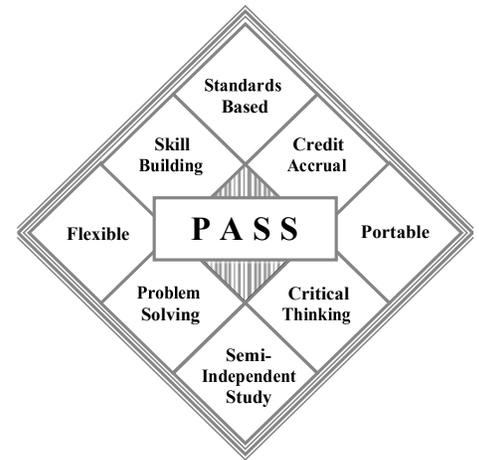


Mentor Manual

Preparing for College
Language Arts Unit 5 Option

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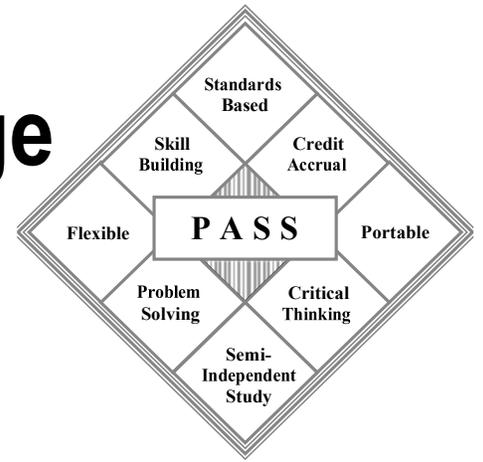


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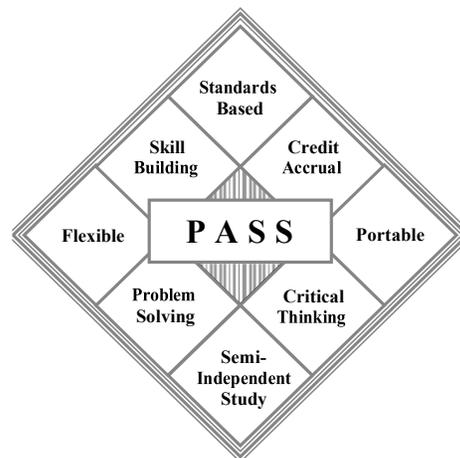
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Acknowledgments

Preparing for College
Mentor Manual



The Portable Assisted Study Sequence (PASS) program is a semi-independent learning plan developed as a way for migratory secondary school students to overcome some of the roadblocks to completing their high school education resulting from their families' frequent moves in order to seek work in agriculture.

PASS courses are specifically designed to address the needs of a highly mobile population by incorporating a high level of content and instruction in units of manageable size that are written at an accessible reading level. These attributes, combined with assistance from a teacher/mentor, help to assure student success. In addition, the quality and flexibility of the courses have made them a viable option for many other students.

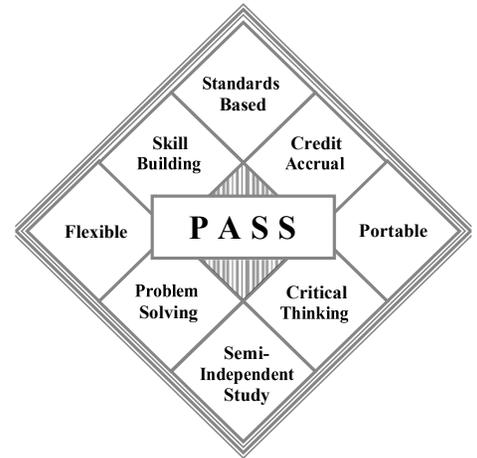
The National PASS Center coordinates the revision, up- dating, and development of PASS courses in alignment with current state standards; serves as a repository and clearinghouse for PASS materials; incorporates technology into new and revised courses; and creates support materials to promote and facilitate the use of PASS nationwide. The NPC also maintains a web site, <https://www.npcpass.org/>, as well as PASS materials and support information to assist in implementing PASS.

This unit may be used as part of the PASS language arts sequence or used independently by students who would like more guidance in planning for college.

Thanks for the initial development of this unit are owed to the Illinois Migrant Education Resource Project, located in Chicago, under the direction of Ms. Brenda Pessin. This most recent update was completed by The National PASS Center in the spring of 2021.

