

# Lesson Three: I'm Going to College



## Lesson Overview

This lesson will inform students about the academic and extracurricular qualifications colleges and universities look for in potential students. These qualifications include the course work in high school that will make them college ready and eligible, participation in extracurricular activities, and successful completion of college entrance exams. Students will learn how they can help themselves by determining their individual learning style. Students will take an inventory to identify the methods in which they learn the best. Following the learning styles survey, they will learn how they can use this knowledge to better facilitate their own study habits and work methods. Students will learn how they can prepare for a pre-college curriculum in middle school, and learn about local support systems that are available to help students while they are in middle and high school. They will receive information about the local agencies they can go for extra help in their classes and other opportunities for academic enrichment.

## Lesson Objectives

By the end of the lesson, students will be able to:

- identify the academic factors that colleges consider when evaluating applicants.
- identify the specific classes one must take in high school in order to be college ready and eligible.
- explain the steps they can take in middle school to prepare themselves for a pre-college track in high school.
- recognize the tests required for admittance into postsecondary institutions.
- identify the state assessments required for promotion and/or high school graduation (where applicable).
- identify their individual learning style(s).
- list ways they can be more successful in their studies by applying the knowledge about their learning style.

## Vocabulary

- *ACT*
- *academic enrichment*
- *admissions counselor*
- *auditory learner*
- *community service*
- *extracurricular activities*
- *SAT*
- *tactile learner*
- *visual learner*
- *volunteer*



**Suggestion:** Lesson Three is a great lesson to have one of your education partners talk with students about the postsecondary education admissions process.

## Required Materials

- State high school course requirements for postsecondary eligibility (see page 66 for more information)
- Index cards (one per student)

## Optional Materials

- Admissions application from local college or university
- Laptop and LCD projector (if using the Lesson 3 Google Slide Presentation)

## Supplemental Activity

- Applying Your Learning Style (page SA-14 of the Supplemental Activities Guide)

## Resources

- Family Information Sheet (pages 85–87)
- Homework Helper Resources for All Students (K-12)  
<http://collegescholarships.org/homework-helper>
- Khan Academy: Free practice tests & YouTube lectures on many topics for K-8 students & SAT test prep.  
<http://khanacademy.org>
- Kaplan Test Prep  
<http://kaptest.com/college>
- Free Rice: SAT test prep & quizzes in various subjects (Correct answers equal a rice donation to end hunger)  
<http://freerice.com>
- College Admission Roadmap (Princeton Review & Hispanic Scholarship Fund)  
<https://www.princetonreview.com/college-advice/parents-roadmap-to-college>
- The College Board (PSAT, SAT Reasoning, SAT Subject Tests, and CLEP exams, info on AP courses and exams)  
<http://collegeboard.org>
- ACT website for student test takers  
<http://actstudent.org>
- National Merit Scholarship Corporation  
<http://nationalmerit.org>
- Peterson's  
<http://petersons.com>
- ASPIRA Association - Help with Test Preparation, SAT's, Studying and College Admissions  
<https://aspira.org/resources/how-to-enroll-in-post-secondary-education-scholarships-resources-and-college-information/hispanic-scholarship-resources/>
- U.S. Department of Education "Helping Your Child" Series  
<http://ed.gov/parents/academic/help/hyc.html>
- Congressional Hispanic Caucus Institute (summer program for HS students)  
<https://chci.org/programs/>
- Alaska Native Science and Engineering Program (ANSEP) Middle School Academy  
<https://www.ansep.net/middle-school-academy>

## Before the Lesson Checklist

- Share state public high school graduation requirements/commendations** (page 82) and college & career readiness assessment recommendations (page 83) with your students. (Please supplement with additional district credit requirements as appropriate.)
- Research the academic support and enrichment opportunities** available in your school and community. Create a document that lists all these opportunities, when they are held, and how students can get involved. Be sure to include relevant contact information and eligibility requirements (for example, your school's after school enrichment opportunities, church or community homework centers, Boys and Girls Clubs, ANSEP Middle School Academy, summer university-sponsored enrichment camps, local library programs, etc). Your school counselor may already have a similar document for you to use. For a sample, please see page 84.
- Lesson Three Supplemental Activity** “Applying Your Learning Style” (page SA-14) helps students learn to perform their very best academically.

