Lesson Descriptions

Introduction 1: Introduction
Why am I here and what is expected of me?
NOTE: This lesson requires coordination with your school counselor.

Introduction 2: Are You Ready?
What do I need to do to prepare for further education and life on my own?
NOTE: This lesson requires coordination with your school counselor.
GRADE 12, Unit 1, Introduction

Some Students Will:

- Independently research further college and career possibilities.
- Consider the behaviors necessary to succeed in college, and take steps to practice those behaviors during their senior year (for example, taking notes in class, or writing assignments in their day planner.)

Most Students Will:

- Identify careers they’re interested in pursuing.
- Identify where they are in the college research process.
- Describe ways in which college is different than high school.
- Write college application dates (including SAT/ACT registration and test dates, FAFSA deadlines, etc.) on a calendar or day planner.

All Students Will:

- Understand the topics that will be presented in Roads to Success this year, and identify those that will be most relevant to them.
- Determine whether they’re on track to graduate on time.
- Identify the type of education they’re interested in pursuing after high school.
INTRODUCTION

Introduction

The Big Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes
I. Warm Up: Where Do I Want to Be? (5 minutes)
II. Procedures and Policies (10 minutes)
III. How Will I Get There? (15 minutes)
IV. Where Am I Now? (15 minutes)

MATERIALS

- PORTFOLIO PAGES:
  - Portfolio pages 1-2, Senior Year Road Map
- STUDENT HANDBOOK PAGES:
  - Student Handbook page 1, Roads to Success Overview
  - Student Handbook page 2, Senior Scenarios
  - Student Handbook page 3, Grade 12 Lessons
- FACILITATOR PAGES:
  - Facilitator Resource 1, Where Am I Going? (one copy per student)
  - Facilitator Resource 2, Name Tent Directions (optional)
  - Facilitator Resource 3, Career Research (copies for interested students)
  - Facilitator Resource 4, College Research (copies for interested students)
- Chart paper and marker
- Colored 4” x 6” index cards (optional)
- Markers (optional)

OBJECTIVES

During this lesson, the student(s) will:

- Recognize the purpose of participation in Roads to Success in Grade 12.
- Set goals for the year, including identifying current career goals, postsecondary options, and next steps.
OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students review lesson topics for Grade 12, and consider what’s needed to pave the way for their post-high school plans.

PREPARATION

☐ List the day’s BIG IDEA and activities on the board.
☐ Write the day’s vocabulary word and definition on the board.
☐ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  • Facilitator Resource 1, Where Am I Going?
  • Facilitator Resource 2, Name Tent Directions (optional)
  • Student Handbook page 3, Grade 12 Lessons
  • Portfolio pages 1-2, Senior Year Road Map
☐ Create procedures for storing and distributing binders, entering and exiting the classroom, and submitting and returning assignments. Be prepared to discuss each policy with the students.
☐ If you’ll be using Roads to Success binders and storing them in the classroom, you may want to pre-label the binders for your students. One facilitator used the computer to print out labels for the spines. Each class got a different color label, and names were big enough to be read across the room. (This made it possible to take attendance by noting which binders were unclaimed.)
☐ Discuss the Roads to Success grading policy with your school administrator. Some schools choose to offer the class pass/fail, providing a separate grade on the report card. Others choose to include Roads to Success participation as part of the grade in another class.
☐ Meet with your school counselor to discuss Roads to Success plans for the year. Share a copy of Facilitator Resource 1, Where Are You Going? and Portfolio pages 1-2, Senior Year Road Map. Determine how to combine efforts so programs complement each other. Some areas to
consider:

• Identify students who lack career and college plans and may need extra guidance.
• Track student completion of the SAT/ACT, college applications, the FAFSA, etc.
• Provide financial aid information to parents.
• Arrange for small-group instruction for students who need to catch up on college and career research covered last year.

☐ Make copies of the following, and create packets for students interested in further independent research:

• **Facilitator Resource 3, Career Research** (includes the following Grade 11 materials: Career Research, RUReadyND.com Directions, Interest Profiler and Basic Skills Survey Results, Career Summary & Tasks, and Evaluating Top Career Choices.) Note that RUReadyND.com is an online career and college exploration tool available to all students in North Dakota.

• **Facilitator Resource 4, College Research** (includes the following: RUReadyND.com School Finder Directions, School Finder College Search Steps, List of Top Ten Schools, My Top Ten Schools, and Top Ten School Tips.)

**BACKGROUND INFORMATION**

“Why am I here?” and “What is expected of me?” Over the course of this lesson and the next, students should be able to answer these questions for themselves. These lessons should pique student interest in the program and establish basic expectations, rules, and procedures.

Note that while Roads to Success students have researched careers and colleges in previous grades, many may still need coaching re: career and college choice. These topics have not been included in Grade 12 due to lack of time. Selected 11th-grade materials have been included at the end of this lesson for those students who need additional information. (See PREPARATION and IMPLEMENTATION OPTIONS for details.)
VOCABULARY

**Portfolio:** A record of accomplishments and achievements, including samples of best work. In Roads to Success, career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

**Match School:** A school where you think you'd be happy academically and socially, and where you fall into the middle of their GPA and ACT/SAT score range.

**Reach School:** A top choice or “dream” school that is less likely to accept you because it is highly competitive and/or because your academics are just equal to, or fall short of, the school’s requirements.

**Safety School:** A school where you’ll almost surely be accepted because your grades and exam scores are higher than the requirements.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the __________. [This could be the board, chart paper or the overhead projector. Pick the spot that will be the easiest for you to implement.] It will be in this spot every class. You will need to write your answers on a __________. [This could be an index card, blank sheet of paper, or Student Handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.] At the beginning of each class, you will have ____ [probably around three] minutes to complete this assignment. I will be collecting it every class. [If you decide to do that.] Are there any questions?”

If you are a guest teacher or don’t know your students well, you may wish to have them create name tents for use until you know their names. Give each student a 4 X 6-inch index card. Place the instructions for the name tents on the overhead or write them on a large piece of chart paper.
paper. (See Facilitator Resource 2, Name Tent Directions.)

For Activity III, Step 4, Senior Scenarios: You may wish to have students come up with their own scenarios or issues they’re concerned about, then find the lessons where these issues will be addressed.

Activity IV, Step 5: If you have a significant number of students who are still undecided about career or college choices, you may wish to schedule small-group tutorials to guide them in this task. Student materials are included in Facilitator Resource 3, Career Research, and Facilitator Resource 4, College Research. Facilitator instructions for completing this research can be found in Grade 11, Careers 1: Interest Inventory, Careers 2: My Career Research, Education After High School 5: Choosing a College, and Education After High School 6: College Research I.

You may wish to begin this lesson with props or a PowerPoint to reinforce the idea that students are approaching the end of high school. This could be a video clip of last year’s graduation, complete with inspiring music, or the wearing or displaying of college paraphernalia. The goal should be to get students excited about the preparation they’re about to undertake to reach their postsecondary goals.
I. Warm Up (5 minutes)
   1. [Place a copy of Facilitator Resource 1, Where Am I Going? on each desk before students enter the room. Give students five minutes to complete the page, and collect the assignment using the procedure you’d like students to follow for the rest of the year.]

