



*College Access Curriculum and Mentor Program Kit*

## *About this Guide*

Due to the latest in educational research and regulations set by the Federal Government, the College Foundation of West Virginia has created a curricular tool for individuals inside and outside of the traditional classroom setting to guide West Virginia youth through middle and high school and into postsecondary education. The guided curriculum places emphasis on rigorous course work, relevant material, and 21st century learning skills while addressing the need for preparation for high school, postsecondary education, and career choices. This curriculum guide and mentor kit offers step-by-step instructions and lesson plans complete with outlined West Virginia Content Standards and Objectives and monitoring tips that will help guide West Virginia youth when preparing and making decisions about high school and beyond. Each lesson included in this guide is appropriate for an eighth, ninth, tenth, 11th or 12th grade student.

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## What is CFWV.com

The College Foundation of West Virginia (CFWV) is a partnership among the Governor's 21<sup>st</sup> Century Job Cabinet, the West Virginia Higher Education Policy Commission, the West Virginia Council for Community and Technical College Education, the West Virginia Department of Education, the West Virginia Department of Education and Arts, West Virginia GEAR UP, and many other college access organizations. CFWV.com is a one-stop shop to help students plan, apply, and pay for education or training beyond high school. Middle school, high school, and college students are encouraged to use the site from the 8<sup>th</sup> grade on, and the site features content for adult learners, parents, educators, and organization leaders as well.

## About the Portfolio

Students can — and should be encouraged to — create a portfolio on CFWV.com. The online portfolio presents a picture of a user's past, present, and future goals, objectives, plans, interests, and selves. This portfolio can easily be shared with counselors, educators, and parents. It is organized logically with pre-existing and customized materials that reflect the user. Furthermore, the portfolio allows students to keep track of their goals, progress, tasks, awards, and activities throughout their lifetime, which will aid them in staying focused and in keeping accurate records.

## About the Professional Center

The Professional Center is the companion website to CFWV.com that allows educators and counselors to manage, group, and monitor student accounts. The site also provides resources for educators to create or use pre-made lesson plans. The professional center allows the professional to link to the school or organization and monitor only the students who are part of that school or organization. It is through the Professional Center that educators can run reports to see how their students are using CFWV, visit the resource page to construct new college access lesson plans, and follow their students as they create five-year plans. Counselors can obtain access to the Professional Center by contacting their school's CFWV administrator or by calling (304) 558-0655. Organizations, such as TRiO or GEAR UP, also can create professional center accounts to which students can choose to link. For more information, call (304) 558-0655.

## The Objectives of CFWV.com

The portal is designed to accomplish three main objectives— helping students **prepare**, **plan**, and **pay** for education and training beyond high school.

### **PREPARE**

- Test Preparation Curriculum
- Classroom Guides
- Plan of Study
- College-Readiness Articles
- Guideways
- High School Planning Tab
- Career Planning Tab
- College Planning Tab
- Financial Aid Planning Tab

### **PLAN**

- Career Search
- College Finder
- Plan of Study
- College Planning Time Lines
- Guideways
- High School Planning Tab
- Career Planning Tab
- College Planning Tab
- Financial Aid Planning Tab

### **PAY**

- Scholarship Finder
- Financial Aid Calculator
- EFC Calculator
- College Goal Sunday
- Guideways
- High School Planning Tab
- Career Planning Tab
- College Planning Tab
- Financial Aid Planning Tab

## Lesson 1: What is CFWV.com?

**Grades:** 8-12

### **Goals and Objectives:**

- Students will be introduced to CFWV.com.
- Students will create CFWV.com accounts.
- Students will take a guided tour of CFWV.com using the introductory video found at the bottom of the home page.

### **Content Standards and Objectives:**

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

**21C.S.9-12.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

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**Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1):** Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

**Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6):** Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.



**Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7):** Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):** Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Students will open CFWV.com in their computer browser.
2. If students already have an account, they may log into the site. If they do not, they need to click on 'Create An Account' found at the top right hand side of the page.
3. To create an account, students will need to determine their role (middle school student, high school student, postsecondary student, adult, or parent.) Students will input their birthdays and select the school that they attend from the drop down menu. Students will input their first and last names, year of high school graduation, email address (if students do not have an email address, cfwv.com will create one for them.), and desired account name and password.
4. Once the account has been created, it is suggested that they complete the Account Information page that is included and store that information in a safe place or give the page to an organizational administrator for future reference.
5. Once the account has been created, students will click on the introductory video found at the bottom of the home page.
6. Students make take time to navigate and explore the site.
7. Students will reflect on this experience in their journals found in their portfolio on the site. The portfolio is the last tab on the main tool bar. This reflection can lead to a group conversation.

