share questions with a partner, discussing possible answers. Encourage partners to work together to find the answers. Make sure students' paragraphs on page 89 address all three questions.

Struggling learners

Work with a group and brainstorm questions students could ask middle school teachers and counselors about high school in general. Then have them brainstorm questions that are more specific and detail oriented. Before students begin writing, have them create three columns and list one or two ideas for each paragraph on page 89.

teachers can be great practice to develop this skill. If you stay focused on what you need to do to reach your goals, you will discover how to succeed in even the most difficult classes.

Taking the Initiative

The more you can do ahead of time to prepare for success, the more likely you'll be to reach your goals. For example, instead of waiting for the day before a test to study, review your notes from class daily. If you come to class with questions about the previous day's work, you are more likely to stay engaged and understand what is going on, and be ready for the next lessons. Find out early about test dates and work deadlines, and write them down in a planner or calendar.

Developing Study Habits

As you are developing your support network, be sure to practice the following study habits. Solid study habits will help smooth your transition to high school as well.

- Take classes that challenge you to do your best work. Look for honors and AP classes when you get to high school.
- Be sure to attend classes daily. Students who skip classes see their grades suffer.
- Choose a seat in class that helps you focus on the lesson.
- Take good notes and review them daily.
- Give yourself enough time to study for tests.
- Don't be afraid to ask questions or come in before or after school for extra help.

Go to the **WORK ZONE**

On the lines below, write two to three paragraphs about your current support network at school. How has it helped your progress as a student? How could you use the network more effectively? If you don't currently have a support network, write about how you can start to build one.

Making Plans for High School 89

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students interview high school students to find out what their biggest concerns were when starting high school and how they adapted to high school. Students can present their findings in a skit or on a poster, with "Before" and "After" images. Students should also interview middle school teachers and high school teachers to find answers to the questions they posed on page 88. Have students present their findings to the class as an FAQ poster.

Students should be able to:



evaluate their current support system and understand how to add to it in high school.



understand how useful a support system can be in high school.



understand that taking the initiative to prepare for high school will help them reach their goals.

ESSENTIAL QUESTIONS

- EQ 1** What high school courses do colleges require?
- EQ 2** What are rigorous courses? Why should I take them?
- EQ 3** What does my high school academic plan look like?

Preview the Text

Have students scan the title, subheads and look at the Work Zone activities. Draw attention to the courses listed on pages 90 and 91. Discuss that high school offers regular classes for most of these subjects as well as honors and AP® classes. Have partners discuss which advanced classes they would like to take and which electives seem interesting.

DISCUSS WORDS FOR SUCCESS

Have students read the entry definitions and define the terms in their own words. First, have students provide two synonyms for **rigorous**. Then have them brainstorm a list of antonyms. Write responses on the board. Have students identify some of their **short-term goals** and **long-term goals**. Discuss how they are different and similar.

Your High School Academic Plan

What's the Plan?

High schools have required classes that students must pass in order to graduate. It's important to find out what those requirements are. However, you may need more courses to get into college than you need to graduate from high school. Learn what colleges require. Should you take AP® classes, for example? Why? Which ones? These important questions can help you develop your academic goals for high school and prepare for college.

College-Prep Plan

Your academic plan should include taking **rigorous** courses in high school. Rigorous

courses are more challenging than average classes. They make you work and think at a higher level.

A typical sequence of courses in a high school that prepares students for college could look something like this:

English: 4 years (including multiple courses in writing, literature and speech)

Math: 3–4 years (algebra, geometry, advanced algebra, pre-calculus and calculus)

Social Studies: 4 years (geography, history, world cultures and civics)

Laboratory Science: 3 years (biology, earth science, chemistry and physics)

WORDS FOR SUCCESS

rigorous challenging

short-term goals things you want to accomplish in the near future

WORK ZONE

What required classes will you need to take in order to be prepared for college? Which classes do you want more information on?

Name of Class	What Questions Do I Have?

90 UNIT 7 Lesson 2

WORK ZONE

Provide students with a list of high school graduation requirements and subjects. Students will also need a list of high school courses. If possible, obtain course descriptions.

DIFFERENTIATE INSTRUCTION

Proficient learners

Encourage students to consider questions about AP courses, such as the requirements to enroll, which AP courses are available, and the sequence in which they would take them.

Struggling learners

Help students determine which classes are required for graduation and which classes are recommended for college admission. Prompt students to think of questions that address workload and how AP classes can differ from regular classes.