   2. **SAY SOMETHING LIKE:** Welcome back! This is it — senior year — you’re almost to the finish line! Take a look at the clock. If all of your schooling, grades 1 through 12, were represented by an hour on the clock, you’d have only five minutes to go.

   Some of you may be feeling nostalgic, thinking of all the things you’ll be doing for the last time this year. Some may be eager to leave. This class, Roads to Success, is designed to help you prepare for and make the transition to whatever you have planned for the year after high school. As you can see, we don’t have a minute to waste. Let’s get started.

II. Procedures and Policies (10 minutes)
   1. [Discuss the following with your students:
      - once-weekly meeting place and time
      - procedures for distributing and returning binders, collecting and returning assignments, entering and exiting the classroom
      - description of how the grade for the class will be determined and reported (pass/fail as a separate item on the report card or incorporated into a subject-area grade]

   2. [If you’re planning on beginning each class with a Do Now activity, discuss your expectations as described in IMPLEMENTATION OPTIONS.]

   3. [Distribute student binders according to the procedure you’ve established, and have students turn to Student Handbook page 1, Roads to Success Overview. Ask students to read this page to find a description of out-of-class requirements and use of portfolios. Call on a volunteer to explain each.]

III. How Will I Get There? (15 minutes)
   1. **SAY SOMETHING LIKE:** That’s how this class will operate. Let’s talk about the subjects we’ll cover.
By a show of hands, how many of you already know what career you’ll be pursuing after high school?

2. [Have students volunteer their chosen professions, and create a class list of a dozen or so. A student recorder can write these on chart paper, each followed by the initials of the person who contributed the career.]

3. **SAY SOMETHING LIKE:** This is our list of your aspirations for the year after high school. Those who didn’t have a chance to put your careers on the list should add them on the way into class next week. You should feel free to change these as the year goes by. This list should be a working document that helps us keep track of what you’re aiming for. It is the job of this class to see that you get there.

You’ll notice that the list is varied — from careers that require more than four years of college to those that require on-the-job training. In order for everybody to have the information they’ll need, we’ll cover topics from applying to college to finding a job.

This will require you to stay focused even when the topic being discussed is not in your immediate plans. Chances are good that you’ll learn something you can put to use later, and your classmates will appreciate your help and attention. They’ll return the favor when we discuss the topics that you’re most interested in.

4. [Distribute binders, and have students turn to **Student Handbook page 2, Senior Scenarios.** Display a copy of **Student Handbook page 3, Grade 12 Lessons**, using the overhead projector, laptop and LCD projector, or chart paper.]

**SAY SOMETHING LIKE:** This is a list of topics we’ll be covering in Grade 12, organized by units. Your assignment is to locate the lessons where each concern, including your own suggested topics, will be addressed, then write the name of the lesson in the box at the right. Note that you won’t find a lesson to address every concern. Please put a question mark by those where you can’t find a match, and we’ll talk about them in just a moment.

[If you think your students will have difficulty with this assignment, work through the first example as a class.]

3. [When students have finished, ask students to name the concerns that seem to be missing a corresponding lesson. (The second item, in which the student is uncertain]
about good colleges to attend, and the last item, in which the student is uncertain about a suitable career.) Each of these topics was addressed in depth in earlier grades, but it's likely that many students remain undecided. Let students know you'll provide resources for students who need help in these areas. See IMPLEMENTATION OPTIONS.

IV. Where Am I Now? (15 minutes)

1. [Have students turn to Portfolio pages 1-2, Senior Year Road Map, and display a copy of the first page. Ask a volunteer to explain the significance of Roads to Success Portfolio pages. (See VOCABULARY.]

SAY SOMETHING LIKE: This year, you'll find the portfolio pages useful for tracking your college applications and job-hunting activities. These first two pages list the important Roads to Success requirements, and provide resources in case you want to return to these topics outside of class. You'll notice that the first two columns ask for career and college plans, topics we explored in the 11th grade.

2. [Review the education options in the lower left corner, and discuss what's meant by reach, match, and safety schools.]

3. SAY SOMETHING LIKE: The rest of the boxes will help you track progress on 12th grade material that is new this year. Each of you will learn how to complete a college application and apply for financial aid. We'll also discuss the most effective ways to find a job you'll love — in time for students who'll be going to work right after graduation and those of you who'll be looking for summer jobs. We'll create a budget for the year following graduation, which will hopefully keep unpleasant surprises to a minimum. Finally, we'll read tips from the experts on how to succeed in college and at work.

4. SAY SOMETHING LIKE: Those of you who have a clear idea of the career you're aiming for and where you want to go to school should complete the two boxes on the left, and the top box in the middle. You'll be listing up to three career choices, the education you're planning on pursuing, and the colleges where you want to apply. Those who are still undecided should take time to do this research outside of class in the next few weeks.

5. [Students who need to do further research may return to their Grade 11 portfolios, if available, or may work on fresh copies you provide. Distribute copies of Facilitator
Resource 3, Career Research, and Facilitator Resource 4, College Research, to students who need to do further career and college research on their own. Set a goal of creating a list of schools to apply to — at least one reach, one match, and one safety — four weeks from today.

6. [Let students know that next week they’ll be checking their transcripts to make sure they’re on track to graduate, finding out about the differences between high school and postsecondary education, and creating a calendar of important deadlines for their senior year.

Thank students for their work and emphasize how excited you are about the coming year. If time permits, ask for volunteers to describe something they’re looking forward to learning in RTS this year.]
Where Am I Going?

**Directions:** Where would you like to be next year at this time? Answer the following questions to explain your plans.

1. Describe your career plans.

2. What education will you pursue to attain this career? Where would you like to go to school or get further training?

3. What questions or concerns do you have about how to prepare?
Name Tent Directions:
You will have TWO minutes to complete the tasks below.

Welcome to Roads to Success!

- Fold the card you were given at the door, in half, length-wise (like a tall book).

- Write your name on one side with the opening at the bottom. Make sure to use large, dark letters so that your name can be seen clearly.

- Write one career you are considering on the back of the card.

- On the inside of the tent, write one question you have about how to get into college or apply for a job.

- Then place your card on your desk with the name side facing away from you.
RUReadyND.com Career Research

I. Connecting to RUReadyND.com
   • Turn on the computer.
   • Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
   • Type the web address into the dialog box (RUReadyND.com).
   • When the RUReadyND.com home page appears enter your account name and password, then select Sign In.

II. Creating an Account (First Time Users)
   • If your students have not created an account on RUReadyND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUReadyND.com Roads to Success page.

III. Interest Profiler
   • Now, click on the Career Planning tab at the top of the page, then select Learn About Yourself.
   • Click on the Interest Profiler, and then click Get Started.
   • Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
   • The Interest Profiler will select Your Top Interest Areas based on the interests you’ve described. You must select two to get a list of careers.
   • Click on View Careers to see the careers that match up with your interest areas.
   • Using your results from the Interest Profiler, complete Portfolio page 1, Interest Profiler and Basic Skills Survey Results.

