

Unit #1 Title: Applying the Skills of Transitioning Between Educational Levels	
Lesson Title: Get Set For College (Duplicate Lesson for CD8, Unit 5 Lesson 3 of 4)	Lesson: 3 of 4
Grade Level: 11	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Big Idea: AD.5 Applying the Skills of Transitioning between Educational Levels CD.8: Knowing where and how to obtain information about the world of work and post-secondary training/education.	
Grade Level Expectations (GLEs): AD.5.A.11: Increase knowledge and refine skills in preparation for the senior year and post-secondary options. CD.8.B.11: Apply research skills to obtain information on training and education requirement for post-secondary requirements.	
American School Counselor Association National Standard (ASCA): Academic Development B. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	

Materials (include activity sheets and/ or supporting resources)

<p><i>Get Set for College Scavenger Hunt</i> activity sheet Pencil/pen <i>Get Set for College</i> ACT handout.” To obtain your free ACT <i>Get Set for College</i> handouts contact 1-319-337-1000 or download materials from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 6. Discover and evaluate patterns and relationships in information, ideas and structures</p>
	<p>Goal 2: Communicate effectively within and beyond the classroom 3. Exchange information, questions and ideas while recognizing the perspectives of others 6. Apply communication techniques to the job search and to the workplace</p>
	<p>Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problems</p>

	5. Reason inductively from a set of specific facts and deductively from general premises
X	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	3. Reading and evaluating non-fiction works and materials. Participating in formal and informal presentations and discussion of issues and ideas. 6. Participating in formal and informal presentations and discussions of issues and ideas.
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will complete the <i>Get Set for College</i> scavenger hunt and discuss with classmates.
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Lesson Formative Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.</p> <p>Completion of ranking checklist for college characteristics, completion of college comparison worksheet, and completion of college expenses worksheet which was downloaded from http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf</p>
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Lesson Preparation

<p>Essential Questions:</p> <p>What do I want to do with my life? What do I need to know to choose post-secondary education?</p> <p>Engagement (Hook):</p> <p>Counselor asks students, “Who has been on a scavenger hunt before?” Ask one or two students to share an experience they have had with scavenger hunts.</p>
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Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor passes out <i>Get Set for College</i> brochures and Scavenger Hunt Activity to each student 2. Groups will report answers for the whole class 3. Students are instructed to identify their next step in college planning (e.g. college visit, college application). 	<ol style="list-style-type: none"> 1. Students will work in pairs (or small groups) to complete the scavenger hunt. 2. Groups report answers and the rest of the class participates in discussion. 3. Students share their next step with class.

Teacher Follow-Up Activities

Classroom teacher may assign college essay and/or resume.
 Have students look up college of their choice on the web or computer college program, (US News & World Report or Choices).
 Plan a campus visit to a local college.

Counselor reflection notes (completed after the lesson)

Name: _____

Get Set for College SCAVENGER HUNT

- A. Identify the 6 Steps to Simplify College Planning
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
- B. Find 3 typical reasons for attending college
 - 1.
 - 2.
 - 3.
- C. How many English Courses are recommended for SUCCESS in college?
- D. How many math units are recommended for SUCCESS in college?
- E. When is it important to take the ACT?
- F. When is it the best time to take the ACT?
- G. What are the last 3 ACT dates this school year?
- H. What are 3 characteristics that may be important to your college choices?
 - 1.
 - 2.
 - 3.
- I. Name 2 sources of information when looking at colleges?
 - 1.
 - 2.
- J. Name 3 things to consider when making a college visit?
 - 1.
 - 2.
 - 3.
- K. To how many colleges should you apply?
- L. What do you need from your counselor when you apply?
- M. Name 2 types of financial aid?
 - 1.
 - 2.

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