The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’s leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

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Visit the College Board on the Web: www.collegeboard.org
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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.
3. Students further explore and master concepts through lesson extensions provided in the Educator Guide.

---

**Student Workbook, Unit 5, Lesson 2**

**Educator Guide for Unit 5, Lesson 2**

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**Evaluating Your Own Skills**

1. Select a job you listed in the previous activity and write it in the top box. Brainstorm with a partner about jobs you might have before deciding on a job.
2. List all the skills you might learn from each job.
3. Develop a list of people who can help you write a letter of recommendation for you. They might include teachers, guidance counselors, and other adults who know you well.
4. Select a job you listed in the previous activity and write it in the top box. Brainstorm with a partner about jobs you might have before deciding on a job.
5. List all the skills you might learn from each job.
6. Develop a list of people who can help you write a letter of recommendation for you. They might include teachers, guidance counselors, and other adults who know you well.
Lessons Lead to an Enduring Understanding

CollegeEd's activity based lessons help students achieve an Enduring Understanding of the topic at hand. For example, the two lessons in Unit 5: After Classes Are Dismissed, address the objective:

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

Introduce the Unit

Read the Enduring Understanding:

My extracurricular choices contribute to the achievement of my goals.

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

Think Aloud

Think about the Enduring Understanding with students. Ask students to brainstorm different clubs, organizations, and activities at their schools.

Students will come to an Enduring Understanding, such as: My extracurricular choices contribute to the achievement of my goals.
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 openers frame the concepts that will be covered in the units that follow.

Unit openers 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.
Lesson Features

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:
1. Tell me three facts about you.
2. Build up a profile of a person you know.
3. Do you want to learn more about something?
4. Be creative and think of interesting things to ask each other. You might find out things you never knew about yourself.

Section Wrap-Up

The final page of each section asks students to review and reflect on everything they have done in the unit.

Glossary

A glossary of key terms is provided at the end of the workbook.
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.
LESSON 1 cont...

• Your students need to understand how classes build on each other, and that they will need to take courses that build upon prior knowledge. Your school counselor will know the appropriate sequencing of math and science courses. Stress the importance of taking math. "Of all pre-college curricula, the highest level of mathematics one studies in secondary school has the strongest continuing influence on bachelor’s degree completion. Finishing a course beyond the level of Algebra 2 (for example, trigonometry or pre-calculus) more than doubles the odds that a student who enters postsecondary education will complete a bachelor’s degree." (Answers in the Toolbox; Clifford Adelman, 2004.)

• Colleges are favorably impressed by improved grades over time: a student who has mediocre grades in 9th and 10th grade will be a viable college candidate if he or she improves those grades in 11th and 12th grade. However, rigor is also taken into account: colleges are not as impressed with A’s in easier classes as they are with B’s in harder classes.

• Many colleges require two years of foreign language, and selective colleges will require or recommend three or four years of language. Alert your students that this should be the same language—not a year of Spanish and a year of French.

LESSON 2

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

• Students should know the difference between high school graduation requirements and college admission requirements. The courses colleges require differ from college to college but usually include the following:
  • 8 credits (4 years) of English
  • 6 credits (3 years) of math, including Algebra I, geometry and Algebra II
  • 2 additional credits (1 or more years) of math beyond Algebra II (trigonometry or calculus)
  • 6 credits (3 years) of laboratory science, such as biology, chemistry, physics or earth science
  • 6 credits (3 years) of social studies, such as U.S. history, world history, government, or economics
  • 4 to 6 credits (2 to 3 years) of a second language

• Stress the difference between fulfilling high school graduation requirements and taking college prep classes (for example, most colleges expect applicants to have taken at least two years of a foreign language).

• Find out what your school’s policy is on enrolling students in AP and encourage students to enroll if they are willing to take the challenge.

Engaging Families

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

Portfolio 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.
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.
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.
LESSON 4

At a Glance: The Educator Guide

The Lesson Wrap

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

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

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

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

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.

UNIT EQ 1

LESSON 4

ESSENTIAL QUESTIONS
What does “anyone can go to college” mean?

