

COLLEGE AND CAREERS

TEACHER GUIDE

Grades 6 through 12

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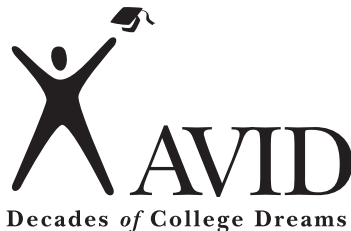


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“(AVID) will help us realize the ‘American Dream’—
that through persistent effort and self-determination, all
of our dreams can in fact become a reality.”

—Jesus Medrano, AVID class of 2002, Massachusetts
Institute of Technology

INTRODUCTION

Overview

College and Careers has been revised to address students from grades 6–7 to grade 12, instead of focusing primarily on students in the high school grades. While all attempts have been made to provide the most current information available at press time, teachers should be advised that many college- and career-related resources, particularly Web sites, change their content frequently. Before using any lessons or resources from this guide, teachers should therefore check their appropriateness, timeliness, and accuracy. They may then need to update information contained therein.

How to Use This Guide

This guide provides an articulated curriculum from grades 6–7 to grade 12. Unit One focuses on grades 6 and 7; each subsequent unit focuses on one grade level. Each unit contains several sections; a section begins with an overview, and is followed by suggested activities for taking students Into/Through/Beyond the topic. Student activity sheets (and the occasional student handout) follow those suggestions.

The writers of this guide think the most important thing that teachers can do in implementing this curriculum is to communicate with other AVID teachers at the school site and in the district. If, as a team, AVID teachers agree that an activity listed in the eighth-grade unit is better suited to ninth grade, for example, then they should feel free to make that change.

Resources

Teachers will need to supplement the curriculum by utilizing these resources along with others they find. As this guide often states, the activities, lessons, and ideas herein are only a framework for each teacher’s individual thinking and planning.

Acknowledgements

The writers of Colleges and Careers would like to thank their colleagues at AVID’s Los Angeles County office and the many AVID teachers with whom they work in Los Angeles County, all of whom inspired the thinking in this guide. In particular, they thank Chad Soleo, AVID Coordinator at Locke High School, for his extended efforts in writing this guide, and Paul Kanarek of The Princeton Review of California for his assistance with information and advice regarding SAT and ACT preparation.

“I don’t know any single person in the country who has done more for our school children than AVID founder Mary Catherine Swanson.”

—Jay Mathews, Columnist, *The Washington Post*
Author, *Class Struggle: What’s Wrong (and Right) with American’s Best Public High Schools*

UNIT ONE: GRADES 6–7

Knowledge of Self

It is important that students be acknowledged as the individuals they are. It's equally important to help them be proud of the positive things they have accomplished. As students make the transition from elementary school to middle and high school, they will experience more changes and challenges. This set of activities is designed to give students an opportunity to reflect on some of their accomplishments and challenges. We want students to look at how they have coped with these experiences so far and how these experiences have helped shape their self-images. This will help students identify important characteristics and values that will guide them in their futures. As students progress through AVID, the topic of Knowledge of Self will be addressed in a variety of ways, including discovering career interests, transitioning to high school, re-evaluating personal strengths and challenges, and ultimately making appropriate college and career choices.

Milestones in My Life

Into

Time: 1 class period

- Students define milestones.
- You may share some personal milestones, or describe those of a protagonist in a popular current film.
- Students share with whole group their theories about why identifying milestones in one's life might be important or interesting.

Through

Time: 1 class period and time outside of class

- Students complete Part I of Activity 1.1, "Milestones in My Life."
- Students "pair share" their writing.
- Students complete Part II of Activity 1.1, "Milestones in My Life," for homework and invite their parents/guardians to help them identify earlier milestones.

Beyond

Time: 1–2 class periods and time outside of class

- Students interview their parents/guardians and describe two or three of their most significant milestones, including the skills or qualities they developed as a result of these experiences.
- Students make visual representations of three anticipated milestones, and include the skills or qualities they will need to reach these milestones. Students may share visuals with class.

My Accomplishments

Into

Time: Less than 1 class period

- Students identify or brainstorm what makes a person mature.
- Students think about the occasion when they acted the most maturely.

Through

Time: 1 class period

- Students complete Parts I and II of Activity 1.2, “My Accomplishments.”
- Students “pair share” two or three items from Part II.

Beyond

Time: 1–2 class periods or time outside of class

- Students make visual representations/collages of goals they would like to accomplish in the next 20 years.

Owning My Feelings

Into

Time: 1 class period

- In pairs/groups students make a list of feelings they associate with accomplishments.
- In pairs/groups students make a list of feelings they associate with disappointments.

Through

Time: 1 class period

- Students complete Parts I and II of Activity 1.3, “Owning My Feelings.” Students pick one of the statements in Part II to expand into a paragraph.

Beyond

Time: 1 class period

- Students create an emotional response journal, logging three separate emotional responses and the circumstances leading up to and surrounding each response. Students evaluate how comfortable they are with their emotional responses and indicate any desire to change these responses.

I Made a Mistake

Into

Time: 1 class period

- Students complete Part I of Activity 1.4, “I Made a Mistake.”
- Students “pair share” their quickwrites.

Through

Time: 1 class period

- Students complete Part II of Activity 1.4, “I Made a Mistake.”
- Students share their responses to item #5 from Part II.

Beyond

Time: 1 class period or time outside of class

- Students write a short essay describing lessons they have learned from making mistakes in different areas of their lives: school, home, and friends.

Positive Self-Talk

Into

Time: Less than 1 class period

- Obtain a copy of *The Little Engine That Could* and read it aloud to your class. Discuss the theme of the story.

Through

Time: 1 class period

- Students complete Part I of Activity 1.5, “Positive Self-Talk.”
- Students “pair share” their experiences, practicing positive self-talk.
- Working in pairs, they complete Part II of Activity 1.5, “Positive Self-Talk.”

Beyond

Time: Time outside of class

- Students look at magazines, television, billboards, etc. for quotations that represent positive self-talk.
- Students create their own positive self-talk quotation or motto. Display these around the room.
- Review and modify self-talk mottos on a regular basis.

Declaration of My Identity

Into

Time: Less than 1 class period

- Discuss what aspects make up someone’s identity.
- Share your own Declaration of Identity.
- Students create individual “I AM” poem, using Activity 1.6, “I AM.”

Through

Time: Less than 1 class period

- Students use Activity 1.7, “Declaration of My Identity,” to create their identity statements.

Beyond

Time: Time outside of class

- Students share their declarations and poems with family members and/or friends.

Activity 1.1—Milestones in My Life

Most people can point to special experiences or accomplishments that stand out in their minds as signs of growth and achievement. These achievements differ at each stage of life. Just as milestones mark the progress of travelers along a road, personal milestones mark growth in independence throughout our lives.

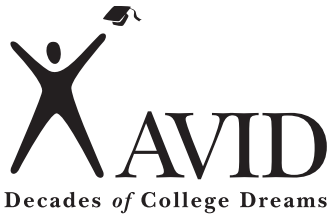
AVID students are starting out early in their lives to plan to be successful. Now that they are growing up, they are more able to do the things they must to ensure that they succeed *on their own*. They are learning to take care of their own futures.

Have them complete Activity 1.1 to show the milestones in their lives so far.

For Discussion

Which milestone is the most important to you? Which milestone shows best how much you have grown physically? Which shows best how you have grown intellectually? Emotionally? Are there any milestones that a majority of people mentioned?

Student Activity 1.1 (2 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

Milestones in My Life (2 of 2)

II. **Activity:** Divide your life into thirds and list at least three important things that you learned to do by yourself in each stage: three milestones for each third. Also, list three milestones that you imagine will be significant in the future.

First Third of My Life: Age _____ to _____

1. _____
2. _____
3. _____

Second Third of My Life: Age _____ to _____

1. _____
2. _____
3. _____

Third Third of My Life: Age _____ to _____

1. _____
2. _____
3. _____

Next... the future:

1. _____
2. _____
3. _____

Activity 1.2—My Accomplishments

Sometimes life proceeds at such a rapid pace that students may not realize all that they are accomplishing. The milestones students established in the last activity show how they have gradually developed the ability to do things on their own. When they were little, their future depended on the adults who cared for them. At this point in their lives, they control their own futures.

For Discussion

Who was most responsible for what you have accomplished this school year? Who was most responsible for what you have learned this year? Who will be most responsible for what you accomplish and learn in the future? Why is it important that you know who is responsible for these accomplishments?

Student Activity 1.2



Name: _____ Grade: _____

Date: _____ Period: _____

My Accomplishments

I. **Written Reflection:** What single milestone in your life to this point shows how much you have matured? Describe the milestone and tell how it shows you have grown.

II. **Activity:** Think about your accomplishments and list them below. Be sure to include your school life, but also mention accomplishments outside of school.

1. List something you accomplished today:

2. List something you accomplished this week:

3. List something you accomplished this month:

4. List something you accomplished this school year:

5. List something you learned today:

6. List something you learned this week:

7. List something you learned this month:

8. List something you learned this school year:

Activity 1.3—Owning My Feelings

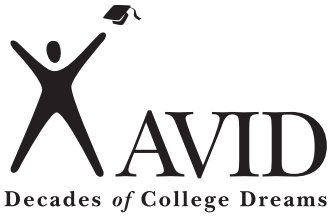
Students in AVID know that future success is built on the success they have now and have had in the past. They need to learn how to stop every now and then and be proud of what they have done, and then keep trying to learn and do more. As their adolescent bodies change, so do students' emotions or feelings. They are experiencing and reacting to many new situations. It is always good for them to understand more about how they feel and react.

Have students complete Activity Sheet 1.3 to identify some of their feelings about their accomplishments along with other aspects of their lives.

For Discussion

Your answers on Activity Sheet 1.3 reflect your emotions, your feelings. Once you know what makes you feel a certain way, you can identify your personal values and beliefs. This makes it easier for you to make wise decisions about your life. We own our emotions; they do not own us. Does anyone feel the same emotions as you? How does that make you feel?

Student Activity 1.3



Name: _____ Grade: _____

Date: _____ Period: _____

Owning My Feelings

- I. **Written Reflection:** Accomplishments often provoke feelings in us. What do you feel when you think about your greatest accomplishment this year? Describe the accomplishment and the feeling.

- II. **Activity:** Trying to understand ourselves and studying our beliefs can help us understand our reactions and feelings. Complete the statements below about what causes certain emotional responses in you.

1. I feel proud when...
2. I feel important when I...
3. I'm not afraid to...
4. I feel appreciated when...
5. I feel bored when I...
6. I am irritated when...
7. I get angry when...
8. I am embarrassed when...
9. I am afraid when I...
10. I am shy when I...

Activity 1.4—I Made a Mistake

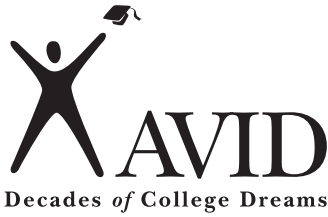
Students have heard it before: “Everyone makes mistakes.” True, but not everyone learns from their mistakes or tries to avoid making the same ones again. Successful people know that mistakes are inevitable when trying new things, but they also know that they must learn from their mistakes.

Mistakes, mistakes, mistakes! It’s hard to concentrate on winning if one’s more worried about losing. How students handle falling short of their goals may have a great effect on how many goals they actually achieve.

For Discussion

What do the “I feel” statements in the last activity have to do with how you can respond to a mistake?

Student Activity 1.4 (2 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

I Made a Mistake (2 of 2)

2. How did you feel? Be specific and descriptive.

3. Did anyone else notice? How did the observer feel?

4. What did you do about the mistake? Did you try to fix it?

5. Can mistakes actually end up being beneficial? Explain how.

6. Can mistakes be funny? How?

THE CHALLENGE TO EXCEL



Activity 1.5—Positive Self-Talk

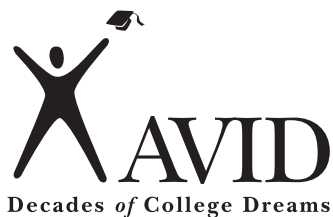
When people try to be successful, sometimes they don't make it the first time, or the second time, or any time! Trying and falling short of one's goals may feel like failure, but the only true failure is the failure to try again. How do people find the courage to keep trying? Many successful people refuse to speak or even think negative thoughts about themselves. They practice positive self-talk.

Understanding themselves will be an important part of students' success. Learning effective ways to keep themselves working towards their goals will help them conquer their fears, overcome their hardships, and face their challenges boldly.

For Discussion

With a small group, discuss your self-talk statements. If any of the statements are negative, find a way to make them positive. What does it mean to say, "Those who expect nothing from themselves will never be disappointed"?

Student Activity 1.5



Name: _____ Grade: _____

Date: _____ Period: _____

Positive Self-Talk

- I. **Written Reflection:** Do you remember the children’s story about the little train engine who said over and over again, “I think I can, I think I can”? He practiced positive self-talk and was able to be successful. Describe a time when you practiced “positive self-talk.”

- II. **Activity:** Complete the following statements so that they’re positive self-talk.

1. Something I’m getting better at is...
2. I’m proud that I can...
3. I can help other people to...
4. I have accomplished...
5. People who expect a lot from me make me feel...
6. I want to be able to...
7. I get praise from others when I...
8. People can’t make me...
9. I don’t like people to help me with...
10. If I want to, I can...

Activity 1.6—Declaration of My Identity

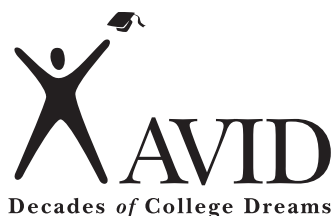
Learning about oneself means being committed to accept all aspects of that self. Throughout their lives, people work to honor and respect parts of themselves that both support their success and benefit others. People also try to change behaviors that are not in the best interest of either their own success or the well-being of others. Actively engaging in knowing and shaping oneself is something to be proud of.

To commemorate students' ongoing understanding of themselves, have them complete the Declaration of My Identity. Direct them to fill in the blanks with nouns (words like *patience*, *kindness*, *determination*). Then have them sign their declarations with someone else signing as a witness of this important event.

For Discussion

Which lines in the declaration are most important to you right now?

Student Activity 1.6a



Name: _____ Grade: _____

Date: _____ Period: _____

Declaration of My Identity

I am unique in my _____, _____ and _____.

My family values my _____.

My friends value my _____.

Some people are like me in _____, _____ and _____.

but my identity is my own.

I hope always to preserve my _____, _____ and _____.

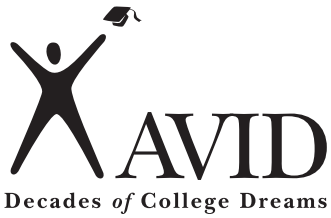
I hope to improve my _____, _____ and _____.

And I hope always to be proud to be me.

Signed: _____ Date: _____

Witnessed by: _____ Date: _____

Student Activity 1.6b



Name: _____ Grade: _____

Date: _____ Period: _____

I AM Poem

I. Activity: After completing the Knowledge of Self activities and reflecting on how you see yourself and how others see you, complete each of the lines in this “I AM” poem with a word or phrase that you think best reveals your identity...your true self.

I AM _____

My mother would describe me as _____

My friends call me _____

I keep _____

I remember _____

I've learned _____

I hide _____

I read _____

I shout _____

I AM _____

I see _____

I hear _____

I taste _____

I feel _____

I think _____

I whisper _____

I AM _____

I want _____

I will _____

I won't ever _____

I can _____

I pretend _____

I sing _____

I AM _____

I dream _____

I'm afraid _____

I reach _____

I say I'm sorry when _____

I love _____

I declare for the world to hear _____

I AM _____

I AM Poem (Example)

I AM ...strong

My mother would describe me as ... her baby

My friends call me ... hopeful

I keep ... trying

I remember ... lunchboxes

I've learned ... to listen

I hide ... disappointment

I read ... lyrics

I shout ... I'll be right there

I AM ... laughing

I see ... the fog setting in

I hear ... the surf

I taste ... rain

I feel ... a gust of cool

I think ... home

I whisper ... are you awake?

I AM ... determined

I want ... to be remembered

I will ... focus

I won't ever ... throw in the towel

I can ... see the trees

I pretend ... I'm not afraid of failure

I sing ... when no one else is listening

I AM ... stretching

I dream ... of making you proud

I fear ... hurting someone along the way

I reach ... for the moon and land somewhere among the stars

I say I'm sorry when ... I'm wrong

I love ... just love

I declare for the world to hear ... I can and will

I AM ... an AVID learner

Calculating Grade Point Average

It is essential that middle level students learn to calculate their grade point average (GPA). Once students learn this, they may keep an ongoing record to determine if they are improving and keeping on track toward their goal of college.

Remind students that grades from the end of the marking period appear on their permanent records. If they receive a poor grade on a progress report, they have time to work extra hard to improve that grade before the end of the marking period. GRADES = MONEY when it comes to college financial aid.

Combine learning to calculate a GPA with goal-setting. Give students the opportunity to set academic goals based on their current grades.

Into

Time: 1 class period

- Review the Philosophical Chairs section in *Strategies for Success*. Have students participate in the following Philosophical Chairs topic: “Students should receive pass/fail for each of their classes instead of a letter grade.”

Through

Time: Less than 1 class period

- Obtain grades from counselors, have students bring in their grades, or have students project what their grades will be for each of their classes.
- Walk students through Activity 1.7, “Calculating My GPA.”

Beyond

Time: Less than 1 class period

- After students compute their GPA's, have them set their GPA goals using Activity 1.8, “GPA Goal-Setting.”
- Have students revisit the GPA calculation activity and the goal-setting activity after each grading period.



Student Activity 1.7
Calculating My GPA

Name: _____ Date: _____

STEP 1

Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	
Math	
History	
Science	
AVID	
Physical Education	
Other: _____	

STEP 2

Count how many you have of each letter grade:

How many I have:	Letter Grade
	A
	B
	C
	D
	F

STEP 3

Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=

STEP 4

Add your grade points earned. The answer will be your total number of grade points.

_____ **Total Grade Points**

STEP 5

Divide the total grade points by the number of classes you have grades for.

$$\frac{\text{TGP} = \text{Total Grade Point}}{\text{NC} = \text{Number of Classes}}$$

STEP 6

My GPA is _____

Student Activity 1.7
Calculating My GPA (Example)

Name: _____ Date: _____

STEP 1

Complete chart below by filling in the grades you earned:

CLASS	GRADE
English	B
Math	C
History	A
Science	B
AVID	B
Physical Education	A
Other: _____	

STEP 2

Count how many you of each letter grade:

How many I have:	Letter Grade
2	A
3	B
1	C
0	D
0	F

STEP 3

Multiply each grade you received with the value listed:

	How many I have:		Grade Points Earned
A	2	x4	= 8
B	3	x3	= 9
C	1	x2	= 2
D	0	x1	= 0
F	0	x0	= 0

STEP 4

Add your grade points earned. The answer will be your total number of grade points.

8
9
2
0
+0
19

Total Grade Points

STEP 5

Divide the total grade points by the number of classes you have grades for. Round to the nearest hundredth.

$$\frac{TGP}{NC} = GPA \quad \frac{19}{6} = 3.17$$

STEP 6

My GPA is 3.17

Student Activity 1.8
GPA Goal-Setting

Name: _____ Date: _____

Grading Period: _____ GPA on my progress report: _____ GPA on my report card: _____

My feelings about my grades: _____

My achievements so far this year: _____

My disappointments this year: _____

My GPA goals for the next two months: _____

My academic goals for the next two months (studying, time management, homework, specific class, notetaking, calendar, etc.): _____

My personal goals for the next two months to help achieve my GPA (attitude, TV, social issues, family, nutrition, etc.): _____

Value of a High School/College Education

In these next activities students begin to identify the value of education in a general sense. Although they will be computing and discussing earnings and income, they should also come to understand that the more education they have, the more choices and options are available to them, particularly in regard to careers.

The government data used in these activities are taken from the *Occupational Outlook Handbook*, published by the Bureau of Labor Statistics. Because these numbers change yearly, check the Web site www.bls.gov/oco for updates. On the Web site, click on “Tables Created by BLS,” and then click on “Education Pays” to get to the actual income tables. (Teachers might be interested in this Web site because it also contains additional data about educational attainment broken down by gender and ethnicity). If users have trouble navigating the site, they should call (202) 691-5722.

Into

Time: Less than 1 class period

- Students use Part I of the activity as a quickwrite to explore what they think is the value of a high school education.
- As a class, have students brainstorm what life options are available to graduates who have no plans for any education beyond their high school diplomas.

Through

Time: 1–2 class periods

- In small groups have students read and discuss the “Education Pays” graph.
- Using multiple levels of questioning, generate questions for each group to answer.
- Students use “Education Pays” to complete Part II of the activity. Ensure that students correctly identify what the non-high school graduate would earn compared to a high school graduate.
- Next, have students start with their quickwrites on the value of a college education.
- Students use the median earning graph to complete Part II of the activity.

Beyond

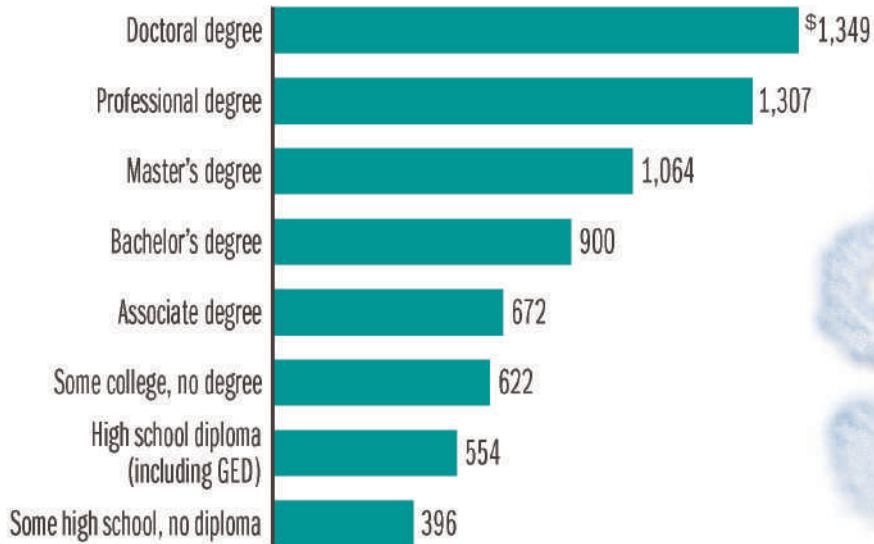
Time: 2–3 class periods

- Have students look through local classified job listings, comparing salaries and qualifications.
- Have students survey family members regarding what other factors are important in a job besides salary, such as hours, working conditions, location, medical insurance (benefits), etc.
- Have students work in pairs/groups to brainstorm what factors might make it worthwhile to take a job with a lower salary, even if the amount of education required is the same.
- As a whole class, generate a chart of considerations students can keep in mind while choosing a career. They may add to the chart after hearing guest speakers or as the year progresses.

Education pays



Median weekly earnings for year-round, full-time workers age 25 and older, by educational attainment, 2003



Source: Bureau of Labor Statistics

Explore your career options with...

Occupational Outlook Handbook
<http://www.bls.gov/oco/home.htm>

A graphic of a spiral-bound notebook with five rings at the top. The page is white with a black border. The text is centered and formatted with bolding and a large initial letter.

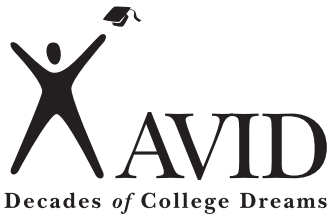
Activity 1.9—The Value of a High School Education

The word “value” can apply to things that are important to students as well as to things that are “worth” something in terms of money. Sometimes just one definition fits; sometimes both do.

For Discussion

What is the value of a high school education beyond the salary that you can earn as a high school graduate? Why are both the financial and non-financial values of a high school education important?

Student Activity 1.9 (2 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

The Value of a High School Education (2 of 2)

II. Using the “Education Pays” handout, complete the calculations below to arrive at some figures about the “value” of a high school education.

Average annual income of someone who does not complete high school \$ _____ (a)

Average annual income of a high school graduate \$ _____ (b)

- Determine the difference between the annual incomes using the figures above. \$ _____
- Determine the number of years you think you will be working in your lifetime. _____
- Multiply this number by the average annual income of someone who does not complete high school. This is what that person would earn over a lifetime.

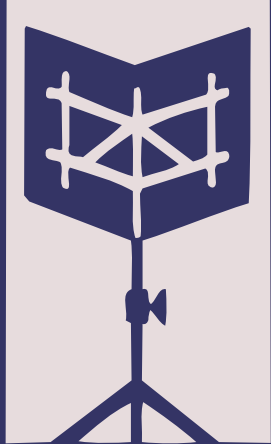
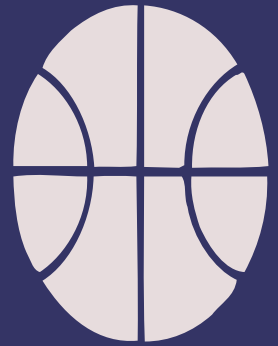
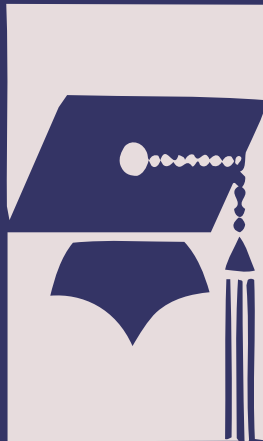
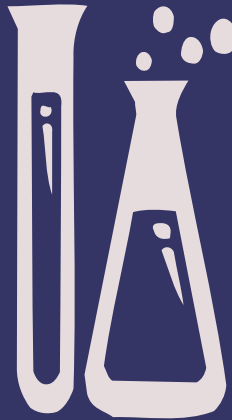
$$\underline{\hspace{2cm}} \text{ years} \times \$ \underline{\hspace{2cm}} \text{ (a)} = \$ \underline{\hspace{2cm}} \text{ lifetime earnings}$$

- Multiply the number of years working by the annual income of a high school graduate for that person’s lifetime earnings.

$$\underline{\hspace{2cm}} \text{ years} \times \$ \underline{\hspace{2cm}} \text{ (b)} = \$ \underline{\hspace{2cm}} \text{ lifetime earnings}$$

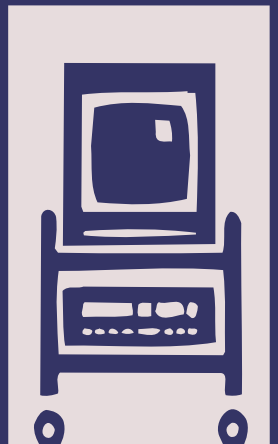
- Subtract the lifetime earnings of someone who does not complete high school from the lifetime earnings of a high school graduate. This is how much more you make over a lifetime by earning your high school diploma.

$$\begin{array}{l} \$ \underline{\hspace{2cm}} \\ \text{from \#4} \end{array} - \$ \underline{\hspace{2cm}} \text{ from \#3} = \$ \underline{\hspace{2cm}}$$



Activity 1.10—The Value of a College Education

Sometimes college seems like a long time in the future, but what students do every day increases the value of college for them and the possibility that it will be a reality.

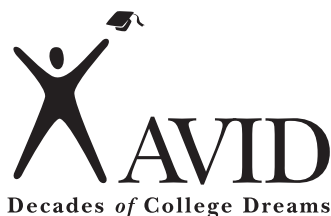


For Discussion

We often talk about “earning” a college degree. Why is that word appropriate? What degrees do you hope to earn? What specific parts of a college education have value for you?



Student Activity 1.10 (2 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

The Value of a College Education (2 of 2)

II. Using the “Education Pays” handout, complete the calculations below to arrive at some figures about the “value” of a higher education.

1. Someone who graduates from high school but does not pursue any post-secondary education can expect to earn \$_____ in a lifetime. (See “The Value of a High School Education” for this figure.)
2. Someone who attends two years of college and earns an associate’s degree (A.A.) can expect an annual income of \$_____ (a).
3. Multiply the income from #2 by the number of years a person might work over a lifetime.
\$_____
4. What’s the difference between the lifetime earnings of a person with a high school diploma and a person with an A.A. degree? \$_____
5. Someone with a bachelor’s degree (B.A. or B.S.) can expect to earn \$_____ over a lifetime (average annual income multiplied by the number of years working).
6. Over the course of a lifetime, how much more can a person with a bachelor’s degree earn than a person with an associate’s degree? \$_____
7. Over the course of a lifetime, how much more can someone with a bachelor’s degree earn than someone with a high school diploma? \$_____
8. Most master’s degrees (M.A. or M.S.) are earned in two years. Someone with a master’s degree can expect lifetime earnings of \$_____.
9. What is the difference between the lifetime earnings of someone with a master’s degree and someone with only a high school diploma? \$_____
10. Someone with a professional degree, such as a doctor, can expect to earn \$_____ over a lifetime.
11. What is the difference in lifetime earnings between someone with a professional degree and someone with only a high school diploma? \$_____

Career Awareness/Exploration

By now, AVID students have had the opportunity to think about how education makes a difference in their futures. They are starting to think about the advantages and options of having both a high school and a college education. They are also starting to consider what they may value in a job or a career.

To continue to develop this thinking, students will now begin to explore different career possibilities. The following activities are designed to deepen their understanding about how their education, interests, and personalities connect to their career choices. Consult a school counselor for resources available at your site to assist students in career research.

Into

Time: 1 class period and time outside of class

- Use the “Beyond” activities from “The Value of an Education” unit as a springboard to career awareness and exploration.
- Have students think about which subject they most enjoy in school and quickwrite about why that is the class they like most. Students can share their quickwrites in “alike” groups or with a partner.
- Have students consult teachers of the subjects they enjoy most to find out which careers need strong skills in that area (for example, a science teacher might mention medical professions or engineering). Students could do this outside of class time, or you could invite teachers from each subject area as guest speakers.

Through

Time: 4–5 class periods

- Group students in triads or with partners with common career interests to conduct their research.
- Use the “Career Research” activity sheet to get students started in their groups. Then have them think about and discuss the questions in their groups and write down answers if they think they know them.
- Use resources available at your school site or on the Internet to allow students to research their careers and answer all questions in detail. Students should also check their own predictions for accuracy (an excellent resource is the *Occupational Outlook Handbook* at www.bls.gov/oco/home.htm).
- After students have completed their research, have them prepare for and complete Activity 1.11, “Career Interview.” Students may do this individually, in pairs, or in triads. After the interview, each student should complete the written reflection.

Beyond

Time: 3–4 class periods

- Students can synthesize their research on a presentation board and conduct a mini-career fair for the other students at your school site. Combining this career fair with a schoolwide event such as Open House is always effective and involves parents and other staff members as well. A mini-career fair allows AVID students the opportunity to use their presentation and public speaking skills.

Career Research

You have started to think about some careers that you might be interested in, and now you are going to begin to research at least one of those careers to find out more. With everything we see on television or in the movies, it is easy to form false impressions about certain jobs or careers. Choosing a career is an important decision, and it's important to have the right information to make that decision.

Before you begin your research, you will think through the following questions with a partner or work group. If you think you know some of the answers, write them down on a separate piece of paper, and then compare your answers once you begin to research this career. Your teacher will help direct you to the resources you need to do your research.

Title of Career _____

Job Environment

Will this job require you to work inside or outside? Will you travel, or will you work in one location? Will you work with many people, or by yourself? Will you work with the same people every day, or many different people? Will you work with machines more than people?

Specific Tasks

How will you be spending your time in this job? What percentage of time will you be spending on various tasks? Will you be doing the same thing over and over again, or is there variety to the duties of this job?

Working Hours and Conditions

Will you work a regular, 40-hour workweek? Will you work days, nights, weekends? Will you be required to work overtime often? Is there stress involved with this job? Are the working conditions safe, or hazardous in some ways?

Typical Salary

What is the typical beginning salary? Does the salary increase with years of experience? What kinds of increases in salary might be expected?

Education and Training

Does this career require a high school diploma, a college degree, or an advanced degree? Is on-the-job training provided? Does it require a certificate or license? Do you have to pass any tests to attain that certificate or license? Are you expected to continue your education and training once you enter into this career?

Special Skills and Abilities

Are there any special physical skills required to do this job? Any special talents or abilities? Is the field so competitive that only a few people with specialized talents may enter it?

Physiological Requirements

Are there any special demands on your body such as sitting, standing, or working on a computer for long periods of time?

Student Handout 1.2 (2 of 2)

Personal Characteristics

Are certain personal or personality characteristics desirable, such as friendliness with new people or the ability to work unsupervised?

Advantages or Rewards

What about this job would be stimulating or rewarding to you? What would be its greatest advantages to you?

Disadvantages or Drawbacks

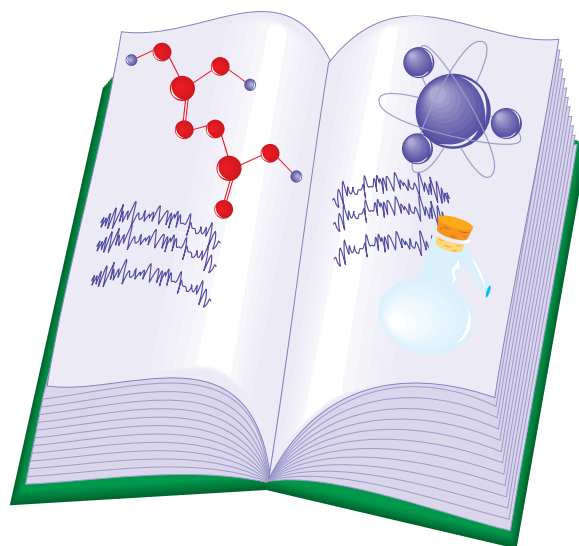
What could be disadvantages to this career? What might be a drawback for you?

Classes to Take Now

What courses are available to you now and in high school that will help you prepare for this career? What other experiences might you have through school (such as clubs, sports, etc.) that could help you develop the skills and abilities for this career?

Conclusion

Do you think that you meet the requirements for this job? Does this job fit your values, strengths, and personality traits? Would this job meet the lifestyle and budget needs you anticipate? What are the strengths you bring to a job like this?

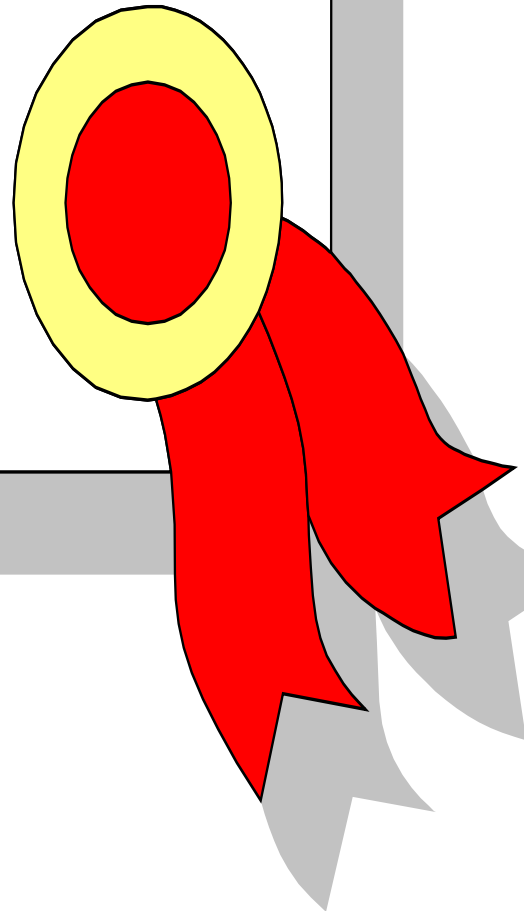


Activity 1.11—Career Interview

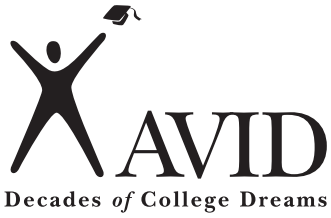
During the years ahead, students will want to explore many career possibilities, some that interest them now and some that will become interesting to them in the future. This activity will give them a chance to get started at that, if they haven't already.

For Discussion

What careers did other people learn about? Were there any that interested many people? Were any unusual or new? Is there something that everyone can do right now to make a desirable career a reality in the future?



Student Activity 1.11 (1 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

Career Interview (1 of 2)

I. **Activity:** What careers or professions interest you? If you could talk with someone who is currently working in one of these career areas, which one would you most like to know about? Write it here. _____

1. List at least five things you already know about the profession.

2. List at least five questions you would like to ask someone working in the profession.

3. Talk to your teacher and tutors. Identify at least one person working in (or retired from) the career that interests you. List the person's name, job title, and phone number.

Name _____

Job Title _____ Phone Number _____

4. With your teacher and the class, review the proper etiquette for conducting interviews. Then arrange for and complete a phone or in-person interview with the professional listed above. Use the questions above and any others you've developed. Take Cornell notes on the interview, placing the questions you ask in the left-hand column and the person's responses in the right-hand column.

Student Activity 1.11 (2 of 2)



Name: _____ Grade: _____

Date: _____ Period: _____

Career Interview (2 of 2)

II. **Written Reflection:** What did you learn from the interview? Were there aspects of the job that you were already correct about? Did you learn about parts of the career that you hadn't known about? Is there any special preparation for the profession that you are now aware of? Explain below and describe the interview. In addition, list any questions that you didn't ask but wish you had.

Post-Secondary Options

It is essential that students realize they have choices after high school graduation. This activity is designed to give them the opportunity to explore and learn about post-secondary options—public and private institutions, community colleges, technical and vocational schools, and the Armed Services.

Into

Time: 1 class period

- Invite a middle school and/or high school counselor as a guest speaker to provide students information on high school graduation requirements and course requirements for college acceptance. Ask them to introduce to students five general post-secondary options: public state university, private university, community college, technical/vocational schools and the Armed Services.

Through

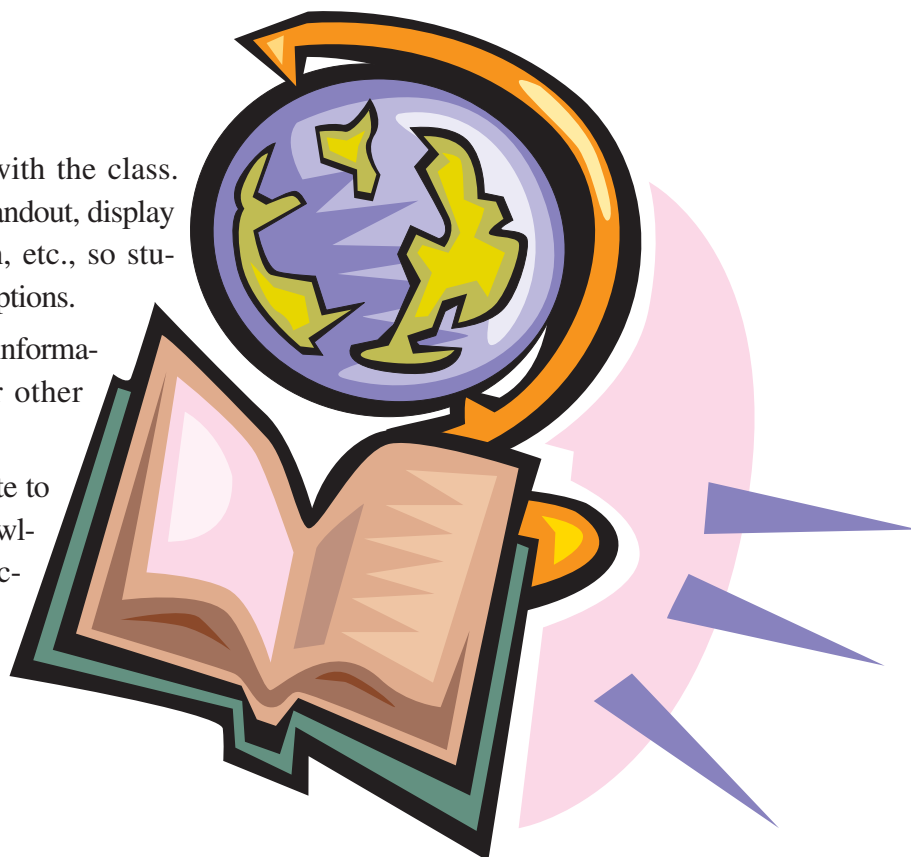
Time: 2 class periods

- Place students into five groups, one for each general category of post-secondary options. Provide them with copies of Activity 1.12, “Post-Secondary Option Research Grid.”
- Allow groups to select, or assign to them, a specific institution within their category. Then help students use the Internet and/or other resources to discover information about their institution as required on the grid: course requirements for incoming freshmen, entrance test requirements for incoming freshmen, programs and curricula offered, minimum GPA requirements, program/degrees offered, costs, etc.
- Have them record data about their institutions in the appropriate column on Activity 1.12, “Post-Secondary Options Research Grid.”

