

Life After High School - Monday 3/2

The Basics	Objectives	Start Here
Grade 12 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. Brainstorm a list of fears that students have about life after high school.
3. Handout the article "Making the College Transition" to students.
4. Use Marking the Text strategy
5. Allow students to discuss their concerns of transitioning to college life.

ADDITIONAL ACTIVITIES:

1. What are you most looking forward to in life after high school? What are most concerned about?
2. Share your own experience of transitioning to life after high school.
3. Invite alumni to discuss their concerns of transitioning to life after high school.

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.

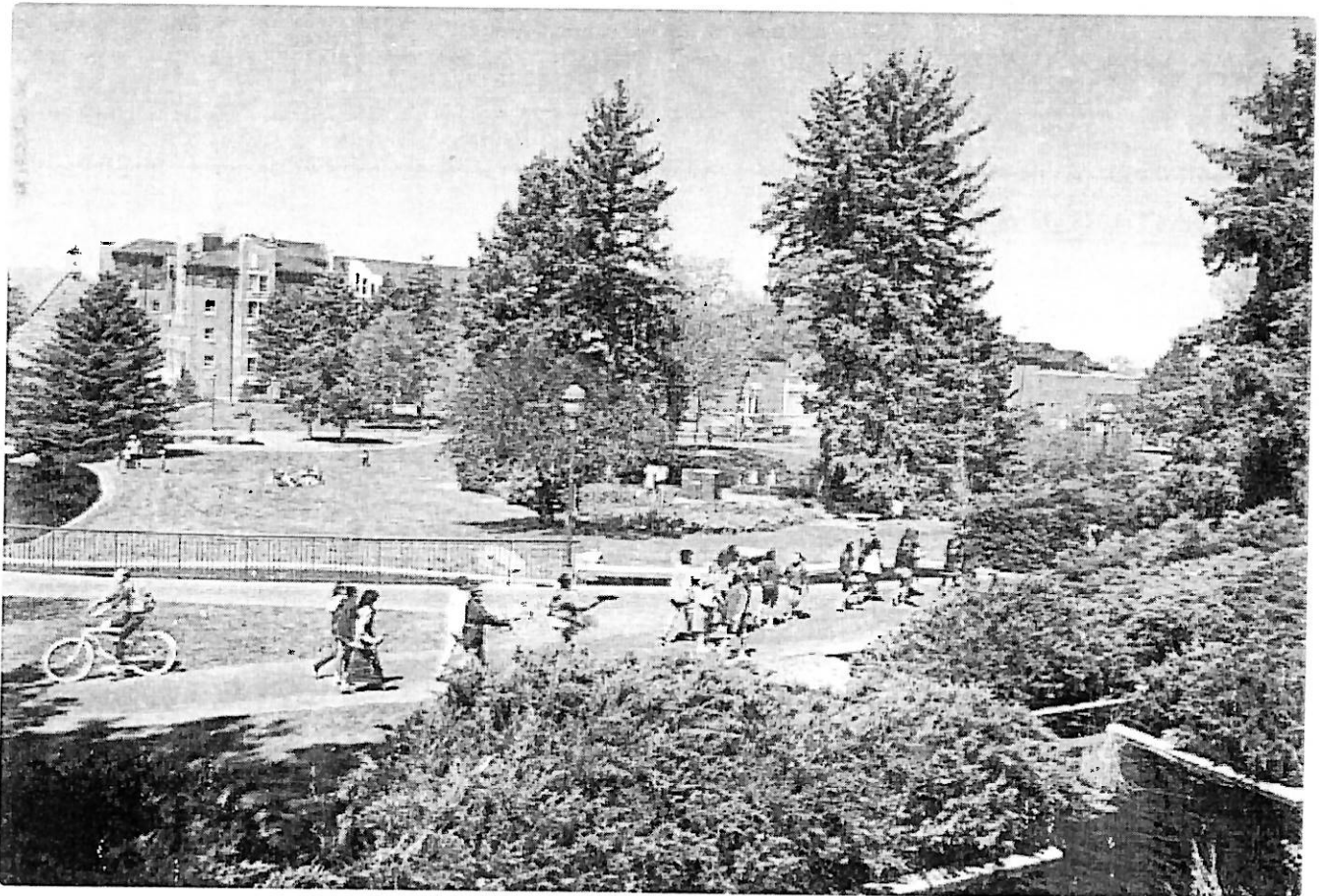
Why should I use it?

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.

COLLEGES

Making the College Transition

AUGUST 29, 2018 - BY TAYLOR SIENKIEWICZ - 8 MINS READ



The transition from high school to college is a big change. Finding a college and academic program is the first hurdle, but how you balance classes, study time, and other commitments is what determines whether you'll sink or swim, and is what making the college transition is all about. While colleges pour resources into keeping their

You may choose a school based on a desired major. However, if you plan to start classes without declaring a major, you should have an idea of what interests you.

Robinson explained that in order to help students find a major, advisors usually ask certain probing questions to evaluate student's goals, abilities, and interests.

"Is there something that you like to do as a hobby, or something that you are passionate about? Maybe you like to write, would you look forward to going to class and writing everyday? Is this something that lines up with your goals? Is this something that lines up with your abilities that lines up with your interests?" said Robinson.

If you're having trouble finding a field of study that excites you, try asking yourself these questions to determine your interests and a potential academic pursuit.

Starting off on the right foot and finding your balance

Now, you've chosen a college or university and you're about to begin classes. How do you prepare?

"The big thing here is time management. I want [students] to start thinking early about their time management skills," said Robinson.

Evaluate what activities are going to fill your time. First, you'll have your classes and necessary study time. Then, maybe you'll have to work a certain amount of hours per week, or you're a student athlete. Perhaps you'll want to join a club or be involved in Greek Life. You'll need sleep too. It's definitely possible to balance school with other activities—and these are encouraged for a full college experience! However, you'll have to be on top of your schedule more so than in high school.

Robinson explains that the big shift between high school and college is class time versus study time. In high school, you're in-class time to study time ratio leans towards the in-class time. In college, this is flipped. Expect to spend fewer hours in a classroom, but

you ahead of the game as well as get a better idea of what you would like to do with your degree. Getting in touch with this department will help you to jumpstart your career while still in school, as well as land your full-time job post-grad.

3. Credit recovery

When issues arise and your grades suffer, or you failed a class you know you could pass the second time around, check to see if your college has a credit recovery program.

These programs will allow you to make up a class and count your new grade towards your GPA, expunging the original grade from counting in your GPA on the transcript.

Some colleges will also accept DSST or CLEP exams for college credit.

4. Learning communities

If you work well in community-based environments, check to see if your college or the college you are interested in provides learning community opportunities. This can work in several ways depending on the school, but the idea is that you are grouped with another student or students in classes or other groups. These other groups may include placing these students on the same floor or building if they are utilizing campus housing. This can be voluntary or involuntary depending on the program, but learning communities can be helpful for student adjustment.

“What that does is it build some community and forge those connections early on. This helps students get engaged with other students and feel more comfortable,” said Robinson of NKU’s learning community programs.

5. Programs for when you’re struggling

If your grades are slipping, don’t wait to ask for help. Reach out to your academic advisor for university programs that may offer free tutoring or study tables to help you better utilize your study time or workshops for certain subjects. Most professors offer office hours as well, so take advantage of those. Go to the office hours for the professor of the class or classes you’re struggling with. Ask for guidance through homework questions,