

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:

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:

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.

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.