## Lesson Three Timeline — Overall lesson time: One hour



Activity	Summary	Detailed Info.	Rationale
<b>Opening Journal</b> (5 minutes)	Students will answer questions in their Student Handbook while the class gets settled.	<b>Teacher's Edition:</b> page 68 <b>Student Handbook:</b> page 27	<ul style="list-style-type: none"> <li>To give students the opportunity to reflect on what they learned during the previous lesson and start thinking about what they will be learning today.</li> </ul>
<b>Review of Lesson Two</b> (5 minutes)	Teachers will collect the careers that students have selected by having each student write their career choice on an index card. Students will share their previous journal entry with a partner. The class will reconvene and discuss what was shared.	<b>Teacher's Edition:</b> page 69 <b>Student Handbook:</b> page 25	<ul style="list-style-type: none"> <li>To provide students an opportunity to share their educational goals.</li> <li>To review the concepts students learned in Lesson Two.</li> </ul>
<b>YOU are the Admissions Counselor!</b> (10 minutes)	Students will pretend they are college admissions counselors and decide what they think are important criteria for admission.	<b>Teacher's Edition:</b> pages 70–71 <b>Student Handbook:</b> page 28	<ul style="list-style-type: none"> <li>To gauge student awareness of what is important in the college admissions process.</li> <li>To enhance student understandings of the steps they need to take to be eligible for admission to a postsecondary institution.</li> </ul>
<b>High School Course Requirements for Postsecondary Education</b> (10 minutes)	Students will learn about the courses required for admittance to a postsecondary institution. Teachers will share information about the courses and tests required for high school graduation.	<i>Please note that this is a customizable activity.</i> <b>Teacher's Edition:</b> instructions, pages 71–72; sample, page 82 <b>Student Handbook:</b> page 29; inside back cover	<ul style="list-style-type: none"> <li>To help students understand how academics impact their college options.</li> <li>To help students understand that they need to get on the college track now to ensure that they complete all required courses.</li> </ul>
<b>College Entrance Exams</b> (4 minutes)	Teachers will provide a brief introduction to the official college entrance exams (ACT and SAT). Teachers will have the opportunity to discuss any state high school exit exams where applicable.	<i>Please note that this is a customizable activity.</i> <b>Teacher's Edition:</b> instructions, page 72; sample, page 83 <b>Student Handbook:</b> page 29	<ul style="list-style-type: none"> <li>To inform students about tests they must take to be eligible for postsecondary admittance.</li> <li>To make students aware of additional state testing requirements where applicable.</li> </ul>
<b>Middle School: Your First Step towards Reaching Your Goals</b> (3 minutes)	Teachers will direct students to a tip sheet on how to prepare for college while still in middle school. They will remind students of the importance of doing well in school.	<b>Teacher's Edition:</b> page 73 <b>Student Handbook:</b> page 30	<ul style="list-style-type: none"> <li>To provide students with a list of things they can do now to make themselves ready for postsecondary education and a career.</li> </ul>

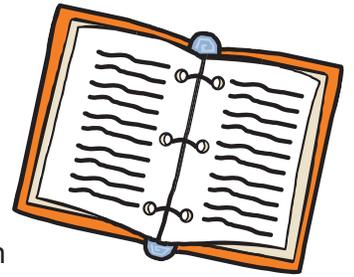
## Lesson Three Timeline (continued)



Activity	Summary	Detailed Info.	Rationale
<b>Learning Styles Inventory</b> <i>(15 minutes)</i>	Students will take the Learning Styles Inventory and discover the type of learner they are.	<b>Teacher’s Edition:</b> instructions, page 74; inventory and tips, pages 75–78 <b>Student Handbook:</b> inventory, page 31; tips, pages 32–34	<ul style="list-style-type: none"> <li>To give students information about the kind of learner they are and ways they can use this information to enhance their study habits.</li> </ul>
<b>Catching up, Keeping up, and Getting Ahead</b> <i>(3 minutes)</i>	Teachers will distribute information about academic support, enrichment opportunities, and volunteer service within their school and community.	<i>Please note that this is a customizable activity.</i> <b>Teacher’s Edition:</b> instructions, page 79; sample, page 84	<ul style="list-style-type: none"> <li>To make students aware of opportunities to enhance their academic experience through enrichment activities.</li> </ul>
<b>Closing Journal and discussion</b> <i>(5 minutes)</i>	Students will reflect on what they learned about academic requirements and their learning style. The teacher will lead a brief wrap-up discussion about what they learned.	<b>Teacher’s Edition:</b> page 80–81 <b>Student Handbook:</b> page 35	<ul style="list-style-type: none"> <li>To have students reflect on what they have learned about their learning style to their current study habits.</li> </ul>

# Opening Journal

(My Path to Success Student Handbook, page 27)



We've talked about the different kinds of postsecondary education that are available, and you've had a chance to explore some careers that may be a good match for your interests and skills. You have probably discovered that the job you are interested in requires you to attend some sort of school after high school. But have you thought about what it takes to get into college? Take five minutes to answer the following questions:

- What classes do you think you need to take in middle school and high school to get ready for college?

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- If you are having trouble or difficulty in your classes, who would you ask for help? Do you know what help is available if you need it?

