

Pathway to College

Developed by: *Walter Lewis & Lisa Marie Benavides*

Subjects: College Readiness

Estimated Time: 8-week unit, 2 hours per week

Grade Level: 10-11

About This Lesson Plan:

This lesson plan was inspired by the Post-Secondary Readiness Badge-Enabled Playlists & Pathways project from the Homewood Children's Village with Homewood-Brushton YMCA, Higher Achievement, Operation Better Block, and Community College of Allegheny County. Playlists and badges will reinforce the path to post-secondary success by laying out a clear route through high school and towards college or other post-secondary placements.

A key component of this program the HCV Personal Opportunity Plan (POP). The POP is a tool that guides high school students towards high school and post-secondary success. It provides a year by year roadmap for students to understand the important milestones to reach at each stage of high school and the post-secondary planning process. Built around an individual student's expressed dreams, the POP documents their journey and progress through SMART goals planning, academic and college-readiness checklists, and exploratory life skill activities. The 150 page booklet is designed for students to work alongside a student advocate. A digital application is currently being explored as an expansion for the POP's effectiveness, for students, advocates, and parents to utilize.

About Homewood Children's Village:

Homewood Children's Village (HCV) is a collaborative comprehensive community initiative modeled after Geoffrey Canada's internationally acclaimed Harlem Children's Zone. The mission of the HCV is to improve the lives of Homewood's Children and to reweave the fabric of the community in which they live.

Pro Tips:

Many high school students don't have access to high-quality college and career counseling resources. This lesson plan offers a framework for mentors and educators to help high school students develop a structured approach to considering their future pathways. Consider using this lesson plan in any setting where such future-thinking conversations might develop, including afterschool mentoring programs or in-school advisory settings.

These materials were developed as part of the Share & Spread Connected Learning Collection, organized by The Sprout Fund with the generous support of the MacArthur Foundation.

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Lesson Plan

Initial Considerations

- Utilize open discussion to identify student knowledge of college to career pathway.
- Unit is designed for students who self-select to participate.
- Students will review and refine their work through peer review, open ended questions with staff and self-reflection
- Students will show their learning through short share outs with each deliverable culminating into the presentation at the end of the unit.
- Student work is individualized and student led, teachers will have freedom to check in frequently with students not engaged.
- Each activity builds off previous lessons and includes a teaching portion followed by an independent 'making' session. Students have freedom to work at their own pace with the unit designed with room to allow for students working at a slower pace to have time and activities for students who work at a faster pace to have activities.

Activity Plan

Over the course of several weeks, students should work with a mentor or teacher to complete the following activities.

- Complete and discuss the [16 personalities assessment](#)
 - To engage all learners, class discussion about the different personalities and how are all of they are all necessary will follow assessment
- Complete [ACT Major Map](#) and discuss potential pathways to career options
- Students will identify potential careers based off the likes and dislikes identified through the major map on the ACT profile and potential majors to reach that career.
- Complete Career - College Worksheet.
- Develop a student obstacle map to create short and long term goals.
 - To include multiple learning styles, students will have the option to draw, build (with materials from makers box), or write their obstacles and solutions.
- Utilizing [XQ schools Pay for College tool](#), create a budget after finding true cost of college.
- Prepare and deliver a 3-5 minute presentation explaining how the pieces all come together. During this presentation, students should use a visual aid to describe their future journey to career, and they should be able to explain their reasoning behind their career choice and the steps they will take to achieve that goal.

Standards, Knowledge, Skills, and Understandings

Pennsylvania State Content Standards

- CEW 13.1.11A
- CEW 13.1.11B
- CEW 13.1.11F
- CEW 13.1.11E

Understandings

- Overarching Understandings
 - Students will understand that college is a pathway to career choices
- Related Misconceptions
 - College is unaffordable
- College is too far to reach

Knowledge

Students will know:

- What natural abilities/talents they have that can lead them to their career
- What different types of postsecondary institutions exist

Skills

Students will be able to...

- plan for and create a budget for college expenses
- effectively plan a long term goal including problem solving obstacles
- research a postsecondary institution
- Use evidence to present their findings



PATHWAY TO COLLEGE

CURRICULUM GUIDE



Walter Lewis and Lisa Marie Benavides



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OVERVIEW

About Pathway to College

The Post-Secondary Readiness Badge-Enabled Playlists & Pathways project is from the Homewood Children's Village with Homewood-Brushton YMCA, Higher Achievement, Operation Better Block, and Community College of Allegheny County. Playlists and badges will reinforce the path to post-secondary success by laying out a clear route through high school and towards college or other post-secondary placements.

