

Preparing for College and Career: Lesson Plans for Using StudentEdge in the Classroom

Your school has licensed StudentEdge, an online resource center for students with many career and college planning tools. While students and families may access these tools and resources at any time, many students are best motivated within the structure of the classroom. These lesson plans are designed to help you incorporate StudentEdge into your teaching plans as you assist students with planning and preparing for college.

Each lesson includes suggested grade levels, activities for students, and assignments for further instruction. The activities help guide students as they use the tools in StudentEdge to complete key parts of the college planning process. Each activity also allows for discussion of the lesson topic and its role in the planning process.

We have arranged the lessons in a suggested order based on students' typical movement through the college preparation process:

1. Researching Potential Careers
2. Creating a Resume
3. Discovering Your Best Fit College
4. Researching Colleges
5. Preparing for College Admissions Tests
6. Learning About Financial Aid
7. Searching for Scholarships
8. Preparing for AP Exams
9. Applying to College

Feel free to follow the suggested order or simply choose the particular lessons you want to use as you introduce students to college preparation and planning.

Researching Potential Careers

Lesson Objective: Students will use StudentEdge to take a career assessment and discover careers that are most suitable for them based on personality types. They will research these careers and learn about the skills, abilities, and education needed for each occupation.

Suggested Grade Level: 9th and 10th

Resources: StudentEdge, Worksheet 1

Lesson Length:

Overall	25–40 min
Tasks 1 and 2	10–15 min
Tasks 3–5	15–25 min

Activity:

Task 1	Ask students to read about the Holland types in the Careers section of StudentEdge. Discuss the relation of Holland types to career choices.
Discussion Question	Why does one's Holland type have an impact on job satisfaction?
Expected Answers	<ul style="list-style-type: none">Working with people of a similar type makes you more comfortableWorking in an environment that rewards your personality is more satisfying
Discussion Question	What Holland type do the students think they are? Why?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but should be one of the following six types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional

Task 2	Instruct students to take the career assessment to find out their Holland type.
Discussion Question	Were the results what they expected? Why or why not?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary, but students should try to explain why the results matched their predictions or why they didn't match
Task 3	Ask students to complete Section A of Worksheet 1 and discuss their responses.
Discussion Question	How did students make their predictions?
Expected Answers	<ul style="list-style-type: none"> • Guessed • Learned about job from observation/experience • Learned about job from media (television, internet, books, etc.)
Discussion Question	What differences, if any, did students discover between their predictions and actual job requirements?
Expected Answers	<ul style="list-style-type: none"> • Listed different skills • Listed unnecessary skills/requirements • Didn't list enough skills/requirements
Discussion Question	Why do they think these differences occurred?
Expected Answers	<ul style="list-style-type: none"> • Unfamiliar with the occupation • Expectations or perceptions are not accurate

Task 4	Ask students to complete Sections B and C of Worksheet 1. Discuss their responses.
Discussion Question	Were students surprised by any required skills, education, or training? Why or why not?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary
Discussion Question	What can students do to develop required skills that they don't yet have?
Expected Answers	<ul style="list-style-type: none"> • Continue their education (college or vocational training) • Get a part-time job or internship • Do community service in that field
Discussion Question	What activities should be part of the education or training plan?
Expected Answers	<ul style="list-style-type: none"> • Deciding on college vs. vocational-technical school • Finding the right schools/programs to help with their career choice(s) • Taking the classes necessary to help them develop the required skills • Volunteering in their field to gain knowledge and experience • Getting a part-time job or internship related to their career choice(s)
Task 5	Encourage students to add any careers that interest them to their saved careers list.

Assignment: Instruct students to continue researching potential careers and add at least five occupations to their saved careers list.

Worksheet 1

Section A

Look at the names of a few of the careers that interest you on the Related Occupations list for your top scoring Holland type. Write the job titles and the tasks you think are necessary for these jobs in the table below. Then view the profiles for these careers and write down the actual necessary tasks and skills for each one.

Career	Expected Description and Skills Needed	Actual Job Requirements

Section B

Take a look at the Related Occupations lists for your two or three highest scoring Holland types. Review the career profiles of any occupations that interest you. Write the job titles of your top choices in the table below. Write down the necessary skills, abilities, and interests for each. Then write down your skills, abilities, and interests that match each position.

