



COLLEGEED[®]

Grades 9/10

College Planning and Career Exploration Program



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WELCOME TO

COLLEGEED

WHO Am I?

WHERE Am I Going?

HOW Do I Get There?

VOICE OF EXPERIENCE



“CollegeEd allows students to dream, believe in the dream, and take steps to make the dream come true.”

—Charlie Barthelemy, CollegeEd Teacher, Katy, Texas

High school is an important time in your life when you begin to make your own decisions and start planning your own future. It is a time for taking ownership of your own choices, and for being responsible for the decisions you make.

CollegeEd is a program that will help you make the decisions and choices that are best for you. Think of this course as a journey of self-discovery. Along the way, you'll ask yourself three very basic questions.

WHO Am I?

What makes you unique? What do you like, dislike and believe? What interests you? The more you know about what makes you who you are, the better able you will be to answer this very important question.

WHERE Am I Going?

What type of future do you see for yourself? What kind of dream career fits who you are, your personality and abilities? How did other people figure out what they wanted to do with their lives? Thinking about where you might want to go in life is the first step to getting there.

HOW Do I Get There?

What can you do now to start making your plans and dreams a reality? Asking how to get to where you want to go in the future is directly related to the choices and decisions you are now empowered to make. By exploring these three questions and all the other questions in between, CollegeEd will help you develop a plan of action that will get you to where you want to be.

ROADTRIP NATION

One way CollegeEd will help you create your own plan to answer life's big questions is through our partnership with Roadtrip Nation. Roadtrip Nation is a movement that seeks to empower you to actively define your own road in life. It exposes you to Leaders from all different backgrounds who have built their lives around doing what they love. These men and women have challenged themselves to answer the same questions you will be asked in this program. From them you can learn how to shed "The Noise" and create a life for yourself that will make you truly happy.



WORK ZONE

Answer the questions included in the three boxes below.

Who are you?

If you had to describe yourself in one or two sentences, what would you say?

What words would best describe you?

Where are you going?

Where do you want to be when you graduate high school?

What do you want to do?

How do you get there?

What do you think you will need to do in order to get to your "dream" future?

What are the steps you'll need to take?

WHAT YOU'LL DO

- ✓ Find out who you are and what makes you unique
- ✓ Explore your interests and talents
- ✓ Set goals for high school, and goals for your future
- ✓ Explore careers that fit who you are
- ✓ Connect what you do in high school to your future goals
- ✓ Learn what college is like, and how to look for colleges that fit who you are
- ✓ Discover your unique learning style
- ✓ Learn about skills and good habits that will help you academically
- ✓ Understand the value of extracurricular activities and the world outside of school
- ✓ Establish a network of people who will help you reach your goals
- ✓ Learn how to find the money to pay for college
- ✓ Realize that your future goals are possible and college is the way to get there

DID YOU KNOW?

There is a college for every type of student!

Go to the **WORK ZONE**

Based on what you have written on page 2, write a paragraph that explains the challenges you might face on your road to your future goals.

Challenges Along the Way

WORK ZONE

Chart your path to your future goals. Write one or more of your goals for this year on the road signs below. You can use the Steps to the Future word bank or your own ideas. Put these in the sequence that you feel will help you move toward your goal this year.

Future Goals

STEP 6:

STEP 4:

YOU ARE
HERE

STEP 1:

STEP 5:

STEP 3:

STEP 2:

STEPS TO THE FUTURE WORD BANK

- Choose high school courses
- Take PSAT/NMSQT
- Research careers that interest me
- Join an extracurricular activity
- Talk to family and friends about my goal
- Take some AP or honors classes
- Research college requirements
- Visit some colleges
- Think big!

WHO

Am I?



Section

1

What are you passionate about? What do you want to do in life? In Section 1, you will explore possible answers to these questions. You will begin the process of filtering out what others think you should do in order to help you make decisions about what is important to you.

Roadtrip Nation

Define Your Own Road In Life®



How Do You Start? You Start with *You*.

Figuring out who you are and what you want for your life can be two of the most challenging aspects of growing up. Mike, Nate and Brian, the Founders of Roadtrip Nation, felt the same way when they graduated from college. Their solution was to hit the Road on a cross-country **Roadtrip**. On this Roadtrip, they talked to **Leaders** from all different backgrounds about how those individuals figured out what they wanted to do in life. The Leaders discussed how they made decisions along the way and shared their ideas about how to create a meaningful life. It was from the lessons learned on this first Roadtrip that Roadtrip Nation was born to help others define their own Roads.

As you continue through high school and college, it is important to take the time to really think about what you want for your future. Defining your own Road starts with understanding what makes you *you*. *What do you really love to do? What interests you? What do you do best?* Your college experience should revolve around your interests, values and talents. Asking these types of questions can help you make all kinds of decisions like which colleges to apply to and what you might study.

There are all sorts of pathways available to you after high school, whether it's heading to a four-year university, community college, or doing vocational training. When you tune into who you are, you'll be better equipped to set off on the right path for you.

One thing that might get in the way of staying true to yourself is the opinions of others. You may have already noticed that friends, family, and other people around you have views about what they think you should be doing with your life. You may feel pressure to please those people, and you may even find yourself making decisions that don't align with who you are as a person just to make them happy. When we hear suggestions from other people that don't reflect who we really are, we call that **The Noise**. It's important to shed The Noise — to let it roll off your shoulders — so that it does not influence your decisions as you start to define your own Road. Listen to yourself, genuinely consider the advice of others, and you will be able to determine what insight is valuable and in line with your true self.

On any journey, it's helpful to have a Road map. Whether it's on your phone or scribbled on a piece of paper, a Road map can show you how to get from where you are to where you want to go. The same is true when it comes to defining your own Road in life. You start at

Words of Roadtrip Nation

Roadtrip: A life-changing journey; to define your own Road and pursue your interests in life by seeking advice from members of your community and looking inside yourself to figure out what you are truly passionate about.

Leaders: Individuals interviewed on the Road who share the insights and perspectives they gained as they defined their own Roads in life.

your **Set Point** — who you are today, as you are beginning to think about yourself, your life and your future. Your destination is a meaningful life, where you feel successful and happy.

Before you move ahead, begin with where you are, right at this moment. To establish your present-day Set Point, **use the space below to describe your thoughts, feelings or concerns about your future.** You may have done this before today, but allow yourself the chance to evolve. Be in the moment and think about your Set Point right now.



Some questions you might want to ask yourself are:
What am I being told my future should look like?
What is my ideal vision for my college experience?
What am I thinking in terms of a future career and life in general? What are the biggest fears or challenges that I face as a student right now?
What are my biggest dreams for college and the Road beyond? Feel free to write anything that comes to mind related to your future!

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

"(Standup comedy) felt like what I was supposed to be doing."

Wanda Sykes
Comedian and Actress



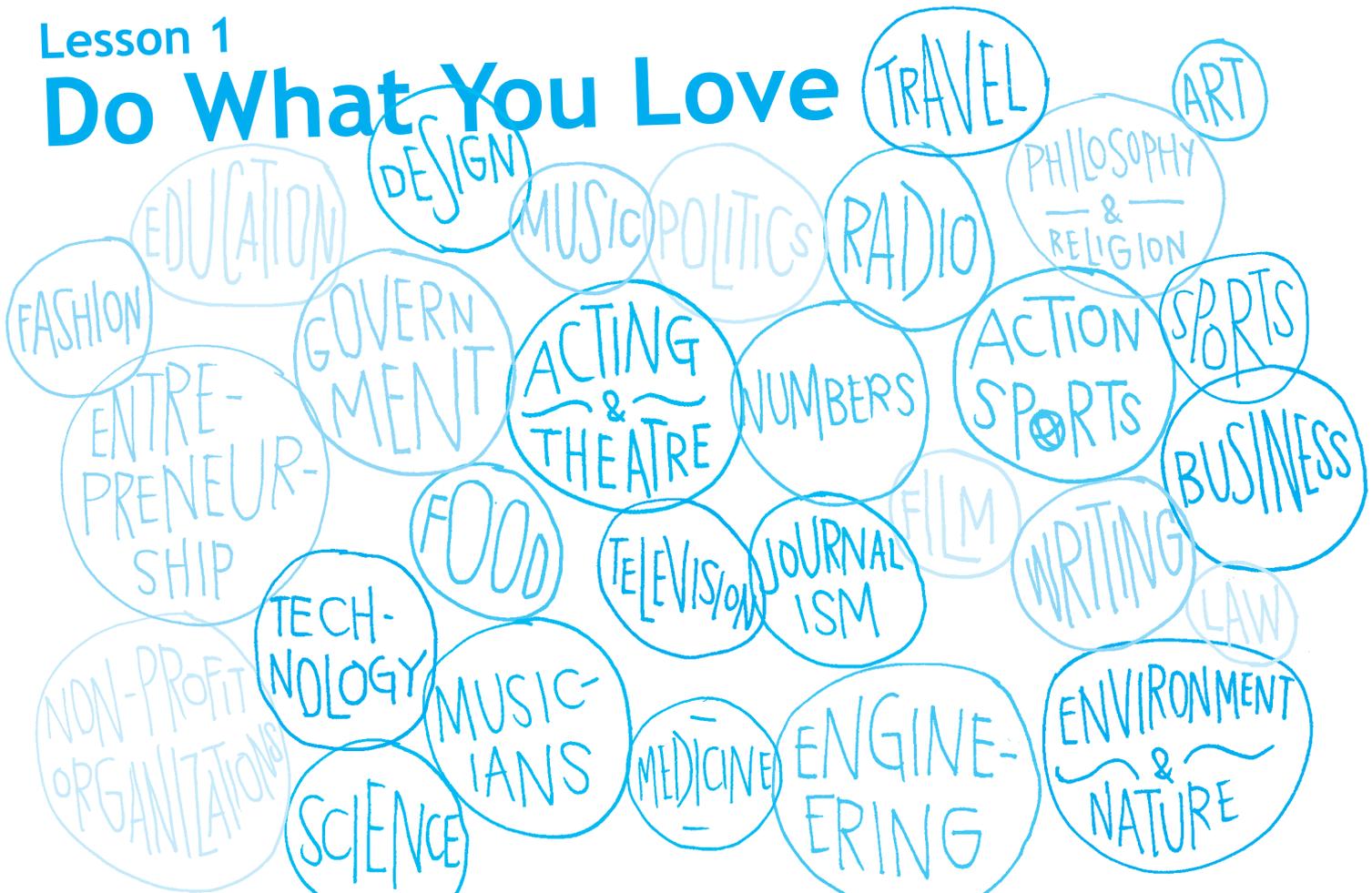
roadtripnation.com/leader/wanda-sykes

The Noise: The views of society — including family, friends, or strangers — that often influence what you think you should do with your life. It is a constant process to filter The Noise and focus on what matters most to you.

Set Point: What you know about yourself and your goals for the future when you begin your Roadtrip; used to measure your growth as you continue to define your own Road in life.

Lesson 1

Do What You Love



While your Set Point expresses your thoughts and feelings about your future, exploring your **Interests** is another key component of defining your own Road. You might have the impression that who you are today and what you love to do is separate from who you *will be* someday. You may have been led to believe that when you “grow up” and go to college, or get a job, you leave your childhood self behind. While that may be true for some people, the happiest and most successful Roadtrip Nation Leaders did not give up their Interests as they got older. Instead, they incorporated who they are *and* what they love to do into their work life.

When planning for college, pay attention to your Interests. If you aren’t sure what they are yet, think about the way you like to spend your free time, the things you are curious about, and the activities that keep you coming back for more. Those are your

Interests. When you have an idea what your strongest Interests are, you can begin to build your life around them. You can explore different college majors and look for institutions that offer those majors. Also, keep in mind that you don’t have to choose just one Interest. Most paths in life don’t focus on only one subject or use only one skill. Combining multiple interests is an even better way to make sure you stay engaged in college and the world beyond.

Look at the Interests above. Think broadly about your Interests — the things you really like to do in your spare time. Where would your favorite pastimes fall within the circles above? **Highlight the two Interest categories that are most important to you.** If you do not recognize your favorite pastime in these categories at first, try to think broadly about your Interest.

Words of Roadtrip Nation

Interest: A subject or activity that you feel a strong connection to, which you are willing to continue exploring. Basing your studies on your Interests may offer you the greatest chance of achieving happiness and satisfaction with your future.

How can choosing a college or major based on your Interests help you build a life you really love?

Interest Collage

Use this area to create a collage that will inspire you to define your own Road by staying true to your Interests. You can describe it, draw it, photograph it, or even write poetry about it. It doesn't matter what you do. Just take the time to have fun and focus on something that you've always loved to do. Keep looking at this collage as you make your way through the rest of this workbook — it will help guide you as you begin making decisions about your future.

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

*"What is your red rubber ball?
What is the thing that brings
you joy? Where's your joy?"*

roadtripnation.com/leader/kevin-carroll

Kevin Carroll
The Katalyst
Nike



Go to roadtripnation.com/leaders/kevin-carroll and watch the video clip. Why does Kevin use the analogy of the "red rubber ball"?

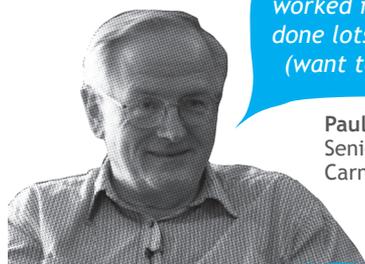
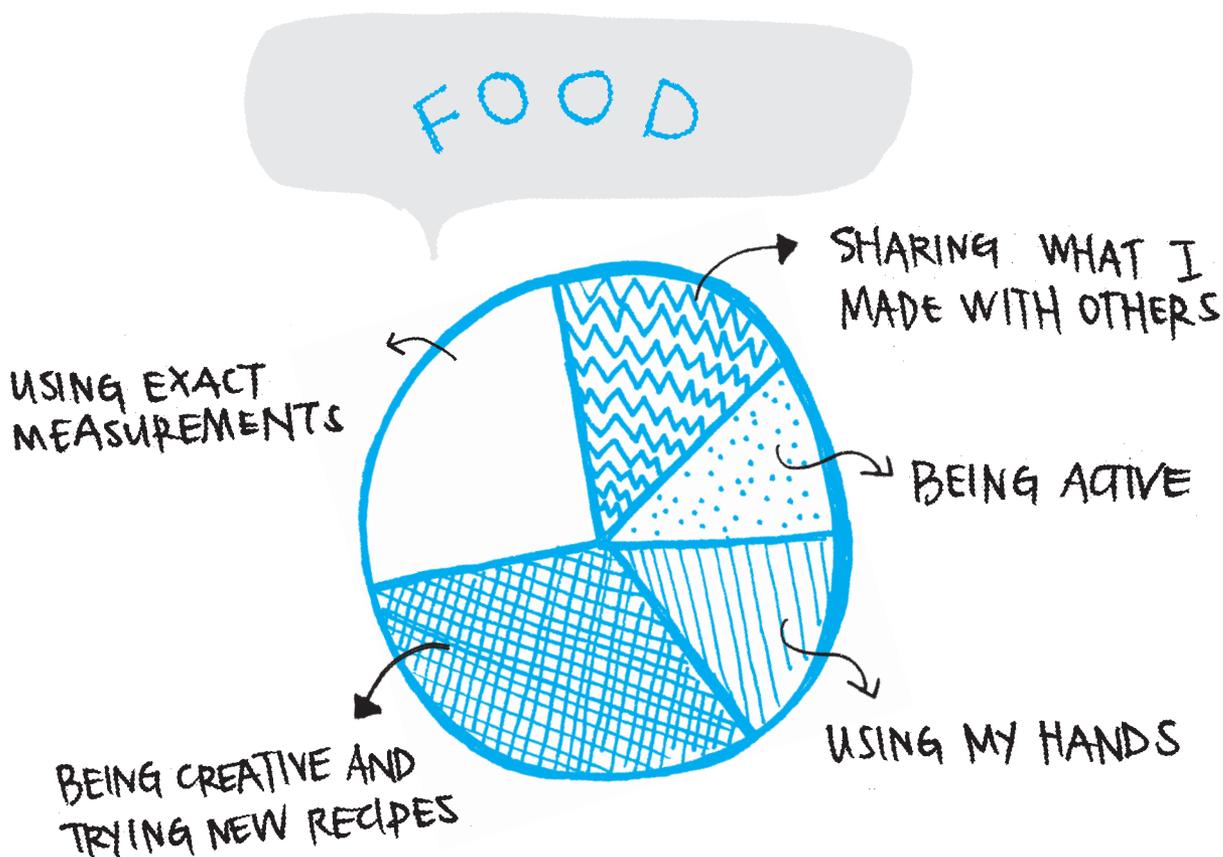
What is your "red rubber ball"?

On the previous pages, you've narrowed down your Interests. Now, we want you to go a little deeper. *What is it about those things that you really enjoy?* For example, you might have said, "I enjoy cooking," and highlighted **Food**. On a surface level, that's great information to have. It gives you something to work with, but try to take it a little further.

What is it about cooking that you like best? *Do you enjoy seeing people's reactions to your food and receiving compliments? Do you like working with your hands and raw materials? Do you find yourself experimenting with recipes to create something new? Do you get satisfaction from following the directions perfectly and getting the same result every time?*

While you may never have thought of breaking down your Interests in this way before, it's an important step because it helps you discover even more about yourself and what you really like. It helps you see how the things you "like to do" might fit into many different Interest categories. This information will give you new insight when planning for college and choosing a major.

Before moving on to the next page, spend a few minutes looking at the example below. We took the Interest of **Food** and broke it down into things that people often love about it. Think about what you might like about this Interest; it will help you as you complete the activity on page 11.



"I wanted to make a difference... I've always worked in the same sort of grand area, but I've done lots of different things... Define what you (want to) do in the broadest possible terms."

Paul Goble
Senior Associate
Carnegie Endowment for International Peace

roadtripnation.com/leader/paul-goble

"I always said that my job beats working, because I don't look at it as work. I look at it as something I enjoy doing."

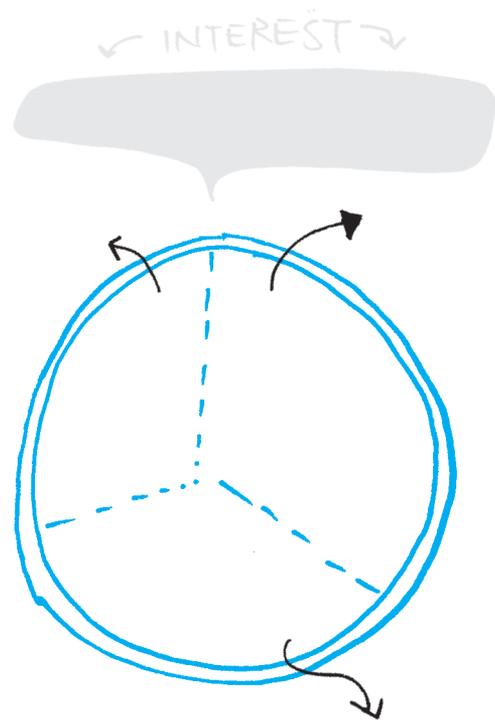
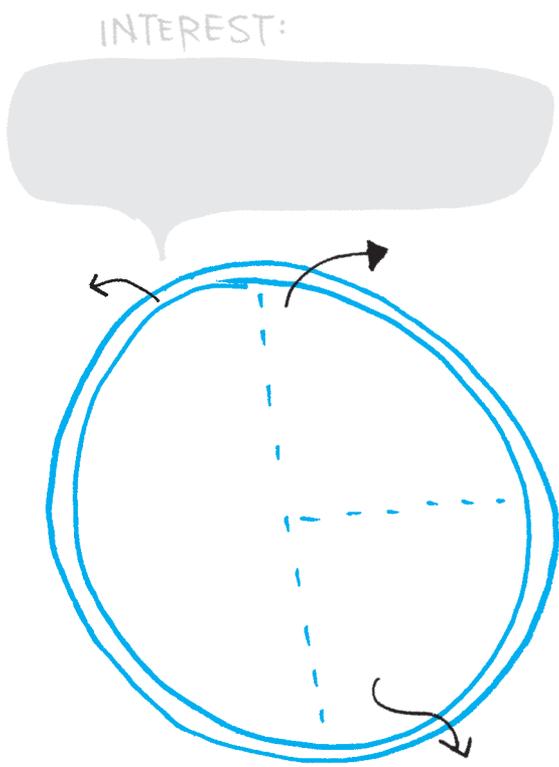


Billy King
Former President and
General Manager of the
Philadelphia 76ers

roadtripnation.com/leader/billy-king

In the area below, there are two charts. Above each circle, write down one of the Interests that you chose on page 8. Then, break down that Interest into the key elements that most appeal to you, following the example on page 10. We've broken down each circle into 3 segments, but if you need more spaces, go ahead and draw them in.

