

INTRODUCTION

Lesson Descriptions

Introduction 1: Introduction

Why am I here and what is expected of me?

NOTE: This lesson requires coordination with your school counselor.

Introduction 2: Are You Ready?

What do I need to do to prepare for further education and life on my own?

NOTE: This lesson requires coordination with your school counselor.

PLANNING PYRAMID

GRADE 12, Unit 1, Introduction



Some Students Will:

- Independently research further college and career possibilities.
- Consider the behaviors necessary to succeed in college, and take steps to practice those behaviors during their senior year (for example, taking notes in class, or writing assignments in their day planner.)



Most Students Will:

- Identify careers they're interested in pursuing.
- Identify where they are in the college research process.
- Describe ways in which college is different than high school.
- Write college application dates (including SAT/ACT registration and test dates, FAFSA deadlines, etc.) on a calendar or day planner.



All Students Will:

- Understand the topics that will be presented in Roads to Success this year, and identify those that will be most relevant to them.
- Determine whether they're on track to graduate on time.
- Identify the type of education they're interested in pursuing after high school.

Introduction

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Where Do I Want to Be? (5 minutes)
- II. Procedures and Policies (10 minutes)
- III. How Will I Get There? (15 minutes)
- IV. Where Am I Now? (15 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 1-2, Senior Year Road Map

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Roads to Success Overview
- Student Handbook page 2, Senior Scenarios
- Student Handbook page 3, Grade 12 Lessons

FACILITATOR PAGES:

- Facilitator Resource 1, Where Am I Going? (one copy per student)
- Facilitator Resource 2, Name Tent Directions (optional)
- Facilitator Resource 3, Career Research (copies for interested students)
- Facilitator Resource 4, College Research (copies for interested students)

Chart paper and marker

Colored 4" x 6" index cards (optional)

Markers (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the purpose of participation in Roads to Success in Grade 12.
- Set goals for the year, including identifying current career goals, post-secondary options, and next steps.

OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students review lesson topics for Grade 12, and consider what's needed to pave the way for their post-high school plans.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 1, Where Am I Going?**
 - **Facilitator Resource 2, Name Tent Directions (optional)**
 - **Student Handbook page 3, Grade 12 Lessons**
 - **Portfolio pages 1-2, Senior Year Road Map**
- Create procedures for storing and distributing binders, entering and exiting the classroom, and submitting and returning assignments. Be prepared to discuss each policy with the students.
- If you'll be using RTS binders and storing them in the classroom, you may want to pre-label the binders for your students. One facilitator used the computer to print out labels for the spines. Each class got a different color label, and names were big enough to be read across the room. (This made it possible to take attendance by noting which binders were unclaimed.)
- Discuss the Roads to Success grading policy with your school administrator. Some schools choose to offer the class pass/fail, providing a separate grade on the report card. Others choose to include RTS participation as part of the grade in another class.
- Meet with your school counselor to discuss RTS plans for the year. Share a copy of **Facilitator Resource 1, Where Are You Going?** and **Portfolio pages 1-2, Senior Year Road Map**. Determine how to combine efforts so programs complement each other. Some areas to consider:

- Identify students who lack career and college plans and may need extra guidance.
 - Track student completion of the SAT/ACT, college applications, the FAFSA, etc.
 - Provide financial aid information to parents.
 - Arrange for small-group instruction for students who need to catch up on college and career research covered last year.
- ☐ Make copies of the following, and create packets for students interested in further independent research:
- **Facilitator Resource 3, Career Research** (includes the following Grade 11 materials: **CFWV.com Basics Directions, CFWV.com Directions, Interest Profiler and Basic Skills Survey Results, Career Summary & Tasks, and Evaluating Top Career Choices.**) Note that CFWV.com is an online career and college exploration tool available to all students in West Virginia. For alternative websites, see Program Manual, Equipment and Site License.
 - **Facilitator Resource 4, College Research** (includes the following: **Online College Search Steps, List of Top Ten Schools, My Top Ten Schools, and Top Ten School Tips.**)

BACKGROUND INFORMATION

“Why am I here?” and “What is expected of me?” Over the course of this lesson and the next, students should be able to answer these questions for themselves. These lessons should pique student interest in the program and establish basic expectations, rules, and procedures.

Note that while Roads to Success students have researched careers and colleges in previous grades, many may still need coaching re: career and college choice. These topics have not been included in grade 12 due to lack of time. Selected 11th-grade materials have been included at the end of this lesson for those students who need additional information. (See **PREPARATION** and **IMPLEMENTATION OPTIONS** for details.)

VOCABULARY

Portfolio: a record of accomplishments and achievements, including samples of best work. In Roads to Success, career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

Match School: a school where you think you'd be happy academically and socially, and where you fall into the middle of their GPA and ACT/SAT score range.

Reach School: a top choice or “dream” school that is less likely to accept you because it is highly competitive and/or because your academics are just equal to, or fall short of, the school’s requirements.

Safety School: a school where you’ll almost surely be accepted because your grades and exam scores are higher than the requirements.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. [This could be the board, chart paper or the overhead projector. Pick the spot that will be the easiest for you to implement.] It will be in this spot every class. You will need to write your answers on a _____. [This could be an index card, blank sheet of paper, or Student Handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.] At the beginning of each class, you will have ____ [probably around 3] minutes to complete this assignment. I will be collecting it every class. [If you decide to do that.] Are there any questions?”

If you are a guest teacher or don’t know your students well, you may wish to have them create name tents for use until you know their names. Give each student a 4 X 6-inch index card. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart

paper. (See **Facilitator Resource 2, Name Tent Directions.**)

For **Activity III, Step 4, Senior Scenarios:** You may wish to have students come up with their own scenarios or issues they're concerned about, then find the lessons where these issues will be addressed.

Activity IV, Step 5: If you have a significant number of students who are still undecided about career or college choices, you may wish to schedule small-group tutorials to guide them in this task. Student materials are included in **Facilitator Resource 3, Career Research,** and **Facilitator Resource 4, College Research.** Facilitator instructions for completing this research can be found in Grade 11, **Careers 1: Interest Inventory, Careers 2: My Career Research, Education After High School 5: Choosing a College,** and **Education After High School 6: College Research I.**

You may wish to begin this lesson with props or a PowerPoint to reinforce the idea that students are approaching the end of high school. This could be a video clip of last year's graduation, complete with inspiring music, or the wearing or displaying of college paraphernalia. The goal should be to get students excited about the preparation they're about to undertake to reach their postsecondary goals.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [Place a copy of **Facilitator Resource 1, Where Am I Going?** on each desk before students enter the room. Give students five minutes to complete the page, and collect the assignment using the procedure you'd like students to follow for the rest of the year.]
2. **SAY SOMETHING LIKE:** Welcome back! This is it—senior year—you're almost to the finish line! Take a look at the clock. If all of your schooling, grades 1 through 12, were represented by an hour on the clock, you'd have only five minutes to go.