### **Reflective Questions:**

- Had you use the site before? If yes, in what capacity?
- What are your first reactions?
- What stood out to you?
- What parts of the site do you think you will most often use?

## My CFWV.com Account Information

---

**Date Created:** \_\_\_\_\_

**Website:** www.cfwv.com

**Account Name:** \_\_\_\_\_

**Password:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Plan, apply and pay for college.*

## Lesson 2: What Kind of Learner Am I?

### Goals and Objectives:

- Students will determine what kind of learner they are.
- Students will know under what conditions they best learn.

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**Procedure:**

1. Ask your students the following to generate a classroom discussion.
  - Do you know what kind of learner you are?
  - Do you know under what conditions you do the best learning or studying?
  - Have you ever tried to study and were simply unable to do so?
  - Do you think that everybody learns the exact same way?
2. Students will log into CFWV.com
3. Students will click on the “Learn About Yourself” link that is under the Career Planning tab.
4. Students will click on the “Learning Styles Inventory.”
5. Students will follow the directions and answer the questions found in the inventory.
6. Have students reflect and discuss the results.

**Reflective Questions for Journal or Discussion:**

- What did your results say?
- Were you surprised or shocked?
- Did they seem accurate to you?
- Now that you have this information, how can you best utilize the information?
- How might you begin studying different?

## Lesson 3: Planning – Learn About Yourself

**Grades:** 8-12

### **Goals and Objectives:**

- Students will begin getting serious about postsecondary options.
- Students will get started and acquainted with CFWV.com
- Students will begin determining their personal goals and interests.

### **Content Standards and Objectives:**

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### **Procedures:**

1. Students will log into CFWV.com.
2. Students will click on the College Planning Tab located across the top of the page.
3. Students will review the Time Line specific to their grade.
4. Students will discuss the Time Line using the questions below.
5. Students will complete the After High School Transition Plan section within their College Planning Portfolio.

### **Questions for Discussion:**

- Does this time line make sense to you? Have you completed any of the suggested activities already?
- Where do you need to begin?
- Students will review the time line for all grades.
- Are you a head of the time line or are there items that you still need to finish?
- Students will complete the After High School Transition Plan section in their College Planning Portfolio.

### **Prompt:**

Now that you have reviewed the time lines, what is your current plan? How do you plan to transition from middle school to high school or high school to college? What are you going to do to make this happen?

### **Reflective Questions for Your Journal or Discussion:**

Having reviewed the timelines, do you feel that you are on track? If so, Why? If not, what are your first steps?

## Lesson 4: Planning – Learning About Yourself, I Pledge To...

**Grades:** 9-12

### **Goals and Objectives:**

- Students will use mission statements to help guide them to meet goals and improve their circumstances.
- Students will work towards seeing the big picture.
- Students will be able to break down their goals into manageable pieces.
- Students will work towards creating and meeting their goals.

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### **Procedures:**

1. Have students review the following pledge lists.
2. Together, create five additional pledges that can be addressed over the next two years.
3. Discuss the importance of each of these pledges.
4. Have students take home the parent pledge sheet and discuss the following with their parents:
  - How can your guardians help you meet your goals?
  - What pledges and promises do your parents need to make to help you meet your goals?
  - Are there other community members that can help you meet your goals?

### **Reflective Questions for Journal or Discussion:**

- How do they align with the goals you have set for yourself?
- At graduation time, do you project that you will have met and kept all of your pledges?
- Do you think having them in writing will help you meet them?

