



# COLLEGEED<sup>®</sup>

## Middle School

College Planning and Career Exploration Program



The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success – including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.

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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

Can you guess by its name what you’ll be learning in CollegeEd? Did you guess that the course will be about exploring your future and how college can be a part of it?

Even though college may seem far off, you will soon be making important choices about what you will learn and what you do in and out of school. These choices can affect the kind of future you can have.

CollegeEd is a journey of self-discovery. As part of the journey, you’ll ask yourself three very basic questions: *Who Am I?* *Where Am I Going?* and *How Do I Get There?*

### WHO Am I?

What makes you unique? What do you like, dislike and believe? What interests you? Understanding what makes you who you are will help you make choices that are right for you.

### 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?

### HOW Do I Get There?

What’s the next step? What can you do now to start making your dreams a reality? Asking how to get to where you want to go in the future is directly related to the choices you make now. By exploring the three basic 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?

What three or four words best describe you?

How else could you describe yourself?

### Where are you going?

How would you describe what you think you'll be doing as an adult?

What are your dreams for the future?

### How do you get there?

What do you think you will need to do to make your dreams come true?

# WHAT YOU'LL DO

- ✓ Find out who you are and what makes you unique
- ✓ Discover your interests and talents
- ✓ Connect what you do in middle school to your future goals
- ✓ Explore careers that fit who you are
- ✓ Learn about the different types of colleges
- ✓ Discover your unique learning style
- ✓ Learn about skills and good habits that will help you as a student
- ✓ Learn what high school will be like
- ✓ Get to know people who can help you along your journey
- ✓ Realize that your future goals are possible and college is the way to get there

## DID YOU KNOW?

College is possible for any student!

Go to the **WORK ZONE**

With a partner, look at the table of contents for this book. Choose three topics from the units or lessons that sound the most interesting to you or the most important to learn about. In the space provided, write a paragraph that explains why you think so.

### CollegeEd Topics I Want to Learn About

## WORK ZONE

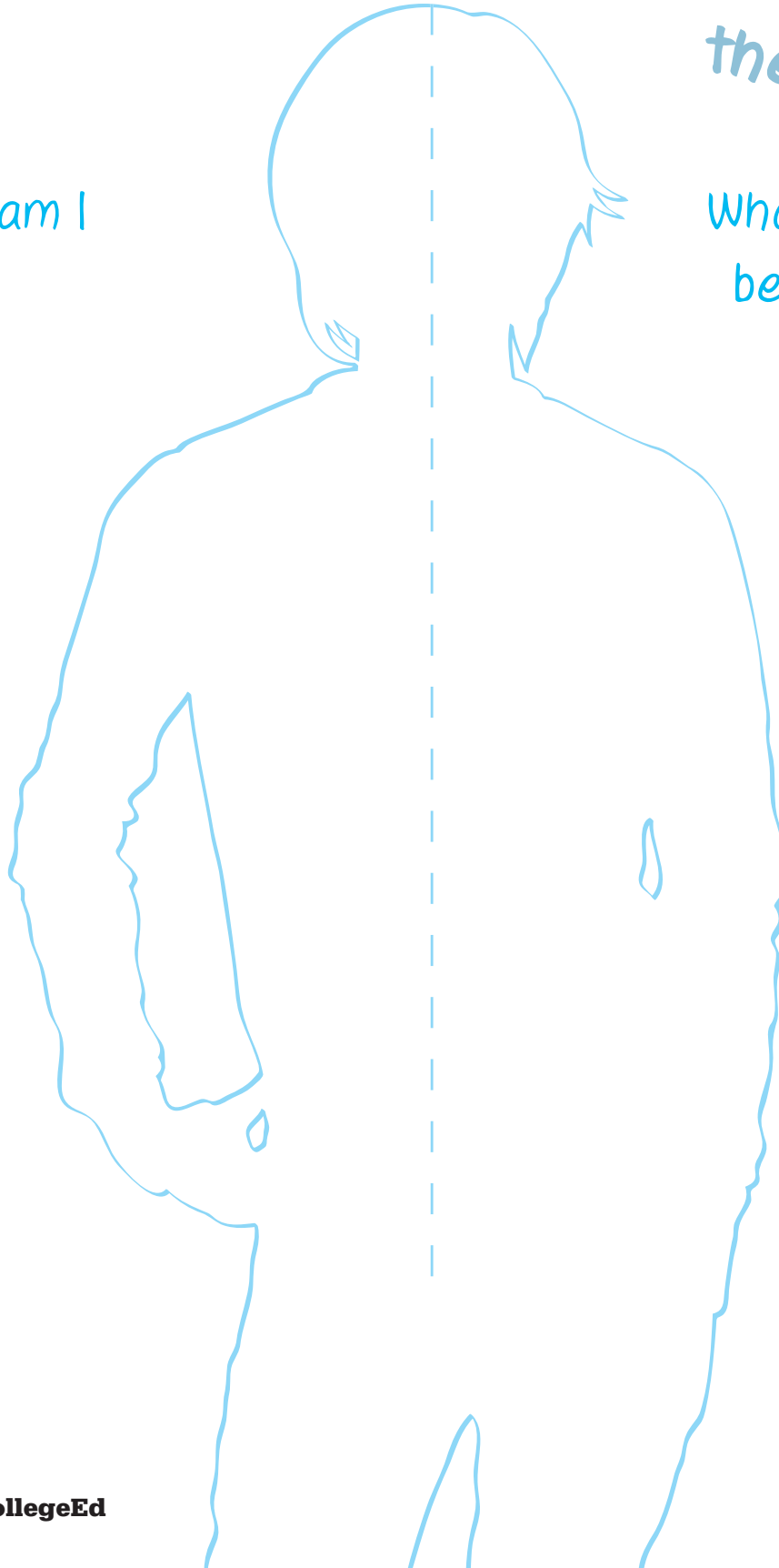
On the silhouette below, draw how you look today (left side) and what you think you'll look like in the future. Will you be wearing a special uniform or different clothes as part of your dream job? Will you look the same as you do now? Ask a partner if they can tell what you will be.

