

This map copied from: **College Process** by **Lauren Marino**

	<b>Essential Questions</b>	<b>Content</b>	<b>Skills</b>	<b>Assessments</b>	<b>Standards/PIs</b>	<b>Resources/Notes</b>
Unit 1	<p>How do we create a standardized student activity sheet?</p> <p>How do we establish and become a part of a college readiness culture that enables us to respect our own goals as well as the goals of others?</p> <p>How do we choose which teachers to ask for letters of recommendation?</p> <p>What are the guidelines that should be followed when requesting letters of recommendations from teachers?</p>	<p>Activity Sheet-published samples for students to emulate</p> <p>Teacher Recommendation Forms</p> <p>Guidance Department "Recommendation Guideline Packet" for teachers upon request</p>	<p><u>Activity Sheet/Resume</u></p> <p>Create an activity sheet or resume to be submitted with college applications. This should highlight volunteer work, extracurricular activities, athletics, leadership positions, clubs and/or work experience</p> <p>Dialogue with a teacher when asking for a letter of recommendation</p>		<p>ELA4-12.S.4</p> <p>ELA4-12.S.2</p>	
Unit 2	<p>How do we begin the college research process?</p>	<p>Naviance College Search Website</p> <p>Internet and college research guides</p>	<p>Compare and contrast options when looking for appropriate colleges</p> <p>Design "wish lists" for colleges: location, tuition, athletics, GPA, etc.</p> <p>Distinguish between "Reasonable Reach Schools," "Match Schools," and "Safety Schools"</p>			

Unit 3	<p>How do we begin the college application process?</p> <p>How do we write the essay that will get us into the college of our choice?</p>	<p>Sample College Essays</p> <p>The Common Application</p> <p>Personal Statement, Supplementary Essay, etc.</p>	<p>Identify which essay of the 6 on the Common Application will be the most appropriate for the applicant</p> <p>Identify essay fundamentals such as proper grammar and form</p> <p>Illustrate and highlight a student's best attributes for effective essays</p> <p>Recognize what topics are appropriate and effective for the college essay and which are cliche' and overused</p> <p>Demonstrate the writing process through conferencing (both teacher and peer), editing and revising</p>			
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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	<p>How do we prepare for admissions interviews?</p> <p>How do we determine financial needs?</p> <p>How do we secure financial assistance for college?</p>	<p>Mock interview questions</p> <p>Interview "Thank You" note</p> <p>Financial Aid Websites</p> <p>Scholarship Applications</p> <p>Financial Aid Forms</p>	<p>Demonstrate genuine interest in the college or university</p> <p>Demonstrate interpersonal skills</p> <p>Describe any extenuating circumstances that may have impacted student performance</p> <p>Construct responses to questions that will be asked during interviews</p> <p>Prepare a brief thank you note to send to the interviewer to display interest in the college/university.</p> <p>Research numerous scholarship opportunities such as academic scholarships, extracurricular scholarships, ancestry scholarships, "unique" scholarships, etc.</p> <p>Research various sites for 'college money' availability</p> <p>Write scholarship essays</p> <p>Complete FAFSA and EIC forms</p> <p>Determine financial needs</p>			
Unit 5	<p>How do we help students transition from high school life to college?</p> <p>How do we determine our personal goals?</p>	<p>Alumni visits</p> <p>Personal Goals for the future</p> <p>"Transition to College Personal Plan"</p>	<p>Identify realistic personal goals</p> <p>Learn personal responsibility</p> <p>Identify and categorize differences between college professors and high school teacher expectations</p>			

			<p>Allocate enough time to complete assignments</p> <p>Find the balance between academics and social life</p> <p>Respect for others' belongings and personal boundaries</p> <p>Manage finances- checking account, etc.</p> <p>Create a realistic monthly budget</p>			
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<b>Key to Standards used in this Map</b>						
<b>ELA4-12.S.2</b> [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 12.S.02 - respect the age, gender, social position, and cultural traditions of the listener [Grade 12]						
<b>ELA4-12.S.4</b> [1 occurrence] - ELA Standard 4 - Speaking Strand - Performance Indicator 12.S.04 - respond respectfully [Grade 12]						