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Scope

This unit is designed to allow for flexibility in choice of the Unit 5 Essay/ Nonfiction portion of any PASS Language Arts semesters of study for grades 9–12. This unit helps the student set goals when their plans for the future include higher education. Students receive guidance in preparing for SAT and ACT tests, selecting and applying to colleges, writing the necessary essays, and practicing for the college interview. It provides information on how to pay for college as well as sources for obtaining scholarships. The unit also offers study techniques needed for success in college, advice to students on involving their parents, the uses and dangers of the Internet, and explains some differences between the high school and college experience. After completing this series of lessons students will be able to do the following:

- Analyze their talents and interests.
- Research options for continuing their education.
- Research options for obtaining financial aid.
- Know how to write a college essay.
- Know how to apply for college.
- Know how to create a personal resumé.
- Know what to expect throughout the college search and acceptance process.

Vocabulary Development

- Understand academic terms that correspond with post-secondary education.

Reading Comprehension

- Use selected sources to gain information about post-secondary educational options.
- Follow directions for completion of college application forms.

Writing Process

- Write journal entries in response to prompts.
- Complete all phases of the writing process for the personal essay.
- Complete a college application.
- Complete a personal resumé.

Grammar

- Review definitions, usage, sentencing, and examples.



About This Unit

Organization

Preparing for College is a series of 14 lessons designed for use with secondary-age students as they prepare to transition from high school to life after high school. Most lessons follow a standard format including writing in a journal. Important and useful vocabulary comes before the reading and writing activities in each lesson. The lessons in this unit are designed to be completed sequentially, as they help guide the student through the process of choosing a career, then preparing for college, selecting a college, and applying to college.

It is suggested that this unit be used for credit accrual in place of any one of the nonfiction units in the existing units of the National Pass Center high school language arts curriculum.

The Journal

All lessons include a journal writing activity. A journal is a notebook in which a student records their thoughts and feelings. Each journal activity should take about 10 to 15 minutes to complete and assist the student to begin reflecting on the information they will be exploring in the lesson. Although the journal writing is not a graded part of the lesson, it is critical. It not only helps the student develop writing fluency, but also helps them get in touch with their own thoughts on a subject, to help them as they continue down the road to making decisions about their future.

Vocabulary

Each lesson includes vocabulary terms that will aid in reading comprehension for that lesson. Vocabulary terms can be found in the margins of each corresponding lesson as well as in the Glossary section of *Preparing for College*.

Comprehension and Critical Thinking Questions

In each lesson there are both comprehension and critical thinking questions. Comprehension questions require students to find information in the material they have read. Critical thinking questions require students to analyze the information they have been studying and make inferences from it to answer the questions.

Real World Activities

An important feature of *Preparing for College* is a series of practical activities that students can actually use in the college application process. Students will complete a college search, a sample application, a college essay, an online financial aid application, a personal resume, and admission interview preparation. Along with the journal, students will be able to refer these activities as they complete the actual process.

Highlighting and Margin Notes

Students should be encouraged to write in their lesson books, to highlight information that is important throughout the lesson, and to jot notes in the margins about the information as they go through the lessons to increase reading comprehension.

Internet Access

Students will also need access to the Internet to complete each lesson. Researching schools and careers, as well as applying to schools, is all done on the internet today. If a student does not have access at home, they may need to go to a local public library that has free computers and WiFi for them to complete each lesson. Before beginning the unit, please review the PowerPoint training for Instructors and Students located at <https://www.osymigrant.org/>. Scroll down the home page until you see “Preparing or College” and click on “Learn More.” It is strongly suggested that you view this along with the student.



Unit Lessons Guide

Preparing for Mentoring: What Do I Need to Know First?

1. Know your student!
 - a. Does the student need translations? As of the 2021 revision, the unit has not been translated into Spanish or other languages.
 - b. Does the student need to use assistive technology, like dictation for writing? Does the student have accommodations or modifications that should be applied to this unit?
 - c. What is your student's reading level? This course is written at a 9th grade level. However, it is important to emphasize and implicitly teach the vocabulary throughout.
 - d. When is a good meeting time? How often? What is the level of support needed for the student to successfully complete this unit?
 - e. Where will the student work on this unit? Do they have the supplies/materials to be successful?
 - f. *Before the Lesson* and *After the Lesson* sections are merely suggestions. The level of support needed will differ from student to student. *After the Lesson* sections contain answer keys.
 - g. Explain to the student that some of the websites referred to in the unit require the student to create a personal account. To ensure security, a username and password will need to be associated with the account. It is important that all login information be kept in a secure place.