Today

Who am I  
now?

the Future

What will I  
become?





# WHO

## Am I?



### Section

# 1

**Do you know what you want to be? How will you figure it out and make it happen? In Section 1, you will explore the answers to these questions and many more to help you make important decisions about your future in school and in life.**

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

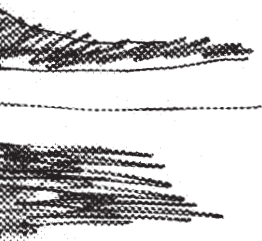
### Words of Roadtrip Nation

**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



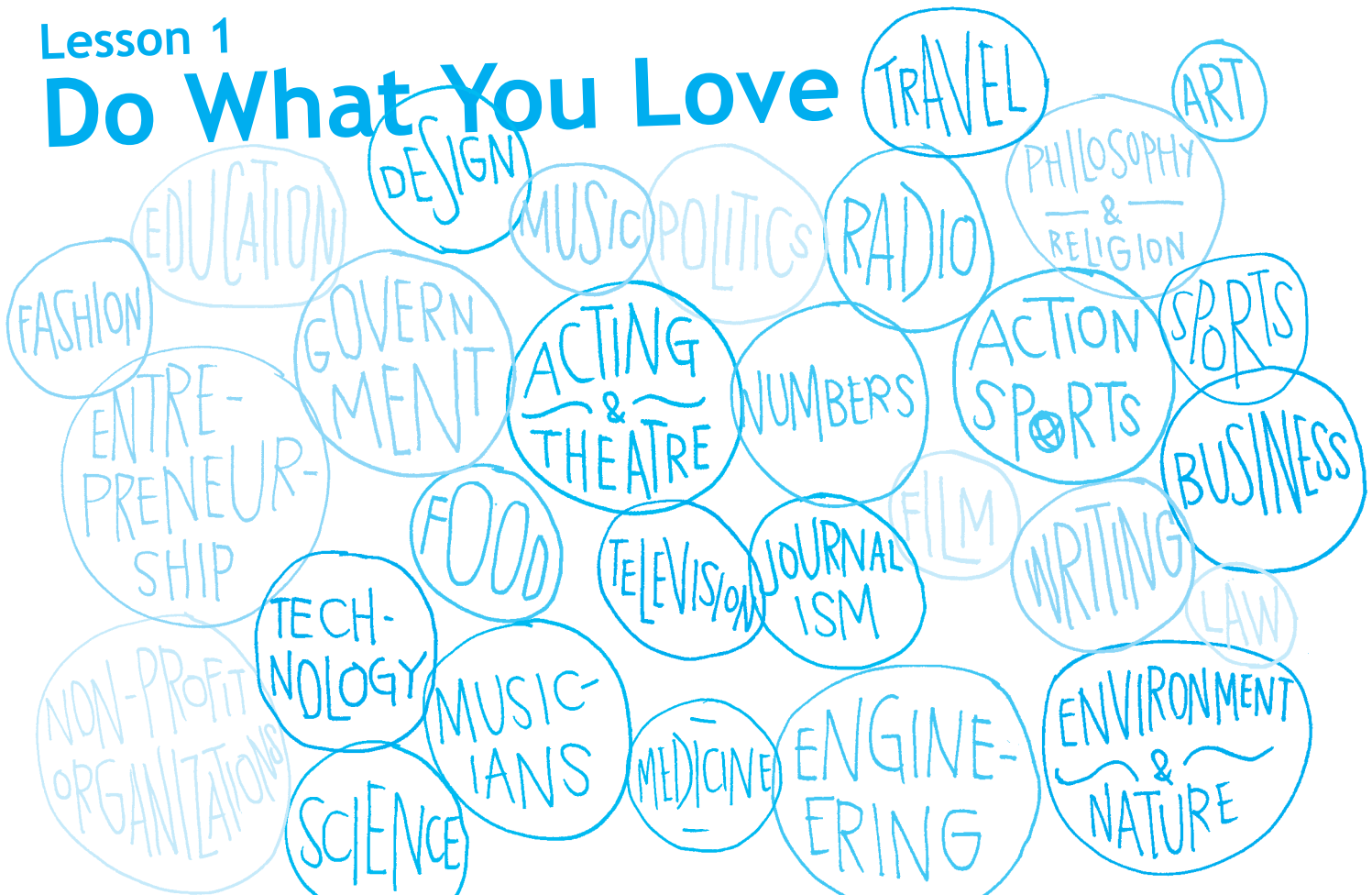
[roadtripnation.com/leader/wanda-sykes](http://roadtripnation.com/leader/wanda-sykes)

