Taylor Ellsworth

Final Capstone Project



Dedication and Acknowledgements

This curriculum is dedicated to high school students everywhere. Right now you may not know where you are going, or how you are going to get there, but don't worry. Whether you don' t know where to start, or maybe you just don't want to listen to your parents. The JUMP START HS curriculum is here to help you gather the information you need!

A special thank you to the youth, parents, educators and social workers who helped guide this curriculum towards its current form!

Contact Information

Taylor Ellsworth Luiten

MSW Candidate

University of Washington Tacoma- Department of Social Work

taylorceluiten@outlook.com

JUMP START HS
Curriculum Introduction

The need for further programs to assist foster youth in attending higher education is not new. Many programs have been set up, to help foster youth prepare for independence. However, these programs have also isolated foster youth from setting higher education goals with their peers. Foster youth need increased positive peer and faculty interaction and involvement, to change their attitudes towards their educational experience, which will decrease dropout rates, as evidenced by increased graduation rates.

In order to provide foster youth the opportunity for increased peer and faculty interaction the JUMP START HS curriculum was created. This intervention seeks to assist foster youth in their high school education, by connecting them with fellow peers and educators in their schools. The JUMP START HS curriculum seeks to provide foster youth with a well-rounded and supportive education, by creating homeroom classes consisting of both foster youth and non-foster youth, along with peer mentors and educators.

Life Course Perspective Theory was used in the development of the JUMP START HS curriculum. Using the Life Course Perspective Theory, JUMP START HS seeks to evaluate how high school student's educational outcomes change with positive educational resources. Life Course Perspective Theory considers how the changing events in the life of an individual will affect their ability to develop and adapt ties to their social environment (Roche & Ghazarian, 2012). This theory suggests that the course of one's life can be changed by both positive and negative events. Life course perspective theory will be used in the development of the program, and will give a foundation of understanding how foster youth adapt to changing placements, schools and friends, while focusing on the way a student changes as they engage in their education.

The JUMP START HS curriculum was developed to be outcomes based curriculum. As JUMP START HS was developed two outcomes were identified as expectations of the program. The first outcome states that student will gain increased life skills. Indicators for the successful completion of this outcome include the student's ability to interact positively with others and the student's ability to think about consequences of decisions prior to making decisions. These indicators will be demonstrated through the way students identify their connections with peers, and their ability to recognize how educational decisions will impact their future plans. The second outcome states that students will have improved academic performance. Indicators for the successful completion of this outcome include the student's ability to develop academic goals and the fact that a student does not miss more than one day of school per month.

The JUMP START HS curriculum is a yearlong, school implemented homeroom course that pairs freshman and sophomore students with school faculty and upperclassmen peer mentors. The JUMP START HS curriculum seeks to bring support to freshman and sophomore high school students by engaging them in their education, and the educational decisions they need to make to attend post- secondary education. JUMP START HS seeks to transition freshman and sophomores into high school, and help them set educational goals to attend post- secondary education.

Using a designated homeroom program the JUMP START HS program pairs incoming freshman with peer mentors and a teacher. The homeroom JUMP START HS program will meet on a daily basis, and allows students the opportunity to connect with educators, fellow peers, and peer mentors. It is expected that during the homeroom JUMP START HS period students will work on homework, and ask questions of their peers. Once a week, JUMP START HS homeroom will work with the "Jump Start Manual." This manual will help students and educators identify educational goals and what will help obtain their goals, and improve overall grades. Once each school term the JUMP START HS homeroom classes will take field trips to nearby institutions of higher educations to give students an opportunity to gather information about what a post- secondary education campus feels like, potential courses, financial aid, and on campus activities. Freshman JUMP START HS homerooms will continue into the sophomore year, with the same students, peer mentors and teachers, in order to encourage a continuance in educational goals.

Teachers and educators, this curriculum guide is meant to help you educate your students how to prepare for post- secondary education options, and how to get there. This curriculum will require you to make copies of course materials for the students to use. If necessary student handouts are different from the general lesson plan, this will be indicated in the "Student Materials" section of each week. Please plan accordingly.

The JUMP START HS curriculum guide was developed using multiple sources of information; each week is adapted from a lesson from an outside source. The introduction to each lesson provides reference to where the information, lessons and worksheets were obtained. Full citations can be found at the end of the JUMP START HS curriculum manual.

JUMP START HS Teacher Instruction Manual, Workbook and Material



JUMP START HS Teacher Instruction Manual and Work Book

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Quarterly JUMP START Schedule

First Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - How My Classes Will Impact College

Week Four - Getting Involved in School Activities

Week Five - Community Service Involvement

Week Six - Mid Quarter Check- In and Review

Week Seven - Time Management

Week Eight - Campus Tour

Week Nine - Campus Tour Review

Week Ten - Goal Review

Second Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - College Admission Process

Week Four - Using the School Counselor

Week Five - Mid Quarter Check- In and Review

Week Six - Skills For Success

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

Third Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - Finding support

Week Four - Review of College Types

Week Five - Mid Quarter Check- In and Review

Week Six - Earning College Credit

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

Fourth Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - Graduation Requirements

Week Four - What do I Want in a College

Week Five - Mid Quarter Check- In and Review

Week Six - SAT/ACT Prep

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

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FIRST QUARTER



First Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - How My Classes Will Impact College

Week Four - Getting Involved in School Activities

Week Five - Community Service Involvement

Week Six - Mid Quarter Check- In and Review

Week Seven - Time Management

Week Eight - Campus Tour

Week Nine - Campus Tour Review

Week Ten - Goal Review

WEEK 1

Peer Connection and Assignments

Student Material for Lesson:

- One set of Peer Connection Sheets per student (2 pages)
- One set of Assignment Calendars per student (7 pages)



The “Peer Connection and Assignments” lesson in Week 1, is meant to give students the opportunity to connect with and collect contact information for two students from each of the classes. It is important that students have peers they can rely on for notes or information, should they miss class due to illness, or have a question about homework or lessons. Students should also include their teachers email address on the peer connection sheet, for quick reference. This lesson also gives students the tools to organize the assignments, exams and projects that are due for each subject for the quarter. This lesson should be taught on the second day of the school year, so that students may get connected with their peers and teachers quickly as possible.

First Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Second Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Third Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fourth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fifth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Sixth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Seventh Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Other Contacts:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Assignment Calendar



Use the following subject calendars (one for each subject) to determine when assignments are due for each subject in the up coming quarter. The Subject Calendar can also be used to track due dates for projects and exams.

Distribute seven subject calendars to each student, so that they can document assignments for each class.

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

WEEK 2

Goal Setting

Student Material for Lesson:

- One copy of “Setting a Goal” per student (1 page)
- One copy of “My Goals” worksheet per student (3 pages)



Using the material adapted from National College Access Network, “Success in High School”, and the worksheet adapted from the Florida Department of Education help students identify academic and personal goals. The goals should include long term, intermediate and short term goals. Students will revisit these goals at both the mid- point in the quarter, as well as at the end of the quarter. Students will be provided with the a copy of “Setting a Goal” worksheet which includes an example goal of “becoming a nurse” and what steps are necessary to get to that goal, as well as the definitions of long term, intermediate and short term goals, so that they can identify goals they wish to achieve.

Goal: Attain goal-setting skills, which will contribute to high school success.

Objectives:

1. Students will understand the process of goal-setting.

2. Students will identify personal and academic goals for the semester and year.

Materials:

Goal setting worksheet

Chalkboard & chalk (or equivalent)

Additional student folders for any new students

Procedure:

1. Explain that today's program will consist of goal-setting activities and tutoring.

2. Goal setting activity (20 min.):

Have the students sit in a circle. Explain that before we get into the process of goal-setting, we need to know why it is important to set goals. Ask the following questions of the group:

A. How many of you have set goals for yourself before?

1. How many of you have stuck to those goals?

2. What types of goals did you set?

B. What are some examples of goals?

C. Why do we need to set goals for ourselves?

D. What happens when we don't set goals?

E. Some goals seem almost impossible to reach. How do you make a big goal achievable?

The point of this discussion is to open up the floor to see what the students' impressions are of goal-setting. Some of them probably will have set goals before; however, you will likely find that many students believe that these goals are unachievable due to finances, family situations, etc. You want to steer the discussion in a direction of brainstorming strategies for achieving big goals.

Discuss the difference between short, medium and long-term goals. A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD. A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper. A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

As the students come up with ideas, make sure to write them on the board so that all can see. Then, on another section of the board, demonstrate the process:

Start with a goal, drawing a circle around it. Using arrows or a ladder-type drawing, demonstrate a step-by-step process, which breaks the goal down into achievable bits.

Example: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Use a student's goal; it will make it more realistic. The point: GOALS ARE ACHIEVABLE, but achieving goals requires planning. Stress that it is better to set a goal and not to meet it than not to set one at all. (Ask why)

Application: (10 min.)

1. Explain that now that we are thinking about what is important to us and exactly how important certain things are, we will set some goals for the semester and the school year.

2. Handout the goal-setting worksheet. Tell the students that there are no right or wrong answers and that this is an opportunity to develop a plan to make their dreams become reality. Explain that their goals do not only have to involve academics; they can involve personal, non-academic goals as well. Give them time to fill out the worksheet.

3. Upon completion, ask for students to volunteer to share their goals. Do not call on them, or if you do, give them the opportunity to pass without answering. When someone does share, ask him or her to explain the steps that they plan to take to achieve their goal.

4. Collect their worksheets and place them into a mailing envelope, explaining that you will be giving them back at the end of the semester.

*** END OF LESSON ***

Student Materials

Student Material needed for Lesson:

- One copy of “Setting a goal” per student (1 page)
- One copy of “My goals” worksheet per student (3 pages)

Setting a Goal

Example Goal: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Types of Goals:

Short- term Goal: A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD.

Intermediate Goal: A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper.

Long- term Goal: A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

My Goals

Name:

Date:

Educational Goals: (Related to your current school courses or future education)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2

1.
2.
3.
4.
5.
6.

Personal Goals: (Appearance, personality, friends, family, etc.)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2:

1.
2.
3.
4.
5.
6.

1. Short-Term Goal:
2. Intermediate Goal
3. Long-Term Goal

Steps to Reach Short- Term Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Intermediate Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Long Term Goal

1.
2.
3.
4.
5.
6.

My Career Goals:

Remember to review these goals statements regularly and work on reaching them. Good luck!

WEEK 3

How My Classes Will Impact College

Student Material for Lesson:

- One copy of “Your High School Classes Will Open the Doors to College” per student (2 pages)
- One copy of “High School Course Planning” worksheet per student (1 page)



Using the information adapted from the National Association for College Admission Counseling “Your High School Classes WIll Open the Doors to College” help give students the appropriate information to choose the right classes, starting in high school. This lesson includes information to help students prepare for the classes colleges will expect them to have taken at the time they apply. To best complete this lesson it is important to have your schools course subject guide, so students can look at the classes offered each quarter and their description. This was written for the student, so use it as a guide. As the lesson wraps up have students complete the worksheet, and identify what classes they may be interested in taking.

Student Materials

Student material needed for lesson:

- One copy of “Your high school classes will open the doors to college” per student (2 pages)
- One copy of “High school course planning” worksheet per student (1 page)

Your High School Classes Will Open the Doors to College

Because you are planning to go to college, it's important that you take the right classes in high school. That means that, beginning in ninth grade, the majority of your classes should be ones that will prepare you for admission to and, perhaps even more importantly, success in college. Most admission officers will tell you that the first thing they look at is your choice of classes, even before they look at grades. When it comes time to apply to college, you want to make sure that you meet the admission criteria for ALL colleges in which you are interested. Always remember that it is much better to be "over prepared" than "under prepared."

Here's what you need by the end of your senior year in order to meet the admission expectations at a majority of colleges:

- 4 full years of English classes. This includes courses in which you study writing and courses in which you read literature. Colleges know that you need to be able to write well in nearly every career. You need to be able to read and analyze, and you need to develop strong communication skills!