2. What to know about the student's school/district
 - a. Is there a guidance, academic, or career counselor you can consult?
 - b. Is there an ACT Prep Course offered?
 - c. Does the school have a visiting college schedule? What is the process for attending?
 - d. Is there a College Fair/Career Event? If so, note the date/time.
 - e. What are the rules for college visits?
 - f. Are there career pathways within the school?
 - g. Does the district require an Individual Plan of Study or a Career Interest Survey?
 - h. What career resources are available at the high school and how can they be accessed?
 - i. Are there community service requirements or opportunities?

3. Instructional Tips/Tools for ELL/ESOL
 - a. Use dictation (e.g. Dragon Dictation).
 - b. Review writing prompts and define unfamiliar words. Use realia or visual representations.
 - c. Make a timeline for each lesson. Chunk the requirements within the lesson or break them into manageable pieces.
 - d. Teach vocabulary implicitly before starting each lesson. Pronounce the words. Use video or audio clips.
 - e. Review the purpose and expectations within each lesson at the beginning. Review the prior lesson before beginning the new lesson. This includes vocabulary.
 - f. Use graphic organizers to make the lessons visible: lists, charts, Venn diagrams, webs.
 - g. Demonstrate and model. Think aloud with the student. Write aloud with the student to model what effective writers do mentally. Give the student time to talk and ask questions.

Lesson One: The Case for College

1. BEFORE THE LESSON

- a. Be sure both student and mentor have viewed the PowerPoint from the iSOSY website.
- b. Explain that the purpose for Lesson 1 is to learn about the benefits of college.
- c. Review the vocabulary words in the right-hand column on page 3. Pronounce the words for the student and or/provide a visual representation if needed.
- d. Create flash cards, using index cards or an online tool. Put the vocabulary word on the front and the definition or picture on the back.
- e. Introduce the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.

2. AFTER THE LESSON

- a. Page 4, Website Review - Discuss three helpful ideas from the websites provided. The ideas are a student's choice.
- b. Analysis Answer Key, Looking Back, page 6
- c. Potential responses from pages 2 and 3 in the text:
 - a. to learn new skills
 - b. to make myself more marketable
 - c. to get the best job possible
 - d. to earn more money
 - e. to have a career and not just a job
 - f. to learn more about myself
 - g. to be the first in my family
- d. Analysis Answer Key, Concerns, page 6 - Validate the student's concerns. Some may be addressed further in the unit.

Lesson Two: Considering a Career

1. BEFORE THE LESSON

- a. Explain that the purpose for Lesson 2 is to learn about different careers, interest inventories, and how these inventories can be useful in helping the student choose a career.
- b. Review the vocabulary words in the right-hand column on pg. 11. Pronounce the words and provide additional examples, if needed, for clarity. Use visual representations if useful for the student.
- c. Create additional vocabulary flash cards and add these to the Lesson 1 vocabulary cards. Be sure the student keeps the cards organized and reviews the words before each lesson.
- d. Remind students of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- e. Find out what Career Interest Inventories are available (or maybe even required) through the student's Individual Plan of Study (e.g. Xello) at the school. A counselor may be able to help with this. The student should also be aware. Browse other free interest inventories online, such as the Accuplacer on the College Board site or the Interest Profile located at www.mynextmove.org/explore/ip.

2. AFTER THE LESSON

- a. Ask if the student would like to share a career interest noted in the journal entry.
- b. As a possible discussion starter, look at questions 7 and 8 on page 10. Then review the box on the same page. Ask if the student had trouble with the Interest Assessment.
- c. Page 11: Discuss the box "Choosing a Major." Does the choice tie in with the interest?
- d. Analysis Answer Key, page 13. All answers are based on the student's personal choices. Choose one or two questions to discuss with the student. To focus on moving forward in the unit, it may be wise to guide the student to share what contributed to their career choice decision and what they liked about a few of the colleges they noted on page 12.