World Language: 2–3 years (for example, French, German, Japanese, Latin, Chinese, Spanish)

Visual and Performing Arts: 1–2 years (art, music, dance or drama)

Do you know which of the courses listed above are offered at the high school you'll attend? Do you know if your high school offers honors and AP courses? Students who take honors and AP courses are usually better prepared for college. Knowing which AP classes your high school offers helps you prepare a better academic plan.

Getting Ready

How can you prepare for high school classes? For the most part, being prepared means knowing what you want to accomplish and then finding out what you need to do in order to accomplish it. If you want to attend a certain college, you should find out what courses the college recommends to have a

chance at being accepted. Now that you know that AP courses help you succeed in college, you should make a plan to get ready for specific AP courses. Right now, the best way to prepare is to work hard, get good grades and go to a counselor or teacher to find out what else you can do to stay on track for college.

Go to the **WORK ZONE**

long-term goals things you want to accomplish in the future, such as in your life and career

Using the list of courses on pages 90–91, and with the help of your teacher, determine what classes you should take and how you can start preparing for them.

High School Classes I Should Take	Ways to Prepare Now
Creative Writing	Take English, Literature, Composition,
	Introduction to Poetry

Your High School Academic Plan 91

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

Teach the Text

As you read the text aloud, point out that students will have to take required classes necessary for graduation. Explain that during their freshman year, they may only want to take one AP or honors class as they adjust to the new responsibilities and workloads. Have students explain how planning now can help them achieve their goals.

Optional Approach

Have students write down a long-term goal and list classes that will help them achieve this goal.

Monitor Comprehension

Encourage discussion with a Think Aloud:

Say: Some courses are required for graduation. Other courses you will need to take to get into college. Each college has different requirements. You can start researching colleges now to find out what courses you should take. Choose electives that can help you prepare for college or a possible career.

Encourage students to take advanced classes in subjects they are most successful in now.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

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)

Students should be able to:



understand that taking rigorous high school classes can help them prepare for college.



start to make a plan of action to prepare for advanced high school classes.



identify classes they can take now to help them achieve an academic plan.

Teach the Text cont...

Monitor Comprehension

Encourage discussion with a Think Aloud:

Say: *Let's think of some short-term goals you have. How do they relate to your schoolwork? How can you achieve these goals? What are some of your long-term goals? Think about a career you are interested in. Does it involve going to college? What can you do now to make sure you stay on track?*

DIFFERENTIATE INSTRUCTION

English Language Learners

Encourage students to address goals related to improving their communication, either in reading, writing or speaking. Have students discuss how communication can help them achieve their academic goals.

First Generation Students

Students may be unaware of how important AP classes are and that college credit may be obtained by taking these classes. Encourage students and parents to talk to a counselor to help prepare students for these classes.

What's Next?

Now that you've started to find out what classes are offered in high school and which ones you will take, it's a good time to map out a strategy for your success.

From Wishful Thinking to Planning

Lots of people want to be successful. Some people daydream about winning the Super Bowl, performing on Broadway or becoming an astronaut. Most people who succeed achieve their goals with a lot of planning and hard work.

The same thing applies to success in high school and getting into college. If you don't plan for it and then work hard, your goals will probably remain as only wishful thinking. So how do you make a plan to succeed, both for your **short-term goals** (for success in high school, for example) and your **long-term goals** (in college and a career)? One way to do this is to think of your long-term goals first, and then go back and figure out the short-term goals that will help you in the long run.

WORK ZONE

Using materials provided by your teacher, determine the classes you'll take in middle school and high school in order to prepare for college. Include some activities you are interested in as well.

	8 TH GRADE	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
English					
Science					
Math					
Social Studies					
Visual or Performing Arts					



WORK ZONE

Provide students with a list of high school graduation requirements and subjects.

DIFFERENTIATE INSTRUCTION

Proficient learners

While determining the classes they will take in high school, students should consider taking honors, advanced math and foreign language classes. Colleges also look at the extracurricular activities that students participate in, so have students consider what activities or clubs they might want to participate in.

Struggling learners

Help students figure out what classes they can take now to prepare them for high school. Then focus on their high school plan. Have students identify their strengths and challenge themselves to prepare for advanced classes and involvement in extracurricular activities and clubs.

Using a Planner

People use planners to record goals, make notes, keep track of deadlines and list priorities. Business managers use them to set specific goals for the month, year and decade. Individuals keep personal fitness planners to help them stay in shape.

While planners come in different formats, such as wall calendars, online tools or mobile technology, most are pretty simple and focused in order to help people stay on track. You can use a planner to chart your long-term goals for high school, college and beyond.