IV. Basic Skills Survey
   • Now, click on the Career Planning tab at the top of the screen, then select Learn About Yourself.
   • Click on the Basic Skills Survey.
   • Read all of the directions, and then click Get Started.
   • Read each skill carefully and check off all of the skills you believe you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
   • Look over the chart that reflects your basic skill levels. Then, click on Review Matching Careers.
   • Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
   • To see how closely your skills match the skills needed for a particular career, click Compare Your Skills in the column labeled Matching Skills.
• Using the results from the Basic Skills Survey, complete part II of Portfolio page 1, Interest Profiler and Basic Skills Survey Results.

V. Career Finder

• Now, click on the Career Planning tab at the top of the screen, and then click on Explore Careers. Under the section titled Career Exploration Tools, click on the Career Finder.

• To combine the results of the Interest Profiler and the Basic Skills Survey, first look for the section labeled Skills on the left side of the screen, and then click on the Basic Skills link.

• Click Use Basic Skills Survey Results. You’ll find this link in the blue box in the upper right corner of the screen.

• Now click on Interests under the heading My Characteristics.

• Click Use Interest Profiler Results. You’ll find this link in the blue box in the upper right corner of the screen.

• Scroll to the bottom of the screen and click See Your Matching Careers. The list that appears will take both your basic skills and your interests into account.

• You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.

• Using your Career Finder results, complete Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results.
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RURreadyND.com Directions

1. Connecting to RURreadyND.com:
   • Turn on the computer.
   • Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
   • Type the web address into the dialog box (RURreadyND.com).
   • When the RURreadyND.com home page appears enter your account name and password, then select Sign In.

2. What They Do
   • Type in the name of the career you want to search for in the Search box at the top right of the page and click Go!
   • (As an example, type in “Librarian” and click Go!)
   • When the link to the career appears, click it.
   • (Remember, you can also search for careers alphabetically by selecting the Career Planning tab at the top of the page and then selecting Explore Careers. You can then search for careers using the alphabetical list.)

3. What to Learn
   • Type in the name of the career you want to search for in the Search box at the top right of the page and click Go!
   • (As an example, type in Computer Programmer, and click Go!)
   • When the link appears, click it.
   • Then click the What to Learn button on the left-hand side of the screen.
   • Read the section titled “Education Level.” Then scroll to the top of the page and find the section titled “High School.” Click the link for the Career Pathway related to this career in order to view the High School Program of Study. The Career Pathway will give you a list of courses related to your selected career. The pathway is a subdivision of a Career Cluster. If you click on the Career Cluster, you will see a more general list of recommended courses.

4. Money & Outlook
   • Type in the name of the career you want to search for in the Search box at the top right of the page and click Go!
   • (As an example, type in Airline Pilot, and click Go!)
   • When the link appears, click it.
   • Then click the Money & Outlook button on the left-hand side of the screen.
• Scroll down to the bottom of the page to see the **Employment and Outlook** information for that career.
  • If there is no information for your state, select another nearby state from the pull-down menu at the top right corner of the page that says, “To view earnings and outlook for another state, select it from the following list.”.

* If you have trouble finding career outlook information, go to this website:
  • [http://www.projectionscentral.com/Projections/LongTerm](http://www.projectionscentral.com/Projections/LongTerm)
  • Select your state using the drop-down box.
  • The jobs are listed alphabetically; scroll down to find the one you're looking for.
There are so many careers to choose from. Keep a list of the ones that interest you.

Interest Profiler and Basic Skills Survey Results

Student Name: ________________________________________________
Date Interest Profiler Taken: _________________________________

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers, and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________
4. _______________________________________________________
Career Summary

Directions: Write a brief summary of the job description for your career choice. Then list at least three day-to-day tasks the job requires, followed by its education requirements.

Career Choice: ________________________________

Job Description Summary:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Tasks:

1. _______________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

2. _______________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

3. _______________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Education Requirements:

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
# Evaluating Top Career Choices

**Directions:** Answer each question. For “Yes” answers, provide evidence. For “No” answers, use the middle column to explain what obstacle is standing in your way. Then describe a possible solution in the last column.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer/Evidence</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills:</strong> Do I practice/enjoy the skills I need for this career in my day-to-day life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career Outlook:</strong> Will jobs be available when I graduate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academic preparation:</strong> Am I academically prepared for the education I will need after high school?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RUReadyND.com School Finder Directions

1. CONNECTING TO RUReadyND.com

   • Turn on the computer.

   • Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).

   • Type the web address into the dialog box (RUReadyND.com).

   • When the RUReadyND.com home page appears enter your account name and password, then select Sign In.

2. SCHOOL FINDER

   • Now, click on the College Planning tab at the top of the screen, and then click on Explore Schools. Under the section called School Exploration Tools, select School Finder.

   • Select criteria that are important to you from beneath each of the eight headings. The seven headings are: Key Facts, Admissions, Costs and Financial Aid, Academics, Sports, Student Body, Campus Life and Services, and Career Connect.

   • In today’s lesson, you will be using the following criteria:

      • **Location** (found under the Key Facts heading): You can check off as many locations as you want. You may wish to select certain states, like North Dakota, or you may wish to choose an entire region, like the West. If you choose many states or a region, you are likely to get a larger number of college matches than you will if you choose a single state.

      • **School Type** (found under the Key Facts heading): Click on School Type. If you want to go to a technical or trade school, check the box next to Vocational or Technical programs. If you want to go to a two-year college, check the box next to Associate degree programs, and if you want to go to a four-year college, check the box next to
Bachelor’s degree programs.

- Select any other criteria under Key Facts that are important to you and check off your selections.

- **GPA** (found under the Admissions heading): Click on GPA. Choose the GPA range that your own GPA falls within.

  Remember the scale:

  - 4.0 = A
  - 3.0 = B
  - 2.0 = C
  - 1.0 = D

- Select any other criteria under Admissions that are important to you.

- **Costs and Financial Aid**: Although you can select from any of the listed criteria, you might not want to limit your school search based on costs at this stage. Financial aid may put expensive schools within your reach. It’s a good strategy to apply to several schools that vary in cost, so that if you don’t get the financial aid you’d planned on, you have a less expensive plan B.

- **Programs/Majors** (found under the Academics heading): Click the Show Programs button next to your favorite Career Cluster or Clusters. Check the box next to any programs that you are interested in. At the bottom of the page, make sure you select Search for ANY. This will search for schools that offer at least one of your majors.

- Now, choose any of the other criteria from the list that are important to you. Remember, the more criteria you choose, the shorter, or more focused, your list will tend to be.
3. SAVING SEARCHES

• When you are finished selecting your criteria, scroll to the bottom of the criteria list.

• The last item says Save your current search as: Enter a name for this search in the box below, and then click on **Save your current search as:**

• Now this search is saved and you will be able to access it at any time from your portfolio. You can also create new searches at any time.