- 4 full years of math classes. Students who take math in each year of high school are far more successful in college than students taking only three years. Math is the tool that you will use for many other classes, especially those in science. Your math classes should include at least four of the following six classes, taken in this order:

- Pre-algebra

- Algebra

- Geometry

- Algebra II and/or Trigonometry

- Precalculus

- Calculus

Never "skip" a year of math in high school because you will lose your momentum. If you do not take math in your senior year, you will find that the math classes required in college will be very difficult!

- 3-4 years of laboratory science classes.

You will have the strongest background if you have taken at least one year each of:

- Biology

- Chemistry

- Physics

- 2 years, at a minimum, of social sciences. Most college freshmen studied World History and US History in high school. Other social science options include:

- Government
- Sociology
- Geography
- Psychology

- 2-4 years of foreign language. More and more colleges are requiring a minimum of 2 years of language study while in high school, as an admission criterion. Because many colleges require students to study a second language, it is important that you expose yourself to the study of languages while in high school.

- A small number of colleges require one year of visual or performing arts prior to admission. Participation in these classes throughout high school can help you develop a “special talent” that will make you a highly qualified applicant.

Most colleges require students to meet certain college prep curriculum standards, but just meeting the minimum is not necessarily the best way to prepare for college. Strong preparation means going beyond the minimum—allowing you to start your college career in college-level courses, not remedial courses designed to help you catch up or review high school material—for NO CREDIT!

Athletes: Make sure that you work with your counselor and coaches so that your classes meet the standards of the NCAA Eligibility Center.

High School Course Planning

I am planning on taking foreign language classes in...

The four math classes I am planning on taking are...

I would really like to take these three science courses....

I am planning on taking AP classes?

YES/ NO

These are the AP classes I am interested in taking...

WEEK 4

Getting Involved in School Activities

Student Material for Lesson:

- One copy of “Setting a Goal” per student (1 page)
- One copy of “My Goals” worksheet per student (3 pages)



Using the information adapted from Start Here, Go Places, “Clubs and Organizations- Get Involved!,” help students identify what types of school clubs, activities or sports they would be interested in participating in. Many colleges and universities look at extra curricular as a determinant for admissions. Extra curricular activities also give students the opportunity to engage with other students and build their relationships with their peers. It is important that you help guide students through the importance of extra- curricular activities and what is available at your school.

Student Materials

Student material needed for lesson:

- One copy of “Organizations- get involved!” per student (2 pages)
- One copy of “Activities” worksheet per student (1 page)

Organizations - Get Involved!

When you apply to colleges, they want to see that you're more than good grades and a witty essay. The best schools look for applicants who are well-rounded and active outside the classroom. So whether you're into sports, music or magic tricks, showing that you're willing to get out there and get involved is a must.

Not sure where to start? Here are a few extracurricular clubs and organizations to consider:

Business Professionals of America (BPA) – It's never too early to start getting ready for your career. BPA is a student organization (don't be fooled by the name) that will help prepare you for a career in business management, office administration, information technology or other related fields. It'll also help you develop leadership, citizenship, academic, and technological skills and get a head start on the real world.

DECA – Your high school may have a chapter of DECA, which is geared toward students interested in careers in marketing, finance, hospitality and management (if they don't, you can also start a chapter). DECA offers courses, conferences and competitive events for you to learn, challenge yourself and connect with other students who might be on the same career path as you.

Drama Club – Have a flair for drama? Join your theater club, where you'll get to put on at least one performance each school year and get comfortable being in front of a crowd (a tough skill for a lot of people).

Future Business Leaders of America (FBLA) – This is the largest business career student organization in the world. It will help you develop leadership, communication and team skills through its various competitive events and conferences.

Future Farmers of America (FFA) – If you're interested in agriculture, this is the top organization for education and experience in the field—it's practically a must-join.

Foreign Language Clubs – If your school offers a foreign language class, then there's probably a club for it too. Join and you'll get more practice speaking the language and learning about that particular culture—maybe even get the chance to travel internationally.

Key Club – As a member of Key Club you'll help carry out its mission to serve the children of the world. Together with your chapter you'll perform acts of service in your community, such as cleaning up parks, collecting clothing and organizing food drives.

National Honor Society – This is the nation's premier organization that recognizes outstanding high school students. More than just an honor roll, NHS serves to honor students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

Students Against Destructive Decisions (SADD) – Help prevent your classmates from making destructive decisions like underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide. It'll look good on your applications and you might save a life.

Science Olympiad – If you have a knack for science, put it to the test in the Science Olympiad, where you can compete in all kinds of challenging competitions.

School Newspaper – Get the scoop on your school. Working for the paper you'll cover school and local news and possibly take journalism classes to hone your skills. You may get experience in writing, editing, designing, photography and layout—great practice for later working on a college newspaper.

Sports – Get exercise, be part of a team, learn self-discipline, have tons of fun…the benefits of being part of a sports team, whether it's cross-country or bowling or football, are endless.

Student Council – Prove that you're a leader and join student council. You'll help represent your classmates, sharing their ideas, interests and concerns with teachers and school staff. You might also help raise funds for activities including social events, community projects and changes to the school.

Yearbook – You're only in high school once. Help immortalize the people and events of your class by working on your school's yearbook committee. You'll help capture all the moments, big and small, and gain skills in photography, photo-editing, article writing and design.

These are just some of the clubs or organizations you can get involved with in high school. Of course, there are tons more out there, so do some research based on your interests and find your own niche—wherever it may be.

Activities

Three sports offered at my school are...

1)

2)

3)

These sports practice and play during this season...

1)

2)

3)

Three clubs offered at my school are...

1)

2)

3)

These clubs meet at what time...

1)

2)

3)

The sports and/ or clubs I am interested in playing are...

WEEK 5

Community Service Involvement

Student Material for Lesson:

- One copy of “Planning Community Service” worksheet per student (1page)
- One copy of schools community service requirements per student



Community Service can be an important part of student involvement and growth. Many high schools require a certain number of community service hours for graduation. Using the school requirements,community resources and the worksheet, help students figure out what types of community service they want to be involved in, and the time schedule they want to follow to get it done.

Student Materials

Student material needed for lesson:

- One copy of “Planning Community Service” worksheet per student (1page)
- One copy of schools community service requirements per student

Planning Community Service

My school requires _____ hours of community service for graduation.

I would be interested in volunteering with the following organizations...

How and when will I contact the following organizations?

I plan to complete my community service hours on the following time line...

Freshman Year (9th Grade)-

Sophomore Year (10th Grade)-

Junior Year (11th Grade)-

Senior Year (12th Grade)-

WEEK 6

Mid Quarter Check-In and Review

Student Material for Lesson:

- One copy of “Mid Quarter Check In” worksheet per student (1 page)



Use this week to help students re- evaluate the goals they made during week two, as well as their overall academic progress this quarter. Using the worksheet, have students evaluate the progress they are making on their goals and what they still need to work on. Students should also be aware of their mid- quarter grades at this time. Have students ask teachers for their grades, so they can decide what kind of improvement needs to be made.

Mid Quarter Check In

At this point in the quarter my grades are....

Great.... Good....Average....Poor

Class	Grade

I am doing well at getting my assignments done...

I can improve on....

My Personal Goals for this Quarter were....

1)

2)

My Academic Goals for this Quarter were...

1)

2)

Progress I am making on my goals...

WEEK 7

Time Management

Student Material for Lesson:

- One copy of “Important Time Management Information” per student (1 page)
- One copy of “Time Management Worksheet” per student (1 page)



Using the material adapted from National College Access Network, “Success in High School”, and the worksheet, help students identify the importance of time management, and how to be most effective with their time. Time management is a essential key to helping students succeed in their high school subjects. Students will be provided with the “Important Time Management Information” which includes “Why Time Management is Important” section as well as the “How to Effectively Use Time” section. Students should then use the “Time Management Worksheet” to identify the time they have available to focus on homework, extra- curricular activities and free time.

Goal: Attain time management skills and relay strategies for success during the students' transitions to high school.

Objectives:

1. Students will understand the relation of good time management to high school success.

2. Students will understand the principles of time management and possess the skills to apply them.

3. Students will discuss the transition to high school and will brainstorm strategies to help them succeed in high school.

Materials:

Chalkboard and chalk or equivalent

Hourly schedule -handout

Paper

Homework schedule-students completed this week one

Procedure:

1. Explain that today's program will consist of a brief follow-up from last week, a session on time management, a discussion about strategies for high school success, and tutoring.

2. Follow up: (5 min.) Ask the following questions of the group:

A. How many of you remember setting a goal to be accomplished by this week?

B. How many of you accomplished your goal?

C. Would anyone like to share what their goal was and how they accomplished it?

D. For those of you who didn't accomplish your goal, would one of you like to share

why you didn't accomplish it? (what roadblocks kept the student from accomplishing their goals?) – Was the goal set too high? --What sorts of things interfered with your accomplishing that goal? --Did you not have enough time to accomplish your goal?

Explain that poor time management can cause us to not fulfill our goals, and that if we apply the concepts of good time management to our lives, we can eliminate some of the barriers which stand in the way of success.

4. Time Management section: (25 min. total)

Intro/Background: (5 min.)

A. Ask the following questions:

How many of you are excellent managers of your time?

How many of you sometimes say, “I didn’t have time!”

Good time management skills will help us to avoid saying that anymore!

B. Have a brief “brainstorm session” on the benefits of time management, making sure to stress the following:

Why Time Management is Important:

--allows us to be more efficient, accomplishing more in a shorter amount of time, thus allowing more time for fun

--helps us to get better grades because we don’t run out of time

--makes us feel better about ourselves because we get things done and are not always making excuses for not getting things done

--keeps our stress level down

--helps us to prioritize things that benefit us the most

5. Activity (15 min.):

A. Ask the students what they spend their days doing and how much time they spend on each activity. Have a volunteer write their responses on the board--perhaps in a two-column format-- “what we do” and “how long it takes”.

B. Then, ask the students to do this individually on a piece of paper. Also, have the students go back to their paper and prioritize their activities by order of importance, with “1” being the most important.

C. Ask the students the following questions:

Do you spend more time on activities you like and that are important to you or more time on activities that are important to others? Why?

What do you think should be your first priority activity? Is it? Why/why not?

Which activities, regardless of whether or not you enjoy them, actually benefit you the most? Why? Do you spend more or less of your time doing these activities than activities you enjoy?

Do any of us have lots of extra time to spend? Most of us don't. So, what can we change so that we spend more quality time on activities which benefit us? How can we increase QUALITY of time spent on an activity? Let's brainstorm.

How to Effectively Use Time:

--be organized/prepared

--concentrate on one task at a time

--don't take unscheduled breaks

--use a planner/schedule

--don't get over-committed

--have an alternate plan--be flexible

Distribute to students the hourly and homework schedule, and discuss the different techniques.

6. Wrap-Up (of time management): (5 min.)

Ask the students to fill out the daily and weekly schedules when they get home. Explain that our group goal for the week will be for each of us to implement a schedule for ourselves. Next week we will check on our progress. Ask the following questions:

A. How can these schedules help?

B. Why is it better to use a schedule than to go without one?

(Without a schedule, we are unorganized and time is lost looking for info; we also forget, don't allow the correct amount of time for an activity, and we get over-committed.)