Go to the **WORK ZONE**

Sample Planner Entry for Science

	8 TH GRADE	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Science	Honors science	Honors Earth science	Honors biology	AP chemistry	AP physics

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?



Extensions

Have students interview teachers, counselors, or high school students to find out more about what AP and honors classes might be appropriate for them to take, using the subjects they are strongest in as a starting point. Students choose an AP class they are interested in taking and find out what the workload involves by working with the people they interview.

	8 TH GRADE	9 TH GRADE	10 TH GRADE	11 TH GRADE	12 TH GRADE
Foreign Language					
Physical Education					
Other Classes					
Community Service					
Clubs / Activities					

Students should be able to:



work on drafting an academic plan for middle school and high school.



identify some short-term and long-term academic goals.



understand how to use a planner to keep track of goals.

Being Prepared, Meeting Goals

UNIT OBJECTIVES

Students synthesize what was learned in the CollegeEd program.

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 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, presentation, song 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.

LESSON 1 cont...

- Encourage them to share what they have learned in CollegeEd with friends or siblings—they can be part of others' support networks.
- Students should be able to outline or list topics related to conversations about college planning and career exploration that they have had with family members.
- This is an opportunity to help students focus and to allow them the time to reflect and list other questions they may still have that require answers, opinions or discussion with family members.

Engaging Families

Encourage students to meet with family members to discuss courses to take in high school that will prepare them for college. Parents should become familiar with graduation requirements and advanced courses that prepare students for college. Encourage students to communicate with their families and engage them in this process.



Portfolio Opportunity

Pages 95–97

UNIT OBJECTIVES

- **Reflect on changes they have made or need to make to prepare themselves for high school and college.**
- **Identify plans to improve academics and organizational skills.**
- **Identify plans on how to set up a support team and select a college that will meet their needs.**

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 94–95.

Think Aloud

Ask a student to read the Enduring Understanding aloud. Have students write a list of what they have learned about college and write their ideas on the board. Then ask students to say how high school will help them prepare for college. Discuss how challenging courses and school activities are stepping stones to college and a career. Ask volunteers to share any actions they have taken to help prepare them for high school and college since beginning this course.

UNIT

8

Being Prepared,
Meeting Goals

What Does It Take?

A lot has changed since you started school this year. You're getting ready for high school and already thinking about college. To reach that goal, you've begun considering different careers that match your interests. You've built new skills that will help you stay organized in high school and in college. And you're beginning to surround yourself with people who will support you as you expand your horizons.

LESSON 1

Putting It All Together

Pages 96–97

94 UNIT 8

Preview the Lessons

Have students read the lesson title on page 94. Have them predict what they will read in the unit. They can discuss questions they have before they read.

LOOKING BACK

In Unit 7, students learned that the academic choices they make in high school have an impact on their admission to college.

UNIT 8

VOICE OF EXPERIENCE



“Education equals power. Without an education, you don’t have any power in the world.”



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	Need More Information
Match my interests to possible careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore choices for high school classes and extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be organized and manage my time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know my learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and use good note-taking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect with people who support my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose the right type of college for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Being Prepared, Meeting Goals 95



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 item students check “yes,” have them write a sentence to elaborate on their success. For each item students check “no,” have them write where they can obtain more information on the topic or describe what they need to do to improve the skill.

Struggling learners

Assist students by reading and discussing each item. Prompt students by asking questions such as, *What are your interests? Can you pursue a career in that? How can you become more organized?* Have students write names of people who can help them become better prepared.

ESSENTIAL QUESTIONS

EQ 1 What do I know about college and how to prepare and plan for it?

Preview the Text

After students scan the title and subheads, have them write the following heads on a sheet of paper: "Passions and Careers," "Courses and Activities," "Study Skills," and "Support Team." For each head, have students "free-write" for a few minutes. Suggest that they create a list of words or associations, write a few sentences or draw something that relates to each topic. Then have students share their ideas with a partner or the class.

Teach the Text

Read the text as a class. Have students share what they have learned about the different types of colleges they can attend. Ask students to share how this course helped them get ready for high school and make sound academic choices that will help them get accepted into the college of their choice. Discuss the importance of surrounding yourself with people who will encourage you to meet your goals.

Putting It All Together

How Can You Reach Your Goal?

So, now you have set a goal of attending college. That is just the first step in a long process. Take this time to review what you have learned so you can move closer to reaching your goal.