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

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

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

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

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

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

2

36

You’ll Fit In

Most colleges have students from many different backgrounds, hence will come from other

You Can Do It

There are some that when you have to take a

Monitor Comprehension

Say: Many people fear taking a chance. I

Extensions

Have students write a letter to a family

Core Aligned Standards

The main standards addressed by the lesson are listed here. A crosswalk aligning each lesson (and each

Students should be able to:

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

Summary

This highlights the key points students should understand after completing the lesson.
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 \[\text{If} \rightarrow \text{then} \rightarrow \text{so} \] statements for students, who are encouraged to write their own versions of \[\text{If} \rightarrow \text{then} \rightarrow \text{so} \] statements.
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:

- 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.
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:

- school courses that lead to college and workplace readiness;
- thinking, collaboration and media and technological literacy;
- performance expectations to guide instruction and curriculum development;
- alignment of courses across grades 6-12 to college and workplace readiness; and

For more information:

on the College Board Standards for College Success, please visit:
http://professionals.collegeboard.com/k-12/standards.
Partnership for 21st Century Skills Framework

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

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.
INTRODUCTION

INTRO OBJECTIVES: Students are being encouraged to pursue higher education in order to understand how college can lead them in a direction that reflects their true selves.

LESSON 1

OBJECTIVES: Students will:
- Define Your Own Road In Life
- Explore the potential to go to college.

ESSENTIAL QUESTIONS:
- How can students determine their true selves?
- What is the role of higher education in defining one's path?

LESSON 2

OBJECTIVES: Students will:
- Continue exploring the potential of going to college
- Understand the role of college in defining one's life goals.

ESSENTIAL QUESTIONS:
- How does higher education contribute to self-discovery?
- What are the steps students can take to pursue college education?

LESSON 3

OBJECTIVES: Students will:
- Deepen their understanding of the role of college in defining their paths
- Prepare for college admissions and decision-making.

ESSENTIAL QUESTIONS:
- What are the key factors students should consider when planning for college?
- How can students effectively prepare for college admissions?

UNIT 4

LESSON 1

OBJECTIVES: Students will:
- Align their personal goals with college aspirations
- Explore different paths to higher education.

ESSENTIAL QUESTIONS:
- How can students balance personal interests with career aspirations?
- What are the advantages and disadvantages of different college pathways?

LESSON 2

OBJECTIVES: Students will:
- Compare and contrast various higher education institutions
- Understand the value of different college experiences.

ESSENTIAL QUESTIONS:
- What are the key factors students should consider when choosing a college?
- How can students maximize their college experience for personal growth?

LESSON 3

OBJECTIVES: Students will:
- Develop a comprehensive plan for college admissions
- Understand the college application process.

ESSENTIAL QUESTIONS:
- What are the essential steps students should take to apply to college?
- How can students effectively manage the college application timeline?
UNIT OBJECTIVES: Students review the value of higher education (both intellectual and financial), and learn that college is possible for everyone; relate high school to college aspirations; understand the importance of goal setting and rigorous academic choices; consider pursuing courses like AP.

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

### LESSON 1  Your Plan for Success  ........................................ 40

**OBJECTIVES:** Students will:

| t | FJWX | PX | JHI | TDI | PPM | E K | FSFOUG | PN | JEE | TDI | PPM |
| t | FBSO | PX | I | NHTT | FTVJ | M | PO | F | BOP | FS |
| t | OEFS | T | BOE | U | BUT | LIM | H | BJOE | J | JHI | TDI | PNK | JMT | FS | F | U | FN | JO | UF | C | P | VS | F |
| t | FBSO | U | F | JIN | QPS | BO | UF | JHO | C | B | MIO | HO | H | DPS | SFT | T | TV | J | BT | U | BOE | U | F | WRM | F | PJI | F | 14" | 5 | . | 42 | 5 |

**ESSENTIAL QUESTIONS:**

| t | I | IZ | JU | IJUN | QPS | BOU | U | BNF | LP | VS | SFT | T | U | BU | D | MIO | H | N | F |
| t | I | UBSF | SH | SP | VT | L | PVS | SFT | 8 | I | UBSF | I | LP | SFT |