## Student Activity Sheet: "I Pledge..."

*I pledge to...*

- ☐ graduate from high school.
- ☐ end every semester between now and graduation with at least a 2.5 Grade Point Average.
- ☐ apply for admission and financial aid from a West Virginia college, university, or vocation program.
- ☐ maintain an attendance rate of 95% or better.
- ☐ utilize all of the resources provided for me.
- ☐ take the PSAT in 10<sup>th</sup> grade and the ACT/SAT in 11<sup>th</sup> and 12 grade.
- ☐ complete a semester of community service.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

---

Signature

Date



*Plan, apply and pay for college.*



## Parent/Guardian Activity Sheet: "I Pledge..."

*I/we pledge to...*

- ☐ help our student graduate from high school.
- ☐ encourage and expect our student to end every semester between now and graduation with at least a 2.5 Grade Point Average.
- ☐ help our student apply for admission and financial aid from a West Virginia college, university, or vocational program.
- ☐ utilize every resource that is available to me.
- ☐ register and support our student when taking the PSAT in tenth grade and the ACT/SAT in 11<sup>th</sup> and 12<sup>th</sup> grade.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

---

Signature

Date

The logo for cfwv.com features the letters 'cf' in black, 'wv' in green, and '.com' in black. A small graphic of a green leaf with an orange stem is positioned above the 'w'.

*Plan, apply and pay for college.*

## Lesson 5: Planning— Learning About Yourself, Interests and Goals

**Grades:** 8-12

### **Goals and Objectives:**

- Students will continue to familiarize themselves with the CFWV.com.
- Students will determine goals and interests using CFWV.com

### **Content Standards and Objectives:**

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**Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7):** Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Students will log on to CFWV.com
2. Students will click on the Career Planning Tab located at the top of the home screen.
3. Students will click on the subheading “Learning About Yourself.”
4. Students will see seven different surveys. Students need to first complete the interest profiler. Directions are included within the survey. All the information and results will be stored within automatically in their Portfolios.
5. Each outcome will help narrow down suggested careers for students based on their likes, dislikes, skills, and interests.

### **Reflective Questions for Journals or Discussion:**

- Think of people that love their jobs.
- Why do they love them?
- Do you think that your interests will change over time?
- How accurate do you find the survey to be?
- Did they help you?
- Why or why not?

## Lesson 6: Planning – Learning About Yourself: Life Maps

**Grades:** 8-12

### **Goals and Objectives:**

- Students will discuss how the past can affect the future.
- Students will reflect on where they have been in order to determine where they need to go.
- Students will compare their current paths to the time lines found on cfwv.com.

### **Content Standards and Objectives:**

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

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**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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### Procedures:

1. Have a brief discussion with your students pertaining to how the past can affect the present.
  - How can what you are doing right now determine what you do in your future?
  - Can we use what we know from our past to make decisions about what we want to accomplish in our futures?
2. Ask the students to think of some of the major events that they have encountered or been a part of over the course of their lifetime. Have students begin to make a list of approximately 15-20 moments beginning with the day they were born and ending with today. Events might include the first day of school, birth of a sibling, a broken arm, the first day of school, having braces put on, getting glasses, winning an athletic or academic award, etc.
3. Once students have completed their list brainstorm, they need to begin thinking of symbols that might represent each of the items on their lists. These need to be placed in chronological order on their papers.
4. Have students begin to make the actual maps. Instruct students to become creative with their maps. Will it look like a timeline? A road map? A park map? A globe? A slide show of pictures and symbols?
5. After students have finished creating their life maps, have them give mini presentations of them to the group.

*Sometimes students can put too much emphasis on what has negatively affected them. Help the students create a positive focus rather than becoming inundated with the negative.*

### Reflective Questions for Journal or Discussion:

- Do you notice any trends, patterns, or reoccurring events on your map? If so, why do these events continue to happen?
- Do you think that this map is an accurate picture of your life so far? In your opinion, what has been the most important event?
- Where do you see the map leading you?
- After looking at the timelines found on CFWV.com, do you believe that you are on track?
- If not, how can you make it so that you are?
- If you could list five more events for your future, what would they be?
- What steps or goals will you have to make to get where you are going?
- In your Portfolio on CFWV.com, please update your long and short goals.

## Lesson 7: Planning – Learning About Yourself

### The Work Values Survey

**Grades:** 8-12

#### **Goals and Objectives:**

- Students will determine their work values.
- Students will think globally.
- Students will differentiate between interest and values.