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- What do you do when you have a big math test coming up? How do you study?

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- When do you study? Where do you study? What study strategies do you use?

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## Review

I'd like to start today's activities by giving you a chance to share the work you've done so far. During our last class, each of you learned about the careers that might be a good fit for you and selected a specific career that you want to focus on during our time together.

Before we get started, I want each of you tell me what career you have decided to study during our time together. Please write your name and the career you have chosen on an index card.

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**Teacher Instructions:** Give each student an index card. Once you have collected the index cards, continue the review of the previous lesson.

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In the closing journal entry you wrote in our last session, each of you wrote about the career you decided to learn more about, why you selected your career, and what information you wanted to learn about it. Today, we're going to start by having you share your journal with one of your classmates.

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**Teacher Instructions:** Have students work with a partner and share their previous closing journal entry, found on page 25 of their Student Handbook. Each student should have approximately two minutes to share. Make sure that students have a different partner than they had during the previous week. Announce when students should switch and allow the next partner to share. After both partners have had a chance to share, begin a class discussion.

- Q:** What are some of the careers you have chosen?
  - Q:** What do you know about these careers?
  - Q:** What steps do you need to take to get ready for these careers?
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**Teacher Instructions:** Draw a line down the middle of the chalkboard or whiteboard and have each group write a few items from their list on the left side of the board. As you explain the admissions criteria described below, list them on the right side of the board.

**Teacher Note:** As you discuss academics and admissions with students, make sure they understand that with hard work and perseverance, any student can get into college. Highlight that there are many factors in addition to grades that impact getting into college.

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These are some very good suggestions. Now, let's see how well you predicted what admissions counselors look for. There are many things that admissions counselors consider when deciding whether or not to admit students to their school. Today we are going to focus on the academic items they are most interested in. Admissions counselors are concerned with how you do academically because they want to know that you are going to be ready for college-level work. They also want to see a student's extracurricular contributions, motivation, and community involvement.



**Suggestion:** If you are working with a partner institution of postsecondary education that would like to be involved in the presentation of the Kids2College curriculum, this activity would be an excellent opportunity to involve an actual admissions counselor.

They can help answer student questions after the brainstorming session is over.

When it comes to academics, admissions counselors want to know three important things:

- **How are your grades? Did you work hard?**
- **What classes did you take in high school? Did you challenge yourself?**
- **How do you compare to other students?**

## High School Course Requirements for Postsecondary Education

Admissions counselors want to know that if you take classes at their college, you will be successful. One of the best ways to measure this is by looking at your grades and classes. If you are taking challenging courses in high school and doing well, that is a good predictor that you can handle college-level work.

What classes are important to take? It's important to take English, math, and science all the way through high school. It's also important to study social studies and take a foreign language.

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**Teacher Instructions:** Refer students to the inside back cover of their student workbook and distribute the handout you gathered or created about your district's specific course requirement plan for college readiness (for a sample, see page 82). Be sure to mention this plan at this point in the

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lesson so that students can become familiar with it. It is NOT necessary to go into extensive detail; the goal is for students to be aware that course requirements & recommendations exist so that when they are ready to sign up for high school courses, they know what to speak with their guidance counselor about. One important class you can take in middle school to prepare yourself for college is algebra. Many schools allow you to complete algebra in the eighth grade. Working hard in sixth and seventh grade math classes will get you ready for this course. Completing algebra before you enter high school puts you on track to take advanced level math classes that can make you even more ready for college. While high school classes may seem like something way in the future, remember that middle school is a time to prepare for those high school classes. If you are academically successful in middle school, you will show your teachers and guidance counselors that you are ready for the challenges of the high



school curriculum. Your guidance counselor may also use your middle school grades to determine which courses you should take in high school. Your middle school grades are very important!

Think of your grades in middle school as the foundation of a house. You want your house to have a strong base to support the walls. By creating a strong base in middle school and earning good grades, you are making sure you are prepared for the classes you will take

in high school. Your high school classes can be considered the walls of the house. Just as you work hard in middle school to create a strong foundation, working hard in high school will prepare you for the more challenging classes you will take in college. If you fall behind in middle school, you may find yourself off track in high school, making it difficult to keep up with the classes you need to be college ready. A strong foundation and strong walls will support a roof, which represents your college classes. Just as a weak spot in the foundation or walls of a house would cause the roof of a house to be unstable, falling behind in your middle and high school courses can leave you vulnerable to problems in college. It's important to work hard every step of the way to make sure you can do the best you can for your future.

## College Entrance Exams

In addition to looking at how you do in high school, admissions counselors use another tool to determine if you will be successful at their school. Colleges also use tests to help determine if they will admit a student to their school. This allows them to compare students from different high schools in different states. There are two major tests that students may take: the **SAT** and **ACT**. You will need to take these tests towards the end of high school, in your junior and senior year.