C. After all of this, how many of you think that time management is hard? Easy?

D. How many of you are going to try this? Can we all agree to try this --even if it is only for one week?

C. How is good time management related to being successful in high school?

** END OF LESSON * *

Student Materials

Student material needed for lesson:

- One copy of “Important Time Management Information” per student (1 page)
- One copy of “Time Management Worksheet” per student (1 page)

Time Management Worksheet

	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

Important Time Management Information

Why time management is important:

--allows us to be more efficient, accomplishing more in a shorter amount of time, thus allowing more time for fun

--helps us to get better grades because we don’t run out of time

--makes us feel better about ourselves because we get things done and are not always making excuses for not getting things done

--keeps our stress level down

--helps us to prioritize things that benefit us the most

How to effectively use time:

--be organized/prepared

--concentrate on one task at a time

--don’t take unscheduled breaks

--use a planner/schedule

--don’t get over-committed

--have an alternate plan--be flexible

WEEK 8

Campus Tour

Student Material for Lesson:

- One copy of “Campus Visit Checklist” per student (3 pages)
- One school provided permission slip per student



During Week 8, all homeroom classes will take a field trip to a local University, Community College, Vocational School or School of the Arts. Arrangements for the trip will be made by the individual school. Permission slips will also be handed out to students, and provided by the school. Students will use the following worksheet to identify the information they need to review the college. The following worksheet adapted from “Campus Visits and College Interviews” by Zola Dincin Schneider, will help guide students to the most important aspects of a campus they should look at during a visit.

Student materials

Student material needed for lesson:

- One copy of “Campus visit checklist” per student (3 pages)
- One school provided permission slip per student

Campus Visit Checklist

How to Make the Most of Your Trip

Visiting a college campus helps you get a sense of what a college — and life at that college — is like. This can help you decide whether the college is right for you.

When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors and students. Below are some other things you can do while visiting. Note that some activities, such as meeting with an admission officer or staying overnight in a dorm, might need to be set up in advance.

Gather Information

Find out what you need to do to apply and see if the college's class and major offerings are what you want:

- Take part in a group information session at the admission office.
- Interview with an admission officer.
- Pick up financial aid forms.
- Sit in on a class that interests you. If classes aren't in session, just see what the classrooms are like.
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names of the people you meet and their business cards so you can contact them later if you have questions.
- Explore the Campus

- Get a feel for student life and see if this college is a place where you will do well:
- Take a campus tour.
- Talk to current students about life on campus and the college.
- Check out the freshmen dorms and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.
- Check Out Campus Media

Tune in to learn what's happening on campus and what's on students' minds:

- Listen to the college radio station.
- Read the student newspaper.
- Read other student publications, such as department newsletters, alternative newspapers and literary reviews.
- Scan bulletin boards to see what daily student life is like.
- Go to the career center and learn what services it offers.
- Browse the school's website and any campus blogs.

Questions to Ask During Your Visit

Here are some questions you may want to ask your tour guide or students you meet on campus:

What are the best reasons to go to this college?

What's it like to go from high school to college?

What do you do in your free time? On the weekends?

What do you love about this college?

What do you wish you could change about this college?

Why did you choose this college?

What is it like to live here?

Questions I would like to ask during my visit….

WEEK 9

Campus Tour Review

Student Material for Lesson:

- One copy of “Campus Tour Review” worksheet per student (1 page)



Help students reflect on last weeks campus tour. Encourage them to reflect on how the campus made them feel, and if they felt the school would be a good fit.

Lead a discussion between the students to get everyones opinion on how the campus tour went.

Student materials

Student material needed for lesson:

- One copy of “Campus tour review” worksheet per student (1 page)

Campus tour review

The thing that most impressed me about the campus:

The most valuable piece of information I received during the campus tour:

My impression about the student body was:

The thing I liked the least about the campus was:

I really wish I had learned more about....

I could see my self going to school here. Yes or No, Why?

WEEK 10

Goal and Program Review

Student Material for Lesson:

- One copy of “Reviewing my goals” per student (2 pages)
- One copy of “Pre/ Post Survey” per student (2 pages)



Have students reflect on the goals they set in the second week of the quarter. Have students identify the progress they have made on their academic, and personal goals. Administer the “Pre/ Post Survey” to get students opinions about the program. As a final step, make sure that you (the teacher) or an administrator completes one “Grade and Attendance Report” for each student, to best examine their end of quarter grades and attendance. Both the survey and “Grade and Attendance Report” should be collected by the instructor so that an evaluation of student progress can be done.

Grade and Attendance Report

Year:

Term:

Student Name:

Student Grade:

Student GPA:

Grades/ Class Attendance:

Period	Subject	Grade	Number of Absences	Number of Tardies
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				
Eighth				

Attendance:

Category	Number
Total Days in Term	
Total Excused Absences	
Total Unexcused Absences	
Total Excused Tardies	
Total Unexcused Tardies	

Student materials

Student material needed for lesson:

- One copy of “Reviewing my goals” per student (2 pages)
- One copy of “Pre/ post survey” per student (2 pages)

Reviewing My Goals

My educational goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

My personal goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

PRE/ POST Survey

Question 1) Prior to this program I was socially isolated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 2) JUMP START helped me interact with my peers better.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 3) JUMP START helped me to better interact with my teachers.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 4) Before JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 5) After JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 6) Before JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 7) After JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 8)JUMP START has helped me develop academic goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

2

SECOND QUARTER



Second Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - College Admission Process

Week Four - Using the School Counselor

Week Five - Mid Quarter Check- In and Review

Week Six - Skills For Success

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

WEEK 1

Peer Connection and Assignments

Student Material for Lesson:

- One set of Peer Connection Sheets per student (2 pages)
- One set of Assignment Calendars per student (7 pages)



The “Peer Connection and Assignments” lesson in Week 1, is meant to give students the opportunity to connect with and collect contact information for two students from each of the classes. It is important that students have peers they can rely on for notes or information, should they miss class due to illness, or have a question about homework or lessons. Students should also include their teachers email address on the peer connection sheet, for quick reference. This lesson also gives students the tools to organize the assignments, exams and projects that are due for each subject for the quarter. This lesson should be taught on the second day of the school year, so that students may get connected with their peers and teachers quickly as possible.

First Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Second Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Third Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fourth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fifth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Sixth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Seventh Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Other Contacts:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Assignment Calendar



Use the following subject calendars (one for each subject) to determine when assignments are due for each subject in the up coming quarter. The Subject Calendar can also be used to track due dates for projects and exams.

Distribute seven subject calendars to each student, so that they can document assignments for each class.

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

WEEK 2

Goal Setting

Student Material for Lesson:

- One copy of “Setting a Goal” per student (1 page)
- One copy of “My Goals” worksheet per student (3 pages)



Using the material adapted from “Success in High School”, and the worksheet adapted from the Florida Department of Education help students identify academic and personal goals. The goals should include long term, intermediate and short term goals. Students will revisit these goals at both the mid- point in the quarter, as well as at the end of the quarter. Students will be provided with the a copy of “Setting a goal” worksheet which includes an example goal of “becoming a nurse” and what steps are necessary to get to that goal, as well as the definitions of long term, intermediate and short term goals, so that they can identify goals they wish to achieve.

Goal: Attain goal-setting skills, which will contribute to high school success.

Objectives:

1. Students will understand the process of goal-setting.

2. Students will identify personal and academic goals for the semester and year.

Materials:

Goal setting worksheet

Chalkboard & chalk (or equivalent)

Additional student folders for any new students

Procedure:

1. Explain that today's program will consist of goal-setting activities and tutoring.

2. Goal setting activity (20 min.):

Have the students sit in a circle. Explain that before we get into the process of goal-setting, we need to know why it is important to set goals. Ask the following questions of the group:

A. How many of you have set goals for yourself before?

1. How many of you have stuck to those goals?

2. What types of goals did you set?

B. What are some examples of goals?

C. Why do we need to set goals for ourselves?

D. What happens when we don't set goals?

E. Some goals seem almost impossible to reach. How do you make a big goal achievable?

The point of this discussion is to open up the floor to see what the students' impressions are of goal-setting. Some of them probably will have set goals before; however, you will likely find that many students believe that these goals are unachievable due to finances, family situations, etc. You want to steer the discussion in a direction of brainstorming strategies for achieving big goals.

Discuss the difference between short, medium and long-term goals. A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD. A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper. A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

As the students come up with ideas, make sure to write them on the board so that all can see. Then, on another section of the board, demonstrate the process:

Start with a goal, drawing a circle around it. Using arrows or a ladder-type drawing, demonstrate a step-by-step process, which breaks the goal down into achievable bits.

Example: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Use a student's goal; it will make it more realistic. The point: GOALS ARE ACHIEVABLE, but achieving goals requires planning. Stress that it is better to set a goal and not to meet it than not to set one at all. (Ask why)

Application: (10 min.)

1. Explain that now that we are thinking about what is important to us and exactly how important certain things are, we will set some goals for the semester and the school year.

2. Handout the goal-setting worksheet. Tell the students that there are no right or wrong answers and that this is an opportunity to develop a plan to make their dreams become reality. Explain that their goals do not only have to involve academics; they can involve personal, non-academic goals as well. Give them time to fill out the worksheet.

3. Upon completion, ask for students to volunteer to share their goals. Do not call on them, or if you do, give them the opportunity to pass without answering. When someone does share, ask him or her to explain the steps that they plan to take to achieve their goal.

4. Collect their worksheets and place them into a mailing envelope, explaining that you will be giving them back at the end of the semester.

*** END OF LESSON ***

Student materials

Student Material needed for Lesson:

- One copy of “Setting a goal” per student (1 page)
- One copy of “My goals” worksheet per student (3 pages)

Setting a Goal

Example Goal: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Types of Goals:

Short- term Goal: A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD.

Intermediate Goal: A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper.

Long- term Goal: A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

My Goals

Name:

Date:

Educational Goals: (Related to your current school courses or future education)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2

1.
2.
3.
4.
5.
6.

Personal Goals: (Appearance, personality, friends, family, etc.)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2:

1.
2.
3.
4.
5.
6.

1. Short-Term Goal:
2. Intermediate Goal
3. Long-Term Goal

Steps to Reach Short- Term Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Intermediate Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Long Term Goal

1.
2.
3.
4.
5.
6.

My Career Goals:

Remember to review these goals statements regularly and work on reaching them. Good luck!

WEEK 3

College Admission Process

Student Material for Lesson:

- One copy of “Admission 101: What You Need to Know” per student (2 pages)
- One copy of “College Research Worksheet” per student (1 page)



The college admission process can be terrifying for many students. Each university, community college, and vocational school has different admission requirements. Using the adapted information from the National Association for College Admission Counseling, “Admissions 101: What You Need to Know” and the worksheet “College Research Worksheet,” adapted from Farmington Municipal Schools, help students prepare for the requirements of college admissions. Helping students identify what pieces of information they will be expected to submit, and when will greatly help them organize deadlines, and an understanding of what college admissions entails. Students will be provided with this information. Help guide the students through the importance of looking at all aspects of a post- secondary education institution rather than just its reputation.

Student materials

Student material needed for lesson:

- One copy of “Admission 101: What you need to know” per student (2 pages)
- One copy of “College research worksheet” per student (1 page)

Admission 101: What You Need to Know

It's not your parents' college search. Way back in the days of yore, high school students pored over college guidebooks the size of doorstops, actually used the Post Office to communicate with admission offices, and painstakingly filled in their applications using a typewriter.

Those guidebooks can still be a big help, but students today have many more ways to research and apply to colleges. The Internet has made gathering information easy. But it can be hard to tell whether all that information is reliable. And online applications can make envelopes and stamps seem positively archaic. But electronic applications can be just as tricky as their paper counterparts. What's a high-tech student to do?

For some helpful hints on using the latest technology in your college search, read on for a quick course in Admission Tech 101.

Lesson One: Just because it's on the Internet doesn't make it true. Okay, so that seems really basic for a tech-savvy person like yourself. But it's important to keep in mind for everyone that ever received an email about a nonexistent virus. (Quick! Forward this to 200 of your closest friends or the world will end!)

This lesson holds true for college-search sites, too. You probably won't find listings for nonexistent colleges. But you could end up with out-of-date application deadlines or lists of majors. Also, most college search sites include only the colleges that paid the site to list them. That's why you'll get different college lists from different sites (even if you plug in the same preferences).

"Use comparative Web sites only for a general feel and opinions," advises a representative from the University of Southern California. "Even the best can be only as good as the information they're given."

In other words, use the college-search sites as a starting point. Don't depend on just one site—get lists from several of them. Then go to the Web sites of individual colleges to get the real scoop.