#### **Content Standards and Objectives:**

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**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Display the following words somewhere in the room: Abilities, Advancement, Direct Others, Co-Workers, Make Decisions, Work Alone, Help People, Job Security, and Variety.
2. Each of these words describes a specific work value. Discuss what each one means and how they play a role in what we value within a work place. Each word directs a preferred stance.
3. Students will log into CFWV.com.
4. Students will locate the Work Value survey located under the About Me section under the Career Planning tab.
5. Students will complete the Work Values survey.

### **Reflective Questions for Journal:**

- What were the most important questions?
- What are the global aspects of work that person might value?
- What is the difference between value and interest?

# Lesson 8: Planning – Learning About Yourself

## Interests and Goals

**Grades:** 8-12

### Goals and Objectives:

- Students will work on postsecondary plans.
- Students will begin to familiarize themselves with the site.
- Students will determine basic skill level and transferable skill level.
- Students will create a plan to improve these skills.

### Content Standards and Objectives:

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### **Procedures:**

1. Students will log into CFWV.com.
2. Students will click on the Career Planning Tab at the top of the screen.
3. Students will click on the subheading “Learning About Yourself.”
4. Students will follow the directions and complete the Basic Skills Survey and Transferable Skills Checklist.

*Results will be automatically saved in the Portfolio.*

### **Reflective Questions for Journal or Discussion:**

- How do the results vary?
- What are your strong/weak areas?
- What can you do to improve on these skills?
- Create a plan of improvement with your parents, teacher, or community member.

## Lesson 9: Planning and Preparing – Getting To Know Yourself

### The Mission Statements and Challenges

**Grades:** 9-12

#### **Goals and Objectives:**

- Students will construct their mission statements.
- Students will look at their personal strengths and weaknesses.
- Students will create a plan.

#### **Content Standards and Objectives:**

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### Procedures:

1. Discuss the following with your students:

- You have spent a lot of time reflecting, setting goals, making plans, but now it is time to challenge yourself. What are your best qualities or strengths? List them.
- What do you do well socially, athletically, community based, academically, etc? What are the top five?
- Why do you believe that you excel at these particular items? Do you practice them? Do you actively use these traits every day? What makes them your strengths?
- Now that you have thought about your strengths, what are some of your weaknesses? We all have things that we need to work on. What socially, athletically, community based, educationally, etc do you need to keep working on? What are you holding yourself back from accomplishing?
- What can you personally do to turn these weaknesses around? What steps can you take and continue to work on to insure that this isn't what is keeping you back from your dreams and goals?
- What can you challenge yourself to do over the next few years? What is your mission statement? Here is an example:

I am introverted and am very shy and uncomfortable in most situations. This is one of my weaknesses. I know that if I don't learn to be a bit more outgoing, I'm going to feel uncomfortable in most situations. My personal mission is to introduce myself to a stranger a week. In time, the idea of interacting with new people will become more comfortable to me. Practicing meeting people will help me be less introverted. If I have to go through an interview or hold meetings with people, I will be more prepared.

Write your personal mission statement in the space provided for you in your CFWV portfolio.

## Lesson 10: Exploring Careers through Career Clusters and Surveys

**Grades:** 8-12

### **Goals and Objectives:**

- Students will explore careers based on interests, values, priorities, and goals.
- Students will explore the multitude of career options and statistics.

### **Content Standards and Objectives:**

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**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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### **Procedure:**

1. Students will log into CFWV.com.
2. Students will click on the subheading “Learning About Yourself” under the Career Planning Tab.
3. Students will follow the directions and complete the Career Cluster and Career Key Surveys.  
*Results will automatically be saved in their Portfolios.*
4. Discuss the results with the group.
  - What suggested careers were made available?
  - Do any of them interest you?
  - Did you learn any new information?

### **Reflective Questions for Journal or Discussion:**

Were you surprised with your results? Have you been going down the right track with your studies based on the results? Will you alter your plans and goals based on the results?

# Lesson 11: Exploring Careers through Advanced Searches

**Grades:** 8-12

## **Goals and Objectives:**

- Students will explore careers based on interests, priorities, work values, skills, and goals.
- Students will explore and consider multiple career options.