4. YOUR RESULTS

• Access your list of schools by clicking on **See Your Matching Schools.** This is found at the bottom of each page. Alternatively, you can click on the name that you saved your search under in the Saved Searches box.

• A list of schools matching your criteria will appear.

• Print your list of schools by clicking **Print This** in the upper right corner of the page, or record your top 10 school choices on **Portfolio page 12, List of Top Ten Schools.** If there are schools that interest you that were not in your results, feel free to add them to your list. At least five schools need to come from your School Finder results.

• Turn to Portfolio pages 13-22, My Top Ten Schools. Instruct students to record the name of each college along with the info listed under the general info box (top left). The information in this box can be found within each school profile. Students will need to click the tabs on the left side of the page to find the information.

• Whenever you sign into RUReadyND.com, you can click on **College Planning,** and then on **Explore Postsecondary Schools.** If you click on **School Finder,** you will see a list of any searches that you have saved in the box on the right labeled, Saved Searches. Just click on the name of any search, and your schools will come up.
List of Top Ten Schools

My Top Ten Schools

Directions: Record your top 10 school choices from your School Finder results page. If there are schools that interest you that were not in your results, feel free to add them to your list. Just make sure that at least five schools are from your School Finder list.

1. _______________________________________________________________________

2. _______________________________________________________________________

3. _______________________________________________________________________

4. _______________________________________________________________________

5. _______________________________________________________________________

6. _______________________________________________________________________

7. _______________________________________________________________________

8. _______________________________________________________________________

9. _______________________________________________________________________

10. _______________________________________________________________________
# MY TOP TEN SCHOOLS

Name of College ________________________________

## General Info (from RUReadyND.com)

- **Location:**
- **Enrollment:**
- **SAT scores (Admissions tab):**
- **ACT scores (Admissions tab):**
- **Average secondary school GPA (Admissions tab):**
- **Tuition (In-State/Out-of-state) (Tuition & Costs):**
- **Website:**

## Academic Info

<table>
<thead>
<tr>
<th>GPA</th>
<th>Score Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>3.75+</td>
<td></td>
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<tr>
<td>3.5 – 3.74</td>
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<tr>
<td>3.25- 3.49</td>
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<td>3.0 – 3.24</td>
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<td>below 1.0</td>
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## Class rank: Important?

- **Top tenth**
- **Top quarter**
- **Top half**
- **Bottom half**
- **Bottom quarter**

## My Info

- **My GPA:**
- **My Class Rank:**
- **My ACT score:**
- **My SAT score:**

## Academic match?

- Safety (I’m likely to get in)
- Good match
- A reach?

## Academics

- **Majors**
- **Faculty**

## Sport

- **Intercollegiate sports**

## Campus Life

- **Extracurricular Activities/Student Organizations**
- **Fraternity/Sorority**
- **Athletics**

## Is this school for me?

- Probably not
- Maybe
- Definitely
# MY TOP TEN SCHOOLS

## Name of College

### General Info (from RUReadyND.com)
- **Location:**
- **Enrollment:**
- **SAT scores (Admissions tab):**
- **ACT scores (Admissions tab):**
- **Average secondary school GPA (Admissions tab):**
- **Tuition (In-State/Out-of-state) (Tuition & Costs):**
- **Website:**

### Academic Info

#### GPA:
- **3.75+:**
- **3.5 – 3.74:**
- **3.25 – 3.49:**
- **3.0 – 3.24:**
- **2.5 – 2.99:**
- **2.0 – 2.49:**
- **1.0 – 1.99:**
- **below 1.0:**

#### Class rank: Important?
- **Top tenth:**
- **Top quarter:**
- **Top half:**
- **Bottom half:**
- **Bottom quarter:**

## My Info
- **My GPA:**
- **My Class Rank:**
- **My ACT score:**
- **My SAT score:**

### Your Opinion

- **The College Board’s Academic Tracker** shows the percentage of freshman who enter with a particular GPA and class rank. Beside each number, write the % for this school.
- **http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet**

### Academics
- **Majors**
- **Faculty**

### Sport
- **Intercollegiate sports**

### Campus Life
- **Extracurricular Activities/Student Organizations**
- **Fraternity/Sorority**
- **Athletics**

### Is this school for me?
- **Probably not**
- **Maybe**
- **Definitely**
Your Mission
The focus of Roads to Success in Grade 12 is clear: preparation for reaching your goals after high school.

Your Grade
Roads to Success will be graded on a pass/fail basis, or will be counted toward a subject-area grade. To pass, you must:

• Complete in-class assignments.
• Abide by Roads to Success rules and procedures.
• Complete steps needed to enter college or find a job:
  Personal essay
  College application
  Resume
  Cover letter
  Free Application for Federal Student Aid (FAFSA)
  “Freshman Year” budget

Homework will not be given in most Roads to Success classes. However, students are expected to spend time outside of class researching colleges and careers, and creating the documents needed to find a job.

Your Portfolio
The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. In Grade 12, you'll use your portfolio for job-related documents, like a resume and cover letter, and education-planning documents, like tracking college applications. Your completed portfolio is yours to take with you when you graduate from high school.
Senior Scenarios

In the 12th grade, Roads to Success focuses on the specific steps you’ll take to reach your career and education goals. Whether you’re feeling panicked or purposeful, there are things you need to know to launch yourself into life after graduation. Below, you’ll find descriptions of senior-year concerns. For each, find a lesson that addresses it, and write the lesson’s name in the box to the right. (NOTE: if a concern is not addressed in the lessons, write a question mark.)

<table>
<thead>
<tr>
<th>Concern</th>
<th>Roads to Success lesson that addresses this</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know exactly where I want to go to school, but I’m not sure what I need to do to apply. Help!</td>
<td></td>
</tr>
<tr>
<td>I’m completely overwhelmed. I’ve heard about a few of the state colleges, but I’ve got no idea where I’d fit in. I’d rather not think about it right now.</td>
<td></td>
</tr>
<tr>
<td>I can’t wait to be out of school and getting a regular paycheck. How do I find a job that takes advantage of the skills I already have?</td>
<td></td>
</tr>
<tr>
<td>How do I know if I’m ready for college?</td>
<td></td>
</tr>
<tr>
<td>I’ll be the first in my family to go to college. My parents are excited for me, but they say they have no money to pay for it. Now what?</td>
<td></td>
</tr>
<tr>
<td>I can’t wait to live on my own, and I’m wondering if I can afford it. I’ll have to pay rent, buy food, maybe get a car. What else?</td>
<td></td>
</tr>
<tr>
<td>How is college different from high school, and how will I manage all the work?</td>
<td></td>
</tr>
<tr>
<td>I already have a solid plan for getting a job when I graduate. How can I make sure I succeed once I get there?</td>
<td></td>
</tr>
<tr>
<td>I’m not sure what I want to do when I graduate. I’m excited about music and theater, but my parents want me to find something where I can “earn a living.”</td>
<td></td>
</tr>
<tr>
<td>Your scenario here:</td>
<td></td>
</tr>
<tr>
<td>Your scenario here:</td>
<td></td>
</tr>
</tbody>
</table>
## Grade 12 Lessons