Career	Required Skills, Abilities, and Interests	My Matching Skills, Abilities, and Interests

Section C

Write down the careers you selected for Section B in the table below. Check their profiles to discover the necessary education or training for each and add that information to the table. Then write down how you can acquire that education or training.

Career	Necessary Education/Training	Education/Training Plan

Creating a Resume

Lesson Objective: Students will understand the purpose of the resume and will use StudentEdge to write their own.

Suggested Grade Level: 9th, 10th, 11th, and 12th

Resources: StudentEdge, sample job advertisements from a local newspaper

Lesson Length:

Overall	30–45 min
Tasks 1 and 2	10–15 min
Task 3	20–30 min

Activity:

Task 1	Bring in several sample job advertisements from a local newspaper. Distribute them to the class and ask students to read them. Discuss the job requirements for each one.
Discussion Question	If students were submitting a resume, what types of skills would they want to highlight?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but students should aim to highlight skills that would fulfill the job requirements listed
Discussion Question	Would they focus on experience or education?
Expected Answers	<ul style="list-style-type: none">Answers will vary depending on the student and the job requirements listed

Task 2	Discuss what the resume is and why it is important. Some of the articles in the Virtual Career Library (located within the Resume Builder tool) may help guide this discussion.
Discussion Question	Why should students use resumes?
Expected Answers	<ul style="list-style-type: none"> • To market their skills and accomplishments • To declare their candidacy for jobs, internships, or positions in academic programs • To give potential employers or admissions directors important information
Discussion Question	What kind of information should and should not be included in a resume?
Expected Answers	<ul style="list-style-type: none"> • <u>Should be included</u>: academic history, professional experience, skills, achievements, certifications, and contact information • <u>Should not be included</u>: birth date, religious affiliation, race, social security number, and marital status
Task 3	<p>Instruct students to write their own resume using StudentEdge's step-by-step tool in the Careers section.</p> <p>Remind students that they can always access their resume if they need to update it or print it out.</p>

Assignment: Instruct students to read more articles in the Virtual Career Library to get additional tips on resumes, cover letters, and interviews.

Discovering Your Best Fit College

Lesson Objective: Students will use StudentEdge to search for colleges that meet their criteria and review their search results.

Suggested Grade Level: 10th and 11th

Resources: StudentEdge, Worksheet 2

Lesson Length:

Overall	20–30 min
Tasks 1 and 2	10–15 min
Tasks 3 and 4	10–15 min

Activity:

Task 1	Ask students to complete Section A of Worksheet 2 and then discuss the answers as a group.
Discussion Question	What are some reasons why it's important for students to find schools that will be the best fit for them?
Expected Answers	<ul style="list-style-type: none">• Helps them get the most out of their college experience• Increases their chances of staying at and graduating from the school• Minimizes debt
Discussion Question	In what areas of their lives do students want to match well with colleges?
Expected Answers	<ul style="list-style-type: none">• Academic, personal, social, financial

Task 2	Ask students to complete Section B of Worksheet 2 and then discuss the criteria they listed as a group.
Discussion Question	Why did they select certain criteria?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations
Discussion Question	How did they determine how important certain criteria were?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations
Discussion Question	What other criteria can they think of that would be of less importance to them?
Expected Answers	<ul style="list-style-type: none"> Answers will vary

Task 3	<p>Instruct students to use StudentEdge’s college search tool—they’ll answer questions about their goals and preferences, and get a list of schools that meet their criteria.</p> <p>Remind students that they can update their search criteria as necessary throughout high school.</p>
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Task 4	When students are finished, instruct them to review their results list.
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Assignment: Instruct students to continue to update their search criteria as their preferences change and review their results list.

Worksheet 2

Section A

What are some reasons why it's important to find schools that will be the best fit for you?

In what areas of your life do you want to match well with colleges?

Section B

What criteria are most important to you when searching for colleges?

Researching Colleges

Lesson Objective: Students will use StudentEdge to research college profiles, build a college list, and contact colleges of interest.