Some of you may be feeling nostalgic, thinking of all the things you'll be doing for the last time this year. Some may be eager to leave. This class, *Roads to Success*, is designed to help you prepare for and make the transition to whatever you have planned for the year after high school. As you can see, we don't have a minute to waste. Let's get started.

II. Procedures and Policies (10 minutes)

1. [Discuss the following with your students:
 - once-weekly meeting place and time
 - procedures for distributing and returning binders, collecting and returning assignments, entering and exiting the classroom
 - description of how the grade for the class will be determined and reported (pass/fail as a separate item on the report card or incorporated into a subject-area grade)]
 - 2. [If you're planning on beginning each class with a Do Now activity, discuss your expectations as described in **IMPLEMENTATION OPTIONS**.]
 - 3. [Distribute student binders according to the procedure you've established, and have students turn to **Student Handbook page 1, Roads to Success Overview**. Ask students to read this page to find a description of out-of-class requirements and use of Portfolios. Call on a volunteer to explain each.]

III. How Will I Get There? (15 minutes)

1. **SAY SOMETHING LIKE:** That's how this class will operate. Let's talk about the subjects we'll cover.

By a show of hands, how many of you already know what career you'll be pursuing after high school?

2. [Have students volunteer their chosen professions, and create a class list of a dozen or so. A student recorder can write these on chart paper, each followed by the initials of the person who contributed the career.]
3. **SAY SOMETHING LIKE:** This is our list of your aspirations for the year after high school. Those who didn't have a chance to put your careers on the list should add them on the way into class next week. You should feel free to change these as the year goes by. This list should be a working document that helps us keep track of what you're aiming for. It is the job of this class to see that you get there.

You'll notice that the list is varied – from careers that require more than four years of college to those that require on-the-job training. In order for everybody to have the information they'll need, we'll cover topics from applying to college to finding a job.

This will require you to stay focused even when the topic being discussed is not in your immediate plans. Chances are good that you'll learn something you can put to use later, and your classmates will appreciate your help and attention. They'll return the favor when we discuss the topics that you're most interested in.

4. [Distribute binders, and have students turn to **Student Handbook page 2, Senior Scenarios**. Display a copy of **Student Handbook page 3, Grade 12 Lessons**, using the overhead projector, laptop and LCD projector, or chart paper.]

SAY SOMETHING LIKE: This is a list of topics we'll be covering in grade 12, organized by units. Your assignment is to locate the lessons where each concern, including your own suggested topics, will be addressed, then write the name of the lesson in the box at the right. Note that you won't find a lesson to address every concern. Please put a question mark by those where you can't find a match, and we'll talk about them in just a moment.

[If you think your students will have difficulty with this assignment, work through the first example as a class.]

3. [When students have finished, ask students to name the concerns that seem to be missing a corresponding lesson. (The second item, in which the student is uncertain about

good colleges to attend, and the last item, in which the student is uncertain about a suitable career.) Each of these topics was addressed in depth in earlier grades, but it's likely that many students remain undecided. Let students know you'll provide resources for students who need help in these areas. See **IMPLEMENTATION OPTIONS.**]

IV. Where Am I Now? (15 minutes)

1. [Have students turn to **Portfolio pages 1-2, Senior Year Road Map**, and display a copy of the first page. Ask a volunteer to explain the significance of Roads to Success Portfolio pages. (See **VOCABULARY.**)]

SAY SOMETHING LIKE: This year, you'll find the Portfolio pages useful for tracking your college applications and job-hunting activities. These first two pages list the important Roads to Success requirements, and provide resources in case you want to return to these topics outside of class. You'll notice that the first two columns ask for career and college plans, topics we explored in the 11th grade.

2. [Review the education options in the lower left corner, and discuss what's meant by reach, match, and safety schools.]
3. **SAY SOMETHING LIKE:** The rest of the boxes will help you track progress on 12th grade material that is new this year. Each of you will learn how to complete a college application and apply for financial aid. We'll also discuss the most effective ways to find a job you'll love—in time for students who'll be going to work right after graduation and those of you who'll be looking for summer jobs. We'll create a budget for the year following graduation, which will hopefully keep unpleasant surprises to a minimum. Finally, we'll read tips from the experts on how to succeed in college and at work.
4. **SAY SOMETHING LIKE:** Those of you who have a clear idea of the career you're aiming for and where you want to go to school should complete the two boxes on the left, and the top box in the middle. You'll be listing up to three career choices, the education you're planning on pursuing, and the colleges where you want to apply. Those who are still undecided should take time to do this research outside of class in the next few weeks.
5. [Students who need to do further research may return to their Grade 11 Portfolios, if available, or may work on fresh copies you provide. Distribute copies of **Facilitator Resource 3, Career Research**, and **Facilitator Resource 4, College Research**,

to students who need to do further career and college research on their own. Set a goal of creating a list of schools to apply to—at least one reach, one match, and one safety—four weeks from today.]

6. [Let students know that next week they'll be checking their transcripts to make sure they're on track to graduate, finding out about the differences between high school and postsecondary education, and creating a calendar of important deadlines for their senior year.

Thank students for their work and emphasize how excited you are about the coming year. If time permits, ask for volunteers to describe something they're looking forward to learning in RTS this year.]

Where Am I going?

Directions: Where would you like to be next year at this time? Answer the following questions to explain your plans.

1. Describe your career plans.
2. What education will you pursue to attain this career? Where would you like to go to school or get further training?
3. What questions or concerns do you have about how to prepare?

Name Tent Directions:

You will have TWO minutes to complete the tasks below.

Welcome to Roads to Success!

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write **one career** you are considering on the back of the card.
- On the inside of the tent, write one question you have about how to get into college or apply for a job.
- Then place your card on your desk with the name side facing away from you.