Passions and Careers

You are the only person who can decide what's best for you. Sometimes it can be difficult for you to separate your ideas from others' ideas. By shedding The Noise and listening to yourself, you can start building the blocks that will define your life. All successful careers require some kind of education or training. Most technical jobs require at least a two-year degree. Many other professional jobs require at least a four-year degree. You must set your own goals and steer your life in a direction that will help you reach them.

Courses and Activities

The choices you make now and in high school will affect the choices you have after you graduate. You can plan now for success by taking challenging classes. Talk with your counselor to learn which classes will improve your chances of getting into the college of your choice. You can also prepare for college and your career by participating in extracurricular activities, working and looking for opportunities to expand your knowledge.

Organized for Success

Strong organizational skills will help you become successful. It is important that you learn to manage your time. Knowing your own learning style will also help you succeed. When you know what style works best, you will understand how to study, how to take tests, and how to get the most out of every

WORK ZONE

Think about what you have learned about the college planning process. Answer each question based on your knowledge of that process.

1. What education is required for the career that you want?

2. Why is higher education valuable to you?

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?



WORK ZONE

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

DIFFERENTIATE INSTRUCTION

Proficient learners

Have students complete the activity independently first, then share their responses with a partner. To extend, have students create a flowchart that addresses the college planning process according to a sequence of steps that must be accomplished.

Struggling learners

Work with students in a group or in pairs. First, have students read all the questions aloud, highlighting key words. Then discuss each question and have students take notes. After the discussion, allow students to complete the questions on their own.

class. Whatever your learning style, sometimes the difference between a high and low grade is in how you take your notes. Use a good note-taking method in middle school *and* in high school to prepare for college work.

Building a Support Team

It's a good idea to surround yourself with people who will encourage you to attend college. Your network may have friends who think like you. It should also include teachers, counselors, trusted adults and classmates who can help you succeed. Communicate with them often. They can guide you in making good decisions. Most importantly, involve your family in this process because they're your biggest fans.

Thinking About a College

As you go through high school, you will figure out which colleges match your interests, skills, academic record and career path. Strong academic skills will increase the number of choices you have. Improve your chance for success by building on your strengths. Don't let the cost of college discourage you. Start thinking now about ways to pay for college.

Go to the **WORK ZONE**

KNOW YOURSELF

Think about how you respond to new ideas, such as planning for college. What has been the hardest part of this college-planning process so far for you? How will you face that challenge in the future?

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

5. What do you need to do in high school to be ready for college?

6. What is your learning style, and how does it help you?

7. What are good resources for college and career information?

8. Who is part of your support network? How can they help you when you begin high school?

9. What does your ideal college look like?

Putting It All Together 97

Monitor Comprehension

Encourage discussion with a Think Aloud.

Say: *Making the decision to attend college is the first step in a journey that is just beginning. The classes you choose, the grades you make, and the activities that you participate in all make a statement to a potential college. Have students write a brief answer to the following question: "What do I need to do now to get ready for college?"*



Extensions

Have students reflect on the Essential Question: *What do I know about college and how to prepare and plan for it?* Students may answer the question in the form of a collage, a composition, a song or a skit. Encourage students to interview teachers and family members to get a different perspective on preparing and planning for college. Allow time for presentations so that students can share their final work with the class.

CORE ALIGNED STANDARDS

College Board Standards

W2 Generating Content CR, R

M3 Composing and Producing Media Communication*

21st Century

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

Use Systems Thinking (LI.CT.2)

Make Judgments and Decisions (LI.CT.3)

Think Creatively (LI.CI.1)

Communicate Clearly (LI.CC.1)

Students should be able to:



identify the importance of higher education and how it relates to a career.



reflect on how they can prepare for college while they are in high school.



identify whom they can count on for a support team, now and in high school.

OBJECTIVE

- **Synthesize unit content by reviewing what students learned about organizational skills, support systems, the criteria to use to select a college, and financial aid.**

Introduce Activity

Review the section title *HOW Do I Get There?* with students and discuss how the content in the lesson has helped them answer the question posed. Remind students to respect each other's personal plans and goals during the conversation. Then have students complete the activity independently. After finishing the essay, ask volunteers to share observations about how they defined themselves and made plans for college.



Portfolio Opportunity

Have students review the products created for their Portfolio on pages 46–47, 50–51, 62–64, 66–68, 72–74, 76, 79, 88, 90, 92–93, and 95–97.

Planning Ahead

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

HOW Do I Get There?

Section 3 WRAP-UP

HOW DO I GET THERE?