Lesson Two: Don't judge a college by its Web site. You can learn a lot about a college from its Web site. Many colleges have extensive sites that include faculty and student Web pages, detailed information about majors and programs, and even virtual campus tours.

Other colleges have more basic Web sites: They may have good information, but they're definitely not high on the "wow!" meter.

Don't be fooled by the quality (or lack of quality) of a college Web site. A poor Web site tells you only that the college has not yet invested a lot in its Web presence. It says next to nothing about the quality of the college itself.

"The college with the best Web site—just like the one with the best publication—is not always the best college for a particular student," says a representative at Alfred University (NY).

The one exception to this principle may be students interested in a high-tech major. A well-done Web site may indicate a greater commitment to keeping up with the latest technology. That may not matter much to a history major, but a potential Web designer or software programmer may need a college on the cutting edge.

Lesson Three: Go undercover. Of course, you need to know a college's majors, activities, and application requirements. But don't stop with the admission office's home page.

"First, look for the student newspaper online, and second, look for links to students' Web pages," says a director of admission at an Oregon institution. "You can find good 'unofficial' or 'undercover' information on the institution." Plus, you can e-mail students and ask them questions about the school.

Undercover information can give you a more in-depth view of the college. It can tell you what the hot issues on campus are (fraternities? politics? bad cafeteria food?) and what students are interested in.

Other pages that can give you good information:

- Faculty home pages—some post detailed syllabuses of their classes.
- Department home pages—get information about majors from the people who teach them.
- Student organizations—check out the schedule for clubs and teams or see what resolutions were passed by the Student Senate.

• Alumni association pages—what are alumni of the college doing now? What is the college doing for its alumni?

Lesson Four: An application is an application. Most colleges accept both paper and electronic applications. Many colleges prefer electronic applications because they make it easier to track student data. However, the type of application submitted won't make a difference in the admission decision.

Tech-savvy students may find applying electronically to be easier and more efficient. But there are some pitfalls to electronic applications.

Some paper applications can be difficult to read due to poor handwriting and some online applications are hard to read because students slip into their poor e-mail writing patterns.

It's easy to click a button and send an application to a college. But make sure that you take an online application just as seriously as a paper one.

Lesson Five: Sometimes old ways are best. One of the best resources in the college search and application process is still your guidance or college counselor. He or she has firsthand information on colleges, has helped hundreds of students through the process, and can get to know you face to face. Even the most technologically advanced Web site can't top that!

COLLEGE RESEARCH WORKSHEET

Name: _____ Advisor: _____

Make extra copies of this worksheet to record information about each college in which you are interested. Keep these worksheets in your portfolio: you will use them as you begin to narrow your college choices down.

Name of College _____

Application deadline_____

Percent of applicants accepted _____

Location _____ Type of college (public/private; 2/4yr)_____

Enrollment #'s_____ Student demographics (ethnicity; gender) _____

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

Campus calendar (quarter, semester) _____

Tests required for admission _____

Minimum test score requirements for admission _____

GPA requirement_____ HS Course(s) requirements_____

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

Majors I am interested in _____

_____

Student-faculty ratio _____

Student Support Services _____

Campus life (clubs, activities, etc) _____

Foundation Scholarship Available?_____

Deadline for applying for scholarship?_____

WEEK 4

Using the School Counselor

Student Material for Lesson:

- One copy of “How to Use Your School Counselor” per student (2 pages)
- One copy of “Get to Know my Counselor” worksheet per student (1 page)



The school counselor can be a very good person for students to turn to when they have questions about their schedule, struggling in a class, need help with college applications or have questions about certain courses. Using the information adapted from the National Association for College Admission Counseling, “How to Use Your School Counselor” help students identify the usefulness of the school counselor. It is important that students have a understanding of who their counselor is and what they can do. Use the information to help students obtain this information, if possible have the counselor come in a talk with the students, then have students use worksheet to organize the info. The students will be provided with the list of how the school counselor can be of use to them.

Student materials

Student material needed for lesson:

- One copy of “How to use your school counselor” per student (2 pages)
- One copy of “Get to know my counselor” worksheet per student (1 page)

How to use your school counselor

School counselors are one of the best ongoing sources of support for students who plan to go to college. They can provide guidance and support throughout the entire process. If you are lucky enough to have access to a counselor in your school, it is in your best interest to visit that person on a regular basis.

Start by making an individual appointment to introduce yourself to your counselor. If small-group college counseling or information sessions are offered, sign up. But don't only settle for a "group" meeting in which you will have to share time with other students. Make sure that you schedule an uninterrupted time for a private, one-on-one session. Begin by introducing yourself and stating clearly that it is your definite goal to attend college. Make sure your counselor realizes that this is IMPORTANT to you and that you are highly motivated!

Throughout your high school years, your counselor can help you:

- **Plan classes** that will prepare you well for college admission and success. Your counselor will know which high school classes are required for college admission.

- **Review your academic record** with you and suggest areas that need improvement. If you need to do some catching up, your counselor can suggest ways in which to do that.

- Begin the admission process by **identifying the questions you should be asking**—and finding honest answers. Questions such as: "Do I want to stay near home? Does the college have my major? How important is size?"

- **Clarify and understand terms, ideas, and experiences** for you that will encounter during research, campus visits, or meetings with college representatives. Your counselor will know where to find information; for example in books, catalogues, brochures, and CDs that deal either with the admission process or a specific college or university. In addition, your counselor will be able to point you to Web sites that offer RELIABLE and FREE information about college.

- **Identify special opportunities** that may maximize your chances for being a well-prepared and appealing candidate for colleges. These might include weekend or summer programs on college campuses (often free for first-generation students), internships, or community college classes open to high school students. Your counselor will know about local college fairs, opportunities to visit college campuses, and even overnight visits to colleges that may be offered.

- **Familiarize yourself with everything you need to know about the required college admission tests.** Your counselor can make sure that you get registered for the PSAT (the practice test for the SAT) and PLAN (the practice test for the ACT) tests. She/he can help you know which tests (SAT, ACT, SAT Subject tests, or TOEFL -Test of English as a Foreign Language) will be required by the colleges to which you may apply. Counselors know how and when to register for tests. She/he can even help with fee waivers if your family can't afford to pay for tests.

- **Secure applications, identify application deadlines and prioritize** in order to make sure that everything gets done carefully and ON TIME! Here also, if you do not have enough money to pay for application fees, your counselor can assist in asking colleges to waive application fees.

- **Complete your applications** and polish any required college essays so that the product you send to colleges will represent the best of your thinking and writing abilities. Make sure that you take a "rough draft" to your counselor early on. Leave plenty of time for revision and rewriting, prior to deadlines.

- **Figure out how to PAY for college.** First, your counselor can give you essential information about the "need-based" financial aid application process. He/she can help you understand how to complete the Free Application for Federal Student Aid (FAFSA), and, if required, other aid applications—such as those required by individual colleges or the College Board's "College Scholarship Service Profile." Your counselor may also be able to help you research scholarships that are based on factors other than your ability to pay for college.

- **Write a letter of recommendation** to colleges or universities. Many colleges will require that you obtain recommendations from both a counselor and one or two teachers. In addition, counselors are often asked to complete "secondary school and mid-year reports" (included with applications).

- **Compare offers of admission and financial aid** after you have heard from all of your colleges. This can be an essential step

in making a final decision. Your school counselor can help you decide which programs are best suited to your educational goals. She/he can also help you compare offers of scholarships and need-based financial aid that may be sent to you in very different formats from different colleges.

There are a few other very important things to remember about working with your school counselor. Most school counselors have many, many students whom they want to help. So make it as easy as possible for your counselor to help you.

- **Make appointments** early and show up on time.

- **Submit any forms** that require counselor completion well in advance of due dates.

- **Carefully follow any procedures** that have been established by your school for turning applications and related forms or for securing transcripts.

- Whenever possible, **make copies of everything you mail or give to your counselor**. Sometimes, with so much paper, things get lost. When you have a copy easily at hand, nothing is ever lost forever.

- Make sure that you **keep your counselor "in the loop"** in terms of what you are hearing from colleges. If there are any problems which arise, your counselor can act as your direct advocate with colleges.

- Whenever you have questions **don't hesitate to return to your counselor for advice**, especially if you feel you are being asked by a college to do something that doesn't seem "just right". Your counselor will know the rules of the game by which both students and colleges are supposed to play.

- If you think it would be helpful, **try to schedule a meeting with your counselor AND your parent(s)**. There are parts of the college process for which you will need lots of help from them. This is particularly true when it comes time to completing the financial aid applications.

- **Be sure to thank your counselor for assistance given.** The counseling door is always open to students who show that they are appreciative of a counselor's time and effort.

- Finally, when all is said and done, and you have made it successfully through the college selection and admission process—**make sure that you take time to THANK your counselor one more time** with a handwritten note (as well as any teachers who helped). If you have made good use of your counselor's knowledge and assistance, the thanks will be more than well-deserved. When the student-counselor relationship "clicks," your counselor will be able to offer the essential emotional support and encouragement that you will need during one of the most important times of your life. And your expression of gratitude will build a reservoir of good-will, should you need to return for further assistance at any time in the future.

Get to know my counselor

My counselor’s name is _____

My counselor’s office is _____

These are some of the things I think of when I hear about the school counselor...

These are some things I think the school counselor would be able to help me with...

One of the most interesting things I learned about the school counselor is...

I did not expect that the school counselor could help me with...

WEEK 5

Mid Quarter Check-In and Review

Student Material for Lesson:

- One copy of “Mid Quarter Check In” worksheet per student (1 page)



Use this week to help students re- evaluate the goals they made during week two, as well as their overall academic progress this quarter. Using the worksheet, have students evaluate the progress they are making on their goals and what they still need to work on. Students should also be aware of their mid- quarter grades at this time. Have students ask teachers for their grades, so they can decide what kind of improvement needs to be made.

Mid Quarter Check In

At this point in the quarter my grades are....

Great.... Good....Average....Poor

Class	Grade

I am doing well at getting my assignments done...

I can improve on....

My Personal Goals for this Quarter were....

1)

2)

My Academic Goals for this Quarter were...

1)

2)

Progress I am making on my goals...

WEEK 6

Skills for Success

Student Material for Lesson:

- One copy of “Notes” work page per student (1 page)
- One copy of “The Way I Study” work-sheet per student (1 page)



Using material adapted from National College Access Network, “Success in High School,” help students identify how proper study skills lead to success. Study skills are an important tool to have for the successful completion of any course. Many students struggle with finding the most effective ways to study as well as their barriers to learning and being successful. Use this weeks lesson to help students identify how they can improve their study skills. Have students use the worksheet to examine what study skills are or are not working for them, and how to improve their study skills. This lesson should be taught with significant involvement from the students, as they share what study skills work for them.

Goal: Attain study skills which will contribute to high school success.

Objectives:

Students will attain knowledge of basic study skills.

Procedure:

1. Welcome the students, re-introducing yourself and handing out folders to any new students. Make sure all students sign in.

2. Explain that today's program will consist of study skill tips and tutoring.

Explain that today we are going to discuss good study skill habits. For most people, getting good grades is an important step towards becoming more successful.

4. Study skills section (20 min.)

A. Ask the following questions:

How many of you are excellent note-takers?

How many of you review all of your notes for every class every day?

How many of you wait until the night before a test to study for it?

How many of you get really nervous before a test?

B. Explain that by making only a few simple changes, they will be able to improve their grades. Having good study skills does not mean studying longer; rather, it means studying smarter!

Items to stress:

figure out your learning style and learn how to use it to your advantage (not everybody learn the same way)

importance of daily and weekly reviews

importance of getting organized

how/when to ask for help

importance of having a consistent, short way of taking notes

test anxiety can often be overcome if we are prepared in the right way for a test

C. Point out the SQ3R technique description. Emphasize that this is one technique that, when practiced, will help them to read for information very quickly with maximum retention of information (the military developed this process for its high-security personnel).