*These tests may seem intimidating, but don't worry!* You have been taking tests throughout your educational career which have been great practice. If you work hard in school, you can do very well on these tests.

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**Teacher Instructions:** Please share any high school exit and college entrance exam requirements at this time. (a sample handout can be found on page 83).

At this time, revisit students' responses from "YOU are the Admissions Counselor!" Compare and briefly discuss the students' lists with the instructor's list. Distribute a copy of your local college or university's admissions application so that students can see exactly what colleges ask on their application.

## Middle School: Your First Step towards Reaching Your Goals

**Teacher Instructions:** At this time, have students turn to the "Middle School: Your First Step towards Reaching Your Goals" page in their Student Handbook (page 30). Let them know that there are ways that they can start getting ready now for college, even though it may seem far away. Ask the students to review this document with their family and let them know that their Closing Journal assignment will ask them to think about how they can start planning now for their future.

It might sound like everything you need to do to get ready for college happens in high school. This isn't the case! There are things you can do right now as a middle school student to put yourself on track for college.

### Sixth Grade

1. Make sure you know your learning style — do you learn better by seeing, hearing, or doing?
2. Develop good study habits based on your learning style.
3. Be sure to attend school regularly, take it seriously, and get good grades.
4. Do your homework — homework is practice, and this is how you improve.
5. Keep talking to your parents about what you are doing in school each day.

### Seventh Grade

1. Participate in school activities such as music or sports.
2. Be active in clubs if you have the opportunity.
3. Keep doing your homework!
4. Talk to your counselor about what you need to do to be ready for algebra in eighth grade.
5. Continue looking at career options that interest you.
6. Review career information (pamphlets, brochures, websites) to see what general types of jobs might interest you. Use your College and Career Portfolio to gather information on these jobs!
7. Talk with your family and friends about career possibilities. If an adult that you know works in a career that interests you, see if you can spend a day job shadowing — going to work with them for a day to see first hand what they do in their career.



### Eighth Grade

1. Continue to develop very good study habits and organizational skills.
2. Take algebra if it is offered at your school.
3. Keep up with your homework!
4. Keep working hard and getting good grades. It is important that you do well in ALL of your subjects, not just your favorites, so that you are ready to go in high school.
5. Talk with your teacher and guidance counselor about how you are

doing. Ask them for guidance in selecting your ninth grade courses.

6. Talk with your parents about how your high school classes, college plans, and career goals all fit together.
7. Have your parents learn about financial aid opportunities that can help pay for your college education.

## How do we learn best?

Now you know a little bit about what you have to do to get ready for college academically — and you know that you will have to work hard to do as well as you can in school. Grades are very important to getting ready for college. Today we are going to learn how understanding yourself better can help you get better grades.

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**Teacher Instructions:** Whenever the lessons call for an in-class discussion, feel free to add your own questions on the topic and ask follow-up questions based on the direction of the discussion. The questions provided are designed to get the conversation started, but we hope that your rich experience will help you generate additional questions based on the flow of discussion.

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- How many of you have ever thought about how you learn?
- What do you know about your learning style?
- Do you learn best when you do something, or if someone tells you instructions?

Each of us has our own unique way of taking in information and remembering it. The way you learn and process information is called your learning style. By figuring out how you learn, you can develop study habits that will maximize your learning potential. Today, we will complete one type of learning styles inventory.

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**Teacher Instructions:** Direct students to the Learning Styles Inventory on page 31 of their *My Path to Success* Student Handbook. Explain that there are no right or wrong answers for the activity, and that students should answer honestly based on what they know about themselves. Let them know that at the end of the exercise they will learn what type of learner they are.

**Teacher Tip:** If you have extra time after students have completed the Learning Interest Inventory and read about their learning style, you may wish to have students complete the “Applying Your Learning Style” activity found on page 12 of the Supplemental Activities Guide.

# Learning Styles Inventory *(My Path to Success Student Handbook, page 31)*

**Read each statement and select the appropriate number response as it applies to you.  
Find the total for each section by adding your responses/numbers in that section.**

3 = Often

2 = Sometimes

1 = Seldom/Never

## Section A

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- I remember information better if I write it down.
- Looking at the person speaking helps keep me focused.
- I need a quiet place to get my work done.
- When I take a test, I can “see” the textbook page in my head.
- I need to write down directions, not just take them verbally.
- Music or background noise distracts my attention from the task at hand.
- I don’t always get the meaning of a joke.
- I doodle and draw pictures on the margins of my notebook pages.
- I have trouble following lectures.
- I react very strongly to colors.
- Total for this section**