Lesson Three: Goal Setting

1. BEFORE THE LESSON

- a. Explain that the purpose of Lesson 3 is to learn how to set goals for what they want to achieve and to practice making a plan to reach those goals.
- b. Build on prior knowledge: “Now that you know your potential career interest(s), let’s look at how you get there.”
- c. Review pronunciation and vocabulary on the bottom of page 16 and the right-hand column of pages 17, 19, 20, and 21. Use realia (actual item, like a planner or calendar) or visual representations if helpful.
- d. Create flashcards (with the word on front and definition or picture on the back) of each new word and add to the stack from the previous lessons. Take time to go back and review all of the words.
- e. Remind students of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.

2. AFTER THE LESSON

- a. Based on the student’s journal entry on page 16, ask how they felt after accomplishing their goal.
- b. Analysis, Positive and Intentional Goals Answer Key 1 and 2, page 18: 1.A and D; 2. B, D and F
- c. These concepts were taught on page 17.
- d. Analysis, SMART Goals Answer Key 3, page 19: 3. B and C
- e. These concepts were taught on page 19.
- f. Analysis Writing Prompt - Ask the student to show you or highlight each of the SMART qualities within their goal: Specific, Measurable, Attainable, Realistic, Timely.
- g. Ask what organizational tool(s) the student is planning to use to stay organized.
- h. Analysis Goal-Achievement Planning Key, page 23. The student responses are based solely on the student goal chosen. Review with the student. Have any steps to accomplish the set goal been left out? Are the steps and dates reasonable and doable?
- i. Remind the student that it is okay to revise goals and especially important to celebrate accomplishing steps, tasks, and goals!

Lesson Four: How Will I Pay for College?

1. BEFORE THE LESSON

- a. Lesson 4 explores sources to help pay for college. It is important to know about the different types of financial aid available and how to apply for those opportunities.
- b. Vocabulary is heavy in this chapter. Be sure to review the words in the right-hand column on page 28. Pronounce the words and provide further explanation or examples as needed.
- c. Add to the vocabulary flashcards. Review previous vocabulary.
- d. Remind students of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- e. It may benefit the student to create a visual aid to organize the types of support. Suggest ways the student can keep track of/organize potential scholarship opportunities and applications.

2. AFTER THE LESSON

- a. If you did not create a visual aid before the lesson, and if the student is confused by all of the information provided, it may help to do so at this point. You can use a Venn Diagram, web or any other graphic organizer that makes sense to the student.
- b. Call attention to the Financial Aid Timeline on page 32, highlighting important activities to be undertaken organized by month of the student's senior year. Check the Appendix for a more comprehensive timeline, starting with the student's freshman year.
- c. Reassure the student that while not all financial aid is available to all students, some form of financial aid is open to many. When searching for aid, it is important to consider one's immigration status. Even if the student is not eligible for federal or state grants or loans, they may be eligible for some private scholarships. This includes undocumented students. The message is, "Keep researching! Don't give up!"
- d. If the student completed the FAFSA practice, you can ask if they have questions or if something confused them. There are a lot of YouTube videos put out by Federal Student Aid (Overview, How to Fill out the FAFSA, etc).
- e. Analysis page 31 Answer Key:
 - Found on pages 26-27 of lesson: Four ways to pay for college are scholarships, student loans, grants, and work-study programs.
 - Found on page 27 of lesson: Money from a Pell Grant and Supplemental Education Opportunity Grant does not have to be repaid.
 - Found on page 29 of lesson: An FSA ID is a Federal Student Aid Identification number. Both the student applying for federal aid as well as one parent need to complete the FAFSA.
 - Found on page 29 of the lesson: FAFSA stands for Free Application for Federal Student Aid. Everyone who is going on to some form of post-secondary education has to fill out the application in order to qualify for financial aid.
 - The answer will depend on the student's specific situation.
 - Verify the three local and three national responses. Have the student show you where they found them.

Lesson Five: Entrance Exam Strategies

1. BEFORE THE LESSON

- a. The purpose of Lesson 5 is to review the three main college entrance exams and strategies to help the student do their best.
- b. Review the vocabulary (Test Names) in the right-hand column on pages 35, 37, and 40. It is important to learn about each test.
- c. Add these tests to the vocabulary card collection. On the back of the card, indicate the purpose of the test and what the test covers.
- d. Review with the student the test taking skills from each section of the test(s) the student will take and practice with the student. Apply the strategies learned to answering the questions.
- e. Introduce the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- f. Review the chart on page 39 with the student or wait until after the lesson and have the student create their own visual aid chart with the name of the test and relevant information such as its purpose, preparation tips, and strategies.