CFWV.com BASIC DIRECTIONS

I. Connecting to CFWV.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.cfwv.com**).
- When the CFWV.com home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Creating an Account (First Time Users)

- Click on the **Create an Account** button at the top of the screen.
- Click on the **Go** button next to your grade level.
- Enter your date of birth.
- Click the **Find** button to select your school.
- Choose your school from the list. If your school is not listed, click **My school/program is not on the list**. You'll find that link at the bottom of the window.
- Enter your account information: first name, last name, year of high school graduation and e-mail address. If you do not have an email address, check the box that says, "Check here if you do not have your own e-mail and would like to use this site's account as your primary e-mail". If you choose this option, your e-mail address will be Firstname_Lastname@cfwv.com. You will be able to access your e-mail from your CFWV.com account.
- Now it is time to confirm that the account name that you have been given is available. The system provides an account name Firstname_Lastname. Click into that box and a blue button will appear below it. The blue button says, "Check if Firstname_Lastname is available. Click this button. If your account name is available, the message "Congratulations - this account name is available" will appear. If the message says that someone is already using that name, add an easy-to-remember number to the end of your username and check to see if it's available.
- Next type in a password. This password should be your birthday in numbers: 2 numbers for the month, 2 for the date, and the last 2 numbers of the year. For example my birthday would be 060579, because I was born on June 5th, 1979.
- Type the same password again.
- Write this username and password on **Student Handbook page 80, What is CFWV.com?**
- Enter in a secret question, for example, "What is your mother's maiden name?" Then type in the answer.
- Enter your Permanent address and how you learned about the site.
- Leave the bullet point set on "I'll do it later when I need it" in the section titled, "Import from a Choices Portfolio to Your Account".
- Check the box that says that you have read and agree to the privacy policy and terms of use of this site.
- Click **Create your account**.

III. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler Assessment** and then click **Get Started**.
- Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match up with your interest areas.
- Using your results from Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

IV. Basic Skills Survey

- Now, click on the **Career Planning** tab on the top of the screen and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey**.
- Read all of the directions and then click **Get Started**.
- Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers**.
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the Basic Skills Survey, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

V. Career Finder

- Now, click on the **Career Planning** tab on the top of the screen and then click on **Explore Careers**.
- Under the section titled Career Exploration Tools, click on the **Career Finder**.
- To combine the results of the Interest Profiler and the Basic Skills Survey, first look for the section labeled Skills on the left side of the screen and then click on the **Basic Skills** link.
- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading My Characteristics.
- Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results**.

CFWV.com Directions

1. Connecting to CFWV.com:

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.cfwv.com**).
- When the CFWV.com home page appears enter your account name and password into the sign in area on the right side of the screen.

2. What They Do

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Type in the name of the career you want to search for in the **Search for Careers** box near the center of the page and click **Go!**
- (As an example, type in “Librarian” and click **Go!**)
- When the link to the career appears, click it.
- (Remember, you can also search for careers alphabetically by clicking a letter on the **Explore Careers** page.)

3. What to Learn

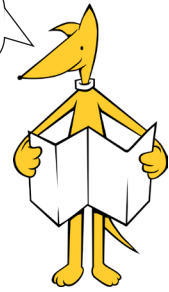
- Click on the **Career Planning** tab at the top of the page
- Click on the **Explore Careers** section
- Type in the name of the career you want to search for in the **Search for Careers** box near the center of the page and click **Go!**
- (As an example, type in **Computer Programmer**, and click **Go!**)
- When the link appears, click it.
- Then click the **What to Learn** button on the left-hand side of the screen.
- Read the section titled “Education Level” . Then scroll to the top of the page and find the section titled “High School”. Click the link for the Career Pathway related to this career in order to view the to the sample **High School Program of Study**. The Career Pathway will give you a list of courses related to your selected career. The pathway is a subdivision of a Career Cluster. If you click on the Career Cluster, you will see a more general list of recommended courses.

4. Money and Outlook

- Click on the **Career Planning Tab at the top of the page**
- Click on the **Explore Careers** section
- Type in the name of the career you want to search for in the **Search for Careers** box near the center of the page and click **Go!**
- (As an example, type in **Pilot**, and click **Go!**)

- When the link appears, click it.
 - Then click the **Money and Outlook** button on the left-hand side of the screen.
 - Scroll down to the bottom of the page to see the **Employment and Outlook** information for that career.
 - If there is no information for your state, select another nearby state from the pull-down menu at the top right corner of the page that says , “To view earnings and outlook for another state, select it from the following list:”.
- * **If you have trouble finding career outlook information, go to this website:**
- http://www.projectionscentral.com/lt_search.aspx
 - Select your state using the drop-down box.
 - Select “Search by Title” to find your career.
 - The jobs are listed alphabetically; scroll down to find the one you’re looking for.

There are so many careers to choose from. Keep a list of the ones that interest you.



Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Career Summary

Directions: Write a brief summary of the job description for your career choice. Then list at least three day-to-day tasks the job requires, followed by its education requirements.

Career Choice: _____

Job Description Summary:

Tasks:

1. _____

2. _____

3. _____

Education Requirements:

Evaluating Top Career Choices

Directions: Answer each question. For “Yes” answers, provide evidence. For “No” answers, use the middle column to explain what obstacle is standing in your way. Then describe a possible solution in the last column.

Question	Answer/Evidence	Solution
<p>Skills: Do I practice/enjoy the skills I need for this career in my day-to-day life?</p>		
<p>Career Outlook: Will jobs be available when I graduate?</p>		
<p>Academic preparation: Am I academically prepared for the education I will need after high school?</p>		

Online College Search Steps

www.petersons.com

1. NEW USER REGISTRATION

- Look on the left of the page and choose “New user? Register now!”
- Fill out the “Account Registration” information. Use your personal email address to register.
- Where it says “Primary Educational Interest,” click on “Going to College.”
- Where it asks “What Best Describes You,” select “Student” from the drop-down menu.
- Create a username and password and make a note of these on the top of Portfolio page x, List of Top Ten Schools.
- Where it says “Major of Choice,” pick one of these from the drop-down menu. If you’re unsure about which major you want, select “Undecided.”
- Under “What type of program,” select as many as you like.
- On the “Congrats” page, choose “Go to My Peterson’s now!”

2. MY PETERSON’S PLANNER

- Choose “Schools and Programs.”
- Under “Specialized Programs,” choose “College Search.”

3. COLLEGES AND UNIVERSITIES

- Scroll down the page to the orange heading that says “Detailed College Search.”
- You will see five categories you can choose to answer questions about: “Basics,” “Student Body,” “Getting In,” “Academics,” and “Campus Life.” You MUST select AT LEAST the “Basics” category as well as TWO others. You select categories by checking the boxes and then clicking “Continue.”

4. PETERSON’S COLLEGE SEARCH – A few notes for the tricky sections

- Under “Basics”: Location

Click on a choice on the left, then click the red arrow (>) to actually select the choice. Make sure you see your choice (i.e. United States, Mid-Atlantic States, etc) **move to the right-side box for it to work.**

It's okay to pick more than one selection.