## Section B

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- My papers, folders, and notebooks always seem messy.
- When I read, I need to use my index finger to track my place on the line.
- I do not follow written directions well.
- If I hear something, I will remember it.
- Writing has always been difficult for me.
- I often misread words from the text (for example, “them” for “then”)
- I would rather listen and learn than read and learn.
- I’m not very good at interpreting a person’s body language (how they are standing, hand gestures, expressions)
- Pages with small print or poor quality copies are difficult for me to read.
- Total for this section**

## Section C

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- I start a project before reading the directions.
- I hate to sit at a desk for long periods of time.
- I prefer first to see something done and then to do it myself.
- I use the trial and error approach to problem solving.
- I like to read my textbook while riding an exercise bike.
- I take frequent study breaks.
- I have a difficult time giving step-by-step instructions.
- I enjoy sports and do well at several types of sports.
- I use my hands when describing things.
- I have to rewrite or type my class notes to reinforce material.
- Total for this section**

# Learning Style Types and Tips: Making It Work for You!

(My Path to Success Student Handbook, pages 32–34)

## What Kind of Learner Am I?

A score of 21 points or more in a section means you have a strength in that area. The highest of your three scores indicates the way you learn best. The second highest score indicates the second best way you learn. Read the “Learning Styles Types and Tips” to learn more!

Once you have figured out the way you learn, you can use it to change your study and work habits to fit into your way of learning.

### Section A:

You are a **visual learner**, so you learn by reading or seeing pictures. You understand and remember things by sight. You can picture what you are learning in your head. You like to see what you are learning.



#### Visual Learners:

1. Are usually neat and clean.
2. Often close their eyes to visualize or remember something.
3. Will often look for something to watch if they become bored.
4. May have difficulty with spoken directions.
5. May be easily distracted by sounds.
6. Are attracted to color, and to language with images, like stories.

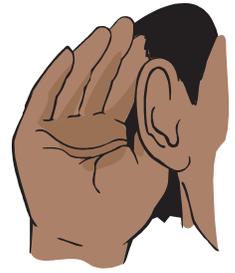
#### Tips for Visual Learners:

- Sit near the front of the classroom (it won't mean you are the teacher's pet!) so that you can see your teacher clearly.
- Have your eyesight checked regularly.
- Use flashcards to learn new words and other visual materials such as pictures, charts, maps, graphs.
- Use a highlighter to highlight important points and information and color code things.
- Take notes or ask for handouts.
- Draw your ideas as a picture or brainstorming bubble before writing them down.
- Write a story and illustrate it, and read books with drawings, pictures, etc.
- Study in a quiet place away from noise.
- Remember that you need to **see** things, not just hear things, to learn well.

## Learning Style Types and Tips (continued)

### Section B:

You are an **auditory learner**, so you learn best by hearing and listening. You understand and remember things you have heard. You store information by the way it sounds and learn by reading out loud because you need to **hear** it to know it.



#### **Auditory Learners:**

1. Often hum or talk to themselves if they become bored.
2. Are sometimes mistaken for not paying attention, though they hear and understand what is being said.
3. Have an easier time with spoken directions.
4. Can follow and understand a story that is read out loud.

#### **Tips for Auditory Learners:**

- Be sure to sit where you can hear the teacher.
- Have a hearing check up regularly.
- Make flashcards and read the words out loud.
- Use a tape recorder (when possible) instead of taking notes.
- Read stories, assignments, or directions out loud.
- Create musical jingles to help you memorize words, equations, places, or other information.
- Share your ideas and thoughts during group discussions or raise your hand to share with the class.
- Ask if you can have test questions read to you out loud.
- Remember that you need to **hear** things, not just see them, to learn well.

## Learning Style Types and Tips (continued)



### Section C

You are a **tactile learner**, so you learn by touching and doing.

You understand and remember things through hands-on learning.

You prefer to touch, move, build, or draw what you learn. You need to be active and often speak with your hands and with gestures.

#### Tactile Learners:

1. Like to take things apart and put them together.
2. Find reasons to tinker or move around when bored.
3. May be very well coordinated and have good athletic ability.
4. Can remember things that were done, but might have trouble remembering what they saw or heard.
5. Express encouragement and praise through pats on the back, hugs, and handshakes.

#### Tips for Tactile Learners:

- Take frequent study breaks during reading or study periods (frequent, but not long).
- Use hands-on activities like art projects, taking walks, or acting out stories.
- Changes sitting positions while studying, rock in a chair, chew gum, tap your foot.
- Trace words with your finger to learn spelling (finger spelling).
- Use bright colors to highlight reading material.
- Dress up your work space with posters.
- If you wish, listen to music while you study or do homework.
- Skim through reading material to get a rough idea what it is before reading it in detail.
- Remember that you learn best by **doing**, not just by reading, seeing, or hearing.