Beyond

Time: 2–3 class periods

- Have groups share their data with the class. Consolidate data onto a poster, handout, display board, PowerPoint presentation, etc., so students can compare the different options.
- Give students time to share the information with parents/guardians or other classes.
- Repeat this exercise as appropriate to continue enlarging students’ knowledge about a variety of post-secondary options.



Student Activity 1.12

Post-Secondary Options Research Grid

	Community College	State Colleges and Universities	Independent or Private Colleges	Technical or Vocational Schools	Armed Services
Name of Institution					
Number of Campuses					
Names of Campuses					
Costs					
Nature of Program & Curriculum					
Course Requirements for Entering Freshmen					
Entrance Test Requirements for Entering Freshmen					
Minimum GPA Required					

The Six-Year Plan

Long-range planning of coursework is extremely important for AVID students. Because the AVID class itself adds an elective to their class schedule, “fitting it all in” becomes very challenging over the years. Beginning the six-year plan early (and revisiting it at least twice each year in the AVID class) is an important activity. To help students stay focused and “on track,” continue to reinforce two ideas: it’s important that they achieve academic success, and that they understand how their individual courses relate to a course sequence.

Many AVID students need to attend summer school to complete all the coursework they need for college, especially if they choose to be involved in sports or music programs. Some will attend an extra class period during the regular school year, if that option is available. Additionally, high school students, especially juniors and seniors, may supplement their coursework by taking additional courses at a local community college.

The activities in this section are meant to start the process of the six-year plan. *Involving your school counselors is crucial to these activities.* Ideally, your middle school counselor can invite the high school counselor to be a guest speaker in the AVID classroom, and they can collaborate to teach these lessons to your AVID students. If you do not have counselors at your middle school, contact the counselors at your high school for assistance with the six-year plan as well as information about course offerings at the high school.

The six-year plan will be addressed at each grade level in this book, and it should be updated after final grades are posted for each grading period. Students should become responsible for keeping track of their own six-year plans and should become their own advocates for choosing courses they feel best meet their educational and career goals.

Lastly, an updated six-year plan should be a part of each student’s yearly portfolio. Portfolios are discussed in detail at the end of each grade level section.

Into

Time: 1 class period

- As part of the lesson on post-secondary options, the students will have already heard a counselor discuss courses needed to attend college; have students collaborate in small groups to recall this information and list it.
- Based on their research on post-secondary options, students should decide which college option they are pursuing and be familiar with the courses necessary to reach that goal.

Through

Time: 3 class periods

- Have the counselor(s) return to help students work through their six-year plans step-by-step. Use the Six-Year Plan Grid in this section (a generic example is included). Using examples helps students understand course sequences; for example, geometry in the ninth grade naturally progresses to AP Calculus by the 12th grade, or an Honors English class is important scaffolding to eventual enrollment in an AP English language or literature course. With the counselor(s), work with the students as a whole class and in small groups until they have their six-year grids filled in completely. Students will need to know about fulfilling graduation requirements for physical education or health in addition to core classes, and will have to be shown how to pursue a particular interest such as art or music or foreign language while still meeting all their other graduation and college requirements. It may be helpful to group students according to similar interests or goals for small-group work;

groups could then share how their six-year plans may differ from others', according to their particular interests or goals.

- After the students have their initial six-year plans on paper, have them continue to work in their small groups to create large six-year plan grids on poster board. Tell them to write in the names of the courses on stickies and stick them to the poster board in the appropriate spaces. Then use the scenarios in Activity 1.14 to help them learn about the consequences of failing courses or how the six-year plan may be revised as their interests and goals shift over the years. Have a volunteer in each group read a scenario aloud, and let group members discuss how they think the six-year plan would change. Have students move, add, and remove stickies as necessary to reflect and project the changes in the coursework.

Beyond

Time: 1–2 class periods

- Ideally, the activities above are completed during the first semester or grading period of the school year; once final grades are available for the first grading period, have students review their six-year plans and make any adjustments based on their grades.
- If possible, have students meet with high school AVID students (or any high school students if there are no AVID high school students yet) and discuss their six-year plans. Students should brainstorm questions they would ask high school students about planning their coursework; have them think about advice that high school students may be able to provide. Perhaps several high school students (or college students) could visit your AVID classroom and work with the students in small groups. Process the visit as a whole class and have students reflect on what they learned from speaking with the older students.



Six-Year Plan Grid

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English/ Language Arts						
Science						
Math						
Social Studies						
Physical Education						
Visual and Performing Arts						
Foreign Language						
Other						
AVID						

Student Activity 1.13 (2 of 2)

Six-Year Plan Grid (Example)

	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
English/ Language Arts	7th Grade Language Arts	8th Grade Language Arts Honors	English 9 Honors	English 10 Honors	AP English Language	AP English Literature
Science	7th Grade Science	8th Grade Science	Biology	Chemistry	Physics	AP Biology, Chemistry, or Physics
Math	Pre-Algebra	Algebra 1	Geometry	Algebra 2	Trigonometry	AP Calculus
Social Studies	7th Grade Social Studies	8th Grade Social Studies Honors		World History	U.S. History	Government and Economics
Physical Education	PE	PE	PE	(may need to take in summer or as an extra course to fit in AVID)		
Visual and Performing Arts				Art, Music, or Drama Course		
Foreign Language					Spanish 1	Spanish 2
Other			Health and Computers			
AVID	AVID 7	AVID 8	AVID 9	AVID 10	AVID 11	AVID Senior Seminar (college- prep elective)

Scenarios: Beyond Your Six-Year Plan

1. What would happen if you failed Algebra I in eighth grade?
2. What would happen if you didn't take any Honors English/language arts courses by 10th grade?
3. What would happen if you decided that you wanted to take music classes all four years in high school?
4. What would happen if you received a "D" in your English class in 10th grade?
5. What would happen if you decided that you wanted to take more than two years of a foreign language?
6. What would happen if, in ninth grade, you failed both semesters of biology and your one-semester health class?
7. Your 10th grade Honors English teacher is also the journalism teacher. He tells you that he thinks you are a great writer and would really like you to join the school newspaper in 11th grade. You would like to give that a try, but you don't want to give up AVID, either. How will your schedule change to keep AVID and add journalism?

College Plan Poster

This activity will help students realize that the choices they make now will affect their future course options. This activity will allow students to plan what steps they need to take to reach the goal of college.

Into

Time: Less than 1 class period

- Students can brainstorm in groups what they think they should do in middle school to prepare for college admission.

Through

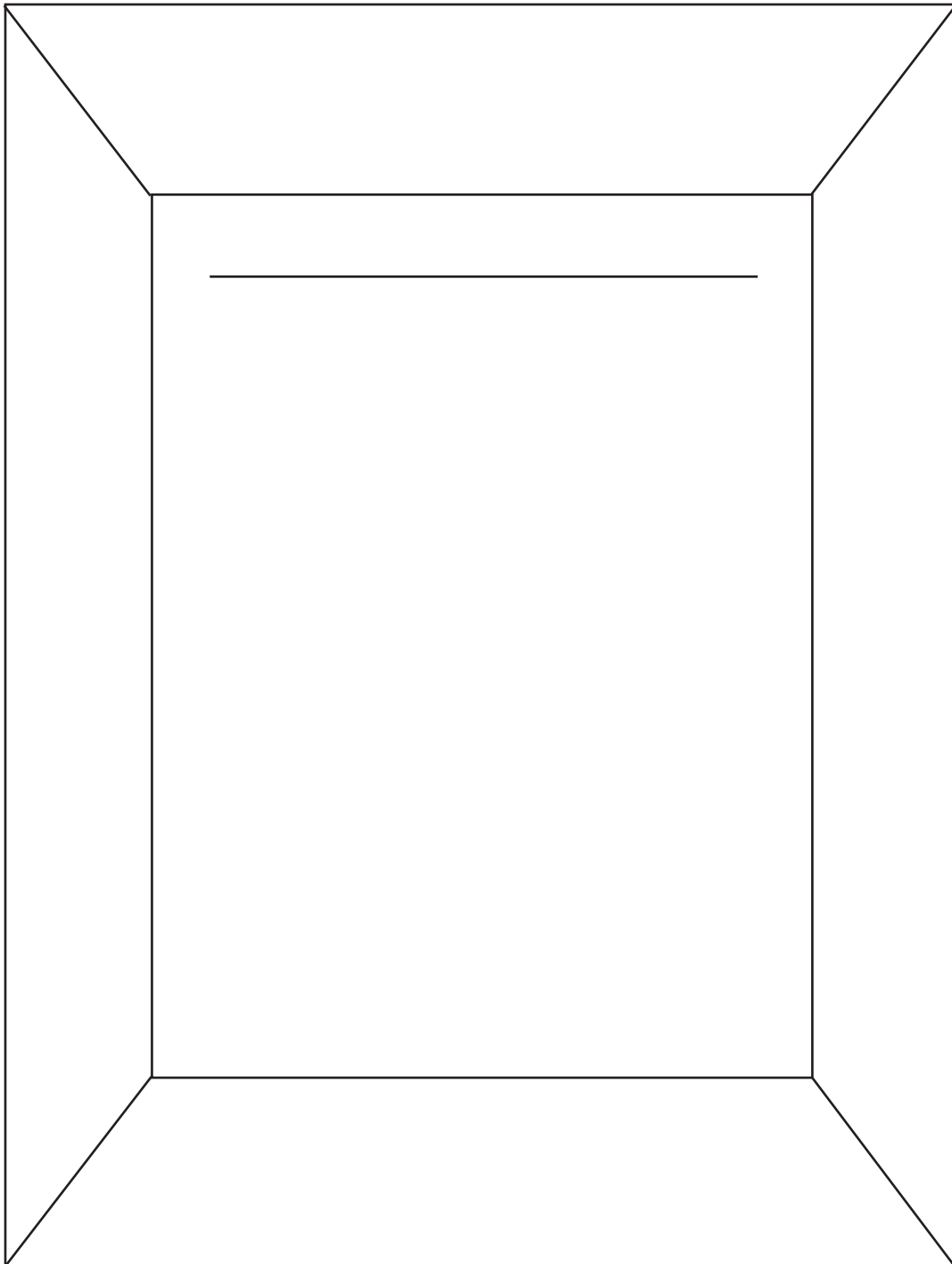
Time: 3–4 class periods

- Students research high-school course requirements for getting into college. They may refer to their six-year plan or to handouts they've received about which classes to take in grades 6–12 to fulfill college requirements.
- Students create a plan of what they need to do each year to prepare for acceptance into college. Have them answer: What do I have to do as a sixth grader, seventh grader, eighth grader, ninth grader, etc.?
- Students take Cornell notes on the requirements and suggestions for each grade level.
- Students can answer the following in their plans:
 - What are the course requirements for each grade?
 - When should you start talking to a college counselor?
 - What optional classes should you take?
 - When should you take the PSAT, SAT I, SAT II?
 - When should you apply to colleges?
 - When should you prepare your college personal statement?
 - When should you take AP and Honors classes?
 - What extracurricular activities should you be involved in?
 - When is the financial aid deadline?
 - Indicate any other information you think is essential for your college plan.
- Students can do a rough draft version of their poster prior to doing the final copy.
- Students use an 11x14 inch piece of white construction paper. Then turn it vertically and divide it into five parts. (Students will need to use a ruler.)
- Students include their names as part of the poster title on the top line, e.g., Roger's College Plan.
- Students, starting with their current grade levels, write what they need to do at each grade level to meet college requirements. For example, they may plan out their seventh, eighth, ninth, and 10th grade years.
- In the center of the poster, students illustrate the college of their choice or their career goal in a creative manner.
- Students should use the entire paper.
- Students use their writing and proofreading skills to make sure they are using proper grammar.

Beyond

Time: 1–2 class periods and time outside of class

- Have students present their college-plan posters in small groups and display them in the classroom.
- Have students write a reflection in a learning log about what they learned from putting together the college plan.
- Have students discuss their college plans with their parents/guardians and do a quickwrite the following day that summarizes their discussion.



College Banner Project

This activity will give students the chance to learn about a college and put together a banner to show the results of their research.

Into

Time: 1 class period

- Ask college tutors to talk about different aspects of college life at the schools they attended, e.g., dorm life, costs, academics, clubs, activities, work/study, etc. Have students take Cornell notes.

Through

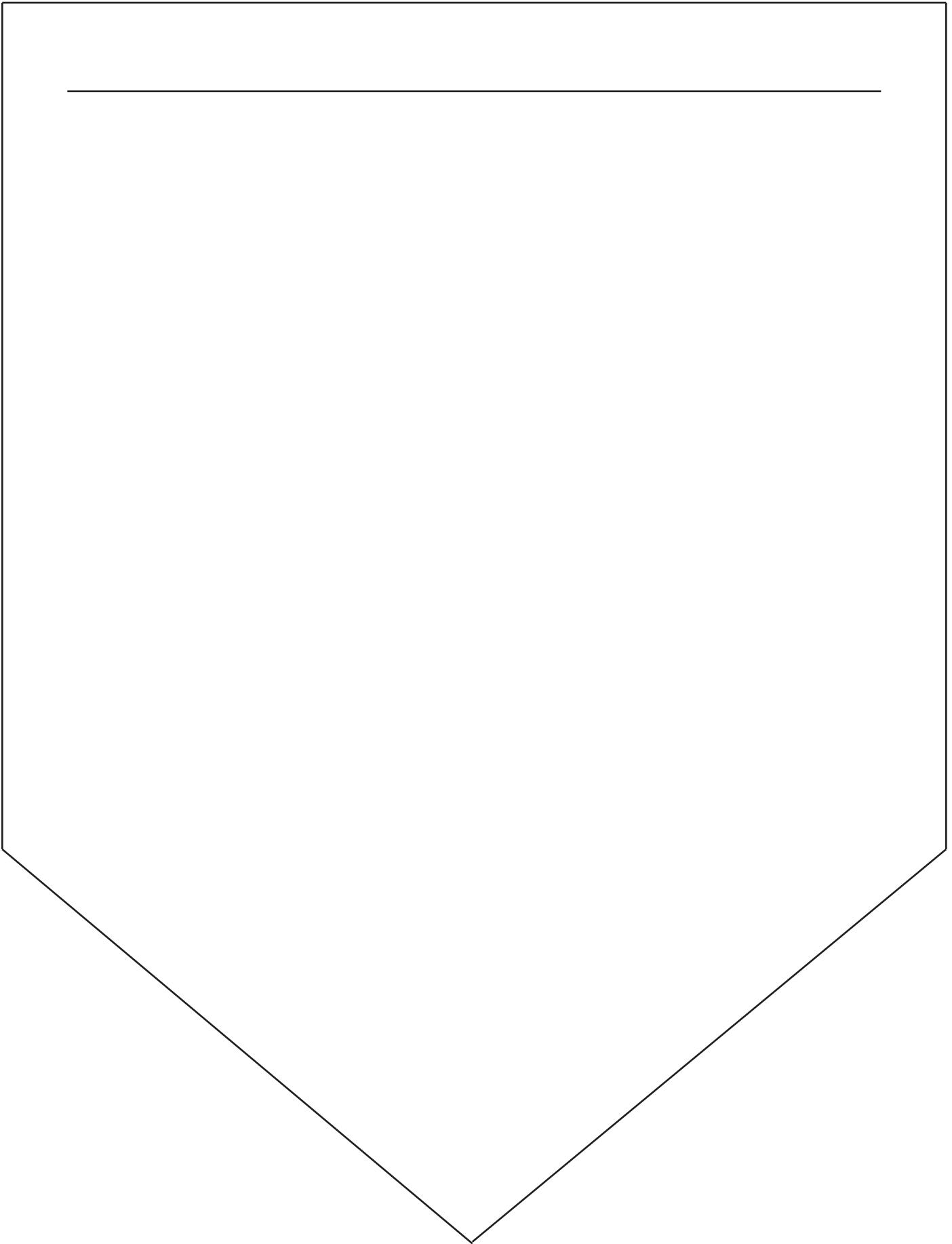
Time: 3–4 class periods

- Students research a college of their choice. They can read about this college on the Internet or use any material they have received from the college.
- Students take Cornell notes on the information they read.
- Students may look up the following things about their college:
 - Is it public or private?
 - Is it a state university or private school?
 - What is the cost of tuition? Of room and board? Of books and other supplies?
 - What is the student body make-up of this school?
 - What are the admission requirements?
 - How many students apply each year? How many are accepted?
 - How selective is the school?
 - What type of financial aid do students receive?
 - What type of campus life does the school offer?
 - In what activities/clubs can students participate?
- Use an 11x14 inch piece of white construction paper. Have students trim the bottom of the paper so it comes to a point (see diagram).
- Students should use the colors of their college to decorate their banners. Students may input their information into the computer, print it, and then glue the page on the poster, or they may create the entire poster on their computer. If your school has a computer lab, consider scheduling time for the students to work in it.
- Students should make sure the college's name is visible and stands out on the banner.

Beyond

Time: 1–2 class periods and time outside of class

- Have students present their college banners in small groups and display them in the classroom.
- Have students write a reflection in a learning log about what they learned from putting together the college banner.
- Have students discuss their findings with their parents/guardians and do a quickwrite the following day on what they told their parents/guardians.



College Quiz Board

Modeled after the “*Jeopardy!*” television game show, this is a fun way to familiarize middle level students with college preparation. Students will participate in producing answers and questions based on their college research.

Into

Time: 1 class period and time outside of class

- Have students watch “*Jeopardy!*” on television and take Cornell notes on some of the answers and questions.
- In preparation for playing a whole-class game, generate answers for categories such as “Deadlines,” “Subject Requirements,” “Test Requirements,” and “Types of Institutions.” Base these answers on information students have already learned about college requirements. In the game, students must devise questions that elicit those answers.

Through

Time: 4–5 class periods

- Students research course requirements, financial aid information, etc. for college. They may refer to the college requirements for university admittance, their six-year plans, college handbooks, or any handouts they have received in class. They may also use the Internet to gather additional information.
- Students take Cornell notes on their reading.
- Using their Cornell notes, students generate 20 answers/question pairs. Students classify their questions into five topic areas. Each topic area will have four answer/question pairs. (Have students aim for level-two or level-three questions from Costa’s levels, when possible.) Example: *Answer*—Algebra II; *Question*—If a student has taken Algebra I and Geometry, what is the next math class he or she should take?
- As students read, have them pay special attention to the following questions:
 - What are the course requirements for each subject?
 - When should you start talking to a college counselor?
 - When should you take the PSAT, the SAT Reasoning Test, and the SAT Subject Tests?
 - When should you apply to colleges?
 - When do you prepare your college personal statement?
 - When should you take AP and Honors classes?
 - When is the financial aid deadline?
- Students use an 11x14 inch piece of white construction paper and Activity 1.15, “College Quiz Board,” enlarged to 11x14 inches. Students write a topic at the top of each column, and then fill in the answers in the boxes below the topic. Students will need to cut the paper so the boxes lift to show the answers written on the construction paper underneath.
- Have students use their writing and proofreading skills to make sure they are using proper grammar.

Beyond

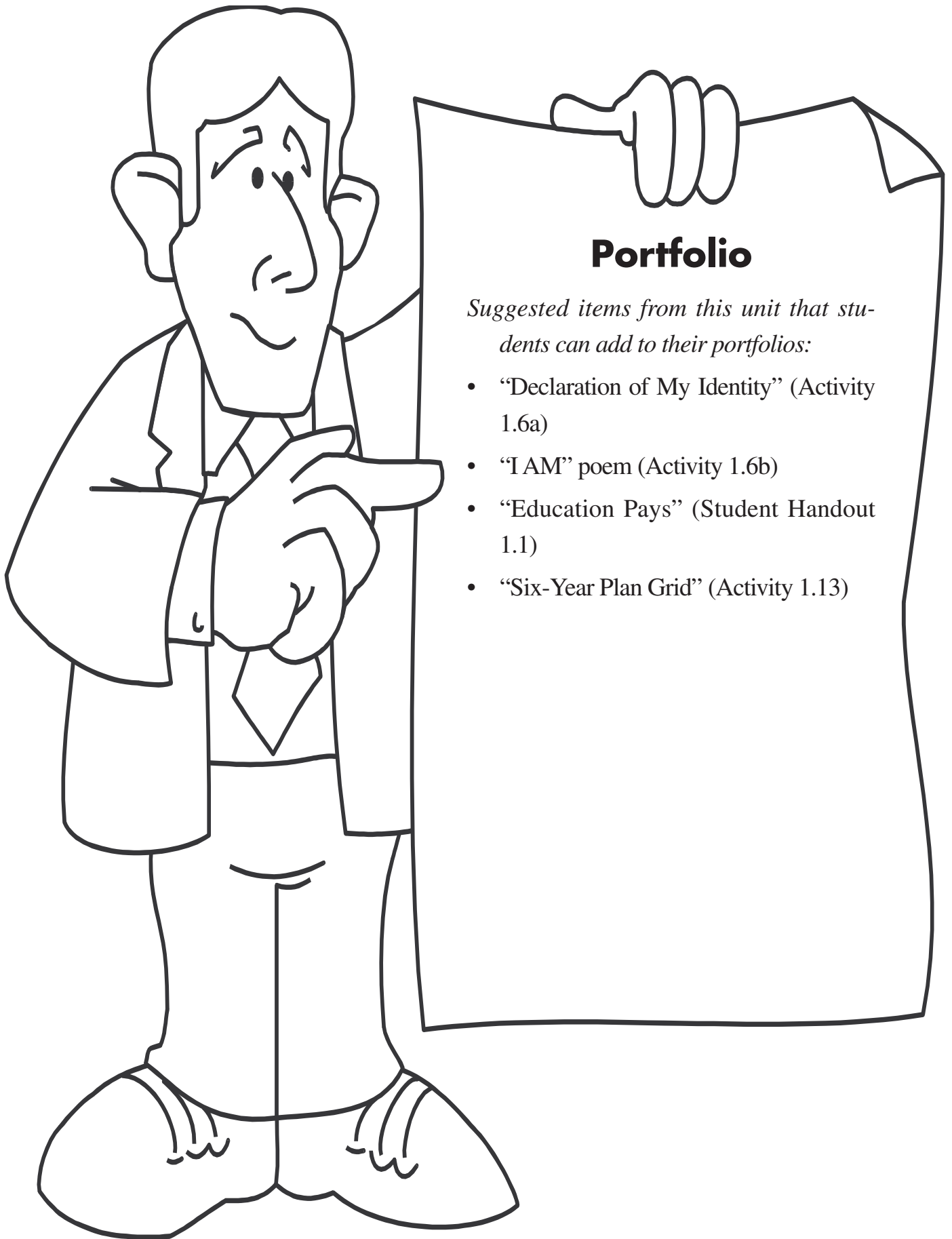
Time: 1 or more class periods

- Have students play “*Jeopardy!*” in small groups using each other’s boards.



College Quiz Board





“... what AVID shows is that high minority achievement can be more ordinary when schools not only insist on academic rigor but also offer personal support. AVID offers a blueprint for this scaffolding.”

—Richard Rothstein, *New York Times*

UNIT TWO: GRADE 8

Knowledge of Self

This unit focuses on helping students to research careers in more depth with careful consideration of their personality traits, working environments, and social preferences. A possible first step in this process is having students take the EXPLORE test published by ACT. This pre-college entrance test includes an assessment of four academic areas and high school readiness, an interest inventory, and a needs assessment. The content of the EXPLORE test is closely tied to that of the ACT assessment but is intended for eighth- and ninth-grade students. To obtain more information and to order the test, visit the ACT Web site at www.act.org. The fee for the test includes an analysis of the results as well as information about a student's possible career choices based on his or her responses to the interest inventory. The test booklets are reusable.

If using the EXPLORE test is not an option, have students complete skills and interest inventories online. A sample list of current Web sites that contain career-related inventories and activities follows. For a more extensive list, consult the "Resources" section of this guide.

<http://career.missouri.edu/>

www.occareers.com/careers

www.coastcareers.com/coastcareers/

www.mapping-your-future.org

www.studenttransitions.com/studentpaths/

www.californiacareers.info

www.CaliforniaColleges.edu

www.virtualjobshowdown.com

www.myroad.com

Into

Time: Less than 1 class period

- Have students use Activity 2.1, "Changing Careers," to quickwrite.
- Have students share their reasons for the change in careers; make a class list identifying the top 3–5 reasons.

Through

Time: 2 class periods

- Have students work in small groups of about four members. Assign each group to investigate a career-related Web site using Activity 2.2, "Web Site Investigator Form."
- Have each group report to the class about the Web site they explored.

- Choose a Web site from the list above and become familiar with it; then have the students complete an interest survey on that site.

Beyond

Time: 1 class period

- Have students use Activity 2.3, “The Ideal Career,” to demonstrate the knowledge they have gained about their interests and skills.



Student Activity 2.3 (2 of 2)



Name: _____

Date: _____ Period: _____

The Ideal Career (2 of 2)

II. **Activity:** Pass your paper to two other students who are completing this activity. Have them to read your written reflection. Then ask them to list what they think are the three most important parts of your “ideal” career.

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Name _____

Name _____

Others have listed what they think are the most important aspects of your ideal career. Now list the three that are most important to *you*. For each selection, list at least one goal you will have to achieve to make that part of your career a reality. For example, let’s say you identified “travel” as an important part of your career. Being able to speak more than one language would help you achieve that goal, so you would write “learn foreign languages” on the line across from “travel.”

Most Important Parts of My Ideal Career

What I Can Do to Achieve This

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

Career Exploration Activity

In this unit, students will investigate a career of their choice and plan the appropriate paths to lead them to that career. For this project it is important that students talk with their counselor or have high school counselors talk to them about which classes to take in high school for college preparation.

Into

Time: See each activity for time needed

- Guest speakers representing various careers speak to students about their professions. One of these guest speakers can be the high school counselor. Have students take Cornell notes as they listen to each speaker (2 class periods).
- Students take the EXPLORE assessment by ACT to provide them with career options that match their interests and skills (about 3 hours, including preparation).
- Have students brainstorm careers in which they are interested (less than 1 class period).

Through

Time: 4 weeks (most of the project may be done outside of class)

- Based on their knowledge of themselves, students select a career to investigate. Students write a description of the field that interests them and list possible jobs within that field. Students will find answers to the following questions:
 1. What skills should people in this field have?
 2. Are there specialty areas within the field?
 3. How do people in this field work with people in other fields?
 4. What related careers are possible for someone trained in this field?
 5. Are there professional organizations that support people in this field?
 6. What salary and benefits can people in this career expect?
 7. What are some typical jobs that someone in this field might perform?
 8. Why is there a continuing need for this career?
- With approval from their AVID teacher and a parent/guardian, students interview at least two people who currently work in the occupation they are studying. Students develop interview questions that will help them:
 1. know what is involved in day-to-day activities on the job.
 2. decide if they might be interested in this line of work.
 3. think seriously about ways to prepare for this career.

They may conduct the interviews in person, over the telephone, by letter, or through e-mail. Students summarize the interviews in writing to offer insight and advice to other students who may be interested in that career.
- Students design a “map” that shows possible paths one might follow to get to this career. When working on this map, students might meet with the school counselor to learn the high school curriculum necessary for this career and to find out post-secondary requirements as well. Students should investigate at least one private col-

lege and one state college that will help them prepare for this career. They should also research internships, apprenticeships, or similar work-related experience that may be recommended or required for this career.

The first part of the map students create should include a path through the high school they will attend. They should identify each semester and list the courses needed for this career path.

Students can divide the second part of the map into two parts: One with a private college path and one with a state college path that will lead them to their career choice. Students include as much information as possible on the map including majors, courses needed, etc. Students end each path at a door that opens to the career they've chosen.

- Students create a brochure about the career they have studied. Students also present what they consider to be some of the most important facts and pieces of advice from their research.

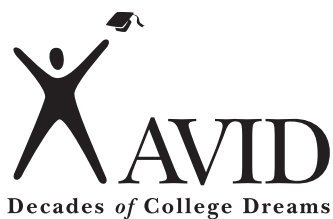
Beyond

Time: 2–3 class periods for presentations; time outside of class to prepare

- Students creatively present their career findings. This may include dressing up as a professional, showing a video, or role-playing.



Student Activity 2.4



Name: _____

Date: _____ Period: _____

Career Selection

1. Brainstorm some of the fields in which you are interested, e.g., accounting, computers, education, law, medicine, music, science, etc. Come up with 5–10 choices.

2. Look at the career fields you have written in the box. List the three that interest you most.

3. Choose one field to study for this project.

4. As you do research, list specific careers that relate to the field you are studying.

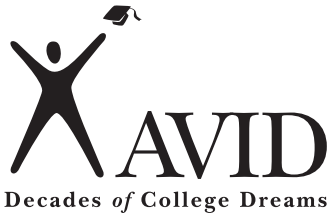
a. _____

b. _____

c. _____

d. _____

Student Activity 2.5 (1 of 2)



Name: _____

Date: _____ Period: _____

Student Responsibilities

1. Select a career field to explore and explain what someone in that field might do.
2. Identify two professionals in the career field, interview them, and write a summary of your interviews.
3. Meet with a career counselor or your teacher to determine a likely high school curriculum for students interested in this career field.
4. Select three colleges/universities that will help you prepare for your career choice.
5. Develop a “map” that shows possible paths from eighth grade to a job in this career.
6. Create a brochure of your career choice.
7. Present the finished project in a creative manner.
8. Demonstrate knowledge of the career by answering reasonable questions.

Student Responsibilities Checklist

Process:

- Chose an appropriate career to study.
- Applied interviewing skills.
- Applied letter-writing skills.
- Applied research skills to find information, and cited sources.
- Applied writing to express ideas.
- Expressed ideas visually.
- Demonstrated creative-thinking skills.
- Completed tasks in a timely manner.
- Solved problems independently.
- Presented information effectively.

Products:

- Composed an explanation of a career.
- Conducted at least two interviews.
- Wrote a summary of two interviews.
- Selected at least three colleges/universities (private, CSU, UC) for career preparation.
- Discussed high school courses with a counselor or teacher.
- Designed and produced a “career map.”
- Created a brochure about career choice.
- Designed a creative presentation.

Content:

- Described the form and function of a career.
- Analyzed educational and training requirements for a career.
- Identified possible paths to the career.
- Developed key questions for interviews and/or letters.
- Provided informed answers to questions.

Updating the Six-Year Plan

Your AVID students were introduced to the six-year plan last year in seventh grade. (If you have students new to AVID this year, please refer to the initial six-year plan activities.) It is important that they review this plan at least once each semester in eighth grade. Again, involving your school counselor is critical. During the second semester, it would be ideal for the high school counselor to visit the AVID classroom as a transition activity to high school, bringing the forms used for planning students' courses during high school.

Following are some activities to use in eighth grade to review, update, and reflect on the six-year plan.

Into

Time: 1 class period

- To keep students thinking about their GPA, use the GPA activities from the seventh grade chapter to have students calculate their total GPA from seventh grade. Have them analyze their grades and take notice of patterns. In which types of courses do they have strong grades? In which courses did they struggle?
- Use the discussion about grades and coursework as transition to reviewing their six-year plans.

Through

Time: 1–2 class periods

- Students should locate their six-year plans from their seventh-grade portfolios, compare their current class schedules to the six-year plans, and record any changes or adjustments.
- Students should evaluate whether their current classes are appropriate for reaching their goals for high school course enrollment.
- Should use Activity 2.6, “My Progress,” to analyze and evaluate the progress on their six-year plans and to anticipate possible changes or adjustments in the future.

Beyond

Time: Varies

- Students will use their six-year plans in the spring when they prepare their “High School: Year by Year” presentations for parents (this is explained in “Understanding and Transitioning to High School” later in this unit).
- Students can use their six-year plans when they meet with high school counselors in the spring to register for high school courses.
- Students may also use their six-year plans if they participate in transition activities such as shadowing a high school student. They could use the plan to discuss certain courses with high school students and to ask questions about the courses they are planning for.

College Letter Activity

Students will learn how to write a business letter to obtain information about a college of their choice. This activity should be done early in the school year so there is time for students to receive information from the colleges they choose. Be advised that some students may not receive a response.

After students complete their written requests for college information, introduce them to the Web site www.CaliforniaColleges.edu. This site is a “one-stop” source for college planning for parents, students, educators, and counselors. It covers essential areas of the college admission process, including financial aid, finding that best college to meet a student’s interests, and career planning. The planner section will help students, once they are in high school, organize their courses to fit the University of California and California State University requirements.

Into

Time: 10 minutes

- Have students think about what kind of college they might like to attend: public or private, large or small, in-state or out-of-state, etc.

Through

Time: 3 class periods

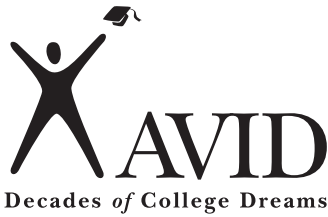
- Using the Internet, a college handbook, or other resources, have students read about a college of their choice and use Activity 2.7, “College Letter,” to gather information about that college.
- Students should use a business letter format (see example) to write to this college. Use Activity 2.8, “College Letter—Rough Draft” for students to draft their letters and Activity 2.9, “College Letter—Envelope,” to practice addressing their envelopes.
- Be sure that students have someone proofread their letters and envelopes. Students should try to compose their letters on the computer. If possible, have them use the computer for their envelopes as well. Be sure that students use the correct postage before mailing the letters.

Beyond:

Time: Varies

- As students receive responses from their colleges, have them bring in the material they receive and share it with the class.
- Check to see that students have logged onto www.CaliforniaColleges.edu and created accounts for themselves.

Student Activity 2.7 (1 of 2)



Name: _____

Date: _____ Period: _____

College Letter Activity

Use this page to record information about a college of your choice. Be sure that all of your answers for questions 1–13 are written in complete sentences.

Name of College _____

State of College _____

Address (including state and ZIP code) _____

Phone number _____

E-mail address _____

1. How many students out of every 100 are accepted to this college?
2. Based on your answer to #1, would you consider it easy or difficult to get accepted to this college? Support your answer with details.
3. What criteria does this college use for admissions decisions?
4. What degrees are offered by this college?
5. What majors could you study if you attend this college?
6. What academic programs are offered at this institution?

Student Activity 2.7 (2 of 2)

7. How do freshmen get admitted to this college?

8. In what activities or clubs could you participate if you were a student at this college?

9. In what sports could you participate if you were a student at this college?

10. What special services are offered to students?

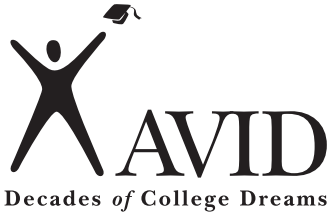
11. What percentage of freshmen receive financial aid?

12. Whom would you contact if you were interested in arranging a campus tour?

13. Would you want to attend this college? Why or why not?

Using a business letter format, write a letter to this college requesting admissions information. You will need a legal-size envelope to mail this letter. Examples of such a letter and the proper format for addressing the envelope follow.

Student Activity 2.8



Name: _____

Date: _____ Period: _____

College Letter—Rough Draft

_____ (your street or mailing address)

_____ (your city, state, and ZIP code)

_____ (today's date)

_____ (name and title of person you are writing)

_____ (name of institution where person works)

_____ (street or mailing address)

_____ (city, state, and ZIP code)

Dear _____: (salutation)

_____, (closing)

your signature

_____ (your name typed)

College Letter—Rough Draft (Example)

12345 Education Avenue
University City, CA 90000
November 10, 2005

Susanna Flores, Director of Undergraduate Admission
University of California, Davis
175 Mark Hall
Davis, CA 95616

Dear Ms. Flores:

I am in eighth grade and enrolled in a college-prep program called AVID. I am interested in attending UC Davis to study aerospace engineering. I would like to receive information about admissions requirements, financial aid, student life at UC Davis, and anything else you could send me.

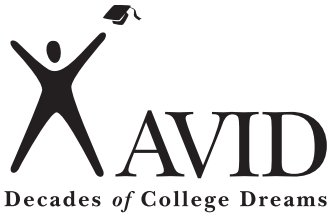
Receiving this information will help me to remain focused for the next few years so I can work toward fulfilling the admission requirements for UC Davis. Thank you for your time.

Sincerely,

John Smith

John Smith

Student Activity 2.9



Name: _____

Date: _____ Period: _____

College Letter—Envelope

Your Return Address	First Class Postage
Name of Addressee Name of University 1st line of address 2nd line of address	

Now fill in the information for your envelope:

_____ _____ _____	(name) (street) (city, state, ZIP)	First Class Postage
		_____ _____ _____ _____

College Current Events

Through this activity, students will become familiar with topics relating to college.

Into

Time: 1–2 class periods

- Select an article that is college-related from a current newspaper or magazine.
- Read the article in class and model for the students how they might mark the text to note important ideas, words they don't know, or questions they have.
- Conduct a Philosophical Chairs or Socratic Seminar activity (see *Strategies for Success*) about this article.

Through

Time: 2–3 class periods and time outside of class

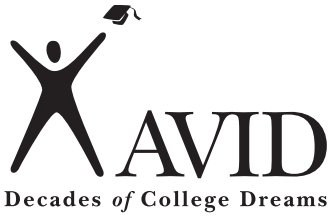
- Students select a college article from a current newspaper or magazine (no older than a month), or the Internet. This article can be about anything related to college (admissions, events, grades, testing, etc.).
- Students read the article and mark the text (highlight, circle words they don't know, write questions in the margin, etc.).
- Students take Cornell notes on the article.
- Students use Activity 2.10, “College Current Events,” as a guide for writing up the article.
- Students create two trivia cards. For each trivia card, they must write a higher-level question and provide the answer.
- Students submit the article, Cornell notes, “College Current Events” write-up, and the trivia cards.

Beyond

Time: 1–2 class periods

- Students can sit in small groups (about six) and share their current events.
- Students may use their trivia cards to ask each other questions after they are done sharing.
- Have each group select the most interesting current events from their small group. Each group then shares that event with the entire class.
- Students can take part in a Philosophical Chairs and/or Socratic Seminar activity to express their thoughts orally on a current event that generated high interest.

Student Activity 2.10



Name: _____

Date: _____ Period: _____

College Current Events

Title of Article _____

Source of Article _____

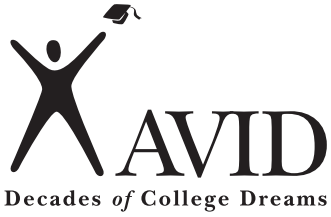
Date of Article _____

Reporter's/Author's Name _____

In a paragraph (7–8 sentences), summarize this article. Do not retell everything that happened. Select the main points. Be sure to start with a main idea, provide supporting details, and end with a concluding sentence.

Explain why you think that this event or topic is noteworthy. Be sure to start your explanation with a main idea, provide supporting details, and end with a concluding sentence.

Student Activity 2.11



Name: _____

Date: _____ Period: _____

College Current Events: Trivia Cards

Write two higher-level questions (one on each trivia card) based on the article you read about college current events. Include the answers to your questions.

Understanding and Transitioning to High School

This section includes several end-of-the-year activities that help students and parents prepare for the transition to high school. The culminating activity, “High School: Year by Year,” features students’ presentations to parents explaining what they will be doing each year in high school. Ideally, this culminating activity could coincide with your school’s Open House in the spring, when other parents besides the AVID parents could attend and gain valuable information about their students’ educational paths and options. Think about having bilingual students present to parents in other languages as needed.