- Under “Basics”: Tuition

Everyone should click on “Doesn't Matter” for the tuition question.

- Under “Academics”: Your Degree

If you want to go to a four-year college, click “Bachelor's” and if you want to go to a two-year college, click “Associate's.” If you want to go to a technical or trade school, click “Professional Certification.”

- Under “Academics”: Your Major

Step 1: Choose a category.

Step 2: Choose a major. Choose “Add” to add it, so it appears in Step 3.

Step 3: View your selected majors.

(**Note:** You can choose several categories and majors, but you must go through this 3-step process each time to have it recorded.)

Step 4. Make sure you choose the option that says “Schools that have **any** of these majors.”

- Under “Academics”: Special Programs and Services

For all of the Special Programs and Services options, you are free to select any special program you are interested in. If you do not know what one or more program or service means, just skip those (don't click them).

- Under “Campus Life”: Getting Active: Sports

Make your choices. Note that the “Sports” section uses the orange prompts (>) so you must click on the prompt each time to add your choices.

- Under “Getting In”: GPA

Remember the scale:

4.0 = A

3.0 = B

2.0 = C

1.0 = D

5. YOUR RESULTS

- When you are done, you will see a list of “Your Results.” To save the schools and create a “Saved Search”, choose the box for each school, and then click “Save.”
- See what you selected by going to “My Saved Schools.”
- Print your list of schools, or record your top ten schools on the worksheet, **List of Top Ten Schools**. If there are schools that interest you that were not in your results, feel free to add them to your list. At least five schools need to come from Petersons.
- On the **My Top Ten Schools** worksheet, record the name of each college along with the info listed under the General Info box (top left). The information in this box can be found on your “My Saved Schools” list. (The SAT and ACT scores listed show the range for the middle half of entering freshman.) NOTE: To find each school’s website, click on the school’s name and then scroll down to the bottom of the page.
- Whenever you log onto the website, you can access “My Saved Schools”, under “My Peterson’s Planner/My Tools & Resources” using the username and password you created today.

List of Top Ten Schools

Peterson's Username: _____

Peterson's Password: _____

My Top Ten Schools

Directions: Record the top ten schools from your Peterson's results page. If there are schools that interest you that were not in your results, feel free to add them to your list. Just make sure that at least five schools are from Peterson's.

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

MY TOP TEN SCHOOLS

Name of College _____

My Info
 My GPA: _____
 My Class Rank: _____
 My ACT score: _____
 My SAT score: _____

General Info (from www.petersons.com)

Location: _____

Enrollment: _____

Mid-50% SAT combined: _____

Mid-50% ACT: _____

Tuition (In-State/Out-of-state): _____

Entrance Difficulty: _____

Website: _____

Academic Info
 (from www.collegeboard.com)

GPA:

3.75+ _____

3.5 – 3.74 _____

25.25- 3.49 _____

3.0 – 3.24 _____

2.5 – 2.99 _____

2.0 – 2.49 _____

1.0– 1.99 _____

below 1.0 _____

Class rank:

Top tenth _____

Top quarter _____

Top half _____

Bottom half _____

Bottom quarter _____

Academic match?
 Safety (I'm likely to get in) Good match A reach?

<p>Student Population</p> <ul style="list-style-type: none"> Diversity General comfort level 	
<p>Campus Facilities</p> <ul style="list-style-type: none"> Dorms Dining Halls Rec Center Library 	
<p>Academics</p> <ul style="list-style-type: none"> Majors Faculty Studios/Labs 	
<p>Campus Life</p> <ul style="list-style-type: none"> Extracurricular Activities Sports Fraternity/Sorority 	
<p>Off-Campus Community</p> <ul style="list-style-type: none"> Things to Do Transportation 	

Is this school for me? Probably not Maybe Definitely

MY TOP TEN SCHOOLS

Name of College _____

My Info
 My GPA: _____
 My Class Rank: _____
 My ACT score: _____
 My SAT score: _____

General Info (from www.petersons.com)

Location: _____

Enrollment: _____

Mid-50% SAT score: _____

Mid-50% ACT: _____

Tuition (In-State): _____

Entrance Difficulty: _____

Website: _____

The College Board's Academic Tracker shows the percentage of freshman who enter with a particular GPA and class rank. Beside each number, write the % for this school.
<http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet>

Academic Info
 (from www.collegeboard.com)

GPA:

3.75+ _____

3.5 – 3.74 _____

25.25- 3.49 _____

3.0 – 3.24 _____

2.5 – 2.99 _____

2.0 – 2.49 _____

1.0– 1.99 _____

below 1.0 _____

Class rank:

Top tenth _____

Top quarter _____

Top half _____

Bottom half _____

Bottom quarter _____

Academic match?

Safety (I'm likely to get in) Good match A reach?

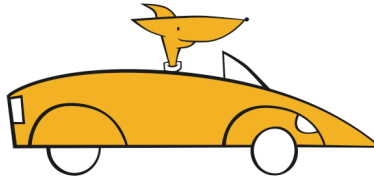
← Your Opinion Here

<p>Student Population</p> <ul style="list-style-type: none"> Diversity General comfort level 	<p>Find population facts in “About the College” on most college web sites. www.collegeboard.com, www.petersons.com, and www.princetonreview.com also provide profiles that include population information, setting, and more.</p>
<p>Campus Facilities</p> <ul style="list-style-type: none"> Dorms Dining Halls Rec Center Library 	<p>Look in the “Student Life” section of any college catalog or web site to find out about where on campus to live, eat, study, work out, hang out, and much more.</p>
<p>Academics</p> <ul style="list-style-type: none"> Majors Faculty Studios/Labs 	<p>College web sites and catalogs have an “Academics” section where you will find a list of majors and minors. This section will also tell you what type of academic support and services the school offers. Information about faculty (as well as studios and labs) is often arranged by department, such as “Education.”</p>
<p>Campus Life</p> <ul style="list-style-type: none"> Extracurricular Activities Sports Fraternity/Sorority 	<p>Look in the “Student Life” section of any college catalog or web site to find out about on campus activities, clubs, organizations, sports, and fraternities and sororities.</p>
<p>Off-Campus Community</p> <ul style="list-style-type: none"> Things to Do Transportation 	<p>College web sites and catalogs feature a section about the community where the college is located. Sometimes this appears right on the home page, or under a heading like “About the College”.</p>

Is this school for me? Probably not Maybe Definitely

← Your Opinion Here

Roads to Success Overview



Your Mission

The focus of Roads to Success in Grades 12 is clear: preparation for reaching your goals after high school.