If you need help, here are some questions to get you started. *What part of this activity do I look forward to doing the most? What part of this Interest gives me the greatest satisfaction? When I tell stories about this Interest, what elements do I focus on? Do I enjoy working on my own or with other people? Does that make a difference in how much fun I have?*



"It was like a magnet; I just couldn't resist it. It was my own personal Interest that was stronger than any of that other stuff."



Gale Gand
Pastry Chef/
Food Network Host

roadtripnation.com/leader/gale-gand

"You have to find something that allows some piece of your soul... to participate. If you totally turn your back on that, you're setting yourself up for years of misery."



Chris Flink
IDEO
Product Design

roadtripnation.com/leader/chris-fink

"The most important thing for you to do is find what makes you enthusiastic, what is going to make adrenaline run through your body, what makes you really keen about something. Passion and enthusiasm are a key element in being happy in what you do."



Patricia Janiot
CNN en Español
News Anchor

roadtripnation.com/leader/patricia-janiot

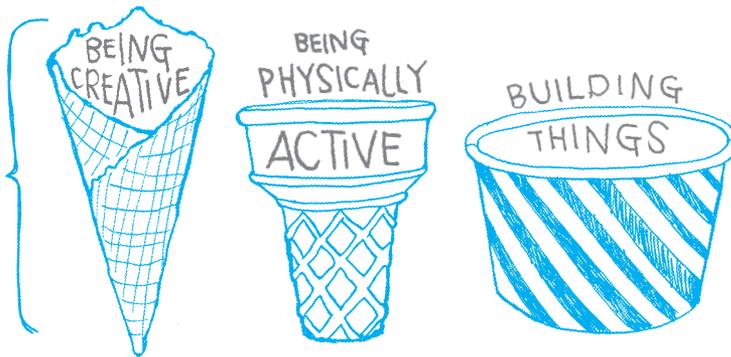
Lesson 2: What is My Foundation?

THESE
ICE CREAM
SCOOPS
REPRESENT
YOUR DIFFERENT
INTERESTS



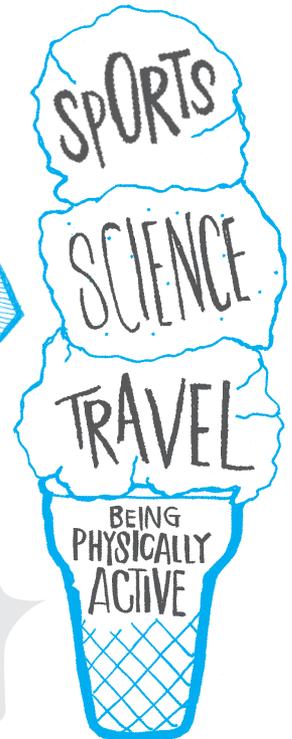
Your Interests may continually change throughout your life — just like your choice of ice cream flavor can change.

THESE
ICE CREAM
CONES
REPRESENT YOUR
FOUNDATIONS



Foundations are different for each person, just like each person prefers a different type of ice cream cone. The cone is the base that holds up your ice cream, just like your Foundation is the base that supports your Interests.

You'll choose different ice cream flavors (Interests) throughout your life, but you'll always need a cone (your Foundation) to hoist them up!



On page 11, you broke down your Interests into different segments, or underlying principles. That was the first step to understanding your **Foundation**. Your Foundation is the central value that exists at the core of who you are. It can show up in any Interest you have and frequently appears in all of them. It's what "lights you up" and makes you excited to pursue the things you really enjoy doing. Your Interests may change as you go through life, but they will probably all share the same Foundation.

This may sound complicated, but it is really just one more way to look at your Interests. For example, perhaps your favorite subject in school has always been P.E. You love to compete, play hard and to be outdoors. You may also be interested in many different things like science, politics or travel. While those Interests seem to have nothing in common, they can all share the Foundation of Being Physically Active. You may choose to become a professional rock climber, a Navy Seal, or a chemist who creates vitamin supplements for elite athletes. These pathways allow you to remain true to your Foundation.

As you go through high school and college, your Interests and Foundation may evolve. Through new experiences, you will learn new things about yourself and what you like to do. You may make new connections between your Interests and find a new Foundation to guide your decisions. That's okay. Just remember that you will find your greatest happiness and satisfaction if you follow the educational and career paths that allow you to remain true to your Foundation.

One way to figure out your Foundation is to study the pie charts you created on page 11. Consider the following questions as you reflect on what you wrote: *What elements do your two Interests have in common? What makes you happiest about both activities? What other Interests could you imagine trying if it included this element?* The more you are able to find overlap between your Interests, the closer you are to discovering your Foundation.

After reviewing your Interests, highlight the Foundation that seems to best represent what is truly important to you.

As long as I am _____, I'll be happy.

WORKING WITH OTHERS
BUILDING THINGS
HELPING PEOPLE
BUILDING RELATIONSHIPS
COMMUNICATING
ACCOMPLISHING MY GOALS
PROBLEM SOLVING
BEING PHYSICALLY ACTIVE
SHARING STORIES
LEARNING/CHALLENGING MYSELF MENTALLY
BEING CREATIVE
TEACHING/MENTORING OTHERS
UPHOLDING A JUST CAUSE OR VALUE I BELIEVE IN
WORKING INDEPENDENTLY

"The key of knowing what to do is knowing who you are."

Charles Garfield
Psychologist
Shanti and UCSF
School of Medicine



roadtripnation.com/leader/charles-garfield

Words of Roadtrip Nation

Foundation: The central value that exists at the core of who you are. Your Foundation can show up in any Interest you have and frequently appears in all of them.

Reread the Foundations in the circles above. Is there anything you can think of that is missing from this group? Explain.

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

Leader Quotes

Read each Leader's quote below and answer the question that corresponds to it.

"Your heart is like a GPS system. You don't know where you're going and that's the scary part about it. A lot of people are afraid of pursuing their dream, because they don't know what's behind the next door, or what's around the corner. I say listen to it while you can. Listen to it. Follow it."

roadtripnation.com/leader/van-taylor-monroe

Van Taylor Monroe
Shoe Artist

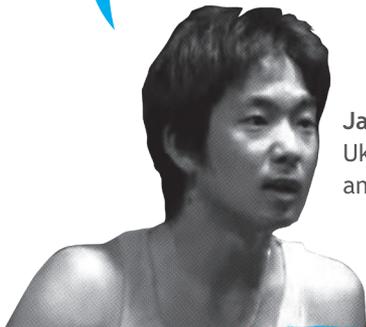


What do you think Van Taylor means when he says "Your heart is like a GPS system?" When have you felt your 'heart' steering you in a certain direction? Did you listen? Why or why not?

"If I can truly be myself and figure out who I am and do that all the time, then I am going to be the best in everything that I do."

roadtripnation.com/leader/jake-shimabukuro

Jake Shimabukuro
Ukulele Musician
and Spokesperson



What subject, sport or hobby allows you to truly be yourself? How does it bring out the best in you? Is there something you have to do on a frequent basis that brings out the worst in you? What makes you less than your best self?

"You have to cultivate those things that bring you joy. You have to know what you love."

roadtripnation.com/leader/charline-gipson

Charline Gipson
Corporate Lawyer
Davillier Law Group ILC



What is the one thing that brings you the most joy right now in your life? Why does it bring you joy? How can you incorporate that experience into your life more often?

Foundation Insight

Defining your own Road in life is about making decisions that reflect who you are and what's important to you.

Consider the insights you've gained about your Foundation and how they can help you as you plan for college; then answer these questions:

How can that knowledge help you make decisions about high school, your courses and extracurricular activities?

How can you take what you've learned and apply it to your college planning?

How might it influence your choice of a major or future career path?

"Stop being outside of who you are and watching your life from the sidelines. This is all part of an evolution... We are a total sum of our life experiences."

Penny Brown Reynolds
Judge, Author and
Ordained Minister

roadtripnation.com/leader/penny-brown-reynolds



Take a few minutes and think about Penny's quote above. Use the lines below to explain the quote in your own words.

List three life experiences that have shaped who you are.

① _____

② _____

③ _____

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

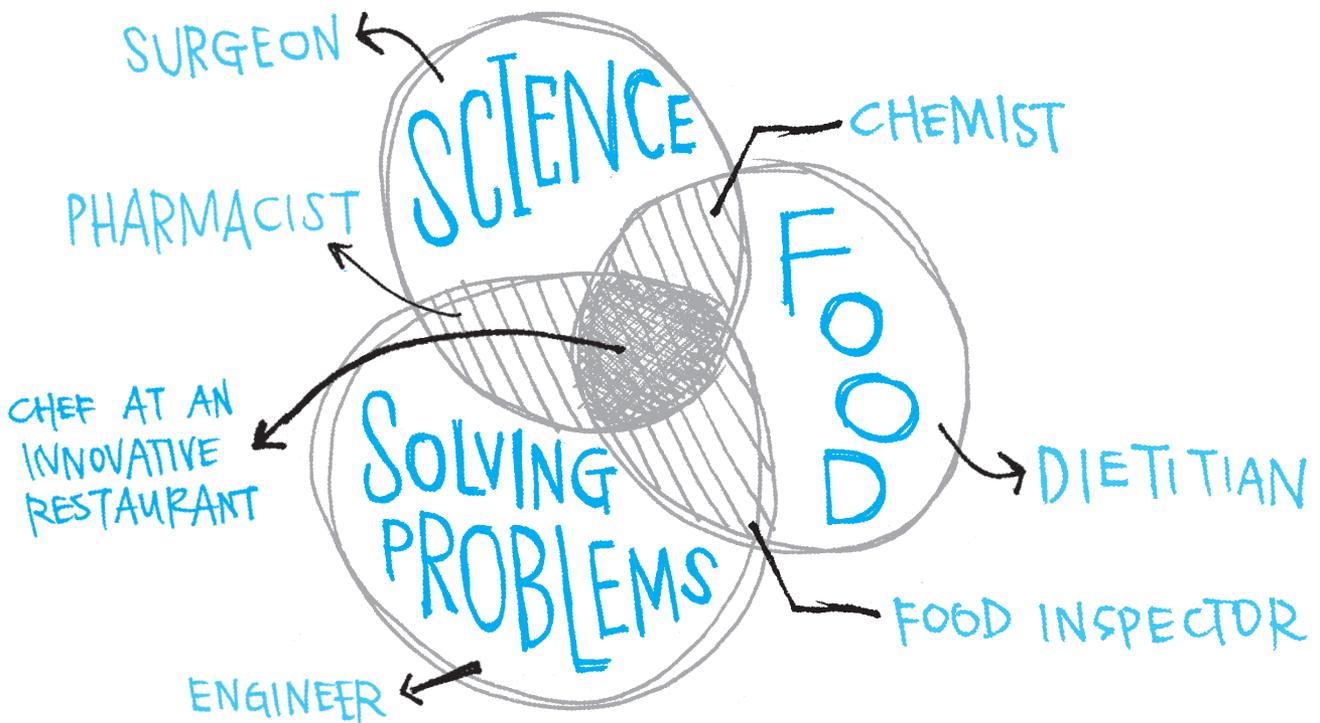
Lesson 3: The Road Map

When we first introduced the concept of defining your own Road, we talked about how important it is to have a Road map — something to help you get from Point A to Point B. While you may take a lot of detours, a Road map will help you get back on track and reach your final destination. When you define your own Road, that destination becomes more meaningful because it is built upon the Interests and Foundation that matter to you.

Creating your own Road map in the Roadtrip Nation sense is not about taking the shortest route possible. It doesn't even look like any map you have ever seen. It is about discovering as much information as you can about yourself and where you want to go. You have to begin with your Set Point, then add your Interests and

include your Foundation. When you combine these elements and see them as a whole, you are creating a solid base of knowledge about who you are. Having that information at your fingertips will make it much easier to make decisions that reflect what matters to you most.

Take a look at the Road map below. Just like you, many of our Leaders have multiple interests — they didn't want to choose just one Road, so they combined their Interests together, along with their Foundation, and built a life they really love. Homaro Cantu is an inventor and loves science, but he also wanted to work with food. Now he's created an innovative restaurant (where there are edible menus!) built around his inventions and his love for solving problems.



"As long as you're passionate and you can find your creative niche, there's nothing that you can't achieve."

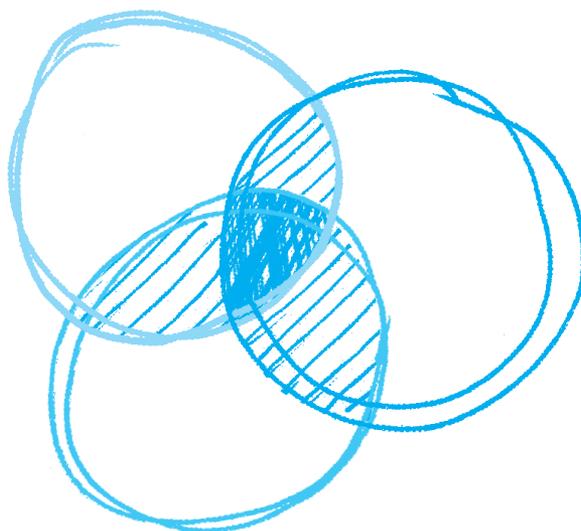
roadtripnation.com/leader/homaro-cantu

Homaro Cantu
Chef/Inventor
Moto Restaurant



Now it's your turn to create your own Road map! Fill in the circles in the area below with your two main Interests from page 8 and your Foundation from page 13. Notice that they can exist on their own, but they also work together to create a single unit. Their combination forms something new, larger and more representative of all the parts of you.

Next, brainstorm and write down the names of any professions, jobs, or educational paths you can think of that combine your Interests and your Foundation. Use the example on page 16 to help you. However you can, imagine how you can combine all three of the circles to create the best possible fit for you. You can work with a partner or check out bigfuture.collegeboard.org/majors-careers if you need more ideas.



LEGEND

-  Professions/Pathways that align with an individual Interest or Foundation
-  Professions/Pathways that combine one Interest and Foundation or both my Interests
-  Professions/Pathways that combine both my Interests and Foundation

What did you discover by combining your Interests and Foundation and creating your own Road map?

Of the potential careers you thought of, which one would you look forward to exploring most?

Watch *Roadtrip Nation* Online

The activity on the previous page was a basic Road map to get you thinking about how to get where you want to go. However, a hand-drawn map of a place you've never been before might still leave you a little unsure about the direction in which you're headed. It might help clear things up if you could find people who have been there before you, like Leaders with similar Interests and Foundations who have successfully defined their own Roads in life. Leaders can share their insights about what to look for and how to prepare yourself for your future. Their experiences might inspire you to dream bigger for yourself.

There have been many young people who have hit the Road with Roadtrip Nation, traveled across the country in a Green RV, and have collected stories of how Leaders have created their own life Road map. To hear Leaders' stories about how they made decisions, go to roadtripnation.com/watch. Here you will find the current season's episodes of *Roadtrip Nation*, as well as an archive of past episodes. Go online and find Leaders, stories and inspiration which relate specifically to your personal Interests and Foundation.

The Roadtrip Nation Interview Archive

Many Leaders have been featured in episodes of *Roadtrip Nation*, but there are still hundreds of Leaders to explore in the Roadtrip Nation Interview Archive. There, Leaders share thoughts about their Interests and Foundations, as well as their educational and professional experiences. Each has a unique perspective on staying true to their own path, even when it was difficult. You can visit roadtripnation.com/explore and watch clips with Leaders from all walks of life who align with your Interests and Foundation, and who can give you insight and advice as you begin the college planning process.

As time passes and you find new Interests, or if you decide you want to build on a new Foundation, you can always recreate your own Road map. Defining your own Road is all about making your own decisions about what is right for you.

"At some point in your life, you have spent all of your heart and soul following the kind of activity about which you are absolutely passionate. One of the great privileges we have is the opportunity to follow our dreams."

roadtripnation.com/leader/jim-yong-kim

Dr. Jim Yong Kim
Physician
Partners in Health



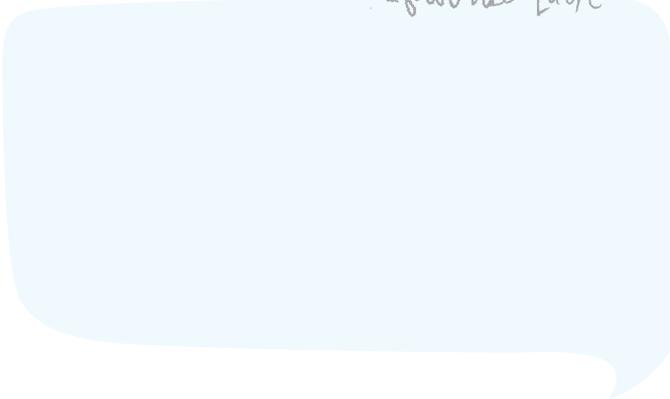
Do an Internet search of Dr. Jim Yong Kim's life story. What different things has he done in his career to get him to where he is today?

To learn more about the Roadtrip Nation story, check us out online in the About tab located at roadtripnation.com. Here you will find out more about our Movement, watch interviews with Leaders featured in our Interview Archive, and learn about other ways to get involved.

Watch an online episode of *Roadtrip Nation*, paying close attention to the Leaders' stories. Then, fill in the graphics below. You can always search the Roadtrip Nation Interview Archive to watch other Leaders share insights about their Roads in life.

WHO AM I?

favorite quote



NAME: _____

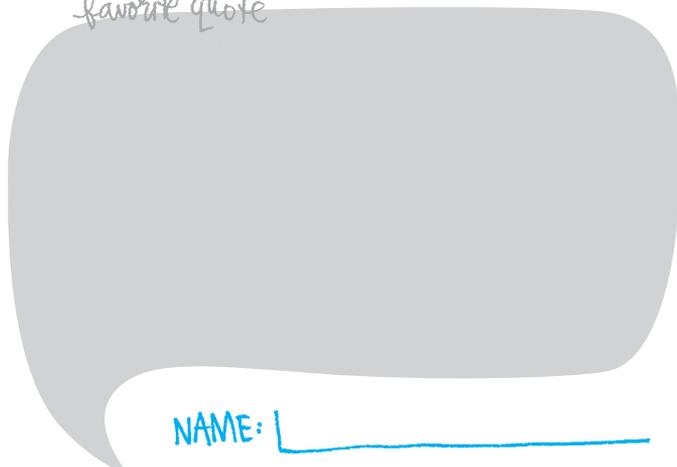
OCCUPATION: _____

WHAT I LEARNED:



WHERE AM I GOING?

favorite quote



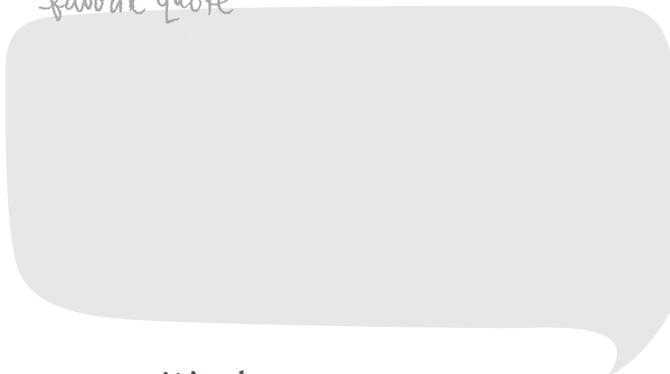
NAME: _____

OCCUPATION: _____

WHAT I LEARNED:



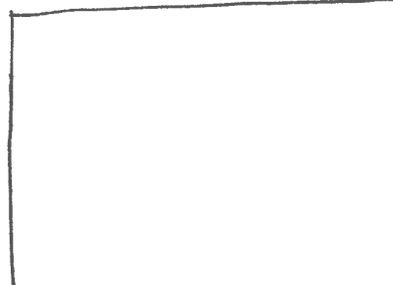
favorite quote



NAME: _____

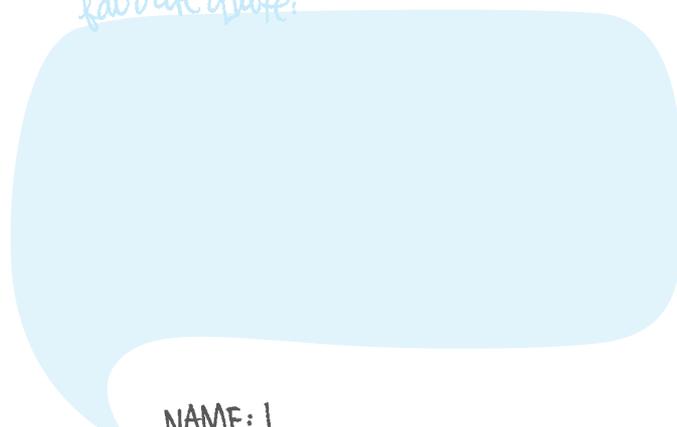
OCCUPATION: _____

WHAT I LEARNED:



HOW DO I GET THERE?