Into

Time: 2–3 class periods and possible day at the high school

- Students work in teams of three or four; assign each team a high school grade level to report on. You may have more than one team per grade level.
- Teams brainstorm and record their knowledge and questions using Activity 2.12, “Understanding High School.” Students should use information they have gained from AVID activities over the last two years including information contained in their portfolios.
- Students participate in a “Shadow Day” with AVID or non-AVID high school students, preferably in the 11th or 12th grade. Middle level students should be prepared with their questions and use the opportunity to get the answers they still need. Ideally they will attend one or more classes with the high school students. Additionally, you may have the students use Activity 2.13, “Finding My Way,” to prepare for the “Shadow Day” and to use on that day to record information.
- If students are unable to participate in a “Shadow Day,” try to arrange for guest speakers who can fill in any gaps in their knowledge. These guest speakers might be high school seniors, high school AVID coordinators or teachers, and high school counselors.

Through

Time: 3–4 class periods and time outside of class

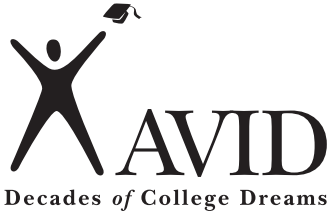
- Students prepare “High School: Year by Year” presentation (5–10 minutes per grade level) that include for each grade level:
 1. College entrance exams or state assessments taken at that grade level.
 2. Typical courses and the number of credits that should be earned.
 3. Clubs, activities, and sports available, and any requirements for participating in them.
 4. The average amount of homework assigned each night, especially for Honors and Advanced Placement courses.
 5. Educational opportunities such as internships, community service, and special programs.
- Students should be encouraged to use PowerPoint, visual aids, and handouts for these presentations. Presentations can be given to parents, other eighth-grade students, or any other appropriate audience.

Beyond

Time: Several class periods and/or time outside of class

- Students use the writing prompt in Activity 2.14 to write an essay as a culminating activity for their middle level AVID experience.

Student Activity 2.12



Name: _____

Date: _____ Period: _____

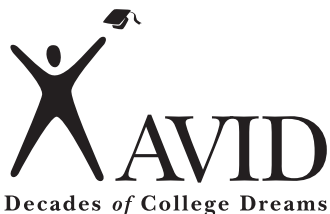
Understanding High School

Grade Level _____

Use the chart below to brainstorm with your group. Record what you already know about the grade level you have been assigned to report on and record questions you still have.

What We Know	Questions We Have

Student Activity 2.13 (1 of 2)



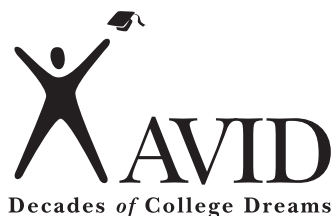
Name: _____

Date: _____ Period: _____

Finding My Way (1 of 2)

I. **Written Reflection:** What part of the experience of being at a new school makes you the most nervous or scared? Write a paragraph that identifies your biggest concern about attending your new school. Describe the feelings that go along with this concern.

Student Activity 2.13 (2 of 2)



Name: _____

Date: _____ Period: _____

Finding My Way (2 of 2)

II. **Activity:** You should have a map of your school and a copy of your schedule. As your teacher directed, you should have drawn the path you will walk from one period to another as well as to and from lunch.

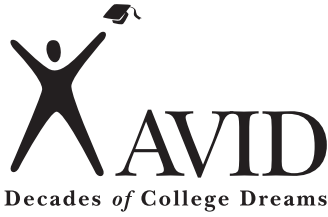
This activity will require that you and a partner, preferably someone who knows his or her way around, “walk your schedule.” While you are walking, you must also find certain important places. It is important that your partner initial your worksheet to show that you have found these places.

Walk your schedule. Start at the location where you enter the school grounds. Have your partner initial your activity sheet when you arrive at each of the places listed below.

- | | | | |
|---------------------------------|-------|---------------------------------|-------|
| a. The school attendance office | _____ | j. The counselor’s office | _____ |
| b. The principal’s office | _____ | k. The school nurse’s office | _____ |
| c. Your 1st class* of the day | _____ | l. Your lunch area | _____ |
| d. Your 2nd class* | _____ | m. The nearest restroom | _____ |
| e. Your 3rd class* | _____ | n. Your library/media center | _____ |
| f. Your 4th class* | _____ | o. Your P.E. area | _____ |
| g. Your 5th class* | _____ | p. A drinking fountain close by | _____ |
| h. Your 6th class* | _____ | q. A telephone you can use | _____ |
| i. Your 7th class* | _____ | r. Your flagpole | _____ |

*If you do not change classes this often, skip to “j.” Do you have a rotating schedule? Fill in the blanks for each day!

Student Activity 2.14



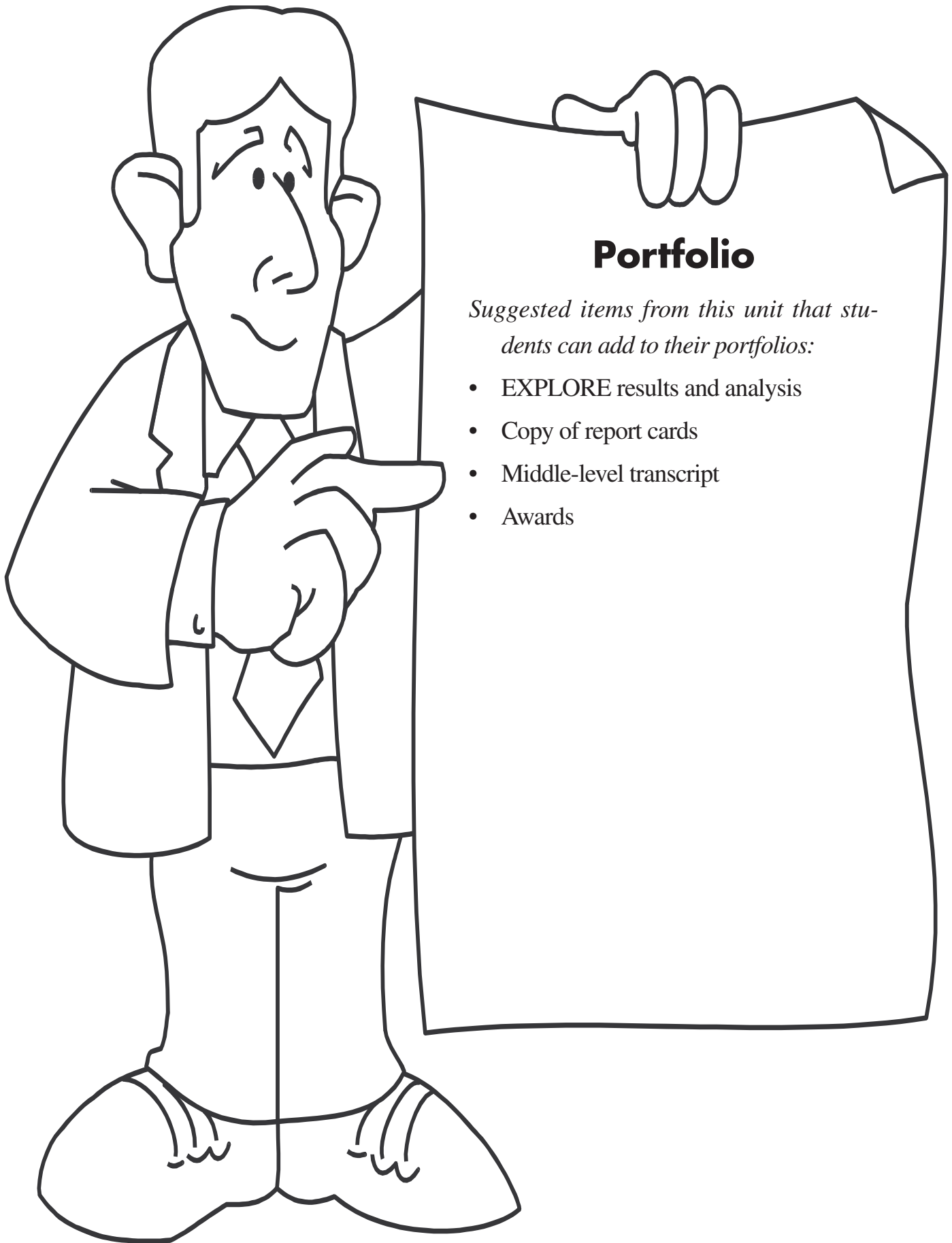
Name: _____

Date: _____ Period: _____

Transition to High School: Reflective Essay

Respond to the following prompt by writing a reflective essay that includes your experiences in middle school and specifically your experiences in AVID. This essay should illustrate the culmination of all you have gained from your middle school experience as you make the transition to high school.

Explain how middle school and AVID have prepared you for high school, how you will use what you have learned to achieve success in high school, and what you believe will define your success in high school.



UNIT THREE:

GRADE 9

Six-Year Plan

If your AVID students participated in AVID in sixth, seventh, and/or eighth grade, they will already be familiar with their six-year plans and should have saved their plans in their portfolios. If your AVID students are new to AVID in ninth grade, please use the activities from the first and second units to get them started on what will now be a four-year plan for their high school years. School counselors are crucial to this aspect of planning in AVID, so be sure to involve them immediately as guest speakers or team-teachers for these activities.

Listed below are some activities to continue this planning as students begin their high school careers.

Into

Time: 1 class period

- Have students brainstorm two lists: everything they can remember about requirements for high school graduation and requirements for university eligibility.
- Have students share their lists with a partner or small group and add to their lists as needed.
- Review requirements with them to ensure that all requirements have been listed.
- Now have them compare and contrast the requirements for high school graduation with the requirements for university eligibility. They may use a Venn diagram or other graphic organizer.

Through

Time: 2–4 class periods

- Have students write reflectively about how their coursework and efforts at the middle level prepared them for high school. Do they believe that they are ready for high school work? Would they have done something differently at the middle level if they could change it now? Discuss this topic and use it as a transition to their four-year plans for high school.
- If students completed a six-year plan in earlier grades, they will use that information from their portfolio and update it. If they did not, then they will need to start with a new planning grid (see Unit One, Activity 1.13, “Six-Year Plan Grid”).
- Have students, with a counselor’s assistance, use the grid to complete their four-year plans for high school.
- Consider using a goal-setting activity at this time. For example, if a goal is for all students to take an Honors or AP course by their junior year, what must they do in ninth and 10th grade to prepare for that? Which Honors or AP course are they most interested in taking? Invite the teachers of these 11th- and 12th-grade courses to be guest speakers in the ninth-grade AVID classroom. Include current Honors and AP students. Give the ninth-grade students a demonstration of what the Honors or AP courses are, and help them to understand the skill

development necessary for a successful experience in Honors or AP classes. Help them to “backwards map” to achieve these goals.

- Be sure to revisit the six-year/four-year plans during the second semester once students have final grades for first semester. Make adjustments and plan ahead for summer school if necessary. You may want to use the scenarios from Activity 1.14 to help students understand the impact of their grades on their plans. This revisiting will be especially helpful if students earned any D’s or F’s during the first semester.

Beyond

Time: Varies

- Students can use their six-year/four-year plans during parent workshops or parent nights to update their parents/guardians on their progress.
- If middle level students visit, students can use their plans to help the younger students understand the impact of their coursework on high school success.
- Students should use these plans when they meet with their school counselors to select courses for the following year.



College Admissions Testing Information

Most colleges require students to take one or more standardized tests as part of the admissions process. Test scores become part of the student’s application and are one factor that colleges use to predict success. This unit gives AVID students an overview of various college admissions tests they may take, and the preparation and practice that precede them. Students may get more information about these tests from their high school counselors.

AVID programs should consider administering the EXPLORE test to ninth graders if they did not take it as part of the eighth-grade program. The EXPLORE test allows students to prepare for the PLAN and ACT tests and gives excellent career and academic feedback to the student, parent, and teacher.

If you decide to have your AVID students take the PSAT in their ninth-grade year, skip ahead to the 10th-grade unit for some lessons on preparation. Differing philosophies exist about the advisability of students’ taking these exams in middle school and the early years of high school. Your site team should consider the different philosophies, consult with your school counselors and other experts, and then develop a plan for AVID students to follow during their high school years.

Into

Time: 1–2 class periods

- Use the information in this section to give students a short lecture about the basics of college admissions testing; students practice Cornell notes during the lecture.
- Students either complete Activity 3.2, “College Test Trivia,” comparing different information about college admissions tests, or use questions from their Cornell notes to develop their own questions and answers.

Through

Time: 1–2 class periods

- Obtain information from the counseling office about testing dates, locations, costs, sample problems, preparation strategies, etc.
- Place students in groups and have each group review information for a different test. Have the groups prepare brief reports for the rest of the class.
- As groups give their reports, students should complete the “College Entrance Test Plan and Record.”

Beyond

Time: 1 class period and time outside of class

- Have students share information and the template with their parents/guardians as a homework assignment.
- Students can also brainstorm ideas of how to prepare for each test and/or how to improve their scores.
- Students can share with the class the next day their ideas about preparation for college entrance testing.
- Students should keep in their portfolios a record of the tests they take and the scores they attain.

Preliminary Scholastic Aptitude Test (PSAT)

Overview

The Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is practice for the SAT Reasoning Test. Many students take the PSAT more than once, because scores tend to increase with repetition and because students generally become more comfortable with the test each time. During a student's junior year, the PSAT is also used as a qualifying test for the National Merit Scholarship Program as well as other national scholarship programs.

While the PSAT includes a writing skills section, it does not include a written essay, which is part of the SAT Reasoning Test.

Test Duration

Total test time is two hours and 10 minutes. This includes two 25-minute sections of critical reading, two 25-minute sections of mathematics, and one 30-minute section of writing.

Test Dates

The PSAT is offered once a year in mid-October. Schools may choose to participate in the exam either on a school day (usually a Tuesday) or on a Saturday.

Skills Tested

The critical-reading section tests extended reasoning, literal comprehension, and vocabulary in context.

The mathematics section tests algebra and functions; geometry and measurement; and data analysis, statistics, and probability.

The writing section tests grammar, usage, and word choice.

Format/Questions

The critical reading sections use sentence completions and passage-based readings. There are approximately 50 questions in the two sections.

The mathematics section uses multiple-choice and student-produced responses. There are approximately 40 questions in the two sections.

The writing section uses multiple-choice questions that include improving sentences, identifying sentence errors, and improving paragraphs. There are approximately 40 questions in the section.

Additional Information

Like the SAT, the PSAT uses a negative scoring system in which a student loses a fraction of a point for each incorrect answer. Because students have been trained for years and years to answer every question on a test, the PSAT and SAT present a special challenge to many. Teaching them how to recognize questions they should skip is an imperative part of the preparation for this test.

For more information about the PSAT, visit the www.collegeboard.org Web site.

The SAT Reasoning Test

Overview

The Scholastic Aptitude Test (SAT) is widely used in college admissions to assess a student's readiness for and potential for success in college. Scores from the SAT Reasoning Test are used by colleges to supplement students' high school records. The SAT Reasoning Test measures a students' abilities in critical reading, mathematics, and writing.

Test Duration

Total testing time is three hours and 45 minutes. This includes critical reading, two 25-minute sections and one 20-minute section; mathematics, two 25-minute sections and one 20-minute section; and writing, a 35-minute multiple-choice section and a 25-minute essay section.

Test Dates

The SAT Reasoning Test is offered several times throughout the traditional school year. Check with high school counselors or online for test dates.

Skills Tested

The critical reading section measures a student's ability to identify genres, relationships among parts of a text, cause and effect, rhetorical devices, and comparative arguments. Reading passages are taken from different fields including the natural sciences, the humanities, the social sciences, and literary fiction.

The mathematics section measures a student's ability in numbers and operations; Algebra I, II, and functions; geometry; and statistics, probability, and data analysis.

The multiple-choice writing section measures a student's ability to recognize errors, improve sentences, and improve paragraphs within a written context. The essay section measures a student's ability to develop and support a position on a topic. The student must first analyze a topic and consider his or her own viewpoint on it, and then support this position with reasoning and observations taken from the student's own reading, studies, experiences, or observations.

Format/Questions

The critical reading sections include sentence completions and multiple-choice items based on reading passages.

The mathematics sections include multiple-choice items and student-produced responses.

The writing section includes multiple-choice items and an essay.

Additional Information

Be sure to read the notes about negative scoring in the PSAT section of this unit.

For more information about the SAT Reasoning Test, visit www.collegeboard.org. Practice questions are available.

SAT Subject Tests

Overview

Some colleges require the SAT Subject Tests for admission. Additionally, some colleges use scores from the SAT Subject Tests for placement purposes and/or fulfillment of course requirements for admission. Students should check with the colleges in which they are interested to find out how each school uses these tests.

Students must take two subject tests selected from five different areas: science (biology E/M, chemistry, physics); history and social studies (United States history or world history); foreign language (Chinese, French, German, Modern Hebrew, Italian, Japanese, Korean, Latin, and Spanish); literature; and mathematics (math level 1 or 2).

Test Duration

Each subject test is one hour long.

Test Dates

The SAT Subject Tests are given several times throughout the traditional school year. Check with your school counselors or online for the current dates.

Skills Tested

Each test measures a student's knowledge of a specific subject and his or her ability to apply that knowledge.

Format/Questions

The subject tests use primarily multiple-choice questions.

Additional Information

Students are advised to take the subject tests immediately upon completion of the courses for those tests. For example, if a student takes biology in 10th grade, then he or she should take that subject test in May or June of 10th grade instead of waiting until junior or senior year.

Native speakers of a foreign language are advised to take the language tests with listening sections. Non-native speakers, or speakers who have learned the language through course study, are advised to take the reading-only language tests.

Which two exams a student takes does not matter in general; however, if a student is certain of pursuing a specific course of study in college—physics, for example—then it is advisable that he or she take that specific subject exam. Again, students should check the requirements of each institution to which they plan to apply.

As on the SAT Reasoning Test, students lose a fraction of a point for each incorrect answer on the subject tests.

For more information about the SAT Subject Tests, visit www.collegeboard.org.

The PLAN Test

Overview

The PLAN is considered a pre-ACT test and is designed for 10th-grade students. Like the EXPLORE mentioned in the eighth-grade unit, this test has both academic assessment components and an interest inventory that helps students identify possible career paths.

Test Duration

Testing time for the achievement tests is one hour and 55 minutes. The PLAN has four sections: English, 30 minutes; mathematics, 40 minutes; reading, 20 minutes; and science, 25 minutes.

The UNIACT Interest Inventory, needs assessment, and high school course information sections require an additional 65 minutes.

Test Dates

The PLAN is administered by schools at their discretion. Schools may administer the test on any day they choose. ACT recommends that the test be administered sometime between September and December, but it may be given in the spring as well.

Skills Tested

The PLAN is a curriculum-based test that measures students' grasp of skills and knowledge commonly taught in schools as well as their ability to apply that knowledge. Subject areas covered include English, mathematics, reading, and science. For more detailed information regarding each subject, see the section's overview of the ACT.

Format/Questions

All questions are multiple-choice: 50 items for English, 40 items for mathematics, 25 items for reading, and 30 items for science.

Additional Information

The ACT provides free practice materials and resources on its Web site at www.act.org.

The PLAN is designed to be used as part of a system that includes the EXPLORE in eighth or ninth grade, the PLAN in 10th grade, and the ACT in 11th or 12th grade.



The ACT Assessment

Overview

The ACT is a standardized college entrance examination that measures students' knowledge and skills in English, mathematics, reading, and science reasoning, and the application of these skills to future academic tasks.

Most colleges will use either ACT or SAT scores for admissions purposes. Students should check with the colleges in which they are interested to find out each school's specific requirements or preferences.

The writing test on the ACT is optional, and students may choose whether or not to take it depending on the requirements of the colleges to which they are applying.

Test Duration

Total testing time without the writing portion is two hours and 55 minutes. This includes 45 minutes for English, 60 minutes for mathematics, 35 minutes for reading, and 35 minutes for science.

The writing test takes an additional 30 minutes.

Test Dates

The ACT is given several times throughout the traditional school year. Check online or with school counselors for dates.

Skills Tested

The English test covers standard written English including punctuation, grammar and usage, and sentence structure. Also covered are rhetorical skills including strategy, organization, and style.

The mathematics test measures skills students have typically acquired by the end of 11th grade. Students will need knowledge of basic formulas and computational skills, but are not required to know complex formulas or perform extensive computation.

The reading test requires that students show understanding of both direct and implied meaning. Students are asked to use referring and reasoning skills to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; draw generalizations; analyze the author's or narrator's voice and method; and determine the meaning of context-dependent words, phrases, and meanings.

The science test assumes that students are in the process of taking the core science course of study (three years or more) and have completed a course in earth science and/or physical science and a course in biology. The test presents scientific information in the form of data representations (graphs, tables, etc.), research summaries, and conflicting viewpoints. Students are asked questions that require them to recognize and understand the basic features of, and concepts related to, the provided information; examine critically the relationship between the information provided and the conclusions drawn or hypotheses developed; and generalize from given information and draw conclusions, gain new information, or make predictions.

The optional writing test consists of one writing prompt that will define an issue and describe two points of view on that issue. Students are asked to respond to a question about their position on the issue. They may take one of the viewpoints offered in the prompt or develop a different one.

Format/Questions

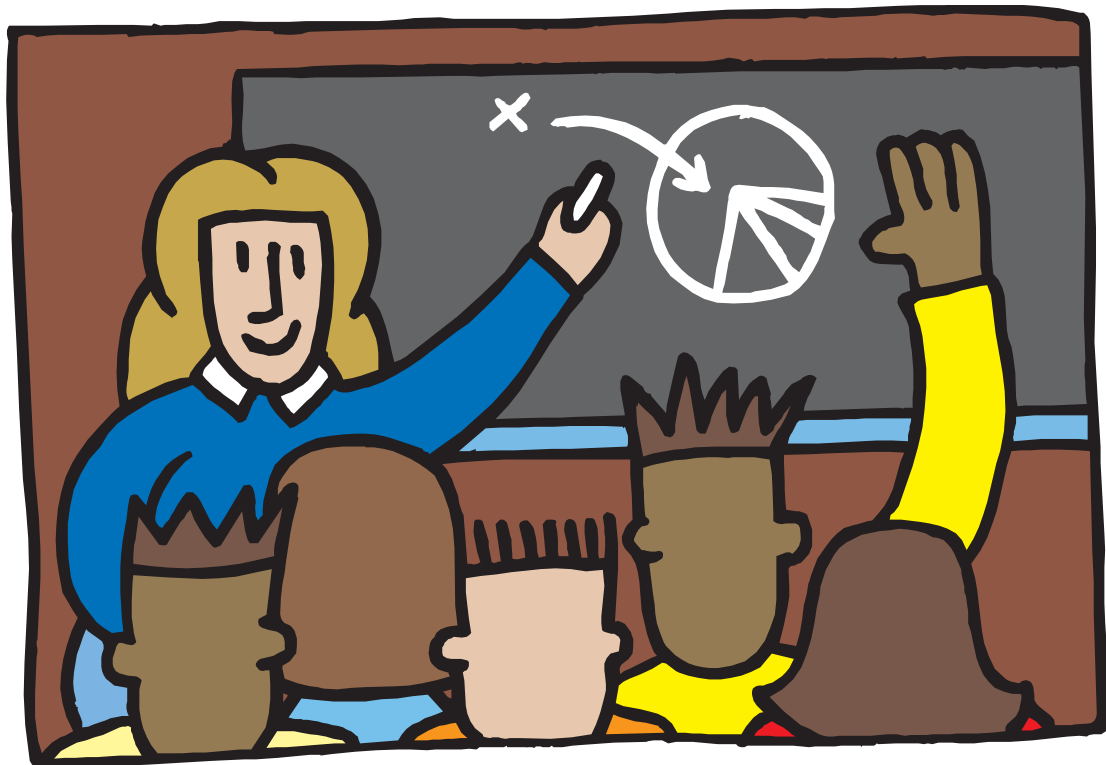
Except for the writing test, multiple-choice questions are used in all the sections.

Additional Information

The ACT provides a multitude of information and practice materials on the Web site www.act.org.

Unlike the SAT, the ACT does not use negative scoring.

Students may use certain types of calculators on the mathematics section, but they may not use them on the science section.



College Entrance Test Plan and Record

	PSAT/NMSQT	PLAN	SAT Reasoning Test	SAT Subject Test	ACT
Suggested year in school for taking test					
Date (month, year) test offered				Subject(s):	
Registration deadline					
Test fee (or test fee waiver requested)					
Preparation required					
Date test taken					
Score					



Student Activity 3.2

College Test Trivia

Name: _____

Date: _____ Period: _____

Directions: For each item, find someone who can write in the correct information and then sign his or her name. Complete all items.

<p>1. Name two different tests you can take for college. Answer: _____ Name: _____</p>	<p>2. Do you have to write an essay on the PSAT? Answer: _____ Name: _____</p>	<p>3. What does NMSQT stand for? Answer: _____ Name: _____</p>	<p>4. Can you use a calculator on the SAT Reasoning Test? Answer: _____ Name: _____</p>
<p>5. How many multiple-choice answers do you choose from on the math portion of the SAT Reasoning Test? Answer: _____ Name: _____</p>	<p>6. What are the lowest and highest scores you can attain on the SAT Reasoning Test? Answer: _____ Name: _____</p>	<p>7. What is the highest score you can attain on the writing section of the SAT Reasoning Test? Answer: _____ Name: _____</p>	<p>8. From what five subject tests can you choose for the SAT Subject Test? Answer: _____ Name: _____</p>
<p>9. What is the duration of the SAT Subject Test? Answer: _____ Name: _____</p>	<p>10. Name four languages that can be tested on the SAT Subject Test? Answer: _____ Name: _____</p>	<p>11. What unique information does the ACT offer? Answer: _____ Name: _____</p>	<p>12. At what grade level(s) should you take the PSAT? Answer: _____ Name: _____</p>
<p>13. What grade level is recommended for taking the PLAN? Answer: _____ Name: _____</p>	<p>14. What test can you take to prepare for the ACT? Answer: _____ Name: _____</p>	<p>15. What test can you take to prepare for the SAT Reasoning Test? Answer: _____ Name: _____</p>	<p>16. What does "ACT" stand for? Answer: _____ Name: _____</p>

College Test Trivia (Answers)

Directions: For each item, find someone who can write in the correct information and then sign his or her name. Complete all items.

<p>1. Name two different tests you can take for college. Answer: SAT Reasoning Test, SAT Subject Test, ACT</p>	<p>2. Do you have to write an essay on the PSAT? Answer: no</p>	<p>3. What does NMQST stand for? Answer: National Merit Scholarship Qualifying Test</p>	<p>4. Can you use a calculator on the SAT Reasoning Test? Answer: Yes: four-function, scientific, or graphing</p>
<p>5. How many multiple-choice answers do you choose from on the math portion of the SAT Reasoning Test? Answer: Five</p>	<p>6. What are the lowest and highest scores you can receive on the SAT Reasoning Test? Answer: 200–800</p>	<p>7. What is the highest score you can receive on the writing section of the SAT Reasoning Test? Answer: six</p>	<p>8. From what five subject tests can you choose for the SAT Subject Test? Answer: English, math, history, science, and languages</p>
<p>9. What is the duration of the SAT Subject Test? Answer: one hour</p>	<p>10. Name four languages that can be tested on the SAT Subject Test? Answer: Chinese, French, German, Italian, Japanese, Korean, Latin, Spanish, Modern Hebrew</p>	<p>11. What unique information does the ACT offer? Answer: an interest inventory that provides career planning</p>	<p>12. At what grade level(s) should you take the PSAT? Answer: freshman, sophomore, or junior</p>
<p>13. What grade level is recommended for taking the PLAN? Answer: 10th grade</p>	<p>14. What test can you take to prepare for the ACT? Answer: PLAN</p>	<p>15. What test can you take to prepare for the SAT Reasoning Test? Answer: PSAT</p>	<p>16. What does “ACT” stand for? Answer: American College Test</p>

Knowledge of Self

The first step in getting students to select an appropriate college and career is to help them develop a good understanding of themselves. Activities in this section take your students through that process. Although they are only ninth graders and their interests and skills may change, these activities will allow them to take a closer look at themselves and use this knowledge to plan ahead. Students will begin by considering their values and interests, understanding their personalities, and identifying their skills. At the same time they will complete exercises for identifying the lifestyle they hope to have and projecting an estimated income. These activities have been designed with the understanding that students' goals and wishes may change over time.

This section is divided into three parts. First, students inventory their values, personalities, interests, and skills. (If students took the EXPLORE test in the eighth grade, they may still have those results.) Second, students use the insights gained to consider what kind of lifestyle they would like. Finally, they incorporate this information into their exploration of career choices. Make sure students store the surveys and activities from this section in their AVID portfolios, because they may prove good resources when it comes time for students to write their personal statement essays for college applications.

Your school counselor has a wealth of knowledge about values inventories, interest surveys, personality tests, and skills inventories. He or she may be able to team-teach and/or help administer some surveys. Another possible resource during this unit is your local high school Career Center. The Internet is, of course, an extensive resource. For a list of helpful sites, see the "Resources" section in this guide. Students will also need access to a local newspaper to complete some of the activities in this section. Inviting a guest speaker from a local realty office to give students an overview of the current residential market can be useful during the housing activity.

Into

Time: 1–2 class periods

- As an introduction to this section students complete Activity 3.3, "Me, Personally" as best they can.
- Whole class brainstorms a list of their values. Then students form small groups.
- Have groups develop categories for this initial list. Have students further categorize values as intrinsic or extrinsic. (Share some examples to clarify the difference.)
- Within the groups, have each student try to identify his or her top three to five values, share them with group members, and look for overlapping or common values.

Through

Time: 4–6 class periods (time may vary depending on number and types of surveys administered)

- Explain to students that they will be taking a values inventory to further explore their values. The goal is to give students some clarity about their values, because they need to take their values into consideration while making choices for their futures.
- Administer the survey or have a counselor administer it.
- Review and discuss the results with students. Students compare the results to their initial three to five top values and note any changes they want to make to their initial lists.

- Students then complete Activity 3.4, “Career Values Inventory.” Have them share their three to five top career values in their groups. To extend this activity, you may re-group students based on their top career values and have them discuss why they chose these as the most important.
- Administer other surveys and inventories as time permits.
- After each survey, have students re-visit Activity 3.3, “Me, Personally,” to see if they can add or modify any of their original answers.

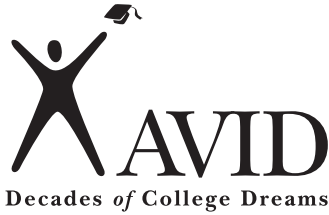
Beyond

Time: 2–4 class periods and/or time outside of class

- Students complete Activity 3.5, “My Ideal Self.”
- Students complete Activity 3.6, “My Individuality.”
- Students make pictorial representation of their values and include their career values.
- Using Activity 3.7, “Interview on Work-Related Values,” students interview family members, relatives, and other adults they know to inquire how much their job choice and job satisfaction relate to their values.



Student Activity 3.3



Name: _____

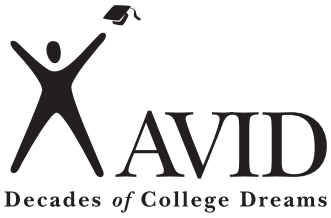
Date: _____ Period: _____

Me, Personally

Answer the following questions about yourself as completely as possible. You will refer to this information later when you are writing narrative essays or drafting your personal statement essay for your college application.

1. What are some of my strongest abilities?
2. What things interest me most?
3. What activities, people, places, or things make me feel really happy?
4. What issues, world problems, and current events concern me most?
5. What are my personal strengths? (For example, *I get along with people, I'm not a quitter, I am a good friend, etc.*)
6. How could I improve myself?
7. What challenges have I overcome?

Student Activity 3.4 (1 of 2)



Name: _____

Date: _____ Period: _____

Career Values Inventory

Because you will most likely work for 20–30 years, it is important to choose a career that will bring you satisfaction. Below is a list of values adults think are important factors in being happy at a job. As you read each item, put a check mark next to any that is important to you, or that you think might be important in a future job. After you finish going through the list once, go back and put a second check mark by the five items that are absolutely the most important to you.

VALUE:	WHAT THIS VALUE MIGHT LOOK LIKE IN THE WORKPLACE:
Access to technology:	utilizing computer skills on a daily basis
Accomplishment:	learning and developing skills that lead to mastery and to promotion opportunities
Adventure:	seeking new frontiers, either mentally or physically
Challenge:	performing difficult or complex work, or meeting ever-more-difficult goals
Collegiality:	being part of a group where you're an equal and your opinion counts
Competition:	comparing your accomplishments to those of others
Creativity:	using your imagination; coming up with new ideas
Entrepreneurship:	being self-employed
High salary:	working in a field where high salaries are the norm rather than the exception
Independence:	deciding for yourself what work to do, and how and when to do it
Intellectual stimulation:	relying on thought and reasoning to complete tasks
Leadership:	persuading others to see or do things your way
Loyalty:	believing in what the organization does or promotes
Outdoor workspace:	choosing a career that requires fieldwork, such as marine biology
Physical work:	using your entire body to carry out your job (e.g., dance, acting, archaeology)
Public contact:	dealing with the public on a daily basis (e.g., politics)
Job security:	identifying work for which there will always be a demand (e.g., mortuary science)

Student Activity 3.4 (2 of 2)

- Public service:** working for another person’s benefit
- Range of duties:** working in a job that requires you to “wear many hats”
- Travel:** taking frequent trips, either locally, nationally, or internationally
- Working with animals:** caring for or training animals
- Working with children:** teaching or caring for children
- Working with hands:** working in a job in which you use your hands or hand tools
- Working with machines or equipment:** working in job in which you use machines or equipment
- Working with numbers:** working in a job that uses mathematics or statistics

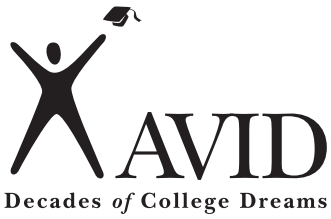
Now look at the five values that you double-checked. Choose your top three values from those five. Write them in the spaces below in the order of their importance to you.

Work Value #1 _____

Work Value #2 _____

Work Value #3 _____

Student Activity 3.5



Name: _____

Date: _____ Period: _____

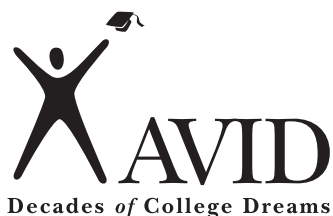
My Ideal Self

Create a description of your ideal self. _____

What would you do if you had the power and resources to do what you wanted? _____

What activity would give you the most fulfillment? _____

Student Activity 3.6 (1 of 2)



Name: _____

Date: _____ Period: _____

My Individuality

Thinking about this now will help you get ready to write your admission essay.

In what way am I...

Unique _____

Friendly _____

Intelligent _____

Creative _____

Quiet _____

Thoughtful _____

Talented _____

Mischievous _____

Studious _____

Compassionate _____

What different qualities do I have that would enhance a college campus?

1. _____

2. _____

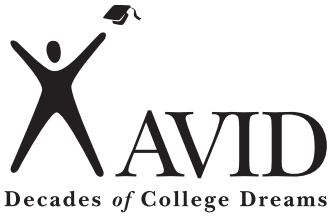
3. _____

Student Activity 3.6 (2 of 2)

Imagine you were placed suddenly in a very different culture. Describe the culture. _____

Describe how you might react in this culture: _____

Student Activity 3.7



Name: _____

Date: _____ Period: _____

Interview on Work-Related Values

Name of Interviewee _____

Job/Career _____

	Question	Notes
1.	What about your current job was most important to you when you applied?	
2.	What other attributes did you consider when looking for a job?	
3.	In the past, have you had jobs where you were unhappy or dissatisfied? If so, what did you do about it?	
4.	What do you value most about your job/career?	
5.	What are the strengths and/or skills that led you to your current position?	
6.	What part of your job brings you the most satisfaction?	
7.	What advice would you give someone trying to choose a career today?	

Going Beyond the Classroom

This activity provides a format for students to record their extracurricular activities during their middle school and high school years. Being active in the school and the community is another requirement for college admission. Employers and colleges desire individuals who can work with others and can make a contribution to those around them.

Now that students have completed the activities in the Knowledge of Self section, they may want to explore new interests or challenges based on what they've learned about themselves.

Encourage students to continue recording their activities during high school and also to keep a record of adults for whom they work, in case they need to ask for a recommendation letter at a later time. These records may be kept in students' portfolios.

Into

Time: Less than 1 class period

- Have students record school and extracurricular activities in which they participated in middle school.
- Invite the staff member in charge of student activities as a guest speaker. This person can give students an overview of all the clubs and activities available on campus.
- Have students quickwrite a response to these two questions: What does it mean to be committed to something? To which extracurricular activities do I want to commit?

Through

Time: 1 class period

- Have students fill out the "Extracurricular Activities Log."

Beyond

Time: Varies

- Have students share in small groups the involvement in which they take the most pride.
- Have students call various social agencies, check the newspaper, and check the Internet to find out what opportunities are available for volunteer work. Have students report to the class on their findings; reward students who report the most unusual or creative volunteer work.
- Consider organizing a class volunteer project to get students interested in community service. Many students will become involved after they find out how gratifying volunteer work can be.

My Extracurricular Activities Log (1 of 2)

Name: _____

School Activities	Indicate grade level(s) for each activity 9 10 11 12
Student government (including title of offices held)	
Organizations (school clubs, etc.)	
Creative and Practical Arts (photography, band, journalism, choir, drama, creative writing, publications, etc.)	
Athletics	
School spirit (cheerleading, committees, etc.)	
Academic recognition (awards, honors, Science Fair, etc.)	

My Extracurricular Activities Log (2 of 2)

Name: _____

Community Activities	Indicate grade level(s) for each activity 9 10 11 12
Clubs and organizations (junior theater, church groups, Boy/Girl Scouts, etc.)	
Organized sports	
Volunteer work	
Awards, honors, and other achievements	
Special talents (playing a musical instrument, singing, dancing, photography, drawing, writing, etc.)	
Work Experience (Note: job title, company, supervisor, hours worked/week, special skills acquired)	

My Extracurricular Activities Log *EXAMPLE (1 of 2)*

Name: Sandra Martinez

School Activities	Indicate grade level(s) for each activity 9 10 11 12
Student Government (including office) Freshman class secretary	9
Organizations (school clubs, etc.) Math and science club Drama club	9 9
Creative and Practical Arts (photography, band, choir, drama, creative writing, publications, etc.) School Newspaper	9, 10
Athletics Volleyball	9, 10
School spirit (cheerleading, committees, etc.)	
Academic recognition (awards, honors, Science Fair, etc.) Honor roll	9, 10

My Extracurricular Activities Log *EXAMPLE (2 of 2)*

Name: Sandra Martinez

Community Activities	Indicate grade level(s) for each activity 9 10 11 12
Clubs and organizations (junior theater, church groups, Boy/Girl Scouts, etc.)	
Organized sports All-city volleyball	9 10
Volunteer work Hospital volunteer	10
Awards, honors, and other achievements	
Special talents (playing a musical instrument, singing, dancing, photography, drawing, writing, etc.) Violin	9
Work Experience (Note: job title, company, supervisor, hours worked/week, special skills acquired)	

Cost of Living

The purpose of this section is to start students thinking about the type of future they envision for themselves, including the lifestyle they wish to have. They may do some or all of these activities. For several, they will need access to local newspapers. Teachers may choose to have students complete these activities either in groups, by role-playing a family, or as individuals.

Into

Time: Less than 1 class period

- Set the stage by explaining to students that in this section they will acquire information to help them envision the lifestyle they might wish to have. They will use their imaginations to project 10–15 years ahead. Help them make connections between the lifestyle they choose and the opportunities a college education will provide.
- Students complete Part 1 of Activity 3.9, “Housing.”