Your Grade

Roads to Success will be graded on a pass/fail basis, or will be counted toward a subject-area grade. To pass, you must:

- Complete in-class assignments.
- Abide by Roads to Success Rules and Procedures.
- Complete steps needed to enter college or find a job:
 - Personal essay
 - College application
 - Resume
 - Cover letter
 - Free Application for Federal Student Aid (FAFSA)
 - “Freshman Year” Budget

Homework will not be given in most Roads to Success classes. However, students are expected to spend time outside of class researching colleges and careers, and creating the documents needed to find a job.

Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. In grade 12, you'll use your Portfolio for job-related documents, like a resume and cover letter, and education-planning documents, like tracking college applications. Your completed Portfolio is yours to take with you when you graduate from high school.

Senior Scenarios

In the 12th grade, Roads to Success focuses on the specific steps you'll take to reach your career and education goals. Whether you're feeling panicked or purposeful, there are things you need to know to launch yourself into life after graduation. Below, you'll find descriptions of senior-year concerns. For each, find a lesson that addresses it, and write the lesson's name in the box to the right. (NOTE: if a concern is not addressed in the lessons, write a question mark.)

Concern	RTS lesson that addresses this
I know exactly where I want to go to school, but I'm not sure what I need to do to apply. Help!	
I'm completely overwhelmed. I've heard about a few of the state colleges, but I've got no idea where I'd fit in. I'd rather not think about it right now.	
I can't wait to be out of school and getting a regular paycheck. How do I find a job that takes advantage of the skills I already have?	
How do I know if I'm ready for college?	
I'll be the first in my family to go to college. My parents are excited for me, but they say they have no money to pay for it. Now what?	
I can't wait to live on my own, and I'm wondering if I can afford it. I'll have to pay rent, buy food, maybe get a car. What else?	
How is college different from high school, and how will I manage all the work?	
I already have a solid plan for getting a job when I graduate. How can I make sure I succeed once I get there?	
I'm not sure what I want to do when I graduate. I'm excited about music and theater, but my parents want me to find something where I can "earn a living."	
Your scenario here:	
Your scenario here:	

Grade 12 Lessons

	Introduction	Applying to College	Finding a Job	Financial Aid	Money Matters	Next Steps
1	Introduction	Completing a College Application	Who Gets Jobs?	Financial Aid Options	“Freshman Year” Budget	Freshman Year Survival Guide
2	Are you ready?	Essay-Writing I	Your Network	Scholarships I	Big Ticket Expenses (Housing & Transportation)	Advice from the Experts
3		Essay-Writing II	Company Research I	Scholarships II	Health Insurance	Getting Ahead at Work
4		Essay-Writing III	Company Research II	FAFSA I	Budgeting Details	
5		Essay-Writing IV	Your Resume	FAFSA II		
6		Essay-Writing V	Cover Letters I	Comparing Financial Aid Packages		
7			Cover Letters II			
8			The Interview			
9			Follow-up			

*Both an SAT and ACT version exist, depending on what is customary for students in a given school.

Senior Year Road Map

Senior Year Road Map		
Careers	Applying to College	Financial Aid
<p>I can identify one or more careers that are a good match for my skills and interests.</p> <p>LIST CAREERS: _____ _____ _____</p> <p>For further research: www.cfww.com http://stats.bls.gov/oco/</p>	<p>I know where I will get this education.</p> <p>LIST AND CIRCLE STATUS FOR EACH.</p> <p>_____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety _____ reach match safety</p> <p>For further research: www.cfww.com www.collegeboard.com www.petersons.com www.collegeresults.org</p>	<p>I know how I'll pay for college.</p> <p>CHECK ITEMS AS YOU COMPLETE THEM.</p> <p><input type="checkbox"/> Scholarship search <input type="checkbox"/> Free Application for Federal Student Aid (FAFSA) <input type="checkbox"/> and/or CSS Profile <input type="checkbox"/> Compare Financial Aid Packages</p> <p>For further research: www.fafsa.ed.gov www.finaid.org www.collegeboard.com (CSS Profile) http://studentaid.ed.gov/students/publications/student_guide/index.html</p>
<p>I know what education is required for my chosen careers.</p> <p>CHECK EDUCATION YOU PLAN ON PURSUING.</p> <p><input type="checkbox"/> High School only <input type="checkbox"/> Tech or Trade School <input type="checkbox"/> Apprenticeship <input type="checkbox"/> Community College <input type="checkbox"/> 4-year College <input type="checkbox"/> Professional Degree</p>	<p>I have the materials I need to apply.</p> <p>CHECK ITEMS AS YOU COMPLETE THEM.</p> <p><input type="checkbox"/> Personal essay <input type="checkbox"/> Transcripts <input type="checkbox"/> References <input type="checkbox"/> SAT or ACT scores</p>	

**Grade 12, Introduction 1: Introduction
Portfolio, Senior Year Road Map**

Finding a Job	Money Matters	Next Steps
<p>I know how to find a job, and I have the tools I need to fine one.</p> <p>CHECK ITEMS AS YOU COMPLETE THEM.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Resume <input type="checkbox"/> Cover letter <input type="checkbox"/> List of people in my network <p>For further research: www.quintcareers.com www.jobsmart.org www.jobhuntersbible.com www.deed.state.mn.us/cjs/cjsbook/</p>	<p>I know how to create and revise a budget.</p> <p>CHECK WHEN YOU COMPLETE THIS.</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Freshman Year" Budget <p>For further research: www.practicalmoneyskills.com www.360financialliteracy.org www.themint.org</p>	<p>I know how to make the most of my opportunities.</p> <ul style="list-style-type: none"> In college At work

Are You Ready?

The **BIG** Idea

- What do I need to do to prepare for further education and life on my own?

AGENDA

Approx. 45 minutes

- I. Warm Up: Our Destination (5 minutes)
- II. The Moment of Truth (Transcripts) (10 minutes)
- III. Am I Ready? (10 minutes)
- IV. RTS Syllabus (10 minutes)
- V. Application Tracker (10 minutes)

MATERIALS

☐ PORTFOLIO PAGES:

- Portfolio pages 3-4, College Application Tracker (make extra copies for students applying to more than six schools)
- Portfolio pages 19-22, Grade 12 Skills Checklist

☐ STUDENT HANDBOOK PAGES:

- Student Handbook page 4, Our Destination
- Student Handbook page 5, Credit Check
- Student Handbook page 6, How is College Different from High School?
- Student Handbook page 7, Are You Ready for College?