Think about what you learned in Sections 1 and 2 about yourself and where you are headed in life. Use that information and the planning tools you developed in Section 3 to write an essay titled “Who Am I? Where Am I Going? and How Do I Get There?” Use your answers to the questions on pages 96–97 to get you started.

[illegible]

NEXT STEPS

Now that you have organized your thoughts, you'll want to put those ideas into action. What *actions* can you take to continue this process? List your next steps below.

My Action Plan

Action: I will speak to my
counselor about what courses to
take in high school.

[illegible]

98 SECTION 3 Wrap-Up



IF...



THEN...



SO...

I want to create a strong support system,

I need to connect with friends and family and know how to utilize the Internet,

I can select the college that is right for me.

I am wondering about how to afford college,

I need to learn about the different kinds of financial aid,

I can plan years ahead to get my family's finances in order.

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 only applied 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 the student can select the most appropriate courses.

PLUS Loan. See *Federal Parents’ Loan for Undergraduate Students*.

Portfolio. A physical collection of a student’s work that demonstrates his or her skills and accomplishments. Portfolios may be physical or electronic. There are academic portfolios that include student-written papers and projects, and also portfolios that include created objects—art, photography, fashion illustrations, and more. Some scholarship programs request a portfolio.

Postgraduate degree. See *Graduate degree*.

Preprofessional program. An advising program and recommended course of study for undergraduate students intending to pursue a professional degree after college. Although there is no prescribed major for entrance to professional school, students planning for a career in law, ministry, or a medical profession need to take an undergraduate program that lays the groundwork for their training. Premed students, for example, must complete certain science courses. Preprofessional advisers help students plan their undergraduate studies and to prepare for admission to professional school.

Prerequisite. A course that must be taken as preparation for more advanced course work in a particular field. For example, introductory calculus would be a prerequisite for differential mathematics. College catalogs usually indicate whether a course has a prerequisite.

Priority date. The date by which an application, whether for admission, housing, or financial aid, must be received in order to be given the strongest consideration. After that date, qualified applicants are considered on a first-come, first-served basis, and for only as long as slots and/or funds are available.

Private college/university. An institution of higher education not supported by public funds. Private colleges may be not-for-profit or for-profit (proprietary), independent or church-affiliated.

PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test). A preparatory tool for the SAT that is administered by high schools to sophomores and juniors each year in October. The PSAT/NMSQT serves as the qualifying test for scholarships awarded by the National Merit Scholarship Corporation.

Public college/university. An institution that is supported by taxes and other public revenue and governed by a county, state, or federal government agency.

Reciprocity agreement. An agreement between neighboring states that allows residents to attend a public college in either state at the in-state tuition rate.

Registrar. The college official responsible for registering students for classes, and keeping academic records.

Regular admission. At colleges with early action or early decision plans, “regular” admission is the round of admissions conducted in January or February, after the early admissions rounds.

Remedial course. A noncredit course taken to help the student with a weak background in a particular area. Remedial courses are taken to prepare the student for a credit course in that subject.

Reserve Officers’ Training Corps (ROTC). Programs conducted by certain colleges in cooperation with the United States Air Force, Army, and Navy reserves. Naval ROTC includes the Marine Corps. (The Coast Guard and Merchant Marine do not sponsor ROTC programs.) Local recruiting offices of the services themselves can supply detailed information about these programs, as can participating colleges.

Residence hall. An on-campus living facility. Also known as a dormitory or “dorm.”

Residency requirements. The minimum amount of time a student is required to have lived in a particular state or community in order to be eligible for scholarship, internship, or loan programs offered to such residents. Can also refer to the minimum amount of time a student is required to have lived in a state to be eligible for in-state tuition at a public college or university.

Rolling admission. An admissions procedure by which the college considers each student's application as soon as all the required credentials, such as school record and test scores, have been received. The college usually notifies an applicant of its decision without delay. At many colleges, rolling admission allows for early notification and works much like nonbinding early action programs.

Room and board. The combined cost of housing and meals for students who reside on campus and/or dine in college-operated meal halls.

The SAT. The College Board's test of critical reading, writing, and mathematical skills is given on specified dates throughout the year at test centers in the United States and other countries. The SAT is used by most colleges and sponsors of financial aid programs.,

SAT Subject Tests. College Board tests in specific subjects that are given at test centers in the United States and other countries on specified dates throughout the year. The tests are used by colleges for help in both evaluating applicants for admission and determining course placement, and exemption of enrolled first-year students.