2. AFTER THE LESSON

- a. It is important to know which, if any, exam is required for each of the college choices selected by the student. Are any of the three required? If not, what is?
- b. Analysis page 42:
 - The test(s) should be those required by their college choices. The student should note they checked with the college to verify.
 - Page 35 - Study, complete homework, regularly review material, take notes, ask questions, ask for test area specifics, review notes, practice test, sample problems, review material, good night's sleep, eat, arrive early, bring needed materials, positive affirmations, carefully read directions, go back and recheck answers, stay calm, do what you know first, guess at incomplete answers, answer in your head before looking at choices, go for the most detailed answer, trust your first instinct, look for key words, mark in the booklet, proofread.
 - Page 39 - bottom of the chart - act.org and collegeboard.org
 - Student should state their position. The student should have three specific reasons, with examples, to support their position. Examples: "I am in favor of a teen center for three reasons." or "I am opposed to a teen center for three reasons."
 - Know what to expect, be prepared to do your best (page 34), read the directions (page 35), anything in the gray boxes (pages 37 and 38).
 - Check student timeline for chronological order. Note Appendix pages 138-143, depending on the student's current grade level.

ACT Writing Essay Example:

<http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0>

Lesson Six: Selecting a College

1. BEFORE THE LESSON

- a. Lesson 6 asks the student to focus more clearly on what type of post-secondary institution best fits their needs and goals.
- b. Pronounce and review vocabulary from the right column on page 48. Provide real life examples. Add to the set of vocabulary cards and review. You will notice the word “major” comes up again in this lesson.
- c. It is suggested to complete pages 46 and 47 as a discussion together. The analysis questions are totally geared to individual student choices.
- d. Remind students of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- e. Ask the student if they have met with the high school guidance/career counselor. If not, facilitate that meeting (page 50).
- f. Work with the student to complete the columns in the chart for at least one school. Together, find the relevant information for each topic and record it in the appropriate column.

2. AFTER THE LESSON

- a. Analysis page 47 - Review the student’s choices and ask if they see any connections. Review Academic Assessment responses as well.
- b. Page 51 - Look over the career list and discuss the information. Review the student’s list of questions for the Admissions Representative.
- c. Review the chart on pg. 52 (1 and 2). The student should list one or two advantages or one or two disadvantages for the colleges researched.
- d. Analysis, page 54. Ask the student for which colleges they requested information. This is a student’s choice but be sure they have addressed why it is or why it is not a good fit.

Lesson Seven: Writing a College Essay

1. BEFORE THE LESSON

- a. The purpose of Lesson 7 is to practice writing a college entrance essay and to learn applicable tips for writing an effective essay.
- b. Become familiar with sites that provide exemplars or examples of college essays. Several are listed below.
- c. Pronounce and discuss the vocabulary in the right-hand column on the following pages: 56, 57, 60, 61, 62, and 64. Create vocabulary cards and review the previous lesson cards.
- d. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- e. It is essential to break this lesson down into manageable chunks and to provide support for each chunk. With the student, create a timeline and checklist with due dates as a pacing guide. Show the student how to use tools like Grammarly and Spell Check. As you break down the lesson, be sure think how you can utilize the tips and videos from Khan Academy along the way. Some students will need more support than others. Keep that in mind as you break this lesson down.

2. DURING THE LESSON

- a. See Khan Academy videos as needed; link is noted below.
- b. Lead students through the pacing guide you created together.
- c. Page 57 in the unit suggests two weeks. However, depending on student needs, modify the timeline: Brainstorm and Prewrite - first week; Outline and Organize - first and second week; Rough Draft - second week; Edit - second and third week; Final Draft - third week.
- d. Be sure the student reads their essay out loud. Does the student need help finding someone to help proofread? Be sure to assist, as needed, with proofreading and editing. A link to rubrics for writing is provided below so you will have an idea of what to look for during this process. The college essay is a work in progress. Encourage the student to review it periodically for potential updates.