☐ FACILITATOR PAGES:

- Facilitator Resource 1, College Expectations
- Facilitator Resource 2, How is College Different from High School? Answers
- Facilitator Resource 3, Roads to Success Sample Syllabus

☐ Student transcripts

☐ Course syllabus (one per student)

☐ District graduation requirements (one per student)

☐ Overhead projector or laptop and LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Compare accumulated credits with graduation requirements.
- Consider readiness for college.
- Review documents for tracking college applications and financial aid deadlines.

OVERVIEW

In this lesson, students compare their transcripts to graduation requirements, consider their readiness for college, and identify first steps in the college application process.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, How is College Different from High School? Answers**
 - **Student Handbook page 5, Credit Check**
 - **Portfolio pages 3-4, College Application Tracker**
 - Sample transcript provided by school counselor
 - District graduation requirements
- For **Activity II**, ask your school counselor to provide a copy of each student's transcript so students can determine the number of credits they've accumulated. (Ask the counselor to clarify any unfamiliar transcript terms.) You'll also need a copy of your school district's most recent graduation requirements (one per student). Invite the counselor to present this portion of the lesson if s/he's able.
- Create a class syllabus similar to **Facilitator Resource 3, Roads to Success Sample Syllabus**, and make a copy for each student. Include school holidays and local deadlines for the following:
 - dates for registering and taking the ACT (www.actstudent.org)
 - dates for registering and taking the SAT (www.collegeboard.com)
 - state FAFSA deadline (www.fafsa.ed.gov)
 - other state financial aid deadline
 - CSS Profile deadline
 - Local college application deadlines

Check with your school counselor, as s/he may already have a list of college deadlines to share. (Additional information may be found at <http://www.collegeboard.com/parents/apply/college-applications/21357.html>.)

- ❑ Make copies of **Facilitator Resource 1, College Expectations**. Cut each copy lengthwise into two strips. Cut these strips again, creating one set of answers per student (or pair of students) in your largest class. Place each set into an envelope or plastic bag. (See **IMPLEMENTATION OPTIONS**.)
- ❑ Make extra copies of **Portfolio pages 3-4, College Application Tracker**, for students applying to more than six schools.

VOCABULARY

Syllabus: a course outline showing lecture topics, assignments, and exam schedules for an entire semester or year.

IMPLEMENTATION OPTIONS

Activity III, Step 2: How is College Different From High School?: You may wish to skip the matching activity if you think your students will find it to juvenile. Instead, have them work in small groups to complete **Student Handbook page 6**; then, discuss as a class.

Activity II: If your students already complete a graduation check-in as part of the school guidance program, you may wish to skip the completion of **Student Handbook page 5, Credit Check**.

ACTIVITY STEPS

I. Warm Up: Our Destination (5 minutes)

1. [As students enter the classroom, have them turn to **Student Handbook page 4, Our Destination**, and take a few minutes to complete it.]
2. **SAY SOMETHING LIKE:** How many of you ranked yourself as doing “very well” on the goal of graduating from high school? It’s true your chances of finishing are now excellent. Today, we’ll review your transcripts and compare them with school district requirements to make sure you’re on track to graduate. This is also a time for looking toward the future and gauging your readiness for college. We’ll finish the class by reviewing documents to help you keep track of important college deadlines.

First, let’s take a look at the district’s graduation requirements.

II. The Moment of Truth (Transcripts) (10 minutes)

1. [Display a copy of the school district’s graduation requirements using the overhead projector or laptop/LCD projector, and distribute a copy to each student.]
2. [Instruct students to turn to **Student Handbook page 5, Credit Check**, and assist them in filling out graduation requirements in column 1.]
3. [Provide each student with a copy of his or her transcript, and display a sample, with name removed, using the overhead projector or laptop/LCD projector.]

SAY SOMETHING LIKE: As you know, your transcript provides a written record of your work in high school. Colleges will want an official copy, sent from the guidance office, in order to verify your academic performance and certify your graduation. You can also use your transcript to make sure you’ve received credit for all your courses and that you meet all the school district’s requirements for graduation.

4. [Instruct students to enter their “Credits to Date” in column 2. Be prepared to show students where to find this information on their transcript, and answer any specific information about how credits are calculated at your school (for example, 1 credit per semester for core classes, ½ credit per semester for physical education).]
5. [Have students enter credit for courses they’re taking this semester and next in column 3, “Credits This Year.”]

6. [Have students add columns 2 and 3 together to arrive at “My Total High School Credits,” column 4. Have them compare their totals to graduation requirements and note courses they’re missing, if any. Students who appear to be in danger of not graduating should seek clarification and advice from the school counselor.]

III. Am I Ready? (10 minutes)

1. **SAY SOMETHING LIKE:** Congratulations on making it this far! Before you pat yourselves on the back and succumb to senior slump, there’s next year to think about, applications to be completed and financial aid to be found.

There’s also preparation for the academic life of a college student. Consider these statistics:

- 40% of college students take at least one remedial course. These cost money and do not count for college credit.*
- Only about half the students who begin college graduate in six years from the school where they started.** (You can check out the graduation rates for schools you’re considering at www.collegeresults.org.)

*National center for Educational Statistics, 2004, as quoted in “Toward a More Comprehensive Conception of College Readiness,” by David T. Conley, prepared for the Bill and Melinda Gates Foundation, March, 2007.

**National Center for Educational Statistics, 2003, for those beginning bachelor’s degrees in 1995-1996, “Toward a More Comprehensive Conception of College Readiness.”

To make sure you’re on the successful side of these statistics, it’s wise to consider yourself as a college-student-in-training. Knowing what to expect can help you prepare.

2. [Have students turn to **Student Handbook page 6, How is College Different from High School?**]

SAY SOMETHING LIKE: On this page, you’ll find a list describing expectations in a typical high school. Your experience may be different, so if you’ve taken classes requiring a 10-page paper each semester, for example, feel free to make that change on your list.

3. [Distribute materials created from **Facilitator Resource 1, College Expectations**, one per student (or per pair, if you prefer that your students work together).]

SAY SOMETHING LIKE: In this envelope, you’ll find a list of college expectations. Your

mission is to match each college expectation to the corresponding high school expectation on **Student Handbook page 6, How is College Different from High School?**

4. [Give students a few minutes to complete the assignment. Then display **Facilitator Resource 2, How is College Different from High School? Answers**, on the overhead projector.]
5. [Discuss the following:
 - What college expectations surprised you?
 - What can you do this year to prepare for next year?]
6. [Direct students' attention to **Student Handbook page 7, Are You Ready for College?**, where they'll find good questions to ask themselves in preparation for college and living on their own.]

IV. RTS Syllabus (10 minutes)

1. **SAY SOMETHING LIKE:** One difference between high school and college is the way course requirements are presented. Many of you may already be familiar with a **syllabus**, a course outline showing lecture topics, assignments, and exam schedules for an entire semester or year.