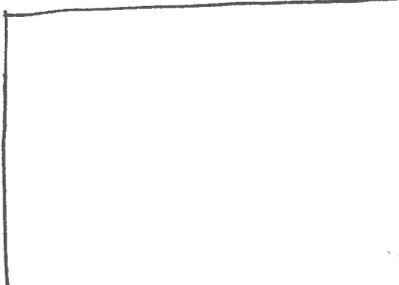
favorite quote



NAME: _____

OCCUPATION: _____

WHAT I LEARNED:



Wrap Up: Who Am I?

Understanding who you are and defining your own Road in life is a continuous process. While you start at your Set Point, the journey really begins when you identify your Interests and understand what it is that you truly enjoy about them. It continues as you recognize your Foundation and discover who you are at your core. Combining your Interests with your Foundation allows you to focus on an educational path that will be meaningful and satisfying. As you grow and gain more life experiences, this process will evolve. The better acquainted you are with yourself, the more your Road will reflect who you want to be.

Take a few minutes to reflect on what you have learned in Unit 1. If you need to, refer back to the previous activities as you respond to the following questions:

Looking back at what you wrote about your Set Point on page 7, how have you changed over the course of these lessons? Update your Set Point on these next few lines.

Which lesson provided a better understanding of yourself and what you want? (Interests, Foundation, Road map) Explain.

After completing these lessons, what decisions are you able to make about high school or college?

Based on what you've learned, name one concrete step you will take at this point to achieve a goal as it relates to your education.

As you make your way through the rest of this workbook, continue to reflect on your Interests and Foundation and what makes you *you*. Your teachers, counselors and parents are a great resource to start the conversation. The more often you take the time to consider who you are and what you want for yourself, the more genuine your Road to (and through) college will be. The more genuine your path, the more confident you will feel that you are doing what you're meant to be doing and living a life defined by you.

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[flickr.com/roadtripnation](https://www.flickr.com/roadtripnation)



WHERE

Am I Going?



Section

2

Now you have an idea of what you might want to do in high school and beyond. How can going to college help make your dreams a reality? In Section 2, you will discover the tools you need to set goals for yourself, explore them and consider what they mean for your future.

UNIT 2

The Road to Your Future

Sometimes it's hard to believe that the things we choose to do today can determine where we'll be in our future. But it's true. You have to map out your future by planning for it. Decide your long-term goals for college—and eventually for your career—and then make short-term goals that will bring you to your destination successfully. It sounds easy, but it does take some time and thought to make everything work out the way you want.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
The Pathway from College to a Career	Setting Goals for Your Future	Is College Worth It?	Anyone Can Go to College
Pages 24–27	Pages 28–31	Pages 32–35	Pages 36–37

UNIT 2

VOICE OF EXPERIENCE



“I always knew I wanted to do business. Career motivation was a big guide for what courses I took and how I approached each semester, course and schedule-wise. Career was definitely a huge motivation.”



WORK ZONE

What do you think it takes to go to college?

Is college worth it?

The Pathway from College to a Career

Competing in a Global Economy

You have probably heard a great deal of talk about the world getting smaller and smaller. People all over the world are connected in ways no one ever thought would be possible. In today's world, you will have to increase your knowledge and skills regularly in order to compete. A high school education is no longer enough to help you get a good job in a **global economy** in which workers must have more skill and flexibility. Having a plan to further develop your knowledge and skills after high school will help prepare you to live the life you choose.

Why a Career Makes a Difference

In the 21st century, the United States has moved away from manufacturing things to producing knowledge. Workers can no longer depend on having one job and one set of skills for their entire working life. Working in today's world requires you to have many varied skills. These skills are similar to the ones that you are developing in school. The ability to think through and solve a complex problem, communicate effectively, and use technology to do research or complete a given task are some of the same skills you'll need when you begin working in your chosen **career**.

What is the difference between a job and a career? A job is the work you are doing at the moment. It

WORDS FOR SUCCESS

global economy *the world economic system that ties all nations of the world together*

career *a field of work that requires special education, training or experience*

WORK ZONE

Think about four classes or activities in which you do well and the skills you develop in these classes or activities. How might your skills lead you to become a better student or person?

Class/Activity	Skills Developed	Class/Activity	Skills Develop
Part-time job	Saving \$\$		
English Language Arts	Writing better		

can just be a way to earn money, and may or may not be something you enjoy doing. A career, on the other hand, is something you want to do for the long term because you find it meaningful and fulfilling. It's rare for a career to consist of a single job. Usually a career is a series of jobs that build upon each other as your knowledge, skills and achievements increase. You may have more than one career—most people do. Each can provide a sense of personal happiness and satisfaction.

Discovering Your Career Path

Identifying your interests is one of the first steps in choosing a career. Ask yourself what you really like to do; uncover what makes you feel happy and satisfied. Look at the classes you do well in, and decide whether they have any connections to college **majors** and careers.

In your search to understand your strengths and interests, talk to family members and older friends. Ask them questions about their work experiences and careers to help you explore something you might like to do for a living.

Don't stop at just your family and friends. Talk to school counselors, teachers, administrators and local professionals. These people have worthwhile college and career experience to share. Perhaps one of these professionals could serve as a mentor, or guide, during your college and career exploration.

After you identify your existing interests and skills, serving as a volunteer is an excellent way to develop them. Volunteering for a cause you care about can give you an opportunity to explore various career interests in preparation for college and work. Consider local charities, nonprofit organizations, schools, businesses and hospitals as places for strengthening your skills and developing your understanding of different professions.

Go to the **WORK ZONE**

major *subject area a student specializes in while in college*

Think of four classes or activities in which you do not do well. What skills do you need to develop to do well in the classes or activities? Why are these skills important?

Class/Activity	Skills to Develop
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Class/Activity	Skills to Develop
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

What Is the Connection Between College and a Career?

A college education is one of the biggest investments a person can make for the future. But it is an investment that will pay you back as soon as you begin your career. Studies have shown that college graduates are less likely to be unemployed compared to those with only a high school education. In addition, a college graduate can over a lifetime expect to earn 60 percent more than a high school graduate.

College provides students with a course of study that develops both general and specific skills. The skills can be applied to a variety of careers. A college education increases a student's understanding and appreciation for literature, the arts and politics. As a result, most college graduates look back on their college experience as challenging, rewarding and fun.

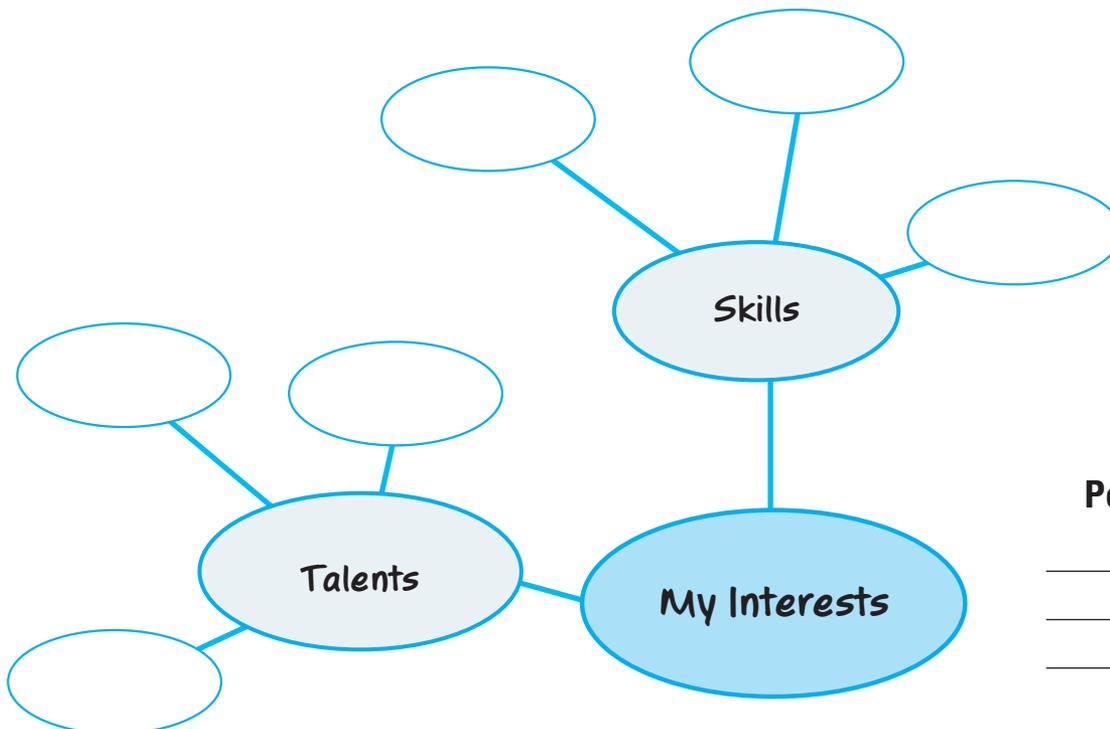
Selecting a Major that Fits

A college major is the subject area students focus on while in college. Some examples of college majors are business, English, math, computer science, art history and engineering.

The wide variety of courses in college may leave you wondering if you will ever be able to decide on a major. You will have plenty of opportunities to decide on the courses that interest you. In fact, you usually have at least two years of general education courses in subjects such as history, English and science before you have to decide or "declare" your major. During this period of general study, you will take courses that interest and challenge you in different ways. This will allow you to make a better decision when it's time to choose the major that best suits you.

WORK ZONE

In the web below, list some of your talents, skills or interests. Then list people you respect who use those talents, skills or hobbies in their careers.



People You Respect

Setting Goals for Your Future

What Are Long-Term Goals?

Long-term goals are accomplishments you hope to achieve five or ten, or maybe more years into the future. What kind of career do you hope to pursue? Where do you want to live? You may not have definite answers to these questions, and you may change your mind as time passes. Nevertheless, setting long-term goals can help you plan for your future by giving you targets to aim for.

Earning a College Degree

One important long-term goal is to earn an **undergraduate degree**. There are two types of undergraduate degrees, associate and bachelor's degrees. Associate degrees can usually be finished in two years, while bachelor's degrees usually take between four to five years of college to complete. Having an idea of what kind of career you would

like to pursue can help you decide what type of degree to aim for.

A more immediate goal would be to enroll in **Advanced Placement Program® (AP®)** or **honors** courses in high school. Challenging yourself with rigorous course work will give you confidence to take on the challenges of college. You also need to consider the classes that are requirements for entering college. For instance, many colleges require a certain number of foreign language classes, and they also require a number of science courses with labs.

Success in college is a long-term goal that starts with success in high school. In college you'll have to fulfill core course requirements. These are the basic English, math, social studies and science classes that all students must take for most college

WORDS FOR SUCCESS

undergraduate degree *either an associate or bachelor's degree*

Advanced Placement Program (AP) *an academic program in which high school students have the opportunity to study and learn at the college level*

WORK ZONE

Evaluating how your long-term goals fit into your life today means looking at what you're doing and reviewing those activities. How do your current activities or classes reflect your long-term goals?

Activity or Class	How is this important for my future?
1. playing in the band <hr/> <hr/>	1. possible major in music in college <hr/> <hr/>

majors. Working hard in the same classes in high school will help you complete your long-term goal of success in college.

Having Your Dream Career

After high school, you'll have many years in the working world. Being happy at work will be incredibly important. A job should be more than simply getting a paycheck; it should be enjoying what you do and having a sense of satisfaction in your work.

Use your school library or the Internet to research careers that might appeal to you. Talk to your librarian, teachers and school counselor about possible careers. Keep in mind that some careers change rapidly as technology advances. Also, the demand for workers who can speak more than one language continues to grow in the United States. You should keep all of these things in mind as you plan for your long-term goals.

You might change your mind about your chosen career, both before and after college, and that's OK. According to the U.S. Department of Labor, the

average person in the United States changes jobs 10 times in his or her lifetime. The more education you have, the more opportunities you'll have.

Maintaining Success

Other people can provide guidance and help you achieve long-term goals, but you are the only one who can really determine your ultimate success. To complete a college degree, you have to remain motivated by keeping your eyes focused on the future. Keep your priorities straight and learn how to manage the challenge of classes, activities and other commitments. Success is a juggling act for everyone, but you can do it!

Go to the **WORK ZONE**

honors *classes that have a higher level of expectation than regular courses*

Write a paragraph explaining how you plan to achieve your own long-term college and career goals. Talk with a teacher, a counselor, a family member or another student if necessary.

Achieving My Long-Term Goals

Short-Term Goals

Achieving long-term goals of completing college and finding a satisfying career will involve setting short-term goals. These are small steps that can be accomplished over a period of several weeks or months rather than actions that will take several years to achieve. However, short-term goals are just as important as long-term goals. Setting and completing short-term goals are what make many people successful in the long run. These small steps are the keys to succeeding and reaching your long-term goals.

Evaluating Where You Are

Setting short-term goals involves evaluating what you know about yourself. Think of the skills you've already acquired. Of course, you have reading, writing and math skills. All of these will be important in earning a college degree. But you also have other skills that you've developed over time. You've learned how to relate to other people who may be different from you. Working with others in a team can be an essential skill in today's world.

Think about the decisions you make every day and look at each of them as a step toward your long-term goals. What books do you read in your free time? What topics do you write about when you have a choice? Do you volunteer for an organization or

participate in school activities? All of these decisions reflect who you are as a person.

It's possible to have fun while working toward a long-term goal. You should enjoy whatever you hope to pursue in college, and in life.

Short-Term Academic Goals

Earning a college degree starts in high school by setting and meeting short-term academic goals. First, set a goal for each class you're taking, such as earning the grade that you really want. Then study regularly to make it happen. Be sure to complete homework and class projects on time. Use a planner or calendar. Break up large assignments into smaller "chunks" and complete each piece one at a time.

You can also consider enrolling in classes that are specially designed to prepare you for college-level classes. Look at several colleges' requirements for admission and work to make sure your grades will be high enough for you to be admitted. Maintain your focus every day, and you'll be thrilled by how much you can accomplish!

Reality Check

Accomplishing your goals is not a race. Everyone has his or her own pace. You don't have to keep up with your best friend or anyone else in your class.

WORK ZONE

Complete a checklist of activities and classes available in your school. Then explain whether participation in these activities or classes will be part of your short-term goals and why. Fill in the blank spaces with classes and activities that are not listed.

Class/activity	What's available?	Is this one of my short-term goals? Why?
Art	drawing, interior design, sculpture	Yes—short-term goal will help in my plan to become a graphic artist

Know yourself. If you don't enjoy math, then engineering is probably not a career you'll enjoy either unless you plan to spend a lot of time working on your math skills.

Know your school and your community. If you love acting but your school doesn't offer a drama class, look for opportunities in your town or at a local community college. If you really want to learn more about something but can't find any opportunities in your school or community, research ways to learn on the Internet or by speaking with a counselor or teacher.

Stay on Course

Remember every short-term goal is made up of many individual steps that lead to achieving a long-term goal or goals. The good thing is that every one of those steps is easy to do! Manage your time and your commitments outside of school. Think carefully before becoming involved in an activity or a job that will take up many hours of your time. Set your priorities and then stick to them. Finally, evaluate your goals and set new ones whenever necessary.

Go to the **WORK ZONE**

STAY ON TRACK

What short-term goals do you want to set for yourself? List them below.

Horizontal lines for writing short-term goals.

Write a brief essay explaining how accomplishing your short-term goals will assist you in achieving one of your long-term goals.

Accomplish Short-Term Goals for Long-Term Success

Horizontal lines for writing an essay.

Is College Worth It?

The Power of a College Degree

In the past decade, as advances in technology have increased, the number of jobs open to individuals without college degrees has decreased. For many jobs out there today, training beyond high school is a requirement. Many employers today require some type of certification, training experience or degree beyond a high school diploma. As a result, the difference between what a high school graduate earns and what someone with some type of certification or college degree earns has also increased.

Competition for the best paying jobs has also gone up. The candidates with more education or certified training have more opportunities for getting these jobs. A college degree increases your value when you begin your job search after graduation. And although the prospect of paying for college may seem out of reach, there are ways to find the money to do so (you will learn more about this in Unit 9). Think of your college tuition as an

expense that will pay itself back to you with greater job opportunities in the future. The graph below gives you an illustration of why investing in an education that goes beyond high school converts into more earning potential over a lifetime.

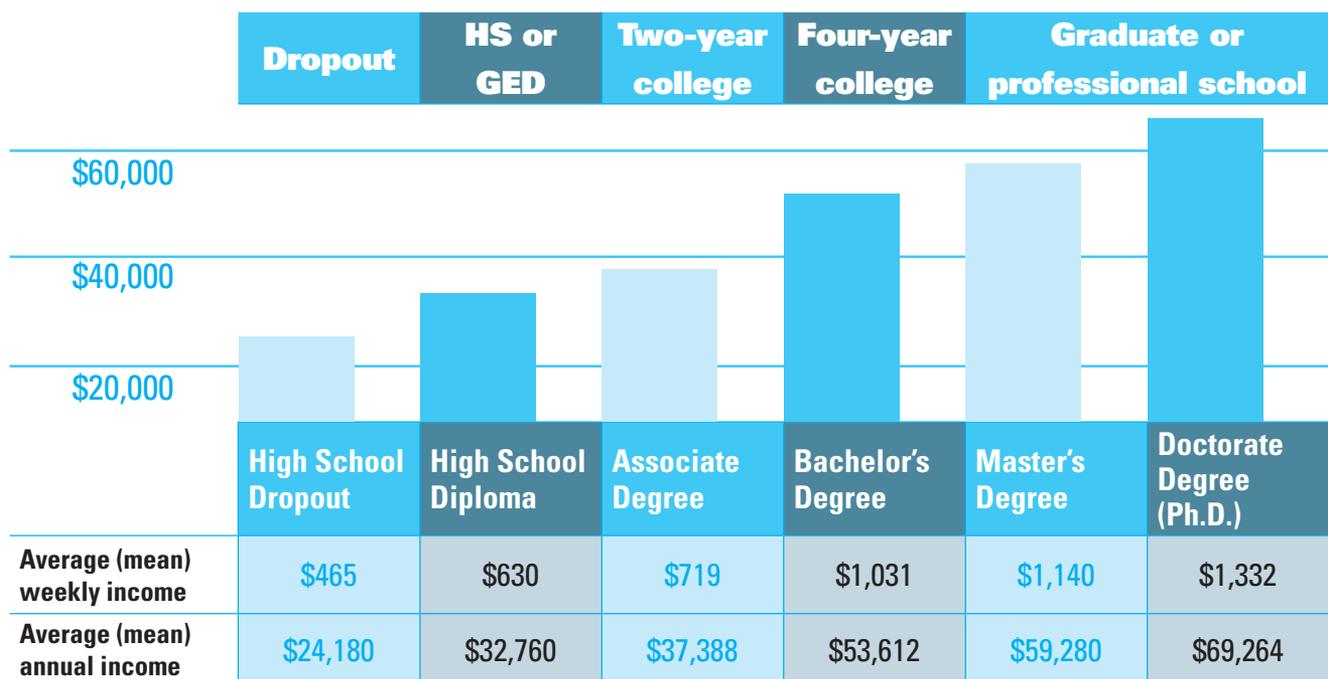
Personal Growth and Expanding Your World

College is not just about increasing your ability to make money. Satisfaction and accomplishment does not always come from money. There's more to life than that. College is about developing all of the best things about yourself so you can make the most of life. By introducing you to different perspectives and expanding your range of experiences and knowledge, college expands the possibilities of what you can do. College gives you the means to control how your life turns out.