Through

Time: 5 class periods (some parts may be done as homework instead of class time)

- Students look in the housing section of the local newspaper to find the costs of buying a home or condominium and renting a house or apartment. Students use the newspaper to look for car costs as well. Students complete Part 2 of Activity 3.9, “Housing” and all of Activity 3.10, “Transportation.”
- Students complete Activity 3.11, “Clothing,” Activity 3.12, “Food and Sundries,” and Activity 3.13, “Extras: Recreation and Entertainment.” They will need to get approximate expenditures from their family members.

Beyond

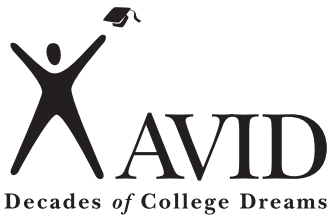
Time: 2–3 class periods (some activities may be done as homework)

- Invite a realtor to speak to students about the current local housing market and possible future trends.
- Students complete Activity 3.14, “Cost of Living,” and then refer to a chart of current annual income based on educational level so they can identify the level they need to sustain the lifestyle they desire. (See Student Handout 1.1 in Unit One for such a chart.)
- Students share their future lifestyles with class either individually or within their role-play family units.
- Students complete Activity 3.15, “Written Reflection—Lifestyle and Cost of Living.”

These activities are only the broadest introduction to this topic. You might wish to add activities that deal with the cost of home furnishings, appliances, tools, and pets, for example.

The classification of expenses is also broad. For example, some families might consider newspapers, books, and magazines part of a basic budget, not “extras.” Should the cost of cable TV access be considered a “utility” expense or an “extra?” What about the cost of Internet access? Discuss these and similar ideas with students.

Student Activity 3.9



Name: _____

Date: _____ Period: _____

Housing

Part 1

Where to you want to live?

City/Town, State _____

Type of housing you prefer (check one)

Rent

- Government housing
- Apartment
- House
- A farm or ranch
- A luxury home or estate

Own

- Condominium
- House
- Multi-unit dwelling (with tenants)
- A farm or ranch
- A luxury home or estate

How many bedrooms? _____ Bathrooms? _____ Garage: Yes No What size? _____

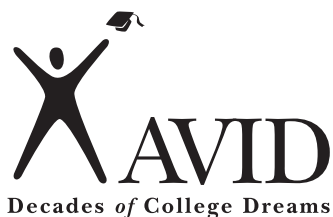
Other features you would like in your housing: _____

Part 2

Check the housing section of your local newspaper to find approximate prices for the type of housing you are interested in. Fill in all the information below to make a comparison between owning and renting. You may need to discuss some of the items with parents, teachers, or other adults to find approximate costs. Discuss the advantages and disadvantages of buying versus renting.

Owning		Renting	
<i>Expense</i>	<i>Monthly Cost</i>	<i>Expense</i>	<i>Monthly Cost</i>
Mortgage		Rent	
Property taxes		Property taxes	0
Homeowner's insurance		Renter's insurance (optional)	
Utilities (specify)		Utilities (specify)	
Fees (homeowners' assoc., garbage collection, etc.)		Fees (homeowners' assoc., garbage collection, etc.)	0
Maintenance and repair costs		Maintenance and repair costs	0
Total monthly costs		Total monthly costs	

Student Activity 3.10



Name: _____

Date: _____ Period: _____

Transportation

Thinking about your first car is very exciting. However, owning a car can also be very expensive. Before you make a decision about your transportation budget, think about where you want to live and where you will work. After you have done some comparisons, you may find that you want to use public transportation. Also, if you are married and both you and your spouse work, will you need two cars or will you be able to share one?

How would you like to travel to and from work? (Check one.)

- Walk
- Bicycle
- Motorcycle
- Public transportation
- Car, previously owned
- Car, new every 7–8 years
- Car, new every 3–4 years
- Car, new every year

If you want to own your own car or motorcycle, indicate the:

Make _____

Model _____

Year _____

How many miles per month do you estimate you will drive? _____

List approximate monthly amounts for each of the following costs associated with owning a car or motorcycle.

Loan payments \$ _____

Insurance \$ _____

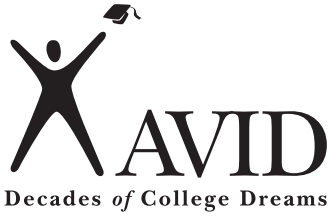
Gasoline \$ _____

Maintenance \$ _____

Total estimated monthly transportation cost when owning a car/motorcycle: \$ _____

Estimated monthly cost for bus/train/other public transportation: \$ _____

Student Activity 3.11



Name: _____

Date: _____ Period: _____

Clothing

Do you have a clothing budget now? Do you know how much you spend on clothing in a year? You might be surprised at the total when you add it all up.

Are you a person who wants to own just a few high-quality items of clothing? Or do you like to have many outfits from which to choose? Will your job require you to wear uniforms or a certain type of clothing? Do you live in a climate that requires both a summer and a winter wardrobe? Do you have hobbies or other activities that require special clothing? Are you willing to sew your own clothes, shop at discount stores, or shop the sales? Are you comfortable purchasing resale clothing? Or are you a person who doesn't care about the cost when you see something you want?

The answers to these questions will affect how much you budget for clothing. Remember, your clothing budget includes shoes, hats, swimsuits, coats and jackets, boots, rain gear, underwear, belts, socks, bedclothes and other apparel you might not think of immediately.

For clothing, I plan to (check one or more):

- Sew my family's clothing
- Buy resale clothing
- Buy from discount shops and catalogs
- Always buy clothes on sale
- Shop at department stores and boutiques
- Buy designer fashions
- Other (explain) _____

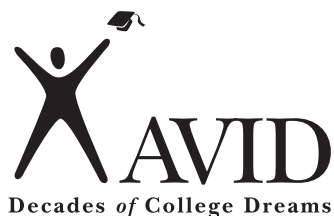
Talk with other family members and see how much they spend on clothing. For each month of the year, make an itemized list of the clothes you might typically buy, and estimate the amount you would spend on each item. Total the costs for a year and then divide by 12 to arrive at an average monthly amount to be budgeted for clothing.

Total \$ _____ for clothing per year divided by 12 = \$ _____/month

If you are planning to have a family, take the total monthly amount above and multiply it by the number of people in your future family.

\$ _____/month x _____ (number in family) = \$ _____/month for entire family

Student Activity 3.12



Name: _____

Date: _____ Period: _____

Food and Sundries

Do you like to eat out in restaurants, or do you prefer to cook at home? If you cook at home, do you use convenience foods, or do you make meals from “scratch”? Are you willing to watch for sales, to purchase fruits and vegetables in season, and to stock up on staples when they are priced right? Or would you prefer to simply buy what you need when you need it? Do you have any dietary restrictions? If so, please take them into account when you create your budget.

Sundries include personal items like soap, shampoo, deodorant, etc., as well as cleaning supplies, toilet paper, and paper towels. Include these items in your budget as well.

You will need to talk to your parents/guardians to develop a budget for food and sundries. These numbers do not have to be exact. You just need a general idea. If you don’t already accompany your parents when they shop for food and sundries, then go with them and take note of the items needed for a household. Note how prices vary among different brands of the same product; if possible, note how prices for the same item vary from store to store.

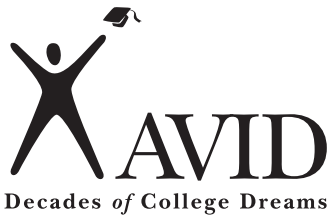
Through discussions with your classmates and family, come up with a dollar amount per month that you think you might spend on food and sundries for the size of family and the lifestyle you envision for yourself.

Number of people in my future family _____

Monthly amount needed for food \$ _____

Monthly amount needed for sundries \$ _____

Student Activity 3.13



Name: _____

Date: _____ Period: _____

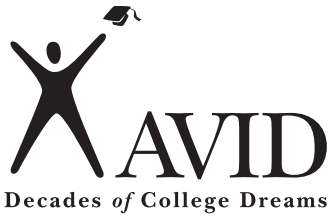
Extras: Recreation and Entertainment

Although you don't need the following budget items to survive, recreation and entertainment items make life more fun. You may find that at certain times in your life, you are able to spend more or less on these items. Think about your budget and what you will want to spend on the following areas. Don't forget the costs of a television and DVD/VCR player, a stereo, or other items that you might want for your entertainment.

Activity	Approximate Cost/Month
Dining out	\$
Movies, concerts, sporting events, theater, opera, lectures or workshops	\$
Books, newspapers, magazines	\$
CD's, videos, DVD's	\$
Hobbies/lessons (e.g., flying, golf, tennis, singing, etc.)	\$
Health club/gym memberships	\$
Other _____	\$

Estimated monthly total for recreation and entertainment \$ _____

Student Activity 3.14



Name: _____

Date: _____ Period: _____

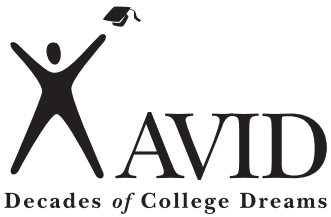
Cost of Living

Use the monthly amounts from Activities 3.9–3.13 to fill in the chart below. Completing it will give you an idea of the salary you will need to achieve the lifestyle you desire. Remember that this chart does not include every expense you might have; it contains only some basic expenses. Not included, for example, is the cost of child care if you have children and must work. What other possible expenses can you think of that do not appear in this chart?

Expense	Monthly Amount
Housing	\$ _____
Transportation	\$ _____
Savings	\$ _____
Clothing	\$ _____
Food and Sundries	\$ _____
Recreation/Entertainment	\$ _____
Other (specify)	\$ _____
Subtotal	\$ _____
Taxes (add 30% to the subtotal)	\$ _____
Total Monthly Living Costs	\$ _____

Total monthly costs \$ _____ x 12 months = \$ _____
(annual income needed for this lifestyle)

Educational level needed to generate this income _____



Name: _____

Date: _____ Period: _____

Written Reflection—Lifestyle and Cost of Living

Think about the lifestyle you have envisioned for yourself. You have used the Average Income Data to determine the education level necessary to create the “earning power” needed to support your chosen lifestyle. How hard are you willing to work to achieve your goals? Will you need to make sacrifices? What do you think they might be? What will the benefits be if you put forth the effort to achieve your goals?

Career Exploration Activity

Students have had a chance to examine the cost of living and to think about the lifestyles they would like. Additionally, they determined the level of education they would need to support those lifestyles. Students will now investigate a career of their choice and then plan the appropriate paths to lead them to it. This unit allows students to synthesize what they learned from the Knowledge of Self section with what they learned in the Cost of Living section.

While students work on this project, it is important that they talk with their counselors about which high school classes will prepare them for their career choice and for the college path leading to that career.

If students have the eighth-grade activity in their portfolios, they may want to revisit it and expand its content.

Into

Time: 2–3 class periods

- Invite guest speakers from various careers to speak to students about their professions. One of these guest speakers can be the high school counselor. Have students take Cornell notes as they listen to each speaker (two class periods).
- Have students use a web (or other organizer) to brainstorm careers in which they are interested. Be sure they have reviewed the results of their interest inventories and skills assessments before brainstorming.

Through

Time: 4 weeks (most of the project may be done outside of class)

- Based on their knowledge of themselves, students select a career to investigate. Students write a description of the field that interests them and list possible jobs within that field. Students will determine answers to the following questions:
 1. What skills should people in this field have?
 2. Are there specialty areas within the field?
 3. How do people in this field work with people in other fields?
 4. What related careers are possible for someone trained in this field?
 5. Are there professional organizations that support people in this field?
 6. What salary and benefits can people in this career expect?
 7. What are some typical jobs that someone in this field might perform?
 8. Why is there a continuing need for this career?
- With approval from their AVID teacher and a parent/guardian, students interview at least two people who currently work in the occupation they are studying. Students develop interview questions that will help them:
 1. know what is involved in day-to-day activities on the job.
 2. decide if they might be interested in this line of work.
 3. think seriously about ways to prepare for this career.

They may conduct the interviews in person, over the telephone, by letter, or through e-mail. Students summarize the interviews in writing to offer insight and advice to other students who may be interested in that career.

- Students design a “map” that shows possible paths one might follow to get to this career. When working on this map, students might meet with the school counselor to learn the high school curriculum necessary for this career and to find out post-secondary requirements as well. Students should investigate at least one private college and one state college that will help them prepare for this career. They should also research internships, apprenticeships, or similar work-related experience that may be recommended or required for this career.

The first part of the map students create should include a path through the high school they will attend. They should identify each semester and list the courses needed for this career path.

Students can divide the second part of the map into two parts: One with a private college path and one with a state college path that will lead them to their career choice. Students include as much information as possible on the map including majors, courses needed, etc. Students end each path at a door that opens to the career they’ve chosen.

- Students create a brochure about the career they have studied. Students also present what they consider to be some of the most important facts and pieces of advice from their research.

Beyond

Time: 2–3 class periods for presentations; time outside of class to prepare

- Students creatively present their career findings. This may include dressing up as a professional, showing a video, or role-playing.
- Utilize Activity 2.4, “Career Selection” and Activity 2.5, “Student Responsibilities/Checklist,” as appropriate in the section.



Early Planning for Financial Aid

Assisting students and their families with the financial aid process is another aspect of the AVID program and of college preparation. Early planning is important so that both parents and students can be prepared for the paperwork during the senior year. Early planning can also help to dispel myths about the expense of college. When parents and students truly understand that a college education is attainable with the help of financial aid, their motivation to achieve that goal can increase.

Work with the school counselors or the person on your campus in charge of the financial aid process during these activities.

Into

Time: 1–2 class periods

- Have students research the costs of colleges in which they are interested. Have them distinguish the various costs involved with higher education, including registration/tuition fees, books, living expenses, and travel costs. Have students note how these costs vary among different campuses.
- Give an overview of the types of financial aid available for college, including loans, scholarships, grants, and work/study plans.
- Teachers should go to www.act.org and download “Family Firsts” for distribution. This will give parents and students a further overview of college admissions for first-generation families.

Through

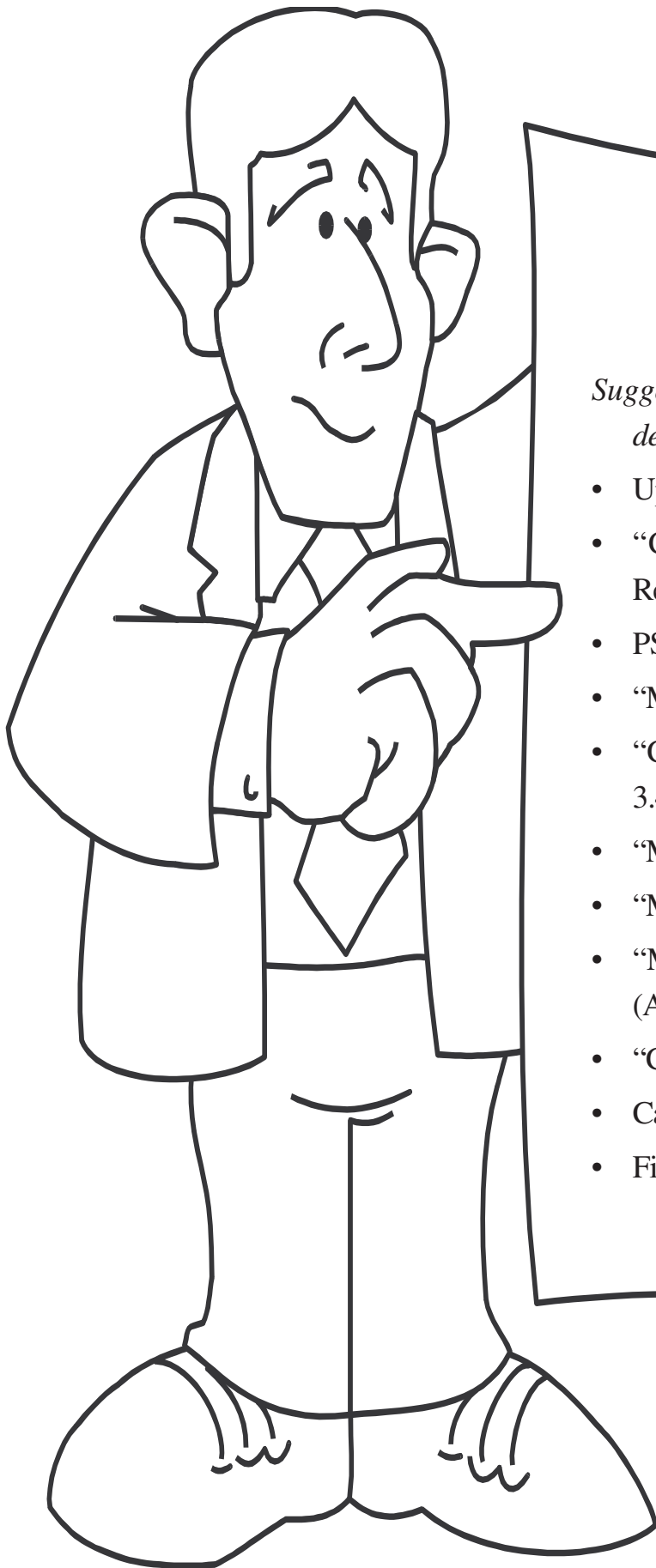
Time: 1–2 class periods and time outside of classes

- Plan a parent/guardian workshop on financial aid that includes presentations from students as well as guest speakers from colleges. Students can share some of the basics they have learned about financial aid. Representatives from colleges can provide more details including the importance of completing the Free Application for Federal Student Aid (FAFSA). Many colleges will send representatives, at no cost, to speak to parents/guardians and students. Work with your school counselor to arrange such a speaker.
- Other ideas for making this workshop effective: have parents/guardians of past graduates share, parent-to-parent, how they overcame fears and misconceptions about paying for college; have graduates from your high school who currently attend college tell how they are paying for it; have a financial planner help families understand how they can begin to save for college with just a few dollars a week.

Beyond

Time:

- Have students develop a plan indicating how they might pay for their college educations based on what they have learned about financial aid. Each student would choose a college, research its costs, calculate how much he or she might receive in federal and/or state grants, and then determine how much they would have to earn from scholarships or employment. This will also help them decide whether they will need to take out loans.
- Developing the above financial plan is a great “into” activity for the scholarship research addressed in the 11th grade unit. Students should therefore save this work in their portfolios for future reference.



Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- “College Entrance Test Plan and Record” (Activity 3.1)
- PSAT results
- “Me, Personally” (Activity 3.3)
- “Career Values Inventory” (Activity 3.4)
- “My Ideal Self” (Activity 3.5)
- “My Individuality” (Activity 3.6)
- “My Extracurricular Activities Log” (Activity 3.8)
- “Cost of Living” (Activity 3.14)
- Career research project
- Financial aid plan

UNIT FOUR:

GRADE 10

Updating the Six-Year Plan

Updating the six-year plan is a procedure that students should revisit at least twice each year. Utilize this checklist to help them update and adjust their plans:

- Obtain copies of students' transcripts that show their ninth-grade year, including summer school. Arrange a visit from one of the school's counselors to teach students how to read the information on their transcripts. Have the students use the transcripts to update their six-year/four-year plans.
- If students had any D's or F's in ninth grade that were not made up in summer school, assist them in making a plan to repeat those classes and raise the grades as soon as possible. Investigate the options available at your school site. Can students attend adult school? Does your school offer intersessions or extra periods during the day? May students take a course at a community college that might help fill in gaps in their college requirements?
- Have students evaluate their academic strengths and challenges in light of their grades. Do they need to adjust their plans based on what they have learned about themselves? How can they strike a balance between pursuing academic success while keeping up with family responsibilities, athletics, clubs, community service, and working part-time?
- Continue to have older students visit to share their experiences and provide encouragement and modeling for the younger students.
- Have your college tutors relate how particular high school courses, although challenging, really helped them prepare for college.

From now until graduation, the periodic six-year/four-year plan update will be a process of keeping students on track as well as helping them maintain their motivation. Be sure to balance activities that give students a "reality check" with activities that encourage them. Use or modify activities from previous units to assist your students with their academic plans, and always include your school counselors in the process.



Knowledge of Self

In this section, students will be evaluating what they accomplished in ninth grade, using their portfolios to look back and assess their progress and needs. As this section refers to activities from the ninth-grade unit, you may want to check with the ninth-grade teachers to see what they covered and if any activities from that unit were not used.

Into

Time: 1 class period

- Explain to students that the ability to reflect on one’s past experiences is a very good personal quality. Students need to be able to analyze what worked well and what did not. Going through this process allows them to identify what—if anything—they need to adjust to keep moving forward.
- Students share orally one positive and one negative academic experience from ninth grade.
- Students do a quickwrite about what they learned from both of those experiences.
- Students can use the same exercise to focus on the AVID elective.

Through

Time: 2–3 class periods and time outside class

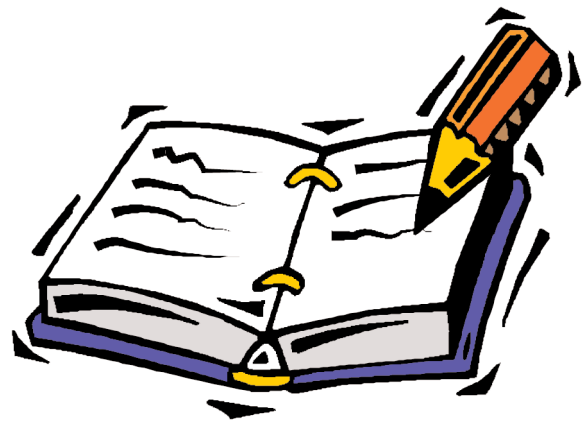
Students may complete these activities individually or use an interview format to work with a partner.

- Students complete Activity 4.1, “Looking Back at Ninth Grade.”
- Students complete Activity 4.2, “My Accomplishments.”
- Students complete Activity 4.3, “Making Good Decisions about the Future.”

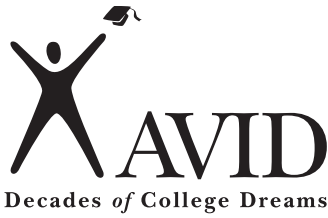
Beyond

Time: 1–2 class periods and time outside class

- Students share their reflections in small groups.
- Students make a new graphic representation, tied to goal-setting, about what they want to accomplish in the 10th grade and beyond.



Student Activity 4.1



Name: _____

Date: _____ Period: _____

Looking Back at Ninth Grade

Answer the following questions as you think back on your ninth-grade experiences. You may want to have your AVID portfolio available.

1. What academic skills (writing, notetaking, organization, public speaking, etc.) have you strengthened?

2. What new interests did you develop in the ninth grade?

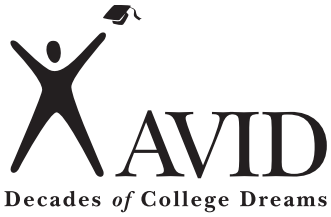
3. What activities, groups, or clubs did you get involved in? What did you gain from these experiences?

4. What personal strengths (being a loyal friend, becoming more dependable, growing more open-minded, becoming a better listener, showing better time management, etc.) have you improved upon? How did you accomplish this?

5. Identify a personal or academic challenge you overcame in ninth grade. What impact do you think this will have on your 10th-grade year?

6. What experience in ninth grade helped you think about a possible career choice?

Student Activity 4.2



Name: _____

Date: _____ Period: _____

My Accomplishments

Think about your accomplishments and list them below. Your accomplishments may be school-related or from your life outside of school.

1. List as many accomplishments as you can think of from ninth grade.

2. List something you accomplished over the summer.

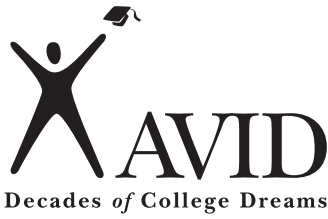
3. Identify the most important thing you accomplished in ninth grade.

4. Describe something you learned about yourself in ninth grade.

5. Based on your ninth-grade experiences, write about something you will do differently in 10th grade.

6. Based on your ninth-grade experiences, describe something you will continue to do without change in the 10th grade.

Student Activity 4.3



Name: _____

Date: _____ Period: _____

Making Good Decisions about the Future

Because a college education is one of your goals, it is important that you continue to develop self-awareness so you can make the best decisions about that part of your future. Although you have thought about these questions before, take time to answer them again, given that you are older and wiser now!

1. What is important to you?

2. How are you unique?

3. What do you want out of life?

Beyond the Classroom

While ninth grade may have been a time for students to explore new opportunities, 10th grade is a time for them to refine their interests. Colleges do value a student's participation in extracurricular activities, but it is important to understand that they also look for evidence of commitment. In other words, they consider regular participation in a few activities over a three- to four-year period more impressive than a greater number of short-term involvements.

The activities in this section are designed to help students refine their interests and pursue in greater depth the activities they most value.

Into

Time: Less than 1 class period

- Have students take their Extracurricular Activities Log from their portfolios. (They should have saved this activity from ninth grade.) Have them update their logs with anything from ninth grade or the summer that is not already listed.
- Have students quickwrite about which activities they enjoyed most, and which activities they do not want to continue.
- Have students first share their quickwrites with partners and then share and discuss them as a class.

Through

Time: 2–3 class periods and time outside class

- Tell students that in ninth grade they were encouraged to try new things, and that they should always keep their minds open to new and different activities. Let them also know that, at the same time, colleges are looking for a sense of commitment and leadership when they review students' extracurricular activities. Therefore, we will be helping students understand the concepts of leadership and commitment, and how they are illustrated in their extracurricular activities.
- Have students write their own definitions of leadership, and include an example that illustrates the definition. Have them share their definitions with partners or in small groups. Lead a class discussion based on their responses.
- Find a short article about leadership and conduct Philosophical Chairs or a Socratic Seminar based on it to help students clarify their ideas about leadership and the qualities that define a leader.
- Have students name people they believe are leaders on campus, in the community, or at the state, national, and international levels. List all the names on the board. Then have students write about the differences between positive and negative leadership. Have them add to the list names of persons who display or have displayed negative leadership. Discuss whether everyone everywhere would agree with students' classifications.
- Have the students determine how they might personally demonstrate leadership in the classroom, as a club officer, as captain of an athletic team. Using a goal-setting activity, have them set a goal of achieving a leadership position in some capacity no later than their junior year.
- Using similar strategies—definitions, examples, Socratic Seminars—have students explore the concept of commitment, and decide how they will show their commitment to a particular activity beyond their academic education.

Beyond

Time: Varies

- On field trips to colleges, be sure students make connections between the extracurricular activities in which they are involved and the activities available on the various campuses. Does a college offer organizations or activities in which they can continue at the college level? Are there new and interesting clubs or activities they can explore? What opportunities will they have to extend and enhance their leadership?
- When you invite guest speakers for your AVID students, encourage them to reinforce the concept of leadership and commitment to students.
- Have students periodically reflect on their progress toward their goals and update their Extracurricular Activities Logs as needed.



College Entrance Testing

The 10th-grade year is the time to include two practice college entrance exams, the PSAT and the PLAN (overviews of each appear in the ninth-grade unit). Your AVID students may have taken the PSAT in ninth grade. If so, the activities below include using those results to prepare them for their second PSAT. Be sure to refer to the activities and overviews in the ninth-grade unit as you work through this section.

As you know, the PSAT is given only once a year, in October, so you need to devote some AVID class time early in the school year to prepare for it. The PLAN may be given any time throughout the year since you or the AVID Site Team order and administer it. One suggestion is to use the PLAN later in the year and, because the PLAN includes an interest inventory, connect it to the career research section later in this unit.

A plethora of preparation materials are available for these tests. The PSAT registration booklet includes descriptions and examples of every type of question as well as a full practice exam. In addition, there are many books and Web sites that provide test prep tips and practice questions/tests. Some of these are listed in the Resources section of this guide. Be sure to use them during this unit.

The PSAT

Into

Time: 1–2 class periods and time outside class

- Have students brainstorm in small groups everything they remember about the PSAT from last year's experiences. Have groups share out and record the brainstorming on the board.
- The PSAT/NMSQT is a practice test for the SAT. It measures verbal, reading, math, and writing skills. It is also the qualifying test for the National Merit Scholarship Competition. High scorers are identified, using regional score cutoffs, and invited to participate in the scholarship competition. PSAT/NMSQT scores are also used for the National Achievement and National Hispanic Recognition programs.
- Have the students take Cornell notes as you give an overview of the basics of the PSAT. Refer to the ideas from their brainstorming and fill in any gaps. Be sure to cover: types of questions in the verbal section, types of questions in the math section, types of questions in the writing section, number of sections and questions per section, timing, how the test is scored (especially negative scoring where they lose points for incorrect answers), and how grid-in questions are to be answered (note that they do not lose points on the grid-ins for incorrect answers). Be sure students understand that this test, like the SAT, is designed so that the average student will not answer all questions correctly. Therefore, students must develop the skill of knowing when NOT to answer a question.
- If your students took the PSAT in ninth grade, have them review and analyze their results after the lecture. Make sure they notice on which types of questions they did well, which types of questions caused them difficulty, and how many points they lost by answering questions incorrectly.
- Have students write a paragraph or short essay analyzing their ninth-grade results and presenting ideas how they might improve their scores this year. (Consider using the goal-setting activities from the *Strategies for Success* guide.)

Through

Time: Several class periods and/or significant time outside class

- In the weeks prior to the PSAT, you might want to use one or two practice questions each day as a warm-up in the AVID class. Be sure that you always identify the type of question for the students (e.g., sentence completion, math word problem, etc.).
- Have practice PSAT problems available during tutorials to fill gaps during tutorial time.
- Consider devoting one or more tutorial days to the practice of PSAT problems.
- Use practice PSAT problems as AVID homework, focusing on a different type of question each time.
- Spend time in class reviewing basic test-taking strategies such as using the process of elimination, deciding when to take a guess, focusing on context clues or key words in reading passages, etc.
- Devote at least one lesson to examining the directions for each type of question. Ensuring that students are already familiar with the directions will help them avoid mistakes and save time on the test day.
- Consider giving a practice exam on a Saturday prior to the actual PSAT. Have students hand-score their exams so they can see the effect of the negative scoring.

Beyond

Time: 2–3 class periods and time outside class

- Results from the PSAT usually arrive in schools during December. Because of the timing, you may want to save the activities in this section until after the winter holiday break.
- Have a lesson that guides students through reading their score reports. If a counselor or other staff member on campus specializes in this area, invite him or her to lead the lesson. You may want to group students with similar scores, as students tend to do a lot of comparing during such activities. Be sure this lesson helps them analyze their areas of success as well as their areas of greatest challenge. Be sure they keep a copy of their results in their portfolios.
- Consider having students prepare presentations for their parents/guardians about the PSAT. Students could form groups, with each group covering a different topic, including: an overview of the test including its purpose, various sections, and amount of time; examples of each type of verbal question; examples of each type of math question; examples of each type of writing question; how the test is scored, and how to read the score report. After the presentations, parents/guardians sit with their children while students review their results with their parents, including their goals for improvement in the 11th grade. Teachers and counselors can roam through the room and help answer questions.

The PLAN Test

Into

Time: 2–3 class periods

- Just as in the process used for the PSAT, have students take Cornell notes as you give an overview of this test, including the types of questions, the number of sections, the scoring method, etc.

- Have students compare and contrast the format of this test with the PSAT. It is important that they understand that different tests require different strategies (see “Test-Taking Tips” in the *Strategies for Success* guide). For example, on the PLAN, students do not lose points for incorrect answers, so they can replace the strategy of knowing when NOT to answer with a strategy for educated guessing.
- If your students took the EXPLORE assessment by ACT in eighth or ninth grade, have them review and analyze their results before taking the PLAN. The EXPLORE and PLAN are designed to work together as scaffolding for the ACT assessment.

Through

Time: Several class periods and/or significant time outside class

- As during PSAT practice, use practice questions for warm-ups, during tutorials, and for homework. You may want to place more emphasis on the types of questions NOT included on the PSAT—the science reasoning, for example.
- Determine if you will give the test in sections over the course of a week, or if you will have a block of time in which to give it all at once. If you can, schedule time on a Saturday or during a block of time during a regular school day to simulate the actual test using practice materials. Being able to focus intensely and perform well for a concentrated period of time are skills in and of themselves, and some students need to practice this as much as possible. (See “Test-Taking Tips” and “Learning Styles” in the *Strategies for Success* guide for more information.)
- Create a testing environment as close as possible to that of an actual ACT sitting, and administer the test.

Beyond

Time: 2–3 class periods and time outside class

- Follow the same procedures for analyzing the results that you used for the PSAT. You will usually receive the PLAN results much more quickly than the PSAT, so making connections for and giving feedback to the students will be easier.
- If you use the interest inventory results to promote career research, have students include this step in any career presentations they make to parents/guardians or other students. They can share how the PLAN results helped guide their thinking as they explore career interests in pursuit of employment they will find satisfying and rewarding.

Career Research

By now, your AVID students have had many opportunities to think about careers that might be a good fit for them. In this unit, they will take all that thinking to begin to identify possible college majors.

Be sure that students have access to the contents of their portfolios, including career research projects from past years, the cost-of-living section, and their interest inventory results from the EXPLORE and the PLAN assessments.

Into

Time: 1 class period and time outside class

- Have students spend some time reviewing the various assessments, inventories, and assignments they have accumulated in their portfolios.
- Have students take notes about themselves using Activity 4.4, “All about Me.”
- When they are finished with their notes, have them write reflectively about all the information they have gathered in Activity 4.4. Have them share their lists and writing with a partner in class and/or their parents as a homework assignment.

Through

Time: 1 class period and possible time outside class

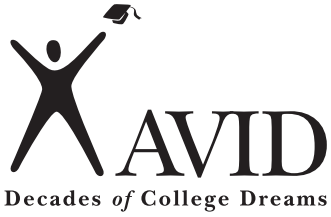
- Using the information from Activity 4.4, “All about Me,” have the students complete Activity 4.5, “Possible Careers and College Majors.” To assist students in thinking of college majors to match their career ideas, be sure you have lists of possible majors from various sources including your state universities, various private colleges, and possibly published resource guides.

Beyond

Time: Varies

- When guest speakers come to speak about careers, be sure they share different college majors that would lead to that career.
- When students visit colleges and have a chance to speak to college students and professors, be sure they ask about careers related to college majors they are considering.
- As students continue to develop new areas of interest or strength, have them think about college majors that might be connected.

Student Activity 4.4



Name: _____

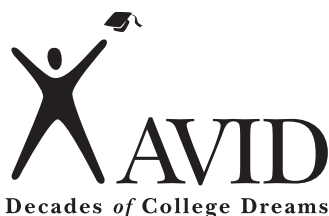
Date: _____ Period: _____

All about Me

Directions: List information about yourself based on the contents of your AVID portfolio. Be sure to review your EXPLORE, PLAN, and PSAT results, along with any other tests or assessments you have taken. Review your current transcript, your activities from the cost-of-living section in ninth grade, your career values inventory, and other assignments that required you to think about your unique characteristics and personality.

My interests	
My values	
My academic strengths	
My academic challenges	
My strongest personality traits	
My special talents and skills	
What I would enjoy in a job	
What I want to avoid in a job	

Student Activity 4.5



Name: _____

Date: _____ Period: _____

Possible Careers and College Majors

Directions: In the left column, list possible career choices that seem to fit you. You may list a specific career like “pediatrician,” or you may list a general career area like “medicine.” In the right column, list possible college majors that would prepare you for that career.

Possible Career Choices	Possible College Majors Leading to This Career
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.
	1. 2. 3. 4. 5.

College Research

Your students have had opportunities since middle school to investigate different colleges. They are now starting to consider possible college majors. Their college research focus should now narrow to colleges that are a “fit” for them.

The goal is for students to compile a list of 7–10 colleges to which they want to apply by the end of their 11th grade year. The activities in this section will help them to begin to refine their college research to reach that goal.

Into

Time: Less than 1 class period

- Have students quickwrite on the following question, “If you were to choose a college today, which one would you choose, and why?”
- Have students share their quickwrites and record on the board their names, colleges of choice, and reasons for their choices.
- Despite the AVID program’s numerous activities regarding college, you may still find that students choose colleges based on reasons that are not the best. Use their above responses to lead a discussion about the criteria for choosing a college that is right for them. Let them know that they need to start narrowing their list of possible colleges as they prepare to meet admission requirements and submit applications within the next year or two.

Through

Time: 1–2 class periods and time outside class

- Have students answer the questions in Activity 4.6, “Thinking about the Best College.” You may have them work through the questions in groups. Have them take turns sharing their thinking out loud. Hearing others’ answers sometimes helps students clarify their own.
- After the students have finished answering these questions, lead a class discussion to help them understand how their responses may translate into choosing a college campus that fits their personalities.
- Have students use their answers from Activity 4.6 to complete Activity 4.7, “The Ideal College.”
- Now have students quickwrite to answer this question: Would you still choose the same college you did in the first quickwrite? If so, explain how this college fits your personality and goals. If not, tell why this college does not fit you.

Beyond

Time: Several class periods and/or time outside class

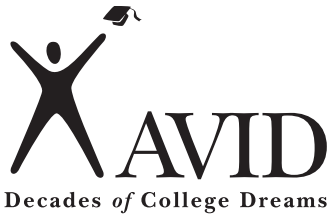
- Using the information they have gathered from the activities in this section, students should now conduct college research with a focus. Many Web sites, including www.collegeboard.org and www.petersons.com, allow them to conduct searches for colleges based on selected criteria. See the “Resources” for additional Web sites. Activity 4.8, “Finding Colleges That Fit,” is an example you and your AVID site team may wish to follow in writing your own guided Internet lessons to assist students in these searches.
- This is an excellent opportunity to introduce the Web site www.CaliforniaColleges.edu. If any student did not create an account at the end of eighth grade, he or she should do so now. This site allows students to research colleges and requirements. By inputting their information into the planner section, students will be kept informed of their progress in meeting University of California and California State University entrance requirements. Financial aid information and tips for college selection are also included.

Teacher Tips

- Explain to students that there are many different types of colleges from which to choose; it is best to become informed now—by high school, students are capable of making wise choices.
- Have students interview each other with the questions in this exercise.
- Invite college students, or high school seniors who are actively seeking admission to colleges, as guest speakers.
- After they complete these questions, have students write a brief description of a college that might suit their needs.



Student Activity 4.6 (1 of 2)



Name: _____

Date: _____ Period: _____

Thinking about the Best College

1. What extracurricular activities do you enjoy most? Do you enjoy meeting new people? Helping people? Learning new skills? What gives you the greatest sense of accomplishment?

2. What school subjects interest you the most? Least?

3. How would your teachers describe you? What might they say are your strengths and weaknesses?

4. Do you enjoy being in new situations with new people, or do you prefer the familiar?

5. What do you have to offer a college?

6. What do you think college will do for you?

7. Do you like individual attention from your teachers? Counselors? Or do you like to be one of many, seeking out help when you feel you need it?

8. Do you prefer like small groups and getting to know people well? Or do you enjoy being in large throngs of people, and meeting lots of new people?

Student Activity 4.6 (2 of 2)

9. Do you enjoy familiarity and routine in your environment? Would you prefer an environment where there are always unexpected events and new places to explore?

10. Would you enjoy the fast pace of a large city, or would you consider it charged with tension and pressure? Would you find the pace of a smaller college town relaxing or boring?

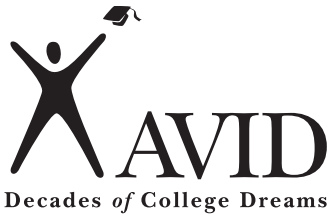
11. Are you ready to “move out?” Do you want to stay close enough to home for an occasional weekend visit? Do you want to use college as a means to explore an area of the country?

12. Do you prefer the chance to take long bike rides through the country or to spend afternoons in a city coffeehouse?

13. Are you a type A personality (needing to be always “on the go” all the time, to be involved in competitive events)? Or do you move at a slower pace?

14. Do you enjoy independent academic achievement or do you like to work in groups?

Student Activity 4.7 (1 of 2)



Name: _____

Date: _____ Period: _____

The Ideal College

Directions: Choosing one answer for each item will help you begin to narrow your search for colleges to research.
Be sure to give reasons for your answers.