[Distribute the Roads to Success Syllabus you've created, and designate a place for students to store them for easy reference.]

SAY SOMETHING LIKE: Your syllabus, along with **Portfolio pages 1-2, Senior Year Road Map**, will help you keep track of your college deadlines and RTS assignments. I would highly recommend that you copy these deadlines onto a calendar or day planner, so you can see what's coming up.

V. College Application Tracker (10 minutes)

1. **SAY SOMETHING LIKE:** Finally, there's one more important piece of paperwork for anybody who's thinking about education after high school. Please turn to **Portfolio pages 3-4, College Application Tracker**.

Applying to a 4-year college, community college, or tech school is a multi-step process, and it's likely you're applying to more than one school. These pages will help you stay on top of the process and make sure you don't miss a step.

2. [Review items on the **College Application Tracker** as needed.]
3. **SAY SOMETHING LIKE:** Right now, list the colleges where you're planning to apply across the top of both pages (same order for each). In the second row, list the status of each school—that is, whether you consider it a reach, match, or safety.

If you're not sure where you'd like to apply, you have some research to do. Remember, we've set a deadline of three weeks from today to have a list of schools you're considering. If you need help on this, please see me after class.

4. [Have students turn to **Portfolio pages 19-22, Grade 12 Skills Checklist**, and complete the Introduction section.]

INTRODUCTION

I can ...

List 3 ways Roads to Success will assist me in making plans for the year following high school graduation.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Determine whether or not I'm on track to graduate from high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List 3 ways college is academically different from high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Track important college application and financial aid deadlines.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

5. **SAY SOMETHING LIKE:** Next week, we'll begin our first unit of study for the year. Who can tell me what the topic will be? Hint: you'll find it on your RTS Syllabus.

Have a great week!

College Expectations

College	College
Students are expected to write 3-5 page papers, including information from other sources. Papers should be free of grammatical and spelling errors. Rewriting may be required.	Students are expected to write 3-5 page papers, including information from other sources. Papers should be free of grammatical and spelling errors. Rewriting may be required.
Student decides how much to do, and when to do it.	Student decides how much to do, and when to do it.
Students select from a variety of courses to meet graduation requirements.	Students select from a variety of courses to meet graduation requirements.
May be as few as 2 or 3 tests per semester. Each test covers a large amount of material.	May be as few as 2 or 3 tests per semester. Each test covers a large amount of material.
Professor may or may not take attendance. (If you miss too many classes, your performance is likely to be poor.)	Professor may or may not take attendance. (If you miss too many classes, your performance is likely to be poor.)
Professor assumes students will keep up with the work and ask questions when they need help.	Professor assumes students will keep up with the work and ask questions when they need help.
Education is voluntary and often costly.	Education is voluntary and often costly.
Student is expected to draw conclusions about the ideas of others.	Student is expected to draw conclusions about the ideas of others.
Students need to spend at least 2 – 3 hours studying outside of class for each hour in class. (College is a full-time job.)	Students need to spend at least 2 – 3 hours studying outside of class for each hour in class. (College is a full-time job.)
Students are expected to read one or more books on their own.	Students are expected to read one or more books on their own.
Some classes may be small; others may have 100 or more students.	Some classes may be small; others may have 100 or more students.
Syllabus at the beginning of the semester gives expectations for the entire course.	Syllabus at the beginning of the semester gives expectations for the entire course.
Students are expected to seek help from professors during office hours.	Students are expected to seek help from professors during office hours.
Students are expected to meet professor's expectations without extra credit.	Students are expected to meet professor's expectations without extra credit.
Classes may not meet every day, classes may be 1 – 4 hours in length, students may spend 12 – 16 hours a week in class. Full-time students are expected to pass a particular number of credit-hours each semester.	Classes may not meet every day, classes may be 1 – 4 hours in length, students may spend 12 – 16 hours a week in class. Full-time students are expected to pass a particular number of credit-hours each semester.

How is College Different from High School? Answers

High School	College
Education is required and free.	Education is voluntary and often costly.
Students attend classes for a fixed period of time each day, about 30 hours per week.	Classes may not meet every day, classes may be 1 – 4 hours in length, students may spend 12 – 16 hours a week in class. Full-time students are expected to pass a particular number of credit-hours each semester.
May be little or no homework.	Students need to spend at least 2 – 3 hours studying outside of class for each hour in class. (College is a full-time job.)
Few course selection options.	Students select from a variety of courses to meet graduation requirements.
Teachers or counselors may offer help to students who are falling behind.	Students are expected to seek help from professors during office hours.
Extra credit may be offered for students who need to raise their grades.	Students are expected to meet professor's expectations without extra credit.
Some schools may require few out-of-class writing assignments.	Students are expected to write 3-5 page papers, including information from other sources. Papers should be free of grammatical and spelling errors. Rewriting may be required.
Frequent quizzes and tests, which usually cover small amounts of material.	May be as few as 2 or 3 tests per semester. Each test covers a large amount of material.
Homework is checked by the teacher.	Professor assumes students will keep up with the work and ask questions when they need help.
Reading assignments may be short, with material re-taught in class.	Students are expected to read one or more books on their own.
Parents and teachers may assist with time management.	Student decides how much to do, and when to do it.
Most assignments are short-term, for example, homework for the next day, or a test next week.	Syllabus at the beginning of the semester gives expectations for the entire course.
Student is responsible for recalling information presented in class.	Student is expected to draw conclusions about the ideas of others.
Attendance is required.	Professor may or may not take attendance. (If you miss too many classes, your performance is likely to be poor.)
Classes usually have no more than 35 students.	Some classes may be small; others may have 100 or more students.