Helpful Links:

Hamburger Writing Template:

https://www.superteacherworksheets.com/graphic-organizers/hamburger-writing_WBRDM.pdf

Rubric Examples:

<https://k12.thoughtfullearning.com/teachersguide/write-college-assessment/using-rubrics>

Khan Academy Videos on College Essay Writing Tips and Sample Essays

<https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college/admissions-essays/v/writing-a-strong-college-admissions-essay>

Lesson Eight: The College Visit

1. BEFORE THE LESSON

- a. The purpose of this lesson is to learn about types of visits and to establish a comfort level for the visit.
- b. Vocabulary is located on the right-hand side of pages 67, 68, and 69. Be sure to pronounce and explain/provide examples of these words. Create flashcards for the new vocabulary and add them to the previous cards.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- d. Find out the district rules and procedures for college visits, College Nights, and other types of visits available to the student. A career counselor or the counseling department would be a great contact.
- e. Obtain College Assistance Migrant Program (CAMP) information and timelines from www.hepcampassociation.org/about/camp-project.

2. AFTER THE LESSON

- a. Review the visits the student would like to plan. This is 100% based on student choice. Please use the Comparison Chart on page 70 to guide your work. The student should have this completed.
- b. Review pages 71 and 72 with the student to ensure they understand the process.
- c. Discuss what you found out about the district rules, procedures, and processes in case the student has not done so.

Lesson Nine: College Applications

1. BEFORE THE LESSON

- a. The purpose of Lesson 9 is to complete the Common Application, so the student is familiar with the type of information colleges require.
- b. Pronounce and review the vocabulary in the right-hand column on page 74. Add these words to the flashcard collection. This will become very useful in preparing for the unit exam.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- d. Help prepare the student for the application process, including the importance of being thorough, accurate, and complete in responses. Emphasize that there are many questions and requests for information, so taking the needed time to do answer and offer attachments is very important.
- e. If a fee is required, encourage the student to seek assistance from their guidance or career counselor if they think they may qualify for a waiver.

2. AFTER THE LESSON

- a. Review the Common Application on pages 77-81 with the student to see if they have questions or have omitted any information that is required.
- b. Ask the student who they would ask for a letter of recommendation and why. Have they made contact with any of these people? If not, model how you could ask someone to write a letter on your behalf. Common choices are counselors, coaches, teachers, community service supervisors, and someone who has known the student awhile.
- c. Ask the student if they know who to contact and how to request their transcripts.
- d. Ask the student where they are saving all of their applications. Be sure to suggest a method of organization if the student has not already implemented one.

Lesson Ten: Writing a Personal Resume

1. BEFORE THE LESSON

- a. The purpose of Lesson 10 is to teach the student the components of a resume and how to properly write a resume.
- b. Pronounce and discuss the vocabulary words in the right-hand column on pages 84-85. Add these words to the flashcards for previous units. Try to review words from previous lessons at this time.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- d. There are numerous templates for building a resume online. If needed, lead the student through online resources including the Resume Guide at careeronestop.org or review Microsoft's smartresumewizard.com.

2. AFTER THE LESSON

- a. Review the student's resume and provide feedback. Does it contain the items noted on pages 85-87? You could have the student check off each of the items in their resume as you mention them. That way, you have double-checked for information that needs to be in the student's resume and can easily find holes.
- b. Ask the student where they will be keeping the resume, again suggesting organizational skills. As with the college essay, the personal resume is a work in progress. Encourage the student to update it as necessary. For example, the student may want to add a more recent job, participation in a club or other school activity, or community service.

Lesson Eleven: The College Interview

1. BEFORE THE LESSON

- a. The purpose of Lesson 11 is to be prepared for a college interview.
- b. Pronounce and review the vocabulary in the right-hand column of page 92. Add these to the flashcard collection.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- d. Find out if the student's top choices require an interview. If not, it is still necessary to move forward with the lesson, but you might decide to skip a mock-interview activity.

2. AFTER THE LESSON

- a. Analysis page 97, (1) Be sure the student has listed six questions from page 94. Did they think of any questions that were not on the list? If so, that is fine.
- b. Analysis page 98, (2) The student is supposed to show you their responses to #1. They are to ask you for suggestions. The student should only note in this area the comments you as the mentor provide. (3) Be sure the student has listed five questions from the list on page 95. Did they think of any questions that were not on the list?
- c. Analysis page 99, (4) Be sure the student has selected those they feel are the most important and why. Review their selections to ensure there is reasoning behind the choices. The questions that explore who the student truly is would most likely be of the most importance. (5) The student should have a list of five questions an interviewer might ask. You can be the interviewer if they did not choose another adult. Please review suggestions another adult made or provide your own if you are conducting the activity.
- d. Analysis page 100, (6) See the box on page 96. (7) Acknowledge the student's feelings and what is uncomfortable for them. You could offer to conduct a full-scale mock interview if you and the student believe this would be helpful.

