

Beginning My College Search- Monday 3/2

The Basics	Objectives	Start Here
Grade 9 - 10 Theme: College Planning Duration: 15-20 Minutes	Student learn the basics of a college search	A College search is a good way to begin the road to college. College searches can be broad or narrow, and can be conducted a number of times.

REQUIRED ACTIVITIES:

1. Team Building Activity: The Consensus Exercise
 - a. Divide the students into three or four teams, depending on the strength of the players.
 - b. At the leader's signal, each team has to huddle and come up with a sound and action to perform for the other teams. Each team must perform for other teams at least twice.
 - c. The goal for all the teams is to make the same sound and do the same action at the same time.
 - d. The game will continue until all the groups perform the same sound and movement combinations. *Skills: Communication*
2. Hand out the article "Thinking College? For Best Results, Focus on Fit!"
3. Use the "Marking the Text" strategy
4. When looking at potential courses, it is critical that students keep graduation requirements, career pathways, and life balance in mind.
5. Exit Ticket: What is important for you when you look at college/training? What requirements do you have for your training/college program?

ADDITIONAL ACTIVITIES:

1. Share your own college search experience.
2. Have students use "Think-Pair-Share" to share the results of their reflection on the article.

What is it?

Marking the text is an active reading strategy that asks students to identify information in the text that is relevant to the reading purpose. This strategy has three distinct marks: numbering paragraphs, underlining, and circling.

How do I use it?

Based on the reading purpose, students will use marking the text to identify information as they read. They will begin by numbering the paragraphs they have been asked to read. Then, as they identify information that is relevant to the reading task, they will underline or circle this information, making it easier to locate for notes or discussion.

Even though the reading purpose will determine what students mark, the types of marks should not change. A student's ability to learn and apply a reading strategy relies heavily on the consistency of the strategy. If marking the text is understood to mean any pen or pencil mark on the paper, the student will never learn how this particular strategy aids his or her comprehension of the text.

When should I use it?

A fundamental strategy, marking the text ought to be used whenever students are asked to read academic texts. When students are asked to read arguments, students should underline the author's claims and circle key terms and names of people who are essential to the argument. While reading passages from a textbook, students should underline information that pertains to the reading purpose and circle names, places, and dates that are relevant to the topic being studied.

In the beginning, encourage students to read the text one time before they go back and mark the text while they read it a second time. Eventually, students will become comfortable with this strategy and begin marking the text during their first read.

Why should I use it?

When students mark texts purposefully, they are actively engaged in meaning making. To mark texts effectively, students must evaluate an entire passage and begin to recognize and isolate the key information. Once the text is marked, students will be able to quickly reference information that pertains to the reading purpose. Students might also use their markings to assist in summary writing, to connect ideas presented within the text, or to investigate claims, evidence, or rhetorical devices. Numbering paragraphs is also essential for class discussions. Once paragraphs are numbered, students can easily direct others to those places where they have found relevant information.

Thinking College? For Best Results, Focus on Fit!"

By Peter Van Buskirk

Which college is *best* for you? And why might that be the case?

On the surface, these questions may not seem very consequential. When you consider the opportunity that lies before you, however, understanding the importance of the questions—and being able to answer them thoughtfully—can make a big difference in the outcomes of your college planning process. This, in turn, can influence the options that come your way upon graduation.

A college education is an important lifetime opportunity. Throughout your undergraduate experience, you will meet new people, prepare for a career and learn more than you could ever imagine. If you use your time well, you will also increase your lifetime earning capacity exponentially. The payoffs for education are both immediate and long-term. That's why families are willing to make the investment. Unfortunately, the investment can prove costly when college plans go awry. Consider the following:

- Fewer than 50% of the students who enter college graduate in four years
- Barely half will graduate from any college at any time in their lives!

These are not good outcomes, either for the students or the society that bears the financial burden of a collective failure to make good on educational opportunities. The inability to reach the "finish line" is indeed a problem of "pay me later" proportions. The ensuing costs are undeniable. When you are not able to finish what you start, your family loses the money it has put into tuition and other college expenses. Attach a dollar mark to the cost of a year's room, board and tuition and you get the picture. Moreover, that money doesn't come back if you become sidetracked or leave college prematurely. It becomes the "cost of unfulfilled potential."

Failing to stay the course to graduation from college also means you lose time toward completion of an undergraduate degree and the subsequent opportunity to gain an advantage in the job market. Even if you return to the classroom after having been away for a while or you transfer to a different school, the cost of lost opportunity can be significant. Not only must you absorb the tuition and fees associated with an additional year or so of education, you must also wait longer to take advantage of your new earning potential.