<table>
<thead>
<tr>
<th></th>
<th>Introduction</th>
<th>Applying to College</th>
<th>Finding a Job</th>
<th>Financial Aid</th>
<th>Money Matters</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Are You Ready?</td>
<td>Essay-Writing I</td>
<td>Your Network</td>
<td>Scholarships I</td>
<td>Big Ticket Expenses (Housing &amp; Transportation)</td>
<td>Advice from the Experts</td>
</tr>
<tr>
<td>3</td>
<td>Essay-Writing II</td>
<td>Company Research I</td>
<td>Scholarships II</td>
<td>Health Insurance</td>
<td>Getting Ahead at Work</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Essay-Writing III</td>
<td>Company Research II</td>
<td>FAFSA I</td>
<td>Budgeting Details</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Essay-Writing IV</td>
<td>Your Resume</td>
<td>FAFSA II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Essay-Writing V</td>
<td>Cover Letters I</td>
<td>Comparing Financial Aid Packages</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Cover Letters II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>The Interview</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Follow-up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Senior Year Road Map

## Careers

I can identify one or more careers that are a good match for my skills and interests.

**LIST CAREERS:**
- ____________________________________
- ____________________________________
- ____________________________________

For further research:
- RUReadyND.com
- http://stats.bls.gov/oco/

## Applying to College

I know where I will get this education.

**LIST AND CIRCLE STATUS FOR EACH.**
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety
- __________________ reach match safety

**For further research:**
- RUReadyND.com
- www.collegeboard.com

## Financial Aid

I know how I’ll pay for college.

**CHECK ITEMS AS YOU COMPLETE THEM.**
- ❑ Scholarship search
- ❑ Free Application for Federal Student Aid (FAFSA)
- ❑ and/or CSS Profile
- ❑ Compare Financial Aid Packages

**For further research:**
- RUReadyND.com
- www.fafsa.ed.gov
- www.finaid.org
- www.collegeboard.com (CSS Profile)

## Financial Aid

I know how I’ll pay for college.

**CHECK ITEMS AS YOU COMPLETE THEM.**
- ❑ Scholarship search
- ❑ Free Application for Federal Student Aid (FAFSA)
- ❑ and/or CSS Profile
- ❑ Compare Financial Aid Packages

**For further research:**
- RUReadyND.com
- www.fafsa.ed.gov
- www.finaid.org
- www.collegeboard.com (CSS Profile)

## I know what education is required for my chosen careers.

**CHECK EDUCATION YOU PLAN ON PURSUING.**
- ❑ High School only
- ❑ Tech or Trade School
- ❑ Apprenticeship
- ❑ Community College
- ❑ Four-year College
- ❑ Professional Degree

## I have the materials I need to apply.

**CHECK ITEMS AS YOU COMPLETE THEM.**
- ❑ Personal essay
- ❑ Transcripts
- ❑ References
- ❑ SAT or ACT scores
## Finding a Job

I know how to find a job, and I have the tools I need to find one.

CHECK ITEMS AS YOU COMPLETE THEM.

- Resume
- Cover letter
- List of people in my network

For further research:
- RUReadyND.com
- www.quintcareers.com
- www.jobsmart.org
- www.jobhuntersbible.com

## Money Matters

I know how to create and revise a budget.

CHECK WHEN YOU COMPLETE THIS.

- “Freshman Year” Budget

For further research:
- RUReadyND.com
- www.practicalmoneyskills.com
- www.360financialliteracy.org
- www.themint.org

## Next Steps

I know how to make the most of my opportunities.

- In college
- At work
Are You Ready?

The BIG Idea

- What do I need to do to prepare for further education and life on my own?

AGENDA

Approx. 45 minutes

I. Warm Up: Our Destination (5 minutes)

II. The Moment of Truth (Transcripts) (10 minutes)

III. Am I Ready? (10 minutes)

IV. Roads to Success Syllabus (10 minutes)

V. Application Tracker (10 minutes)

MATERIALS

- PORTFOLIO PAGES:
  - Portfolio pages 3-4, College Application Tracker (make extra copies for students applying to more than six schools)
  - Portfolio pages 19-22, Grade 12 Skills Checklist

- STUDENT HANDBOOK PAGES:
  - Student Handbook page 4, Our Destination
  - Student Handbook page 5, Credit Check
  - Student Handbook page 6, How is College Different from High School?
  - Student Handbook page 7, Are You Ready for College?

- FACILITATOR PAGES:
  - Facilitator Resource 1, College Expectations
  - Facilitator Resource 2, How is College Different from High School? Answers
  - Facilitator Resource 3, Roads to Success Sample Syllabus

- Student transcripts
- Course syllabus (one per student)
- District graduation requirements (one per student)
- Overhead projector or laptop and LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Compare accumulated credits with graduation requirements.
- Consider readiness for college.
- Review documents for tracking college applications and financial aid deadlines.
OVERVIEW

In this lesson, students compare their transcripts to graduation requirements, consider their readiness for college, and identify first steps in the college application process.

PREPARATION

- List the day’s BIG IDEA and activities on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - Facilitator Resource 2, How is College Different from High School? Answers
  - Student Handbook page 5, Credit Check
  - Portfolio pages 3-4, College Application Tracker
  - Sample transcript provided by school counselor
  - District graduation requirements
- For Activity II, ask your school counselor to provide a copy of each student’s transcript so students can determine the number of credits they’ve accumulated. (Ask the counselor to clarify any unfamiliar transcript terms.) You’ll also need a copy of your school district’s most recent graduation requirements (one per student). Invite the counselor to present this portion of the lesson if s/he’s able.
- Create a class syllabus similar to Facilitator Resource 3, Roads to Success Sample Syllabus, and make a copy for each student. Include school holidays and local deadlines for the following:
  - Dates for registering and taking the ACT (www.actstudent.org)
  - Dates for registering and taking the SAT (www.collegeboard.com)
  - State FAFSA deadline (www.fafsa.ed.gov)
  - Other state financial aid deadline
  - CSS Profile deadline
  - Local college application deadlines

Check with your school counselor, as s/he may already have a list of college deadlines to share. (Additional information may be found at https://bigfuture.collegeboard.org/get-started/for-parents.)
❑ Make copies of Facilitator Resource 1, College Expectations. Cut each copy lengthwise into two strips. Cut these strips again, creating one set of answers per student (or pair of students) in your largest class. Place each set into an envelope or plastic bag. (See IMPLEMENTATION OPTIONS.)

❑ Make extra copies of Portfolio pages 3-4, College Application Tracker, for students applying to more than six schools.

VOCABULARY

Syllabus: A course outline showing lecture topics, assignments, and exam schedules for an entire semester or year.

IMPLEMENTATION OPTIONS

Activity III, Step 2: How is College Different From High School?: You may wish to skip the matching activity if you think your students will find it too juvenile. Instead, have them work in small groups to complete Student Handbook page 6; then discuss as a class.