Lesson Twelve: Becoming an Adult

1. BEFORE THE LESSON

- a. Lesson 12 looks at what legal changes and personal responsibilities occur when you turn 18 and become an adult.
- b. Pronounce and discuss the vocabulary in the right-hand column of pages 104-108. Add these to the flashcard collection. As the student is approaching the end of the unit and will be taking the test shortly, this is a good time to review words from previous lessons.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.

2. AFTER THE LESSON

- a. Analysis, page 103. This may provide the basis for a good discussion if the student is willing to share. However, if the student wishes to keep this information private, just double-check that the responses were completed.
- b. Analysis, page 107. The student's plan for staying healthy can include information from page 107: eat three healthy meals a day, get at least eight hours of sleep, exercise, get in a routine, do not overcommit.
- c. Questions to Consider, page 109. Does the student want to discuss any of these with you? This is certainly not required.
- d. You can discuss the tools on pages 110 and 111 to see if the student has any questions about why they are good tools or how to use them.

Lesson Thirteen: Social Media

1. BEFORE THE LESSON

- a. Lesson 13 warns about the pitfalls of social media as it is a reflection on our personal character, fairly so or not.
- b. Pronounce and discuss the vocabulary words in the right-hand column on pages 114, 118, and 120. These will be the last words added to the flashcard set. The student now has a complete set of cards to prepare for the unit exam.
- c. Remind the student of the journal activity that begins each lesson. Encourage the student to think about the questions posed and spend 10-15 minutes organizing and writing their responses. The journal often gives the student an opportunity to reflect on their personal experiences, accomplishments and goals, and to think about the future.
- d. Look at page 122 with the student and suggest that they complete the activity using a graphic organizer of their choice. This lends itself easily to a T-Chart. If the student does not remember what a graphic organizer is, show them some examples from the internet. Examples can be, but are not limited to, Venn Diagram, Web, T-chart, bullet list, and pictures.

2. AFTER THE LESSON

- a. Analysis on page 116: This asks the student to provide personal changes which are solely up to the student. Just be sure the answer and justification has been provided.
- b. Analysis on page 116: The second response asks the student whether or not they believe this is fair. They should have a response and a reason to back up their response. You do not have to agree with their answer. They may not think this is fair, but it definitely happens and they must be aware.
- c. Analysis on page 117: Some ideas of acceptable responses are located in the text on pages 115, 117, and 119. Examples include: think before posting, eliminate negative posts and pictures, highlight good things you do, ask the opinion of a trusted adult, be sure all accounts are private, set up Google Alert, do not post when emotional.
- d. Analysis on page 119: Answer choices can be from the box on page 119 or from the text on page 118: Examples include: use reliable and secure sites, limit personal information on the Internet, use anti-virus protection, do not share passwords, check privacy settings, check businesses before doing business, secure your Internet connection.
- e. Activity on page 121: Check to see the student used three of the tools in the box on page 120 and noted at least three majors and colleges. Did they indicate the most helpful and the least helpful? Check to see that they wrote down what they learned.
- f. Activity on page 122: They should have listed the benefits and problems of social media. They can do this in a bullet format, using a graphic organizer, or in paragraph form.

Lesson Fourteen: Review

1. BEFORE THE LESSON

- a. Lesson 14 is a review of the main ideas within the unit and prepares the student for the Unit Exam.
- b. Review all of the vocabulary flashcards from each lesson in the unit.
- c. Review the pre-test.
- d. Please note that the answer key for the Review Questions on pages 126-129 are in the student text. However, the Personal Assessment on pages 129-130 are up to each student, depending on the individual choices they made in the unit.

2. AFTER THE LESSON

- a. Review as a discussion, questions 25, 27, and 28 from the Personal Assessment on pages 129-130.
- b. Be sure the student has reviewed all of the vocabulary from either the lessons, the glossary, or the flashcards.
- c. Ask the student if they feel confident to do well on the exam. If not, what would they like to review?
- d. Administer and proctor the exam.