1. I would prefer that my college be

- In a large city
- In a suburban area
- In a small town
- In a rural area

because _____.

2. I would prefer that my college have an enrollment that is

- Small (fewer than 3,000 students)
- Medium (3,000–10,000 students)
- Large (10,000 or more students)

because _____.

3. I would prefer that my college be located

- Close enough for me to live at home
- Close enough for me to visit my family on weekends
- Close enough to visit occasionally
- Far enough away that I come home only for major holidays and summer vacation

because _____.

4. I would prefer that my college be

- In state
- Out of state

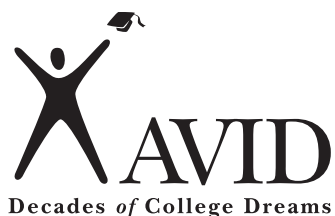
because _____.

5. I would prefer that my college be

- Public
- Private, non-sectarian
- Private, church- or religious-affiliated

because _____.

Student Activity 4.8



Name: _____

Date: _____ Period: _____

Finding Colleges That Fit

A Guided Internet Lesson

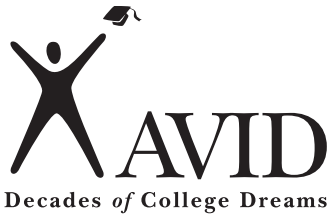
(based on the www.princetonreview.com, November 2004)

Follow these step-by-step directions. As you do so, your interest may be caught by items on this Web site that are not part of this lesson. Note them and plan to revisit the Web site another time. For now, focus on completing the activities in this lesson. If you are interested only in California colleges, go to the Web site www.CaliforniaColleges.edu and begin with step 6 below.

1. Enter www.princetonreview.com in the URL locator box.
2. At the top of this home page, find the words “Explore Schools” in red letters. Click on those letters.
3. Near the middle of the page under “Research Tools,” find in blue “Advanced School Search.” Use the drop-down menu to select “College/Undergraduate,” and then click on the “GO” button to the right.
4. You will now answer a series of questions about yourself and your preferences regarding colleges. Near the top of the screen you can see topics ranging from 1) Academics to 8) Activities. Answer each question as best you can. You have already spent time thinking about some of them in previous AVID classes. If you are unsure how to answer a question, just answer with the best information you have; if “no preference” is a choice, use that option. The idea is to narrow the list of hundreds of colleges to ones that are the best matches for you.
5. List below the colleges from your search results. If you didn’t get any matches, then your search is too narrow, and you will need to change some of your answers to create more possibilities. If your search yielded more than 25 colleges, you may want to change answers to narrow your search.

6. Your next step is to gather information from the Web sites of these colleges. Use Activity 4.9, “College Research Worksheet,” to record this information.

Student Activity 4.9



Name: _____

Date: _____ Period: _____

College Research Worksheet

Use this worksheet to record information about each college in which you are interested. Keep these worksheets in your AVID portfolio: you will use them in the future as you begin to narrow your college choices.

Name of College _____

Application deadline _____

Location _____ Type of college (public or private) _____

Enrollment _____ Student demographics (ethnicity, gender) _____

On-campus housing? _____ Percent of students living on campus? _____

Campus calendar (quarter, semester) _____

Tests required for admission _____

Percent of applicants accepted _____

Minimum requirements for admission: Test scores _____

GPA _____ Courses _____

Estimated yearly costs _____ Percent of students who receive financial aid _____

Majors I'm interested in _____

Student-faculty ratio _____

Student support services _____

Campus life (clubs, activities, etc.) _____

Things I like _____

Questions I still have _____

Sample Application for State College or University

Practice this, practice that! AVID students probably wonder why they've asked to practice everything over and over again. The answer is that the more opportunities they have to build their awareness and abilities through practice, the greater their chances for success.

Therefore, just as they've been asked to practice for college entrance exams, they need to practice filling out college applications long before they need to submit the actual applications. This activity is designed to increase their awareness of what college applications ask for as well as to increase or maintain their motivation to reach their goal of acceptance at a four-year college.

While this activity uses the University of California's application, be sure to obtain a copy of an application for your state's college or university system. Check www.ucop.edu/pathways/ for current prompts for the personal statement essay. Students will have a chance in 11th grade to practice applications for private schools.

Into

Time: Less than 1 class period

- Have students brainstorm in small groups what information they think a college application will request.
- Have groups share and list all answers on the board.

Through

Time: 2–3 class periods

- Give each student a paper copy of an application for your state college or university system. Be sure students understand that most colleges today offer or require online applications. Let students know they will have the chance to practice online applications later; for this lesson, they will use paper copies.
- Guide students step-by-step through the items on the application. Be sure you have reviewed the application prior to this lesson and are prepared to answer possible questions. For example, a request for a Social Security number often leads to questions from students who do not have one. Sometimes these students may be undocumented, and their situations will lead to questions that you may not be able to answer during class. Another application item about family background can generate questions, especially if a student lives with one parent, not both.
- You will want to have the students' current transcripts available so they can fill in classes and grades that are final.
- Decide ahead of time if you want students to write in classes they will take in the future, projecting their grades OR if you want them to leave those places blank and work only with information that is present and real.
- For some parts of the application you may want to keep the class together; on other sections, you can let them work at their own pace.
- Have students' portfolios available, as they will need access to transcripts, Extracurricular Activities Logs, and other information.
- Once students have completed the sample application, have them reflect in writing about the experience. What did they expect the application to ask? What parts of the application surprised them? What questions or concerns do they have now that they have completed this sample application?

Beyond

Time: 3–4 class periods and time outside class

- Have students obtain sample applications from other colleges in which they are interested. Compare and contrast the applications to the state college or university application. What are common elements? What are some differences?
- If the state college/university application includes an essay or personal statement, have the students write at least a paragraph in response to the prompt(s).
- Use the information on the sample application to begin an online portfolio, if this is available in your state. For example, www.csumentor.edu is the Web site for the California State University system. On that site, students may create an account and begin keeping track of their information as early as ninth grade. When it is time to complete their applications in senior year, they simply transfer the information from their account to the online application.
- If students have concerns about documentation they may need to complete their applications as seniors, help them and their families get connected to the resources they need to remedy their situation.



UNIVERSITY OF CALIFORNIA

Application for Undergraduate Admission & Scholarships 2005–2006

Application Checklist

DO NOT SEND THIS CHECKLIST WITH YOUR APPLICATION.

It is provided for your information only.

HAVE YOU...

- Read the application information booklet, which provides instructions for completing the application form?
- Completed your application form and signed it?
- Enclosed a check or money order for the appropriate application fees?
- Written your name and Social Security Number on your check or money order?
- Enclosed your personal statement with your name, date of birth and the words "Personal Statement" printed in the top right-hand corner of each page?
- Affixed adequate postage to your envelope? If mailing in the United States, use at least 80¢ in postage to mail the completed application form; if mailing from outside of the United States, use air mail with correct amount of air mail postage. **DO NOT use certified or registered mail or an overnight express delivery service to send your application. This will delay processing of your application.**

YOU SHOULD...

- Send your application to: University of California Undergraduate Application Processing Service, P.O. Box 4010, Concord, CA 94524-4010.
- Mail only the original application form, fees and personal statement to the processing service address. Do not include letters of recommendation, transcripts, test score reports or other supporting documentation such as awards, photographs, poetry, etc., in your envelope. They will not be forwarded, returned or retained.

Sample Application (2 of 9)



APPLICATION FOR UNDERGRADUATE ADMISSION AND SCHOLARSHIPS 2005–2006

Required nonrefundable fee of \$55.00 for each campus; \$65.00 for each campus for international applicants. Make check or money order payable to:
The Regents of the University of California

(a) <input type="checkbox"/> UC	(d) <input type="checkbox"/> W	(b) <input type="checkbox"/> CB	(e) <input type="checkbox"/> N
(c) <input type="checkbox"/> EO	(f) <input type="checkbox"/> E		

Write or print in black or dark blue ink.

APPLICATION INFORMATION — ALL APPLICANTS

1 APPLICATION TERM Check one box only. Winter/Spring applicants: Check with the campus Admissions Office to ensure applications are being accepted.

(1) FALL QUARTER—September 2005
or FALL SEMESTER—August 2005

(2) WINTER QUARTER
or SPRING SEMESTER—January 2006

(3) SPRING QUARTER—March 2006
(all campuses except Berkeley and Merced)

2 APPLICANT CATEGORY—EXPECTED LEVEL AT TIME OF ENROLLMENT AT UC Check one box only.
Contact the Admissions Office before applying if you plan to check Senior Transfer, Second Baccalaureate or Limited Status.

(1) FRESHMAN

(2) SOPHOMORE TRANSFER
Fewer than 60 semester
(90 quarter) units completed

(3) JUNIOR TRANSFER
60–89 semester (90–134
quarter) units completed

(4) SENIOR TRANSFER
90 or more semester (135 or
more quarter) units completed

(5) SECOND BACCALAUREATE

(6) LIMITED STATUS

I. STUDENT INFORMATION — ALL APPLICANTS

3 FULL LEGAL NAME Insert a comma after your last and first names.

LAST (FAMILY) FIRST MIDDLE SUFFIX (jr., III, etc.)

4 NAME ON PREVIOUS ACADEMIC RECORDS, IF DIFFERENT FROM ABOVE Insert a comma after your last and first names.

LAST (FAMILY) FIRST MIDDLE SUFFIX (jr., III, etc.)

5 E-MAIL ADDRESS* Campuses increasingly use e-mail to send critical, time-sensitive correspondence to applicants.
If you list an e-mail address, provide one that you check regularly and plan to keep until you enroll in college.

6 PERMANENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX (OR HOME COUNTRY ADDRESS FOR INTERNATIONAL APPLICANTS)

CITY STATE ZIP CODE

U.S. TELEPHONE (Area Code/Number) UC USE ONLY COUNTRY (if not U.S.A.) INTERNATIONAL POSTAL CODE

7 CURRENT MAILING ADDRESS — NUMBER, STREET, APT. NO. OR POST OFFICE BOX Enter only if different from your permanent address.

CITY STATE ZIP CODE

U.S. TELEPHONE (Area Code/Number) Enter if different from Item 7. COUNTRY (if not U.S.A.) INTERNATIONAL POSTAL CODE

8 VETERAN STATUS* Check the box if you are a veteran of U.S. military service or are currently active.

9 HAVE YOU LIVED IN CALIFORNIA AT LEAST ONE YEAR?

(1) YES SINCE MONTH DAY YEAR (2) NO

10 IS YOUR CURRENT/MOST RECENT SCHOOL A CALIFORNIA HIGH SCHOOL OR COLLEGE, OR HAVE YOU ATTENDED A CALIFORNIA HIGH SCHOOL FOR TWO OR MORE YEARS?

(1) YES (2) NO

11 YOUR PLACE OF BIRTH

CITY STATE COUNTRY (if not U.S.A.)

12 DATE OF BIRTH MONTH DAY YEAR

13 ARE YOU A U.S. CITIZEN?

(1) YES Go to Item 18 (2) NO Go to Item 14

14 COUNTRY OF CITIZENSHIP UC USE ONLY

15 COUNTRY OF PERMANENT RESIDENCE UC USE ONLY

16 INDICATE YOUR CURRENT IMMIGRATION STATUS AS OF THE DATE YOU SUBMIT THIS APPLICATION.
Check only if you have obtained permanent resident status in the U.S.

(1) IMMIGRANT/U.S. PERMANENT RESIDENT (2) REFUGEE (3) NONIMMIGRANT Complete Item 17

17 NONIMMIGRANT VISA If applicable, fill in both (1) and (2) below; otherwise, respond only to (2).

IF CURRENTLY IN THE U.S., TYPE OF VISA YOU HOLD.

(1) VISA CODE VISA DESCRIPTION

FOR YOUR STUDIES AT THE UNIVERSITY, TYPE OF VISA FOR WHICH YOU HAVE APPLIED OR PLAN TO APPLY.

(2) VISA CODE VISA DESCRIPTION

See page 12 of booklet for visa codes.

18 LANGUAGE(S) YOU LEARNED TO SPEAK FIRST

(1) ENGLISH ONLY

(2) ENGLISH AND ANOTHER LANGUAGE PLEASE SPECIFY

(3) ANOTHER LANGUAGE PLEASE SPECIFY

Sample Application (3 of 9)

II. FAMILY INFORMATION — ALL APPLICANTS

9 STATE OF LEGAL RESIDENCE OF YOUR PARENT, SPOUSE OR LEGAL GUARDIAN <i>Answer only if your parent, spouse or legal guardian is a legal resident or U.S. citizen.</i> STATE _____ SINCE _____ MONTH _____ DAY _____ YEAR _____		20 IF YOU ARE UNDER AGE 18, DOES YOUR PARENT OR LEGAL GUARDIAN LIVE IN CALIFORNIA? (1) <input type="checkbox"/> YES (2) <input type="checkbox"/> NO					
PARENTS' GROSS ANNUAL INCOME* <i>Estimate for 2004 if necessary.</i> 21 2004 \$ _____,_____,_____.00 22 2003 \$ _____,_____,_____.00		STUDENT GROSS ANNUAL INCOME* <i>Include your spouse's income, if married. Estimate for 2004 if necessary.</i> +23 2004 \$ _____,_____,_____.00 +24 2003 \$ _____,_____,_____.00					
PARENTS' HIGHEST LEVEL OF FORMAL EDUCATION* <i>Check one box for each parent.</i> <table style="width: 100%;"> <tr> <td style="width: 50%;"> FATHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY </td> <td style="width: 50%;"> MOTHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY </td> </tr> </table>		FATHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY	MOTHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY	FAMILY SIZE* <table style="width: 100%;"> <tr> <td style="width: 50%;"> DEPENDENT STUDENTS ONLY <i>Include yourself, parents and other dependents.</i> +25 2004 _____ +26 2003 _____ +27 <input type="checkbox"/> Check the box if this is a single-parent family. </td> <td style="width: 50%;"> INDEPENDENT STUDENTS ONLY <i>Include yourself, spouse and other dependents.</i> +28 2004 _____ +29 2003 _____ +30 <input type="checkbox"/> Check the box if this is a single-parent family. </td> </tr> </table>		DEPENDENT STUDENTS ONLY <i>Include yourself, parents and other dependents.</i> +25 2004 _____ +26 2003 _____ +27 <input type="checkbox"/> Check the box if this is a single-parent family.	INDEPENDENT STUDENTS ONLY <i>Include yourself, spouse and other dependents.</i> +28 2004 _____ +29 2003 _____ +30 <input type="checkbox"/> Check the box if this is a single-parent family.
FATHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY	MOTHER (1) <input type="checkbox"/> NO HIGH SCHOOL (2) <input type="checkbox"/> SOME HIGH SCHOOL (3) <input type="checkbox"/> HIGH SCHOOL GRADUATE (4) <input type="checkbox"/> SOME COLLEGE/UNIVERSITY (5) <input type="checkbox"/> TWO-YEAR COLLEGE GRADUATE (6) <input type="checkbox"/> FOUR-YEAR COLLEGE/UNIVERSITY GRADUATE (7) <input type="checkbox"/> POSTGRADUATE STUDY						
DEPENDENT STUDENTS ONLY <i>Include yourself, parents and other dependents.</i> +25 2004 _____ +26 2003 _____ +27 <input type="checkbox"/> Check the box if this is a single-parent family.	INDEPENDENT STUDENTS ONLY <i>Include yourself, spouse and other dependents.</i> +28 2004 _____ +29 2003 _____ +30 <input type="checkbox"/> Check the box if this is a single-parent family.						
+31 PARENTS' CURRENT AND PRIOR OCCUPATIONS* <i>See page 13 of booklet for occupational codes.</i> <table style="width: 100%;"> <tr> <td style="width: 50%;"> FATHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (a) (b) (c) (d) </td> <td style="width: 50%;"> MOTHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (e) (f) (g) (h) </td> </tr> </table>		FATHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (a) (b) (c) (d)	MOTHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (e) (f) (g) (h)	+33 <input type="checkbox"/> CHECK THE BOX IF YOUR PARENT, LEGAL GUARDIAN OR SPOUSE IS AN EMPLOYEE OF THE UNIVERSITY OF CALIFORNIA.* SPECIFY CAMPUS OR FACILITY: _____			
FATHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (a) (b) (c) (d)	MOTHER CURRENT OCCUPATION _____ CODE _____ NO. OF YRS. _____ PREVIOUS OCCUPATION _____ CODE _____ NO. OF YRS. _____ (e) (f) (g) (h)						

V. EDUCATIONAL HISTORY — ALL APPLICANTS

IN ITEMS 34-43 LIST ALL SCHOOLS AND COLLEGES YOU HAVE ATTENDED OR WILL ATTEND BEFORE ENROLLING AT THE UNIVERSITY.

BEGIN WITH THE SCHOOL YOU ATTENDED FOR THE NINTH GRADE and continue in chronological order, ending with the institution where you are currently enrolled or, if you are not in school, were last enrolled. List all colleges/universities you attended, including University of California campuses and any institutions outside the U.S. Be sure to list all institutions you attended — regardless of the length of attendance, whether courses were completed or whether you believe the record will affect your chances for admission to the University or yield transferable credit. If you provide incomplete or incorrect information about the schools you have attended, your admission to or enrollment at the University of California may be jeopardized.

COLLEGE BOARD CODES — You must provide the College Board code in Items 34–43 for each institution you attended within the United States and Canada. If you need to obtain a College Board code, see page 13 of booklet. For institutions outside the U.S. and Canada, do not provide codes.

CURRENT/MOST RECENT SCHOOL — Check off with an X the institution that you currently attend or, if you are not in school, the one that you last attended. Check one box only. If you are attending high school and are concurrently enrolled in a college course(s), indicate the high school as your current/most recent school.

HIGH SCHOOL OF GRADUATION — Check off with an X the high school (secondary school) from which you will or did graduate. Check one box only.

COLLEGE BOARD CODE	Current/Most Recent School	NAME OF SCHOOL, COLLEGE, UNIVERSITY	CITY	STATE (for country in case U.S.)	BEGIN		END		High School of Graduation	DIPLOMA/DEGREE/CERTIFICATE AND DATE
					MO	YR	MO	YR		
4	<input type="checkbox"/>								<input type="checkbox"/>	
5	<input type="checkbox"/>								<input type="checkbox"/>	
6	<input type="checkbox"/>								<input type="checkbox"/>	
7	<input type="checkbox"/>								<input type="checkbox"/>	
8	<input type="checkbox"/>								<input type="checkbox"/>	
9	<input type="checkbox"/>								<input type="checkbox"/>	
0	<input type="checkbox"/>								<input type="checkbox"/>	
1	<input type="checkbox"/>								<input type="checkbox"/>	
2	<input type="checkbox"/>								<input type="checkbox"/>	
3	<input type="checkbox"/>								<input type="checkbox"/>	

14 TYPE OF SCHOOL WHERE YOU ARE CURRENTLY ENROLLED OR WERE LAST ENROLLED Check one box only.

First-Time Freshman Only: (1) PUBLIC HIGH SCHOOL (Secondary School) (2) PRIVATE HIGH SCHOOL (Secondary School)

Transfer (Advanced Standing) Applicant Only: (3) CALIFORNIA COMMUNITY/TWO-YEAR COLLEGE (4) CALIFORNIA FOUR-YEAR COLLEGE/UNIVERSITY (5) OUT OF STATE TWO- OR FOUR-YEAR COLLEGE/UNIVERSITY (6) UC CAMPUS

15 EDUCATION OUTSIDE THE UNITED STATES (1) <input type="checkbox"/> Check box (1) if you attended high school/secondary school outside of the United States. (2) <input type="checkbox"/> Check box (2) if you attended post-secondary/university outside of the United States.	16 IF YOU ATTENDED SCHOOL OUTSIDE THE UNITED STATES, INDICATE THE LANGUAGE OF INSTRUCTION USED IN YOUR SCHOOL FOR GRADES 6–8 AND 9–12. GRADES 6–8 _____ GRADES 9–12 _____
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Sample Application (4 of 9)

V. EXTRACURRICULAR INFORMATION — ALL APPLICANTS

List and describe briefly the most significant honors and awards you have received, extracurricular activities you have participated in, volunteer work you have performed, educational preparation programs in which you have participated and the paid employment you have had since ninth grade for freshman applicants or within the past four years for transfer applicants. See page 13–14 of booklet.

47 HONORS AND AWARDS		HONOR OR AWARD TYPE	DATE RECEIVED
HONOR OR AWARD	DESCRIPTION OF HONOR OR AWARD	Academic Other	MO/YR
		<input type="checkbox"/> <input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/>	
		<input type="checkbox"/> <input type="checkbox"/>	

48 EXTRACURRICULAR ACTIVITIES		YEAR(S) OF INVOLVEMENT	HOURS PER WEEK	WEEKS PER YEAR		
ACTIVITY	DESCRIPTION OF ACTIVITY (Note any leadership positions.)	9th	10th	11th	12th	After No. of 12th Year
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49 VOLUNTEER WORK AND COMMUNITY SERVICE (List unpaid work only.)		YEAR(S) OF INVOLVEMENT	HOURS PER WEEK	WEEKS PER YEAR		
ORGANIZATION	DESCRIPTION OF SERVICE OR WORK (Note any leadership positions and your years of involvement.)	9th	10th	11th	12th	After No. of 12th Year
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50 EDUCATIONAL PREPARATION PROGRAMS			YEAR(S) OF INVOLVEMENT	HOURS PER WEEK	WEEKS PER YEAR		
List your participation in educational or academic preparation programs that are designed to help students prepare for university study. These programs may include, but are not limited to, academic enrichment programs sponsored by colleges/universities, research programs and study abroad programs to name a few. Refer to page 14 for instructions and codes. You may also describe your involvement in educational preparation programs in high school or after within your personal statement.							
PROGRAM CODE	PROGRAM NAME	DESCRIPTION OF PROGRAM	9th	10th	11th	12th	After No. of 12th Year
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51 EMPLOYMENT (paid)		BEGIN	END	HOURS	YEAR(S) OF INVOLVEMENT					
POSITION	RESPONSIBILITIES	MO/YR	MO/YR	PER WEEK	9th 10th 11th 12th After No. of 12th Year					
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What use have you or will you put your earnings?*

VI. TEST INFORMATION — ALL APPLICANTS

52 TOEFL, IELTS AND APIEL If not applicable, go to Item 55. Check the appropriate box to indicate that you have taken or plan to take exam. (1) <input type="checkbox"/> TOEFL (2) <input type="checkbox"/> IELTS (3) <input type="checkbox"/> APIEL	53 TOEFL, IELTS OR APIEL TEST DATE (completed or planned) MONTH YEAR	54 TOEFL, IELTS OR APIEL EXAM SCORE
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ADVANCED PLACEMENT EXAMINATIONS				INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS			
List the name, corresponding two-digit code and test date of any College Board Advanced Placement examination you have completed or plan to take. List scores for completed examinations. See page 14 for codes.							
AP EXAM CODE	AP EXAM NAME	TEST DATE MO/YR	SCORE	AP EXAM CODE	AP EXAM NAME	TEST DATE MO/YR	SCORE
5			61				
6			62				
7			63				
8			64				
9			65				
0			66				

IB EXAM CODE	IB EXAMINATION NAME	TEST DATE MO/YR	SCORE
67			
68			
69			
70			
71	<input type="checkbox"/> Check the box if you have completed or plan to complete the International Baccalaureate diploma.		

Sample Application (5 of 9)

◆ VII. FRESHMAN SELF-REPORTED ACADEMIC RECORD—FRESHMAN APPLICANTS ONLY

BEFORE YOU COMPLETE THIS SECTION: Read pages 18–19 of the booklet and refer to the sample Freshman Self-Reported Academic Record on page 20. Refer to your high school transcript to complete this section. If you are not sure which courses are considered academic

ACADEMIC SUBJECTS “A-G” Requirements	9TH GRADE			10TH GRADE				
	COURSE TITLE	FIRST SEMESTER GRADE	SECOND SEMESTER GRADE	COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST SEMESTER GRADE	SECOND SEMESTER GRADE	
72 “a” History/Social Science U.S. History; Civics; American Government; World History, Cultures and Geography; European History		(01)	<input type="text"/>		(01)	<input type="text"/>	<input type="text"/>	
		(02)	<input type="text"/>		(02)	<input type="text"/>	<input type="text"/>	
		(03)	<input type="text"/>		(03)	<input type="text"/>	<input type="text"/>	
73 “b” English (Language of Instruction) Composition, Literature (American, English, World, etc.)		(04)	<input type="text"/>		(04)	<input type="text"/>	<input type="text"/>	
		(05)	<input type="text"/>		(05)	<input type="text"/>	<input type="text"/>	
		(06)	<input type="text"/>		(06)	<input type="text"/>	<input type="text"/>	
74 “c” Mathematics Algebra, Geometry, Advanced Algebra, Trigonometry, Pre-Calculus, Integrated Math, Calculus, Statistics, Math Analysis (Do not include arithmetic and pre-algebra.)		(07)	<input type="text"/>		(07)	<input type="text"/>	<input type="text"/>	
		(08)	<input type="text"/>		(08)	<input type="text"/>	<input type="text"/>	
		(09)	<input type="text"/>		(09)	<input type="text"/>	<input type="text"/>	
75 “d” Laboratory Science Biology, Chemistry, Physics, Integrated Science with Lab, Marine Biology, Physiology, Anatomy, etc.		(10)	<input type="text"/>		(10)	<input type="text"/>	<input type="text"/>	
		(11)	<input type="text"/>		(11)	<input type="text"/>	<input type="text"/>	
		(12)	<input type="text"/>		(12)	<input type="text"/>	<input type="text"/>	
76 “e” Language Other Than English (Second Language) French, German, Spanish, Latin, Mandarin Chinese, Japanese, etc.		(13)	<input type="text"/>		(13)	<input type="text"/>	<input type="text"/>	
		(14)	<input type="text"/>		(14)	<input type="text"/>	<input type="text"/>	
		(15)	<input type="text"/>		(15)	<input type="text"/>	<input type="text"/>	
77 “f” Visual and Performing Arts Dance, Drama/Theater, Music, Visual Arts		(16)	<input type="text"/>		(16)	<input type="text"/>	<input type="text"/>	
		(17)	<input type="text"/>		(17)	<input type="text"/>	<input type="text"/>	
78 “g” College Preparatory (Academic) Electives List only UC-approved college preparatory electives, such as social science (anthropology, economics, psychology, sociology, etc.), computer science and ninth grade laboratory science. (Do not list courses such as PE, typing, drivers education, health and pep squad.)		(18)	<input type="text"/>		(18)	<input type="text"/>	<input type="text"/>	
		(19)	<input type="text"/>		(19)	<input type="text"/>	<input type="text"/>	
		(20)	<input type="text"/>		(20)	<input type="text"/>	<input type="text"/>	
		(21)	<input type="text"/>		(21)	<input type="text"/>	<input type="text"/>	
		(22)	<input type="text"/>		(22)	<input type="text"/>	<input type="text"/>	
80 TOTAL NUMBER OF SEMESTER COURSES	80 9TH GRADE COURSE TOTALS Enter the total number of courses listed above for each semester of ninth grade.		1ST SEM. <input type="text"/>	2ND SEM. <input type="text"/>	81 10TH GRADE COURSE TOTALS Enter the total number of courses listed above for each semester of 10th grade.		1ST SEM. <input type="text"/>	2ND SEM. <input type="text"/>

TEST SCORES AND DATES — Required of All Freshman Applicants

Enter your SAT I, ACT and SAT II test dates and highest scores earned, if available. Also list any planned test dates. If you have taken an exam more than once, record your highest score. For SAT use your best total score; verbal and mathematics scores must be from the same sitting. Provide information about a third SAT I test (Items 103–106).

SAT I: REASONING TEST	SAT II: SUBJECT TESTS
<p>TEST DATE: <input type="text"/> MO <input type="text"/> YR</p> <p>VERBAL SCORE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>MATH SCORE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>TOTAL SCORE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>85 PLANNED SAT I TEST DATE: <input type="text"/> MO <input type="text"/> YR</p>	<p>TEST DATE: <input type="text"/> MO <input type="text"/> YR</p> <p>SCORE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>WRITING (or English Composition): <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Planned Test Date for Writing: <input type="text"/> MO <input type="text"/> YR</p> <p>MATHEMATICS — Level I or IC: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Planned Test Date for Math I or IC: <input type="text"/> MO <input type="text"/> YR</p> <p>MATHEMATICS — Level IIC: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Planned Test Date for Math IIC: <input type="text"/> MO <input type="text"/> YR</p> <p>THIRD TEST: Enter in Item 104 the SAT II code that corresponds to your third SAT II test. See page 19 for codes.</p> <p>103 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>104 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>105 <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>Planned Test Date: <input type="text"/> MO <input type="text"/> YR</p>
<p>ACT</p> <p>TEST DATE: <input type="text"/> MO <input type="text"/> YR</p> <p>ENGLISH: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>MATHEMATICS: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>READING: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>SCIENCE REASONING: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>COMPOSITE SCORE: <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/></p> <p>93 PLANNED ACT TEST DATE: <input type="text"/> MO <input type="text"/> YR</p>	

Sample Application (6 of 9)

Subject courses and UC-approved honors/AP/IB courses, refer to the UC-approved certified course list for your school (California high schools only). Courses are available online (www.ucop.edu/doorways). If your academic record changes after you submit your application, you must notify the Admissions Office at each campus where you have applied. **DO NOT ATTACH YOUR TRANSCRIPT.**

11TH GRADE				12TH GRADE				GRADES 9-12 SEMESTER TOTAL	
11th grade courses and your grades. Include courses completed during the years following 10th and 11th grades. If a course is a UC-approved honors course, enter one two-letter code to indicate the type of honors: AP for Advanced Placement; IB for UC-designated International Baccalaureate; HL for honors level; CL for transferable college course. For a transferable college course, list the college name after the course title. If you completed any course, write the grade(s) earned in parentheses after the title.				Enter the courses you are now taking and that you plan to take. If a course is a UC-approved honors course, enter one appropriate two-letter code to indicate the type of honors: AP for Advanced Placement; IB for UC-designated International Baccalaureate; HL for honors level; CL for transferable college course. For a transferable college course, list the college name after the course title. If you completed any course, write the grade(s) earned in parentheses after the title.				Enter the total number of semester courses listed. Each semester of coursework counts as one course.	
COURSE TITLE	UC-APPROVED HONORS COURSE STATUS	FIRST SEMESTER GRADE	SECOND SEMESTER GRADE	COURSES IN PROGRESS FIRST SEMESTER	UC-APPROVED HONORS COURSE STATUS	COURSES PLANNED SECOND SEMESTER	UC-APPROVED HONORS COURSE STATUS		
	(01)							#72	Total semesters of history/social science courses listed.
	(02)								
	(03)								
	(04)							#73	Total semesters of English (language of instruction) courses listed.
	(05)								
	(06)								
	(07)							#74	Total semesters of mathematics courses listed.
	(08)								
	(09)								
	(10)							#75	Total semesters of laboratory science courses listed.
	(11)								
	(12)								
	(13)							#76	Total semesters of language other than English courses listed.
	(14)								
	(15)								
	(16)							#77	Total semesters of visual and performing arts courses listed.
	(17)								
	(18)							#78	Total semesters of academic college preparatory electives courses listed.
	(19)								
	(20)								
	(21)							#79	TOTAL 72-7 Total number of semesters of courses listed. (Should equal total of items 80-84.)
	(22)								
11TH GRADE COURSE TOTALS Enter the total number of courses listed above for each semester of 11th grade.		1ST SEM	2ND SEM	#83	12TH GRADE FIRST SEMESTER (IN PROGRESS) COURSE TOTAL		#84	12TH GRADE SECOND SEMESTER (PLANNED) COURSE TOTAL	

<p>107 GRADE 7 AND 8 MATHEMATICS COURSEWORK</p> <p>Enter the number of terms of algebra, geometry or more advanced mathematics you completed during grade 7 and/or 8 with a grade of C or better. Do not include arithmetic or pre-algebra.</p> <p>Each semester counts as one term. SPECIFY THE COURSE(S)</p>	<p>108 GRADE 7 AND 8 LANGUAGE OTHER THAN ENGLISH COURSEWORK</p> <p>Enter the number of terms of language other than English (such as French, Spanish, Chinese, Japanese, etc.) you completed during grade 7 and/or 8 with a grade of C or better. Only list courses equivalent to those on your high school's UC-certified course list.</p> <p>Each semester counts as one term. SPECIFY THE COURSE(S)</p>
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<p>109 TERM SYSTEM</p> <p>Select the term type(s) used by the school you attended for grade 10 and/or 11. If the term types are unfamiliar, use the number of grades you received for a year long course as your guide. If you are on the block system, check off the appropriate box that corresponds to the number of final grades you received per course. You may select more than one box.</p> <p>(1) <input type="checkbox"/> SEMESTER (two final grades per year) (3) <input type="checkbox"/> QUARTER (four final grades per year)</p> <p>(2) <input type="checkbox"/> TRIMESTER (three final grades per year) (4) <input type="checkbox"/> FULL (one final grade per year)</p>	<p>110 GRADING SYSTEM</p> <p><input type="checkbox"/> Check the box if any school you attended for grades 10 and 11 used a grading system other than A-B-C-D-F. If your school uses the A-B-C-D-F grading system and you received "Pass/Fail," "Credit/No Credit," "Incomplete" or "Withdrawal," do NOT check this box.</p>
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<p>SPECIALIZED CURRICULUM</p> <p>Check the box(es) if you participated in a magnet, career pathway/academy or other specialized curriculum program in high school. To provide admissions evaluators with more information about your involvement in this program, you may discuss the scope of your participation in your personal statement.</p> <p>(1) <input type="checkbox"/> MAGNET (2) <input type="checkbox"/> CAREER PATHWAY/ ACADEMY</p> <p>(3) <input type="checkbox"/> OTHER IF OTHER, SPECIFY CURRICULUM PROGRAM</p>	<p>If you have attended a high school on a year-round schedule, check the "Year-Round System" box and specify your track (Track A, B, C, etc.); if your year-round schedule changed, also indicate your previous track and note what grade level(s) you were in for each track. For example, "Track A (11th, 12th), Track B (9th, 10th)."</p> <p>(4) <input type="checkbox"/> YEAR-ROUND SYSTEM SPECIFY YEAR-ROUND TRACK</p>
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Sample Application (7 of 9)

VIII. TRANSFER SELF-REPORTED ACADEMIC RECORD — TRANSFER AND INTERCAMPUS APPLICANTS ONLY

BEFORE YOU COMPLETE THIS SECTION: Read pages 21–22 of the booklet and refer to the sample Transfer Self-Reported Academic Record on page 23. Use your official college/university transcripts to complete this section. If your academic record changes after you submit your application, you must notify **in writing** the Admissions Office at each campus where you have applied.

112 OVERALL GPA FOR ALL COLLEGE COURSES COMPLETED/ATTEMPTED TO DATE <small>See page 21 of booklet on how to calculate your GPA.</small>	113 APPLICANTS TO CAMPUSES EXCEPT BERKELEY AND MERCED QUARTER/SEMESTER UNITS YOU WILL COMPLETE PRIOR TO TRANSFER <small>Your response should include all units completed (with grades of A, B, C, D, Pass or Credit), in progress and planned.</small>	114 APPLICANTS TO BERKELEY AND MERCED
_____ . _____ GPA	_____ . _____ QUARTER UNITS <small>(Quarter Units = 1.5 x Semester Units)</small>	_____ . _____ SEMESTER UNITS <small>(Semester Units = Quarter Units + 1.5)</small>
NUMBER OF QUARTER/SEMESTER UNITS FROM ABOVE THAT ARE FROM A CALIFORNIA COMMUNITY COLLEGE		
115 APPLICANTS TO CAMPUSES EXCEPT BERKELEY AND MERCED		116 APPLICANTS TO BERKELEY AND MERCED
_____ . _____ QUARTER UNITS <small>(Quarter Units = 1.5 x Semester Units)</small>		_____ . _____ SEMESTER UNITS <small>(Semester Units = Quarter Units + 1.5)</small>

117 IGETC CERTIFICATION
 Check the box if, prior to transfer, you will be certified for completion of the Intersegmental General Education Transfer Curriculum. *California community college transfers only.*

118 TRANSFER ADMISSION PROGRAMS
 Indicate your participation in a UC transfer admission preparation program(s) by entering the appropriate code(s) below. See page 21–22 for instructions and codes.

_____	_____	_____	_____	_____	_____
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119 GAPS IN EDUCATION
 Check this box if, following high school graduation, you were not enrolled in a college/university for one or more terms during any academic year. Use the space below to list the dates and briefly describe your activities during the period(s) you were not attending college.

120 TRANSFERABLE COURSES IN ENGLISH COMPOSITION
 Prior to transfer, will you complete two transferable college courses in English composition?
Do not include English as a Second Language (ESL) courses. Check one box only.

(1) ALREADY COMPLETED WITH GRADE OF C OR BETTER
 (2) IN PROGRESS
 (3) PLANNED
 (4) NONE PLANNED

121 TRANSFERABLE COURSE IN MATHEMATICS AND QUANTITATIVE REASONING
 Prior to transfer, will you complete one transferable college course in mathematical concepts and quantitative reasoning?
Check one box only.

(1) ALREADY COMPLETED WITH GRADE OF C OR BETTER
 (2) IN PROGRESS
 (3) PLANNED
 (4) NONE PLANNED

122 OTHER TRANSFERABLE COLLEGE COURSES
 Prior to transfer, will you complete four transferable college courses in at least two of the following subject areas: arts and humanities, social and behavioral sciences, and physical and biological sciences?
Check one box only.

(1) ALREADY COMPLETED WITH GRADE OF C OR BETTER
 (2) IN PROGRESS
 (3) PLANNED
 (4) NONE PLANNED

123 COURSES COMPLETED OR ATTEMPTED
 List in chronological order all college and university courses (including summer session and extension courses) for all terms you have attempted or completed (including courses you repeated or in which you earned an F, I for incomplete, or W for withdrawal), regardless of grade, length of attendance or whether you think the courses will yield transfer credit. The Admissions Office will determine the transferability of courses. If you need more space, use additional pages and be sure to write your name on each one. Do not attach transcripts to your application.

COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED					
TERM	YEAR	<input type="checkbox"/> SEMESTER			TERM	YEAR	<input type="checkbox"/> SEMESTER			TERM	YEAR	<input type="checkbox"/> SEMESTER			
COLLEGE/UNIVERSITY NAME			<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME			<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME			<input type="checkbox"/> QUARTER
Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grk	
TOTAL UNITS					TOTAL UNITS					TOTAL UNITS					

Sample Application (8 of 9)

COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED				
TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER	
COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER		
Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade
TOTAL UNITS					TOTAL UNITS					TOTAL UNITS				

COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED				
TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER	
COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER		
Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade
TOTAL UNITS					TOTAL UNITS					TOTAL UNITS				

COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED					COURSES COMPLETED OR ATTEMPTED				
TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER		TERM		YEAR	<input type="checkbox"/> SEMESTER	
COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> QUARTER		
Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade
TOTAL UNITS					TOTAL UNITS					TOTAL UNITS				

124 COURSES IN PROGRESS AND COURSES PLANNED
 List the courses you are now taking in the Courses in Progress section, and the courses you plan to complete before transferring, including summer session and extension courses, in the Courses Planned sections. Check the appropriate box if you have no courses planned and/or in progress. If you need more space, use additional pages and be sure to write your name on each one.