## **Content Standards and Objectives:**

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**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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**Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7):** Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):** Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Students will log into CFWV.com.
2. Students will click on the Career Planning Tab.
3. Students will click on the subheading “Explore Careers.”
4. Students will notice that there are several options as to how one can explore a career. (Career Finder, Career Clusters, Results from surveys, Search Engine, specific characteristics).
5. Students will spend time exploring many careers available to them using each or any of the exploration options.
6. Students will save favored careers in their portfolio by clicking on the ‘save in portfolio’ link on the left hand side of any career information sheet.

### **Reflective Questions for Journal or Discussion:**

- Which search options did you use?
- Was one more helpful than the other?
- Compare and contrast careers within your survey results?
- Did you find a career that you previously didn’t know much about? Has your list grown or shrunk?

## Lesson 12: High School Planning – The Plan of Study

**Grades:** 9-12

### **Goals and Objectives:**

- Students will create and modify the Plan of Study.
- Students will take charge and responsibility of studies and future plans.

### **Content Standards and Objectives:**

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

**21C.S.9-12.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

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**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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### **Procedure:**

1. Students will log into CFWV.com
2. Students will open their Plan of Study located under the High School Planning Tab.
3. Students will edit and modify their past courses and input scheduled classes.
4. Students will submit this plan for review with their school counselors. More than likely they have done this already at school. If so, take a moment to discuss the reflective questions.

### **Reflective Questions:**

- Looking at your POS, are you taking classes that you need to be taking?
- Are they in your desired field?
- What classes do you need to be taking in order to reach your goals?
- Look at your grades, where is there need for improvement?

# Lesson 13: Your High School Planning Time Line and Organization

**Grades:** 9-12

## **Goals and Objectives:**

- Students will get organized.
- Students will take personal responsibility for their education.
- Students will know the important due dates.

## **Content Standards and Objectives:**

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

- Using the High School and College Time Lines of CFWV.com, students will determine important due dates for their year in school.
- Students will look up application due dates for specific schools using the School Finder tool.
- Students will look for scholarship due dates under the Financial Aid Planning Tab.
- Students will use the attached worksheet to keep track of the important dates.
- Students will take the completed worksheet home to place somewhere they will see it daily.
- Both students and parents will use this as a reference.

# Student Activity Sheet: Due Dates

Website: [www.CFWV.com](http://www.CFWV.com).

Item	Due Date	Notes
<input type="radio"/> College Application 1	_____	
<input type="radio"/> College Application 2	_____	
<input type="radio"/> College Application 3	_____	
<input type="radio"/> FAFSA Application	_____	
<input type="radio"/> Scholarship Application 1	_____	
<input type="radio"/> Scholarship Application 2	_____	
<input type="radio"/> Scholarship Application 3	_____	
<input type="radio"/> SAT Registration Date	_____	
<input type="radio"/> ACT Registration Date	_____	
<input type="radio"/> ACT Test Date	_____	
<input type="radio"/> SAT Test Date	_____	
<input type="radio"/> Scholarship Application 1	_____	
<input type="radio"/> Scholarship Application 2	_____	
<input type="radio"/> Scholarship Application 3	_____	
<input type="radio"/> PROMISE Scholarship	_____	
<input type="radio"/> Letter of Recommendation 1	_____	
<input type="radio"/> Letter of Recommendation 2	_____	
<input type="radio"/> Letter of Recommendation 3	_____	
<input type="radio"/> Letter of Recommendation 1	_____	
<input type="radio"/> _____	_____	
<input type="radio"/> _____	_____	
<input type="radio"/> _____	_____	



*Plan, apply and pay for college.*

## Lesson 14: Get A Job – Resume and Cover Letter Writing

**Grades:** 10-12

### **Goals and Objectives:**

- Students will construct a resume.
- Students will construct a cover letter.

### **Content Standards and Objectives:**

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**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

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**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

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**Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others**

**(AA.S.7):** Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):**

Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):**

Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival

**Procedures:**

1. Students will log into CFWV.com.
2. Students will click on the “Get A Job” heading found under the Career Planning Tab.
3. Students will use the resumé and cover letter wizard to complete their resumé and cover letter.
4. Resumés and cover letters will automatically be stored in their portfolios.