PREPARING FOR COLLEGE UNIT TEST KEY

L= Lesson where taught

I. MULTIPLE CHOICE: Two points each. Total 40 points. II. MATCHING: One point each. Total 10 points.

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| 1. E (L. 3, pg. 20) | 21. J (L. 8, pg. 87) |
| 2. C (L.3, pg. 23) | 22. H (L. 2, pg. 11) |
| 3. A (L.1, pg. 2) | 23. G (L. 4, pgs. 29-30) |
| 4. E (L. 2, pg. 10 and L.6, pg. 46) | 24. A (L. 7, pgs. 63-63) |
| 5. D (L. 6, pg. 46) | 25. I (L. 7, pgs. 57, 60 and 63) |
| 6. D (L. 3, pg. 16, L. 6, pg. 48-50 and L.12, pg.102) | 26. D (L. 1, pg. 3) |
| 7. A (L. 5, pg. 37) | 27. C (L. 11, pg. 92) |
| 8. A (L. 9, pg. 76) | 28. E (L. 4, pgs. 26 and 28) |
| 9. C (L. 4, pgs. 26-28) | 29. F (L. 10, pg. 84) |
| 10. B (L. 4, pg. 29) | 30. B (L. 3, pg. 19) |
| 11. D (L. 4, pg. 27) | |
| 12. E (L. 4, pg. 28) | |
| 13. A (L. 5, pgs. 39-40) | |
| 14. E (L. 5, pgs. 35-36) | |
| 15. E (L. 5, pgs. 36-37) | |
| 16. B (L. 5, pgs. 35 and 38) | |
| 17. D (L. 11, pgs. 95-96) | |
| 18. B (L. 6, pg. 49) | |
| 19. E (L. 7, pg. 62) | |
| 20. C (L. 6, pg. 50) | |

III. TRUE OR FALSE: One point each. Total 10 points.

31. True (L. 3, pg. 16)
32. False (L.4, pg. 28)
33. True (L.1, pg. 2)
34. False (L. 5, pgs. 34-35)
35. True (L. 12, pg. 102)
36. False (L. 13, pgs. 117-120)
37. False (L. 6, pg. 51)
38. True (L. 4, pg. 30 and L. 12, pgs. 103 and 106)
39. True (L. 9, throughout)
40. False (L. 4, pgs. 27 and 29)

IV. SHORT ANSWER: Five points each. Total 30 points.

41. Grants do not have to be repaid. Scholarships do not have to be repaid. Work-study earnings do not have to be repaid. Student loans have to be repaid.
(L. 4, pgs. 26-28)
42. Research the school and create a list of questions you would like to ask about it. Then create a list of questions you believe you might be asked during the interview. Practice interviewing with a mentor, trusted adult, or teacher.
(L. 11, pgs. 92-96)
43. Choose a topic you feel comfortable writing about. Create an outline. Write a rough draft. Edit the rough draft first for content, then for grammar. Have someone else read it and give suggestions. Rewrite the essay. Check it over one more time, then write your final draft. Proofread it to make sure it is as close to perfect as possible.
(L. 7, pgs. 58-62)
44. College websites, college search websites such as MyMajors.com, CollegeBoard, KnowHow2Go, Cappex, First in the Family, and college visits. (You may list any pertinent website.)
(L. 6, pgs. 47-49, L. 8, pgs. 66-70)
45. Name, address, phone number, GPA, class rank, choice of major, high school transcript, letter of recommendation, college essay, list of activities you were involved in, honors received.
(L. 9, pgs. 74-81)
46. Open house, preview day, department event, individual visit. You can't get a true feel for what the college is like and whether it is a good fit for you without actually being on campus.
(L. 8, pgs. 67-68)
47. Apply to multiple colleges. You could also start at a community college, then transfer to a four-year school.
(L. 9, pg. 76)

V. ESSAY: Ten points

Essays will vary, but there must be at least three paragraphs, an introduction with a thesis statement, a body paragraph, and a conclusion.

You may wish to use this sample checklist as a rubric of sorts:

Essay Checklist

- _____ Thesis statement in the introduction, 2 points
- _____ The name of the person is provided, 2 points
- _____ The influence is well described, 2 points
- _____ Body paragraph, 2 points
- _____ Conclusion, 2 points