COURSES IN PROGRESS					COURSES PLANNED					COURSES PLANNED				
TERM		YEAR	<input type="checkbox"/> SEMESTER	<input type="checkbox"/> QUARTER	TERM		YEAR	<input type="checkbox"/> SEMESTER	<input type="checkbox"/> QUARTER	TERM		YEAR	<input type="checkbox"/> SEMESTER	<input type="checkbox"/> QUARTER
COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> NO COURSES IN PROGRESS			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> NO COURSES PLANNED			COLLEGE/UNIVERSITY NAME		<input type="checkbox"/> NO COURSES PLANNED		
Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade	Dept.	Course No.	Course Title	Units	Grade
TOTAL UNITS					TOTAL UNITS					TOTAL UNITS				

Sample Application (9 of 9)

X. ADMISSION AND SCHOLARSHIP CHOICES — ALL APPLICANTS

125 CAMPUS, MAJOR AND ALTERNATE MAJOR CHOICES

Check the boxes of the campuses where you wish to apply and enter a major code and name. Indicate an alternate major code and name where appropriate. Be sure to use the correct codes for each campus. See page 15 of booklet for instructions.

CAMPUS	MAJOR CODE	MAJOR NAME	ALTERNATE MAJOR CODE	ALTERNATE MAJOR NAME
1) <input type="checkbox"/> BERKELEY ▶			NOT AVAILABLE AT UCB	NOT AVAILABLE AT UCB
2) <input type="checkbox"/> DAVIS ▶				
3) <input type="checkbox"/> IRVINE ▶				
4) <input type="checkbox"/> LOS ANGELES ▶				
5) <input type="checkbox"/> MERCED ▶				
6) <input type="checkbox"/> RIVERSIDE ▶				
7) <input type="checkbox"/> SAN DIEGO ▶				
8) <input type="checkbox"/> SANTA BARBARA ▶				
9) <input type="checkbox"/> SANTA CRUZ ▶				

126 SAN DIEGO COLLEGE RANKING (See page 15)
Rank colleges in order of preference from 1 to 6.

1	2	3	4	5	6
SIXTH COLLEGE	ELEANOR ROOSEVELT	THURGOOD MARSHALL	EARL WARREN	REVELLE	JOHN MUJR

127 SCHOLARSHIPS*
Be sure to read pages 34–43 of the booklet for information on qualifying and applying for various scholarships. Additionally, to be considered for “restricted” scholarships, enter the appropriate codes below. See pages 44–45 of the booklet for codes. Some scholarships are available only to U.S. citizens and permanent residents.

128 EDUCATIONAL OPPORTUNITY PROGRAM*
 Check the box to apply to the Educational Opportunity Program. The program is for students from disadvantaged backgrounds. To apply to the Educational Opportunity Program, you must also complete Items 21–32 and discuss your reasons for applying in your personal statement. The program is open only to California residents and American Indians from any state. See page 16 of the application for additional information.

129 ELIGIBILITY IN THE LOCAL CONTEXT (ELC)
If you received an ELC ID number, enter it here.

E					
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X. PERSONAL STATEMENT — ALL APPLICANTS

You must respond to three short-answer questions using a total of no more than 1,000 words. Two of your answers must be limited to approximately 200 words each. A third question should be given an extended answer of at least 600 words. You may choose which question to answer at more length. Review all questions and instructions on page 16 before beginning your essay. The personal statement is required of all applicants. Use 8.5" x 11" white paper, writing on one side of each sheet. See page 16 of the application booklet for complete instructions.

(I. RELEASE AUTHORIZATION — ALL APPLICANTS)

<p>130 <input type="checkbox"/> I authorize the University of California to release application information, including copies of my application and test scores, to any UC campus for admission or scholarship consideration.</p> <p>131 <input type="checkbox"/> I authorize the University of California to release application information, including copies of my application and test scores, to outside agencies that award scholarships.*</p> <p>132 <input type="checkbox"/> I authorize the University of California to release to my parents, legal guardian or spouse information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.*</p>	<p>133 <input type="checkbox"/> I authorize the University of California to release to my school or college counselor/counseling office (or sponsoring agency) information regarding my application, including test scores, transcripts and other supporting documents, as they relate to my admission and scholarship status.*</p> <p>134 <input type="checkbox"/> I authorize the University of California to release biographical information from my application to recognized UC student organizations and alumni groups that may wish to contact me.*</p>
--	---

XII. STATISTICAL INFORMATION — ALL APPLICANTS*

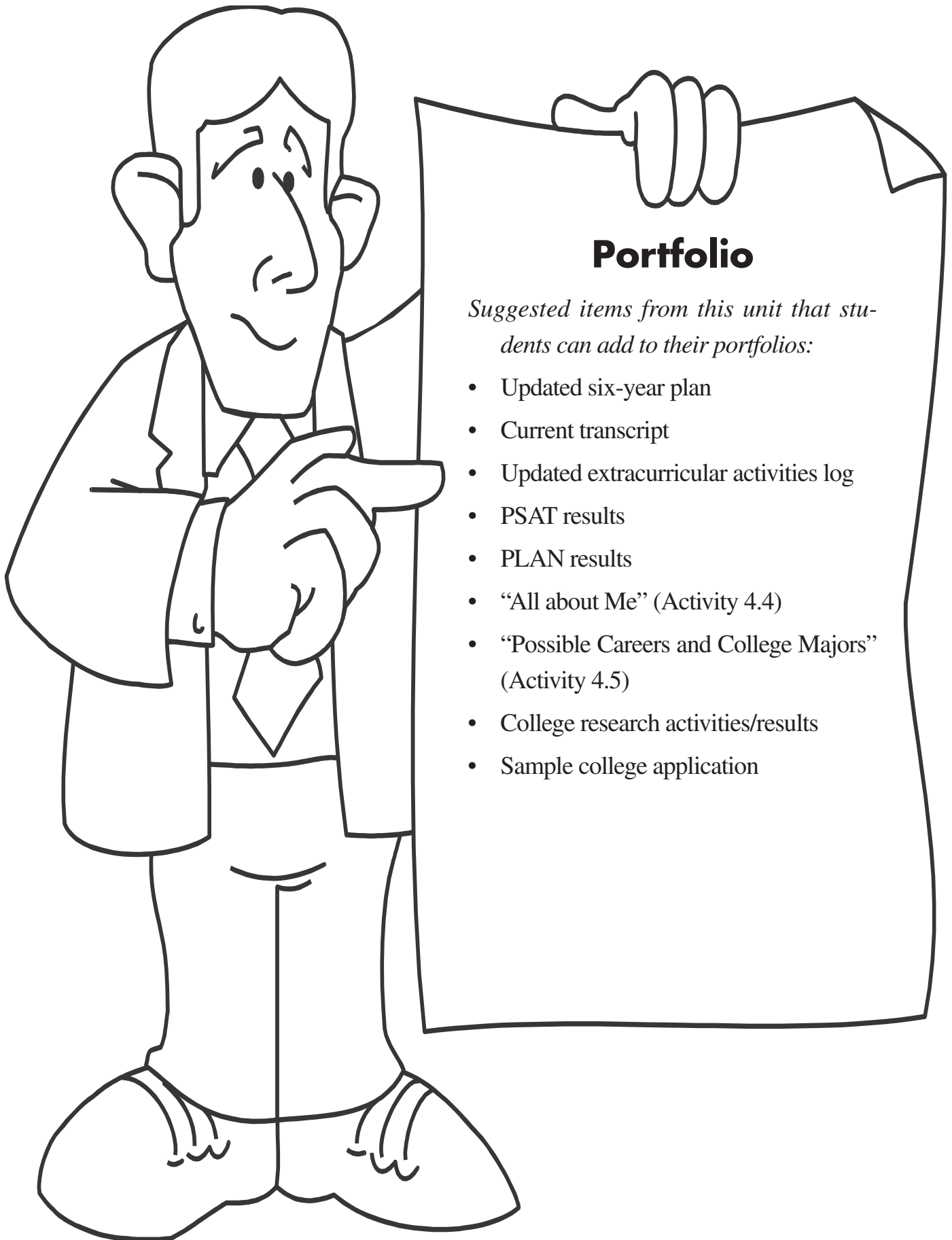
Information in Section XII will be used for purposes of statistical analysis only; it is not used in the admissions process and will have no bearing on your admission status. Providing this information is voluntary.

<p>35 GENDER</p> <p>(1) <input type="checkbox"/> FEMALE</p> <p>(2) <input type="checkbox"/> MALE</p>	<p>136 ETHNIC IDENTITY Indicate your ethnic identity by checking the appropriate boxes. See page 16 of booklet for more information.</p> <table style="width: 100%;"> <tr> <td style="width: 33%;">(01) <input type="checkbox"/> AFRICAN-AMERICAN/BLACK</td> <td style="width: 33%;">(06) <input type="checkbox"/> JAPANESE/JAPANESE-AMERICAN</td> <td style="width: 33%;">(12) <input type="checkbox"/> OTHER ASIAN (Not including Middle Eastern) PLEASE SPECIFY _____</td> </tr> <tr> <td>(02) <input type="checkbox"/> AMERICAN INDIAN/ALASKA NATIVE PLEASE SPECIFY TRIBAL AFFILIATION _____</td> <td>(07) <input type="checkbox"/> KOREAN/KOREAN-AMERICAN</td> <td>(13) <input type="checkbox"/> OTHER SPANISH-AMERICAN/LATINO (Includes Cuban, Puerto Rican, Central American, South American) PLEASE SPECIFY _____</td> </tr> <tr> <td>(03) <input type="checkbox"/> CHINESE/CHINESE-AMERICAN</td> <td>(08) <input type="checkbox"/> MEXICAN/MEXICAN-AMERICAN/CHICANO</td> <td>(14) <input type="checkbox"/> OTHER PLEASE SPECIFY _____</td> </tr> <tr> <td>(04) <input type="checkbox"/> EAST INDIAN/PAKISTANI</td> <td>(09) <input type="checkbox"/> PACIFIC ISLANDER (Includes Micronesian, Polynesian, other Pacific Islanders)</td> <td></td> </tr> <tr> <td>(05) <input type="checkbox"/> FILIPINO/FILIPINO-AMERICAN</td> <td>(10) <input type="checkbox"/> VIETNAMESE/VIETNAMESE-AMERICAN</td> <td></td> </tr> <tr> <td></td> <td>(11) <input type="checkbox"/> WHITE/CAUCASIAN (Includes Middle Eastern)</td> <td></td> </tr> </table>	(01) <input type="checkbox"/> AFRICAN-AMERICAN/BLACK	(06) <input type="checkbox"/> JAPANESE/JAPANESE-AMERICAN	(12) <input type="checkbox"/> OTHER ASIAN (Not including Middle Eastern) PLEASE SPECIFY _____	(02) <input type="checkbox"/> AMERICAN INDIAN/ALASKA NATIVE PLEASE SPECIFY TRIBAL AFFILIATION _____	(07) <input type="checkbox"/> KOREAN/KOREAN-AMERICAN	(13) <input type="checkbox"/> OTHER SPANISH-AMERICAN/LATINO (Includes Cuban, Puerto Rican, Central American, South American) PLEASE SPECIFY _____	(03) <input type="checkbox"/> CHINESE/CHINESE-AMERICAN	(08) <input type="checkbox"/> MEXICAN/MEXICAN-AMERICAN/CHICANO	(14) <input type="checkbox"/> OTHER PLEASE SPECIFY _____	(04) <input type="checkbox"/> EAST INDIAN/PAKISTANI	(09) <input type="checkbox"/> PACIFIC ISLANDER (Includes Micronesian, Polynesian, other Pacific Islanders)		(05) <input type="checkbox"/> FILIPINO/FILIPINO-AMERICAN	(10) <input type="checkbox"/> VIETNAMESE/VIETNAMESE-AMERICAN			(11) <input type="checkbox"/> WHITE/CAUCASIAN (Includes Middle Eastern)	
(01) <input type="checkbox"/> AFRICAN-AMERICAN/BLACK	(06) <input type="checkbox"/> JAPANESE/JAPANESE-AMERICAN	(12) <input type="checkbox"/> OTHER ASIAN (Not including Middle Eastern) PLEASE SPECIFY _____																	
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(03) <input type="checkbox"/> CHINESE/CHINESE-AMERICAN	(08) <input type="checkbox"/> MEXICAN/MEXICAN-AMERICAN/CHICANO	(14) <input type="checkbox"/> OTHER PLEASE SPECIFY _____																	
(04) <input type="checkbox"/> EAST INDIAN/PAKISTANI	(09) <input type="checkbox"/> PACIFIC ISLANDER (Includes Micronesian, Polynesian, other Pacific Islanders)																		
(05) <input type="checkbox"/> FILIPINO/FILIPINO-AMERICAN	(10) <input type="checkbox"/> VIETNAMESE/VIETNAMESE-AMERICAN																		
	(11) <input type="checkbox"/> WHITE/CAUCASIAN (Includes Middle Eastern)																		

(III. SIGNATURE AND SOCIAL SECURITY — ALL APPLICANTS)

137 YOUR SIGNATURE IS REQUIRED BELOW. Without your signature, your application is not complete and cannot be processed. I certify that all the information provided in my application, all supporting documentation and subsequent communications are complete and accurate. I also certify that I am the author of the attached personal statement. I understand that the University of California may verify any information I have provided in my application, including my personal statement, and may deny me admission or enrollment if any information is found to be incomplete or inaccurate.

S SOCIAL SECURITY NUMBER 	SIGNATURE OF APPLICANT (in ink)	DATE OF APPLICATION
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Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- Current transcript
- Updated extracurricular activities log
- PSAT results
- PLAN results
- “All about Me” (Activity 4.4)
- “Possible Careers and College Majors” (Activity 4.5)
- College research activities/results
- Sample college application

"If districts are serious about getting kids up to speed academically, they should greatly expand their AVID class offerings. The wildly successful program has been helping at-risk students make the most of their academic potential for more than two decades...the very students whom most school districts are trying without much success to bolster. Success is standard procedure for AVID graduates... The program is so solid that AVID students in California have been 'knocking the socks off' their counterparts on the exit exam..."

—*San Diego Union-Tribune* Editorial, March 16, 2004

UNIT FIVE: GRADE 11

Introduction

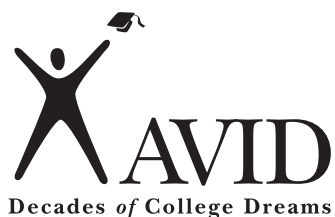
In some senses, the 11th grade year is the most crucial in the college-bound student's process. In this year, students receive grades in critical college prep courses, take the SAT and the ACT for the first time, and plan their final steps to become eligible for the colleges and universities to which they wish to apply.

Teachers should use Activity 5.1, "The 11th Grade Checklist," as a means for students to plan and keep track of their college-preparatory activities this year.

If students do not already have e-mail addresses, teachers should make getting them an immediate concern. Almost everything related to the college admissions process is now done via the Internet. If students do not have Internet access at home, teachers should help them set up a mailbox on one of the various free e-mail services available online.



Student Activity 5.1



Name: _____

Date: _____ Period: _____

The 11th Grade Checklist

Task	Deadline	Notes	Date Completed
Establish e-mail address	Before school starts		
Check class schedule	Before school starts		
Update six-year plan	First week of school year		
Create a “crate”	First week of school year		
Register for PSAT	mid-September		
Register for ACT, SAT Reasoning, and/or SAT Subject Tests (if necessary)	mid-January (register online for all tests and note them on calendar)		
Prepare for tests as needed	4–6 weeks prior to tests		
Draft personal statements	May		
Register for FAFSA PIN	May		
Begin to finalize the research for 7–10 colleges in which you’re interested	May		
Create list of admissions criteria and application deadlines for all colleges on list	June		

PSAT/SAT Reasoning Test Preparation

Ninth and 10th grade PSAT preparation focused on students' learning about the format of the test and becoming comfortable with that format. The 11th grade year is a time to focus on specific skills that are tested on the PSAT and the SAT Reasoning Test. AVID teachers and site teams must analyze students' ninth and/or 10th grade PSAT results to identify common areas of challenge that can be addressed in the AVID classroom by the AVID teacher and in content area classrooms by site team members. The chart below lists some of the skill areas that may be targeted, depending on students' needs.

While this unit refers to the PSAT and SAT Reasoning Test, teachers should note that the same strategies apply to preparing for the ACT. Teachers should consider both tests for students, as different types of learners sometimes perform differently on these two exams. Teachers should review the information given in the ninth grade unit about the various exams; they should also check the appropriate Web sites for the most updated information and practice materials.

Critical Reading	Mathematics	Writing Skills
Vocabulary in context	Ratios	Subject/verb agreement
Main idea	Proportions	Correct use of tense
Cause and effect	X/y coordinate graphs	Misplaced modifiers
Identifying genre	Fractions	Pronouns
Use of rhetorical devices	Percentages	Prepositions
Comparative arguments		Parallelism
		Redundancy
		Ambiguity

It may not be realistic to address every skill deficit for every student. Identifying a few common areas of challenge and helping students achieve mastery in those specific skills may be more effective in helping them raise their scores.

Because a multitude of test preparation materials exist for the PSAT and SAT, this guide does not include any. Teachers are encouraged to make use of the many resources available. The suggestions in this unit are intended to supplement those resource materials and to target specific skills that students may yet need to master to score well on these exams.

It is important to distinguish between long-term skill development and test preparation (“test prep”). (See “Test-Taking Tips” in *Strategies for Success* for more information). For example, one student might consistently miss word problems in the math section. This student may have difficulty reading the problem and determining what is really being asked. To foster long-term skill development, the teacher would assist the student in reading math problems more correctly. If the student did not improve, then a test-prep strategy for scoring better on the SAT might be to advise him or her to skip word problems in math.

The following section offers approaches for working on long-term preparation of students' for the SAT Reasoning Test. When the actual test date is within 1–2 months, teachers should help students analyze their results to determine their individual test-taking strategies. Again, there are many resources available for both long-term skill development and more immediate test prep.

Teachers should consult with their AVID site team, especially those who teach English and math, as well as other site experts, as they work to develop the exercises for this section.

Into

Time: 1–2 class periods

- Use a series of short quizzes to assess students' strengths and weaknesses in the skills listed on the chart. If you do not have such resources, obtain them from your site's math and English teachers.
- Score the quizzes and determine which skills are most difficult for students.

Through

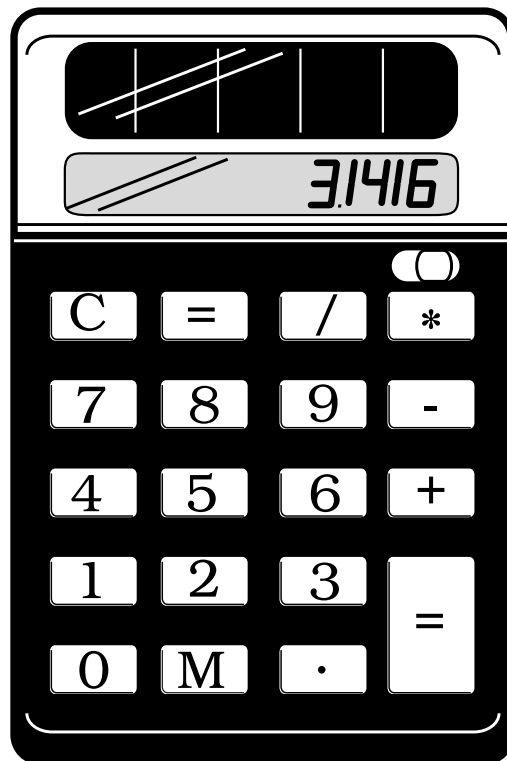
Time: Several class periods and time outside of class

- Based on the results of the quizzes, develop a series of short skill-builder lessons. Have each lesson focus on one skill only—percentages, for example. Use the lessons during the AVID class and assign more practice for homework.
- After students have practiced the various skills on which you have chosen to focus, review a practice PSAT or SAT exam with them. Do not have them answer the questions; instead, identify together what the questions are asking and what skills students need to answer them. Let students recognize that they can now identify what these questions are asking because they have worked on these skills.
- Continue to focus on the selected skills, using questions from practice PSAT and SAT exams as warm-ups. Be sure to identify with students the skills involved in answering the questions. Consider giving students only the question to work with, instead of including the answer choices.

Beyond

Time: 1–2 periods and/or time outside of class

- Have students keep a record of skills they utilize in all their classes. For example, they might notice that in social studies they must read for the main idea, or that in science they must analyze cause and effect. Have them bring in examples from their other classes. Discuss the examples in terms of skill development and mastery, so that students can recognize how this class is helping them prepare not only for the SAT, but also for other exams they will be asked to take in high school.





Additional Tips for the SAT Written Essay

At the time of publication, the written exam asks students to take a position on a topic and then support that position.

When preparing students for this essay, teachers might find it necessary to distinguish between what standards are the norm for students' classroom assignments and what they need to know to get a good score on this particular exam. The two may not have everything in common. Readers of these essays must read and score them in a very short amount of time; these suggestions are based on that premise. Teachers should be advised that the ideas shared below are more about test prep than good writing.

- Bring in opinion pieces from a newspaper's editorial section and have students practice summarizing each paragraph in 10 or fewer words.**
- Stress the importance of a good solid introduction. Have students practice writing a lot of introductions!**
- Have students practice both locating topic sentences in an essay's body paragraphs and finding the conclusion.**
- Give students opportunities to practice writing timed essays of 25 minutes. If you cannot dedicate class time to this, have students time themselves while they write the essays at home.**
- Emphasize repeatedly the importance of writing strong introductory and concluding paragraphs, along with a clear topic sentence in each body paragraph. These will be the key to a good score!!**

College Research

Students should continue researching colleges throughout the year, using the “College Research Worksheet” from the 10th grade unit to keep track of their information. This section offers some suggestions for keeping students actively involved in college research and for helping them compile a list of their top choices by the end of 11th grade.

Into

Time: Less than 1 class period

- As early as possible in the school year, have students review the 10th-grade college research they saved in their portfolios. Let students know that this year it’s very important that they investigate as many colleges as possible.
- Create a “crate” (Activity 5.2).

Through

Time: Several class periods and/or significant time outside of class

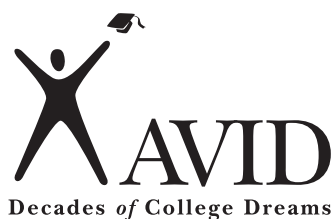
- If your students have Internet access at home, have them continue their college research independently. Require that they investigate at least two colleges per month, each time completing Activity 4.6, “College Research Worksheet,” and adding it to their portfolios.
- If students do not have Internet access on their own, then schedule time for them in your school’s computer lab each month and have them complete the college research during class.
- You may want to establish some parameters for their research. For example, you may want to stipulate the one month they research private, out-of-state colleges, while the next month they focus on a different category of school.
- If possible, provide students with guided Internet lessons to assist their research (see Activity 4.8, “Finding Colleges That Fit,” in the 10th grade unit). There are several excellent Web sites for conducting college research (see the “Resources” section in this guide).
- If students have regular Internet access, they may also use one of the available online portfolios to store their college research.

Beyond

Time: Varies

- Whenever possible, assist students’ research by providing them with opportunities to visit the colleges in which they are interested, or to meet with representatives from those colleges. Many colleges will assist out-of-state students in visiting their campuses. If a student is sincerely interested in an out-of-state college, call the school and ask what assistance it can provide. The school may be able to arrange a visit for the student and possibly the student’s parents/guardians as well.
- At least 1–2 months before the year ends, have students gather all their college research and use Activity 5.3, “What I Want in a College,” to determine which colleges will meet their top criteria. They should then complete Activity 5.4, “Pros and Cons List,” for each college they are considering.
- Once students have completed Activity 5.3 and have analyzed all colleges using Activity 5.4, have them complete Activity 5.5, “My List of Colleges.” This will be the list that guides students’ college-planning activities for the remainder of this year, the summer, and senior year.
- Be sure that students include copies of Activity 5.3, Activity 5.4, and Activity 5.5 in their portfolios.

Student Activity 5.2



Name: _____

Date: _____ Period: _____

A “Crate” Idea

Here is a “crate” idea to help you organize for the college exploration process you will be involved in during the next 12–15 months.

Find a plastic crate designed to hold hanging file folders. If you don’t have one around the house, they are available at office supply and discount stores. To begin, set up the following folders:

- Career Planning
- Standardized Tests
- College Planning
- Activities Résumé
- Campus Visits
- PIN
- Interview
- Personal Statement/Essay
- Scholarships
- Financial Aid (if applicable)
- Military/ROTC (if applicable)
- NCAA (if applicable)

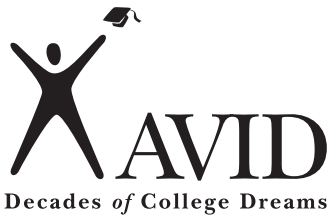
Reserve another 10–15 folders to label for each college on your “long list.” Include a copy of the “Pros and Cons List” (Activity 5.4) in each folder. As you begin to receive information from your colleges, you can set up a file for each school. As you weigh each college choice, you’ll be moving the college files around, arranging them in order of preference at that particular time.

As you move through the college selection process, you will want to have more folders available. We will add material and make changes in your files to get you ready for “orientation” and “breaking away” and on to your freshman year in college.

It’s a challenging time and an exciting process. It will flow more smoothly if you get organized before you begin!

(A special thank-you to Nancy Caine, Director of College Counseling, St. Augustine High School, San Diego, CA, for this “crate” idea. Special thanks to Evelyn Yeagle for the documentation of this “crate” idea!)

Student Activity 5.3



Name: _____

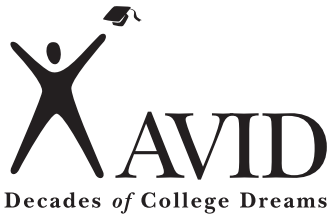
Date: _____ Period: _____

What I Want in a College

Directions: Recall all the activities you have done in your AVID classes through the years: personality profiles, career interest inventories, and many others designed to help you know yourself well. Using all that self-knowledge, list the five factors most important to your choice of a college. Also list five things that do not matter in your choice of a college.

The Five Most Important Factors	The Five Least Important Factors

Student Activity 5.5



Name: _____

Date: _____ Period: _____

My List of Colleges

Directions: List all the schools to which you will apply next year. Be sure to complete all of the information, because you will use this worksheet to plan activities for the remainder of this year and for the summer.

School name _____

Application deadline _____ Apply online? Yes No Essay required? Yes No

Tests required? Yes No Application fee (waiver info) _____

What do I still need to meet eligibility? _____

School name _____

Application deadline _____ Apply online? Yes No Essay required? Yes No

Tests required? Yes No Application fee (waiver info) _____

What do I still need to meet eligibility? _____

School name _____

Application deadline _____ Apply online? Yes No Essay required? Yes No

Tests required? Yes No Application fee (waiver info) _____

What do I still need to meet eligibility? _____

School name _____

Application deadline _____ Apply online? Yes No Essay required? Yes No

Tests required? Yes No Application fee (waiver info) _____

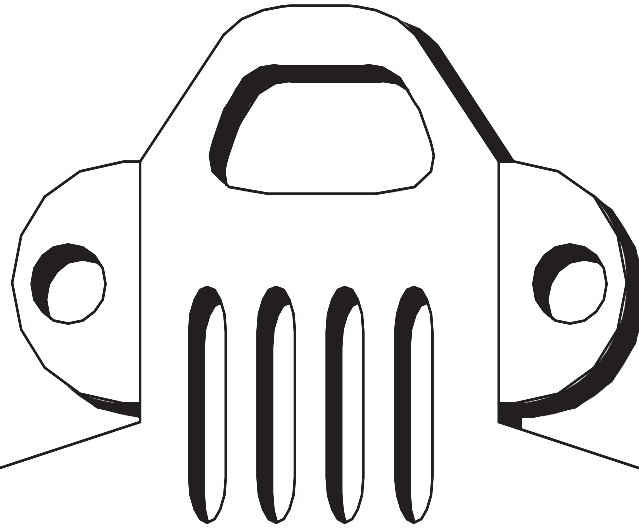
What do I still need to meet eligibility? _____

School name _____

Application deadline _____ Apply online? Yes No Essay required? Yes No

Tests required? Yes No Application fee (waiver info) _____

What do I still need to meet eligibility? _____



Sample Application for a Private College or University

Your students had a chance in 10th grade to practice filling out a mock application for a state university or college. This year they will practice filling out a different application, one for a private school. For this activity, they will use the Common Application that is accepted by more than 200 colleges and universities throughout the country. The Web site www.commonapp.org provides a detailed list of schools that accept this application.

To complete this activity with your students, refer to the “Into/Through/Beyond” activities outlined in “Sample Application for State College or University” in the 10th grade unit.

An additional “Beyond” activity for this sample application is to have students visit the Web sites of schools in which they are interested to find out if the institution requires any supplemental materials in addition to the application.

Student Activity 5.6 (3 of 5)

EDUCATIONAL DATA

High school you now attend (or from which you graduated) _____ Date of entry _____

Address _____
City or Town State Country Zip Code or Postal Code CEEB/ACT code

Date of secondary graduation _____ Type of school public private parochial home school

Guidance counselor's name _____ Position _____

Counselor's phone (_____) _____ Counselor's Fax (_____) _____
Area Code Number Ext. Area Code Number

List all other secondary schools, including summer schools and programs you have attended beginning with ninth grade.

Name of School	Location (City, State, Zip, Country)	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

List all colleges/universities which you have taken courses for credit; list names of courses taken and grades earned. Please have an official transcript sent from each institution as soon as possible.

Name of College/University	Location (City, State, Zip, Country)	Degree Candidate?	Dates Attended
_____	_____	<input type="checkbox"/>	_____
_____	_____	<input type="checkbox"/>	_____
_____	_____	<input type="checkbox"/>	_____

If not currently attending school, please check here Describe in detail your activities since last enrolled.

TEST INFORMATION

Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.

ACT

Date taken/ to be taken	English Score	Math Score	Reading Score	Science Score	Composite Score
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

SAT I

Date taken/ to be taken	Verbal Score	Math Score	Date taken/ to be taken	Verbal Score	Math Score	Date taken/ to be taken	Verbal Score	Math Score
_____	_____	_____	_____	_____	_____	_____	_____	_____

SAT II Subject Tests

Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score	Date taken/ to be taken	Subject	Score
_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____

Test of English as a second language (TOEFL or other exam)

Test	Date taken/ to be taken	Score	Test	Date taken/ to be taken	Score
_____	_____	_____	_____	_____	_____

Student Activity 5.6 (4 of 5)

FAMILY

Parent 1 _____
Last/Family First Middle Gender

Living? Yes No (Date deceased _____)

Home address if different from yours _____

Occupation _____

Name of business or organization _____

College (if any) _____

Degree _____ Year _____

Professional or graduate school (if any) _____

Degree _____ Year _____

If not with both parents, with whom do you make your permanent home? _____

Legal guardian's name/address _____

Please check if parents are married separated divorced (date _____) never married other _____

Please give names and ages of your brothers or sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates.

Parent 2 _____
Last/Family First Middle Gender

Living? Yes No (Date deceased _____)

Home address if different from yours _____

Occupation _____

Name of business or organization _____

College (if any) _____

Degree _____ Year _____

Professional or graduate school (if any) _____

Degree _____ Year _____

EXTRACURRICULAR, PERSONAL, AND VOLUNTEER ACTIVITIES (including summer)

Please list your **principal** extracurricular, community, and family activities and hobbies **in the order of their interest to you**. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check (✓) in the right column those activities you hope to pursue in college. **To allow us to focus on the highlights of your activities, please complete this section even if you plan to send a résumé.**

Activity	Grade level or post-secondary (PS)					Approximate time spent		Positions held, honors won, or letters earned	Do you plan to participate in college?
	9	10	11	12	PS	Hours per week	Weeks per year		
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>
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_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			_____	<input type="checkbox"/>

ACADEMIC HONORS

Briefly list or describe any scholastic distinctions or honors you have won beginning with ninth grade.

Student Activity 5.6 (5 of 5)

WORK EXPERIENCE

List any job (including summer employment) you have held during the past three years.

Specific nature of work	Employer	Approximate dates of employment	Approximate no. of hours spent per week
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SHORT ANSWER

Please describe which of your activities (extracurricular and personal activities or work experience) has been most meaningful and why.

PERSONAL STATEMENT

This personal statement helps us become acquainted with you in ways different from courses, grades, test scores, and other objective data. It will demonstrate your ability to organize thoughts and express yourself. We are looking for an essay that will help us know you better as a person and as a student. Please write an essay (250–500 words) on a topic of your choice or on one of the options listed below. **Please indicate your topic by checking the appropriate box below.**

- 1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- 2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- 3 Indicate a person who has had a significant influence on you, and describe that influence.
- 4 Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- 5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- 6 Topic of your choice.

APPLICATION FEE PAYMENT

Check/money order

Counselor-approved Fee Waiver

REQUIRED SIGNATURE

Your typed “signature” is required whether you are an ED, EA, or regular decision candidate.

I certify that all information in my application, including my Personal Statement, is my own work, factually true, and honestly presented.

Signature _____

Date _____

IF APPLYING VIA EARLY DECISION OR EARLY ACTION

(1) Complete the Optional ED/EA Declaration for your early application **only**. (2) Submit the college’s required ED/EA form, if any. (3) Understand that it is your responsibility to report any changes in your schedule to the colleges to which you are applying.

These colleges are committed to administer all educational policies and activities without discrimination on the basis of race, color, religion, national or ethnic origin, age, handicap, or gender. The admission process at private undergraduate institutions is exempt from the federal regulation implementing Title IX of the Education Amendments of 1972.

APP-4

Common App Online 2004–2005

Personal Statement Essays

Some colleges and universities require a personal statement essay as part of the application process. This essay is an important part of the application and can often be the determining factor whether or not a student is accepted. This is the student's chance to tell the college admissions staff information that goes beyond grades and test scores, that says something personal, meaningful, and unique.

The activities below will help students get a start on their personal statement essays. Students will continue to refine their essays until they finalize them early in senior year.

Into

Time: 1 class period

- Let students know they are going to begin working on their personal statements. Explain that this essay is part of some college applications.
- Ask students to name what parts of applications they noticed when completing the sample applications.
- Explain that the purpose of the personal statement essay is to give the admissions staff information about a student that is NOT revealed in the rest of the application.
- Ask students to brainstorm what kind of information might be important to share in a personal statement essay.
- Now ask students to brainstorm why colleges want this additional information. Discuss this as a group.

Through

Time: Several class periods and time outside of class

- Introduce the personal statement essay topics included in this section. Be sure that students understand that for the University of California, they must respond to all three questions.
- Place students in groups of 3–4 and assign a different question to each group. Have groups discuss their questions and list ideas for answering them.
- Have each group share its thinking while the rest of the class takes notes.
- Support students with other prewriting activities as needed.
- Decide whether you want students to respond to all the questions with essays, or just some of them. You may have them start with a paragraph of response for each, and then develop one or more of the paragraphs into a full essay. Students who intend to apply to the University of California should answer all three questions with essays.
- Proceed with the writing process and have students complete all the essays necessary to fulfill their admission goals. Put copies of the essays in their portfolios.

Beyond

Time: Varies

- Have students check the Web sites or other admission materials of the schools they listed on Activity 5.4 to find if they must respond to specific essay questions. If none of the essays from this assignment can be revised to fit these questions, be sure students write a draft of the essay required.
- Students should spend time in the summer reflecting on their personal statement essays and refining them as needed.

Currently the University of California requires that students answer all three questions within a total of 1,000 words. Two essays should each be 200 words in length; the third essay should total a maximum of 600 words. Students can choose which one of the three questions they wish to answer with the longer essay.

On the Common Application, students choose which of six questions to answer in one essay. Be sure that students understand the difference between the two.

Topics for Personal Statement Essays

Listed below are two sets of topics personal statement essays. One set appears on application to the University of California. The other set appears on the Common Application.

The University of California

- Question #1 How have you taken advantage of the educational opportunities you have had to prepare for college?
- Question #2 Tell us about a talent, experience, contribution, or personal quality you will bring to the University of California.
- Question #3 Is there anything you would like us to know about you or your academic record that you have not had the opportunity to describe elsewhere in this application?

The Common Application

- Question #1 Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
- Question #2 Discuss some issue of personal, local, national, or international concern and its importance to you.
- Question #3 Indicate a person who has had a significant influence on you, and describe that influence.
- Question #4 Describe a character in fiction, an historical figure, or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.
- Question #5 A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- Question #6 Write on a topic of your choice.

NOTE: Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper according to the rubric. They are included as realistic examples of student writing—including the imperfections.

Student Activity 5.7a (1 of 2)

University of California Personal Statement Essay (Example)

Question #1

How have you taken advantage of the educational opportunities you have had to prepare for college?

Question #2

Tell us about a talent, experience, contribution, or personal quality you will bring to the University of California.

Question #3

Is there anything you would like us to know about you or your academic record that you have not had the opportunity to describe elsewhere in this application?

Two, 200 words; one 600 words

Question #1.

For every grading period since first quarter of my junior year, I've walked onstage at our quarterly Honors Assembly to accept a First Honors ribbon. Recipients of First and Second honors proudly pin their ribbons to their uniform jackets for the next few days.

During freshman and sophomore years, when I maintained barely a C+ average, I watched enviously as others claimed their awards.

What effected this change? I took to heart the advice Estelle Quinlan gave me while riding home on the bus one afternoon toward the end of sophomore year: "Just do your homework, Darlene. Just do your homework." (Estelle, by the way, will probably be our valedictorian.)

Do homework? What a concept! I'd always avoided it, or done it at the last minute.

But Estelle was right.

With my higher grades, college became a possibility. My father, a small business owner, always insisted I focus on "business" courses like typing and shorthand. To meet entrance requirements, therefore, this past summer I took chemistry (five hours of class each day, plus homework!) instead of playing shortstop. I don't know how the team won the championship without me, but I feel I've won an academic championship of my own. *(200 words)*

Question #2.

My parents tell me that I learned to sing before I learned to talk. This may be parental pride speaking, or it may be accurate reporting. At any rate, it was clear from very early in my life that singing played a most important part.

Perhaps one reason my parents noted my early music-making is that our lives are filled with music. As a child, my father sang with his seven siblings in their home: Irish folk songs that their parents taught them, American standards, popular tunes on the radio. As a parent, he's made that part of his children's lives. And with nine of us, we provide serious competition for the Trapp Family Singers!

What I love especially is that he's taught us to sing in harmony. I remember how accomplished I felt when, at age 9, I mastered my first "harmony" part: the baritone for "Love's Old Sweet Song." Although I was singing in my high youthful range, it was still a thrill to hear my voice swoop and dip around the melody and other harmonic parts; to hear that yes, I was truly making a difference by carrying my own part!

Student Activity 5.7a (2 of 2)

Just as music was always present in our house, musical growth seemed expected, and was encouraged. The money we had to come up with on our own, but taking up a new instrument, filling the air with noisy practice, and proudly giving impromptu “recitals” at any family gathering—all this seemed part and parcel of a “normal,” regular childhood.

So when as a high school sophomore I decided to learn guitar and form a folk-singing group, my family took it as a matter of course.

It’s been, however, much more than that.

First, it changed my relationship with the school administration. I’m the fourth daughter to attend Whispering Pines Academy. My older sisters, daughters #2 and #3, unfortunately left behind many unpleasant memories. As soon as I walked in the door freshman year, I found myself tarred with their feathers. My own immaturity that year didn’t help any, of course! But with the creation of a retro folk-singing group that sang well, that gave good performances, suddenly I had something of value to offer the school.

Would “The Lady Folk” sing for the mother/daughter fashion show? The Dads’ Club poker night fund-raiser? At the Open House for incoming freshmen? At this point we receive at least two such requests a month. We’ve always said yes, and we usually sing for free.

This has allowed the administration to see me in a much different light than simply “another one of those Connelly girls.”

But our audience is much broader than just the students and families of Whispering Pines Academy. The Lady Folk have sung for private parties, community events, and public concerts—and most definitely not for free! Three times we’ve guested on “The Hugh Hills Talent Show,” which is broadcast over the northern part of the state. In fulfilling these professional obligations, we’ve shown up on time, adapted to a variety of audiences, and survived a little bit of politics at the local entertainment level.

As manager of “The Lady Folk,” I’ve handled scheduling, distributed money, maintained peace amongst us, and always kept us growing musically.