Scholarship. A type of financial aid that doesn't have to be repaid. Grants are often based on financial need. Scholarships may be based on need, on need combined with merit, or solely on the basis of merit or some other qualification, such as minority status.

Section 529 Prepaid Tuition Plan. State-sponsored plans through which parents can pay in advance for tuition at public institutions in their state of residence.

Self-help aid. Student financial aid, such as loans and work-study jobs, that requires repayment or employment.

Stafford Loan. See *Federal Stafford Loan*.

Student Aid Report (SAR). A report received after a student's Free Application for Federal Student Aid (FAFSA) is processed. The SAR contains all of the information provided on the FAFSA as well as the resulting expected family contribution, which is used to determine the student's eligibility for a Federal Pell Grant and other federal student aid programs.

Student's contribution. The amount a student is expected to pay toward college costs from his or her income and assets. The amount is derived from

need analysis of his or her resources. The student's contribution and his or her parents' contribution add up to the total expected family contribution.

Subsidized loan. A loan awarded to a student on the basis of financial need. The federal government or the state awarding the loan pays the borrower's interest while he or she is in college at least half-time, thereby subsidizing the loan.

Teacher certification. A college program designed to prepare students to meet the requirements for certification as teachers in elementary and secondary schools.

Technical college/school. A college that offers a wide variety of vocational programs to students.

Terminal degree. The highest degree level attainable in a particular field. For most teaching faculty this is a doctoral degree. In certain fields, however, a master's degree is the highest level.

Terminal program. An education program designed to prepare students for immediate employment. These programs usually can be completed in less than four years beyond high school and are available in most community colleges and vocational-technical institutes.

Test of English as a Foreign Language (TOEFL). A test generally used by international students to demonstrate their English language proficiency at the advanced level required for study at colleges and universities in the United States. Further information is available at the TOEFL website.

Transcript. A copy of a student's official academic record listing all courses taken and grades received.

Transfer program. An education program in a two-year college (or a four-year college that offers associate degrees), primarily for students who plan to continue their studies in a four-year college or university.

Transfer student. A student who attends a college typically for a period ranging from a single term up to three years and then is accepted by and enrolls in another college. A transfer student may receive credit for all or some of the courses successfully completed before the transfer.

Tuition. The price of instruction at a college. Tuition may be charged per term or per credit hour.

Tuition and fee waiver. Some colleges reduce the tuition and/or fees for some categories of students, such as adults, senior citizens, or children of alumni.

Two-year college. See *Community/junior college*.

Undergraduate. A college student in the freshman, sophomore, junior, or senior year of study, as opposed to a graduate student who has earned an undergraduate degree and is pursuing a master's, doctoral, or professional degree.

University. An institution of higher learning that incorporates several colleges and graduate schools. When a university is divided into colleges, students usually have to apply for admission to a specific college. Colleges within a university will have different requirements. For example, a college of arts and science may require two units of a foreign language, and a college of music may require an audition.

Virtual college/university. A degree-granting, accredited institution wherein all courses are delivered by distance learning, with no physical campus.

Wait list. A list of students who meet the admissions requirements, but will only be offered a place in the class if space becomes available.

Work-study. An arrangement by which a student combines employment and college study. The employment may be an integral part of the academic program (as in cooperative education and internships) or simply a means of paying for college (as in the Federal Work-Study Program).

Standards Crosswalk

To illustrate the relationships among CollegeEd lessons and the skills necessary for success in the classroom and workplace, the Standards Crosswalk lists the core aligned standards from three standards frameworks:

- After each *College Board Standards for College Success* standard and objective, the PE codes are denoted for that core aligned standard.
- The *Partnership for 21st Century Skills Framework* standards are designated by the bulleted Student Outcomes.
- The *School Counselor Association's Ethical Standards for School Counselors* (2004 revision) standards are indicated by the coded practices.

The crosswalk can be used by teachers to ensure their instructional goals are being met via these standards. Standards that appear with an asterisk are addressed by work done in an Extension activity.