Suggested Grade Level: 10th and 11th

Resources: StudentEdge, Worksheet 3

Lesson Length:

Overall	25–40 min
Task 1	5–10 min
Tasks 2–4	20–30 min

Activity:

Task 1	Ask students to complete Section A of Worksheet 3 and then discuss their answers as a group.
Discussion Question	Why did they select certain types of information?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations
Discussion Question	How did they decide what they would want to learn about?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations

Task 2	Ask students to complete Section B of Worksheet 3. Remind them to use the school profiles in StudentEdge to complete the exercise. Discuss the exercise as a group.
Discussion Question	How do the answers they found affect their opinion of the colleges?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary, but students should explain how and why their opinions changed or remained the same
Discussion Question	What further questions do they have about the schools?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations
Discussion Question	How can they get answers to those questions?
Expected Answers	<ul style="list-style-type: none"> • Read the school profiles in StudentEdge • Go to the colleges' websites • Contact the colleges for more information • Speak to admissions counselors
Task 3	Remind students that they can contact colleges for more information. Note that the school profiles often contain direct links to request information.
Discussion Question	What do students think are the benefits of contacting schools?
Expected Answers	<ul style="list-style-type: none"> • Receive more information • Get to know the admissions staff • Signal their interest in the school • Allow the admissions staff to get to know them
Task 4	Encourage students to add any colleges they're interested in to their saved schools list.

Assignment: Instruct students to continue to research colleges, add at least three colleges to their saved list, and contact at least two colleges that they're interested in.

Worksheet 3

Section A

When researching colleges, what types of information do you want to learn about a college?

Section B

Fill in the names of three colleges from your results list. Fill in five questions that you would ask when researching colleges. Use the school profiles in StudentEdge to complete the table below and answer the questions for each college.

	Question 1:	Question 2:	Question 3:	Question 4:	Question 5:
College 1:					
College 2:					
College 3:					

Preparing for College Admissions Tests

Lesson Objective: Students will use StudentEdge to learn more about the PSAT, SAT, and ACT and see where to focus their preparation.

Suggested Grade Level: 10th and 11th

Resources: StudentEdge, Worksheet 4

Lesson Length:

Overall	20–30 min
Task 1	5–10 min
Tasks 2–4	15–20 min

Activity:

Task 1	Discuss the importance of the main college admissions tests. The test prep articles in the Advice section of StudentEdge may help guide this discussion.
Discussion Question	What are the main tests that affect college admissions?
Expected Answers	<ul style="list-style-type: none">• SAT, ACT, and PSAT
Discussion Question	How much weight do students think schools place on test scores?
Expected Answers	<ul style="list-style-type: none">• It will vary from school to school; some colleges place more emphasis on test scores than other colleges• Although test scores are considered important, many schools place more weight on students' grades and performances in high school classes
Discussion Question	Why is it important to learn test-specific strategies and practice with test-like content?
Expected Answers	<ul style="list-style-type: none">• To become familiar with the tests• To see where to focus study time• To learn how best to approach the tests• To be prepared for test day

Task 2 Ask students to complete Sections A and B of Worksheet 4 to learn more about the tests.

Students can find the information in the Test Prep section of StudentEdge in the “About the...” or “Tips & Strategies” articles.

Answers to Sections A and B are provided on the Worksheet 4 Answer Sheet.

Discussion Question What are the similarities and differences between the tests?

Expected Answers

- Topics: SAT and PSAT have Math, Critical Reading, and Writing sections; ACT has English, Math, Reading, Science, and Writing (optional)
- Length: PSAT is a little over 2 hours; SAT is almost 4 hours; ACT is about 3 hours without Writing and about 3.5 hours with it
- Number of sections: PSAT has 5; SAT has 9; ACT has 4 without Writing and 5 with it
- Writing portion: PSAT has no essay and one grammar section; SAT has a required essay and two grammar sections; ACT has an optional essay
- Scoring range: PSAT is 20 to 80 for each topic; SAT is 200 to 800 for each topic; ACT is 1 to 36 for the four main topics and 2 to 12 for Writing

Task 3	Instruct students to complete Section C of Worksheet 4 and discuss their responses.
Discussion Question	What tests do students plan to take?
Expected Answers	<ul style="list-style-type: none"> Answers will vary based on students' future plans and current skills and abilities
Discussion Question	What activities will they do to prepare?
Expected Answers	<ul style="list-style-type: none"> Develop their math, reading, and writing skills Learn about the structure of the test Learn about test strategy Answer practice questions Take practice tests
Discussion Question	How much time will they need to prepare?
Expected Answers	<ul style="list-style-type: none"> Answers will vary based on students' ability levels, the tests they plan to take, and when they plan to take the tests, but students should be encouraged to leave ample time for preparation
Task 4	Encourage students to use StudentEdge to prepare for the PSAT, SAT, or ACT by taking online courses and practice tests.