**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?

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# 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?

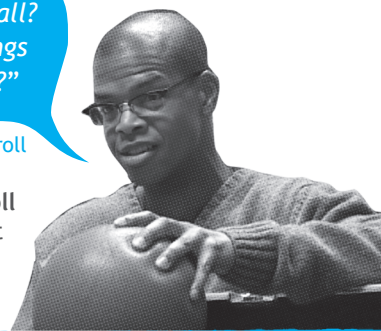
WHERE AM I GOING?

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](http://roadtripnation.com/leader/kevin-carroll)

Kevin Carroll  
The Katalyst  
Nike



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

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What is your "red rubber ball"?

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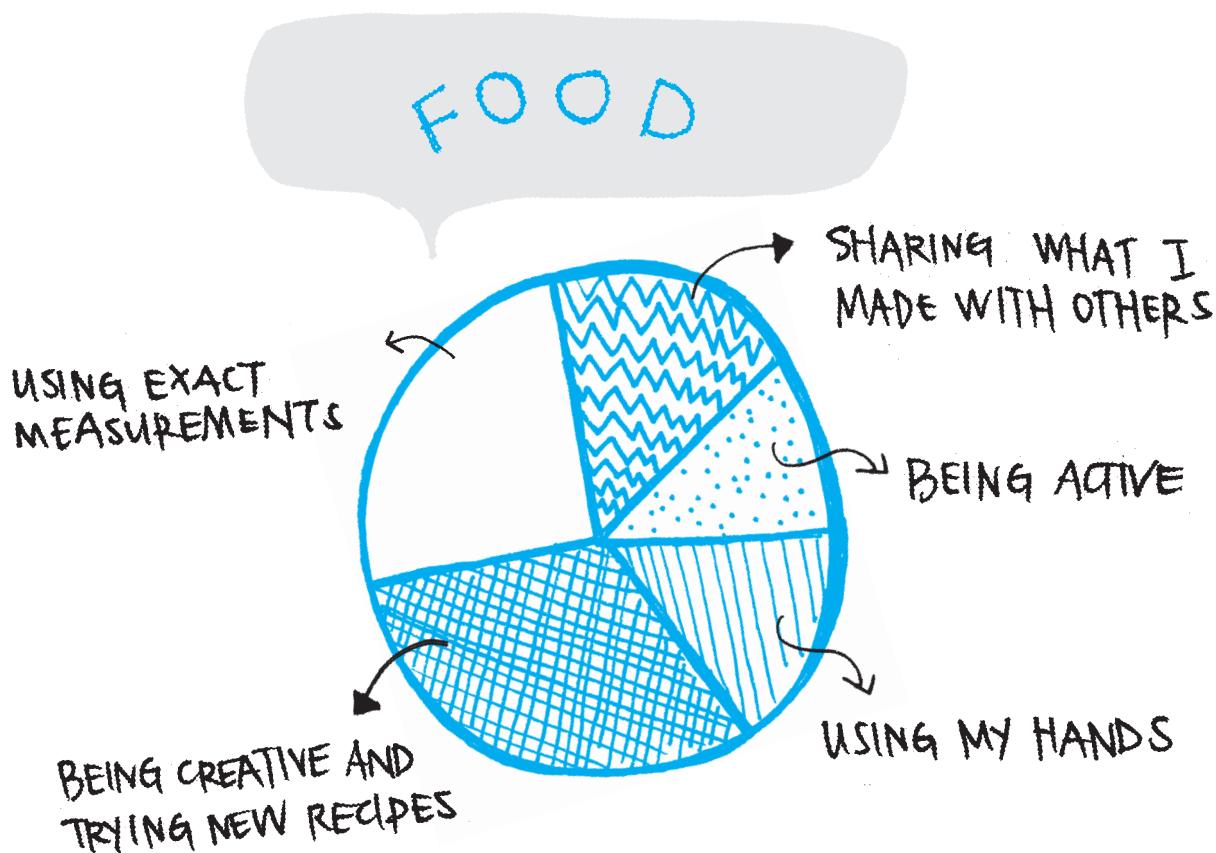
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On the previous pages, you've narrowed down your Interests. Now, we want you to go a little deeper. *What is it about those things that you really enjoy?* For example, you might have said, "I enjoy cooking," and highlighted **Food**. On a surface level, 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