	College Board Standards for College Success	Partnership for 21st Century Skills Framework	American School Counselor Association
UNIT 1			
LESSON 1	R1 Comprehension of Words, Sentences, and Components of Texts W2 Generating Content CR W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3 W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.2/3, W2.2-2.2/3 L3 Listening for Diverse Purposes* L3.2 Student listens to evaluate. PE L3.2-3.2/3	<ul style="list-style-type: none"> • Think Creatively (LI.CT.1) • Be Self-directed Learners (LC.IS.3) • 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. c. Respects the student's values and beliefs and does not impose the counselor's personal values. A.10 a Technology* a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
	R1 Comprehension of Words, Sentences, and Components of Texts W2 Generating Content CR W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3 W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.2/3, W2.2-2.2/3 L3 Listening for Diverse Purposes* L3.2 Student listens to evaluate. PE L3.2-3.2/3	<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)* 	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 a Technology* a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

College Board Standards Key:

PE—Performance Expectation | **ELA**—English Language Arts: **R** Reading; **S** Speaking; **L** Listening; **M** Media Literacy
W—Writing: **A** Argumentative; **R** Research; **CR** Creative and Reflective

College Board Standards
for College SuccessPartnership for
21st Century
Skills FrameworkAmerican School
Counselor Association

UNIT 1

continued

LESSON 3

- R1** Comprehension of Words, Sentences, and Components of Texts
- W2** Generating Content CR
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-2/3
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.2/3, W2.2-2.2/3
- L3** Listening for Diverse Purposes*
- L3.2** Student listens to evaluate.
- PE L3.2-3.2/3
- M2** Understanding, Interpreting, Analyzing and Evaluating Media Communications

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

A.1. Responsibilities to Students

- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.

A.10 Technology

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

UNIT 2

LESSON 1

- W2** Generating Content CR
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.2/3
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.2/3
- W3** Drafting R, CR
- W3.1** Student generates text to develop points within the preliminary organizational structure.
- PE W3.1-1.2/3

- Think Creatively (LI.CI.1)
- Communicate Clearly (LI.CC.1)
- Reason Effectively (LI.CT.1)

LESSON 2

- W2** Generating Content R, CR
- W2.1** Student takes inventory of what he or she knows and needs to know.
- PE W2.1-1.2/3
- W2.2** Student generates, selects, connects, and organizes information and ideas.
- PE W2.2-1.2/3
- W3** Drafting CR
- W3.1** Student generates text to develop points within the preliminary organizational structure.
- PE W3.1-1.2/3
- R4** Using Strategies to Comprehend Texts
- R4.2** Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.
- PE R4.2-2.2/3

- Make Judgments and Decisions (LI.CT.3)
- Communicate Clearly (LI.CC.1)
- Work Creatively with Others* (LI.CI.2)

UNIT 3

LESSON 1

W2 Generating Content CR, R, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3

- Be Self-directed Learners (LC.IS.3)
- Manage Goals and Time (LC.IS.1)
- Manage Projects (LS.PA.1)
- Communicate Clearly (LI.CC.1)*

LESSON 2

W2 Generating Content CR, R, A*
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3
W3 Drafting CR, R*, A*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.2/3

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

UNIT 4

LESSON 1

W2 Generating Content CR
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3
W3 Drafting CR
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.2/3

- Manage Goals and Time (LC.IS.1)
- Use Systems of Thinking (LI.CT.2)
- Communicate Clearly (LI.CC.1)

LESSON 2

W2 Generating Content CR
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3, W2.2-2.2/3
W3 Drafting CR
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.2/3

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

UNIT 4

continued

LESSON 3

W2 Generating Content CR, R**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.2/3, W2.2-2.2/3

M3 Composing and Producing Media Communication**M3.2** Student develops and produces an informational or creative media communication.

PE M3.2-1.2/3

- Be Self-directed Learners (LC.IS.3)
- Collaborate with Others (LI.CC.2)
- Use Systems Thinking (LI.CT.2)
- Productivity and Accountability (LS.PA.1)

LESSON 4

R4 Using Strategies to Comprehend Texts**R4.2** Student uses strategies to interpret the meaning of words, sentences, and ideas in texts.

PE R4.2-2.2/3

W2 Generating Content CR, R**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.2/3, W2.2-2.2/3

W3 Drafting CR, R, A**W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.2/3

- Make Judgments and Decisions (LI.CT.3)
- Communicate Clearly (LI.CC.1)

UNIT 5

LESSON 1

W2 Generating Content CR, R, A**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.2/3

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

UNIT 5

continued

LESSON 2

W2 Generating Content R, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.1-2.2/3, W2.2-1.2/3, W2.2-2.3/4
M3 Composing and Producing a Media Communication*
M3.1 Student analyzes purpose, audience, and media channel when planning for a media communication.
 PE M3.1-1.2/3
M3.2 Student develops and produces an informational or creative media communication.
 PE M3.2-1.2/3, M3.2-2.2/3, M3.2-3.2/3
M3.3 Student evaluates and revises a media communication.
 PE M3.3-1.2/3

- Apply Technology Effectively (IMT.IL.1)
- Access and Evaluate Information (IMT.IC.1)

A.10 Technology

a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.