**Reflective Questions for Journal or Discussion:**

- What do you need to do to make your resume even better?
- Is there missing information?
- What on your resume are you the most proud?

## Lesson 15: Get A Job – Mock Interviews

**Grades:** 11-12

### **Goals and Objectives:**

- Students will practice and be prepared for future interviews.

### **Content Standards and Objectives:**

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**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Begin with a large group discussion. Ask the class what they might know about interviewing? What are the do's and the don't's of the interview process?
2. Create two lists on the board. Examples of the do's might include: Do dress up. Do remember that you are there to highlight you. Do shake hands with someone when you are meeting them. Examples of don'ts might include: Don't show up to an interview in jeans and casual wear. Don't use too much perfume or cologne. Don't use slang or cuss words when talking. Don't answer questions with a simple yes or no; explain yourself.
3. Guide students through this activity. They may not have much interview experience at this point.
4. Once the large group discussion is finished, pair students up into groups of two. Have students look at the Student Activity Sheet. Several questions have already been listed for them. However, have students brainstorm other possible questions that an employer might ask them. In addition, what questions might they ask their potential employer?
5. Once they have completed their question brainstorm students will need to take turns playing the role of the employer and the interested student. Students will then need to complete the self reflection sheet that follows.
6. Once everyone is finished with the activities, bring the group together as a whole. Base a discussion around their reflections. What did they learn? What can each student improve on? What did each student do well?

*Students may use the practice interview questions found on [cfwv.com](http://cfwv.com) under the "Get a Job" tab.*

# Student Activity Sheet: The Mock Interview

Student #1: \_\_\_\_\_

Student #2: \_\_\_\_\_

## The Employer's Questions:

1. Give a brief introduction of yourself.
2. Why do you want to work here?
3. What skills, abilities or strengths can you offer our organization?
4. What are your weaknesses?
5. What experiences have you had that prepared you for this job?
6. What do you want to do in the future? In other words, what are some of your goals?
7. What are some of your interests?
8. Of which accomplishments are you most proud?
9. If you could meet any important figure in the past or present, who would it be and what would you talk about?
10. What characteristics do you think are important to have when working with others?

## Create 3 original questions.

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_



## The Student's Questions

It's important to have the information to answer these questions appropriately. You will need to complete a bit of research at the school's website to do so.

1. What are your organization's main goals for this year? for the next three years?

2. What is the work environment like?

Create 2-3 original questions.

6.

7.

8.

## Self Reflection:

- What were your interviewing strengths?
- What were your interviewing weaknesses? What can you do to improve that skill?
- What was the most important thing that you learned from completing this activity?
- Pretend you are the employer. Based on this interview, would you hire yourself? Why or why not?



*Plan, apply and pay for college.*

# Lesson 16: Exploring Schools

**Grades:** 9-12

## **Goals and Objectives:**

- Students will explore multiple postsecondary schools using CFWV.com
- Students will begin to narrow down their options.

## **Content Standards and Objectives:**

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### **Procedure:**

1. Students will log onto CFWV.com.
2. Students will begin to explore schools using several different tools on CFWV.com.
  - The results from their surveys
  - Specific criteria searches
  - Provided search engine
  - By career cluster
3. As students find interesting schools, they need to save them in their portfolios for review.
4. While looking at each school, notice the tuition cost, locations, student population, entrance requirements, etc.

## Lesson 17: Virtual Campus Tour/Scavenger Hunt of CFWV.com

**Grades:** 10-12

### **Goals and Objectives:**

- Students will explore schools virtually.
- Students will explore options.

### **Content Standards and Objectives:**

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**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

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**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):** Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Log onto CFWV.com. Students will use the college search function to complete the activity.
2. Using CFWV.com, have students follow the directions on the student activity sheet. Each clue or request for an artifact will be used to help a student explore their school of choice further.
3. Instructors need to determine whether this is an individual, partner, or group activity. These decisions will be based on time, materials available, class size, etc. It is the instructor's discretion and judgment as to how many of the times each group is responsible for finding and answering. Due to time constraints and availability, not all items will be addressed.