Activity II: If your students already complete a graduation check-in as part of the school guidance program, you may wish to skip the completion of Student Handbook page 5, Credit Check.
ACTIVITY STEPS

I. Warm Up: Our Destination  (5 minutes)
   1. [As students enter the classroom, have them turn to Student Handbook page 4, Our Destination, and take a few minutes to complete it.]

   2. SAY SOMETHING LIKE: How many of you ranked yourself as doing “very well” on the goal of graduating from high school? It’s true your chances of finishing are now excellent. Today, we’ll review your transcripts and compare them with school district requirements to make sure you’re on track to graduate. This is also a time for looking toward the future and gauging your readiness for college. We’ll finish the class by reviewing documents to help you keep track of important college deadlines.

   First, let’s take a look at the district’s graduation requirements.

II. The Moment of Truth (Transcripts) (10 minutes)
   1. [Display a copy of the school district’s graduation requirements using the overhead projector or laptop/LCD projector, and distribute a copy to each student.]

   2. [Instruct students to turn to Student Handbook page 5, Credit Check, and assist them in filling out graduation requirements in column 1.]

   3. [Provide each student with a copy of his or her transcript, and display a sample, with name removed, using the overhead projector or laptop/LCD projector.]

   SAY SOMETHING LIKE: As you know, your transcript provides a written record of your work in high school. Colleges will want an official copy, sent from the guidance office, in order to verify your academic performance and certify your graduation. You can also use your transcript to make sure you’ve received credit for all your courses and that you meet all the school district’s requirements for graduation.

   4. [Instruct students to enter their “Credits to Date” in column 2. Be prepared to show students where to find this information on their transcript, and answer any specific information about how credits are calculated at your school (for example, one credit per semester for core classes, ½ credit per semester for physical education).]

   5. [Have students enter credit for courses they’re taking this semester and next in column 3, “Credits This Year.”]
6. [Have students add columns 2 and 3 together to arrive at “My Total High School Credits,” column 4. Have them compare their totals to graduation requirements and note courses they’re missing, if any. Students who appear to be in danger of not graduating should seek clarification and advice from the school counselor.]

III. Am I Ready? (10 minutes)

1. **SAY SOMETHING LIKE:** Congratulations on making it this far! Before you pat yourselves on the back and succumb to senior slump, there’s next year to think about, applications to be completed and financial aid to be found.

There’s also preparation for the academic life of a college student. Consider these statistics:

- 40% of college students take at least one remedial course. These cost money and do not count for college credit.*
- Just over half of students who start full-time four-year bachelor’s degree programs finish (in six years or less). Fewer than three out of 10 students who start full time at community colleges graduate with an associate’s degree (in three years or less).** *(You can check out the graduation rates for schools you’re considering at www.collegeresults.org.)*


**Complete College America; http://www.completecollege.org/completion_shortfall/

To make sure you’re on the successful side of these statistics, it’s wise to consider yourself as a college-student-in-training. Knowing what to expect can help you prepare.

2. [Have students turn to Student Handbook page 6, How is College Different from High School?]

**SAY SOMETHING LIKE:** On this page, you’ll find a list describing expectations in a typical high school. Your experience may be different, so if you’ve taken classes requiring a 10-page paper each semester, for example, feel free to make that change on your list.
3. [Distribute materials created from Facilitator Resource 1, College Expectations, one per student (or per pair, if you prefer that your students work together).]

SAY SOMETHING LIKE: In this envelope, you'll find a list of college expectations. Your mission is to match each college expectation to the corresponding high school expectation on Student Handbook page 6, How is College Different from High School?

4. [Give students a few minutes to complete the assignment. Then display Facilitator Resource 2, How is College Different from High School? Answers, on the overhead projector.]

5. [Discuss the following:
   • What college expectations surprised you?
   • What can you do this year to prepare for next year?]

6. [Direct students’ attention to Student Handbook page 7, Are You Ready for College?, where they'll find good questions to ask themselves in preparation for college and living on their own.]

IV. Roads to Success Syllabus (10 minutes)

1. SAY SOMETHING LIKE: One difference between high school and college is the way course requirements are presented. Many of you may already be familiar with a syllabus, a course outline showing lecture topics, assignments, and exam schedules for an entire semester or year.

[Distribute the Roads to Success syllabus you’ve created, and designate a place for students to store them for easy reference.]

SAY SOMETHING LIKE: Your syllabus, along with Portfolio pages 1-2, Senior Year Road Map, will help you keep track of your college deadlines and Roads to Success assignments. I would highly recommend that you copy these deadlines onto a calendar or day planner, so you can see what's coming up.

V. College Application Tracker (10 minutes)

1. SAY SOMETHING LIKE: Finally, there’s one more important piece of paperwork for anybody who’s thinking about education after high school. Please turn to Portfolio pages 3-4, College Application Tracker.
Applying to a four-year college, community college, or tech school is a multi-step process, and it’s likely you’re applying to more than one school. These pages will help you stay on top of the process and make sure you don’t miss a step.

2. [Review items on the College Application Tracker as needed.]

3. SAY SOMETHING LIKE: Right now, list the colleges where you’re planning to apply across the top of both pages (same order for each). In the second row, list the status of each school — that is, whether you consider it a reach, match, or safety.

If you’re not sure where you’d like to apply, you have some research to do. Remember, we’ve set a deadline of three weeks from today to have a list of schools you’re considering. If you need help on this, please see me after class.

4. [Have students turn to Portfolio pages 19-22, Grade 12 Skills Checklist, and complete the Introduction section.]

INTRODUCTION
I can …

| List three ways Roads to Success will assist me in making plans for the year following high school graduation. | ☐ not at all | ☐ somewhat | ☐ very well |
| Determine whether or not I’m on track to graduate from high school. | ☐ not at all | ☐ somewhat | ☐ very well |
| List three ways college is academically different from high school. | ☐ not at all | ☐ somewhat | ☐ very well |
| Track important college application and financial aid deadlines. | ☐ not at all | ☐ somewhat | ☐ very well |

5. SAY SOMETHING LIKE: Next week, we’ll begin our first unit of study for the year. Who can tell me what the topic will be? Hint: you’ll find it on your Roads to Success syllabus.