Assignment: Instruct students to take the Quick Quiz for at least one of the admissions tests they will be taking so they can see where to focus their preparation.

Worksheet 4

Section A

Use the Test Prep section of StudentEdge to fill in the tables below.

PSAT

Topic	Number of Sections	Scoring Range

SAT

Topic	Number of Sections	Scoring Range

ACT

Topic	Number of Sections	Scoring Range

Section B

On the lines below, write down at least one specific tip or strategy for each test.

PSAT:

SAT:

ACT:

Section C

Now that you know more about the college admissions tests, fill in the table below based on which test or tests you expect to take. You can use this table as a way to plan your preparation.

Test	When You Expect to Take It	How You'll Prepare	How Much Time You'll Need to Prepare

Worksheet 4 Answer Sheet

Section A

PSAT

Topic	Number of Sections	Scoring Range
Critical Reading	2	20 to 80
Writing	1	20 to 80
Math	2	20 to 80

SAT

Topic	Number of Sections	Scoring Range
Critical Reading	3	200 to 800
Writing	3	200 to 800
Math	3	200 to 800

ACT

Topic	Number of Sections	Scoring Range
English	1	1 to 36
Math	1	1 to 36
Reading	1	1 to 36
Science	1	1 to 36
Writing	1	2 to 12

Section B

Possible answers for each test are listed below. To see more possibilities, go to the Test Prep section in StudentEdge and review the “Tips & Strategies” article for each of the three tests.

PSAT and SAT

- For sentence completions, try to predict what word should go in each blank. Scan the answer choices, looking for a word similar to the one you've predicted, and then eliminate the answer choices that don't match up.
- For reading comprehension, skim each passage to see what it's about. Then tackle the questions that direct you straight to the answer by referring you to a specific line in the passage. If you have time afterward, you can try solving the harder questions.
- For grammar questions, think about the simplest, clearest way to express an idea. If an answer choice sounds awkward or overly complicated, chances are good that it's wrong.
- For math multiple-choice questions, use the Plugging In Numbers and Working Backwards strategies.
- For math grid-ins, make your best guess even if you're not sure (you won't be penalized for wrong answers).

SAT and ACT

- For the essay, it is important to develop your ideas and express them clearly, using examples to back them up. Your essay does not have to be grammatically perfect, but it does have to be focused and organized.

ACT

- For English, start by reading the sentence or paragraph carefully, listening for it; usually the word or phrase that contains an error will sound wrong. If none are apparent, look for the four most common types of errors.
- For Math, use the Plugging In Numbers and Working Backwards strategies.
- For Reading, focus on the big ideas in each passage, not the small details. Look for connections among ideas in each passage. To help you find answers quickly, take notes as you read, marking the main ideas or connections with your pencil.
- For Science, use the three-stage method (previewing, reading, reviewing) to get the most out of each science reasoning passage.

Learning About Financial Aid

Lesson Objective: Students will use StudentEdge to understand college costs, test their financial aid knowledge, and read about key financial aid topics.

Suggested Grade Level: 11th and 12th

Resources: StudentEdge, Worksheet 5

Lesson Length:

Overall	30–45 min
Tasks 1 and 2	10–15 min
Task 3	15–20 min
Task 4	5–10 min

Activity:

Task 1	Instruct students to complete Section A of Worksheet 5 and discuss the issue of college costs.
Discussion Question	How did students make their predictions?
Expected Answers	<ul style="list-style-type: none">• Guessed• Used estimates from observation/experience• Used estimates from media (television, books, internet, etc.)
Discussion Question	What differences, if any, did students discover between their predictions and the estimated costs provided by the tuition finder?
Expected Answers	<ul style="list-style-type: none">• Underestimated the costs• Overestimated the costs
Discussion Question	Why do they think these differences occurred?
Expected Answers	<ul style="list-style-type: none">• Unfamiliar with the issue of college costs• Expectations or perceptions are not accurate
Discussion Question	Were they surprised by any of the cost information? Why or why not?
Expected Answers	<ul style="list-style-type: none">• Answers will vary, but students should identify what surprised them and why it was a surprise
Discussion Question	What types of expenses do they think belong in the “other expenses” category?
Expected Answers	<ul style="list-style-type: none">• Books, transportation, laundry, entertainment, etc.