After they have completed their learning styles inventory, have students read the Learning Style Types and Tips information on pages 32–34 of their Student Handbook. Have each student find out what kind of learner they are and read the tips and suggestions associated with that learning style.

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## Catching Up, Keeping Up, and Getting Ahead: Academic Support, Enrichment, and Community Service

### Academic Support

Today we learned why it's important to do well in your classes and challenge yourself to do your best. The good news is you don't have to do this alone! There are plenty of opportunities for you to get extra help and support.

If you ever reach a point where you are confused or overwhelmed with the work you are doing in school, you should seek help. Middle school can be a big change from elementary school, and balancing your different classes can be hard! You might feel embarrassed to ask for help, or feel like if you try on your own you'll be able to figure it out. But you should not feel embarrassed if you are having trouble in your classes. Reach out to your teachers and counselors as soon as you have an issue. They are there to help you be successful. If you wait too long, you can fall behind, making it even harder to get back on track.

### Academic Enrichment

What if you are doing well in your classes and want a way to learn even more? Academic enrichment opportunities are also available for you to expand your learning and challenge yourself outside of your regular classes.

### Community Service

**Volunteer** and **community service** work for organizations you care about are great ways to gain experience and show colleges and future employers your motivation and commitment to helping others.

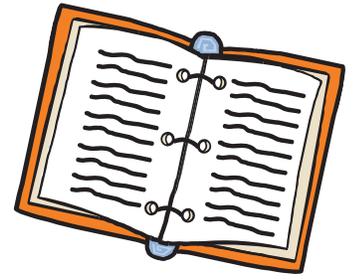
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**Teacher Instructions:** As you distribute the information you have gathered about academic support and enrichment opportunities that are available in your area (a sample document can be found on page 84), engage the students in a **brief** discussion about these opportunities. Use the following questions, or feel free to draw attention to specific activities that could benefit the class.

- Q: What are some academic support services that you are aware of?
- Q: Have any of you taken advantage of these opportunities?
- Q: What are some academic enrichment opportunities that you are aware of?
- Q: Do any of you participate in these activities?
- Q: What type of organizations or community service opportunities might you like to volunteer with?
- Q: Have you participated in any volunteer or service activities?

# Closing Journal: Applying your Learning Style

(My Path to Success Student Handbook, page 35)



For today's closing journal, think about what you've learned about and how you can apply it to the way you work.

■ What kind of learner am I? \_\_\_\_\_

■ What are some ways I can study most effectively knowing what I do about my learning style?

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■ How can I use what I know about learning styles to change the way I do my homework?  
The way I act in class? The way I study for tests?

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■ What are some ways I can prepare for college and career training now?

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■ Are there any classes I can take in high school that might help me get ready for the career I've chosen?

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■ Are there any activities I can participate in that will expose me to this career?  
Are there any extracurricular activities that can prepare me for this career?

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**Teacher Instructions:** For more information about what should be included in this handout, see the “Before the Lesson” checklist on page 65. Be sure that students understand what supplemental services are available for them to take advantage of. Once you have distributed your handouts, have students complete their closing journal activity on page 35 of the Student Handbook to reflect on what they’ve learned.

## Closing Discussion

Today we learned a great deal of information about our learning styles, how we can apply them in our classes, the classes we need to take in high school, and what colleges consider when they decide to admit students.

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### Teacher Instructions:

- Q:** Name one thing you learned today that you didn’t know before.
- Q:** How can you apply what you learned about your learning style to the way that you study?
- Q:** How do you think that the information we discussed today can help you on your career path?

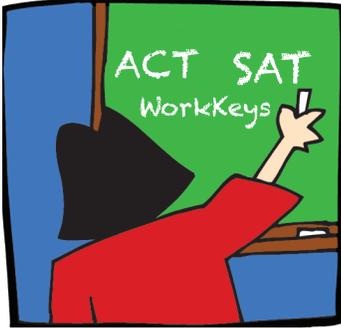
# High School Graduation Requirements\*

*The state requires public school students to complete a minimum of 21 units of credit in order to graduate from high school. The state specifies 13 of those required units of credit. The recommended units will better help prepare students for scholarships and postsecondary education opportunities.*

<b>Language Arts</b>	Recommended units: 4 Required units: 4 Courses may include: composition, speech and debate, creative writing, American or world literature.
<b>Math</b>	Recommended units: 4 Required units: 3 Courses may include: algebra I & II, geometry, calculus, statistics, trigonometry.
<b>Social Studies Units</b>	Recommended units: 4 Required units: 3, including 0.5 units in Alaska history Courses may include: American or world history, geography, economics, government/civics, sociology.
<b>Science Units</b>	Recommended units: 4 Required units: 2 Courses may include: physical or earth science, biology, chemistry, physics
<b>P.E./Health Units</b>	Recommended units: 2 Required units: 1
<b>Electives</b>	Required units: 8
<b>Arts</b>	Recommended units: 1
<b>World Language</b>	Recommended units: 2 in the same world, Alaska Native, or American Sign language
<b>TOTAL # Units</b>	Required to graduate: 21

*\*These are the state's minimum requirements and recommended units for Alaska public high school graduation. It is common for public school districts to have additional credit requirements for graduation. Private schools determine their own credit requirements for graduation. Please check with your school guidance counselor to get help planning your course curriculum.*

# Alaska High School Testing Requirements & College Entrance Exams



In order to graduate from an Alaska public high school, students must complete the required high school curriculum (see page 82).