Graduation will bring an end to The Lady Folk, as we set off on our own paths. I won’t attempt to replicate that experience in college; I have a sense it’s time for something new. But I do know that whatever my future brings, in the next four years or in the longer term, I’m going to be singing. (600 words)

Question #3.

In the musical “Carnival,” which the Pinewood Little Theatre produced last year, the main character, Lili, sings of her longing to find a place where everyone knows her name.

It sounds sad and touching. But believe me, I’ve been there, and done that, and there’s another side to the story.

It’s this Connelly family thing, you see. My father and his three brothers own “Connelly’s Sporting Goods.” For years—decades, actually—until the superstores arrived, it was *the* place on this side of town to buy sporting goods.

Connelly’s was “high profile.” We sponsored all kinds of teams. We donated equipment and door prizes.

We were visible. My father and uncles are tall, red-haired, green-eyed, and look more like quadruplets than brothers.

So the next generation, my cousins and I, have those same characteristics. We all look alike, too—more like siblings than cousins. It’s common for any of us to be asked, when shopping or dining or sitting at a sporting event, “Hey, you’re a Connelly, aren’t you?”

In truth, everyone on the south side of Pinewood does seem to know our name. I can’t wait until I’m on the campus of a big school where nobody knows me. (200 words)

NOTE: Student samples may contain spelling, punctuation, and/or other usage errors, and they may not fully meet all the requirements of the paper according to the rubric. They are included as realistic examples of student writing—including the imperfections.

Student Activity 5.7b

Common Application Essay (Example)

Whitwell, Tennessee lies surrounded by a range of mountains, which holds out the time and change of the surrounding world. Its citizens still live simple, rural lives, go to church every Sunday, and listen to bluegrass on their antique radios.

Three weeks after we had formed a rock band, three other guys and I found a job in Whitwell playing for its only high school's Christmas dance for the slim pickings of \$150. Minus \$20 for gas and \$40 for rented equipment, we netted about 20 bucks apiece. But money wasn't a big thing; we were in it for the aesthetic pleasure of it.

Upon arrival, we were cordially welcomed by the school custodian, who led us to a tin can of a gym where we were to play. Despite the frightening acoustics of the gym, I was jittery and eager to play in front of people for the first time, and as I watched the students filing into the gym, I returned the other guys' nervous smiles.

I soon began to notice that the students, rather than staying on the gym floor to dance, were piling onto the bleachers as if they were about to watch a basketball game. Even worse, we were on the opposite side of the gym; a good 30 yards of the empty gym floor separated us from the students. While I was noticing this, I felt a nudge on my shoulder. I turned and was faced with a tall, brown-haired boy in overalls.

"D'yall know any Flatt and Scruggs?" he asked.

"Flatt and who?"

"Yore in big trubble." He smiled a twisted tobacco smile and wandered away.

We started our set with "Help!" by the Beatles. Not one person in that gym applauded. Then we went into some Stones, which didn't fare any better. By the end of our fifth song, some of the students were leaving. These were the polite ones, the others remained to antagonize and jeer at us.

We were really beginning to sweat it now. We started digging through our repertoire but couldn't come up with even one song that resembled country. And the jeers were getting louder. The teachers did nothing to stop it; they were probably jeering as well. And then, at the brink of utter chaos, I exploded.

"Alright!" I screamed into the microphone. "Yee want a leetle Kuntry? I'll give yee Kuntry!" And then we went into the hardest, punkiest song we knew. About this time the principle rushed up to me, handed me \$150 and asked us to leave. I obliged, but only after leading the guys through one more screamer.

Back in Chattanooga, we sat around the drummer's house, divvying up the booty. A few more songs and who knows how much more they would have paid us to leave. I asked Clay to put on some of his father's bluegrass. Everyone laughed, but I persisted. I wanted to know exactly what it was those people like. Clay put on some Norman Blake, "Whiskey Before Breakfast," and to my amazement, I loved it. Bluegrass had soul!

I sat in the bedroom listening to the whole album twice while everyone else watched television. The guitar riffs and runs were intricate and every bit as soulful as the blues. There were fast-paced dance tunes with incredible scales. In my ignorance, I had insulted something that I thought plebian and culturally narrow—when it was really me who had been narrow.

My tastes have really opened up since that night. Art comes in many different packages; and only someone with the clairvoyance to see this can ever really appreciate it. My album collection is a study in contradictions. You can find Bach, Muddy Waters and Doc Watson side by side, harmonious with one another.

Essay taken from the *NACAC Fundamentals of College Admission Counseling Manual*.

Scholarship and Financial Aid Research

Students who plan to apply for scholarships must start early on the research. The activities below will help them get going. Teachers should work with school counselors to learn about local scholarships that are typically awarded to students from their school.

Teachers should plan to conduct these activities in the spring of students' 11th-grade year.

Into

Time: 1 class period

- Invite an expert to speak to students about the elements of financial aid, giving a clear explanation of how grants, loans, work-study programs, and scholarships fit into the financial aid picture.
- Be sure that students and their parents/guardians understand the meaning of Expected Family Contribution (EFC). If possible, have an expert help families estimate their EFC, so that students can understand fully how scholarships may or may not affect their financial aid packages.

Through

Time: 2 class periods

- Plan a day in the computer lab to have your students register on www.fastweb.com. This is a legitimate, free service that matches students with scholarships for which they may be eligible. While this service is free, the site does include advertisements. Be sure to prepare students for how this Web site operates, and caution them against answering the ads. You are strongly advised to visit the Web site and register yourself before taking students through the registration process.
- Have the school counselor or campus scholarship advisor speak to students about scholarship search scams. There are many “services” that promise students scholarships but charge for their efforts. Take time to warn students and their parents/guardians about these scams.
- Students should obtain a FAFSA PIN and encourage their parents to obtain one, also.

Beyond

Time: Varies

- Have students bring in their results from FastWeb to share with the class.
- Because students may not be able to apply for most scholarships until senior year, have them devise systems for keeping track of potential scholarships: the requirements for each, the dates.
- Become familiar with, and make students aware of, these resources.

Finances

Completing the financial aid process is one of the most daunting tasks in the college-application process; *it absolutely requires parent involvement*. The entire financial aid process revolves around the Free Application for Federal Student Aid (FAFSA). Almost all sources of financial aid for college, including federal and state grants, scholarships, loans, and work-study, are based on the FAFSA. The FAFSA is available online at www.fafsa.ed.gov in both English and Spanish. It should be available in a paper format at your school by November; however, the online application is preferred and more efficient.

Although some students may think they do not qualify for need-based financial aid, many colleges use the FAFSA to award their private dollars. Verify that students and parents both have their PIN, and then have them work together to complete the FAFSA application checklist in readiness for the January submission of the FAFSA. (The FAFSA cannot be submitted until January 1.)

Completing the FAFSA also qualifies students for Cal Grants, as long as a verified GPA is submitted. Many schools are now submitting Cal Grant GPAs electronically: check with their counseling department to see if this method is used by your school.

Often independent colleges require additional forms, such as the College Board's CSS/PROFILE or the college's own supplemental form(s). Have students register for the PROFILE, if necessary, and any other required forms. Students should check directly with each college's financial aid office to find out what is required.

Students will also want to compare expenses at the different colleges. It's important for them to continue to apply for scholarships, including college-based special scholarships (merit, ethnic, leadership, etc.). ROTC scholarship applications should be completed by October. Encourage students and parents to attend financial aid events offered in the fall in order to learn more about the assistance available.

Timeline

September–January: Continue to apply for scholarships.

October: Verify FAFSA PIN and register for PROFILE, if needed.

October–January: Attend financial aid events.

December–January: Submit Cal Grant GPA verification.

January: Complete FAFSA application worksheet.

Activities/Materials

Student Activity 5.8 “Important Dates” A list of key dates for financial aid planning during the senior year.

Teacher Information: *Use this list of dates from the Fund Your Future Counselor Guide to plan financial aid activities in the classroom. Remind students well in advance of key deadlines, many of which occur during the second semester of the senior year.*

Student Activity 5.9 “Resources for Your Classroom”: A list of materials that will help students learn about the financial aid process.

Teacher Information: *All of the resources on the list are available at no charge. The college cash box includes a sample lesson plan and counselor guide that will prove helpful. The “Fund Your Future” workbook is a valuable tool for AVID students, as are many of the other items available. These materials are updated yearly; ordering information can be found at the bottom of the page.*

Student Activity 5.10 “On the Web”: This handout lists Web sites that provide information on planning and paying for college.

Teacher Information: *These Web sites from the Fund Your Future Counselor Guide cover all aspects of financial aid. Have your students each research a Web site, and then share their results with the class.*

Student Activity 5.11 “Checklist”: List steps to take now to plan and pay for college.

Teacher Information: *This checklist—from the Fund Your Future Counselor Guide—presents steps your students will want to pursue to learn about financing their college education.*



Student Activity 5.8



IMPORTANT dates

SEPTEMBER-OCTOBER

Attend one of the fall financial aid workshops presented by the California Student Aid Commission, EdFund and the California Association of Student Financial Aid Administrators for high school counselors, new financial aid administrators or mid-level administrators.

Discuss with your students their college plans and financial aid options. Check out www.edfund.org, www.csac.ca.gov and www.mapping-your-future.org for guides to college and financial aid planning.

Order copies of the *Fund Your Future Financial Aid Workbook for Students* and *Fund Your Future* brochure by using the publications order form inside, going to www.edfund.org or calling 877.2EDFUND.

Plan your financial aid workshop for students and parents.

OCTOBER-NOVEMBER

Have your students apply for a PIN at www.pin.ed.gov so they will be able to e-sign the online FAFSA.

Remind students to complete and submit their college admissions applications. Many applications are available online. If they are applying under an early decision or other special admissions program, remind them to ask about deadlines for financial aid applications such as the PROFILE.

Help your students research private grants and scholarships provided by local community organizations, businesses and foundations.

Order additional copies of the paper FAFSA if you need them from the U.S. Department of Education by calling 800.394.7084 or going to www.edpubs.org/ml.

JANUARY 1

Encourage students to submit their completed FAFSA online at www.fafsa.ed.gov (or on paper) as soon as possible starting January 1.

Remind students to attend a Cash for College workshop to get free, line-by-line help completing the FAFSA. For dates and locations, go to www.californiacashforcollege.org.

FEBRUARY-MARCH

Be sure students carefully review their Student Aid Report for accuracy and return it immediately if they have corrections.

MARCH 2

The Cal Grant A, B and C deadline. The FAFSA must be postmarked no later than March 2. In addition, a verified GPA must be sent to the California Student Aid Commission by March 2. (Once the school certifies the GPA, the student or the school may submit it.)

APRIL

Encourage your students to evaluate their financial aid offers carefully.

Also, keep in mind that Cal Grant award notifications and notifications of financial eligibility for renewal Cal Grants are sent in the spring. Students should contact the California Student Aid Commission if they have not received any communications regarding their Cal Grant status by April 30.

MAY

Help students prepare a spending plan for college using EdWise at www.edwise.org. EdWise can also help students determine how much they can afford to borrow for college.

MAY 15

The deadline for returning the Cal Grant C Supplement for students who are competing for a Cal Grant C award.

SEPTEMBER 2

The "second-chance" deadline for Cal Grant A or B Competitive awards for students who are planning to attend a California Community College in the fall. Students must submit the FAFSA and the September 2 GPA Verification Form.

This publication is provided free as a service of the California Student Aid Commission and EdFund. To order additional copies, use the publications order form inside, call 877.2EDFUND or go to www.csac.ca.gov or www.edfund.org. In addition, this publication can be downloaded from www.csac.ca.gov or www.edfund.org.

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RESOURCES FOR YOUR CLASSROOM

College Cash Box

Everything you need to help students apply for financial aid can be found in the College Cash Box, including a lesson plan, sample application forms and tip sheets. The box, created by the California Student Aid Commission, also contains the English and Spanish language versions of the "Ready, Set, Financial Aid!" video and the "It All Starts Here" FAFSA video. One kit is mailed to the head counselor at every high school in late October. Additional kits are available by calling 916.526.8920 or toll free 888.294.0153.

Fund Your Future Workbook and Brochure

You will want to order this guide's companion pieces, the *Fund Your Future Financial Aid Workbook for Students* and *Fund Your Future* brochure, which are also published by the California Student Aid Commission and EdFUND. Geared toward high school juniors and seniors, the 36-page workbook covers the entire financial aid process and summarizes the major state and federal programs. It features a month-by-month checklist and worksheets for financial planning and evaluating offers. The brochure is a slim, 20-page guide to the basics of state and federal financial aid. Both publications are available in English and Spanish.

The FAFSA and The Student Guide

To order large quantities of the paper FAFSA and the U.S. Department of Education's *The Student Guide*, go to www.edpubs.org/ml. You will need your school code, or ML number, from the mailing label of your U.S. Department of Education mailings, found at the upper left corner. For customer service, call 800.394.7084.

"Ready, Set, Financial Aid!" Video

This five-minute video, produced by the Commission, provides parents and students with the information they need to get ready to apply for financial aid, including important tips on the application process and critical deadlines. It is ideal for financial aid or college nights and is available in English and Spanish.

FAFSA Video

The "FAFSA for Parents" video provides step-by-step instructions for completing the FAFSA and submitting a verified GPA. The 30-minute video is available in English and Spanish from the Commission.

Cal Grant March 2 Poster

The Commission's Cal Grant poster promotes the March 2 Cal Grant application deadline.

Cal Grant GPA Verification Forms

The California Student Aid Commission sends bulk quantities of the GPA Verification Form for Cal Grants A, B and C (form G-4) to schools in the fall in the same quantity your school received the previous year. If your school does not receive forms by the end of November or if you would like additional copies, please contact the Commission. The September 2 GPA Verification Form (G-4.1) must be ordered from the Commission each summer.

Life 101

In *Life 101*, a free newspaper available once a year in December (publication no. L-49), high school seniors can read about the major sources of state and federal financial assistance. The eight-page, full-color publication also contains useful tips on personal finance and stories that tout the value of a higher education.

"The Power of Education" and "College: Making It Happen" Videos

"The Power of Education," a 26-minute video, showcases individuals, including a state senator and a police chief, who were the first in their families to graduate from college. "College Making It Happen," a 30-minute video hosted by Edward James Olmos, captures the stories of several people whose seed to success was planted in education.

Other Tools

You can get additional publications, videos and posters covering college planning, early outreach, financial aid, personal finance and loan management from the California Student Aid Commission and EdFUND. A number of them are described on page 27 or listed on the order forms in the back of this guide.

Materials produced by the California Student Aid Commission may be ordered by using the Commission's publications order form in the back of this guide or by going to www.csac.ca.gov, e-mailing publications@csac.ca.gov, calling 888.294.0153 or writing to the California Student Aid Commission, P.O. Box 419027, Rancho Cordova, CA 95741-9027. Materials produced by EdFUND may be ordered by using the EdFUND order form in the back of this guide or by going to www.edfund.org, e-mailing publications@edfund.org, calling 877.2EdFUND, writing to the EdFUND Shipping Center, P.O. Box 419045, Rancho Cordova, CA 95741-9045 or calling 916.526.7282 for personal service. All materials are free as a service of the California Student Aid Commission and EdFUND.

[TIP]

You will find slide presentations for your financial aid workshops at <http://fsa4schools.ed.gov/counselors> and www.nasfaa.org (click on "Financial Aid Night" to the left).

KEEP UP ONLINE

Why wait for the mail? By signing up for the Commission's List-Services, EdFUND-Link™ and News You Can Use, you will receive the latest news from us at your desktop as soon as it is posted.

CSAC List-Services

You can keep connected to the California Student Aid Commission by signing up on one of the Commission's list serves available to counselors and financial aid professionals. To subscribe, simply log on to www.csac.ca.gov and select the Links option. The lists are secured with a generic ID and password available through the Commission's Help Desk at 916.526.8989 or toll free 888.294.0148.

EdFUND-Link

When you sign up for EdFUND-Link's "High Schools" list, you will receive information and training opportunities of interest to high school counselors, helpful reminders of upcoming deadlines and other financial aid news. Subscribers to the "Schools" list will receive additional bulletins pertaining to the implementation and administration of state aid programs, new services and training workshops for college financial aid administrators. You also have the option of receiving Dear Partner (Colleague) Letters and Direct Loan bulletins as they are released by the U.S. Department of Education.

Subscribing is easy, whether by e-mail or on the Internet. By e-mail, write to edlink@edfund.org and ask to be a subscriber. Be sure to indicate the list you are subscribing to. Or go to www.edfund.org, select "Quick Links" and then "EdFUND-Link." You can also mail your request to EdFUND, Training and Policy Unit, P.O. Box 419045, Rancho Cordova, CA 95741-9045. If you have questions, please e-mail them to edlink@edfund.org or call 916.526.7321.

News You Can Use

News You Can Use at www.edfund.org features original news stories and digests, plus links to key sources of higher education and financial aid news throughout the country. While there, sign up to receive the weekly EdFUND e-News, a summary of the week's news story and a direct link to the News You Can Use page.

Student Activity 5.10 (1 of 2)

On the Web

Here is a sampling of Web sites that cover planning and paying for college. (This listing is for convenience only and is not an endorsement of any site.) In addition, most colleges have their own Web site and many feature virtual tours of their campuses and the opportunity to chat with current students.

When using the free sites listed here, you or your students may be asked to give personal information. Before doing so, be sure you read and understand the privacy policy posted on each site.

ABCs of Early Awareness: A Resource Guide and Toolkit for Helping Students Achieve a Higher Education
www.nasfaa.org/subhomes/abcs/index.html

This Web site, sponsored by the National Association of Student Financial Aid Administrators, is designed to help counselors get younger students thinking about and preparing for college.

ACT

www.act.org

Students can register here to take the ACT or have their scores sent to colleges.

American Indian Education Programs
www.oiep.bia.edu
www.collegefund.org

Browse these sites to learn more about scholarships and other education programs for Native Americans.

AmeriCorps

www.americorps.org

You will find information on the AmeriCorps programs here, including online applications.

Association of Independent California Colleges and Universities

www.aiccu.edu

www.aicumentor.org

Check out the online student guide, including admissions applications for 76 independent colleges.

California Association of Student Financial Aid Administrators

www.casfaa.org

This site is a good destination for college financial aid administrators.

California Colleges

www.californiacolleges.edu

Students and their families can find information on planning and preparing for college in California; for middle school students on up. Includes links to all the state's colleges.

California Community Colleges

www.cccco.edu

Learn about all the community colleges and their programs and services.

California Private Career Colleges

www.cappsonline.org

At the California Association of Private Postsecondary Schools' Web site, you will find links to colleges and more.

California Postsecondary Education Commission

www.cpec.ca.gov

Provides an overview of postsecondary education in California, plus links to colleges statewide.

California State University

www.calstate.edu

www.csumentor.edu

Check out all the CSU campuses, including programs and services.

California Student Aid Commission

www.csac.ca.gov

Here you can learn more about the Cal Grant Entitlement and Competitive programs, other state aid, outreach and training opportunities, and other services.

California Virtual High School

www.cavhs.org

Students will find the tools they need to prepare for the SAT and ACT, including tutorials, practice sessions and a vocabulary builder.

Cash for College

www.californiacashforcollege.org

Find the dates and locations for events, held each year in January and February, at which students and parents can get in-person help with the FAFSA.

College Board and SAT

www.collegeboard.com

Students can register for the SAT or have their score sent to schools from this site. There's also information on planning and paying for college and links to colleges nationwide.



College Board Online Scholarship Search
<http://apps.collegeboard.com/cbsearchss/scholarshipSearch.jsp>

Students can search this database of more than 2,000 programs that provide funding for undergraduate study from non-college sources.

College is Possible

www.collegeispossible.org

Browse this guide for parents, students and educators.

College Opportunities Online

www.nces.ed.gov/ipeds/cool

Students can plug in their major, interests and geographic area, and this U.S. Department of Education site will fetch likely matches from profiles of more than 7,000 colleges and career schools.

College Sports and Athletic Scholarships

www.ncaa.org

Here the National Collegiate Athletic Association (1,200 colleges, athletic conferences and sports organizations) provides information for students who would like to participate in college sports and learn about athletic scholarships.

Cooperative Education

www.co-op.edu

www.ca-co-op.edu

Learn more about cooperative education, a work-learn program, at this site.

EdFund

www.edfund.org

Here students, parents and educators will find information on planning for college and a career, applying for financial aid and managing student loans; includes free classroom resources.

EdWise

www.edwise.org

EdWise is an online financial planning tool developed by EdFund and the University of California, Los Angeles, to help students take charge of their financial future.

Student Activity 5.10 (2 of 2)

Employment Trends

www.bls.gov/emp
www.calmis.ca.gov

Take a look at where the jobs are now and where they will be tomorrow.

FAFSA on the Web

www.fafsa.ed.gov

Here students can complete and file the FAFSA, and find links to the federal financial programs and PIN registration.

FastAid

www.fastaid.com

Students can browse this free online database of thousands of scholarships.

FastWeb

www.fastweb.monster.com

This destination is among the largest and best known online database of private sector sources of financial aid.

Federal Tax Benefits

www.irs.gov/pub/irs-pdf/p970.pdf
www.irs.gov/individuals/article/0,,id=96341,00.html

Direct students and parents to this IRS site for information on federal tax credits and deductions for college.

FinAid!® The SmartStudent™ Guide

www.finaid.org

This site pulls together information on financial aid and how to apply for it, and has calculators to estimate expected family contribution.

Financial Aid for Health Professionals

www.bhpr.hrsa.gov
www.hhs.gov
www.usph.gov

Information on federal financial aid for undergraduate and graduate students in the health professions can be found here.

Foster Youth

www.chafee.csac.ca.gov
www.nrcys.ou.edu/NRCYD/state_home_htm
Learn about financial aid for current and former foster youth.

Gates Millennium Scholarships

www.gmsp.org

These scholarships, funded by the Bill and Melinda Gates Foundation and administered by the United Negro College Fund, are for outstanding Pell Grant-eligible students who are African Americans, American Indians, Alaskan Natives, Hispanic Americans or Asian-Pacific Islanders.

Help Completing the FAFSA

www.fafsa.ed.gov
www.studentaid.ed.gov/completefafsa
Students will find free online help for completing the FAFSA.

Hispanic Scholarship Fund

www.hsf.net

Explore scholarships offered by the Hispanic Scholarship Fund.

Internal Revenue Service

www.irs.gov/individuals/page/0,,id=15554,00.html

The IRS's Web site offers a tax toolkit to help teachers integrate lessons about taxes in the classroom.

Job Search

www.studentjobs.gov
www.coolworks.com
www.idealst.com

Steer your students to these sites for hundreds of paid and volunteer jobs in government, state and national parks, and nonprofit organizations.

Mapping Your Future

www.mapping-your-future.org

This destination offers steps toward college and a career for middle and high school students, college students, borrowers, nontraditional students and parents.

Military Scholarships and Financial Aid

www.todaymilitary.com

Provides information on financial aid for college provided by the military.

National Association of Student Financial Aid Administrators

www.nasfaa.org

This Web site offers a wealth of information for high school counselors and financial aid administrators, and even more for members.

National Student Loan Data System

www.nslids.ed.gov

Using their PIN, students can get their current federal financial aid history from the government's central database.

Occupational Outlook Handbook

www.bls.gov/oco

Students can look up job prospects and how much they can expect to earn in their future career.

Peace Corps

www.peacecorps.gov

Stop here to find out how Peace Corps volunteers may incorporate their service into a master's degree program and may receive financial aid.

Personal Identification Numbers

www.pin.ed.gov

Here students and parents can register for PINs to e-sign the FAFSA.

Scholarship Scams

www.ftc.gov/scholarshipscams
www.studentaid.ed.gov/lssa

Learn how to avoid scholarship scams at these sites.

Social Security Administration

www.ssa.gov

Students can go to this site to apply for a Social Security number if they do not already have one or to find the location of the nearest Social Security office.

Student Debt Help

www.studentdebthelp.org

Here students can determine how much they can afford to borrow and more.

The Student Guide to Financial Aid

www.studentaid.ed.gov/guide

The U.S. Department of Education's The Student Guide, a comprehensive resource for Title IV programs, can be accessed here.

Students.gov

www.students.gov

This one-stop portal can help students plan and pay for college, choose a career and more.

Students with Disabilities

www.heath.gwu.edu

Check out the online resource guide, Creating Options, which provides helpful college financial aid information for students with disabilities.

University of California

www.universityofcalifornia.edu

Here you will find information on all the UC campuses and their programs.

U.S. Selective Service

www.sss.gov

Students can go here to register for the U.S. Selective Service, if they are required to do so.

Veteran Education Benefits

www.gibill.va.gov

Check out the financial aid programs for veterans and their dependents.

Yes I Can

www.yesican.gov
www.yosipuedo.gov

This federal bilingual site offers students and parents tools to make college a reality.



Checklist

Here are steps you can take now to plan and pay for college:

- Go to www.fafsa.ed.gov in November and complete the Pre-Application Worksheet for the 2005-2006 FAFSA on the Web.
- Make sure you have a Social Security number. You need to have one to apply for federal and state aid (except for the California Chafee Grant). You can apply for a SSN at your local post office or Social Security office. To learn more, go to www.ssa.gov.
- Apply for a PIN at www.pin.ed.gov so that you'll be able to electronically sign the online FAFSA in January. Your parents should get a PIN too. (You can also print, sign and mail in the FAFSA signature page or submit the online FAFSA without e-signing it—you'll simply receive an incomplete Student Aid Report that must be signed and returned. Just be sure to give yourself enough time.)
- Learn more about Cal Grants and other California student aid by going to www.calgrants.org and www.csac.ca.gov or calling toll free 888.224.7268. To view or download the 36-page *Fund Your Future Financial Aid Workbook for Students*, go to www.csac.ca.gov/doc.asp?id=40. You may also request a workbook by calling toll free 888.294.0153 or e-mailing publications@csac.ca.gov.
- Browse www.studentaid.ed.gov or call toll free 800.433.3243 to learn more about federal Pell Grants and other federal student aid.
- Consider a federal student loan if you need to borrow. For details, go to www.edfund.org and www.studentaid.ed.gov.
- Check out scholarships, AmeriCorps, military and veteran benefits, and other options by visiting www.fastweb.com, www.fastaid.com, www.finaid.org, www.collegequest.com, www.americorps.org, www.gibill.va.gov, www.ca-co-op.edu, www.hsf.net, www.gmsp.org and www.todaysmilitary.com.
- Explore colleges on the Web. Start at www.californiacolleges.edu or go to www.cccco.edu (California Community Colleges), www.calstate.edu, www.universityofcalifornia.edu, www.aiccountor.org (California's independent colleges and universities) or www.cappsonline.org (private career colleges). For links to more than 7,000 colleges nationwide, go to www.nces.ed.gov/ipeds/cool.
- Plan to attend a Cash for College workshop held each year in January and February for step-by step, hands-on assistance filling out your financial aid forms. Click on www.californiacashforcollege.org for dates and locations.

Work-Study

With federal or college work-study programs, your college will help you find a part-time job on or off campus so that you can earn money for college. To learn more, see your college's financial aid administrator.

Loans

A loan is money you borrow that must be repaid, with interest. If you need to borrow, consider a federal student loan.

Federal Stafford loans are the most common student loans and offer low-interest rates and flexible repayment options. There are two types: *subsidized* and *unsubsidized*. Subsidized Stafford loans are for students with financial need. The government pays the interest on these loans while you're in college and up to six months after you leave. Unsubsidized Stafford loans are for all qualified students regardless of financial need. You're responsible for paying all the interest on unsubsidized loans. You may receive both types of loans at the same time.

Federal Perkins loans are low-interest loans for students with exceptional financial need and are administered by colleges.

Federal PLUS loans help parents finance their child's college education and are based on creditworthiness.

Private loans are offered by a variety of commercial lenders and colleges. These loans are based on creditworthiness and typically have higher interest rates and fewer benefits than federal student loans. See your college's financial aid administrator to learn more.



Summer Plan

The summer before students' all-important senior year provides a last chance for them to firm up their records for college applications.

Schedule the following activities no later than March, as deadlines for summer programs come early.

Into

Time: 1 class period

- Have students review their portfolios, giving special attention to their mock applications and their final lists of colleges to which they wish to apply. Have them decide which areas of their applications are strengths and which might present a challenge.

Through

Time: 1–2 class periods and time outside of class

- Have students use Activity 5.12, “Summer Priorities,” to decide how to most effectively use their time this summer.
- Once students have determined their priorities for the summer, have them work collaboratively with partners or in small groups with similar priorities to complete Activity 5.13, “My Summer Action Plan.” While each will have a different plan, they can share ideas while using this activity to plan the details of their summer goals.
- Be sure that students put copies of both activities in their portfolios so they will be available for review at the beginning of senior year.

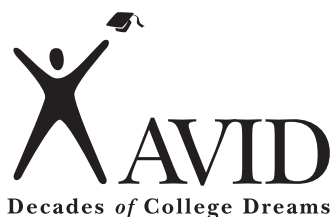
Beyond

Time: 1–2 class periods and time outside of class

- Hold a pre-summer parent/guardian meeting at which students first present an overview of how they might spend their summer to prepare for college. After this general presentation, students can share their individual plans with their parents/guardians. Teachers and counselors should be available to answer questions.



Student Activity 5.12



Name: _____

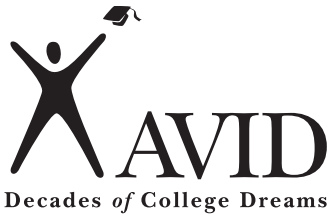
Date: _____ Period: _____

Summer Priorities (in order of importance)

Directions: This activity singles out seven parts of the college application process. As you review your portfolio, decide which parts will require most of your attention this summer, and which will require the least. Then rank them from 1–7, using 1 to designate the part requiring the most attention and 7, the least.

Order of Importance	Part of Application Process	Additional Information	Notes
	Coursework	What is your GPA? Do you have any past D's or F's that would make you ineligible to apply to college? Will you complete all necessary courses during senior year to meet the eligibility requirements of the colleges you've chosen?	
	Test Scores	What are your SAT and ACT scores? Are they high enough to get you into your first-choice colleges? Can test preparation help you raise your scores?	
	Extracurricular Activities	Review your extracurricular activities log. Have you pursued all the activities in which you're interested? How can you extend your current activities or interests this summer? Are there internships or jobs available in these areas?	
	College Research	Have you finalized your list of schools, or do you still feel uncertain about where to apply? What else do you need to know before you can finalize your list?	
	Campus Visits	How many of the schools on your list have you visited? It's important to visit to a school before you make your final decision senior year. Is it possible this summer to visit some of the schools you are considering?	
	Personal Statement Essays	Do your personal statements need more work? How important are they to the schools on your list? Do they accurately present what you want a school to know about you? Will they help an admissions officer know you as a person?	
	Scholarship Research	What is your financial outlook for college? Will scholarships help shape your final choice of school? For what kinds of scholarships are you eligible?	

Student Activity 5.13



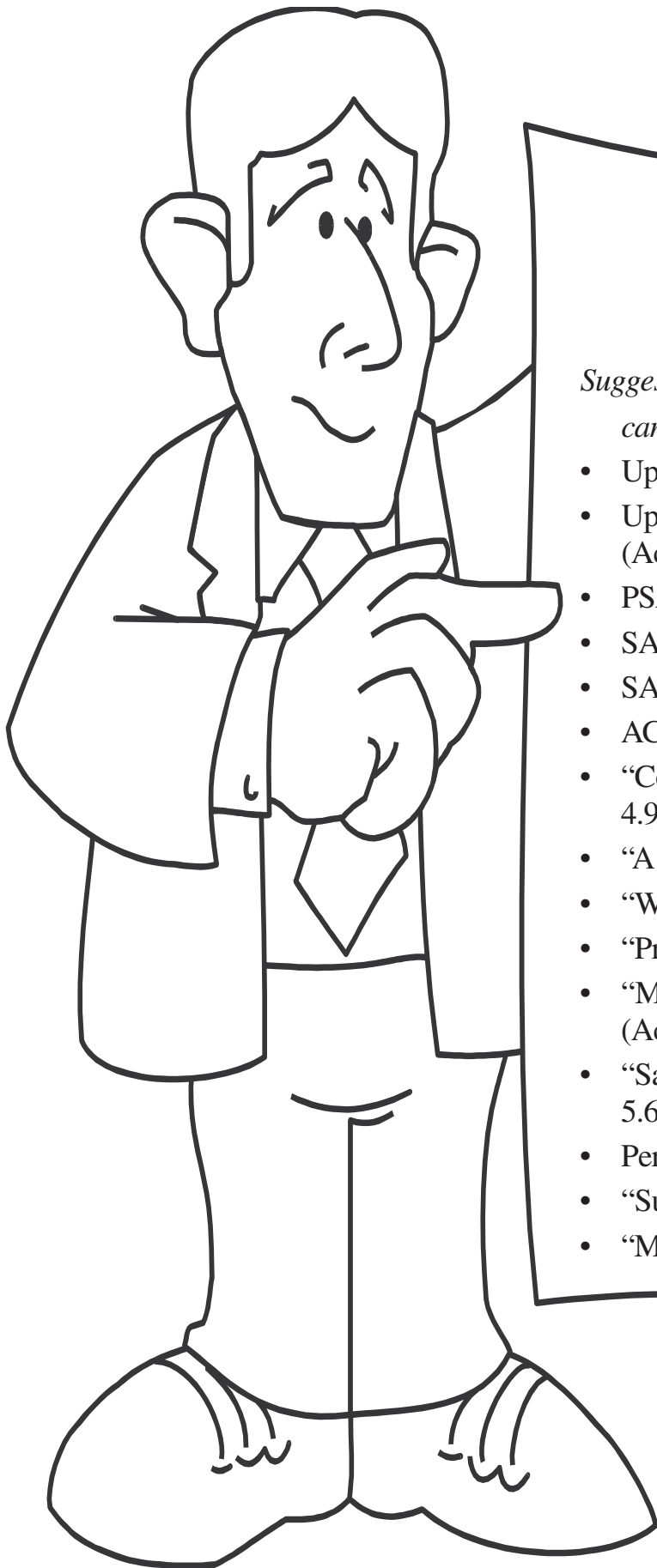
Name: _____

Date: _____ Period: _____

My Summer Action Plan

Directions: Referring to Activity 5.12, “Summer Priorities,” list your top three priorities for this summer in the first column. In the next, write the specific goal you want to reach in relation to that priority. For example, one of your priority areas might be Test Scores. Your goal might be to raise one score 25 points. Action steps to reach that goal might include taking a test prep class, forming a study group, etc.

Priority #1 <i>(list area)</i>	Describe goal below:	List action steps:
		1.
		2.
		3.
		4.
Priority #2 <i>(list area)</i>	Describe goal below:	List action steps:
		1.
		2.
		3.
		4.
Priority #3 <i>(list area)</i>	Describe goal below:	List action steps:
		1.
		2.
		3.
		4.



Portfolio

Suggested items from this unit that students can add to their portfolios:

- Updated six-year plan
- Updated “Extracurricular Activities Log” (Activity 3.8)
- PSAT results
- SAT Reasoning Test results
- SAT Subject Test results
- ACT results
- “College Research Worksheet” (Activity 4.9)
- “A ‘Crate’ Idea” (Activity 5.2)
- “What I Want in a College” (Activity 5.3)
- “Pros and Cons List” (Activity 5.4)
- “My List of Colleges and Universities” (Activity 5.5)
- “Sample Common Application” (Activity 5.6)
- Personal statement essays
- “Summer Priorities” (Activity 5.12)
- “My Summer Action Plan” (Activity 5.13)

“AVID is not just an academic program, but provides experiences in real life situations. AVID rejuvenates students who may not be the smartest kids, but who want to learn. The program has also rejuvenated me as a teacher and a person because I have seen their success stories.”

—Wayne Dickey, Sam Houston High School,
San Antonio Independent School District

UNIT SIX: GRADE 12

Introduction

In the ideal AVID experience, every AVID student would start senior year with everything in place to begin the college application process. In the real world, however, even with the support of the AVID program, a teacher's seniors may all be in very different places and in need of customized support. While this unit, therefore, is intended as an extension of previous activities, teachers may find that some seniors will need to revisit activities from earlier units to help navigate the many tasks that lie ahead. Some students might need to intensify their test preparation to improve SAT and/or ACT scores, while others may feel very uncertain about their choice of schools. Others may know in which schools they are interested, but may have no idea what majors to select. Even the most focused of students may begin to experience doubts and indecision as this multi-year process begins to culminate in actual applications and acceptances. Their AVID teachers this year will walk a fine line between continuing to support them while also pushing them to develop the independence they will need to survive, and to succeed, in college.

While the activities in this unit are meant to guide AVID teachers and students, they are not the sum total of everything that will be needed to assist students through the year. Teachers will also have to incorporate the use of other resources such as Web sites, resource guides, and experts at school sites, especially school counselors.

This unit does not include materials on college entrance testing or test preparation. Teachers should refer to previous units for those materials, but urge students to register early for their needed tests. Also, the timelines in this unit do not refer to or include "Early Decision/Early Action" information. While typical AVID students are not in a position to pursue such options, some may possess stellar academic records and/or test scores and have their hearts set on a particular college or university. In this case, a teacher should consult the school counselor for assistance with the "Early Decision/Early Action" process.

Teachers should use the following section during the first week of school. They should be advised that the activities are based on a traditional September–June academic calendar. Teachers with different calendars will have to adjust their schedules accordingly.

Into

Time: 1–2 class periods

- Have students review Activity 5.13, "My Summer Action Plan," and write reflectively about their goals for the past summer. Did they accomplish their goals? Are they satisfied with what they achieved over the summer? Did they leave anything undone?
- Have students share their reflections with partners or in small groups, then and then move into a class discussion. Chart students' accomplishments as well as their unfinished tasks.

- Next, have students update their six-year plans, and then compare them to their current class schedules to ensure that they are enrolled in the courses necessary to complete their graduation and college admission requirements.
- Finally, have students review Activity 5.5, “My List of Colleges,” to determine if their lists are still the same. Do they want to make changes based on their summer activities, on new knowledge they’ve gained, or on any change of circumstance in their lives?

Through

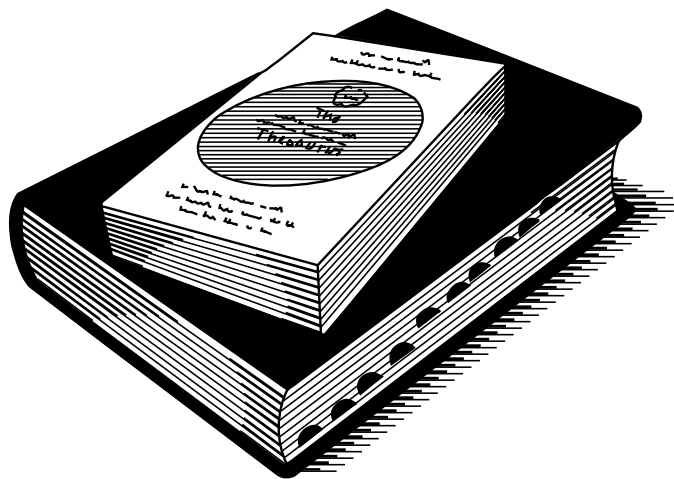
Time: 2 class periods and some time outside of class

- Set aside at least one class period to assist students in creating calendars that contain their deadlines and events for the entire year. To complete this activity they will need: their calendars/planners; Activity 5.5, “My List of Colleges”; SAT and ACT registration bulletins; a school calendar with dates for events such as Homecoming and the prom; other senior activities; holidays and vacations; AP exams; and Activity 6.1, “My Senior Year Checklist.”
- Once students have completed their calendars, teachers might want to reinforce some of the time-management strategies developed in earlier grades (see the *Strategies for Success* guide).
- Do a MailSwap activity at least once a week. Have students bring in some of their college mail, and share a few of their brochures with the class. Ask if anyone else in the class would be interested in any of the colleges presented. If so, ask the presenter to “swap” mail. This activity generally takes only 5–10 minutes.