LESSON 3

W2 Generating Content CR, A
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3
W3 Drafting CR*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.2/3

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

LESSON 4

W2 Generating Content CR
W2.1 Student takes inventory of what he or she knows and needs to know.
 PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3
W3 Drafting CR, A*
W3.1 Student generates text to develop points within the preliminary organizational structure.
 PE W3.1-1.2/3

- Be Self-directed Learners (LC.IS.3)
- Communicate Clearly (LI.CC.1)
- Use Systems Thinking (LI.CT.2)
- Work Creatively with Others (LI.CI.2)*

UNIT 6

LESSON 1

W2 Generating Content R, CR
W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3
W2.2 Student generates, selects, connects, and organizes information and ideas.
 PE W2.2-1.2/3
MI.4 Univariate Data Analysis*
 PE MI.4.2.3 Computes measures of center (mean, median) and spread (range) for a set of numerical data, with and without technology, interpret the meaning of these measures in context, and explains the influences of outliers on each measure.

- Communicate Clearly (LI.CC.1)
- Be Self-directed Learners (LC.IS.3)
- Make Judgments and Decisions (LI.CT.3)
- Use and Manage Information (IMT.IL.2)*

UNIT 6

continued

LESSON 2

W2 Generating Content CR, R

W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.
PE W2.2-1.2/3

W3 Drafting CR, R, A *

W3.1 Student generates text to develop points within the preliminary organizational structure.
PE W3.1-1.2/3

MI.1 Nonnegative Rational Numbers and Concepts of Integers
PE MI.1.2.4 Computes fluently in situations involving addition, subtraction, multiplication, and division of nonnegative rational numbers in fraction and decimal forms.

- Think Creatively (LI.CI.1)
- Reason Effectively (LI.CT.1)
- Use Systems Thinking (LI.CT.2)

LESSON 3

R1 Comprehension of Words, Sentences, and Components of Texts

R1.1 Student comprehends the meaning of words and sentences. PE R1.3-3.2/3

W2 Generating Content CR, R

W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.
PE W2.2-1.2/3

MII.1 Integers and Rational Numbers
PE MII.1.1.2 Computes fluently with integers, including identifying roots of perfect squares and perfect cubes.
PE MII.1.1.4 Estimates and judges the reasonableness of results involving integer operations.
PE MII.1.2.2 Computes fluently with rational numbers written in fraction and decimal forms, and student solves problems involving rational numbers.

W3 Drafting CR, R, A *

W3.1 Student generates text to develop points within the preliminary organizational structure.
PE W3.1-1.2/3

- Reason Effectively (LI.CT.1)
- Make Judgments and Decisions (LI.CT.3)
- Use Systems Thinking (LI.CT.2)

UNIT 7

LESSON 1

W2 Generating Content CR, R, A

W2.1 Student takes inventory of what he or she knows and needs to know. PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas. PE W2.2-1.2/3

W3 Drafting CR, A

W3.1 Student generates text to develop points within the preliminary organizational structure.
PE W3.1-1.2/3

M3 Composing and Producing Media Communication*

M3.2 Student develops and produces an informational or creative media communication.
PE M3.2-1.2/3

- Think Creatively (LI.CI.1)
- Reason Effectively (LI.CT.1)
- Solve Problems (LI.CT.4)

A.1. Responsibilities to Students

b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.*

UNIT 7

continued

LESSON 2

W2 Generating Content CR, R**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.2/3

- 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)
- Use and Manage Information (IMT.IL.2)*
- Communicate Clearly (LI.CC.1)*

UNIT 8

LESSON 1

W2 Generating Content CR, R**W2.1** Student takes inventory of what he or she knows and needs to know.

PE W2.1-1.2/3

W2.2 Student generates, selects, connects, and organizes information and ideas.

PE W2.2-1.2/3

M3 Composing and Producing Media Communication***M3.2** Student develops and produces an informational or creative media communication.

PE M3.2-2.2/3

W3 Drafting CR***W3.1** Student generates text to develop points within the preliminary organizational structure.

PE W3.1-1.2/3

- Be Self-directed Learners (LC.IS.3)
- Use Systems of Thinking (LI.CT.2)
- Make Judgments and Decisions (LI.CT.3)
- Think Creatively (LI.CI.1)*
- Communicate Clearly (LI.CC.1)*

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.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.