Although no high school exit exam is currently required in Alaska, students are recommended to take a college and career readiness test. Students are encouraged to choose between the SAT, ACT, or WorkKeys assessment. These tests assess students on information they have learned every day at school. Students planning to take these tests should study in advance and take practice tests, to be better prepared and achieve higher scores.

The SAT covers three subjects:

- Critical Reading
- Writing
- Mathematics

The ACT covers five subjects:

- English
- Mathematics
- Reading
- Science
- Writing (optional)

The WorkKeys assessment covers three job skill areas:

- Locating Information
- Reading for Information
- Applied Mathematics

Students may elect to pay to re-take the test if they are not satisfied with their original score. All three tests can be used to determine eligibility for the Alaska Performance Scholarship. Students who choose to take the SAT or ACT will be one step ahead in their college application process. Private school students are not required to take a college and career readiness test in order to graduate.

# SAMPLE: Academic Support and Enrichment Opportunities Worksheet

*There are many ways to get help in your classes! Here are a few ideas.*

## Academic Support Services

*These services are available to you free of charge to help you do your best in school.*

### At Scarlett Middle School

- Tutors are available in the library Mondays and Wednesdays after school from 3:00 – 5:00 pm. Tutoring is available to everyone. If you want to know more, speak with Ms. Melnick in room 227 or stop by. The library computer lab is also open at this time.
- The Scarlett Middle School Resource Room is available to all students from 7:00 am – 4:00 pm every school day. Stop by and see Mr. Chough in room 152.
- Ms. Ortiz holds math help hours every Thursday during both lunch periods. Please visit her in room 112.

### In the Community

- The Boys and Girls Club (located at 3854 Wilcox Road) holds after school tutoring on Tuesdays and Thursdays from 3:00 – 5:00 pm. To find out more, call their office at 555-5026 or stop by during tutoring time.
- The First Baptist Super Scholars meet each Saturday from 12:00 – 3:00 pm at the First Baptist Church (located at 1768 Oak Drive). Free tutoring is available in most academic subjects for students in grades 4-12. For more information, call their office at 555-6230 or just stop by any Saturday. Snacks are provided.

## Academic Enrichment Opportunities

*Another great way to improve your academics is to participate in these fun activities!*

- The Engineering Club meets every Tuesday from 3:00 – 4:00 pm in the Technology Lab. Participants create projects for the regional engineering fair held every spring and learn about different types of engineering and technology. For more information, see Mr. Graff in room 074.
- The History Quiz Bowl team meets every Wednesday after school from 3:00 – 4:00 pm. Team members learn practice for the district-wide History Quiz Bowl held every March. Winners of the district competition can advance to the county and state competitions! For more information, please see Ms. Rogers in room 201.
- The Mathletes meet every Monday after school from 3:00 – 4:00 pm. They compete in monthly Mathlete Challenges against other schools in the county, testing their ability to solve math problems. For more information, please see Mr. Jones in room 219.
- The Art Club meets every Thursday after school from 3:00 – 4:00 pm. The art studio is open to all students who want to work on their drawing, painting, and sculpting. Participants also learn about famous works of art and how they influence the art that is being made today. For more information, see Ms. Bradley in room 035.
- The Science Fair Club meets each Wednesday after school from 3:00 – 4:00 pm during the fall semester. Participants work on their projects to be entered into the district-wide science fair competition held in January. For more information, see Ms. Huger in room 117.



## Family Information Sheet Three: I'm Going to College!

**Dear Family Member,**

Today's Kids2College lesson focused on the steps students need to take to be college and career ready. Your student took a Learning Styles Inventory that provided them with tips on how to get the most out of their study time. We then discussed the steps your student needs to take to be college and career ready. These steps include the types of classes they need to take in middle school and high school, and college admissions tests. Knowing these steps now is important to making sure they make the right choices during each step of their educational career.

It is important to understand what classes your student needs to take to be college and career ready. This will help you give your student advice as they pick their classes each year. We have given you a list of the classes your student needs to take to be ready for college and career success. If you have questions about which classes to take, please speak with your student's guidance counselor.