College is a time for you to develop and grow as a person and to remove limits on meeting your goals that you might be experiencing right now.

WORK ZONE

Read and analyze the chart on this page to answer the questions on page 33.



Source: U.S. Census Bureau, 2007.

You have the opportunity to meet new people, try new things and see new places. You will take courses in subjects you've never heard of. You will experience different ways of thinking and have the opportunity to appreciate cultures different from your own. It is a way to expand the world you know and learn more about who you are, what you want and how to achieve it. A college degree enriches you for a lifetime.

Becoming a Lifelong Learner

You will sometimes hear people talk about lifelong learning. That doesn't mean you go to school forever; it means you don't stop learning when you leave school. To better understand this concept, just think of all the things you can do today that you could not do as a child. When you started school, you learned how to read, and this skill allowed you to learn a lot about many other things. When you learned how to write, you also began to realize you had ideas and could put these on paper. You learned to express yourself in a range of ways—from research papers to messaging friends. You may have struggled with fractions, but now you're doing algebra. And you undoubtedly use these skills to learn more about what interests you outside of school, for example music, sports or politics.

Learning All the Time

Learning happens both inside and outside the classroom—at home, while doing part-time jobs, while volunteering or while using technology. Every day you experience things, face challenges, make decisions and come across many new things you have never done, heard or seen. Each of these is an opportunity to learn. Throughout your life, you will need to continue to explore, try new things and learn new skills. Did you know that many companies today require that their employees return to school regularly to receive special training in order to stay up-to-date in their job skills? This is an important form of lifelong learning, and it is what helps people stay up to date in their chosen careers and adapt to change.

College provides you with opportunities to develop both learning experiences and learning skills. Going to college or attending some other type of higher education gives you an opportunity to have experiences—both in and out of the classroom—that will help you become a good learner.

Expanding Your World

Earning a college degree involves learning an enormous amount of new information. The college experience helps to develop a habit of learning for the rest of your life. Many people

1. In one year, how much more does a person with a four-year college degree earn than a person with a high school diploma?

2. The average person works from the age of 25 to 65. How much money does the average high school graduate make in his or her lifetime?

3. How much money does the average two-year college graduate make in his or her lifetime?

4. How much money does the average four-year college graduate make in his or her lifetime?

5. How much more does a two-year college graduate earn than a high school graduate over the course of his or her lifetime?

change their minds about a career path—sometimes right after graduating from college, or 10 or 20 years afterward. The range of skills you learn in college, and the ability to keep learning, makes it easier to change careers as you move through life.

A Different Kind of Payoff

Most adults spend more of their time working than they do relaxing at home, shopping, vacationing or spending time with their families. Far more time is spent at work than in attending any type of school. Before you know it, you'll be a working adult. Because you're going to spend a large part of your life at work, you need to feel fulfilled and happy in your job. Earning a college degree in an area you find satisfying will help make sure that you enjoy getting up every day and heading to work. As you make decisions about your career, don't forget that a big salary is nice, but it won't guarantee feeling satisfied at work.

Personal Growth and Improvement

Getting a college degree is a worthy long-term goal that requires effort and self-discipline. It's an accomplishment that will build your self-confidence. Knowing you've dedicated the time to earn a degree also gives you the motivation to try more difficult things later in life.

Having a college education also makes you a part of a community of lifelong learners. Within this community, there are people involved in world affairs, such as the latest advances in medicine, aerospace engineering or artistic design. While earning a college degree, you'll be exposed to the ideas and knowledge of other educated people.

Other Benefits of a Degree

A college degree involves learning an enormous amount of new information. The college experience helps to develop a habit of learning for the rest of your life. It expands your world and removes many limits you might have experienced otherwise. In addition, as a college-educated professional, you might work in a career that involves traveling all over the world. You might have the opportunity to see some of the world's most famous places and meet people from different cultures who have very different life experiences.

WORK ZONE

With the sample career descriptions your teacher provides or with information you find on your own, fill in the chart below.

Career	What's required?	What more do I want to know?
Education		
Skills needed		
Job outlook		
Earning potential		

Traveling to work overseas or attending conferences in other countries exposes you to different thoughts and beliefs. College may give you an opportunity to learn about the world through firsthand experiences.

The Enduring Legacy of College

Challenges are a part of life. Sometimes our entire society goes through periods of time when it can be difficult to find a job. Companies don't need as many workers or can't afford to keep everyone on their payroll. They may decide to lay off, or let go of, some of their workers. You might be more likely to remain if you have a college degree.

The time you spend in college will be like no other period of your life. It is a unique experience where you are immersed in an environment designed to stimulate all of your best qualities and to develop all of your potential. The most enduring legacy of college may well be the person you will become: a person able to take advantage of the gifts you were born with and the opportunities you meet.

Go to the **WORK ZONE**

DID YOU KNOW?

In a week, the average college graduate with a bachelor's degree earns twice what a high school graduate earns.

STAY ON TRACK

Interview a college graduate. Ask the following questions: What was your major? What is your current career? What is your current position? What are the greatest benefits of your career?

Career	What does it tell me?	What do I need to find out?

Education		
Skills needed		
Job outlook		
Earning potential		

Anyone Can Go to College

College Is an Open Door

If no one in your family has ever gone to college, it's easy to think that college isn't for you. But nothing could be further from the truth. All you need is the desire and a plan. Do some research and work hard in your high school classes every day. Soon college won't be a dream. It will be a reality!

You Can Get in and Succeed

You might think that only certain types of students go to college—like brainy “A” students or top athletes—and you're not one of them. Not true! College students aren't all geniuses or all-stars. Most are regular students just like you. So don't worry about college; just get ready for it. First, be sure to graduate from high school and be willing to work hard. There will be a college somewhere happy to have you. Once you're in college, stay

focused. Good study habits and time-management skills will take you far in both high school and college. What is it that you really need to succeed? A good work ethic, the will to commit and a positive attitude.

There Will Be a Way to Pay

Finding a way to pay for college is one of the biggest concerns for most students. Most students get financial aid to help pay for college, and most of that aid is based on need. That means the less money you have for college, the more aid you are eligible for. (You'll learn more about that in Unit 9.)

Also, not all colleges are super expensive. The truth is that colleges vary in price, and most are more affordable than people think, especially after financial aid is factored in. The cost of college can be less than the cost of owning and driving a car.

WORK ZONE

Discuss each of the following statements with a partner. Then circle “Myth” or “Fact.” After everyone has finished, discuss the correct answers as a class.

Be a College Myth Buster	✓
<i>I can't go to college because I can't afford it.</i>	Myth or Fact?
<i>College will offer me more opportunities than high school.</i>	Myth or Fact?
<i>I have no one to help me apply for college.</i>	Myth or Fact?
<i>It's very difficult to get money to help pay for college.</i>	Myth or Fact?
<i>I can't go! I don't know what I want to do with my life.</i>	Myth or Fact?
<i>College will be too hard for me.</i>	Myth or Fact?
<i>I won't be accepted into a college.</i>	Myth or Fact?
<i>College will be four more boring years of school.</i>	Myth or Fact?
<i>College is a great place to meet new people.</i>	Myth or Fact?

You'll Fit In

Most colleges have students from many different backgrounds. Some will come from other countries, and some may come from your own neighborhood. College is a great place to meet new kinds of people, and the more people you feel comfortable with, the better prepared you'll be for the world after college. And don't worry if you don't know yet what career you want or what to study. That's true for most college freshmen. College will expose you to subjects and careers you haven't thought of before.

You Can Do It

There are times in life when you have to take a little risk, a leap of faith. Going to college may be one of those times. Believe in yourself. Do

your research and know your interests and skills. Knowledge will give you self-confidence. Manage your time and perfect your study skills. Complete your short-term goals while focusing on your long-term goal. Before you know it, you'll be attending a graduation ceremony and receiving a college diploma.

DID YOU KNOW?

More than half of all full-time undergraduates attend colleges with tuition and fees under \$10,000. After financial aid, many of those students pay even less.

Look again at the myths you "busted" on page 36. Pick one of them and do a role-play in which you convince your partner that this myth should not keep him or her from attending college.

Why a Myth Shouldn't Keep You from College

UNIT 3

The High School Experience

Your transition to high school from middle school was probably a bit challenging, just as the transition to college from high school will be. But change is good—it offers you new opportunities to succeed!

Being prepared for the transition can take a lot of stress off your shoulders. Try to take challenging academic courses in high school. This will help you prepare for college. Learn all you can about college and the admission process. You will probably find that this makes you feel more comfortable. Setting goals and defining what you want will help keep your stress level down and motivate you to reach your goals.

LESSON 1

Your Plan for Success

Pages 40–43

LESSON 2

Getting Ready for College

Pages 44–47

UNIT 3

VOICE OF EXPERIENCE



“I worked really hard in high school. Even though the AP classes and the difficult subjects weren’t always the ones that I understood the most readily, those were courses that I didn’t have to take in college because I worked hard in high school. It saved me almost a year’s worth of tuition at my university.”



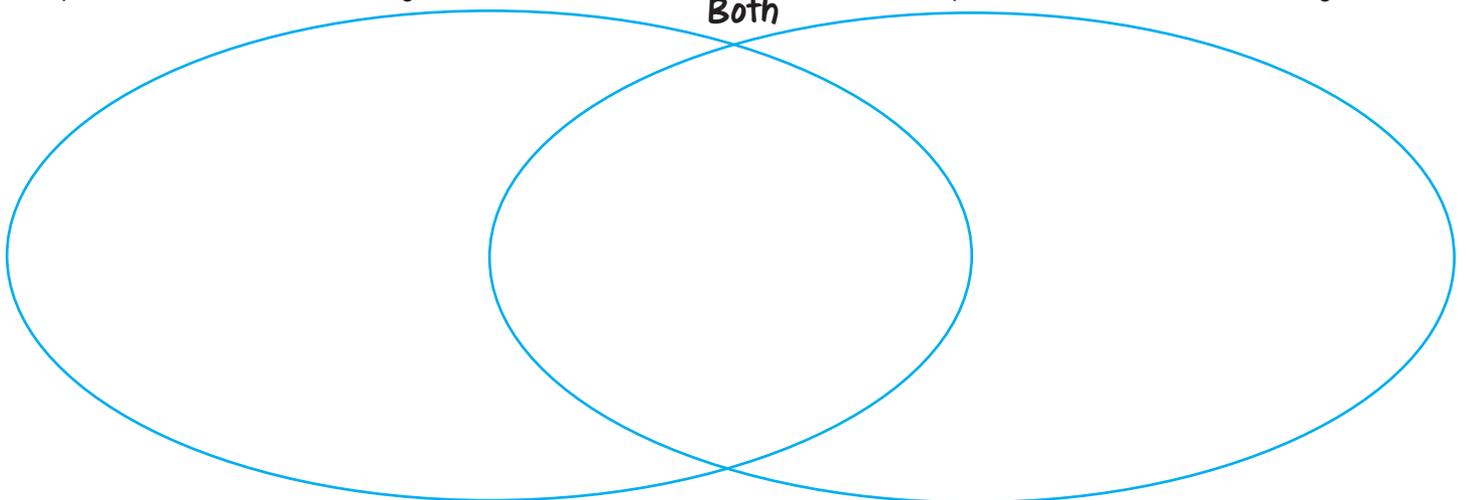
WORK ZONE

What were some concerns you had when you were getting ready for your first year in high school? Do you have concerns about going to college? Compare and contrast your past and current concerns using the graphic organizer below.

My Concerns Before High School

Both

My Concerns About College



Your Plan for Success

What Should Your Plan Include?

A smooth transition from high school to college will require an academic plan—a specific path laid out for you to follow. You already made the transition from middle school to high school and realized some clear differences in the required courses and expectations.

You have no doubt noticed that in high school you have a wider range of course requirements and elective classes. Like middle school, many of these classes are scheduled for you, but unlike middle school, you will have to choose and schedule some of your classes yourself. Your classes, both required and optional, should prepare you to graduate and to qualify for admission to colleges

that interest you. These choices add up to your academic plan.

If you want to go to college, you need to create a plan that has the courses colleges recommend that you take. Compared to what is needed to get your high school diploma, colleges may require more years of study in a specific subject. For example, your high school may only require that you take one year of a foreign language, but most colleges today require or recommend two years of a foreign language.

Colleges like to see that you have challenged yourself by taking rigorous courses that require you to work at a higher level, such as honors courses or **Advanced Placement® Program (AP®)** courses. Many college admission officers look for these types of courses when choosing students to admit to their college.

WORDS FOR SUCCESS

Advanced Placement Program (AP) *an academic program in which high school students have the opportunity to study and learn at the college level*

SAT *the most widely used college admissions test. It measures the reading, writing, and math skills you learn in school, that are critical for success in college and beyond*

WORK ZONE

With a partner discuss what you could say to one of your friends or classmates in the following situations. Write your responses on the lines below.

Scenario 1

Your friend doesn't understand why he should have an academic plan. He wants to go to college but thinks things will work without a plan. What would you say to your friend?

Scenario 2

Your friend is having trouble in a rigorous class. She said she got help from a teacher but hasn't done anything else. What advice would you give her?

When working with your adviser or school counselor on your academic plan, keep in mind that certain courses have to be taken in sequence. For example, you may need to take a general physical science course before you can take chemistry or physics. Find out the sequence your school requires in every subject area, the electives allowed at each grade level and the expected grade to pass each course. Your school may publish the course sequence on its website or in its student handbook. Your adviser can answer your questions about the right order in which to take courses.

Check to see if any classes require you to pass a city or state exam, produce a portfolio of work or complete any other end of course requirements. These are used by some schools to demonstrate that you can move on to the next level.

Advanced Placement® Courses

Colleges also look at your high school transcripts to see if you've taken Advanced Placement, or AP, courses. AP courses are college-level courses that can be taken in high school. These courses involve studying subjects in greater depth and detail. They also improve your writing skills and sharpen your problem-solving techniques. They help you develop study habits that are necessary for tackling difficult course work.

Having AP courses on your high school transcript shows colleges that you are willing to push yourself to the limit. Taking AP courses shows you are willing to accept a challenge, that you want to explore the world from a variety of perspectives, and that you can assume the responsibility for reasoning, analyzing and understanding a college-level course. Additionally, if you do well on an AP Exam, you could earn college credit or advanced placement at more than 3,600 colleges and universities worldwide.

Challenging Yourself

All successful academic plans also include an aspect of challenging yourself. What does challenging yourself mean to you? For example, you might be doing fairly well in a history course right now, but you know that if you pushed yourself a little harder you could get a better grade. What if you raise your grade and take a rigorous history course or an AP course the next year? You might have to ask a few more questions during class, study a little more often, or even get help from your teacher or a tutor—but you will have challenged yourself!

Your high school teachers and counselors are there to help guide you. Ask them for help when you need it. If your schedules conflict or if you are too

WORK ZONE

Think about some academic challenges you've faced in the past. What have you learned from those challenges? Maybe you were struggling with a concept in a class and you joined an after-school study group or asked a teacher for help. In the chart below, write about some academic challenges or concerns you have now and the opportunities you can create for yourself to overcome them.

Challenges / Concerns I Have	Opportunities I Can Create
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

busy to speak with them in person, write down a question or concern and give it to your teacher or counselor. Asking for clarification is a great way to make challenging courses feel a lot more comfortable.

PSAT/NMSQT

If you're willing to accept a challenge, consider taking the PSAT/NMSQT® (Preliminary SAT/National Merit Scholarship Qualifying Test) during your sophomore or junior year of high school. The PSAT/NMSQT is a practice test that tests reading, writing and mathematical skills. The structure of the test is similar to that of some college admission tests, such as the SAT®, that most colleges and sponsors of financial aid programs use to determine admission or recipients of scholarships.

The PSAT/NMSQT helps you learn the structure of the college admission tests and become familiar with the kinds of questions you'll need to answer. When you take the PSAT/NMSQT, you'll get a free score report that analyzes each of your answers and identifies areas in which you could improve. Taking the test also gives you access to My College QuickStart™, a website that provides an SAT study plan.

SAT Subject Tests

Part of your academic portfolio should include taking SAT Subject Tests as soon as possible after completing course work for a subject. This way, the material is still fresh in your mind. Foreign language tests are best taken after two years of study. Like AP, these tests indicate to colleges that you are a serious student. Even schools that do not require SAT Subject Tests will consider them as an indication of your academic commitment.

Consider SAT Subject Tests in areas that you like or in which you excel. What are your favorite subjects? What do you do well in? Think about which subject test you would build into your academic plan.

If you are willing to work hard to succeed in rigorous academic courses, colleges will see you as a great candidate. Working hard, asking for help when you need it, and challenging yourself are all ways to ensure success in high school and beyond.

Go to the **WORK ZONE**

Review what you have learned in this lesson about making an academic plan. Why do you think creating a plan is important? Write a short essay stating reasons why everyone considering attending college should have a plan in his or her first or second year of high school.

Why Having an Academic Plan Is Important

Recommended High School Courses

Subject	Classes
English 8 credits (4 years)	literature, writing/ composition, and speech
Math 6 to 8 credits (3 to 4 years)*	algebra I, algebra II, geometry, trigonometry and/or calculus
Science (with lab)* 6 credits (3 years)	biology, chemistry and/or physics, and earth/space sciences
Social Studies 6 credits (3 years)*	U.S. history, U.S. government, and world history or geography
Foreign (World) Language 4 credits (2 years)*	in the same language (other than English)
*More competitive colleges want to see four years each of math, lab science, and social studies and three or more years of a foreign language.	

English (Language Arts) You should take English every year. Traditional courses, such as American and British Literature, help you improve your writing skills, reading comprehension and vocabulary.

Math You need algebra and geometry to be admitted to most colleges, and math knowledge is great preparation for many interesting careers. Take them early on and you may be able to enroll

in advanced science and math while still in high school. By doing that, you'll show colleges that you're ready for higher-level work.

Science Science teaches you to think analytically and apply theories to reality. Laboratory classes let you test what you've learned through hands-on work. A total of six semesters of science classes are recommended.

Social Studies Understand local and world events that are happening now by studying the culture and history that has shaped them. Social sciences round out your core curriculum.

Foreign Languages Solid foreign language study shows colleges that you're willing to stretch beyond the basics. Many colleges require at least two years of foreign language study, and some prefer more.

The Arts Research indicates that students who participate in the arts often do better in school and on standardized tests. The arts help you recognize patterns, discern differences and similarities, and exercise your mind in unique ways, often outside of a traditional classroom setting.

Computer Science Many college courses and jobs require at least a basic knowledge of computers. Computer skills can also help you do research and schoolwork better and faster.

Go to the **WORK ZONE**

Which of the recommended high school courses are most difficult for you? Write what you'll need to do to complete the course on time and successfully.

Subject	What Makes It Difficult	My Action Plan
Foreign language	I find it hard to pronounce the words.	Practice with a friend or have family members quiz me.

Rigorous Courses

What are some other things to consider when planning which high school courses to take? College admission officers like to see students step outside of their comfort zone. They want to see if students have challenged themselves each year by taking rigorous classes, such as college-prep and AP® classes. To see how you've challenged yourself, colleges look at your **transcript**, the list of courses you've taken in high school and the grades you've earned.