Task 2	Discuss the financial aid process.
Discussion Question	Why is it important?
Expected Answers	<ul style="list-style-type: none"> • Helps pay for college • Helps students afford education • Helps students find additional funding for school
Discussion Question	What kinds of things are considered financial aid?
Expected Answers	<ul style="list-style-type: none"> • Scholarships, grants, loans, work-study, etc.
Discussion Question	Where do these sources of aid come from?
Expected Answers	<ul style="list-style-type: none"> • Federal government • State government • Colleges and universities • Private companies or associations
Discussion Question	How can students get financial aid?
Expected Answers	<ul style="list-style-type: none"> • Fill out the FAFSA (for federal aid) • Check with colleges (for specific program aid) • Check with state education associations (for state aid) • Scholarship searches (for private aid)

Task 3	Instruct students to take the financial aid quiz in the Scholarships section of StudentEdge. When they're finished, they should review the correct answers and explanations for each question. Discuss the quiz as a group.
Discussion Question	Which questions did they answer incorrectly? What were those questions about?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary
Discussion Question	Were they surprised by any of the topics covered? Why or why not? If so, which topics?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary, but students should identify surprising topics and explain why they were surprising

Task 4	Instruct students to complete Section B of Worksheet 5 based on their results from the financial aid quiz, and then discuss the answers as a group.
Discussion Question	What are some common topics that students may want to learn more about?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but students should name the topics that they may have struggled with on the quiz
Discussion Question	What are some key Advice articles that students can read?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but should relate to the topics that students want to learn more about

Assignment: Instruct students to use the financial planning calculator at home with their families to assess their college savings plans. The calculator is in the Scholarships section of StudentEdge.

Worksheet 5

Section A

Write down the names of two colleges you're familiar with in the table below. For each school, write down what you think the cost is in four categories: tuition, room and board (which is housing and meals), other expenses, and total cost. Then look up those colleges in the tuition finder in the Scholarships section of StudentEdge and write down the estimated costs.

College	Category	What You Think It Costs	Tuition Finder's Estimated Costs
	Tuition		
	Room and Board		
	Other Expenses		
	Total		
	Tuition		
	Room and Board		
	Other Expenses		
	Total		

Section B

Now that you've taken the financial aid quiz, write down the topics you may want to learn more about. Then, go to the Advice section in StudentEdge, and write down the names of articles you can read to help you understand those topics better.

Topics to Learn More About:

Advice Articles I Can Read:

Searching for Scholarships

Lesson Objective: Students will understand why scholarships are important and they will use StudentEdge to search for scholarships.

Suggested Grade Level: 11th and 12th

Resources: StudentEdge

Lesson Length:

Overall	20–30 min
Task 1	5–10 min
Tasks 2 and 3	15–20 min

Activity:

Task 1	Discuss searching for scholarships.
Discussion Question	Why is it important to start searching early?
Expected Answers	<ul style="list-style-type: none">• Provides more opportunities to find scholarships• Allows students to meet requirements well in advance of deadlines• Having more time to search may allow students to apply to a greater number of scholarships
Discussion Question	What kinds of scholarships are available?
Expected Answers	<ul style="list-style-type: none">• Academic, athletic, religious, ethnic/cultural, musical, talent- or activity-based, etc.
Discussion Question	Where can students find information about scholarships?
Expected Answers	<ul style="list-style-type: none">• StudentEdge’s scholarship search tool• High school guidance office• Colleges or universities
Discussion Question	Why are scholarships an important part of financial aid?
Expected Answers	<ul style="list-style-type: none">• They don’t have to be repaid

Task 2 Instruct students to complete a scholarship search in the Scholarships section of StudentEdge.

When students get a results list, instruct them to research potential scholarships by viewing scholarship profiles.

Task 3 Encourage students to add any scholarships they're interested in to their saved scholarships list.

Assignment: Instruct students to continue to research scholarships and add at least five to their saved scholarships list.

Preparing for AP Exams

Lesson Objective: Students will use StudentEdge to practice for and assess their preparation for Advanced Placement exams.

NOTE: You can use the AP Practice Tests available in StudentEdge to supplement your AP Courses in whatever way you deem fit. However, this lesson outlines our suggested option for incorporating StudentEdge into your AP curriculum.