College entrance exams are also important. Your student will not start taking these exams until high school. Be aware of what tests are required — it will help you and your student be prepared! This letter includes information about these tests and tips for how you can help your student prepare.

### Family Activity

Today your student received information about how they can get help in classes they are having difficulty with. They also learned about ways that they can get involved in extracurricular activities, including clubs, after school programs, and community service opportunities. Ask your student to share this list with you and talk about the different opportunities available. Discuss the following questions:

- Are there any subjects you feel like you could use some help in?
- Who can you speak to for help in that area?
- Are there any activities on this list that interest you?
- Do you know of other activities in your community that you could get involved in?

Thank you for helping your student as they work towards making the college dream a reality!

Sincerely,

**The Kids2College Team**

# I'm Going to College!

## Kids2College Family Information Sheet

### What Classes Do You Need To Be College Ready?

In order to be considered for admittance into college, you typically need to have taken the following:

- **English/Language Arts** — All four years of high school
- **Mathematics** — Three, preferably four years of high school
- **Science** — Three, preferably four years of high school (incl. lab science)
- **Social Studies** — Three, preferably four years of high school
- **World Language** — Two, preferably three years of high school
- **P.E./Health** — At least one year, preferably more
- **Computer Science** — Is recommended
- **Arts** — At least one year is recommended for many colleges
- **Challenging Electives** — Whenever possible

**Tips for Parents:** Take an active role in your student's course selections! When choosing classes for ninth grade, make sure your student is on track to meet the minimum requirements for college admission. Ninth graders should take year-long courses in English, math, and science, as well as social studies and challenging electives. If your student did not take algebra in middle school, it should be taken in ninth grade. There may be additional requirements for your state. Talk to your student's teacher to find out if this is the case.



**Standardized tests** are tests on which everyone answers similar questions about the same content. College entrance exams are standardized tests. They are used to compare students from different schools using a common scale. Over 90% of four-year colleges and universities require standardized college entrance exams. This is why it is important to understand what they are, when they are given, and how to perform well on them.

There are two tests students can take for practice and two official tests that will count towards college admission.

Students have many chances to practice taking college entrance exams. The results of these practice exams may help students find topics

they should study to do their best on the actual college entrance exams.

**PSAT®** — Preliminary SAT/National Merit Scholarship Qualifying Test

- Tests critical reading, math, and writing skills
- Scores are not reported to colleges
- Typically taken in October of sophomore and/or junior years of high school
- Junior year, scores may qualify the student for the National Merit Scholarship Competition

**PLAN®** — “Pre-ACT” Test

- Includes four sections (English, math, reading, and science)
- Scores are not reported to colleges
- Typically taken sophomore year

## Official College Entrance Exams

### SAT® — Reasoning Test

- Tests critical thinking and reasoning skills
- Includes three subjects (writing, critical reading, and math)
- Should be taken junior and/or senior years of high school

### ACT® — ACT Assessment Test

- Tests content knowledge as well as critical thinking and reasoning skills
- Includes four sections (English, reading, math, and science)
- Includes an optional writing section
- Should be taken junior and/or senior years of high school

<http://www.khanacademy.org> provides free practice tests and YouTube lectures on many topics for K-8 students, plus SAT test prep. Talk to your student's teacher about how they can best prepare.

## Tips for Parents

- Find out what preparation options are available in your area. Remember that students should begin studying 2–3 months prior to the exam!
- Encourage your student to build their vocabulary and reading skills by reading newspapers, books, and magazines.
- Ask a teacher or counselor to go over your student's test results with you. There is a lot of information available on score reports.
- Support your student's efforts to prepare for the exam in addition to their regular homework.

**A little preparation  
can go a long way!**

## Middle School: Your First Step towards Reaching Your Goals

Today your student received this checklist. It lists what they can do during middle school to prepare for high school. Here are some tips on how you can help them achieve their goals!



### Sixth Grade

1. Encourage your student to develop good study habits and complete their homework.
2. Ask your student what they are learning in school.
3. Make sure your student is attending school everyday.

### Seventh Grade

1. Encourage your student to be involved in school and community activities.
2. Make sure your student is completing their homework and studying for exams.
3. Discuss possible careers with your student. Help them learn more about these careers using the steps outlined in the College and Career Portfolio.
4. Discuss your student's class choices with their counselor. Make sure they are set to take algebra in the eighth grade.

### Eighth Grade

1. Keep encouraging your student to complete their homework and maintain good study habits.
2. Meet with your student's counselor. Talk to them about the classes your student needs to take in high school in order to be college-ready.
3. Attend a financial aid seminar. Become familiar with the resources available to you and your family.
4. Communicate with your student. Talk to them about the classes they are taking and the activities they are involved in.