The grades you earn in high school are the best predictor of your college success. If you have done well in rigorous high school courses, most college representatives believe you will succeed at their school. The colleges will be more likely to accept

you. Your high school transcript also shows colleges the progression of the courses you've taken. It shows them if you've taken required or recommended college-prep courses and how well you've done in those courses. Colleges look at your grades as well as how well you've done over all four years in high school.

Remember, if you don't do well when you first start off in high school, there is always time to improve and get better. Your family, teachers and counselors are there to help you plan, and they can assist you if you need help with classes, grades or answering questions.

WORK ZONE

With the help of a teacher or counselor, use this planner to list what courses you should take in high school. Consult the list of recommended classes provided on page 45 when completing your chart.

SUBJECT	9 TH GRADE		10 TH GRADE	
	Fall Semester	Spring Semester	Fall Semester	Spring Semester
English/ Language Arts				
History/ Social Studies				
Math				
Science (Indicate if Lab)				
Foreign Language				
Arts				
Other				

Consider Your Future

Now that you have considered all of the recommended classes to take in high school to best prepare you for college, take a moment to think about what it all means to you. You should follow the guidelines provided here in choosing your courses, but remember that you can adapt the information to fit you better. For example, what foreign language makes the most sense for you to study? Do you have relatives or friends who already speak another language besides English?

Perhaps you could study that language because you already have people who can help you learn. You can apply these types of considerations to many different decisions you will make when choosing which courses to study in high school.

Go to the **WORK ZONE**

11 TH GRADE		12 TH GRADE	
Fall Semester	Spring Semester	Fall Semester	Spring Semester

Section 2 WRAP-UP

WHERE AM I GOING?

You have started thinking about what goals you want to accomplish in life. Take a few minutes to reflect on where you are going by answering the questions below.

Putting Together Your Plan

Why is having long-term goals important?

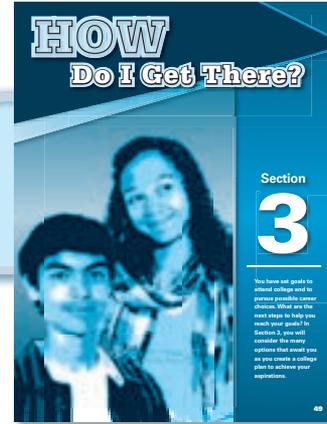
.....

How can college help you achieve your goals?

.....

Why is it important to take courses that challenge you?

.....



HOW DO I GET THERE?

In the next section, you'll discover ways to start making your long-term goals a reality. What questions or concerns do you have about setting the short-term goals to reach your destination? List some below.

Who can I ask to help me reach my goals?

HOW

Do I Get There?



Section

3

You have set goals to attend college and to pursue possible career choices. What are the next steps to help you reach your goals? In Section 3, you will consider the many options that await you as you create a college plan to achieve your aspirations.

UNIT

4

Skills for Success

You have tests in three classes this Friday, plus a football game and a family reunion to attend this weekend. On Monday your essay for English class is due. How will you get it all done? In high school, it can be tough to balance schoolwork, extracurricular activities and your social life. However, if you develop some basic time management skills, you can enjoy a fun, well-rounded experience that will also give you a better chance to achieve your goals in school and beyond. Developing learning styles, learning how to take notes, and using the Internet responsibly are just a few ways to help you organize your time wisely and enjoy a successful, balanced life.

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Organizing for Success	Your Learning Style	Taking Notes	Using the Internet Wisely	Using Tests to Your Advantage
Pages 52–55	Pages 56–57	Pages 58–61	Pages 62–65	Pages 66–69

UNIT 4

VOICE OF EXPERIENCE



“I realized that I have to know how to organize things better if I want to succeed in college. If in high school it’s hard, imagine college. It helped me a lot.”



WORK ZONE

How do you balance the different activities in your life?

What do you do when things get out of balance?

Organizing for Success

How Do You Get Organized?

High school can be a fun but busy time. How can you get good grades, spend time with your friends and family, participate in school activities, and help out at home, all at the same time? It can become overwhelming, yet many teens do it successfully because they have learned to use their time wisely. You can, too. A few simple tools and strategies can help you balance academics, extracurricular activities, and a social life to get the most out of high school.

The Need to Organize

Have you ever noticed that some people seem to be more organized than others? They always seem to turn in their assignments on time, get good grades, do well in activities outside of class, and have a busy social life. How do they

do it? Successful students have developed **skills** to **organize**, or manage, their time effectively. Studies have shown that a clear relationship exists between organization and success in school and life overall. People who manage their time wisely get their work done more quickly and can enjoy their activities and social life more as a result. This is also important for life after high school, as well as college, when the need to organize will be more important than ever.

Tools

Many different tools exist to help you take care of your commitments. Have you ever used a **planner**? It's like a small notebook with spaces for dates, times and appointments. Many successful adults use planners to keep track of meetings and important dates and tasks. Students also use planners to keep track of homework, due dates for

WORDS FOR SUCCESS

skill *the developed ability to do something well*

organize *to put time and tasks in a structured order*

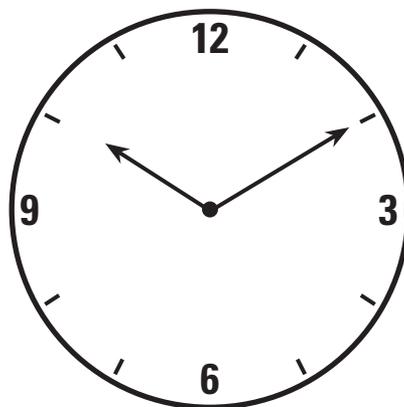
WORK ZONE

To help you manage your time, write down the activities that you do during an average day. You might participate in some in the morning (a.m.), while others take place in the afternoon or evening (p.m.).

How I Spend My Time

a.m.

p.m.



assignments, and extracurricular activities, such as drama practice or volleyball games. It might be quicker just to scribble an assignment on scratch paper, but it's easy to misplace that note. In the long run it's much more effective to keep track of everything in one spot like a planner. Other planning tools exist online or on cell phones. By trying different tools, you will figure out what works best for you.

Strategies

Different strategies can also help you organize your life. For example, you can make a daily "to do" list with the most important items at the top of the list. You could get some assigned reading done on the bus or while waiting to be picked up. A third strategy is simple: Say "no" to things, even if they're fun, when they interfere with long-term priorities, such as homework or a school project. Some students also find it helpful to set aside a consistent time to do homework, such as before dinner. Other students make it a point to review their notes from class every day to reinforce what they learned. In addition, successful students

have found that it's crucial to get enough sleep in order to have enough energy for the day.

No matter which strategies you use, know that the most successful students usually stick to three key points: don't stress, don't procrastinate and don't set unrealistic **goals** for yourself. By aiming for challenging but realistic goals, you will have a better chance of accomplishing what you want in school and life. [Go to the WORK ZONE](#)

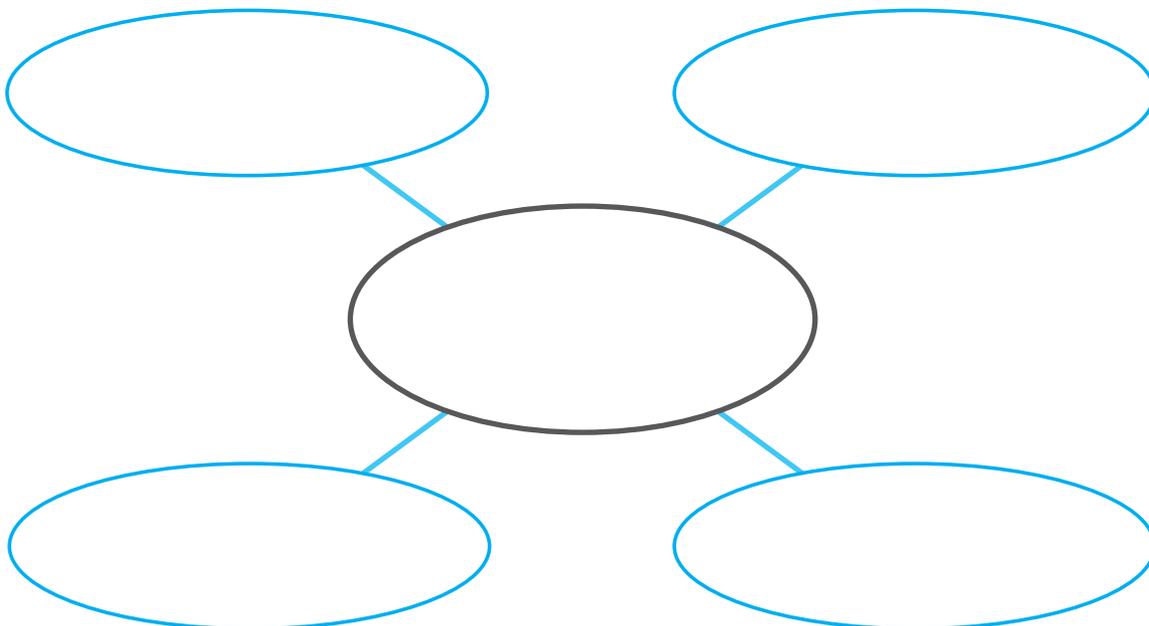
TIP

To keep track of your work, organize electronic documents in folders by subject area on your computer, or put hard copies in folders in a secure place.

planner *a calendar or agenda notebook that contains spaces to write down tasks and appointments*

goals *things you plan to achieve or accomplish*

In the center oval below, write a problem you have in managing your time, such as "can't finish homework on time." In the outer ovals, brainstorm ways you could overcome the problem, such as "dedicate a specific time every night to do homework."



Beyond the Class

While academic success is clearly a priority for students who plan to attend college, it is also important to make time for activities outside of the classroom. There's more to school than just studying and grades. Ask any adult about his or her best memories from high school. Many of those memories will be about things outside of academics, such as band trips, debate tournaments or basketball games. That's because high school is a time to develop not just intellectual skills but social skills as well. It's a time to try out new activities, meet different people and broaden your horizons.

After-school jobs, for example, can do more than just bring in some extra money. They can also teach important lessons about discipline, teamwork and goal-setting. To make these things work, though, organizational skills will be even more important.

Organizing for Extracurricular Success

Think about classmates who always seem to have their act together. They have managed to apply their organizational skills to life beyond the classroom. In fact, some students might say that they learned to organize for school by participating in extracurricular activities. Some athletes notice their grades are higher

during the season because they have to be very disciplined with their time. If they don't turn in their homework or do well on their tests, they might not be able to play in a game. As a result, they are more motivated to study and turn in their work. They have learned to apply strong organizational strategies to all areas of their lives.

Colleges and Activities

Some students get intimidated by thinking about doing well in school and extracurricular activities. It might seem better just to drop activities, even if you like them, in order to focus on getting good grades. However, you might be able to choose a couple activities that you still are able to participate in while doing well in your classes. These activities will be enjoyable for you and will also be good stress relievers.

There's another reason to take part in a realistic amount of activities. Colleges want to see depth, not breadth. Often they are more impressed by students who get involved in one or two activities over time than by those who have a superficial involvement in a bunch of things. True involvement shows them what you are committed to and what you have to offer.

WORK ZONE

Complete the exercise to help you make schoolwork, extracurricular activities and your social life work together. Use the table to plot out your schedule for each day of the week, after school and at night. For example, you might list "Soccer Practice 4–6 p.m." under "Tuesday" and "Thursday." Then circle the times during the week when it will be hard to study.

Time of Day	Monday	Tuesday	Wednesday
During School			
After School			
At Night			

Your Learning Style

How Do You Learn?

People learn in different ways. One person might be able to build a model simply by reading instructions; another might need to watch someone else do it first. One person might learn best by hearing; another might need to get up, move around, and experiment in a “hands-on” way. What about you? What is your learning style? Do you learn best by reading, watching, listening or doing? How you learn says a lot about you as a person, but it also says a lot about the best ways for you to approach your schoolwork. Knowing your learning style can help you do your best in school.

Learning Styles

Learning styles can be organized into four basic areas: **kinesthetic**, **tactile**, **visual** and **auditory**. If you learn best when you can move around and physically do things, your learning style is kinesthetic. If you learn best by using your hands, your style is tactile. If you prefer learning by watching or reading, your style is visual. Finally, if you prefer having discussions and thinking aloud when learning, then your style is auditory. Most people use all four styles in learning, but everyone has definite preferences. Can you identify the learning style that best describes you?

WORDS FOR SUCCESS

kinesthetic (*body*) learning by moving and physically doing things

tactile (*feel / touch*) learning by using a “hands-on” approach

collaborate to work with others to achieve a goal or accomplish a task

WORK ZONE

You will be assigned to teach either visual, tactile, kinesthetic, or auditory learners how to hit a home run or another task you know a lot about. In the ovals below, brainstorm how you would teach this task to the learners assigned to you.

The diagram consists of four empty ovals arranged horizontally from left to right. Each oval is connected to the next by a right-pointing arrow. The first oval has a light blue outline and a light blue arrow. The second oval has a grey outline and a grey arrow. The third oval has a light blue outline and a light blue arrow. The fourth oval has a black outline and no arrow.

Techniques for Using Learning Styles to Study

One reason it's helpful to know your own learning style is to prepare for the wide variety of classes that might appeal to different learners. For example, kinesthetic learners would naturally enjoy a class involving hands-on demonstrations. Tactile learners would learn better from dissecting a frog in biology rather than reading about it.

If you understand the styles that seem most natural for certain classes, you can plan ahead for success. Even when taking notes, you can use your learning style to help you work effectively. For example, writing lecture notes in outline form will require you to listen carefully. Auditory learners might like this approach. Meanwhile, a visual learner might do better by mapping out the main ideas of the lecture in a web. There really isn't a right or wrong way to do it; it's just finding out what works for you.

Collaborative Work

Understanding your learning style can also help you **collaborate** effectively or work with other students to accomplish specific tasks. For example, if you and three classmates are planning a presentation for social studies class, you might divide the work according to your different styles. Maybe the tactile learner of the group could be in charge of creating props or setting up hands-on activities, while the visual learner could create maps or posters. How might a kinesthetic learner help? An auditory learner? By working together and drawing on each other's strengths, you could create a more interesting and effective presentation for the rest of your class.

Go to the **WORK ZONE**

visual (*eyes*) learning by watching, seeing or reading

auditory (*mouth / ears*) learning by listening, speaking or thinking aloud

Write or draw something to explain the learning style that best describes the way you like to learn.

My Learning Style

Taking Notes

Why Take Notes?

The next time one of your classes begins, glance around the room. How are your classmates getting ready to learn? Are they clearing off their desks? Are they pulling out notebooks and pencils? Does it look like people are getting ready to listen and take notes? What is your routine to begin class? Do you take notes? Of all the skills you will have developed in high school, taking notes is among the most important. You will use this skill all the way through college to organize and remember information from class discussions, lectures and reading assignments. You will also use notes to help prepare for essays, projects, tests and presentations. Since it's such an important skill, finding a **note-taking** method that works for you is really helpful.

Cornell Notes

One method for note-taking that has helped many students in high school and college was developed at Cornell University. When you take Cornell Notes, you divide your paper into two basic columns. The column on the right will take up about two-thirds of the page, and the column on the left will take up a third. In the right column, you will write as much important information as possible during lectures, discussions and reading assignments. After you have finished taking notes, you will use the left column to write any key concepts, questions or vocabulary words that give you a big-picture view of the notes you just took. Across the bottom of the paper, leave space to write a **summary** of your notes.

WORDS FOR SUCCESS

note-taking *an organized way to write down important information*

summary *a brief version of something that has been said or written*

WORK ZONE

In the space below, indicate how you could improve your note-taking skills and describe at least two benefits of improving those skills.

How I Could Improve My Note-Taking



Benefit



Benefit

Using the Internet Wisely

From **social networking** to researching a topic for school, the Internet is a part of daily life. It's a fast and easy way to look things up and gather opinions, but it's also easy to forget that there is lots of unreliable and misleading information on the Web. Anyone can post something online, but not everyone can be trusted to be knowledgeable, accurate, honest and unbiased.

So how can you tell if the information you find online is reliable? Here are some ways to verify whether a website, blog or tweet is trustworthy.

Know Who the Author Is

Who wrote or posted it? If you can't identify the person or organization responsible for the information, don't use it. If you are looking at an

article online, check to see if the site provides the author's name and qualifications for writing on the subject. If there is no bio, look for one elsewhere on the Web.

Know the Website's Purpose

All websites serve a purpose. Figuring out the purpose of the site helps you know whether or not the site can be trusted. Look out for motives, like selling products or pushing a particular point of view, that could result in biased or misleading information. Check out the home page and the "About Us" page. Look for a mission statement to learn more about the site, its purpose, and the organization sponsoring it.

WORDS FOR SUCCESS

social networking *interacting with other people online in order to share ideas*

WORK ZONE

Fill in the chart below with details about three websites that you might use for research purposes. Based on what you know, rate the website's level of reliability on a scale of one to five, with five representing "excellent." Then go to the websites after class and see how your assumptions hold up.

Website Address	Website Type	Date Created/Updated
Assumptions		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Reality		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Another way to check a website's reliability is to investigate the links located on the site. If they take you to a site with an ulterior purpose you may want to rethink the site's credibility.

Check the Date

Sometimes the reliability and accuracy of information can deteriorate over time. This is especially true for factual information, such as the data on college search websites. Check to see if the website provides a "last updated" date. The more recent the Web page, the more likely the facts are still relevant.

Read Between the Lines

Be wary of overly emotional language that might anger or excite people. If a writer uses "over the top" language, it may be an indication that the writer has had an uncommon experience. Think of a friend who dislikes the music you listen to. Think of the difference between how he or she

would describe your music as opposed to the language you might use. Keep in mind that ironic or sarcastic language is usually a sign of bias, or that the writer is not all that serious. Clear and rational information, even if negative, is always more helpful when researching an important topic, like college or a career.

DID YOU KNOW?

Just about every college has its own website, which is often the best source for detailed information about that college. However, keep in mind that the quality of the website does not always reflect the quality of the college.

Website Author/Creator	Website Purpose/ Links Listed	Reliability Rating
Assumptions		
Reality		

Planning for College with Social Networks

Using social network sites like Facebook or just IM'ing your friends is a good way to get different perspectives while planning for college. For example, you might want to find out what your friends or other students think about a certain college you are interested in. This input can be very persuasive, but also misleading if you don't take care to consider just how informed or relevant the information is.

Does It Make Sense?

Make sure that the advice you get from social networking sites fits the way you think and is in keeping with what you like, want or need. Imagine receiving information about East Coast schools from a person who spent his college experience in the Midwest. Or imagine what a person who attended a private school might say about public schools. In both situations, the source might not be reliable if their opinions are based on criteria you don't agree with. It's best to talk with others about the topic before accepting one person's opinion.

Is It Verifiable?

If you asked the students at your high school how many credits you need to graduate, most of them, especially the seniors, might know the answer. But others might give you their best guess. You'd be wise to verify what you hear by checking your school Web page or by asking a counselor. As you plan for college and think about future careers, make sure that the information you get from social networking can be verified or comes from a trustworthy source. Remember that students sometimes just pass along some unverifiable statement heard from someone else. Again, it's best to gather more than one opinion. Sites created by individual colleges or by the College Board are good places to go to make sure that the information you find is reliable.

Be Virtually Street Smart

Going online is a lot like going into a big city, with lots of things to see, places to visit and people to meet. But like in any city, you have to be "street smart." That means being aware that there are dangers, and staying alert to situations and people that you should avoid, or approach with caution. Thinking twice before you do something online is usually the best self-protection.

WORK ZONE

Talk with a partner about the following four topics and how they relate to college. Discuss what you have heard about them from others. Then write down a few things you are looking for in these areas when it comes to your own college search.

Academics

College Life

Protect Your Public Image

Always think carefully about what you upload or share about yourself. Your online profile can be viewed by anyone, including college admission officers—and they do look. Make sure there is nothing out there that will embarrass you, especially photos or videos. Remember that nothing is private in cyberspace—even things you share only with friends.

