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| Lesson Name: | College Application 101 |
| Grade Level(s): | 12th |
| Goal/Objective(s): | * The student will learn and be able to trace the college application process paying attention to deadlines, document requirements, etc. * The student will write an effective personal statement that can be tailored for admission essays, scholarship applications, etc. |
| Standard(s): | SS.11-12.L.7: integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  SS.11-12.L.13: produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.  SS.11-12.L.14: develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  SS.12.E.11: develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft. |
| Instructions: | Rationale: This lesson is designed to introduce students to the college application process. Students will learn the fundamental steps to applying for college and managing application paperwork. Students will also craft a personal statement.  Activity 1:   1. Bellringer: Begin by asking students what post-secondary institution they would like to attend and their intended major. Write these on the board. Pose the following questions in a brief guided discussion, ‘You want to go to school there. Why should they want you there? What kind of student are they looking for? How do you get admitted?’ 2. Have students research admission requirements for colleges in which they are interested. Utilize the ‘Explore Schools’ tool under the ‘College Planning’ tab on CFWV. Students will write the admission requirements and deadlines on their College Planning Sheet to save in their ISTP advising folders. Students should also double-check their transcripts to ensure they do or will meet all admission requirements for their selected institutions. Make sure students save information into their personal portfolio in CFWV as well. 3. After students have written down admission requirements, have them go back and look at deadlines. They need to write down any admission and institutional scholarship and financial aid deadlines on their College Planning Sheet as well. 4. Have students look at tuition and fee costs for their selected schools. They need to write down tuition and fee costs, housing costs, available types of aid, when aid award notification begins, and any other pertinent data deemed relevant on their College Planning Sheet. 5. After recording information on their College Planning Sheet, conduct a brief guided discussion with students about what they discovered; what surprised them; are they rethinking their choice of school; and any other relevant items that may arise. 6. Encourage students to help each other and discuss their findings while they are researching. 7. Students are to use their completed College Planning Sheets to complete a Individual College Application & Financial Aid Timeline Sheet. This sheet will contain all-important deadlines for institutions to which they plan to apply. Have students turn these in so you can check their accuracy. When completed, show students the Financial Aid Timeline in the ‘Financial Aid Planning’ tab of CFWV.   Activity 2:   1. Tell students that their completed College Planning Sheets represent a goldmine of information for other students trying to navigate the process. Tell students that they are going to teach and help their classmates navigate this process. Students are collectively going to create a bulletin board/wall display in the school hallway that highlights important information from the College Planning Sheet. 2. Divide students into groups according to the following categories: public 4-year, private 4-year, public 2-year, private career and technical training centers, public career and technical training centers. Each group is to create the information for the display utilizing the College Planning Sheet and CFWV data. The finished display must contain accurate information and be eye-catching and fun to read. Check with your building administrator about where to place the display.   Activity 3:   1. Students are to create a personal statement that they can later adapt for admission applications, scholarship applications, etc. 2. Students are to compose a general, one-page maximum statement that describes their accomplishments, successes, interests, community and civic engagement activity, and future career goals. The statement must be in narrative form, properly formatted with proper grammar and spelling, and should encompass several revisions and rewrites. Stress to students that this is a general statement and that they will use as a template to tailor to specific college and scholarship application requirements and statement prompts. Utilize the sample personal statements and personal statement section of Your Portfolio in CFWV. This also represents an excellent opportunity to collaborate with English teachers in your building. |
| Materials: | cfwv.com website  Bulletin board materials  Access to technology/Internet  Markers/colored pencils  Pencils  Paper  College Information Sheet  Individual College Application & Financial Aid Timeline  Grading rubrics |
| CFWV Tools Used: | College Planning- Explore schools  Personal Statement Creator (Draft & Final)  Save items into personal portfolio in CFWV |
| Assessment: | Activity 1: Teachers will assess students on successful and accurate completion and submission of the College Planning Sheet and Individual College Application & Financial Aid Timeline.  Activity 2: Teachers will assess students using the attached rubric based upon the quality of their display.  Activity 3: Teachers will assess students using the attached rubric based upon the completion, submission, and quality of their personal statement. |

College Information Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_

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

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of School (Circle one): Four-Year School Two Year School Career & Tech School

Public or Private (Circle one): Public Private (nonprofit) Private (for profit)

Total Student Enrollment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fall Application Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Priority Application Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Application Fee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Can Fee Be Waived: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Minimum Composite ACT Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Minimum GPA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of High School Credits Required or Recommended:

Art: \_\_\_\_\_\_\_\_\_ English: \_\_\_\_\_\_\_\_\_\_ Foreign Language: \_\_\_\_\_\_\_\_\_

Lab Sciences: \_\_\_\_\_\_\_\_ Math: \_\_\_\_\_\_\_ Social Studies: \_\_\_\_\_\_\_\_

Other (specify what and how many): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Criteria for First-Time Freshman Admissions:

Average ACT Score of Admitted Freshmen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Average GPA of Admitted Freshmen: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percent of Students Admitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program or Major-Specific Admission Requirements:

In-State Tuition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Out-of-State Tuition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Room & Board Fees: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Percent of First-Year Students Receiving Any Financial Aid: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Financial Aid Deadlines:

Housing Deposit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Housing Deposit Deadline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Individual College & Financial Aid Application Timeline

|  |  |
| --- | --- |
| Event | Deadline/Date |
| Register for October ACT |  |
| Check your High School Transcript for Errors |  |
| Decide What Colleges to Apply To  (List here) |  |
| Think about and solicit teachers, coaches, supervisors, etc. to write recommendations for admission and scholarship applications. |  |
| Write Personal Statement |  |
| College Application Deadlines  (List individual colleges to which you are applying) |  |
| CFWV College Application & Exploration Week  (List colleges to which you have transmitted applications) |  |
| Have counselor submit transcripts to colleges to which you have applied |  |
| Apply for Scholarships |  |
| Register for December ACT |  |
| Get Local Scholarship Applications from Counselor |  |
| Attend high school financial aid workshops |  |
| Register for February ACT |  |
| Apply for Scholarships |  |
| College Goal Sunday |  |
| Complete & File FAFSA |  |
| Complete & File Promise Scholarship, WV Higher Ed Grant, & Other State Aid Applications |  |
| Double check with college admission and financial aid offices that they have received all necessary paperwork |  |
| Apply for Scholarships |  |
| Register for April ACT |  |
| After consulting your financial aid awards, scholarship offers, etc., make a final decision on what school to attend |  |
| Pay tuition and housing deposit  (Requirements will vary by school) |  |
| Take any applicable AP exams |  |
| Register for June ACT |  |
| Register for orientation  (Will vary by school) |  |
| Have high school counselor send final transcript |  |

Personal Statement Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Sentences & Paragraphs | Sentences and paragraphs are complete, well-constructed and of varied structure. | All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well. | Most sentences are complete and well-constructed. Paragraphing needs some work. | Many sentence fragments or run-on sentences OR paragraphing needs lots of work. |
| Salutation and Closing | Salutation and closing have no errors in capitalization and punctuation. | Salutation and closing have 1-2 errors in capitalization and punctuation. | Salutation and closing have 3 or more errors in capitalization and punctuation. | Salutation and/or closing are missing. |
| Grammar & spelling (conventions) | Writer makes no errors in grammar or spelling. | Writer makes 1-2 errors in grammar and/or spelling. | Writer makes 3-4 errors in grammar and/or spelling | Writer makes more than 4 errors in grammar and/or spelling. |
| Ideas | Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about. | Ideas were expressed in a pretty clear manner, but the organization could have been better. | Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about. | The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about. |
| Capitalization and Punctuation | Writer makes no errors in capitalization and punctuation. | Writer makes 1-2 errors in capitalization and punctuation. | Writer makes 3-4 errors in capitalization and punctuation. | Writer makes more than 4 errors in capitalization and punctuation. |
| Neatness | Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride. | Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care. | Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care. | Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly. |
| Length | The letter meets all length requirements. |  |  | The letter does not meet all length requirements. |
| Format | Complies with all the requirements for a personal statement. | Complies with almost all the requirements for a personal statement. | Complies with several of the requirements for a personal statement. | Complies with less than 75% of the requirements for a personal statement. |

Bulletin Board Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 4 | 3 | 2 | 1 |
| Use of Class Time | Used time well during each class period. Focused on getting the project done. Never distracted others. | Used time well during each class period. Usually focused on getting the project done and never distracted others. | Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others. | Did not use class time to focus on the project OR often distracted others. |
| Graphics -Clarity | Graphics are all in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content easily viewed and identified from 6 ft. away. | Most graphics are in focus and the content is easily viewed and identified from 4 ft. away. | Many graphics are not clear or are too small. |
| Graphics - Originality | Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display. | One or two of the graphics used on the poster reflect student creativity in their creation and/or display. | The graphics are made by the student, but are based on the designs or ideas of others. | No graphics made by the student are included. |
| Graphics - Relevance | All graphics are related to the topic and make it easier to understand. | All graphics are related to the topic and most make it easier to understand. | All graphics relate to the topic. | Graphics do not relate to the topic |
| Labels | All items of importance on the board are clearly labeled with labels that can be read from at least 3 ft. away. | Almost all items of importance on the board are clearly labeled with labels that can be read from at least 3 ft. away. | Several items of importance on the board are clearly labeled with labels that can be read from at least 3 ft. away. | Labels are too small to view OR no important items were labeled. |
| Required Elements | The board includes all required elements as well as additional information. | All required elements are included on the board. | All but 1 of the required elements are included on the board. | Several required elements were missing. |
| Content - Accuracy | All facts on the board are accurate. | The board contains 1 inaccurate fact. | The board contains 2 inaccurate facts. | The board contains more than 2 inaccurate facts. |
| Attractiveness | The board is exceptionally attractive in terms of design, layout, and neatness. | The board is attractive in terms of design, layout and neatness. | The board is acceptably attractive though it may be a bit messy. | The board is distractingly messy or very poorly designed. It is not attractive. |
| Mechanics | Capitalization and punctuation are correct throughout the board. | There is 1 error in capitalization or punctuation. | There are 2 errors in capitalization or punctuation. | There are more than 2 errors in capitalization or punctuation. |
| Grammar | There are no grammatical mistakes on the board. | There is 1 grammatical mistake on the board. | There are 2 grammatical mistakes on the board. | There are more than 2 grammatical mistakes on the board. |