# Student Activity Sheet: School Scavenger Hunt

**Website: [www.CFWV.com](http://www.CFWV.com).**

## The Scavenger Hunt

When virtually visiting a school, use the following list to collect representations (internet images/web links/sketches) of the following items and/or find the correct answers to fill in the blanks. If answers are the only items needed, be sure to reference where you found your information. Due to time constraints and locations, not all of the information and answers can be found. However, it is best to obtain as much information as you can.

### Basic Information

School Name: \_\_\_\_\_

City/State: \_\_\_\_\_

School Colors: \_\_\_\_\_

School Mascot: \_\_\_\_\_

Enrollment Size: \_\_\_\_\_

Year school was founded: \_\_\_\_\_

Oldest Building on Campus: \_\_\_\_\_

Majors: \_\_\_\_\_

### Locate a Map of the School

On the map circle the following locations (if you are virtually visiting the school, find a map on the website to locate the following):

- Library
- A Dorm
- Financial Aid Office
- Registrar's Office
- The Student Union
- Admission and Records Office
- Visitor's Center
- Student/Academic Support m Office
- The Oldest Building on Campus
- Football Stadium/Baseball Field/Gymnasium/Etc.



*Plan, apply and pay for college.*

## Lesson 18: College In The Classroom

**Grades:** 8-12

### Goals and Objectives:

- Students will be exposed to more post secondary information.

### Content Standards and Objectives:

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

**21C.S.9-12.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

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**Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2):** Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

**Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3):** Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

**Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4):** Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

**Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5):** Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

**Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6):** Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedures:**

1. Find a place in your classroom or meeting space that you can dedicate to bringing college into the classroom.
2. At the beginning of the school year, have your students begin writing to college recruiters asking for information about the schools that they represent.
3. Students can ask for brochures, recruiting information, financial aid information, applications, catalogues, etc. Be prepared, you will become inundated with informative brochures, posters, pennants, stickers, pencils, pens, etc. This is exactly what you want.
4. Once the information and items begin to be mailed to you, create a fun and accessible place in your classroom to create your display. As information about upcoming contests, scholarship opportunities, campus visitation days, and college recruiter visitation days come to you, post it for the students to see. Now your students will have the ability to have daily access to college catalogs, applications, financial aid assistance, FAQ and the answers, and many, many more pieces of information!
5. Once you have posted all of this information, take a picture of your students standing in front of it. Have your students create thank you notes thanking the schools and the recruiters for the information and items. Be sure to include the pictures!

## Lesson 19: Building A Financial Aid Plan

**Grades:** 9-12

### Goals and Objectives:

- Students will become more familiar with the basic components of financial aid and the process of obtaining financial aid.
- Students will be able to determine the differences between the four types of financial aid and the qualifications of each.
- Students will become familiar with the scholarship search tool on cfwv.com.
- Students will understand the PROMISE Scholarship Requirements.

### Content Standards and Objectives:

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**Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8):** Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedure:**

1. Using CFWV.com's Financial Aid Planning tab as a resource, students will complete the following student activity sheet. Students may work in pairs. Work your way around the room to help ensure that the students understand the intricate ins and outs of the Financial Aid process. If you are seeing that many of the students are having the same questions and concerns, stop and have a big group discussion.

# Student Activity Sheet: Financial Aid

Website: [www.CFWV.com](http://www.CFWV.com).

1. What is Financial Aid?  
\_\_\_\_\_
2. \_\_\_\_\_
3. Who qualifies for Financial Aid?  
\_\_\_\_\_
4. \_\_\_\_\_
5. What are the four different types of financial aid? How do they differ from one another?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Which forms of Financial Aid do not have to be repaid?  
\_\_\_\_\_
7. Run a scholarship search on [www.cfwv.com](http://www.cfwv.com) and see for which scholarship you qualify. Pick a few of these scholarships and start the application process. Every bit helps.  
\_\_\_\_\_
8. What are the requirements for the Promise Scholarship? Can you meet those requirements?  
\_\_\_\_\_
9. Can you find three state-level scholarships?  
\_\_\_\_\_
10. When should you begin the application process for Financial Aid?  
\_\_\_\_\_

Eventually you will apply for FAFSA online. However, it is always best to practice or complete a rough draft of your application. Go to <http://www.fafsa.ed.gov/before012.htm> and begin to fill out the paper based worksheet. This will guide you through the process and help you find the information that you need to complete the process. You will also need to gather some information from your parents/guardian to fill out the form. This activity will be most helpful if you complete it with your parents/guardian.