Protect Your Identity

Slow down if a website you aren't familiar with asks you for information about yourself or your family before letting you in. Keep your identity private. And don't download anything from a website unless you are sure it's trustworthy. It's too easy for your computer to get infected with "spyware" and viruses, even if you have a virus protection program installed.

Be Safe with Cell Phones

Even when using your cell phone or instant messaging, you have to keep your guard up. Again, remember that nothing is private online, and once you post or forward something, people you don't know can find it and use it.

Go to the **WORK ZONE**

College Location	Sports/Organizations

Advanced Placement® Courses

Your school may offer Advanced Placement (AP) courses. These are college-level courses taught by high school teachers. An exam is given for each subject every May. AP courses give you a chance to do college-level work while still in high school. Research studies have shown that students who succeed in AP courses are more likely to experience success in college.

In all, there are more than 30 AP courses. AP courses are challenging, but they can be very rewarding. Talk to your teachers or counselor about taking an AP course or two. If you choose to take the AP Exam, and you do well, you will have the chance to earn college credit before even setting foot on campus.

DID YOU KNOW?

Some colleges use scores from the SAT to exempt, or excuse, students from taking introductory courses in English and Math. This is just one more reason to do well on these admission tests.

Go to the **WORK ZONE**

Write some advice to yourself about how to do well on admission or placement tests. Keep the list to review just before you take the PSAT/NMSQT, SAT, or an AP Exam. See the example below for an idea.

Test-Taking Advice

1. *Calm down. My classes have prepared me for this.*

2. _____

3. _____

4. _____

UNIT 5

After Classes Are Dismissed

After-School Interests

After-school interests help develop who you are. Pursuing an interest in sports, music, clubs, youth groups or volunteering can help you decide what you like to do and let you have fun at the same time. After-school activities also teach you valuable skills and traits that can have a significant effect on your future plans. Working a part-time job is a great way to earn money, and can also teach you important skills.

LESSON 1

Extracurricular Activities

Pages 72-73

LESSON 2

Getting a Job

Pages 74-77

UNIT 5

VOICE OF EXPERIENCE

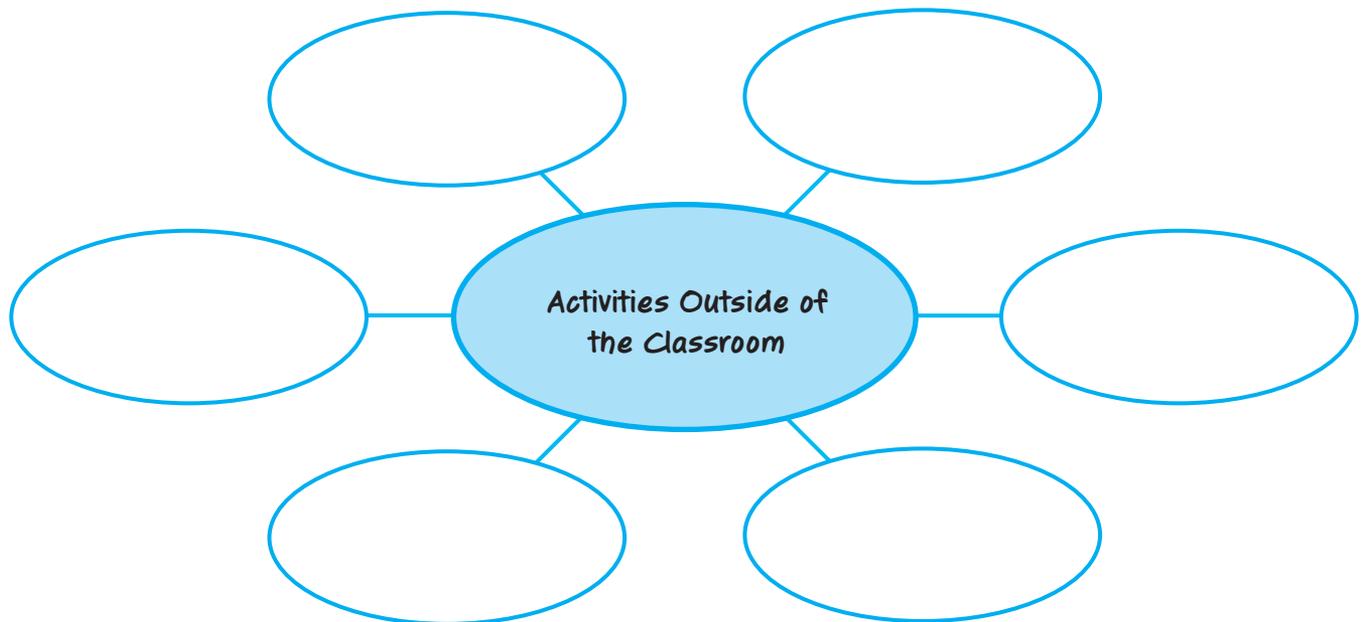


“When I entered high school as a freshman I wanted to be a part of everything. I joined every club and every organization . . . but I was always out of time to do homework. It’s important to join a few extracurriculars that you’re passionate about and can really be involved in and balance your academics You have to start building your GPA from your freshman year and that’s just as important as extracurriculars.”



WORK ZONE

Complete the organizer with activities or interests that you enjoy outside of the classroom.



Extracurricular Activities

Why Participate?

Extracurricular activities are activities that are not required for graduation. They are often referred to as “after-school activities,” but some extracurricular activities happen during the school day. Sports teams, band, choir and student council are all examples of extracurricular activities. Your first instinct may be to join these activities only for fun, but these activities can help you prepare for getting into the college of your choice.

Learning About Yourself

Extracurricular activities are a great way to explore your interests and learn what you like to do. By participating in sports, you could realize that you enjoy being active and being with other athletes. As a result, you might want to pursue a career as an athletic trainer or a sports therapist. If you work on the school website, you may realize you want

to pursue a career in media technology. When thinking about participating in an extracurricular activity, you might look for one that is closely related to a major or career you could pursue in the future. The activity could potentially be the first step toward that career. Or if you don't like an extracurricular activity, you might be able to cross a potential major or career idea off your list so that you can concentrate on others that may be of more interest to you.

Building and Evaluating Leadership

Almost all college applications ask you to list your extracurricular activities from high school. Colleges ask for this for a few reasons. Participating in extracurricular activities helps you build certain skills that colleges like to see, such as teamwork. Your participation in extracurricular activities also shows colleges that you are able to maintain interest in something

WORDS FOR SUCCESS

extracurricular activities *activities that students can participate in after class, such as sports and clubs*

WORK ZONE

In the left column, list two extracurricular activities in which you participate or hope to join. Then in the right column, describe the leadership skills you could develop from each activity. Consult with a teacher or counselor if necessary. Discuss your answers with a partner.

Extracurricular Activities

Leadership Skills

basketball team member

encouraging teamwork, getting team excited about winning

over a long period of time. Because colleges have extracurricular activities that need participants too, many colleges are looking for students who will be leaders on their campus. A college evaluates whether you could be a potential college leader by seeing if you were a leader at your high school or in your church or community. If you coached the local soccer team or were an officer of the chess club, the college will assume that you already possess leadership skills, such as motivating people to meet a particular goal, providing a positive example for others to follow, or serving as a group representative. Colleges see applications from many students. If you have the same grades and entrance exam scores as other students, your extracurricular activities may set you apart from the group. The college will view you as a more attractive candidate for admission.

Showing Your Management Skills

Another reason colleges want to know your extracurricular activities is that they show that you are good at handling a busy schedule. To be successful in college, you will need to manage your own schedule. (This is discussed in more detail in Unit 7.) When colleges see that you participated in extracurricular activities while maintaining good grades, they will feel confident that you have the skills to handle the class load that college students face.

Go to the **WORK ZONE**

KNOW YOURSELF

List some of the extracurricular activities your high school offers. Circle the ones in which you would like to participate.

In the left column, list two or three extracurricular activities. Discuss with a partner some potential fields of study or careers that are related to each activity. Consult with a teacher or counselor if necessary. Then complete the column on the right with that information.

Extracurricular Activities	Fields of Study / Career
Spanish Club	Spanish, business, education, law
<hr/>	<hr/>

Getting a Job

Working Part Time While in School

Many people have their first experience as an employee while still in high school. Working part time has pros and cons, which you should explore before you decide whether to work and how many hours to commit to.

Working has many benefits beyond putting money in your pocket. Among the benefits are that you will learn discipline, gain skills and have the opportunity to demonstrate traits that will be of interest to colleges.

But school comes first at this stage in your life. You will have less time for socializing and for course work, and you may find it hard to schedule extracurricular activities. You may be more tired, as well.

You will have to weigh a number of factors before committing to a part-time job. If you do take on a job, monitor your grades—if they start to slip, you may want to rebalance work and school.

Developing Skills and Traits

Having a job can help you develop many skills and traits critical for school success. When you first start a job, you will go through some kind of training with your **manager**. It will be important for you to learn your duties quickly and ask questions when you are unsure of what to do. These important traits can also improve your chances for academic success. In addition, your manager will give you directions and responsibilities. He or she will expect you to follow those directions and carry out your responsibilities without constant supervision. Being able to do so

WORDS FOR SUCCESS

manager *a person who assigns duties and responsibilities to employees*

minors *people under the age of 18*

WORK ZONE

Discuss with a partner the part-time jobs you could get that you could balance with school and free time. Then write down all the skills you might learn from each job.

Jobs I Could Get Now



Skills I Can Learn from Those Jobs





independently is another trait that will help you succeed in both high school and college.

Building Your Support Network

As you begin your college selection process, you'll need people around you who can give you advice. You'll need people such as your family, your teachers and your school counselor. However, it's also a good idea to have other trusted adults, such as a manager, who can provide you with different perspectives. Your manager knows how you approach your work and how you excel in certain tasks. He or she might be able to suggest certain career paths that take advantage of your strengths. They may be careers that you haven't considered.

The Aid of Your Employer

When applying to colleges, you will need letters of recommendation to submit with your college applications. Your manager may be an excellent person to write a letter of recommendation for you. However, for the letter of recommendation to be effective, your manager will have to know you and your work ethic.

Why Colleges Look at Work

College applications have a section for you to list your extracurricular activities. But what if you can't participate in the extracurricular activities your school has to offer? Many college applications ask about work experience. Colleges look positively on students who can balance their studies with a job. They know that you can manage the hectic schedule of a college student.

TIP

Don't overextend yourself by working so much that it negatively affects your grades. Make sure you still leave enough time to do well in your studies and get plenty of sleep.

interview a meeting between a manager and a job applicant to discuss the applicant's qualifications for a job

Select a job you listed in the previous activity and write it in the top box. Brainstorm with a partner the skills and traits you could learn at the job that could help you in school. Write your responses in the appropriate boxes below. Talk with teachers and counselors to find out more about the skills and traits related to that job.

Finding a Job

Now that you know about the benefits of having a job, how do you go about finding one? Getting a job is not as easy as it sounds. There are laws to follow, application processes to complete, and employers to impress so they hire you.

Employment Laws

The first step to getting a job is learning the laws regarding **minors** and work. These laws vary by state, but as a general rule, the law says you must be at least 14 years old to hold a job. The law also limits the number of hours a person younger than 16 can work. Some state laws require minors to get a work permit before they can be hired. The laws also limit the type of work a minor can do. There are also exceptions to the rules as well as special laws for certain kinds of jobs. It's important to ask your school counselor what the rules are in your state and local area. Your counselor can guide you through the process, including getting a work permit if necessary.

Finding the Right Job

You might not have a lot of options for your first job, but you should consider all of your options carefully. If you're lucky, the right opportunity will present itself. You may be able to get a job that pays you and allows you to work in your area of interest. But sometimes you have to make your own luck. If you love animals and have thought about becoming a veterinarian, you should explore options for a job at a veterinarian's office, as well as the local animal shelter or zoo. Talk to your counselor about your interests. He or she might be able to suggest jobs that will allow you to work in your areas of interest.

Applying and Interviewing

Once you have decided on some potential places of employment, the next step is to apply for the jobs. You will need to visit the places where you think you would like to work and ask for an application. When you do, wear appropriate clothes and be polite to everyone you meet. People will take you seriously if you do. Carefully fill out the application. Errors

WORK ZONE

Write what you know about employment in your state. Confirm what you think later, based on conversations with your counselor or by doing research on your own.

Working in My State

What is the minimum age requirement for employment?

Do minors need a work permit?

What is the maximum number of hours a minor can work?

Are there any exceptions to the laws? What are they?

or a poorly completed application will not impress the hiring manager. As a result, you may not get called in for an **interview**. If you do have an interview, practice what you will say. Your school counselor or adviser can provide you with typical interview questions and assist you as you prepare.

Other Options

If you can't find a paying job that will build your skills, volunteer instead. While you won't get paid any money, you will learn many of the same skills you would learn at a paying job. These skills are just as valuable, and volunteering looks just as good on a college application as a paying job does.

Go to the **WORK ZONE**

KNOW YOURSELF

- Are you a volunteer at heart?
- What would you like to do?
- List all of the charities and organizations in your area that you would be interested in working at as a volunteer. See if one of them can use your help.

local soup kitchen

Work with a partner and use the information in this unit to write a job-hunting To-Do List. Prioritize the steps you need to take. Then follow your checklist to find a job.

To-Do List	✓
<i>Get a worker's permit</i>	

UNIT 6

Finding the Answers

Where Can You Turn for Help?

Do you have a lot of questions about how to plan for college? Not sure who has the answers? Part of the college selection process is finding reliable people to answer your questions. Gathering information about college from people who have been there can help you make the right choices about your future. But who are the right people to ask? Where do you find these people? Who is going to help you make important decisions about your future?

LESSON 1	LESSON 2	LESSON 3
Communicating Your Goals to Your Family Pages 80–81	Your Counselor and Your Future Pages 82–85	Advocate for Your Future Pages 86–89

UNIT 6

VOICE OF EXPERIENCE



“My family has been the number one influence in striving for the best and for all of my goals. They have pushed me when I was discouraged and wanted to quit.”



WORK ZONE

What do you think you need to do to prepare for college?

Who do you think can help you prepare for college?

goals. Be ready to tell your family when you plan to take college entrance exams. Review your plan with your counselor, who can help you put it all together to share with your family.

How to Speak Your Mind

It is never too soon to talk with your family about your plans to go to college. You might want to bring the topic up often, especially since you are probably changing your mind as you explore your college and career options. Paying for college will involve you and your family members, and it's a good idea to talk about the topic now, while you have time to form plans for funding your higher education. Choose to talk about college when your family can give you their full attention. Present your ideas, get their ideas, and figure out what more you need to do and how they can help you.

Go to the **WORK ZONE**

KNOW YOURSELF

Don't start a conversation about college when you are tired or stressed. Wait for a time when you feel more energized. List three times during the week that you think would be best to have a college talk with your family. An example is provided below.

a relaxed family dinner

Read the sentences. Think about how these sentences might not be the best way to approach a conversation about college. Work alone or in a small group to rewrite the sentences, reflecting a more positive voice and tone.

"I don't want to go to **THAT** school, Mom."

"That's a good school, but I think this other school is more for me. Can I tell you why?"

"Of course, I want to go **AWAY** to college. Why **WOULDN'T** I?"

"It's **MY** life. I should be able to decide **EVERYTHING** for myself."

Your Counselor and Your Future

How Can Your Counselor Help You?

Getting to know your counselor or adviser well is a key to your future college success. Your counselor will have current information on college admission policies, admission tests, majors and more. Your counselor or adviser will likely write you a letter of recommendation for college. The more you get to know your counselor, the better advice he or she can give you.

Your Counselor and Your Classes

Your school counselor or adviser has access to information about all of the courses you've taken and the grades you received in those classes. This information is vital in guiding you through high school and into college. Advisers know all the requirements for graduation and can suggest **electives**, classes outside the core classes of English, math, social studies, and science, for you to take. Your adviser can also advise you about available honors or Advanced Placement Program® courses. AP courses are college level courses you can take in high school.

WORDS FOR SUCCESS

electives <i>courses outside the core academic curriculum such as music, art or computer science</i>	PSAT/NMSQT <i>a test that provides practice for the SAT and scholarship opportunities for juniors</i>
network <i>a group of interconnected people often helpful to and supportive of one another</i>	mentors <i>people who offer guidance, support and advice to younger people</i>

WORK ZONE

Getting ready for college is a series of steps. Fill in the boxes with appropriate times to start the activity in the "to do" list. Use the text above to help you determine the best order. Put a checkmark and the date in the final column when you have completed the task.

To Do	When Will I Start	✓
Plan Course Schedule		
Take the PSAT/NMSQT		
Research Colleges		
Discuss College Visits		
Attend a College Fair		
Discuss PSAT/NMSQT Score Report		

Are You on Track Academically?

If you are not sure you are on track to complete the right classes for college admission, talk with your counselor or adviser. He or she can help you get into the classes you need and help you make up for lost ground. Work with your counselor to create an academic plan for the rest of high school. If you are struggling in a certain subject, ask him or her to help you find tutors or other academic help. Tell your counselor that you are planning to go to college, and ask if there are any steps you need to take now to get there.

Your Adviser and College Tests

Most colleges require tests for admission. Your adviser has information for the PSAT/NMSQT®, a test which measures college readiness. Your adviser can tell you when to take it. The SAT®, which is usually taken in either your junior or senior year, is a major test required by many colleges. Your counselor has the dates, locations and costs of these tests. Counselors can also

suggest ways to prepare for the tests. Both PSAT/NMSQT and SAT send back test results in the form of a **score report**. Your counselor can explain exactly what your score report means and how you can use it to plan for college.

Your Adviser and College Plans

Your adviser can also help you plan which colleges to visit. He or she will probably recommend some college fairs to attend. College fairs are a great way to decide if a school might interest you enough to visit. Many colleges organize special days for high school students to visit. Your counselor can help you find out when these days are.

Your Adviser and College Costs

The cost of attending college is normally a major concern for students and their families. The advising office will have information about financial aid and grants. You will learn more about financial aid in Unit 9 of this book.

Go to the **WORK ZONE**

SAT a test of critical reading, writing and mathematics used by most colleges in admission evaluation

score report the test results of PSAT/NMSQT and SAT

Discuss your plan on the previous page with a partner. Use the blank chart below to add any additional tasks you and your partner come up with. Check them off as you complete them. Schedule a meeting with your counselor or adviser to discuss.

To Do	When to Complete	✓

Expanding Your Network

When it comes to making plans for college, your family and your school counselor should not be the only members of your support **network**. Chances are, there are other people in your life that could give you advice. For example, your favorite teacher could provide you with some information about college. Or perhaps you can turn to a trusted adult to offer you a different perspective. One of your friend's older brothers or sisters who is in college now could also be an excellent resource. Opportunities to expand your support network are all around you if you know where to look.

Teachers as Academic Advisers

Because all teachers have attended some type of college, they have firsthand knowledge about how the college system operates. They are also experts in their subject areas and can function as academic advisers. If your dream job requires a concentration in a certain subject area, a teacher in that subject area can provide you with valuable insight about which college courses will be important for you to take. Even if you are not particularly interested in a teacher's area of expertise, a favorite teacher can still give you support because they know your academic strengths. Sometimes teachers are more

accessible than counselors. Also, don't forget coaches and teachers who sponsor other extracurricular activities. These people may know and understand you quite well. Include them in your support network and actively seek their guidance for your college plans.

Community Members as Guides

When you are gathering information about college, consider asking knowledgeable adults outside of school for their advice. What other adults do you know who are knowledgeable about college? Think about leaders in organizations such as scouting or at your place of worship. Think about a coach of one of your teams or perhaps your gymnastics, music or dance teacher. Don't forget about supervisors or coworkers who may be in college themselves. Even a neighbor may have a college experience to share. One of these people may offer a unique insight that you haven't thought of before. Be sure to talk to your family about the help these people may offer. It is important that your family knows and trusts them as well.

Finding a Mentor

Throughout your high school experience, you will find that there will be times when you will need advice. You may need help solving some personal issues that interfere with school, or you may be

WORK ZONE

In the left column, list people at your school that you would consider to be part of your support network. In the right column, describe how this person may be able to help you.