This pathway places students more firmly on the path to post-secondary success by laying out a clear route through high school and towards a college or other post-secondary placement. Youth who earn the "HCV Post-Secondary Readiness Badge" will have experienced a series of in-person and digital XPs that orient them to the college preparation and application process.

The playlist also utilizes adapted tools from HCV's Personal Opportunity Plan.

Subject: College Readiness

Grade Levels:10-11

Time Frame: 8 Week Unit, 2 hours per week

WHO AM I?

Key Understanding(s)

Knowing who I am is the beginning of figuring out who I want to be.

Essential Question(s)

What are my natural abilities and inclinations?
How does that relate to my future?

Skills

Self reflection

Activities

16 Personalities (Meyer's Briggs Test)

Materials

Computers/Internet

Standards

n/a

Deliverables

n/a

Outcomes

Students will identify key areas of their personality and understand how it compares to other interests.

WHAT DO I WANT TO DO?

Key Understanding(s)

I can translate my passion into a lifelong career.

Essential Question(s)

How do I translate my gifts and passions into a career?
What options of study exist to get to my career choice?

Skills

Self reflection

Activities

Career Exploration Assessment
ACT Major Map Interest Inventory

Materials

Computers/Internet
Interest Worksheet

Standards

CEW 13.1.11A
CEW 13.1.11B

Deliverables

HCV Career Worksheet

Outcomes

Students will have identified 3 areas of interest for careers and what programs of study will help them get there.

WHERE DO I WANT TO GO?

Key Understanding(s)

There are many options for life after high school.

Essential Question(s)

What key things do I need to know before applying to school?

What types of colleges exist?

How do I search for universities?

Skills

Research, scheduling,

Activities

ACT major map cont.
College scavenger hunt

Materials

Computers/Internet
College Research worksheet
Types of College worksheet

Standards

n/a

Deliverables

HCV College Research worksheet

Outcomes

Students will identify the type of university they would like to attend based on their preferences and the course of study selected from previous lessons

HOW AM I GOING TO GET THERE?

Key Understanding(s)

Creating a plan for college will make it more accessible.

Essential Question(s)

What steps do I need to take before I graduate high school?
How do I know what requirements I need to meet?

Skills

Goal setting, time management, research

Activities

S.M.A.R.T. goals
Obstacle Map

Materials

S.M.A.R.T. goals sheets
Construction paper, scissors, glue,
magazines to cut, markers

Standards

CEW 13.1.11F

Deliverables

HCV S.M.A.R.T. Goals Worksheet

Outcomes

Students will have identified and thought through one short-term goal and one long-term goal related to their college/career path

HOW AM I GOING TO PAY FOR IT?

Key Understanding(s)

College can be affordable with the right tools
There are multiple ways to pay for college.

Essential Question(s)

What is the cost of attending college?
What types of financial aid exist?
How do I access financial aid?

Skills

Budgeting, Research

Activities

Budgeting
Paying for College - XQ Schools

Materials

Paying for College Guide - XQ
Schools
Computer/Internet

Standards

n/a

Deliverables

Budget

Outcomes

Students will identify different types of financial aid and how to access them.

WHAT DID I LEARN?

Key Understanding(s)

Knowing who I am and what I want to do will help me create a plan for where I want to go to school and how I am going to get there.

Essential Question(s)

What did I learn?

Skills

Presentation, Public Speaking

Activities

Prepare for presentation
Give 3-5 min Presentations

Materials

Portfolio
Computer/Internet
All Previous Deliverables

Standards

CEW 13.1.11.E

Deliverables

Portfolio with all prior deliverables
3-5 min presentation

Outcomes

Students will be able to present and explain their career choice and college path based on previous lessons.

ABOUT US

About Homewood Children's Village

Homewood Children's Village is a non-profit based in Pittsburgh that serves children and families to break down barriers to success. As a component of its "Cradle-to-Career" approach, the Village has been supporting high school students towards graduation and meaningful post-secondary opportunities since 2010.



www.hcvpgh.org

SMART Goals



Name: _____

Date: _____



Specific



Measurable



Actionable



Realistic



Timed

Name: _____

Date: _____



Finding Your Career

Finding the perfect career can take people a whole lifetime. The best careers are the ones that are a combination of your interests and the natural skills you have. Think back to your personality type -- what kind of work is best suited for your preferences? Start exploring what fields you may be best suited for early and it will lead you to the education you will need to attain to get there.