D. Also point out that there are different types of note taking, with the outline type (rigid or loose outlines) being the most popular and two-column running a close second. Emphasize that there are all different ways to take notes (i.e. two columns with question/answer; cluster mind-mapping); etc.) but that they need to find the best way for them.

KEY: The answer to note-taking is NOT to write down everything the teacher says, word for word! No matter which format they choose, it should highlight the important ideas and key points.

5. Recap/review (5 min.): Go around the circle with everyone answering the question, “Name one new study tip you learned today...” Start with yourself and go around until all have answered.

Student materials

Student material needed for lesson:

- One copy of “Notes” work page per student (1 page)
- One copy of “The way I study” worksheet per student (1 page)

NOTES:

The way I study

One of my biggest struggles with studying is...

One thing I could change when I study is...

One new study skill I learned today was...

WEEK 7

Campus Tour

Student Material for Lesson:

- One copy of “Campus Visit Checklist” per student (3 pages)
- One school provided permission slip per student



During Week 8, all homeroom classes will take a field trip to a local University, Community College, Vocational School or School of the Arts. Arrangements for the trip will be made by the individual school. Permission slips will also be handed out to students, and provided by the school. Students will use the following worksheet to identify the information they need to review the college. The following worksheet adapted from “Campus Visits and College Interviews” by Zola Dincin Schneider, will help guide students to the most important aspects of a campus they should look at during a visit.

Student materials

Student material needed for lesson:

- One copy of “Campus visit checklist” per student (3 pages)
- One school provided permission slip per student

Campus Visit Checklist

How to Make the Most of Your Trip

Visiting a college campus helps you get a sense of what a college — and life at that college — is like. This can help you decide whether the college is right for you.

When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors and students. Below are some other things you can do while visiting. Note that some activities, such as meeting with an admission officer or staying overnight in a dorm, might need to be set up in advance.

Gather Information

Find out what you need to do to apply and see if the college's class and major offerings are what you want:

- Take part in a group information session at the admission office.
- Interview with an admission officer.
- Pick up financial aid forms.
- Sit in on a class that interests you. If classes aren't in session, just see what the classrooms are like.
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names of the people you meet and their business cards so you can contact them later if you have questions.
- Explore the Campus

- Get a feel for student life and see if this college is a place where you will do well:
- Take a campus tour.
- Talk to current students about life on campus and the college.
- Check out the freshmen dorms and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.
- Check Out Campus Media

Tune in to learn what's happening on campus and what's on students' minds:

- Listen to the college radio station.
- Read the student newspaper.
- Read other student publications, such as department newsletters, alternative newspapers and literary reviews.
- Scan bulletin boards to see what daily student life is like.
- Go to the career center and learn what services it offers.
- Browse the school's website and any campus blogs.

Questions to Ask During Your Visit

Here are some questions you may want to ask your tour guide or students you meet on campus:

What are the best reasons to go to this college?

What's it like to go from high school to college?

What do you do in your free time? On the weekends?

What do you love about this college?

What do you wish you could change about this college?

Why did you choose this college?

What is it like to live here?

Questions I would like to ask during my visit….

WEEK 8

Campus Tour Review

Student Material for Lesson:

- One copy of “Campus Tour Review” worksheet per student (1 page)



Help students reflect on last weeks campus tour. Encourage them to reflect on how the campus made them feel, and if they felt the school would be a good fit.

Lead a discussion between the students to get everyones opinion on how the campus tour went.

Student materials

Student material needed for lesson:

- One copy of “Campus tour review” worksheet per student (1 page)

Campus tour review

The thing that most impressed me about the campus:

The most valuable piece of information I received during the campus tour:

My impression about the student body was:

The thing I liked the least about the campus was:

I really wish I had learned more about....

I could see my self going to school here. Yes or No, Why?

WEEK 9

Goal and Program Review

Student Material for Lesson:

- One copy of “Reviewing My Goals” per student (2 pages)
- One copy of “Pre/ Post Survey” per student (2 pages)



Have students reflect on the goals they set in the second week of the quarter. Have students identify the progress they have made on their academic, and personal goals. Administer the “Pre/ Post Survey” to get students opinions about the program. As a final step, make sure that you (the teacher) or an administrator completes one “Grade and Attendance Report” for each student, to best examine their end of quarter grades and attendance. Both the survey and “Grade and Attendance Report” should be collected by the instructor so that an evaluation of student progress can be done.

Grade and Attendance Report

Year:

Term:

Student Name:

Student Grade:

Student GPA:

Grades/ Class Attendance:

Period	Subject	Grade	Number of Absences	Number of Tardies
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				
Eighth				

Attendance:

Category	Number
Total Days in Term	
Total Excused Absences	
Total Unexcused Absences	
Total Excused Tardies	
Total Unexcused Tardies	

Student materials

Student material needed for lesson:

- One copy of “Reviewing my goals” per student (2 pages)
- One copy of “Pre/ post survey” per student (2 pages)

Reviewing My Goals

My educational goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

My personal goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

PRE/ POST Survey

Question 1) Prior to this program I was socially isolated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 2) JUMP START helped me interact with my peers better.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 3) JUMP START helped me to better interact with my teachers.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 4) Before JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 5) After JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 6) Before JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 7) After JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 8)JUMP START has helped me develop academic goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3

THIRD QUARTER



Third Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - Finding support

Week Four - Review of College Types

Week Five - Mid Quarter Check- In and Review

Week Six - Earning College Credit

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

WEEK 1

Peer Connection and Assignments

Student Material for Lesson:

- One set of Peer Connection sheets per student (2 pages)
- One set of Assignment Calendars per student (7 pages)



The “Peer Connection and Assignments” lesson in Week 1, is meant to give students the opportunity to connect with and collect contact information for two students from each of the classes. It is important that students have peers they can rely on for notes or information, should they miss class due to illness, or have a question about homework or lessons. Students should also include their teachers email address on the peer connection sheet, for quick reference. This lesson also gives students the tools to organize the assignments, exams and projects that are due for each subject for the quarter. This lesson should be taught on the second day of the school year, so that students may get connected with their peers and teachers quickly as possible.

First Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Second Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Third Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fourth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fifth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Sixth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Seventh Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Other Contacts:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Assignment Calendar



Use the following subject calendars (one for each subject) to determine when assignments are due for each subject in the up coming quarter. The Subject Calendar can also be used to track due dates for projects and exams.

Distribute seven subject calendars to each student, so that they can document assignments for each class.

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

WEEK 2

Goal Setting

Student Material for Lesson:

- One copy of “Setting a Goal” per student (1 page)
- One copy of “My Goals” worksheet per student (3 pages)



Using the material adapted from “Success in High School”, and the worksheet adapted from the Florida Department of Education help students identify academic and personal goals. The goals should include long term, intermediate and short term goals. Students will revisit these goals at both the mid- point in the quarter, as well as at the end of the quarter. Students will be provided with the a copy of “Setting a goal” worksheet which includes an example goal of “becoming a nurse” and what steps are necessary to get to that goal, as well as the definitions of long term, intermediate and short term goals, so that they can identify goals they wish to achieve.

Goal: Attain goal-setting skills, which will contribute to high school success.

Objectives:

1. Students will understand the process of goal-setting.

2. Students will identify personal and academic goals for the semester and year.

Materials:

Goal setting worksheet

Chalkboard & chalk (or equivalent)

Additional student folders for any new students

Procedure:

1. Explain that today's program will consist of goal-setting activities and tutoring.

2. Goal setting activity (20 min.):

Have the students sit in a circle. Explain that before we get into the process of goal-setting, we need to know why it is important to set goals. Ask the following questions of the group:

A. How many of you have set goals for yourself before?

1. How many of you have stuck to those goals?

2. What types of goals did you set?

B. What are some examples of goals?

C. Why do we need to set goals for ourselves?

D. What happens when we don't set goals?

E. Some goals seem almost impossible to reach. How do you make a big goal achievable?

The point of this discussion is to open up the floor to see what the students' impressions are of goal-setting. Some of them probably will have set goals before; however, you will likely find that many students believe that these goals are unachievable due to finances, family situations, etc. You want to steer the discussion in a direction of brainstorming strategies for achieving big goals.

Discuss the difference between short, medium and long-term goals. A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD. A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper. A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

As the students come up with ideas, make sure to write them on the board so that all can see. Then, on another section of the board, demonstrate the process:

Start with a goal, drawing a circle around it. Using arrows or a ladder-type drawing, demonstrate a step-by-step process, which breaks the goal down into achievable bits.

Example: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Use a student's goal; it will make it more realistic. The point: GOALS ARE ACHIEVABLE, but achieving goals requires planning. Stress that it is better to set a goal and not to meet it than not to set one at all. (Ask why)

Application: (10 min.)

1. Explain that now that we are thinking about what is important to us and exactly how important certain things are, we will set some goals for the semester and the school year.

2. Handout the goal-setting worksheet. Tell the students that there are no right or wrong answers and that this is an opportunity to develop a plan to make their dreams become reality. Explain that their goals do not only have to involve academics; they can involve personal, non-academic goals as well. Give them time to fill out the worksheet.

3. Upon completion, ask for students to volunteer to share their goals. Do not call on them, or if you do, give them the opportunity to pass without answering. When someone does share, ask him or her to explain the steps that they plan to take to achieve their goal.

4. Collect their worksheets and place them into a mailing envelope, explaining that you will be giving them back at the end of the semester.

*** END OF LESSON ***

Student materials

Student Material needed for Lesson:

- One copy of “Setting a goal” per student (1 page)
- One copy of “My goals” worksheet per student (3 pages)

Setting a Goal

Example Goal: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Types of Goals:

Short- term Goal: A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD.

Intermediate Goal: A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper.

Long- term Goal: A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

My Goals

Name:

Date:

Educational Goals: (Related to your current school courses or future education)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2

1.
2.
3.
4.
5.
6.

Personal Goals: (Appearance, personality, friends, family, etc.)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2:

1.
2.
3.
4.
5.
6.

1. Short-Term Goal:
2. Intermediate Goal
3. Long-Term Goal

Steps to Reach Short- Term Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Intermediate Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Long Term Goal

1.
2.
3.
4.
5.
6.

My Career Goals:

Remember to review these goals statements regularly and work on reaching them. Good luck!

WEEK 3

Finding Support

Student Material for Lesson:

- One copy of “Finding Support During the Process: Who Can Help?” per student (1 page)
- One copy of “My support system” worksheet per student (1 page)



Using the information from Patrick O’ Connor’s “Finding Support During the Process: Who Can Help?” help students identify people in their support system. Each student has different people they rely on to help get them through the tough times. For some support comes from their parents, for others it may be their peers. No matter who the support person is, it is important that students have the resources they need to identify who they can count on for support during their high school years, and the process of applying to colleges. Have students review the information presented, and complete the worksheet to identify who they can rely on.

Student materials

Student material needed for lesson:

- One copy of “Finding support during the process: Who can help?” per student (1 page)
- One copy of “My support system” worksheet per student (1 page)

Finding support during the process: Who can help?

The first step in the college journey involves building a support team that can help you make sure your college search goes well—information-rich and with several opportunities to ask questions. For most students, this team includes:

Your parents. Most students don't want their parents telling them what to do about college, and that's actually a good thing, since you'll be on your own before you know it. But there's a difference between your parents driving the college bus and you kicking them to the curb; they know you well, they may know other people who can help you reach your college goal, and there's a good chance they're going to help you pay for college, so you want them on board in a big way.

The best way to create an effective college partnership with your parents is to set up a weekly 20-minute college meeting , when you focus on your college goals and talk about the steps everyone needs to take that week to make those goals a reality.

Your school counselor and other college advisers. Make the most out of your school counselor in your college search. Tenth and 11th grade students should contact their counselor early on to find out how the counselor communicates information about college nights, signing up for college tests, application deadlines, and more.

If you're in a school where your counselor is overwhelmed with other duties, you still want to find the best way to stay in touch with them—if a college needs a transcript or has a question about your application, they'll be calling your counselor. At the same time, you'll want to find someone who stays on top of the latest information on colleges and financial aid, since deadlines and requirements change all the time.