Have a great week!
## College Expectations

<table>
<thead>
<tr>
<th>College</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are expected to write three to five page papers, including information from other sources. Papers should be free of grammatical and spelling errors. Rewriting may be required.</td>
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</tr>
<tr>
<td>Student decides how much to do, and when to do it.</td>
<td>Student decides how much to do, and when to do it.</td>
</tr>
<tr>
<td>Students select from a variety of courses to meet graduation requirements.</td>
<td>Students select from a variety of courses to meet graduation requirements.</td>
</tr>
<tr>
<td>May be as few as two or three tests per semester. Each test covers a large amount of material.</td>
<td>May be as few as two or three tests per semester. Each test covers a large amount of material.</td>
</tr>
<tr>
<td>Professor may or may not take attendance. (If you miss too many classes, your performance is likely to be poor.)</td>
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</tr>
<tr>
<td>Professor assumes students will keep up with the work and ask questions when they need help.</td>
<td>Professor assumes students will keep up with the work and ask questions when they need help.</td>
</tr>
<tr>
<td>Education is voluntary and often costly.</td>
<td>Education is voluntary and often costly.</td>
</tr>
<tr>
<td>Student is expected to draw conclusions about the ideas of others.</td>
<td>Student is expected to draw conclusions about the ideas of others.</td>
</tr>
<tr>
<td>Students need to spend at least two to three hours studying outside of class for each hour in class. (College is a full-time job.)</td>
<td>Students need to spend at least two to three hours studying outside of class for each hour in class. (College is a full-time job.)</td>
</tr>
<tr>
<td>Students are expected to read one or more books on their own.</td>
<td>Students are expected to read one or more books on their own.</td>
</tr>
<tr>
<td>Some classes may be small; others may have 100 or more students.</td>
<td>Some classes may be small; others may have 100 or more students.</td>
</tr>
<tr>
<td>Syllabus at the beginning of the semester gives expectations for the entire course.</td>
<td>Syllabus at the beginning of the semester gives expectations for the entire course.</td>
</tr>
<tr>
<td>Students are expected to seek help from professors during office hours.</td>
<td>Students are expected to seek help from professors during office hours.</td>
</tr>
<tr>
<td>Students are expected to meet professors’ expectations without extra credit.</td>
<td>Students are expected to meet professors’ expectations without extra credit.</td>
</tr>
<tr>
<td>Classes may not meet every day, classes may be one to four hours in length, students may spend 12 to 16 hours a week in class. Full-time students are expected to pass a particular number of credit-hours each semester.</td>
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</tr>
</tbody>
</table>
## How is College Different from High School? Answers

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education is required and free.</td>
<td>Education is voluntary and often costly.</td>
</tr>
<tr>
<td>Students attend classes for a fixed period of time each day, about 30 hours per week.</td>
<td>Classes may not meet every day; classes may be one to four hours in length; students may spend 12 to 16 hours a week in class. Full-time students are expected to pass a particular number of credit-hours each semester.</td>
</tr>
<tr>
<td>May be little or no homework.</td>
<td>Students need to spend at least two to three hours studying outside of class for each hour in class. (College is a full-time job.)</td>
</tr>
<tr>
<td>Few course selection options.</td>
<td>Students select from a variety of courses to meet graduation requirements.</td>
</tr>
<tr>
<td>Teachers or counselors may offer help to students who are falling behind.</td>
<td>Students are expected to seek help from professors during office hours.</td>
</tr>
<tr>
<td>Extra credit may be offered for students who need to raise their grades.</td>
<td>Students are expected to meet professors’ expectations without extra credit.</td>
</tr>
<tr>
<td>Some schools may require few out-of-class writing assignments.</td>
<td>Students are expected to write three to five page papers, including information from other sources. Papers should be free of grammatical and spelling errors. Rewriting may be required.</td>
</tr>
<tr>
<td>Frequent quizzes and tests, which usually cover small amounts of material.</td>
<td>May be as few as two or three tests per semester. Each test covers a large amount of material.</td>
</tr>
<tr>
<td>Homework is checked by the teacher.</td>
<td>Professor assumes students will keep up with the work and ask questions when they need help.</td>
</tr>
<tr>
<td>Reading assignments may be short, with material re-taught in class.</td>
<td>Students are expected to read one or more books on their own.</td>
</tr>
<tr>
<td>Parents and teachers may assist with time management.</td>
<td>Student decides how much to do, and when to do it.</td>
</tr>
<tr>
<td>Most assignments are short-term, for example, homework for the next day, or a test next week.</td>
<td>Syllabus at the beginning of the semester gives expectations for the entire course.</td>
</tr>
<tr>
<td>Student is responsible for recalling information presented in class.</td>
<td>Student is expected to draw conclusions about the ideas of others.</td>
</tr>
<tr>
<td>Attendance is required.</td>
<td>Professor may or may not take attendance. (If you miss too many classes, your performance is likely to be poor.)</td>
</tr>
<tr>
<td>Classes usually have no more than 35 students.</td>
<td>Some classes may be small; others may have 100 or more students.</td>
</tr>
</tbody>
</table>
# Roads to Success Sample Syllabus

<table>
<thead>
<tr>
<th>Date (week of)</th>
<th>Roads Lesson</th>
<th>College Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 8</td>
<td>First day of school</td>
<td>Sept 9, last day to register for 10/10 SAT</td>
</tr>
<tr>
<td>Sept 14</td>
<td>INTRO 1: Introduction</td>
<td></td>
</tr>
<tr>
<td>Sept 21</td>
<td>INTRO 2: Are You Ready?</td>
<td>Sept 22, last day to register for 10/25 ACT</td>
</tr>
<tr>
<td>Sept 28</td>
<td>COLLEGE APPS 1: College Application</td>
<td>Oct 1, last day to register for 11/7 SAT</td>
</tr>
<tr>
<td>Oct 5</td>
<td>COLLEGE APPS 2: Essay I</td>
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<td>Oct 12</td>
<td>COLLEGE APPS 3: Essay II</td>
<td>Oct 10, SAT</td>
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<td>Oct 19</td>
<td>COLLEGE APPS 4: Essay III</td>
<td>Oct 25, ACT</td>
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<td>Oct 26</td>
<td>COLLEGE APPS 5: Essay IV</td>
<td>Oct 30, last day to register for 12/5 SAT</td>
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<td>Nov 2</td>
<td>COLLEGE APPS 6: Essay V</td>
<td>Nov 1, SUNY Early Decision deadline</td>
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<tr>
<td>Nov 9</td>
<td>FIN AID 1: Overview</td>
<td>Nov 7, SAT, last day to register for 12/13 ACT</td>
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<tr>
<td>Nov 16</td>
<td>FIN AID 2: Scholarships I</td>
<td>Nov 15, SUNY Early Action deadline</td>
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<tr>
<td>Nov 26/27</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Nov 30</td>
<td>FIN AID 3: Scholarships II</td>
<td>Dec 1, recommended SUNY app. deadline Dec 5, SAT</td>
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<tr>
<td>Dec 7</td>
<td>JOBS 1: Who Gets Jobs?</td>
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<tr>
<td>Dec 14</td>
<td>JOBS 2: Your Network</td>
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<tr>
<td>Dec 21</td>
<td>JOBS 3: Company Research I</td>
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</tr>
<tr>
<td>Dec 24-Jan 1</td>
<td>Winter Break</td>
<td>Jan 1, first day to begin FAFSA</td>
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<tr>
<td>Jan 4</td>
<td>FIN AID 4: FAFSA I</td>
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<tr>
<td>Jan 11</td>
<td>FIN AID 5: FAFSA II</td>
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<tr>
<td>Jan 18</td>
<td>JOBS 4: Company Research II</td>
<td>Jan 19 or earlier, CSS Profile deadline</td>
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<tr>
<td>Jan 25</td>
<td>JOBS 5: Your Resume</td>
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<tr>
<td>Feb 1</td>
<td>JOBS 6: Cover Letters I</td>
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<tr>
<td>Feb 8</td>
<td>JOBS 7: Cover Letters II</td>
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<td>Feb 15-19</td>
<td>Mid-Winter Break</td>
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<tr>
<td>Feb 22</td>
<td>JOBS 8: The Interview</td>
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<td>Mar 1</td>
<td>JOBS 9: Follow-Up</td>
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<tr>
<td>Mar 8</td>
<td>MONEY MATTERS 1: Freshman Budget</td>
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<td>Mar 15</td>
<td>MONEY MATTERS 2: Big Ticket Expenses</td>
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<td>Mar 22</td>
<td>MONEY MATTERS 3: Health Insurance</td>
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<td>Mar 29-Apr 6</td>
<td>Spring Break</td>
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<td>Apr 12</td>
<td>FIN AID 6: Comparing Aid Offers</td>
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<td>Apr 19</td>
<td>MONEY MATTERS 4: Budgeting Details</td>
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<td>Apr 26</td>
<td>NEXT STEPS 1: Freshman Survival Guide</td>
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<tr>
<td>May 3</td>
<td>NEXT STEPS 2: Advice From Experts</td>
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<tr>
<td>May 10</td>
<td>NEXT STEPS 3: Getting Ahead at Work</td>
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<td>May 17</td>
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<td>May 24</td>
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<td>June 1</td>
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<td>June 7</td>
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<tr>
<td>Jun 15-24</td>
<td>Regents Exams</td>
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<tr>
<td>Jun 25</td>
<td>Last day of school</td>
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</table>
Our Destination