### LESSON 2  (FUOH | 3 | FBEZ | GSS | PNH | HF  ........................................ 44

**OBJECTIVES:** Students will:

| t | S | PN | QBS | I | JHI | TDI | PPM | MBEV | BP | U | PO | SR | VIS | FN | FO | UT | UP | D | PNH | H | FB | BN | JTI | PO | SFR | VIS | FN | FO | UT |
| t | FBSO | PX | UP | HF | UB | BE | FN | JDB | OE | PU | FS | I | FQ | LQ | OF | FE | FE |
| t | %FVM | IJ | HJ | TDI | PPM | MBE | BE | FN | JD | QB | O |

**ESSENTIAL QUESTIONS:**

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| t | I | UBSF | SH | SP | VT | L | PVS | SFT | 8 | I | UBSF | I | LP | SFT |
**UNIT OBJECTIVES:** Students know that a few simple strategies can help them learn better, balance their busy lives, and achieve more. They learn about college admission and placement tests, and how to prepare for them.

---

### LESSON 1  Organizing for Success .......................... 52

**OBJECTIVES:** Students will:
- [ ] Organize academic obligations, work, and extracurriculars
- [ ] Organize college admission and placement tests

**ESSENTIAL QUESTIONS:**
- [ ] How will organizing help you succeed?
- [ ] How can you balance your busy life and achieve more?

---

### LESSON 2  Taking Notes ............................................. 56

**OBJECTIVES:** Students will:
- [ ] Take effective notes
- [ ] Use effective note-taking techniques

**ESSENTIAL QUESTIONS:**
- [ ] How can taking notes help you learn more effectively?
- [ ] What are the benefits of using effective note-taking techniques?

---

### LESSON 3  Using Tests to Your Advantage .......................... 62

**OBJECTIVES:** Students will:
- [ ] Prepare for tests
- [ ] Use test-taking strategies

**ESSENTIAL QUESTIONS:**
- [ ] How can you use test-taking strategies to your advantage?
- [ ] What are some tips for preparing for tests?
### LESSON 1 Extracurricular Activities

**OBJECTIVES:** Students will:

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### LESSON 2 Getting a Job

**OBJECTIVES:** Students will:

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

### LESSON 1  Communicating Your Goals to Your Family  ............ 80

**OBJECTIVES:** Understand the role of family in setting and meeting goals

**ESSENTIAL QUESTIONS:**
- PX LBONZ GN JMLI FN QSN FQSFQSBF BOE QNBO GPS DP NHF

### LESSON 2  Your Counselor and Your Future  ....................... 82

**OBJECTIVES:**
- Students will:
  - PX LBONZ LPVOTFNS PS BEWTSJL FPQFN FQNO GPS DP NHF
  - IPEMDEBPON N VOIRZ BOE GN JMLBD BOI FN FN
  - FBSOUI FBNWF PGNBWOB/BN FOUPS

**ESSENTIAL QUESTIONS:**
- PX LBONZ LPVOTFNS PS BEWTSJL FPQFN FQNO GPS DP NHF
- IPEMDEBPON N VOIRZ BOE GN JMLBD BOI FN FN
- IUBT/N FOUPS BOE/I PX LBONZ GOE/POF

### LESSON 3  Advocate for Your Future ................................... 86

**OBJECTIVES:**
- FBSOIPX UP QFSITJUP/WM NQSFPEUFIU FISHPM BOE OFFET
- BLPX OFSTT JQPGU FISBDJBNJN JDQPSFSTTP BOEUI FJBDJWUFT JO BOE/PVUPGTTI PPM

**ESSENTIAL QUESTIONS:**
- PX LBEPFT JUN FBOUP BEWPDULF PSN ZTFM
- PX EP/BLF/PX OFSIT JQPGN ZTPI PPMP SL/BOE BDJWUFT
- PXOIX BULOET PGJLVUBPOTN JHII UP/OFTE UP BEWPDULF PSN ZTFM

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**SCOPE AND SEQUENCE**

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UNIT 7  What’s College Life Like? .......................... 90

UNIT OBJECTIVES: Students will:

LESSON 1  Your New Life in College .......................... 92

LESSON 2  Your New Life in College .......................... 96

UNIT 8  Exploring Colleges .......................... 98

UNIT OBJECTIVES: Students will:

LESSON 1  Exploring Colleges .......................... 100

LESSON 2  Exploring Colleges .......................... 104
**UNIT OBJECTIVES:** Students know where financial aid comes from; know the basic components of financial aid; know the difference between need and merit; understand the relationship between academic success in high school and financial aid; know that families benefit by saving for college.