To get other college help, see if you have a local college access network (LCAN) or see if there is a community-based organization like Upward Bound or ASPIRA that offers college help in your community. Your community may also have independent educational consultants (or private college counselors) who offer group services at a reduced price. This is the kind of information parents can discover when talking to other parents, so make sure they ask around.

Teachers. You won't ask teachers for college recommendations until spring of your junior year, but the best time to build strong relationships with high school teachers starts with your first day of class in ninth grade. Not only does this guarantee you'll get strong college letters—you'll actually end up learning more about yourself and the world around you!

Teachers can also help you think about career and college options. Good math teachers can tell you about the jobs good math students will like, and music and art teachers often have the best information on colleges that will help you make your dreams come true.

Friends and Neighbors. What's true for teachers can be said for everyone in your community. Your local dentist can tell you about dental school; a local attorney can tell you if law is all it's cracked up to be; your lab partner in science class may have found a college they think is perfect for you. Any college advice they give you should be double-checked with your counselor, but they can show you the "big picture" of a career that can help you make a stronger college decision—so ask!

by Patrick O'Connor

My Support System

Three people I count most on are...

When at school, I can count on....

The benefits of having a support system are...

Three people I could get a college recommendation letter from are....

Three teachers I could get a college recommendation letter from are...

WEEK 4

Review of College Types

Student Material for Lesson:

- One copy of “College Types” per student (2 pages)

Using the information provided by the National Association for College Admission Counseling, “College Types,” help students review the different types of post- secondary education available after high school. It is important to understand that not every student is headed for a four year college or university, the information provided gives an overview of the many different options for a student. Hold a class discussion about the types of post- secondary education institutions available and help students to begin thinking what may be the best fit for them.

Student materials

Student material needed for lesson:

- One copy of “College types” per student (2 pages)

College types

Today, college probably seems like it is a long way off.

But in just a couple of years, you will begin to think about particular colleges that you might want to attend. In the end, picking one college out of hundreds of possibilities will require lots of thought and quite a bit of research. Here are some terms you'll need to know.

College Types:

While no two are exactly alike, most fit into one or more of the following categories:

Liberal Arts Colleges focus on the education of undergraduate students. Classes are generally taught by professors who see teaching as their primary responsibility. Students who attend liberal arts colleges are exposed to a broad sampling of classes. In addition, they select at least one area of in-depth study that is their college "major." Many employers look for graduates of liberal arts programs, because they are "well-rounded."

Universities are generally larger and include a liberal arts college, as well as colleges focused on preparation for a specific career, like nursing or education. Universities offer a greater range of academic choices than do liberal arts colleges, but often come with classes that are quite large.

Technical Institutes and Professional Schools enroll students who have made clear decisions about what they want to study and emphasize preparation for specific careers, for example in music or fine arts, engineering or technical sciences. You will want to be quite sure of your future direction before selecting one of these options.

Historically Black Colleges and Universities find their origins in the time when African-American students were systematically denied access to most other colleges and universities. Students at HBCUs have a unique opportunity to experience an educational community in which they are a part of the majority. They find committed faculty mentors who encourage their expectations of success.

Tribal Colleges are similar to HBCUs, in focusing on the needs and education of American-Indian students.

Similarly, **Women's Colleges**, with their larger numbers of female faculty and administrators, offer college women confidence-building role models, greater opportunities to serve in a full range of student leadership positions, and a heightened awareness of career possibilities for women. Women's colleges graduate a high number of science majors, as well as students who continue on to graduate school and/or professional studies.

Community or junior colleges generally offer the first two years of a liberal arts education, in addition to specialized occupational preparation. An associate degree is awarded at the end of a two-year program of studies, following which many students continue their education at a four-year institution.

Proprietary institutions are considered for-profit companies that operate under the demands of investors and stockholders. They attract adult learners and part-time students in search of narrowly-focused professional training opportunities. These programs usually offer a non-traditional format; many for-profits also have classes solely available online.

Other terms you'll want to know:

Public colleges and universities are financed by citizens who pay taxes in your state. Their primary mission is often to serve students who live where you do. Generally, costs to students are less than those of private colleges.

Private colleges and universities are not supported by states or taxes. Some receive support from a religious group.

Financial aid comes in many forms and helps students with need pay for college costs. Financial aid includes:

- Grants: money given to students based upon family income and also
- Scholarships: awards based upon school performance, test scores, or special talents (like sports or music).

Undergraduate degrees include: a two-year associate degree (earned at a community college or two-year private college) and a bachelor's degree (completed at a four-year institution).

WEEK 5

Mid Quarter Check-In and Review

Student Material for Lesson:

- One copy of “Mid Quarter Check In” worksheet per student (1 page)



Use this week to help students re- evaluate the goals they made during week two, as well as their overall academic progress this quarter. Using the worksheet, have students evaluate the progress they are making on their goals and what they still need to work on. Students should also be aware of their mid- quarter grades at this time. Have students ask teachers for their grades, so they can decide what kind of improvement needs to be made.

Mid Quarter Check In

At this point in the quarter my grades are....

Great.... Good....Average....Poor

Class	Grade

I am doing well at getting my assignments done...

I can improve on....

My Personal Goals for this Quarter were....

1)

2)

My Academic Goals for this Quarter were...

1)

2)

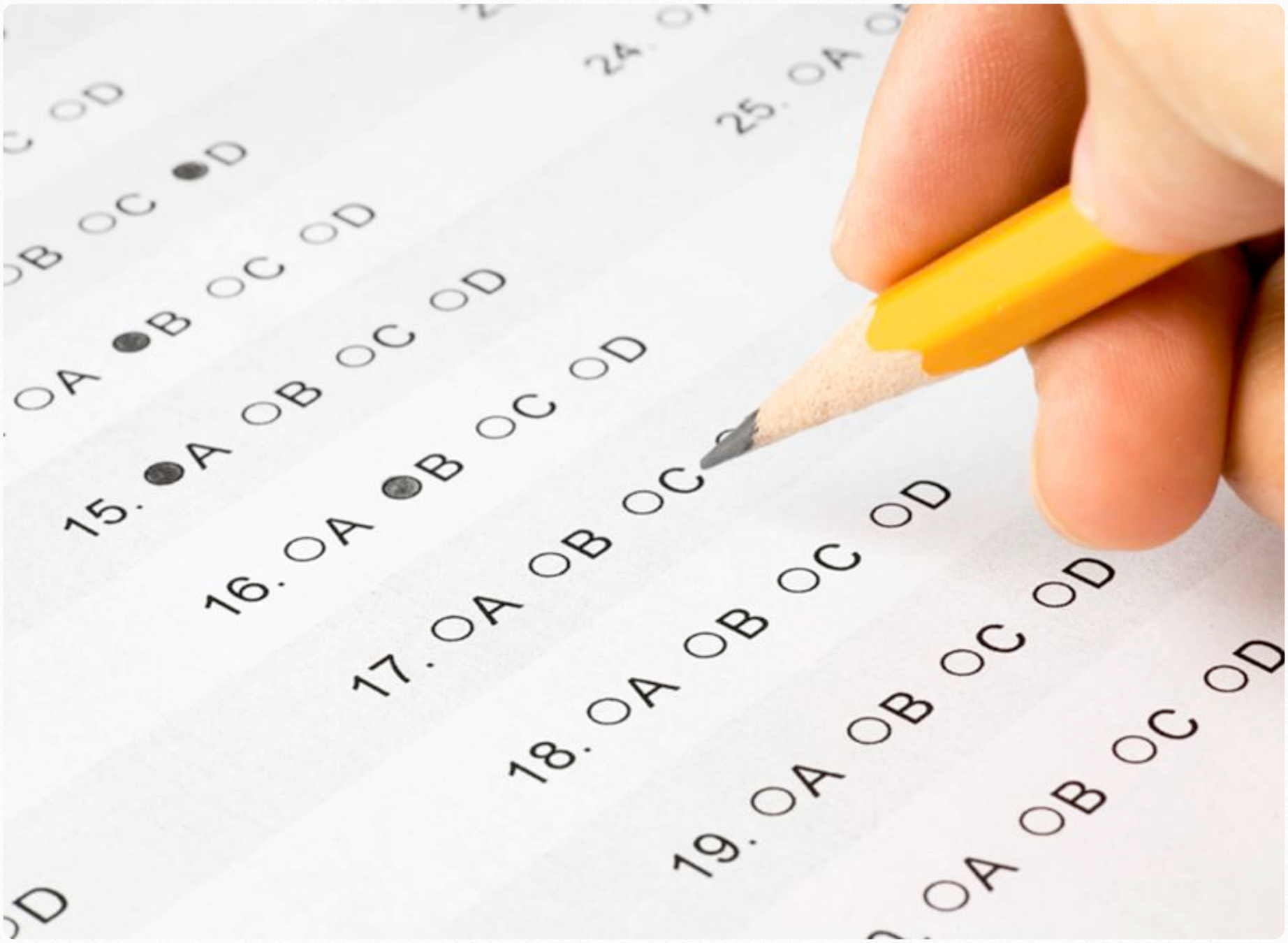
Progress I am making on my goals...

WEEK 6

Earning College Credit

Student Material for Lesson:

- One copy of “Advanced Classes” per student (2 pages).



Using the information from the National Association for College Admission Counseling, “Earning College Credit in High School,” help students recognize that the choices they make in high school course work can have an impact on college credit. Hold a class discussion about the information provided as well as students feelings about advanced courses.

Student materials

Student material needed for lesson:

- One copy of “Advanced classes” per student (2 pages).

Advanced classes

Ambitious high school students often have a variety of options to get a head start on college. They can earn college credits by scoring high on AP (Advanced Placement) or IB (International Baccalaureate) tests or by taking courses at local colleges. Earning college credit in high school can definitely help in college admission.

AP and IB

Many high schools offer AP and/or IB courses. Students in these classes complete advanced, college-level coursework. At the end of each course, they take a standardized test to prove they have learned the material. High scorers can receive college credit for the course at many colleges around the country.

Admission officers see AP or IB courses as a plus.

"What that indicates is that the student wants to take the most challenging coursework possible while they're in high school," says a representative from Hastings College (NE).

In addition, the standardized tests for the courses give admission officers a way to compare students from across the country.

"[The AP and IB tests] tell us not only about how that student performed in the course in their high school but on a national or international scale," says a representative from Rice University (TX).

Dual Enrollment Courses

A growing number of high schools are partnering with local colleges to provide dual enrollment courses. In these programs, students can earn college credit by taking the same courses as students at a nearby community college.

Dual enrollment programs can vary widely. In some programs, the dual enrollment classes take place in the high school during the school day. Others require students to attend regular classes on the college campus.

Because of dual enrollment programs' newness and variety, colleges may or may not accept dual credits.

"We ask a few questions to follow-up on [dual enrollment courses] to be sure we're clear on how much depth of material is covered, who taught the course, [and whether they] were in class with other college students or still inside the walls of their high school."

Dual enrollment credits, therefore, may not be accepted as widely as AP or IB credits. However, having dual enrollment courses on your application still shows that you're interested in challenging yourself academically.

Don't Overdo It

Colleges look for students who take the most demanding courses available at their high school. But they also expect students to do well in those courses. If your high school offers many AP or other advanced courses, it may be tempting to try to take them all. But beware of overburdening yourself: too many tough courses can lead to high stress and lower grades.

Instead, choose advanced courses in the subjects that you enjoy the most and can succeed in. If you're unsure of how much work you should take on, discuss your choices with your guidance counselor, the teacher of the course, or a parent.

"Have some good conversations about what this curriculum would mean senior year." You should leave room for other, nonacademic goals, like participating in extracurricular activities and just having some fun your senior year.

In short, balance is the key.

"Students need to feel confident in their ability to be successful in taking college-level coursework before they get into it. You still need to have some fun in high school and to do well in all your courses—and there are only so many hours in the day."