## Lesson 20: Learning The Lingo

**Grades:** 8-12

### Goals and Objectives:

- Students will become more familiar with the vocabulary surrounding postsecondary education.
- Students will begin using the vocabulary surrounding postsecondary education.

### Content Standards and Objectives:

**21C.S.5-8.1:** The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

**21C.S.5-8.2:** The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

**21C.S.5-8.3:** The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

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**Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.):** Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

### **Procedure:**

1. Under the Financial Aid Tab is the Financial Aid 101 heading. Under the 101 heading is a Financial Aid Glossary. The Glossary lists vocabulary that is used when discussing and apply for financial aid.
2. Using these terms, create flashcards with the words on the front and the definitions on the back for students to quiz each other.
3. Using these terms create a Financial Aid bingo came. The words would be placed on the game board, and the definitions would be read off to the students.

## Lesson 21: Test Preparation

**Grades:** 9-12

### Goals and Objectives:

- Students will be more prepared for the ACT or SAT.
- Students vocabulary will increase.

### Content Standard and Objectives:

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### **Procedures:**

1. Students will log into CFWV.com
2. Students will open the TEST Prep link under the College Planning Tab.
3. Students will practice using the provided test prep options.

### **Reflective Questions for Journal:**

Based on your practice test scores, what areas do you need to continue to work to improve? What will you do to continue to practice these skills? Based on practice test scores, in what areas do you have solid foundation?



## Lesson 22: Financial Literacy Problem Based Learning Project

**Question:** What is the benefit to going on and completing a postsecondary education?

**Grades:** 9-12

### Goals and Objectives:

- Students will become more aware of the cost of degrees.
- Students will see the benefits of a postsecondary education.

### Content Standards and Objectives:

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### **Procedures:**

1. Using CFWV.com, have students decide on one of the careers that they have saved in their portfolio.
2. Ask students to research that career and complete the student activity sheet.

### **Questions for discussion:**

- Are there significant differences?
- Which option would best allow for you to own your own home or car? Allow you to raise children comfortably? Provides insurance coverage?
- Consider the cost of living of where you would like to reside. Is this career possible?

-

# Student Activity Sheet: Financial Planning

## Career Requiring a College Degree or Certificate:

Career: \_\_\_\_\_

Degree/Certificate Needed: \_\_\_\_\_

Schools offering degree/certificate: \_\_\_\_\_

Annual cost: \_\_\_\_\_

When calculating costs, include tuition, fees, books and supplies, but do NOT include basic living expenses, because you will have to pay such expenses — or find a way to meet those needs — regardless of your plans after high school. It may, however, be appropriate to include extra expenses based on your location. For example, if you have to move to an area with a higher cost of living for this career path than for another, you should include that extra cost. Talk to your teacher or instructor if you have questions about what to include.

Annual Salary: \_\_\_\_\_

# of years to obtain degree/certificate: \_\_\_\_\_ x Annual school cost: \$ \_\_\_\_\_ = \$ \_\_\_\_\_ *total cost.*

**30** years x Annual Salary \$ \_\_\_\_\_ x Current Inflation Rate \_\_\_\_\_ % = \$ \_\_\_\_\_ *total earned.*

## Non-Degree or Certificate Career:

Career: \_\_\_\_\_

Annual Salary: \_\_\_\_\_

**34\*** years x Annual Salary \$ \_\_\_\_\_ x Current Inflation Rate \_\_\_\_\_ % = \$ \_\_\_\_\_ *total earned.*

\* Use 34 years in this scenario, as it is assumed that a student would start work immediately after high school if pursuing a career that does not require a college degree or certificate.

## Comparison:

\_\_\_\_\_ Total *Earned* in Career Requiring a College Degree or Certificate

\_\_\_\_\_ Total *Cost* of Postsecondary Education

===== Total Gained over 32-34 Years with a college degree.

*vs.*

\_\_\_\_\_ Total *Earned* over 32-34 Years in a Career Without a Degree or Certificate.



Plan, apply and pay for college.



*Plan, apply and pay for college.*

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*Paid for in part by the U.S. Department of Education, College Access Challenge Grant and GEAR UP federal funds.*