Suggested Grade Level: 11th and 12th

Resources: StudentEdge, Worksheet 6

Lesson Length:

Overall	25–35 min
Task 1	20–25 min
Tasks 2 and 3	5–10 min

Pre-Lesson Assignment: Complete one AP Practice Test in StudentEdge, print out the results, and bring the results to class.

Activity:

Task 1	Discuss the results of the first practice test with students. Analyze the areas in which students may need more preparation and study time. This may also allow you to plan your review time accordingly.
Discussion Question	Were the results what they expected? Why or why not?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but students should explain why they expected or were surprised by the results
Discussion Question	In what areas did the students exhibit strengths? In what areas did the students exhibit weaknesses?
Expected Answers	<ul style="list-style-type: none">Answers will vary
Discussion Question	Were there any questions or topics that many students struggled with?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but encourage students to name specific problems they had
Task 2	<p>Direct students to the college-by-college AP scoring guides in the Test Prep section of StudentEdge.</p> <p><u>Note:</u> Scoring guides are available for only some of the practice tests.</p> <p>For each college and university listed, students may see the minimum score required for AP credit, how many credits are granted, and what courses may be waived based on those credits.</p>
Task 3	<p>If there is a scoring guide available for the AP Exam that students will take, ask them to complete Worksheet 6.</p> <p>The information they collect will help them to set goals for their exam performance.</p>

Post-Lesson Assignment: Complete the second AP Practice Test in StudentEdge.

Worksheet 6

On the line provided, write down the name of the AP Exam you'll be taking. In the table below, write down your top three college choices. Use the college-by-college scoring guide for your exam to fill in the rest of the table for the colleges you listed. You'll be able to set goals for your exam performance based on the information you collect.

Exam Name: _____

College Name	Minimum Score Required for AP Credit	Number of Credits Granted	Course(s) Waived	Other Stipulations

Applying to College

Lesson Objective: Students will use StudentEdge to prepare for the college application process.

Suggested Grade Level: 12th

Resources: StudentEdge, Worksheet 7

Lesson Length:

Overall	25–45 min
Task 1	5–10 min
Task 2	5–10 min
Task 3	5–10 min
Task 4	10–15 min

Activity:

Task 1	Ask students to complete Section A of Worksheet 7. Discuss their answers as a group.
Discussion Question	What are students most concerned about? What is most important to them?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but should be one of the options listed in Section A
Discussion Question	Why are students more concerned about some aspects than others?
Expected Answers	<ul style="list-style-type: none">Answers will vary, but may relate to personal preferences, academic goals, future plans, and financial situations

Task 2	Discuss the aspects of the college application process. The school search articles in the Advice section of StudentEdge may help guide this discussion.
Discussion Question	What are students' expectations?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary
Discussion Question	What are their fears or concerns?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary
Discussion Question	How can they address or alleviate those concerns?
Expected Answers	<ul style="list-style-type: none"> • Talk to their guidance counselor • Talk to their parents • Talk to current college students • Learn more about the application process by reading Advice articles in StudentEdge

Task 3	Ask students to complete Section B of Worksheet 7, and then discuss the answers as a group.
Discussion Question	Why is it important to use their application to stand out?
Expected Answers	<ul style="list-style-type: none"> • Colleges receive lots of applicants • It can make a good impression on admissions officers • It can help their chances for admission
Discussion Question	What types of characteristics, skills, talents, or experiences do students have?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary

Task 4	Ask students to complete Section C of Worksheet 7. Discuss their answers as a group.
Discussion Question	What are some common criteria that colleges are looking for?
Expected Answers	<ul style="list-style-type: none"> • Strong academic record • Involvement in activities • Leadership ability • Involvement in community • Good character (responsible, ethical, persevering, etc.)
Discussion Question	What characteristics and achievements do students have that will meet the criteria?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary
Discussion Question	How can students demonstrate that they meet these criteria?
Expected Answers	<ul style="list-style-type: none"> • Send transcripts and test scores • Describe their activities on the application • Illustrate their character and abilities in the essay • Get recommendations that highlight their achievements, abilities, and character • Discuss their strengths, goals, and personality in the admissions interview

Assignment: Instruct students to complete the Application Essay Tutorial to prepare for writing their application essays. The tutorial is located in the Admissions section of StudentEdge.

Worksheet 7

Section A

The application process has several components. Rank the following from 1 to 6 in order of importance or concern to you (with 1 being the most important or of greatest concern).