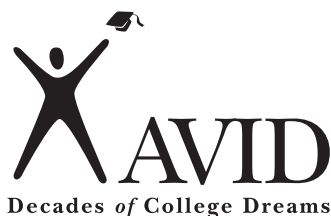
Beyond

Time: Time outside of class

- Schedule a parent/guardian meeting early in the school year during which students present the timeline of activities from “My Senior Year Checklist” and then share their individual calendars with their parents/guardians. It is important that parents/guardians realize the time commitment required by the college application process so they can give students the support they need to accomplish their goals.



Student Activity 6.1



Name: _____

Date: _____ Period: _____

My Senior Year Checklist

Task	Deadline	Inserted on Calendar (ck)	Date Completed	Notes
Register for SAT or ACT exams	Early September			
Prep for exams (as needed) Download or request college applications	4–6 weeks prior to exam			
Complete rough drafts of applications	Early September			
Finalize list of colleges	Mid-September			
Review and revise personal statements	Mid-October			
Prepare for letters of recommendation (if needed)	End of October			
Request letters of recommendation	End of October			
Determine possible college major(s)	End of October			
Complete all applications	(varies)			
Register online for FAFSA PIN	End of Nov.			
Attend financial aid workshops with parents/guardians	Late December and early January			
Request and complete scholarship applications	(varies)			
Submit FAFSA online along with any supplemental forms required by the state or by schools	March 2 (earlier, if possible)			
Respond to requests from colleges for additional information	(varies)			
Decide which school to attend and file letter of intent	Usually May 1			
Register for and take any required placement exams	(varies)			
Continue to respond to correspondence from various college offices (e.g. financial aid, housing, etc.)	(varies)			
Identify support services and extracurricular activities at intended college	June/end of school year			
Request that final transcript be sent to college of choice	June/end of school year			

Completing College Applications

The practice in completing mock applications in 10th and 11th grade should prove helpful as students begin to complete their actual applications this year. Students may need these items from their portfolios:

- Current transcript
- Updated extracurricular activities logs
- Personal statement essays
- SAT and ACT scores and dates
- Sample applications

In addition, most applications require some family background information. Teachers should ensure that students have talked with their parents/guardians to obtain this information.

Into

Time: 1 class period and time outside of class

- Have students retrieve their mock applications from their portfolios and review them in small groups. Each group should list any questions that arise. Address these questions in a class discussion.
- Have students obtain copies of all the applications they need so that they can complete rough drafts of them. Many college applications can be accessed online; students can download and print a paper copy to use for a rough draft. If an application is provided only as hard copy, be sure students make a copy on which to practice before attempting the official application.
- Have students rank their college choices as either “Dream,” “Reach,” or “Safe.” Be sure they are applying to schools in each category.

Through

Time: Several class periods and time outside of class

- Devote time during AVID class to complete and review the applications. You may also use tutorial time for this activity, having students work in groups based on the colleges to which they are applying. Garner the assistance of tutors and AVID site team members to ensure that all students receive the individual attention they need to complete the applications properly. Involve counselors, and invite college and university representatives assigned to your school to help as well.
- Set intermediate deadlines before the final ones to ensure the timely filing of all applications. Have students turn in copies of their applications as an AVID assignment. Consider requiring students to submit applications for a variety of schools—i.e., state universities, in-state private schools, and out-of-state private schools.
- Students should review the personal statement essays they wrote in junior year to determine whether they are satisfactory or require revision. Some may wish to draft new essays. Be sure that students ask a variety of people to read and respond to their essays. (Unit Five contains a detailed section dealing with personal statement essays.)

- Students should be encouraged to attend presentations made by college representatives on campus. Better yet, invite presenters to AVID classrooms to discuss their campuses and share tips about, and insights into, the application process.

Beyond

Time: Some time outside of class

- As students complete each of their applications, have them write a short reflective paragraph about applying to that particular college or university. They might reflect on their chances of acceptance, their possible feelings upon being accepted, and the likelihood of their attending this school.
- Strongly encourage students to visit college campuses, and take the tours.



Choosing a Major

For some students, deciding on a major is often the most stressful part of applying to college. Many colleges do not require that students declare a major at the time of application, but every situation is different. This section provides some activities that may help students select a major as well as some general advice for the many students who are undecided.

For students who have absolutely no idea about a major, the first step is to find out whether each college they have selected will let them apply as “undeclared.” If so, students should next determine if applying as “undeclared” would affect their chances of being accepted; they should also find out the process for declaring a major once they pick one. Each school handles this situation differently, so careful and accurate research is a must. For example, a well-known, private California university actually encourages students to apply as “undeclared.” Then, in their first two years, students take core classes while receiving individual guidance to help them determine a major. At the end of their second year, they declare a major and then pursue that course of study for the remaining two years.

Students unsure of a major who have the option of attending the school or university of their choice as “undeclared” should be encouraged to exercise this option. After all, expecting all students to know exactly what they want to do with their lives at age 18 is not necessarily reasonable. Students should be reassured that college is an excellent time to further investigate their interests and abilities.

Students who have some idea about possible majors, or who are applying to schools that prefer that applicants declare a major, can use the activities in this section to narrow their choices. The bottom line: They should major in something they love! An interest in or passion for a course of study should always be the top factor in choosing a major, especially if students are uncertain of career goals.

Students who are absolutely certain of their majors may appear to need no further attention. AVID teachers should, however, be sure of two things: that these students can articulate clearly their reasons for choosing these majors, and that they are not basing their choices on inaccurate information or unrealistic goals. These students can use some of the activities in this section to analyze their choices and ensure they are embarking on an appropriate course of study.

Teachers should never encourage students to apply under one major with the intention of switching to another once accepted. This tactic is sometimes attempted in situations when admissions—to a particular school, or within a specific major at a school—are extremely competitive. This tactic is not an advisable one; it often leads to disappointment and frustration for both students and colleges. A student who has his or her heart set on a highly competitive school or major should investigate all avenues toward achieving that goal and choose the paths that will legitimately lead there, rather than employing tricks or applying under false pretenses.

AVID students should have completed career research in ninth and 10th grade. In 10th grade, they had the opportunity to begin thinking about college majors that could lead to careers they might enjoy.

Into

Time: 1–2 class periods and/or some time outside of class

- Have students review their portfolio/crate contents carefully, paying special attention to the Knowledge of Self activities from grades 6–10, their extracurricular activities logs, and the career research activities. As students review their portfolios, have them take Cornell notes about what they find.
- Review their PSAT and PLAN results regarding their intended career interests.

- Have students analyze a current transcript. In which courses have they consistently done well? Which courses have they most enjoyed? Have them list the courses that answer these questions and then determine any overlap between the two lists.
- Have students use writing to think about possible college majors based on information from these two activities.

Through

Time: 1–2 class periods and time outside of class

- Have students conduct further research to determine if these majors might actually fit them. Provide students with access to such resources as *The College Board Book of Majors* and various Web sites with information about college majors (see the “Resources” section of this guide).
- Other resources will be career-related Web sites, such as www.uncwil.edu/stuaff/career/majors. On this site, students can simply click on a college major to gain a wealth of information about that area of study, including possible careers/jobs, skills required and developed, and related organizations.
- Have students interview college graduates to ask what their majors were, how they decided on a major, and what opportunities that course of study opened for them.

Beyond

Time: Varies

- If possible, have students meet or otherwise communicate with faculty at the schools to which they are applying, preferably faculty within the major students are considering.
- If this is not possible, have students research the faculty and their interests using the schools’ Web sites. Most colleges and universities provide profiles of faculty members that note their areas of interest.

Activities/Materials

Student Activity 6.2 “Helpful Hints for a Campus Visit”: Provides information to help students prepare for—and conduct—a campus visit.

Teacher Information: Visiting college campuses is an important step in the selection process. Sometimes a student can tell just by walking on campus if this is an environment where he/she will want to live for the next four years. This handout will prepare students for a campus visit.

Student Activity 6.3 “College Visit Questionnaire”: Provides a list of questions for students to ask when visiting a college campus; topics include facilities, dorm life, and recreation.

Teacher Information: Students will need one copy of this handout for each college they plan to visit. Go over questions with class to help students determine which ones will be most important to ask when visiting a college.

Student Activity 6.2 (1 of 2)

HELPFUL HINTS FOR A CAMPUS VISIT

A campus visit is highly recommended. Before you visit the campus, consider some of the options below. It is also important to develop a list of questions and plan specific activities in order to accomplish your goals.

- Schedule an interview in the Admission Office.
- Inquire about admission requirements (tests, high school grades, etc.)
- Discuss your chances for success.
- Learn about the college environment.
- Determine the placement record for graduates in your field of study.
- Talk with students
- Meet with faculty.
- Investigate your academic program.
- Consider attending a class - witness class size, teaching style, academic atmosphere.
- Check the student residence halls and dining facilities.
- Ask about financial aid opportunities (deadlines, forms required, etc.)
- Obtain a school calendar and fee schedule.
- Take a campus tour.
- Identify career planning services for undergraduates.
- Visit the Library.
- Ask about the amount and kind of study necessary for success.
- Investigate transportation options.
- Find out how students use their out-of-classroom time.
- Become aware of student activities (clubs, organizations, intramurals, etc.).
- Inquire about campus life in terms of dating and social activities.

Checklist For A Campus Visit

- Meet with an Admission Counselor
- Verify admission requirements
- Determine actual college costs
- Ask about financial aid opportunities
- Take a campus tour
- Investigate your academic program(s)
- Attend a class
- Talk with students and faculty
- Discuss your chances for success:

...admission
...graduation
...placement



ACT

Student Activity 6.3 (1 of 2)

(Make a copy for each college you visit.) Name _____ Grade _____
Date _____ Period _____

COLLEGE VISIT QUESTIONNAIRE

College Name: _____
Address: _____

General Information

How many students in your freshman class? _____

How many students in your largest lecture? _____

How many classes are taught by television? _____

Do you have graduate assistants teaching classes? _____

Do you have full-time professors teaching freshman classes? _____

Do your professors have regular office hours? _____

Are students involved in evaluation of instructors? _____

What is the ratio of students to faculty? _____

How long does it take for a freshman to register for classes? _____

What percentage of freshmen are unable to register for their first choice due to close outs? _____

What are the library hours? Open on weekends? _____

What are the facilities in my major area of interest? _____

Is there a student exchange program? _____

Is there a Student Union? _____ What services/activities does it provide? _____

How many students live on campus? _____

How many students commute? _____

What is the general atmosphere of the campus? _____

Human Development Services

What financial aid/scholarship services are available? _____

Is there a career planning and placement center? _____

Do you have counseling services available to students? _____

Are they trained, professional counselors? _____

Are there any interaction groups available? _____

Is there a fee? _____ How Much? _____

Student Activity 6.3 (2 of 2)

Dorm Life

What percentage of students live in dorms? _____

How many students to a room? _____

Do students have dorm options? _____ Coed? _____

Same sex? _____ Quiet dorm? _____ Noisy dorm? _____

Do you have curfews? Men? _____ Women? _____

Do you have high-rise dorms? _____ Apartments? _____ Do you have suites? _____

How many to a suite? _____ What facilities are provided in the dorms? _____

What are the food services on campus? _____

How are roommates selected? _____

How can they be changed? _____

Is liquor allowed on campus? _____ In the dorms? _____

Recreation

How far is the nearest movie theater? _____

Are there museums, concert halls, etc. in the area? _____

Weekend facilities on campus: Movies? _____ How many shown each year? _____

Concerts? _____ How often? _____

Who were some of the people who gave concerts last year? _____

Is there a museum and/or art gallery on campus? _____

Do you have dances? _____ How often? _____

Are your gym facilities open for recreational use? _____

Do you have a student recreation center? _____

What activities does it offer? _____

Do you have a student craft/art center? _____ What activities are available? _____

Sports

Are there athletic scholarships available for women? _____

Are there competitive athletic activities for both men and women? _____

At what levels? _____

What activities are available on or near campus? _____

Adapted, with permission, from *The Counselors Guide to Colleges*, Stuart R. Silverman (ed.), New York School Counselor Association, 1975.

Letters of Recommendation

The process of obtaining letters of recommendation is one in which teachers will need to guide not only AVID students, but possibly their colleagues as well. It is important that students understand the purpose of letters of recommendation; it is even more important that the teachers and counselors who write them understand what colleges are looking for. It is imperative that all involved understand that colleges absolutely do read letters of recommendation and consider them an important part of the application for admission.

In general, private schools require letters of recommendation, while state schools do not. Additionally, students applying for scholarships are often required to provide one or more letters of recommendation. Some of the activities in this section may be modified for purpose of scholarship application, but they are intended mainly to provide assistance to students who need letters of recommendation as part of their college applications.

Into

Time: 1 class period

- Review with students Activity 6.4, “What Colleges Want in a Letter of Recommendation.” Discuss each item and have students list teachers or other appropriate adults who would have something positive to say about them in relation to a particular topic. (Share this list with teachers on your staff as well.)
- Have students review each of their college applications and determine what letters of recommendation, if any, are needed. Will one letter work for all applications, or are different letters needed for different colleges?
- Have students decide from whom they will request letters of recommendation for each application. Help them think through the possibilities. They need to understand that sometimes a favorite teacher might not be the most appropriate source for a letter. Students must be both objective and subjective as they determine which teachers can provide them with the best letters of recommendation. Ideally, students should choose teachers from their junior year, preferably those who taught academic (college prep) courses. The best choice, however, is always the teacher who can speak most accurately about the student’s best classroom contributions.

Through

Time: 1 class period and time outside of class

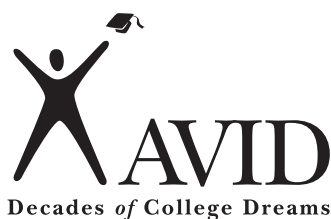
- Students should utilize Activity 6.5, “Request for a Letter of Recommendation,” when they prepare their requests. They may use it “as-is,” or as a guide for drafting their own letters of request. Model an example in class, and then have students complete their work outside of class.
- Direct students to include with each request both a photocopy of the official form for the letter of recommendation, which can be used for a rough draft, and the official form itself.

Beyond

Time: Time outside of class

- Have students use Activity 6.6, “My References,” to compile a list of possible references for future use. They should keep the original in their portfolios and make a copy of it to place in their personal files.

Student Activity 6.4



Name: _____

Date: _____ Period: _____

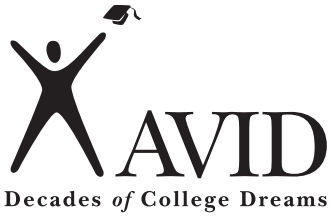
What Colleges Want in a Letter of Recommendation

Directions: List the names of persons who might be able to write about you in relation to the topic in the left-hand column. Review this list with your AVID teacher. Remember that colleges are most interested in the first three topics. Use the others only if necessary.

Information to Be Conveyed in a Letter of Recommendation (*in order of importance*)

#	Topic	Specifics	Possible Letter Writer
1	Classroom contributions	Your ability to ask good questions, your accomplishments on special projects, and/or how your contributions help others in the classroom	
2	Interest in learning	Your passion for particular subject areas and/or your general love of learning	
3	Academic achievement	Your academic abilities (not necessarily just your grades) as well as how you compare to other students the letter writer has taught	
4	Personal challenges or hardships	Circumstances in your life that may have made your educational pursuits more difficult	
5	Personal anecdote	A particular anecdote that illustrates something meaningful about your character	
6	Impact on school	The various ways you have contributed to the school community through your activities	
7	Leadership ability	Your leadership within a specific activity (e.g., student government, clubs, publications, etc.)	
8	Interests outside school	The importance of your activities outside school (e.g., community service, church, part-time work, etc.)	

Student Activity 6.5



Name: _____

Date: _____ Period: _____

Request for a Letter of Recommendation

Directions: Use this template as a guide to requesting a letter of recommendation. Be sure to attach to your request both the official form the letter writer must use and a copy the writer can use to write a rough draft.

Date _____

Dear _____

I am writing to ask you for a letter of recommendation as part of my application to (name of school)_____. I believe you are one of the teachers who has great insight regarding my contributions in the classroom.

In this letter, I would like you focus on the following abilities or aspects of my character as a student in your classroom:

1. _____
2. _____
3. _____

If you feel you are not the best person to write this letter for me, please advise me immediately.

This letter must be completed (and/or mailed) by _____ so I can meet my application deadline.

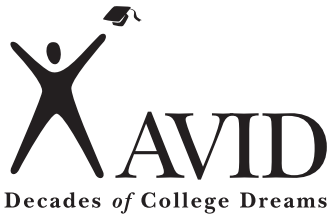
If I can provide any other information or assistance, please let me know as soon as possible.

Sincerely,

[signature]

[name]

Student Activity 6.6



Name: _____

Date: _____ Period: _____

My References

Directions: Use this template to compile a list of people whom you might use as references for scholarships, jobs, or other opportunities. Keep a copy in your personal files and in your AVID portfolio. Be sure you take this list with you when you go to college.

Name _____

Address (*number/street/city/state/ZIP*) _____

Phone # (*including area code*) where the person can be reached. _____

E-mail Address _____

Personal qualities to which this person can attest (*e.g., leadership, responsibility, etc.*) _____

Name _____

Address (*number/street/city/state/ZIP*) _____

Phone # (*including area code*) where the person can be reached. _____

E-mail Address _____

Personal qualities to which this person can attest (*e.g., leadership, responsibility, etc.*) _____

Name _____

Address (*number/street/city/state/ZIP*) _____

Phone # (*including area code*) where the person can be reached. _____

E-mail Address _____

Personal qualities to which this person can attest (*e.g., leadership, responsibility, etc.*) _____

Name _____

Address (*number/street/city/state/ZIP*) _____

Phone # (*including area code*) where the person can be reached. _____

E-mail Address _____

Personal qualities to which this person can attest (*e.g., leadership, responsibility, etc.*) _____

Name _____

Address (*number/street/city/state/ZIP*) _____

Phone # (*including area code*) where the person can be reached. _____

E-mail Address _____

Personal qualities to which this person can attest (*e.g., leadership, responsibility, etc.*) _____

The Financial Aid Process

Applying for financial aid can be one of the most daunting tasks in the college application process. It is the one task that absolutely requires parent/guardian involvement. Most high schools have a person on campus, sometimes a counselor, who coordinates the financial aid application process, including the holding of parent/guardian workshops and the provision of individual assistance. Teachers should be sure to collaborate with that person as they guide students through the process of applying for financial aid.

The entire process revolves around the Free Application for Federal Student Aid (FAFSA). Almost all sources of financial assistance for college, including federal and state grants, scholarships, loans, and work/study programs, are based on the FAFSA.

The activities in this section are designed to assist teachers and students with the financial aid application process, but teachers will need to supplement them with resources at the school site and in the local area. Many colleges provide personnel to assist students in completing the FAFSA.

Into

Time: Time outside of class

- Be sure that your students understand that the official FAFSA Web site is www.fafsa.ed.gov and NOT www.fafsa.com. The latter site is a service that charges to complete the FAFSA. Be sure that students and their parents/guardians understand the difference between the two sites.
- No later than December, hold a financial aid workshop for students and their parents/guardians in your school's computer lab. Guide them to www.fafsa.ed.gov and help them, step-by-step, through the list on the left-hand side, "Before Beginning a FAFSA." Be especially sure they have: registered for a PIN, printed the list of documents they will need to complete the FAFSA, and printed the worksheets. Ask them to complete these documents during the holiday break and to bring their questions to the next financial aid workshop in January.
- Ensure that students and parents/guardians know that FAFSA forms cannot be filed until *after* January 1. Explain that you want them to participate in the workshops so they can avoid making mistakes on their FAFSA forms.

Through

Time: 1–2 periods in class and time outside of class

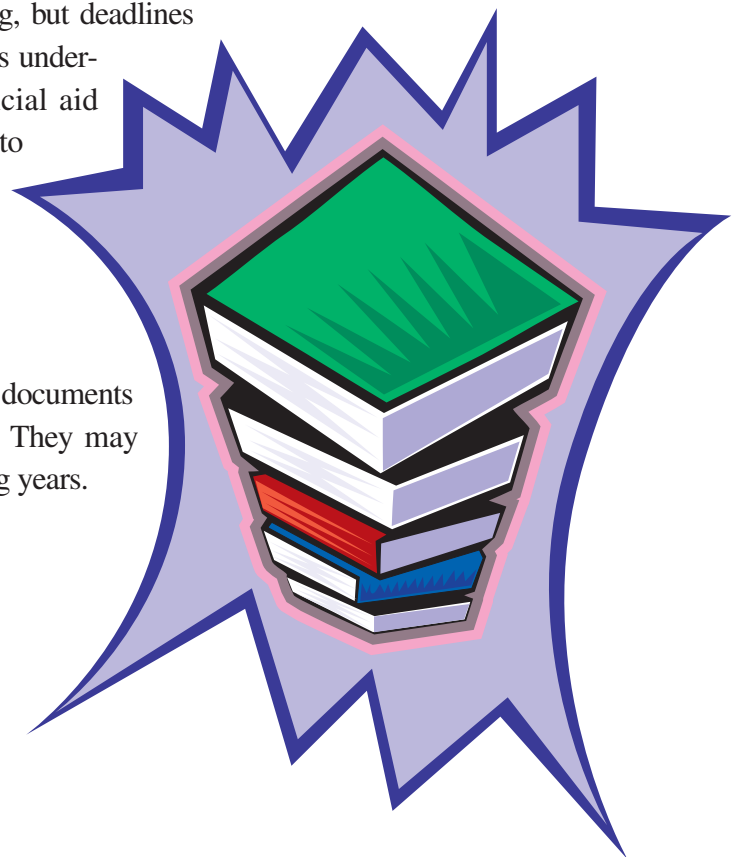
- In January, hold the second financial aid workshop for parents/guardians and students. Have them complete the forms online. This is the preferred method, and it results in a faster process with fewer errors. Enlist the help of all persons available for this task, including counselors and college representatives. Most families will have questions and need individual assistance to complete the forms. Be sure they know that the "priority" deadline is March 2. Families can still file a FAFSA after March 2, but they will not be given first priority for the financial aid available.
- Inform the families about the next steps after the FAFSA is completed. Explain how they can correct errors or update information on the completed FAFSA, and describe the process involved with the Student Aid Report (SAR).

- Be sure the families know one or more contact whom they can call with questions after this workshop or for help with any subsequent steps of the process. Use the resources available on the Web site to guide them in locating these contacts.
- Once students begin to receive college acceptances in March and April, they will also begin to hear from the financial aid offices regarding financial aid packages. This information usually comes in the form of an award letter. Be sure that students know what to look for, and advise them to bring in these letters for guidance before they reply.
- Review a sample award letter (without names or other personal information) with students as a class. Discuss the financial aid being offered and distinguish between types of aid that are “free” and loans that must be repaid. Have students analyze various financial aid packages from different colleges. Be sure they consider all factors, e.g., whether the student will live at home, on-campus, or off-campus. Always ask, “Are the loans necessary to attend this college?” Ask students to think about the implications of accepting loan money they don’t need. Be sure they understand that they have the right to accept and/or decline any part of the package offered. For example, they can accept the grants but decline the loans or work/study program.
- As students receive their own financial aid award letters, be sure they analyze the pros and cons of each, as financial aid will be one factor involved in their final decision about which college to attend. Students should always ask a college two questions about the financial aid package being offered: “Is this financial aid package renewable each year?” and “If so, what must I do to remain eligible for this financial aid award?” This is critical information, as some schools have the practice of offering students more grants and scholarships in their early college years and then more loans in their later years.
- Students should continue to apply for scholarships as they become available. The scholarship “season” is usually heavier in the spring, but deadlines can range from fall to summer. Be sure students understand that scholarships can affect their financial aid packages; they have an ethical duty to report to the college they attend any scholarships they’ve been awarded.

Beyond

Time: Time outside of class

- Students should keep copies of all financial aid documents in a file that they keep with them for college. They may need these to update their FAFSA’s in the coming years.



Choosing a College to Attend

Many of your students will receive acceptances to more than one college. Some will already have a first-choice college, so their decisions may not be difficult. Others, however, may struggle with their choices. The activities in this section may be used to help students make that final choice.

Into

Time: Less than 1 class period

- Have students work in groups to brainstorm the different criteria that they might use to decide on a college. Some examples to get started are financial aid packages offered, the reputation or prestige of a school, its location, and the student life/activities available. Have students think of as many factors as possible and make a class list on the board. (It may help students to review Activity 5.3, “What I Want in a College,” from the previous year.)

Through

Time: 1 class period and time outside of class

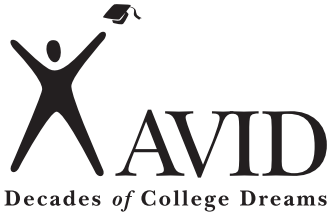
- Once students have brainstormed all the possible factors that may influence their choice of a college, have each use Activity 6.7, “Factors in Choosing a College,” to categorize the criteria.
- After they categorize these criteria, have them focus on those they listed as “Very Important.” Have them rank those criteria in order of importance, marking the most important as number one.
- Now have students transfer their “Very Important” list to the first column of Activity 6.8, “Comparing My College Choices.” They should list the colleges to which they’ve been accepted, and then place those college names in the appropriate boxes.
- Students now have their information organized. Encourage them to have discuss and analyze these data with important people in their lives. Help them determine who will support their decisions instead of trying to sway them to another point of view. Suggest that students consider talking to parents and other family members, close friends, church leaders, mentors, teachers, counselors, and employers. The purpose of these conversations is to add to the thinking of the student. The final decision should be the student’s.
- Teachers should be sure that a student has visited a school’s campus before making a final decision. This is imperative in any college selection. If a desired school is out-of-state, teachers should do as much as possible to assist the student in visiting that campus. Many colleges will provide assistance so students and their families can visit.
- A student who remains undecided after these activities should be assisted in contacting personnel at the colleges for clarification of any remaining questions.

Beyond

Time: Varies; outside of class

- Make sure students have made a final decision and submitted their intent-to-register with any required deposit *before May 1*, which is the national deadline. Students can declare an intent-to-register for only one college. At this time they should also notify any school whose acceptance they are declining.
- Have students register for placement exams if necessary.
- Be sure they continue to follow up with paperwork for financial aid, housing, etc.

Student Activity 6.7



Name: _____

Date: _____ Period: _____

Factors in Choosing a College

Directions: You and your classmates have brainstormed all possible factors that can affect the choice of a college. To clarify how important each factor is to you, enter each in one of the columns below. Then rank the factors you placed in the first column, marking the most important with #1, the next with #2, and so on until you have ranked each one.

Very Important	Somewhat Important	Not Important

Student Activity 6.8

Comparing My College Choices

Directions: List in the first column below the top six factors you ranked as “Very Important” in Activity 6.5. Next, at the bottom of this page list the colleges to which you have been accepted. Then enter the school names in second, third, and fourth columns, based on how well you think each school meets the factor you selected as “very important.”

Rank	A “Very Important” Factor	Colleges that definitely meet this criterion	Colleges that somewhat meet this criterion	Colleges that do not meet this criterion
#1				
#2				
#3				
#4				
#5				
#6				

Schools to which I’ve been accepted: _____

Planning for the Transition

Students have chosen their colleges!! It is a time of great excitement and nostalgia. But many AVID students will continue to need individualized attention and assistance as they pursue their college dreams. Teachers should use the following activities to help students create the support they will need.

Into

Time: 1 class period

- Have students use their extracurricular activities logs to write about which activities they have enjoyed most in high school and would like to continue at the college level. This may include athletics, clubs, or community-service projects.
- Have student quickwrite about the kind of support they have received in AVID over the years. Which parts of AVID helped them the most? What support do they think they will still need when they get to college?
- Have students share their quickwrites with partners or in small groups. Move to a class discussion and list on the board the different types of support students think they might need in college.

Through

Time: 1–2 class periods and/or time outside of class

- Have each student complete Activity 6.9, “Things I Need to Know about My College.” If more than one student will be attending the same college, have them research the answers together. Students should be able to find most of this information online. If they cannot, have them call the school to get the answers.

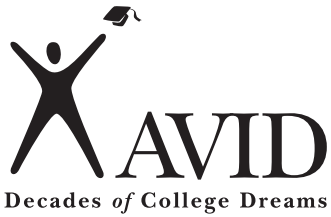
Beyond

Time: Time outside of class

- Have students find out if they can talk to a current student or recent graduate of the school they will attend. They can use the questions from Activity 6.9 or devise their own questions. If they cannot speak to someone in person, the school may be able to set up an e-mail conversation.
- Remind students that their “Crates” go to college with them, too!



Student Activity 6.9



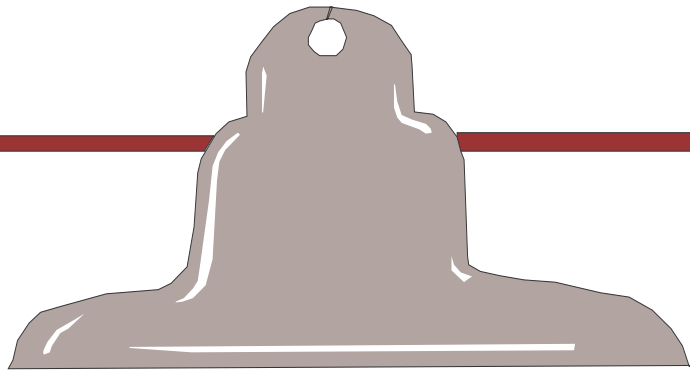
Name: _____

Date: _____ Period: _____

Things I Need to Know about My College

Use this form to record all information. Bring it with you to college orientation.

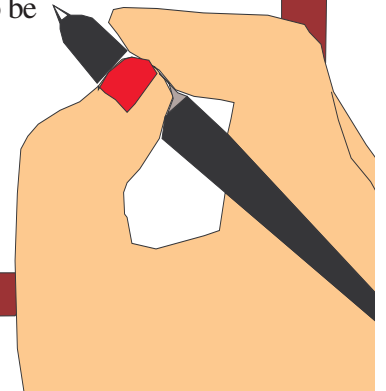
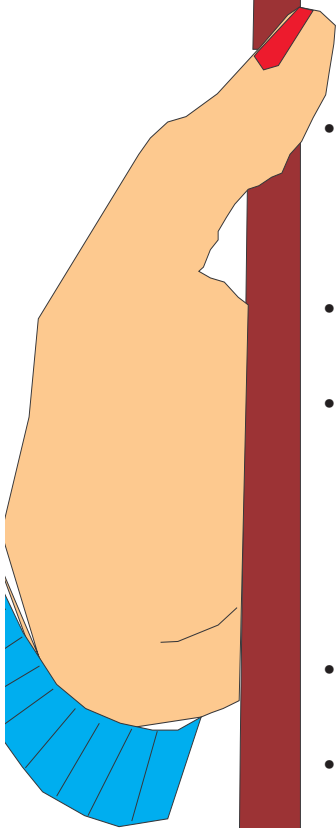
Question	Notes	Contact Information (names, phone numbers, and e-mail addresses)
What types of tutoring services are available?		
Is there a writing assistance center? If so, how can I access the services?		
Will I be assigned an academic advisor? If not, how can I get assistance planning my college courses?		
What health services are available on campus? Do they charge any fees?		
What counseling or mental health services are available?		
What clubs or organizations do I want to join? What are the procedures for joining?		
For what athletic teams do I want to try out? What are the procedures for try-outs?		
In what community projects or service organizations do I want to participate?		
In what special programs am I interested (e.g., studying abroad)?		



Culminating Project

AVID graduating seniors are sure to rejoice that, with the help of AVID, they have navigated a very challenging process. It is a time to celebrate, but also a time to share. Most schools with AVID programs have many students who need support and motivation to pursue their college dreams. Here are some ways AVID seniors can share their college knowledge and give back to the program before they go away.

- Have AVID seniors, supervised by their AVID teachers and counselors, develop presentations in which they share graduation and college knowledge with younger students, perhaps those in ninth grade or middle school.
- Have AVID seniors spend time with AVID freshmen, sophomores, and juniors, reviewing their (by now massive) portfolios, letting the younger students know what activities proved really helpful when they became seniors.
- Use AVID seniors to work with parents of younger AVID students, letting them know how they can continue to support their children's goals.
- Have AVID seniors write a letter to every person who contributed to their college goal, thanking them and letting them know they made a difference. Ideally such letters motivate the recipients to continue to help other students. Encourage seniors to keep the addresses of these special people so they can send them a postcard, short note, or e-mail throughout their college years. This personal contact makes a difference!!
- If students are going away to school, schedule them to be guest speakers during their first holiday break.
- If they are attending a local school, have them processed to become AVID tutors at the middle level!



“The first and most critical goal is to raise expectations for all students and provide support for students to reach them. High schools should be encouraged and assisted to expand successful programs like Advanced Placement, AVID. . . . In addition, we should require every high school student to complete ‘A–G’ requirements—the standard, minimum course load required for admission to our four-year universities.”

—State Superintendent of Public Instruction
Jack O’Connell
State of California Education Address

RESOURCES

College Research

Books/Guides

Black Excel African American Student's College Guide: Your One-Stop Resource for Choosing the Right College, Getting In and Paying the Bill. Isaac Black. (paperback)

The Best 351 Colleges: The Smart Student's Guide to Colleges, 2004 Edition. Robert Franek, editor. The Princeton Review. (paperback)

The College Board Book of Majors, First Edition. The College Board. (paperback)

The College Board College Handbook 2005. The College Board. (paperback)

The College Finder, Revised Edition. Steven R. Antonoff, Ph.D. (paperback)

Colleges That Change Lives: 40 Schools You Should Know About Even If You're Not a Straight-A Student. Loren Pope. (paperback)

Fiske Guide to Colleges 2005. Edward B. Fiske. (paperback)

The Latino Student's Guide to College Success. Leonard A. Valverde, editor. (hardcover and paperback)

The Multicultural Student's Guide to Colleges: What Every African-American, Asian-American, Hispanic, and Native American Applicant Needs to Know About America's Top Schools. Robert Mitchell. (paperback)

Rugg's Recommendations on the Colleges, 21st Edition. Frederick E. Rugg. (paperback)

U.S. News (& World Report) Ultimate College Directory, 2005 edition. Anne McGrath, et al. (paperback)

College Admission Essays for Dummies. Geraldine Woods. (paperback)

How to Write a Winning College Application Essay, Revised Fourth Edition. Michael James Mason. (paperback)

On Writing the College Application Essay. Harry Bauld. (paperback)

Web Sites

ACT, www.act.org/ Contains information on all tests and products produced by ACT, as well as great college information.

Campus Tours, www.CampusTours.com/ Provides virtual tours of hundreds of colleges and universities nationwide.

CollegeBoard, www.collegeboard.org/ Provides information on all tests and products by the CollegeBoard and great college information.

College Net, www.collegenet.com/ Identifies schools based on criteria such as location, size, degree programs, etc. Provides links to individual college Web sites.

College View, www.collegeview.com/ Provides college, career, and financial aid information, as well as virtual college tours.

The Princeton Review, www.princetonreview.com/ Provides a huge database on colleges, test preparation, scholarships, and careers.

Yahoo! Education, education.yahoo.com/ Includes college search engine, test preparation, college survival information, and college news.

Hispanic Association of Colleges and Universities (HACU), www.hacu.net/ Represents more than 390 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.

Historically Black College and Universities, www.hbcu-central.com/ Provides information about black colleges and universities across the nation.

Jewish Student Life, www.hillel.org/ Provides extensive resources for Jewish students.

FastWeb, www.fastweb.monster.com/ Provides a college search service.

Association of Independent California Colleges and Universities (AICCU), www.aiccu.edu Represents 76 California independent colleges and universities; includes online applications.

California State University Mentor (CSU Mentor), www.csumentor.org/ A comprehensive site on the California State University system; includes online applications.

California Colleges, www.CaliforniaColleges.edu/ A powerful, open-ended site for finding and applying to a school in California.

University of California, www.universityofcalifornia.edu/ A comprehensive site for the University of California system.

University of California Pathways, www.ucop.edu/pathways/ The University of California's undergraduate admission information and application network.

Xap Corporation Student Center, www.xap.com/ Guides students through the stages of preparing for college: comparison, selection, application, responding to admission, and managing financial aid.

Career Research and Information

Books/Guides

Occupational Outlook Handbook, 2004-05 edition. U.S. Bureau of Labor Statistics. (paperback)

*The O*Net: Dictionary of Occupational Titles 2001.* J. Michael Farr, et al. (paperback)

What Color Is Your Parachute? Richard Nelson Bolles. (paperback)

Web Sites

America's Career Info Net, www.acinet.org/ Provides wage and employment trends, occupational requirements, state-by-state labor market conditions, millions of employer contacts nationwide, and the most extensive career resource library online.

What Can I Do with a Major in...?, www.uncwil.edu/stuaff/career/majors/ A wonderful site by the University of North Carolina at Wilmington that answers the question.

Test Preparation/Information

Books/Guides

Barron's How to Prepare for the ACT: American College Testing Assessment. George Ehrenhaft, et al. (paperback; also available with CD-ROM)

Barron's How to Prepare for the SAT II: Writing. George Ehrenhaft. (paperback)

Barron's How to prepare for the AP Spanish Advanced Placement Examination. Alice G. Springer, Ph. D. (paperback and compact discs)

Barron's Math Workbook for the new SAT (Barron's Math Workbook for the SAT I). Lawrence S. Leff. (paperback)

Cracking the NEW SAT with Sample Tests on CD-ROM, 2005 Edition (Cracking the SAT With Sample Tests on CD-Rom). Adam Robinson, et al. (paperback)

Crash Course for the ACT, 2nd Edition (Crash Course for the ACT Series). Shawn Michael Domzalski. (paperback)

Getting into the ACT: Official Guide to the ACT Assessment, Second Edition. ACT staff. (paperback)

Kaplan SAT: Math Workbook, Fifth Edition. Kaplan. (paperback)

The Official SAT Study Guide: For the New SAT. The College Board. (paperback)

Real SAT II Subject Tests, Second Edition. The College Board. (paperback)

*Math Shortcuts to Ace the SAT*I (New SAT*) and the New PSAT/NMSQT.* Kurt Trenkmann. (paperback)

SAT Preparation for Critical Reading. The Touchstones Method. (paperback)

Tooth and Nail: A Novel Approach to the New SAT. Charles Harrington Elster, Joseph Elliot. (paperback)

Web Sites

www.Kaplan.com

www.powerprep.com

www.testprep.com

www.princetonreview.com/

www.peterson.com

[Financial Aid](#)

Books/Guides

Cash for College, Rev. Ed.: The Ultimate Guide to College, Scholarships. Cynthia Ruiz McKee, Phillip C. McKee, Jr. (paperback)

The College Board Scholarship Handbook 2005. The College Board. (paperback)

The College Board College Cost & Financial Aid Handbook 2005. The College Board. (paperback)

College Money Handbook 2005 (Peterson's College Money Handbook). Peterson. (paperback)

Dinero Para La Universidad: Una Guia Para Padres—Companero para Cash for College.* Cynthia Ruiz McKee, Phillip C. McKee, Jr. (paperback)

**Money for the University: A Guide for Parents—Supplement to Cash for College.*

Directory of Financial Aids for Women, 2003–2005. Gail Ann Schlachter, R. David Weber. (hardcover)
Financial Aid for African Americans, 2003–2005. Gail Ann Schlachter, R. David Weber. (hardcover)
Financial Aid for Hispanic Americans, 2001–2003. Gail Ann Schlachter, R. David Weber. (hardcover)
Get Free Cash for College: Secrets to Winning Scholarships. Gen S. Tanabe, Kelly Y. Tanabe (paperback)
Scholarships for African-American Students. Petersons. (paperback)
Scholarships for Hispanic Students. Petersons. (paperback)

Web Sites

FAFSA (Free Application for Federal Student Aid), www.fafsa.ed.gov/ The place to apply for financial aid online.

Fed Money, www.fedmoney.org/ A free, comprehensive full-text online resource on all U.S. federal government student financial aid programs. Detailed and up-to-date information about who can apply, how to apply, full contact info, and much more... for over 130 government loans, and grants.

FastWeb, www.fastweb.monster.com/ A free scholarship and college search service.

FinAid, www.finaid.com Information on financial aid.