Roads to Success Sample Syllabus

Date (week of)	Roads Lesson	College Deadline (All dates are for the 2009-2010 school year)
Sept 8, 2009	First day of school	Sept 9, last day to register for 10/10 SAT
Sept 14, 09	INTRO 1: Introduction	
Sept 21, 09	INTRO 2: Are You Ready?	Sept 22, last day to register for 10/25 ACT
Sept 28, 09	COLLEGE APPS 1: College Application	Oct 1, last day to register for 11/7 SAT
Oct 5, 09	COLLEGE APPS 2: Essay I	
Oct 12, 09	COLLEGE APPS 3: Essay II	Oct 10, SAT
Oct 19, 09	COLLEGE APPS 4: Essay III	Oct 25, ACT
Oct 26, 09	COLLEGE APPS 5: Essay IV	Oct 30, last day to register for 12/5 SAT
Nov 2, 09	COLLEGE APPS 6: Essay V	Nov 1, SUNY Early Decision deadline
Nov 9, 09	FIN AID 1: Overview	Nov 7, SAT, last day to register for 12/13 ACT
Nov 16, 09	FIN AID 2: Scholarships I	Nov 15, SUNY Early Action deadline
Nov 26/27	Thanksgiving Break	
Nov 30, 09	FIN AID 3: Scholarships II	Dec 1, recommended SUNY app. deadline Dec 5, SAT
Dec 7, 09	JOBS 1: Who Gets Jobs?	
Dec 14, 09	JOBS 2: Your Network	
Dec 21, 09	JOBS 3: Company Research I	
Dec 24-Jan 1	Winter Break	Jan 1, first day to begin FAFSA
Jan 4, 2010	FIN AID 4: FAFSA I	
Jan 11, 10	FIN AID 5: FAFSA II	
Jan 18, 10	JOBS 4: Company Research II	Jan 19 or earlier, CSS Profile deadline
Jan 25, 10	JOBS 5: Your Resume	
Feb 1, 10	JOBS 6: Cover Letters I	
Feb 8, 10	JOBS 7: Cover Letters II	
Feb 15 -19	Mid-Winter Break	
Feb 22, 10	JOBS 8: The Interview	
Mar 1, 10	JOBS 9: Follow-Up	
Mar 8, 10	MONEY MATTERS 1: Freshman Budget	
Mar 15, 10	MONEY MATTERS 2: Big Ticket Expenses	
Mar 22, 10	MONEY MATTERS 3: Health Insurance	
Mar 29-Apr 6	Spring Break	
Apr 12, 10	FIN AID 6: Comparing Aid Offers	
Apr 19, 10	MONEY MATTERS 4: Budgeting Details	
Apr 26, 10	NEXT STEPS 1: Freshman Survival Guide	
May 3, 10	NEXT STEPS 2: Advice From Experts	
May 10, 10	NEXT STEPS 3: Getting Ahead at Work	
May 17, 10		
May 24, 10		
June 1, 10		
June 7, 10		
Jun 15 - 24	Regents Exams	
Jun 25	Last day of school	

Our Destination

Years ago, when you entered your first Roads to Success class, you were presented with a list of goals. That list is below.

Take a moment now to evaluate how well you've done on each item on the list. Circle the goal that's of greatest importance to you now, and answer the questions below.

We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will explore careers and find potential matches for every person in the class.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will practice the kind of behavior that's desirable in the workplace.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will set goals and make clear plans for reaching them.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will learn how to find and keep a job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will learn strategies for managing our own money.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
We will all graduate from high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

1. Why is this goal important to you?

2. What are three steps you can take during your senior year to help you reach this goal?

Credit Check

How's your credit? (Not the purchases-with-plastic kind, the courses-completed kind.) Every school district has requirements to graduate from high school. Take a moment now to make sure you'll meet your school's requirements.

DIRECTIONS:

1. In column 1, enter the credits required for graduation.
2. In column 2, enter the credits you've earned in each subject according to your transcript.
3. In column 3, enter the credits you'll earn this year if you pass all your subjects.
4. In column 4, find your total credits (Credits to Date + Credits This Year).

Subject	1. Credits Required for Graduation	2. Credits to Date	3. Credits This Year	4. My Total High School Credits
English				
Social Studies				
Math				
Science				
Health				
Arts				
Physical Education				
Second Language				
Other				

REFLECTION:

1. Are you on track to graduate? You're in good shape if your total for each subject in column 4 is equal to or greater than the credits required for graduation in column 1.
2. If you're not on track, what courses are you missing?
3. When will you take those courses? See your school counselor for help.

How is College Different from High School?

For each high school expectation, find the corresponding college expectation.

High School	College
Education is required and free.	
Students attend classes for a fixed period of time each day, about 30 hours per week.	
May be little or no homework.	
Few course selection options.	
Teachers or counselors may offer help to students who are falling behind.	
Extra credit may be offered for students who need to raise their grades.	
Some schools may require few out-of-class writing assignments.	
Frequent quizzes and tests, which usually cover small amounts of material.	
Homework is checked by the teacher.	
Reading assignments may be short, with material re-taught in class.	
Parents and teachers may assist with time management.	
Most assignments are short-term, for example, homework for the next day, or a test next week.	
Student is responsible for recalling information presented in class.	
Attendance is required.	
Classes usually have no more than 35 students.	

Are You Ready for College?

You've completed 90% of your required education. Graduation is only 9 months away! Are you ready for the next step? If not, there's still time to regroup. Here are a few questions to ask to see if you're ready for college and life on your own.

Why and How

Do you have a purpose for going to college?

Do you have a plan for financing your education?

Study Habits

Do you use a calendar or day planner to keep track of assignments and other important obligations?

Do you complete big school projects on time without prodding from an adult?

Is your writing free of errors and easy to understand?

Can you write a research paper?

Do you take notes in class and review them?

Do you keep up with class reading assignments?

Independent living

Do you ask questions of adults in authority to get clarification and help when you need it?

Can you keep track of your finances?

Can you do your own laundry?

College Application Tracker

Name of School	1	2	3	4	5	6
Status: Safety? Match? Reach?						
Applications						
Early application deadline						
Regular application deadline						
Request info/application						
Complete application						
Get fee waiver or include application fee						
Sign application						
Make copies of all materials						
Send application						
Send extra material, if needed						
Confirm receipt of materials						
Academic Documentation						
Request high school transcripts						
Request midyear grade reports						
Send ACT or SAT scores						
Send SAT Subject Test scores						
Letters of Recommendation						
Request recommendations						
Remind recommenders of due date						
Send thank-you notes						

Adapted from College Board's College Application Checklist: www.collegeboard.com/student/apply/the-application/8435.html

**Grade 12, Introduction 2: Are You Ready?
Portfolio, College Application Tracker**

Name of School →	1	2	3	4	5	6
Essay						
Choose topic						
Write essay						
Proofread for spelling and grammar						
Have two people read your essay						
Interviews						
Interview at college						
Alumni interview						
Send thank-you notes						
Financial						
FAFSA deadline						
State financial aid deadline						
College financial aid deadline						
Apply for FAFSA Pin #						
Gather financial records						
Complete FAFSA						
Complete PROFILE, if needed						
Submit school financial aid form, if needed						
Submit state aid form, if needed						
Getting Accepted						
Receive acceptance letter						
Receive financial aid award						
Send deposit						
Confirm acceptance of financial aid package						
Receive orientation info						

Adapted from College Board's College Application Checklist: www.collegeboard.com/student/apply/the-application/8435.html