_____ Filling out applications

_____ Writing application essays

_____ Attending admissions interviews

_____ Filling out financial aid forms

_____ Taking standardized tests

_____ Getting recommendations

Section B

Grades and test scores play a key role in the admissions process, but colleges are also interested in what makes you unique. Illustrating your characteristics, talents, and experiences can help set you apart. Write down your unique qualities, skills, and activities below.

Personal Achievements: _____

Special Talents: _____

Extracurricular Activities: _____

Leadership Qualities: _____

Cultural Experiences: _____

Ethnic Heritage or Socioeconomic Background: _____

Section C

Applications, essays, and interviews are great opportunities to show college admissions counselors why they should accept you. You should highlight your accomplishments and strengths and let them know why you believe you would fit well in their schools.

In the table below, list some criteria that you think colleges are looking for in students. Then write down the personal characteristics and achievements you would use to demonstrate how you meet that criteria.

What Colleges Are Looking For	How I Meet the Criteria

Other Lessons

Preparing for Military Careers Searching for Vocational Education

These lessons are not part of the college path, but can be used to help students who are interested in the military or vocational-technical education get the most out of StudentEdge.

These students would likely also benefit from the Researching Potential Careers and Creating a Resume lessons that are in the college path.

The following lessons can be done at your discretion or as they apply to students who might be interested in the military or vocational-technical education.

Preparing for Military Careers

Lesson Objective: Students will use StudentEdge to learn more about their military options. They will research military careers in order to understand the skills, abilities, and training needed for those occupations. They will also learn about the ASVAB and how to prepare for it.

Suggested Grade Level: 10th, 11th, and 12th

Resources: StudentEdge, Worksheet 8

Lesson Length:

Overall	30–40 min
Tasks 1–3	15–20 min
Tasks 4–6	15–20 min

Activity:

Task 1	Discuss the military option for life after high school.
Discussion Question	What are the main branches of the military?
Expected Answers	<ul style="list-style-type: none">• Army, Navy, Marines, Air Force, and Coast Guard
Discussion Question	Why do people join the military?
Expected Answers	<ul style="list-style-type: none">• To serve their country• To advance in a specific career• To help pay for college
Discussion Question	What are the benefits of military service?
Expected Answers	<ul style="list-style-type: none">• Service to country• Instills discipline, responsibility, and leadership• Provides funding for future education• Provides a way to get started on specific careers
Discussion Question	What are the drawbacks of military service?
Expected Answers	<ul style="list-style-type: none">• Potentially dangerous work• Can be away from family and home for long periods of time• Must honor the service commitment before starting new career or education

Task 2	Ask students to complete Section A of Worksheet 8 and discuss their responses.
Discussion Question	How did students make their predictions?
Expected Answers	<ul style="list-style-type: none"> • Guessed • Learned about job from observation/experience • Learned about job from media (television, internet, books, etc.)
Discussion Question	What differences, if any, did students discover between their predictions and actual job requirements?
Expected Answers	<ul style="list-style-type: none"> • Listed different skills • Listed unnecessary skills/requirements • Didn't list enough skills/requirements
Discussion Question	Why do they think these differences occurred?
Expected Answers	<ul style="list-style-type: none"> • Unfamiliar with the occupation • Expectations or perceptions are not accurate
Discussion Question	Based on what they learned, are there any military careers that interest them? Why or why not?
Expected Answers	<ul style="list-style-type: none"> • Answers will vary, but students should explain why they determine some careers to be interesting
Task 3	Encourage students to add any careers that interest them to their saved careers list.

Task 4	Discuss how students can prepare to join the military.
Discussion Question	What will students need to do to prepare?
Expected Answers	<ul style="list-style-type: none"> • Stay physically fit • Research potential military careers • Graduate from high school • Take the ASVAB • Contact a recruiter • Choose a service branch
Discussion Question	What types of classes should they take in high school?
Expected Answers	<ul style="list-style-type: none"> • A balanced set of courses that includes English, math, science, history, social studies, and possibly a foreign language

Task 5	<p>Ask students to complete Section B of Worksheet 8 to learn more about the ASVAB and review the correct answers as a group.</p> <p>Students can find the information in the Test Prep section of StudentEdge in the “About the ASVAB” or “ASVAB Tips & Strategies” articles.</p> <p>Correct answers are provided on the Worksheet 8 Answer Sheet.</p>
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Task 6	Remind students that when they’re ready for further ASVAB preparation, they can take a practice test in StudentEdge.
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Assignment: Instruct students to continue researching military careers and add any occupations of interest to their saved careers list. Instruct students to take the Quick Quiz for the ASVAB to see where they’ll need to focus their preparation.