WEEK 7

Campus Tour

Student Material for Lesson:

- One copy of “Campus Visit Checklist” per student (3 pages)
- One school provided permission slip per student



During Week 8, all homeroom classes will take a field trip to a local University, Community College, Vocational School or School of the Arts. Arrangements for the trip will be made by the individual school. Permission slips will also be handed out to students, and provided by the school. Students will use the following worksheet to identify the information they need to review the college. The following worksheet adapted from “Campus visits and college interviews” by Zola Dincin Schneider, will help guide students to the most important aspects of a campus they should look at during a visit.

Student materials

Student material needed for lesson:

- One copy of “Campus visit checklist” per student (3 pages)
- One school provided permission slip per student

Campus Visit Checklist

How to Make the Most of Your Trip

Visiting a college campus helps you get a sense of what a college — and life at that college — is like. This can help you decide whether the college is right for you.

When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors and students. Below are some other things you can do while visiting. Note that some activities, such as meeting with an admission officer or staying overnight in a dorm, might need to be set up in advance.

Gather Information

Find out what you need to do to apply and see if the college's class and major offerings are what you want:

- Take part in a group information session at the admission office.
- Interview with an admission officer.
- Pick up financial aid forms.
- Sit in on a class that interests you. If classes aren't in session, just see what the classrooms are like.
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names of the people you meet and their business cards so you can contact them later if you have questions.
- Explore the Campus

- Get a feel for student life and see if this college is a place where you will do well:
- Take a campus tour.
- Talk to current students about life on campus and the college.
- Check out the freshmen dorms and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.
- Check Out Campus Media

Tune in to learn what's happening on campus and what's on students' minds:

- Listen to the college radio station.
- Read the student newspaper.
- Read other student publications, such as department newsletters, alternative newspapers and literary reviews.
- Scan bulletin boards to see what daily student life is like.
- Go to the career center and learn what services it offers.
- Browse the school's website and any campus blogs.

Questions to Ask During Your Visit

Here are some questions you may want to ask your tour guide or students you meet on campus:

What are the best reasons to go to this college?

What's it like to go from high school to college?

What do you do in your free time? On the weekends?

What do you love about this college?

What do you wish you could change about this college?

Why did you choose this college?

What is it like to live here?

Questions I would like to ask during my visit….

WEEK 8

Campus Tour Review

Student Material for Lesson:

- One copy of “Campus Tour Review” worksheet per student (1 page)



Help students reflect on last weeks campus tour. Encourage them to reflect on how the campus made them feel, and if they felt the school would be a good fit.

Lead a discussion between the students to get everyones opinion on how the campus tour went.

Student materials

Student material needed for lesson:

- One copy of “Campus tour review” worksheet per student (1 page)

Campus tour review

The thing that most impressed me about the campus:

The most valuable piece of information I received during the campus tour:

My impression about the student body was:

The thing I liked the least about the campus was:

I really wish I had learned more about....

I could see my self going to school here. Yes or No, Why?

WEEK 9

Goal and Program Review

Student Material for Lesson:

- One copy of “Reviewing My Goals” per student (2 pages)
- One copy of “Pre/ Post Survey” per student (2 pages)



Have students reflect on the goals they set in the second week of the quarter. Have students identify the progress they have made on their academic, and personal goals. Administer the “Pre/ Post Survey” to get students opinions about the program. As a final step, make sure that you (the teacher) or an administrator completes one “Grade and Attendance Report” for each student, to best examine their end of quarter grades and attendance. Both the survey and “Grade and Attendance Report” should be collected by the instructor so that an evaluation of student progress can be done.

Grade and Attendance Report

Year:

Term:

Student Name:

Student Grade:

Student GPA:

Grades/ Class Attendance:

Period	Subject	Grade	Number of Absences	Number of Tardies
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				
Eighth				

Attendance:

Category	Number
Total Days in Term	
Total Excused Absences	
Total Unexcused Absences	
Total Excused Tardies	
Total Unexcused Tardies	

Student materials

Student material needed for lesson:

- One copy of “Reviewing my goals” per student (2 pages)
- One copy of “Pre/ post survey” per student (2 pages)

Reviewing My Goals

My educational goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

My personal goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

PRE/ POST Survey

Question 1) Prior to this program I was socially isolated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 2) JUMP START helped me interact with my peers better.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 3) JUMP START helped me to better interact with my teachers.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 4) Before JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 5) After JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 6) Before JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 7) After JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 8)JUMP START has helped me develop academic goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4

FOURTH QUARTER



Fourth Quarter

Week One - Classmate Connection and Assignments

Week Two - Goal Setting

Week Three - Graduation Requirements

Week Four - What do I Want in a College

Week Five - Mid Quarter Check- In and Review

Week Six - SAT/ACT Prep

Week Seven - Campus Tour

Week Eight - Campus Tour Review

Week Nine - Goal Review

WEEK 1

Peer Connection and Assignments

Student Material for Lesson:

- One set of Peer Connection sheets per student (2 pages)
- One set of Assignment Calendars per student (7 pages)



The “Peer Connection and Assignments” lesson in Week 1, is meant to give students the opportunity to connect with and collect contact information for two students from each of the classes. It is important that students have peers they can rely on for notes or information, should they miss class due to illness, or have a question about homework or lessons. Students should also include their teachers email address on the peer connection sheet, for quick reference. This lesson also gives students the tools to organize the assignments, exams and projects that are due for each subject for the quarter. This lesson should be taught on the second day of the school year, so that students may get connected with their peers and teachers quickly as possible.

First Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Second Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Third Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fourth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Fifth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Sixth Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Seventh Period:

Teacher Name:

Teacher Email:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Other Contacts:

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Student Name:

Email:

Telephone:

Text?: Y/N

Assignment Calendar



Use the following subject calendars (one for each subject) to determine when assignments are due for each subject in the up coming quarter. The Subject Calendar can also be used to track due dates for projects and exams.

Distribute seven subject calendars to each student, so that they can document assignments for each class.

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

Subject:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Next Exam					
Project Due					

WEEK 2

Goal Setting

Student Material for Lesson:

- One copy of “Setting a Goal” per student (1 page)
- One copy of “My Goals” worksheet per student (3 pages)



Using the material adapted from “Success in High School”, and the worksheet adapted from the Florida Department of Education help students identify academic and personal goals. The goals should include long term, intermediate and short term goals. Students will revisit these goals at both the mid- point in the quarter, as well as at the end of the quarter. Students will be provided with the a copy of “Setting a goal” worksheet which includes an example goal of “becoming a nurse” and what steps are necessary to get to that goal, as well as the definitions of long term, intermediate and short term goals, so that they can identify goals they wish to achieve.

Goal: Attain goal-setting skills, which will contribute to high school success.

Objectives:

1. Students will understand the process of goal-setting.

2. Students will identify personal and academic goals for the semester and year.

Materials:

Goal setting worksheet

Chalkboard & chalk (or equivalent)

Additional student folders for any new students

Procedure:

1. Explain that today's program will consist of goal-setting activities and tutoring.

2. Goal setting activity (20 min.):

Have the students sit in a circle. Explain that before we get into the process of goal-setting, we need to know why it is important to set goals. Ask the following questions of the group:

A. How many of you have set goals for yourself before?

1. How many of you have stuck to those goals?

2. What types of goals did you set?

B. What are some examples of goals?

C. Why do we need to set goals for ourselves?

D. What happens when we don't set goals?

E. Some goals seem almost impossible to reach. How do you make a big goal achievable?

The point of this discussion is to open up the floor to see what the students' impressions are of goal-setting. Some of them probably will have set goals before; however, you will likely find that many students believe that these goals are unachievable due to finances, family situations, etc. You want to steer the discussion in a direction of brainstorming strategies for achieving big goals.

Discuss the difference between short, medium and long-term goals. A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD. A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper. A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

As the students come up with ideas, make sure to write them on the board so that all can see. Then, on another section of the board, demonstrate the process:

Start with a goal, drawing a circle around it. Using arrows or a ladder-type drawing, demonstrate a step-by-step process, which breaks the goal down into achievable bits.

Example: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Use a student's goal; it will make it more realistic. The point: GOALS ARE ACHIEVABLE, but achieving goals requires planning. Stress that it is better to set a goal and not to meet it than not to set one at all. (Ask why)

Application: (10 min.)

1. Explain that now that we are thinking about what is important to us and exactly how important certain things are, we will set some goals for the semester and the school year.

2. Handout the goal-setting worksheet. Tell the students that there are no right or wrong answers and that this is an opportunity to develop a plan to make their dreams become reality. Explain that their goals do not only have to involve academics; they can involve personal, non-academic goals as well. Give them time to fill out the worksheet.

3. Upon completion, ask for students to volunteer to share their goals. Do not call on them, or if you do, give them the opportunity to pass without answering. When someone does share, ask him or her to explain the steps that they plan to take to achieve their goal.

4. Collect their worksheets and place them into a mailing envelope, explaining that you will be giving them back at the end of the semester.

*** END OF LESSON ***

Student materials

Student Material needed for Lesson:

- One copy of “Setting a goal” per student (1 page)
- One copy of “My goals” worksheet per student (3 pages)

Setting a Goal

Example Goal: Becoming a nurse

Before reaching this goal, there are several (achievable!) steps you must complete:

STEPS

⇐ work hard in school

⇐ get good grades

⇐ volunteer in medical setting, if possible

⇐ work with your guidance counselor to make sure you are taking appropriate class for that program

⇐ finish high school

⇐ attend a 2-4 college with a strong nursing program

⇐ work hard at college

⇐ complete all of the course work

⇐ do practicum

⇐ graduate from college

⇐ look for a job in the nursing profession

Types of Goals:

Short- term Goal: A short-term goal is something relatively basic that you plan to accomplish in 4-6 weeks, like saving money for a new CD.

Intermediate Goal: A medium-term goal is something that requires additional time that you plan to work on over 3-6 months, such as completing a research paper.

Long- term Goal: A long-term goal is something you want to accomplish in the distant future that may require several steps to complete, like planning for college. This may take a year or more to finish.

My Goals

Name:

Date:

Educational Goals: (Related to your current school courses or future education)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2

1.
2.
3.
4.
5.
6.

Personal Goals: (Appearance, personality, friends, family, etc.)

1.
2.

Steps to Reach Goal #1

1.
2.
3.
4.
5.
6.

Steps to Reach Goal #2:

1.
2.
3.
4.
5.
6.

1. Short-Term Goal:
2. Intermediate Goal
3. Long-Term Goal

Steps to Reach Short- Term Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Intermediate Goal:

1.
2.
3.
4.
5.
6.

Steps to Reach Long Term Goal

1.
2.
3.
4.
5.
6.

My Career Goals:

Remember to review these goals statements regularly and work on reaching them. Good luck!

WEEK 3

Graduation Requirements

Student Material for Lesson:

- One copy of “Graduation Requirements” worksheet (1 page)
- District or school class catalogue



Between required core classes, electives, activities, grades and community service, navigating the graduation requirements can be difficult for a lot of students. Using the worksheet, assist students in identifying the school requirements for graduation. Since each district has different requirements you, as the instructor, will need to have handouts explaining the graduation requirements to the students.

Student materials

Student material needed for lesson:

- One copy of “Graduation requirements” worksheet (1 page)
- District or school class catalogue

Graduation Requirements

Use this guide to help you keep track of the graduation requirements for your school. Identify the number of credits required, as well as the classes you have already taken. This worksheet can continue to be used as each class is completed.

English Credits Needed_____

Credits Completed

Math Credits Needed_____

Credits Completed

History Credits Needed_____

Credits Completed

Community Service Required _____

Science Credits Needed_____

Credits Completed

Humanities Credits Needed_____

Credits Completed

Music Credits Needed_____

Credits Completed

Elective Credits Needed_____

Credits Completed

Language Credits Needed_____

Credits Completed

WEEK 4

What do I Want in a College?