Years ago, when you entered your first Roads to Success class, you were presented with a list of goals. That list is below.

Take a moment now to evaluate how well you’ve done on each item on the list. Circle the goal that’s of greatest importance to you now, and answer the questions below.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Not at All</th>
<th>Somewhat</th>
<th>Very Well</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.</td>
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<tr>
<td>We will explore careers and find potential matches for every person in the class.</td>
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<tr>
<td>We will practice the kind of behavior that’s desirable in the workplace.</td>
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<tr>
<td>We will set goals and make clear plans for reaching them.</td>
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<tr>
<td>We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.</td>
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<tr>
<td>We will learn how to find and keep a job.</td>
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<tr>
<td>We will learn strategies for managing our own money.</td>
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<tr>
<td>We will all graduate from high school.</td>
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</tr>
</tbody>
</table>

1. Why is this goal important to you?

______________________________________________________________________________
______________________________________________________________________________

2. What are three steps you can take during your senior year to help you reach this goal?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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Credit Check

How’s your credit? (Not the purchases-with-plastic kind, the courses-completed kind.) Every school district has requirements to graduate from high school. Take a moment now to make sure you’ll meet your school’s requirements.

**DIRECTIONS:**

1. In column 1, enter the credits required for graduation.
2. In column 2, enter the credits you’ve earned in each subject according to your transcript.
3. In column 3, enter the credits you’ll earn this year if you pass all your subjects.
4. In column 4, find your total credits (Credits To-Date + Credits This Year).

<table>
<thead>
<tr>
<th>Subject</th>
<th>1. Credits Required for Graduation</th>
<th>2. Credits To-Date</th>
<th>3. Credits This Year</th>
<th>4. My Total High School Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Math</td>
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<tr>
<td>Science</td>
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<tr>
<td>Health</td>
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<tr>
<td>Arts</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Second Language</td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

**REFLECTION:**

1. Are you on track to graduate? You’re in good shape if your total for each subject in column 4 is equal to or greater than the credits required for graduation in column 1.

2. If you’re not on track, what courses are you missing?

3. When will you take those courses? See your school counselor for help.
How is College Different from High School?

For each high school expectation, find the corresponding college expectation.

<table>
<thead>
<tr>
<th>High School</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education is required and free.</td>
<td></td>
</tr>
<tr>
<td>Students attend classes for a fixed period of time each day, about 30 hours per week.</td>
<td></td>
</tr>
<tr>
<td>May be little or no homework.</td>
<td></td>
</tr>
<tr>
<td>Few course selection options.</td>
<td></td>
</tr>
<tr>
<td>Teachers or counselors may offer help to students who are falling behind.</td>
<td></td>
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<tr>
<td>Extra credit may be offered for students who need to raise their grades.</td>
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<tr>
<td>Some schools may require few out-of-class writing assignments.</td>
<td></td>
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<tr>
<td>Frequent quizzes and tests, which usually cover small amounts of material.</td>
<td></td>
</tr>
<tr>
<td>Homework is checked by the teacher.</td>
<td></td>
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<tr>
<td>Reading assignments may be short, with material re-taught in class.</td>
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<tr>
<td>Parents and teachers may assist with time management.</td>
<td></td>
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<tr>
<td>Most assignments are short-term, for example, homework for the next day, or a test next week.</td>
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<tr>
<td>Student is responsible for recalling information presented in class.</td>
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<tr>
<td>Attendance is required.</td>
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<tr>
<td>Classes usually have no more than 35 students.</td>
<td></td>
</tr>
</tbody>
</table>
Are You Ready for College?

You’ve completed 90% of your required education. Graduation is only nine months away! Are you ready for the next step? If not, there’s still time to regroup. Here are a few questions to ask to see if you’re ready for college and life on your own.

**Why and How**

Do you have a purpose for going to college?

Do you have a plan for financing your education?

**Study Habits**

Do you use a calendar or day planner to keep track of assignments and other important obligations?

Do you complete big school projects on time without prodding from an adult?

Is your writing free of errors and easy to understand?

Can you write a research paper?

Do you take notes in class and review them?

Do you keep up with class reading assignments?

**Independent living**

Do you ask questions of adults in authority to get clarification and help when you need it?

Can you keep track of your finances?

Can you do your own laundry?
## College Application Tracker

<table>
<thead>
<tr>
<th>Name of School</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Status:</strong> Safety? Match? Reach?</td>
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<td><strong>Applications</strong></td>
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<td>Regular application deadline</td>
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<tr>
<td>Request info/application</td>
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<tr>
<td>Complete application</td>
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<td>Get fee waiver or include application fee</td>
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<td>Sign application</td>
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<td>Send application</td>
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<td>Send extra material, if needed</td>
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<td>Request mid-year grade reports</td>
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<td><strong>Letters of Recommendation</strong></td>
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<td>Remind recommenders of due date</td>
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<td>Send thank-you notes</td>
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</table>

Adapted from College Board’s College Application Checklist: [www.collegeboard.com/student/apply/the-application/8435.html](http://www.collegeboard.com/student/apply/the-application/8435.html)
### Grade 12, Introduction 2: Are You Ready?
Portfolio, College Application Tracker

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<td>State financial aid deadline</td>
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<td>Submit school financial aid form, if needed</td>
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</table>

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