People at School	How This Person May Be Able to Help
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Advocate for Your Future

Stand Up for Yourself

Who is the best person to be your advocate? You are. Only you know what will truly make you happy. You need to take ownership of your future and not wait for someone else to do it for you. How do you do this? You actively seek the answers to your questions. Doing the research helps ensure that you will be treated seriously and be respected for your efforts. If you are not getting the answers you need from one person, try asking another person. Instead of waiting for the people in your support network to call you and offer advice, call and ask them. Believe in yourself and be proactive in asking for the help you need.

Ownership of Your Academics

After listening to your counselor or adviser, your teachers and your family, you must take ownership of your goals and plans. Your support network can recommend classes that will help you reach your goals, but you must sign up for those classes and earn good grades. To earn good grades, you must develop good habits. Remember to use a school planner or calendar to keep track of special assignments, project due dates and tests. Form a study group with other students in the same class. If you need extra help, try to find a **tutor**. Remember to actively keep the lines of communication open with your teachers, your counselor and your family. Take the initiative. Don't sit back hoping these things will happen on their own.

WORDS FOR SUCCESS

tutor *a person who provides additional academic instruction*

community service *a volunteer activity that helps to improve a community*

WORK ZONE

Consider the following situations that many students face. With a partner, write two possible responses that a student might take to act as an advocate for himself or herself.

Action

You want to take an art class, but your counselor thinks you should focus on your academic courses. How do you act as an advocate for yourself?

Response

You are discouraged from taking a difficult class you feel you must have for college. How do you act as an advocate for yourself?

Ownership of Activities

When you're considering school-sponsored activities outside the classroom, think carefully. How much do you enjoy this activity? How much time will it require? Will it benefit your college plans? Of course, not everything you do has to be centered around college. You should take some time to have fun. But you should also thoughtfully weigh those extra commitments. Colleges expect students to be well-rounded, but be careful about getting over-involved in an activity that requires so many after-school hours that it hurts your academic performance. Make a thoughtful decision about what's best for you so that you can enjoy your high school years and be ready for college as well.

Ownership Outside of School

There are many ways to take ownership of your future outside of school. Helping your family by watching your younger brothers or sisters or by doing chores for your parents shows maturity and responsibility. Volunteering for **community service** is not only a great way to help your

neighborhood, it also looks good on a college application. You could volunteer at the local hospital or animal shelter. You could answer the phones for a charity fundraiser or raise money by participating in a walkathon. Working to become an Eagle Scout can show a college your dedication. Starring in a local theater production can show your versatility. And holding a part-time job can show a college that you have a good work ethic. [Go to the WORK ZONE](#)

TIP

While it's important to act as your own advocate, be sure to respect the rights of others when doing so. Remember that teamwork will also contribute to your success. Getting along with others is one of the most valuable skills you can develop in life.

Think of a scenario for each situation in which you would need to act as an advocate for yourself. Then write a response describing how you would handle the situation.

Academic Situation

I am failing a class.



Response

I speak to my teacher and ask for tutoring.

Extracurricular Situation



Response

UNIT 7

What's College Life Like?

A New Beginning

When you head off to college, a new chapter in your life will begin. It will be exciting and different, and you will experience a feeling of freedom like you've never felt before. However, with this new freedom comes responsibility. An important learning process in college is figuring out how to balance your freedom with your responsibilities.

LESSON 1

Your New Life in College

Pages 92-95

LESSON 2

Freedom and Responsibility

Pages 96-97

Your New Life in College

College Life

How is college different from high school? In college, you may be living away from home for the first time. Your classes will be more challenging. You'll meet new friends and you may have classmates from all over the United States or even the world. To be successful, you will need to adapt to your new lifestyle.

Daily Life at College

You may have only two to four hours of classes per day in college, but that does not mean that you will have the rest of the day to sleep or goof off. To succeed in college, you need to spend much

of your time studying independently or in study groups. If you have a job or are involved with a sports team or club, you will also have to make time for those responsibilities. Time management is a key element for success in college.

Friends and Classmates

You will meet people from different backgrounds in college. As a result of this **diversity**, your new friends and classmates will introduce you to many new things. You may eat new foods, listen to different music, and learn new languages. You will also introduce your friends to your family traditions as well as your favorite foods and music. Meeting

WORDS FOR SUCCESS

diversity *different types of students in terms of race, ethnicity, residency and more*

dormitory *a building that provides living quarters for students*

bachelor's degree *a degree granted by a college upon completion of a four-year program of study*

associate degree *a degree granted by a college upon completion of a two-year program of study*

WORK ZONE

Describe what you want your college life to be like—where you'll live, what you'll do on weekends and what your friends will be like.

College Life

people from new places and understanding and respecting their values is one of the greatest opportunities you will have in college.

Living in a Dorm

Many first-year students at four-year colleges choose, or may even be required, to live on campus in a **dormitory**. Dorms offer a number of living arrangements. Some dorms have all male or all female residents. Others are coed. On some college campuses, two students share a room and everyone on the floor shares a bathroom. Some dorms are similar to apartments. Be sure to research what your on-campus living options are.

In most cases, living in the dorm means having a roommate. Most often, the college assigns you a roommate. Being open minded and willing to compromise will help you get along. Most dorm floors have a **resident assistant**, or RA, who can help you adjust to your new living situation.

resident assistant *an older student in the dorm who is responsible for organizing life in the dorm*

Some students become lifelong friends with their college roommate.

Commuting to College

Many students choose to live at home or in off-campus apartments and commute to college. If you choose this option, you will want to find ways to become connected to your college community. Many colleges have lounges for commuter students, where you can hang out with your fellow students between classes. Some have organizations expressly for commuter students. It's a good idea to become involved in clubs or activities so you are a part of the campus life. E-mail and other technologies allow you to connect to your fellow students and professors. You will have to be a good time manager if you commute, but thousands of commuter students successfully complete full-time programs every year.

DID YOU KNOW?

In the 2007–2008 school year, there were more than 671,000 students from other countries attending college in the United States.

Define diversity. Then describe what types of diversity you might experience on a college campus. When you finish, turn to a classmate and share your ideas.

Diversity

Earning a College Degree

Going to college means selecting a field of study and knowing what degrees are required for a career in that area of study. Once you have decided on your field of study, you need to have a plan to earn that degree, just as you do for earning your high school degree.

Associate Degree

One degree you can earn is an **associate degree**. Earning an associate degree usually takes two years of study. Community colleges and junior colleges award associate degrees to their graduates. Some occupations you can pursue with an associate degree are a registered nurse, a dental hygienist and a telecommunications technician.

Bachelor's Degree and Beyond

At most colleges and universities, you can earn your **bachelor's degree**. This degree usually requires four years of study and is required for pursuing careers in teaching, engineering and pharmacy. If you decide to continue your education after you get your bachelor's degree, you can get a graduate degree. Graduate degrees include master's degrees and doctorates. If you want to pursue a career as a college professor, a doctor, or a lawyer, you will

need a graduate degree. Some master's degrees can be earned with an extra year of school. However, to earn some degrees, you will have to attend school for several additional years.

General Education Classes

General education, or core classes, must be taken by all students as part of their degree requirement, no matter what their field of study is. Core classes might include English, math, science and history. Students often have a pool of core classes within each subject that they can choose to take. Core classes serve two purposes. First, they give students exposure to different areas of study to help them become well-rounded. Secondly, through this exposure, these classes help undecided students decide what field of study they want to pursue. For these reasons, many general education classes are taken in the first year or two of college. You can get credit for many core classes while in high school by taking and succeeding on AP® Exams.

Degree Classes

The second type of college classes are degree classes. Degree classes must be taken to earn a degree in your chosen field of study, or major. For example, if you select engineering, you might be required to

WORK ZONE

With a partner, brainstorm what you know about degrees and what you want to learn about degrees. Start by writing a specific type of degree on the blank lines above the tables.

What I Know	What I Want to Learn

take specific math courses and engineering courses as your required degree classes. Degree classes are usually taken during your junior and senior years in college. Most of the classes that you will take in college are the ones required for your field of study.

Electives

Electives—ones that you can choose—are the third type of classes. Electives give you a chance to take classes that you are interested in but are not in your field of study and do not fulfill a general education requirement. Electives make up the smallest part of a college student’s class load. How much time you have for electives may depend on how extensive the requirements are for your field of study.

Go to the **WORK ZONE**

KNOW YOURSELF

If you choose to live on campus, your college will probably pair you with a roommate. What should the college know about you in order to make a good match?

What I Learned	How I Can Learn More

Freedom and Responsibility

Responsible Independence

One of the biggest challenges you will face when you go to college will be outside the classroom. The minute you arrive on campus, you'll suddenly have a new and different amount of freedom. How you handle your independence will affect how you perform in a college classroom.

Attending Class

In college, you will be responsible for managing your own time. Chances are, no one will tell you that it's not a good idea to stay out late with your friends when you have an early class the next morning. It may be tempting to have fun with friends every night, but this will make it equally tempting to sleep late and miss class. Many first-year students struggle with the seemingly simple

responsibility of going to class. They choose not to go to class regularly, because in college there are often no immediate consequences for missing class. However, because classes are sometimes held only once or twice each week, missing one class can have major consequences later on. You might miss an assignment or an important lecture that covers material on your next exam. The consequences of not attending your classes regularly will be very apparent when you do poorly on an exam or don't hand in an assignment because it was discussed on the day you missed class.

Managing Your Study Time

During a typical day of college, you may have to attend only two or three hours of classes. How you use the rest of the day often determines your success inside the classroom. The responsibility

WORDS FOR SUCCESS

student union *a building or part of a building on a college campus where students can gather to eat, study and socialize together*

office hours *time that a professor makes available to meet with students*

WORK ZONE

Think about your schedule and who helps you meet your responsibilities. Complete the chart below based on that information.

My Daily Schedule	Who Helps	How

will be on you to use your free time wisely. Many students go to the library or **student union** to study in between classes. They use this time to catch up on their reading or to finish project work.

Getting Help with Your Studies

Even though you have a lot of independence and individual responsibility in college, there is help available. If you are struggling in a class, contact your professor. Almost all professors have **office hours**, which are times that the professors make themselves available, to their students outside of class. Colleges also have peer tutoring available, and some professors may organize the students into study groups. If the professor doesn't do this, talk to your classmates and form your own study group. Remember, your fellow students are in the same situation as you. They will be just as open to helping you as you are to helping them.

Free Time

Despite all that we have talked about, you won't spend every moment in class or studying. If

you properly manage your responsibilities, you should still have time for other things. You will study better if you make time for some mental breaks. Many colleges offer activities such as **intramural sports** and club teams. These activities give you a chance to socialize with other students before you get back to your studying.

Go to the **WORK ZONE**

DID YOU KNOW?

Colleges report the number of freshmen that return for their sophomore year. They also report the number that end their first year in good standing, meaning their first year grades were acceptable. Colleges have requirements for staying there, and it's up to individual students to meet them.

intramural sports *recreational sports leagues where students from the same school compete against each other*

Write a paragraph discussing what you can do to become more responsible for some of the events you listed on the previous page. Then write how these added responsibilities will help prepare you for college.

Responsibility

UNIT 8

Exploring Colleges

Finding the Right College

Colleges come in all shapes and sizes. What's the right one for you? The truth is, you could probably find several colleges near home or far away that will meet your educational needs. Over the next years, though, you will begin to narrow your choices to a few colleges with which you feel the most comfortable. What will be involved in this process? Who can help? How can you prepare for your college application?

LESSON 1

Is There a College for You?

Pages 100–103

LESSON 2

What Do Colleges Look for in Students?

Pages 104–107

VOICE OF EXPERIENCE

“My parents helped steer me in the right direction. I soon realized that a lot of things they were pointing out about schools were things I really wanted in a school.”

**WORK ZONE**

What does it mean to find a college that “fits”?

Why should “fit” be important to you?

Is There a College for You?

Finding the Right Fit

With about 4,000 colleges to choose from, how do you find the ones that can be right for you? All colleges aren't the same—there are many different types.

You still have a couple of years before you have to figure it all out, but now is a good time to start thinking about the type of college you want to attend. And the place to start is with yourself. Thinking about your own personality, goals and needs will lead you to the colleges that fit you best. Those are the colleges where you are most likely to succeed and enjoy the experience.

At this point you might be fairly open to all the possibilities, so how do you focus on what matters most? Thinking about the basic, fundamental choices first is a good way to begin.

Location

This choice is usually the most decisive. Do you want or need to live at home and **commute** to college? If so, you should consider if you will need a car or can take public transportation. If you want to live away at college, how far away? Do you want to be able to come home often, or would you rather experience a different part of the country or world? Setting geographic parameters is the easiest way to cut your college search down to size. Talk to your family about the possibilities.

Setting

Another thing to consider that relates to location is a college's setting or atmosphere. Are you excited about what a big city can offer, or are you more comfortable in a small town? If you have an ideal campus in mind, what does it look like? Do you hate cold weather, or do you enjoy the different

WORDS FOR SUCCESS

commute *to travel daily between home, school or work*

community college *a two-year public college*

WORK ZONE

In the space below, illustrate your ideal college. Include as a caption a brief description of the college's location, the number of students that attend, and the types of living arrangements.

My Ideal College

seasons? Do you want to be near a desert, the ocean or the mountains? All of these things add to the setting of the school. Which setting and atmosphere will make you the most comfortable and help you to do your best work?

Size

Some colleges are very large with over 30,000 students, but some may be smaller than your high school. Most are in-between. Size can affect your options and experiences, such as the range of **majors** offered, the variety of student activities available, how much personal attention you will receive, and the availability of facilities such as laboratories, libraries, and art studios. Think about which college size fits you best—large, medium, or small?

Housing

As you may recall from Unit 7, most schools offer a range of housing choices for students, from dorms to apartments to theme houses. Theme houses bring students together around common interests, such as music, sports or other activities. If you plan to live away, which option will be the most comfortable and appropriate for you?

major *the subject area in which a student specializes in college*

Types of Colleges

Choosing among the different types of colleges usually depends upon your goals. Are you looking for a specialized program, such as the culinary arts? If so, your best fit might be a two-year program at a **community college**. Community colleges offer low-cost options for either career training or the first two years of a four-year program. Remember, however, that community college courses are college level—just as challenging as four-year college courses.

Four-year colleges include small, private colleges and large, public universities. The options are vast, and colleges differ not only in location and setting but also in what and how they teach, as well as the types of students they attract.

Go to the **WORK ZONE**

DID YOU KNOW?

Most colleges have their own websites that feature information about location, housing and other important factors. One of the best ways to begin researching which school will be the best fit for you is to go online.

With a partner, write a script for a mini-play that features two friends talking about how they decided which college to attend. Use what you created on page 100 as a guide for the conversation.

The College for Me

What Do Colleges Look for in Students?

Getting to Know You

Just as you are interested in finding a college where you will be happy, colleges are interested in admitting students who will be successful on their campuses, academically and socially. Colleges have different missions, different values and different emphases in both their academic and extracurricular dimensions. Not all students will be happy at their institutions, so the challenge for colleges is to get to know applicants and figure out who will thrive there.

Most colleges use a variety of ways to get to know students, so they can determine who will fit well

in their academic community. The application is just one part of the puzzle. Many colleges have **college admission representatives** who meet with students in schools and at college fairs. Colleges also invite campus visits and welcome e-mails from applicants. Their goal is to figure out who is genuinely interested in attending their college and who is likely to succeed.

Grades

Grades, of course, play an important role in how colleges decide which students to accept. While grades don't reveal everything about a student, they are a very good indication of whether a student

WORDS FOR SUCCESS

college admission representatives *college staff that meet with prospective applicants and take part in admission decisions*

letter of recommendation *a letter written for you by a teacher, coach or counselor that tells colleges about your abilities, work ethic, or character*

WORK ZONE

Create a poster or collage of all the things you feel help make someone a good student. Incorporate words or pictures that describe a successful student.

Portrait of a Good Student

can handle the academic work their institution expects. At selective colleges—colleges that have to turn away more applicants than they can admit—good grades in rigorous courses will be an important factor in the admission decision. The better your grades, the more appealing you will look to colleges and the more options you will have for getting into the school of your choice.

Courses Taken

While grades are important, they are not the only thing colleges look at when deciding which students to admit. The courses you take in high school also show colleges what type of student you are. If you get good grades in high school but take extremely easy classes, you are not going to look nearly as impressive to colleges as if you take challenging courses and get good grades. A “B” grade in Advanced Placement® English, for instance, can look more impressive to colleges than an “A” in a non-AP English class. That’s because colleges know what’s involved in AP courses and how closely they are aligned with college work.

Tests Matter

Taking a standardized test might not be your idea of fun, but it is an important tool that colleges use to select students. Taken with the

other factors, test scores can serve as reliable indicators of how well you’ll do in college. Some important tests to keep in mind and prepare for include the SAT®, the SAT Subject Tests™, and the Advanced Placement Exams. (You can take the PSAT/NMSQT® to prepare for the SAT.) Some of these tests are given at schools several times a year; others, like the AP Exams, are given in May. Check with a teacher or counselor to find out where and when they’re offered, and when you should take them.

Why Write?

Writing is a communication skill that you will need no matter what career you enter. Even if you don’t write novels, newspaper articles or poems for a living, you will almost certainly have to express your ideas or present facts in reports, messages, or memos, no matter what type of media you’ll be using. The ability to write is more important than ever, and colleges want students who have developed this skill.

Colleges get an indication of your writing skills from standardized tests such as the SAT. Many require either a personal statement or an essay as part of the application. The essay not only indicates your writing skills, but reveals your personality, creativity, and often, the depth of your interest in a particular college.

In a small group, find out what clubs or organizations in your school or community do volunteer work. What do they do? How can you join?

How Can I Volunteer?

What Else Do Colleges Look For?

Besides grades, courses taken, test scores and writing, what else do colleges consider when admitting students to college? While criteria will vary from school to school, many colleges read recommendations and look at your extracurricular activities when making decisions about applicants.

Letters of Recommendation

Some colleges will also ask for a **letter of recommendation** that provides information about your abilities, work ethic or character from one of your teachers, coaches, counselors or other important people in your life. These letters can help admission boards see another side of you, perhaps one that isn't reflected in your grade reports or test scores. Try to develop good relationships with some of your teachers in your junior and senior

year so that they can help you with a letter of recommendation when you're a senior. If you share your goals with teachers, ask for help when you need it, and do your best work. You're helping yourself by showing others that you take school and your future life's work seriously. Teachers will remember that when you ask for a letter of recommendation.

Activities

Colleges tend to look for students who perform well not only in classes, but who also participate in school activities. Whether it's sports, music, drama, art or a student club, a school activity gives you the chance to show your strengths and develop your interests. Leadership skills, for instance, often show up during activities, as do teamwork and interpersonal skills. Plus, students involved in activities show the ability to manage their time wisely, prioritize and hold to their commitments—all qualities that admission boards like to see.

WORK ZONE

Using a copy of your last report card, write a brief explanation of the grades that weren't as good as you want them to be.

Focusing on My Grades

Class	Last Grade	Explain the Grade	How I Can Improve
Math I	C+ (78)	The class was difficult	Get more tutoring

UNIT 9

Finding the Money for College

You've learned the importance of having an academic plan to get to college. In addition to developing a strategy for taking all the right classes and earning good grades, you will want to think about your plans for finding and saving money to pay for your college education. Putting together a plan and knowing how you'll finance your college education is part of your journey through high school. There are many people willing to help you with your planning, and many resources available if you know where to look for them.

LESSON 1

How Will You Pay for College?

Pages 110–113

LESSON 2

What Can You Do Right Now?

Pages 114–115

VOICE OF EXPERIENCE



“There are so many options available for paying for college. In America, a place that has so many opportunities, scholarships and financial aid are available to just about everyone. It takes time and dedication to find money to finance college, but I believe anyone can do it.”



WORK ZONE

Write your answers to the questions in the *Think* column. Then talk with a partner and add any new answers in the *Pair* column. Then, share your answers with the class.

1. How much do you think it will cost to attend a state university for four years?
2. How much will it cost to attend a private college, such as Stanford?
3. How can you save some of the money you will need for college?

Think	Pair
1.	1.
2.	2.
3.	3.

How Will You Pay for College?

