

## 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:**

**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.

**21C.S.9-12.2:** 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.9-12.3:** 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.

**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:**

- 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.*