Worksheet 8

Section A

Check out the military-specific careers category in the Careers section of StudentEdge. Select several job titles of interest and write them in the table below. Write down the tasks and skills you think are necessary for each one. Then view the profiles for these careers and write down the actual necessary tasks and skills for each one.

Career	Expected Description and Skills Needed	Actual Job Requirements

Section B

1. List the sections of the ASVAB:

2. Name at least two places where you can take the ASVAB:

3. The _____ score determines your eligibility for military enlistment.

4. TRUE or FALSE (circle one)

There is no penalty for incorrect answers on the ASVAB.

5. TRUE or FALSE (circle one)

On the ASVAB, you should guess if you don't know the answer to a multiple-choice question.

6. TRUE or FALSE (circle one)

If you have extra time in a section, you'll be allowed to go back and check your answers on the subject tests you've already completed.

Worksheet 8 Answer Sheet

Section B

The answers to questions 1, 2, and 3 can be found in the “About the ASVAB” article. The answers to questions 4, 5, and 6 can be found in the “ASVAB Tips & Strategies” article.

1.

General Science
Arithmetic Reasoning
Word Knowledge
Paragraph Comprehension
Mathematics Knowledge
Electronics Information
Auto & Shop Information
Mechanical Comprehension
Assembling Objects

2.

(students only need to list 2 of the following 3 options)
High school
Military Entrance Processing Stations (MEPS)
Mobile Examining Team (MET) sites

3.

AFQT
(This score is calculated by using the raw scores of the following sections: Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension, and Word Knowledge.)

4.

True

5.

True (because there is no penalty for incorrect answers)

6.

False

Searching for Vocational Education

Lesson Objective: Students will use StudentEdge to learn more about vocational education and training opportunities and search for career colleges, nursing schools, and vocational-technical schools.

Suggested Grade Level: 11th and 12th

Resources: StudentEdge, Worksheet 9

Lesson Length:

Overall	25–40 min
Task 1	5–10 min
Task 2	5–10 min
Tasks 3 and 4	15–20 min

Activity:

Task 1	Discuss careers that require training, but not necessarily a bachelor's or professional degree.
Discussion Question	What are some examples of these careers?
Expected Answers	<ul style="list-style-type: none">Electrician, plumber, nurse, construction worker, truck driver, automobile technician, chef, firefighter, police officer, hairstylist, clothing designer, fitness trainer, postal worker, actor, real estate broker, etc.
Discussion Question	Where do they think they could find these types of training programs?
Expected Answers	<ul style="list-style-type: none">Vocational-technical schoolsCareer colleges

Task 2	Ask students to complete Worksheet 9 and discuss the answers as a group.
Discussion Question	What criteria or qualities do they want in a vocational-technical school, career college, or nursing school?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but may relate to personal preferences, career goals, future plans, and financial situations
Discussion Question	What programs are they interested in?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but may relate to personal preferences, career goals, future plans, and financial situations
Discussion Question	What is their preferred school location?
Expected Answers	<ul style="list-style-type: none"> Answers will vary, but may relate to personal preferences, career goals, future plans, and financial situations
Discussion Question	What are the benefits of going to school full-time?
Expected Answers	<ul style="list-style-type: none"> Finish the training or program faster Can concentrate fully on schoolwork Have more time in which to schedule classes
Discussion Question	What are the benefits of going to school part-time?
Expected Answers	<ul style="list-style-type: none"> Can work and earn money while going to school Have more time for other activities Make classes fit into your schedule
Task 3	<p>Instruct students to search for vocational-technical schools, career colleges, or nursing schools in the School Search section of StudentEdge.</p> <p>When students select their search options, encourage them to consider the criteria they listed on the worksheet.</p>
Task 4	When students receive a results list, instruct them to research schools they might be interested in.

Assignment: Instruct students to continue to research schools of interest.

Worksheet 9

1. What types of vocational education or training programs are you interested in?

2. What are your preferred school locations?

3. What criteria or qualities do you want in an education or training program?

4. Circle the statement that best describes you.

I'm interested in attending school full-time.

I'm interested in attending school part-time.

I'm undecided about whether to attend school full-time or part-time.