Student Material for Lesson:

- One copy of “College Counseling Questionnaire” per student (2 pages)
- Information from prior quarters



Using the information presented in the fourth week of the third quarter, as well as information obtained during college campus tours, help the students identify what is important to them when considering post- secondary education. Students should complete the “Collage Counseling Questionnaire” presented by the National Association for College Admission Counseling. Things students may want to consider include, size, location, subjects and specialties and cost.

Student materials

Student material needed for lesson:

- One copy of “College counseling questionnaire” per student (2 pages)
- Information from prior quarters

College counseling questionnaire

Please respond to the following questions. Your responses are for your personal use and for you to share with your college counselor and parents as you build your college list.

Location:

1. Do you have a specific location in mind for college (i.e., a specific city, state or region)?

2. Do you have any requirements in terms of location (i.e., warm/cold climate, near family, near the ski slopes)?

3. How far from/close to home is the ideal college (i.e., minutes away, an hour away, a day's drive, a plane flight)?

4. Do you prefer a city, a suburb or a small town?

5. Do you want your college to be near other colleges (in a college town)?

6. Do your parents have a certain location in mind?

7. Are you willing to consider locations that you have not yet visited or do you prefer a location with which you are comfortable?

8. What are your academic interests?

9. Do you have a specific career in mind? What college major do you think would best suit this profession?

10. What other academic areas do you hope to pursue in college?

11. Do you work better when you are challenged by tough classes and motivated classmates, or when you are near the top of a less competitive group?

12. How hard do you work in high school?

13. How hard do you expect to work in college?

WEEK 5

Mid Quarter Check-In and Review

Student Material for Lesson:

- One copy of “Mid Quarter Check In” worksheet per student (1 page)



Use this week to help students re- evaluate the goals they made during week two, as well as their overall academic progress this quarter. Using the worksheet, have students evaluate the progress they are making on their goals and what they still need to work on. Students should also be aware of their mid- quarter grades at this time. Have students ask teachers for their grades, so they can decide what kind of improvement needs to be made.

Mid Quarter Check In

At this point in the quarter my grades are....

Great.... Good....Average....Poor

Class	Grade

I am doing well at getting my assignments done...

I can improve on....

My Personal Goals for this Quarter were....

1)

2)

My Academic Goals for this Quarter were...

1)

2)

Progress I am making on my goals...

WEEK 6

SAT/ ACT Prep

Student Material for Lesson:

- One copy of “The World of SAT and ACT Tests” per student (2 pages)



Using the material adapted from the National Association of College Admission Counseling, “Put to the test: Preparing for the SAT/ ACT,” use this lesson to help students prepare for taking the SAT or ACT exams. This lesson is designed to help ease students anxiety about standardized testing, as well as give them appropriate study tips, test taking tests and the best ways to prepare for college entrance exams.

There is not worksheet to accompany this lesson, as it is a discussion based lesson. Ask students to share their fears and reservations about SAT and ACT exams, and help dispel myths about them.

Student materials

Student material needed for lesson:

- One copy of “The world of SAT and ACT tests” per student (2 pages)

The world of SAT and ACT tests

You come across an unfamiliar word in your history book and actually look it up. You find yourself talking in analogies. While watching a program, you wonder how to figure out the length of your television screen if you knew the height. You're hoarding no. 2 pencils.

It must be time for the SAT or ACT.

It's Not as Bad as You Think
Standardized tests can be intimidating. And all the hype about test scores doesn't help. By the time you finish talking to your friends and reading about the tests, it may feel like those little ovals will determine your future.

True-test scores are important. But they're not nearly as important as many students think. Different colleges use test scores differently, but no colleges make admission decisions based solely on test scores. In fact, your academic record—the courses you've taken and the grades you've received—is looked at much more closely than your test scores.

"The transcript is the number one indicator of a student's potential for success at Alfred, with all other credentials used to support this," states a representative from Alfred University (NY). "I would rather go to bat for a student who is a hard worker and has done well in high school, but scored lower than we would like on the SAT, than a student who has done just what he had to do in high school and scores better on the SATs."

A Proven Way to Boost Your Score!
There's no way to get around it—the best ways to prepare for the SAT or ACT are to study hard and read as much as you can.

The testing companies themselves agree. "The best preparation is to take challenging courses in high school," says a representative from ACT. "That prepares students best for college, and that's what the ACT measures."

Reading is another great way to prepare. No, you don't have to plow through Moby Dick (though that wouldn't hurt!). Choose books, magazines, and newspapers that you enjoy—everything from Harry Potter to the New York Times can strengthen your reading comprehension and vocabulary.

Practicing writing is also important in your preparation. Whether you're writing a research paper for history or working on your own short stories, it's a great way to get ready for these tests.

Unfortunately, there is no quick way to make up for taking easy classes and avoiding the library. But you can make the commitment now to read for at least 15 minutes a day. By the time the next testing date comes up, you'll feel more prepared.

Test-Taking Strategies
Test-taking skills can be learned through practice. Try a few of these strategies to improve your performance on standardized tests.

¥ Take the practice test in the materials you receive from the SAT or ACT.

¥ Find practice tests online or in books (check your guidance office or library).

¥ After taking a practice test, look carefully at the questions you get wrong. Read the explanations of the right answers.

¥ If you find that certain types of questions or certain topics stump you, get some help from a teacher in those areas. For example, a math teacher can recommend a good book to review the basics of geometry or algebra.

¥ Learn from every test you take. Take the opportunity to see the answers for the questions you got wrong, if the testing service offers this service. Don't just study the answers themselves—look at the reasoning behind each answer. Then, if you decide to take the test again, you'll be better prepared.

The Big Day

"A good night's rest and nutritious snacks are still high on my list" of test-taking strategies, says a representative at Alfred University (NY). In other words, don't stay up late cramming-or worrying. Here are some other do's and don'ts.

The night before:

¥ Do set out everything you'll need (including your no. 2 pencil!). Then you won't have to run around early the next morning.

¥ Don't schedule a huge social event.

¥ Do plan to do something that relaxes you—reading a favorite book, watching TV, talking on the phone (but not about the test!), taking a walk.

¥ Don't stay up to catch The Daily Show.

¥ Do go to bed early—you'll think better if you're well-rested.

The morning of:

¥ Do plan to arrive at the testing center early.

¥ Don't skip breakfast. When you're hungry, it's harder to concentrate—and you'll feel more sleepy.

¥ Do bring a snack. If a full breakfast is too much for you first thing in the morning, eat an apple on the way to the test center. And bring a snack to munch on during the break.

Finally…

A pep talk from a representative at the University of Southern California:

"Stop worrying about it so much. [Tests are] supposed to be a guideline, not a new way of life. If a college is going to admit or deny you based on your test score, you don't want to be there anyway, and it's their loss. Go to some place that's prepared to appreciate you for who you really are."

WEEK 7

Campus Tour

Student Material for Lesson:

- One copy of “Campus Visit Checklist” per student (3 pages)
- One school provided permission slip per student



During Week 8, all homeroom classes will take a field trip to a local University, Community College, Vocational School or School of the Arts. Arrangements for the trip will be made by the individual school. Permission slips will also be handed out to students, and provided by the school. Students will use the following worksheet to identify the information they need to review the college. The following worksheet adapted from “Campus visits and college interviews” by Zola Dincin Schneider, will help guide students to the most important aspects of a campus they should look at during a visit.

Student materials

Student material needed for lesson:

- One copy of “Campus visit checklist” per student (3 pages)
- One school provided permission slip per student

Campus Visit Checklist

How to Make the Most of Your Trip

Visiting a college campus helps you get a sense of what a college — and life at that college — is like. This can help you decide whether the college is right for you.

When planning your campus visits, make sure to allow time to explore each college. While you're there, talk to as many people as possible. These can include college admission staff, professors and students. Below are some other things you can do while visiting. Note that some activities, such as meeting with an admission officer or staying overnight in a dorm, might need to be set up in advance.

Gather Information

Find out what you need to do to apply and see if the college's class and major offerings are what you want:

- Take part in a group information session at the admission office.
- Interview with an admission officer.
- Pick up financial aid forms.
- Sit in on a class that interests you. If classes aren't in session, just see what the classrooms are like.
- Meet a professor who teaches a subject that interests you.
- Talk to students about what they think of their classes and professors.
- Get the names of the people you meet and their business cards so you can contact them later if you have questions.
- Explore the Campus

- Get a feel for student life and see if this college is a place where you will do well:
- Take a campus tour.
- Talk to current students about life on campus and the college.
- Check out the freshmen dorms and stay overnight with a student, if possible.
- Visit the dining hall, fitness center, library, career center, bookstore and other campus facilities.
- Talk to the coaches of sports that you may want to play.
- Walk or drive around the community surrounding the campus.
- Check Out Campus Media

Tune in to learn what's happening on campus and what's on students' minds:

- Listen to the college radio station.
- Read the student newspaper.
- Read other student publications, such as department newsletters, alternative newspapers and literary reviews.
- Scan bulletin boards to see what daily student life is like.
- Go to the career center and learn what services it offers.
- Browse the school's website and any campus blogs.

Questions to Ask During Your Visit

Here are some questions you may want to ask your tour guide or students you meet on campus:

What are the best reasons to go to this college?

What's it like to go from high school to college?

What do you do in your free time? On the weekends?

What do you love about this college?

What do you wish you could change about this college?

Why did you choose this college?

What is it like to live here?

Questions I would like to ask during my visit….

WEEK 8

Campus Tour Review

Student Material for Lesson:

- One copy of “Campus Tour Review” worksheet per student (1 page)



Help students reflect on last weeks campus tour. Encourage them to reflect on how the campus made them feel, and if they felt the school would be a good fit.

Lead a discussion between the students to get everyones opinion on how the campus tour went.

Student materials

Student material needed for lesson:

- One copy of “Campus tour review” worksheet per student (1 page)

Campus tour review

The thing that most impressed me about the campus:

The most valuable piece of information I received during the campus tour:

My impression about the student body was:

The thing I liked the least about the campus was:

I really wish I had learned more about....

I could see my self going to school here. Yes or No, Why?

WEEK 9

Goal and Program Review

Student Material for Lesson:

- One copy of “Reviewing My Goals” per student (2 pages)
- One copy of “Pre/ Post Survey” per student (2 pages)



Have students reflect on the goals they set in the second week of the quarter. Have students identify the progress they have made on their academic, and personal goals. Administer the “Pre/ Post Survey” to get students opinions about the program. As a final step, make sure that you (the teacher) or an administrator completes one “Grade and Attendance Report” for each student, to best examine their end of quarter grades and attendance. Both the survey and “Grade and Attendance Report” should be collected by the instructor so that an evaluation of student progress can be done.

Grade and Attendance Report

Year:

Term:

Student Name:

Student Grade:

Student GPA:

Grades/ Class Attendance:

Period	Subject	Grade	Number of Absences	Number of Tardies
First				
Second				
Third				
Fourth				
Fifth				
Sixth				
Seventh				
Eighth				

Attendance:

Category	Number
Total Days in Term	
Total Excused Absences	
Total Unexcused Absences	
Total Excused Tardies	
Total Unexcused Tardies	

Student materials

Student material needed for lesson:

- One copy of “Reviewing my goals” per student (2 pages)
- One copy of “Pre/ post survey” per student (2 pages)

Reviewing My Goals

My educational goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

My personal goals were....

1.

2.

I achieved my goals...

1. Yes/ No

2. Yes/ No

Steps to achieve my goals, that I still need to work on:

1.

2.

By achieving my goals I will be able to....

PRE/ POST Survey

Question 1) Prior to this program I was socially isolated.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 2) JUMP START helped me interact with my peers better.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 3) JUMP START helped me to better interact with my teachers.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 4) Before JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 5) After JUMP START I fully understood how decisions I made about school and school work could influence my goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 6) Before JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 7) After JUMP START I had clear academic goals.

Strongly Disagree Disagree Neutral Agree Strongly Agree

Question 8)JUMP START has helped me develop academic goals of higher education.

Strongly Disagree Disagree Neutral Agree Strongly Agree

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