Keep a list of careers you are interested in and make note of why you think they could be a good fit. Envision yourself performing specific job. What kind of things will you do on a daily basis? What does advancement in that career track look like? What kind of education will you need? Finding the answers to such questions can help to point you in the direction that is right for you.

Occupation: _____

Occupation: _____

Finding Your Career



Occupation: _____

Occupation: _____

Occupation: _____

Occupation: _____



Career to College Worksheet

Name: _____

Date: _____

Career Area:	
Major	
Major	
College Name	
Website	
College Name	
Website	

Career Area:	
Major	
Major	
College Name	
Website	
College Name	
Website	



College Research Worksheet

Name: _____

Date: _____

Major Choice			
College Name			
Location			
Type		Program Length	
Cost of 1 year		Requires SAT/ACT	<input type="checkbox"/> Yes; Score _____ <input type="checkbox"/> No
Notes:			

Major Choice			
College Name			
Location			
Type		Program Length	
Cost of 1 year		Requires SAT/ACT	<input type="checkbox"/> Yes; Score _____ <input type="checkbox"/> No
Notes:			

Name: _____

Date: _____



School	Location
Cost	Size
Type	Reach/Competitive/Back Up

Notes

School	Location
Cost	Size
Type	Reach/Competitive/Back Up

Notes



Choosing a College

There are thousands of colleges out there, each with its own unique offerings. Start looking early at different types of schools that could potentially be a good fit for your interests and needs.

As you begin to narrow down your schools and learn more about their individual requirements, categorize them as 'reach,' 'competitive,' or 'back up' schools. A reach school is one that has challenging entrance requirements for you. A **competitive school** is one that you feel believe you can get into but there is going to be a lot of competition so you're going to have to give it your all. A back up school is one that you feel confident you will get into if you apply. Having a variety of schools when you apply will give you the most options when finally choosing a school to attend

Make note of special offerings and key differences like sports, activities, majors, student-teacher ratio, and financial support.

State

- 4-year school managed through the state university system
- Not determined by the name (i.e. Penn State is not a state school)
- *Slippery Rock, CalU, Bloomsberg*

Public

- Government funded, generally lower tuition than private schools
- *Penn State, Indiana University*

Private

- Mainly funded through tuition. Often private donations lead to abundant scholarship opportunities
- *Carnegie Mellon University, Carlow University*

Universities

- Larger 4-year schools made up of smaller colleges, offers a wide variety of programs
- *University of Pittsburgh, Temple University*

Liberal Arts

- 4-year colleges, often private, offers programs centered on liberal arts (literature, history, mathematics, languages, life sciences)
- *Haverford College, Gettysburg College*

Rural

- Schools located outside of a city
- *Penn State Erie, Keystone College*

City

- Schools located within a city
 - *University of Pittsburgh, Point Park University, Chatham University*

Community

- 2-year school, prepares students to transfer to 4-year or graduate schools with an associate's degree
- Certificates for specific career paths
 - *CCAC, Butler County CC, Community College of Philadelphia*

HBCU (Historically Black Colleges or Universities)

- Focus on educating African-American students through specific programs, services, and activities
 - *Howard University, Cheyney University, Lincoln University, Jacksonville State University*

HSIs (Hispanic Serving Institutions)

- Institutions participating in federal programs to assist first generation low-income hispanic students
 - *Bronx Community College (NY), William Patterson University (NJ)*

Ivy League

- 8 prestigious universities noted for high academic standards
 - *University of Pennsylvania, Yale, Harvard, Brown, Dartmouth, Columbia, Princeton, Cornell*

Vocational

- Offers specialized training in specific industries or careers (i.e. culinary, dental hygiene, fire fighting, mechanic, piloting)
 - *All-State Career School; Keystone Tech*

Fine Arts

- 4-year with specialized focus on the arts (i.e. photography, fashion, theater, music)
 - *Pennsylvania Academy of Fine Arts, Pennsylvania College of Art & Design*

Single-Sex

- Private 4-year school, exclusively for men or women
 - *Male: Morehouse College, Hampden-Sydney College, Wabash College*
 - *Female: Bryn Mawr, Wellesley College*

Religious Schools

- Private universities connected to a specific faith
 - *La Roche College, Messiah College, Notre Dame*

Online Schools

- Programs conducted entirely online
 - *Ashford University, Walden University*