### LESSON 1  How Will You Pay for College? .......................... 110

**OBJECTIVES:** Students will:
- Understand where financial aid comes from.
- Know the basic components of financial aid.
- Understand the difference between need and merit.
- Understand the relationship between academic success in high school and financial aid.
- Know that families benefit by saving for college.

**ESSENTIAL QUESTIONS:**
- How does financial aid work?
- What are the different types of financial aid?
- What role does academic success in high school play in financial aid?
- How can families benefit by saving for college?

### LESSON 2  What Can You Do Right Now? .......................... 114

**OBJECTIVES:** Students will:
- Take steps to secure financial aid.
- Begin saving for college.
- Understand the importance of financial planning.

**ESSENTIAL QUESTIONS:**
- What actions can you take right now to secure financial aid?
- How can you start saving for college?
- What is the importance of financial planning?

---

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

### LESSON 1  Being Prepared, Meeting Goals .......................... 116

**OBJECTIVES:** Students will:
- Synthesize what was learned in the CollegeEd program.
- Set realistic goals for financial aid and saving.

**ESSENTIAL QUESTIONS:**
- How can you synthesize what was learned in the CollegeEd program?
- What are realistic goals for financial aid and saving?

---
Introduction

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

LESSON 1
Welcome to CollegeEd: Students learn that having college as a goal increases their chances of going to college and having a better life; that how they approach high school will affect their future; and that the purpose of the CollegeEd program is to help them make decisions that will expand their options in life.

The purpose of this introductory lesson is to give your students an understanding of what CollegeEd is about, and why they belong in this course. Some of your students might be thinking that they are just starting high school and college is still far off, or that college is not an option for them because of their family circumstances. Let them know why your school has adopted CollegeEd. Explain that your school and/or district have high expectations for them, and believe that all students should aspire to college and that they expect all of them to graduate.

In this program, students will learn by doing. The real learning will happen through activities found in the Work Zones and the Extensions. Through these activities, students will be honing skills that are necessary for all academic courses: researching, writing, interviewing and working in groups.

Help Your Child Make College a Reality: A Family Guide to College Planning which is distributed with the CollegeEd materials, will help get parents involved a key component of student success. Make sure these guides are given to the parents of the students in your class. You will want parents, guardians or other family members to help develop a network of support.

CollegeEd has the flexibility for you and your students to use technology. All of the activities in the workbooks can be done in class, but there are also opportunities to go online especially the Extension activities.
WHERE Am I Going? HOW Do I Get There?

VOICE OF EXPERIENCE
CollegeEd allows students to dream, believe in the dream, and take steps to make the dream come true.

Charlie Barthelemy, CollegeEd Teacher, Katy, Texas

High School Plan an important time in your life. Then you begin to make a decision about what you want to do when you graduate. CollegeEd is a program that will help you make the decision and choose the path you want to take. It is a tool to help you make this decision.

WHO Am I?
Say: What does an introduction usually do?
Have students scan the headings used on the text.

WHERE Am I Going?
Say: What will we be learning in this lesson?

HOW Do I Get There?
Say: What type of people are you (or your family)?

Welcome to CollegeEd
Teach the Text

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

Monitor Comprehension

Encourage comprehension and discussion by using a Think Aloud:

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

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

WORK ZONE

Answer the questions included in the three boxes below.

Who are you?

- You had to describe yourself in one or two sentences. What words would best describe you?

Where are you going?

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

How do you get there?

- What are the steps you’ll need to do in order to get to your destination?

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.
**Teach the Text cont...**

**Monitor Comprehension**

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

**DIFFERENTIATE INSTRUCTION**

**English Language Learners**

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

**First Generation Students**

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

**Students should be able to:**

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