Most students plan to attend college after they finish high school, and almost all of them are concerned about how to pay for a college education. Although it's true that college can be expensive, it's also true that every year millions of students who need help paying for college receive some form of financial aid from a variety of sources, including the government, the colleges themselves and private organizations.

What Is Financial Aid?

Financial aid is money that is available to help you pay for college. It is designed to make up the difference between what your family can afford to pay and what the colleges you want to go to cost.

WORDS FOR SUCCESS

self-help aid *financial aid, such as loans and jobs, that requires repayment or employment*

grant *financial aid given to a student that does not have to be paid back*

You have to apply for financial aid in order to get it. You'll do that by filling out forms during your senior year when you apply to colleges. If a college wants you to attend but sees you can't afford to, it may offer you financial aid so that you can.

Because of financial aid, most students can afford to get a college education. More than two-thirds of all full-time students attending college right now are receiving some kind of financial aid.

What Does the Aid Cover?

Besides your tuition, financial aid can cover the costs of room and board (food and a place to sleep) if you live on campus, books and supplies for your classes, and transportation to and from your home to campus. It can also cover fees

WORK ZONE

Choose three colleges from descriptive materials provided by your teacher. Fill in the chart below and include the following information: tuition, room and board and other costs you can find. Do any of these costs surprise you? Discuss with a partner.

Colleges	Tuition	Room and Board
College		
College		
College		

colleges might charge for such things as health insurance or student activities. Financial aid may even cover some living expenses if you commute from home or live off campus.

Types of Financial Aid

All types of financial aid can be grouped into two major categories: gift aid and **self-help aid**. Gift aid is free money that does not have to be repaid, such as scholarships and **grants**. Self-help aid either has to be paid back or worked for, such as a loan or a work-study job.

Need vs. Merit

Need-based aid is given on the basis of your family's ability to pay the full cost of a particular college. The amount of your need will vary from college to college because it depends on the cost of attending an individual college.

Merit aid is given on the basis of something you've done to earn it—such as getting good grades, showing good character or developing your talent or athletic abilities. Financial aid awards can include both need-based and merit aid, although most aid available has a need component.

Grants and Scholarships

These terms are often used interchangeably for any type of gift aid, but there is a difference. A grant is usually given only on the basis of need. Scholarships usually require merit, such as a certain grade point average. Often, scholarships require a showing of need as well.

Loans and Work-Study

A loan is an amount of money you and your family can borrow to help pay college expenses. Since you have to pay the money back, a loan may not sound much like aid; but they can be a good deal. The federal government offers low-cost student loans that you don't have to start paying back until after college. Most families borrow part of the money they need to pay for college.

Work-study is another program sponsored by the federal government. If you qualify for work-study, you will be offered a part-time job on campus as part of your financial aid.

FAFSA (Free Application for Federal Student Aid) *a form completed by all applicants for federal student aid*

expected family contribution (EFC) *the total amount students and families are expected to pay toward college for one year*

Books and Supplies	Fees	Total Costs

How Is Your Aid Determined?

Your family is expected to contribute as much as it can to your college expenses. In order to give out financial aid fairly, the U.S. government will look at your family's income, assets and other financial details to see how much your family should be able to pay. This information will be provided by you and your family in a form called the FAFSA that you will fill out during your senior year.

Once your family's financial information has been reviewed, a number called the **expected family contribution (EFC)** is assigned. This is the minimum amount your family will be expected to pay toward your college education. The difference between what a college costs and your family's EFC indicates how much aid you need.

It Depends on the College

The federal government's calculation of your EFC remains the same no matter where you decide to go to college. Colleges will consider this calculation when they review your aid application. Some colleges will also make their own calculation, depending upon their own policies and the amount of money they have available to meet the financial need of the students they admit.

The amount of aid you get ultimately depends on the college. While some colleges have enough resources to meet every student's full need, some colleges are not as well funded. In that case, the amount of aid you are offered might be less than you need, and the amount you pay will be higher than your EFC. Colleges with limited funds usually make their best offers to the students they most want to attract. That's another reason why working hard for good grades in high school is a smart idea.

What's Out There for You?

Federal and state governments provide most need-based financial aid through grants, loans and work-study.

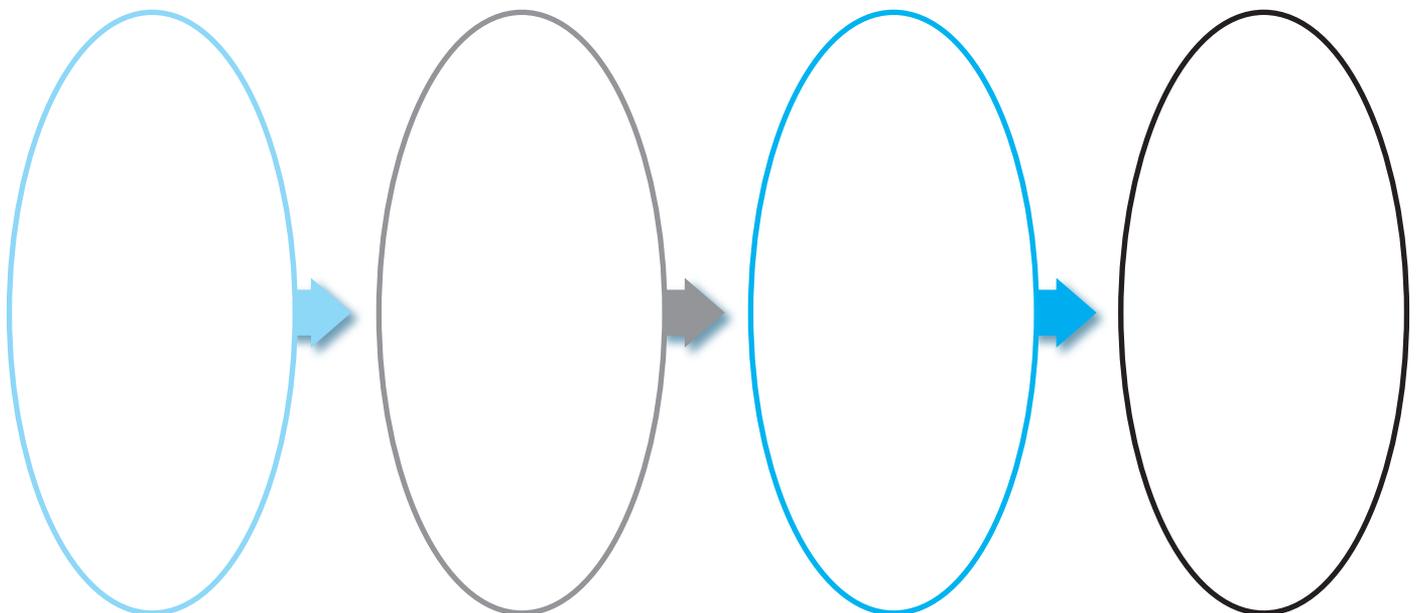
Another source of aid is through the colleges themselves, using their own funds. Nearly half of all grants given to incoming freshmen come from the colleges that admit them. Colleges also offer merit scholarships.

In most cases you are automatically considered for these scholarships when you apply for admission, but sometimes you have to apply for them separately. You should



WORK ZONE

Put the following actions in the right order in the ovals below, and write in the oval when they happen in the process: College awards aid; Family files the FAFSA; Family looks for other sources of aid; Family learns its expected family contribution



always check with each college to determine its application procedures for both need-based and merit aid.

In addition to merit scholarships awarded by colleges to their incoming students, you can apply independently for scholarships available from outside sources. They can be based on different qualifications, such as your place of residence, ethnic background, minority status, religion, military service or the course of study you plan to pursue. Although these scholarships make up only about 8 percent of total available financial aid, they are still worth considering because they can help make up any shortfall in the amount of aid you are offered by your colleges.

How Financial Aid Affects Your Choice of Colleges

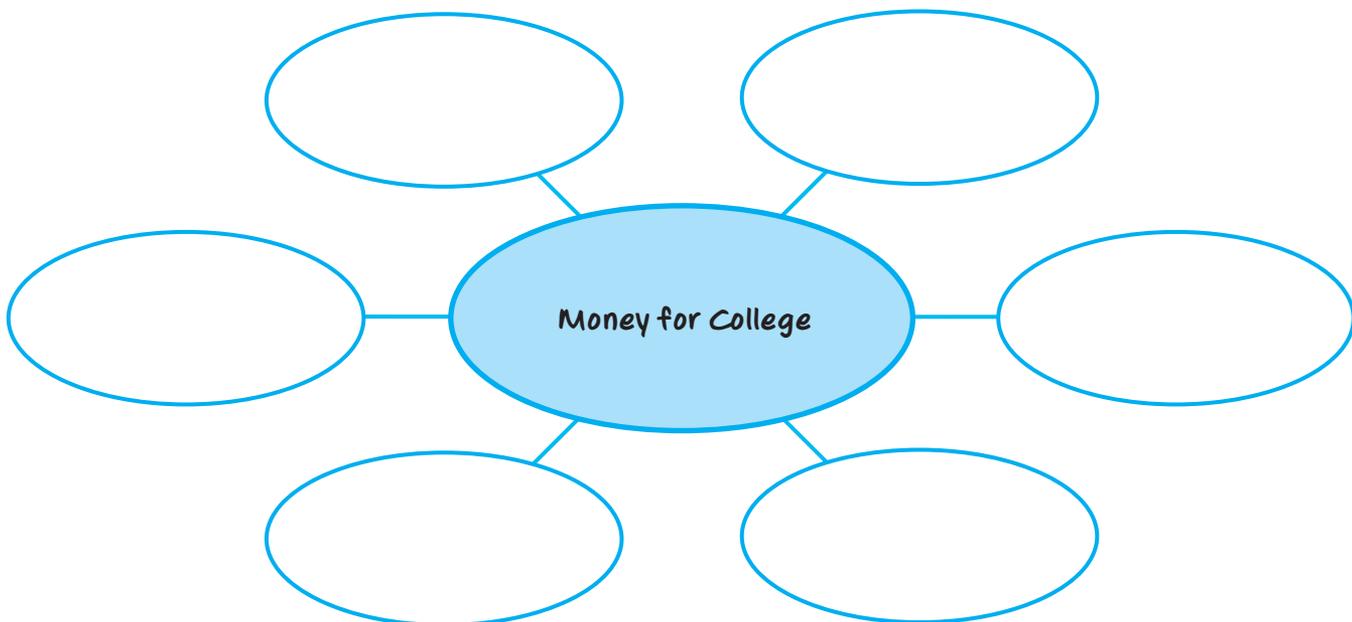
As you begin to look at colleges, you'll discover that costs vary greatly. Public colleges cost less than private colleges, and two-year community colleges cost less than four-year colleges. More than half of all college students currently attend colleges that cost less than \$10,000 per year for

tuition and fees. Others attend schools with a much higher “sticker price,” the price shown by colleges in their brochures.

But because financial aid is based on a family's ability to pay, not what colleges cost, it allows any student to consider colleges in all kinds of price ranges. So while the most expensive college is not necessarily the best one for you, you should not rule out a college that is a good fit because of a high cost. That college might offer you enough financial aid to make it affordable for you and your family.

Go to the **WORK ZONE**

Based on what you've learned and on conversations with counselors or teachers, fill in the ovals of the web below with possible options for funding your college education.



How good are your budgeting skills? Use the budget planner below to estimate how much you can save for college.



Personal Budget Planner

Where do I get my money each week?		How do I spend my money each week?	
Allowance	\$ _____	Entertainment	\$ _____
Gifts	\$ _____	Food	\$ _____
Jobs	\$ _____	Gifts	\$ _____
Other	\$ _____	Other	\$ _____
	\$ _____		\$ _____
Weekly TOTAL	\$ _____	Weekly TOTAL	\$ _____

Subtract the total amount that you spend from the total amount that you earn each week. Record the answer.

Total amount I earn: \$ _____

Total amount I spend: - \$ _____

= \$ _____

Do you spend more than you earn or earn more than you spend?

What can you do to save money for college each week? List your ideas.

What is a realistic amount of money that you can save every week? \$ _____

Multiply that number by 52. \$ _____ × 52 = \$ _____

This is how much you can save in one year.

Multiply the result for one year by 3. This is how much you can save in three years. \$ _____ × 3 = \$ _____

UNIT

10

Being Prepared, Meeting Goals

What's Next?

You have learned a lot about the process of planning for college. You know that college is a definite option for you. You have an idea of what type of college fits you best, ways that you can afford it, and what you will need to do to get accepted. You know how to develop and connect your interests to possible careers. You also have new organizational skills that you can apply to both high school and college. And you have developed a network of people who will support you as you aim for your goal.

LESSON 1

Putting It All Together

Pages 118-119

VOICE OF EXPERIENCE



“When I arrived at the 9th grade, I wasn’t sure about which college I was going to attend. I thought, I can always come back to the college process in my junior and senior year. . . . I now believe the earlier you start, the better off you will be. There’s no such thing as being over prepared.”



WORK ZONE

Check the box that reflects how prepared you feel to complete each step in the college-planning process.

College-Planning Process	YES	NO
Connect my interests to possible careers	<input type="checkbox"/>	<input type="checkbox"/>
Create and maintain an academic plan for rigorous classes	<input type="checkbox"/>	<input type="checkbox"/>
Participate in extracurricular activities	<input type="checkbox"/>	<input type="checkbox"/>
Learn strategies for organization and time management	<input type="checkbox"/>	<input type="checkbox"/>
Understand and utilize my learning style in classes	<input type="checkbox"/>	<input type="checkbox"/>
Refine and expand my note-taking skills	<input type="checkbox"/>	<input type="checkbox"/>
Build a network of people who support my goal	<input type="checkbox"/>	<input type="checkbox"/>
Determine the type of college that is right for me	<input type="checkbox"/>	<input type="checkbox"/>
Develop a plan for paying for college	<input type="checkbox"/>	<input type="checkbox"/>

Putting It All Together

How Can You Reach Your Goal?

Knowing that you plan to attend college is just the first step in a continuous process. Take this time to review what you have learned in this program so you can move toward reaching your goal.

From Passion to a Career

You are the only person who can decide what works for you in your life. Sometimes it can be difficult to separate your ideas from others' ideas, but by shedding The Noise and listening to yourself, you can lay the groundwork for defining your life. Most successful careers require some kind of education or training. Take time to identify your strengths and weaknesses, as well as your likes and dislikes. How can your interests be applied to a career path? When you have that answer, you can set your own goals and set the direction for your life.

Academic Plans

The choices you make in high school will affect the opportunities awaiting you after you graduate.

Work with your counselor to develop an academic plan with rigorous classes that will put you on the college track. Focus on doing well in those classes. Prepare for college and your career by expanding the knowledge base of your interests.

Organization Equals Success

Developing strong organizational skills will help you to be successful. Concentrate on improving your time management skills at school and at home. Understanding your learning style and adapting it to different situations will also help you succeed. Figure out the best ways to study, to take tests, and to use the Internet for research so that you can get the most out of every class. Make the Cornell Note-taking method your own so that you will be able to handle the demand of college courses. Finally, think about preparing for the admission tests that will be coming up soon.

Outside the Classroom

Colleges use many factors other than grades to evaluate your potential for success. They want

WORK ZONE

Think about what you have learned about the college-planning process. Answer each question based on your knowledge of and involvement with that process.

1. Why is higher education valuable to you?
2. What education is required for the career that you are considering?
3. What do you know now about college that you didn't know when you started this program?
4. What is the purpose of an academic plan?
5. What courses are you planning to take that will prepare you for rigorous college courses?

students who have a wide range of skills and experiences. For this reason, you should spend time participating in extracurricular activities and building leadership skills that will be noticed by prospective colleges. Consider getting a job to show that you can manage the rigors of school and nonacademic responsibilities.

Your Support Network

It's also important to build a support network of people who can answer questions for you and encourage you in reaching your goal. Be sure to include teachers, counselors, trusted adults, classmates and friends who want you to succeed. Look to them for guidance as you make important decisions about your life. Above all, communicate with your family and engage them in this process because they want to see you achieve your goals.

Thinking About a College

There are many different colleges to choose from, but it's important to select the one that fits you the best. Your goal is to figure out how your skills, academic record and career path align with a particular college and its expectations. Strong academic skills will increase the number of choices you will have for college and the future. You will also need to plan carefully how you will pay for college. There are many options available to you, but applying early is key for success.

Go to the **WORK ZONE**

6. **What actions do you need to take in high school to be "college ready"?**
7. **How does your learning style help you understand who you are as a student? Explain.**
8. **What are good resources for college and career information?**
9. **Who is in your network? How might they help you in your preparation for college?**
10. **What does your ideal college look like?**

Glossary

- **Admission test** Standardized examination that many colleges require or recommend for admission.
- **Associate degree** A degree granted by a college or university upon completion of a two-year program of study. In general, the associate of arts (A.A.) or associate of science (A.S.) degree is granted after completing a program of study similar to the first two years of a four-year college curriculum. The associate in applied science (A.A.S.) is awarded by many colleges upon completion of technological or vocational programs of study.
- **Bachelor's degree** A degree granted by a college or university upon completion of a four- or five-year program of study. The bachelor of arts (B.A.), bachelor of science (B.S.), and bachelor of fine arts (B.F.A.) are the most common bachelor's degrees. College catalogs describe the types of degrees awarded in each major.
- **College** The generic term for an institution of higher learning. There are many types of colleges: two-year or four-year, public or private, specialized and more.
- **College-preparatory subjects** Areas of high school study required or recommended as preparation for college. College-preparatory subjects usually include English, history and social studies, foreign languages, mathematics, science and the arts.
- **Community/junior college** A two-year college where you can earn an associate degree. Community colleges are public, whereas junior colleges are private.
- **Degree** An award given by a college or university certifying that a student has completed a course of study.
- **Diversity (college campus)** When used to describe college campuses, *diversity* refers to the presence or absence of a variety of different types of students in terms of race, ethnicity, creed or place of origin.
- **Extracurricular activities** Activities offered by a school or college that students can participate in after class, such as sports and clubs.
- **Financial aid** Money awarded to students to help them pay for college, which can come in the form of gifts (scholarships and grants) and self-help aid (loans and work-study opportunities).
- **Grade point average (GPA)** A system used by many schools for evaluating the overall scholastic performance of students. Your GPA is the average of all grades in all your classes. Colleges typically look at your GPA for grades 9–12.
- **Graduate degree** A degree pursued after a student has earned a bachelor's degree. The master's degree, which requires one to three years of study, is usually the degree earned after the bachelor's. The doctoral degree requires further study.
- **Grant** A type of financial aid that doesn't have to be repaid. The terms *grant* and *scholarship* are often used interchangeably to refer to gift aid, but grants are usually awarded solely on the basis of financial need. See also *scholarship*.
- **Honors courses** Classes that have a higher level of expectation than regular high school courses. Honors courses usually require students to think more critically, and teachers may have a higher level of knowledge in their field.
- **Loan** Money that you borrow and have to pay back, usually with interest over a specified period of time.

Glossary *continued*

- **Major** The field of study in which students concentrate, or specialize, during their undergraduate study. At most colleges, students take a third to a half of their course work in the major; the rest is devoted to liberal arts requirements and electives.
- **Mentor** A trusted teacher, counselor, family member or other adult who will guide and support you as you work to achieve a goal.
- **Placement test** A test designed to assess a student's level of achievement in various academic areas so that he or she can select the most appropriate courses.
- **Planner** A calendar or agenda notebook that contains spaces to write down tasks and appointments.
- **Scholarship** A type of financial aid that doesn't have to be paid back. Scholarships are usually based on need, academic achievement or other qualifications, such as minority status.
- **Social networking** Interacting with other people in order to share ideas and develop relationships.
- **Transcript** A copy of a student's official academic record listing all courses taken and grades received. Colleges typically look at your transcript for grades 9–12.
- **Undergraduate degree** Either an associate or bachelor's degree.
- **Undergraduate** A college student pursuing an undergraduate degree, as opposed to a graduate student who has earned an undergraduate degree and is pursuing a master's, doctoral or professional degree.
- **University** An institution of higher learning that incorporates several colleges and graduate schools.