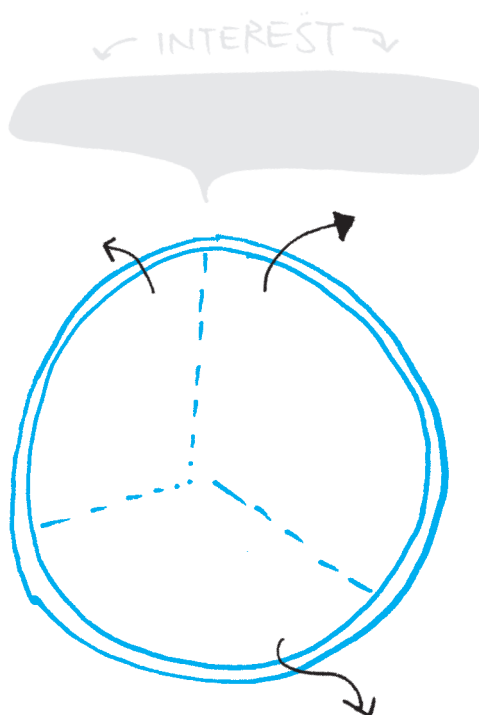
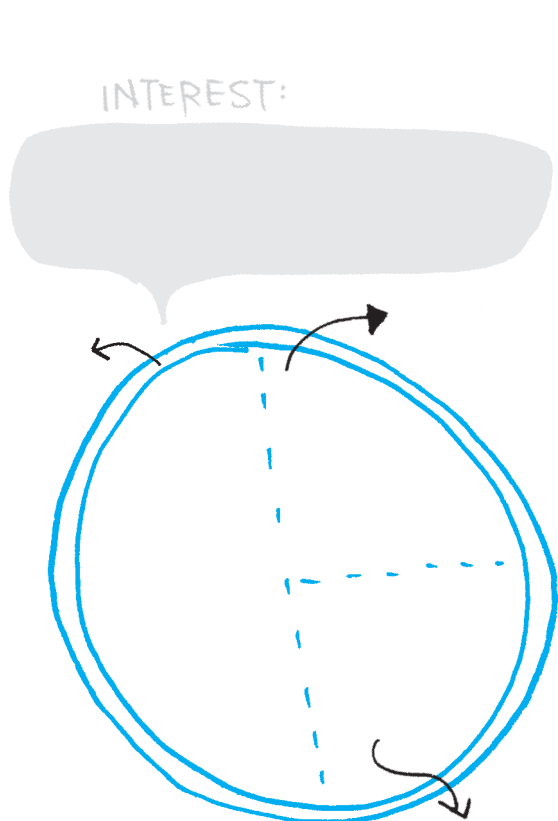
"I always said that my job beats working, because I don't look at it as work. I look at it as something I enjoy doing."



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

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](http://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](http://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](http://roadtripnation.com/leader/patricia-janiot)

WHO AM I?

WHERE AM I GOING?

HOW DO I GET THERE?

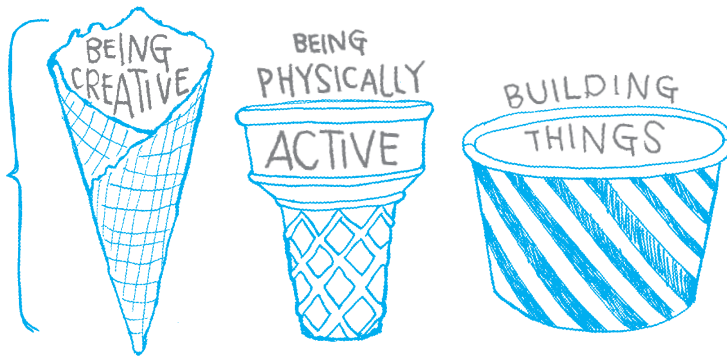
# Lesson 2: What is My Foundation?

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.

"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](http://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](http://roadtripnation.com/leader/van-taylor-monroe)

**Van Taylor Monroe**  
Shoe Artist

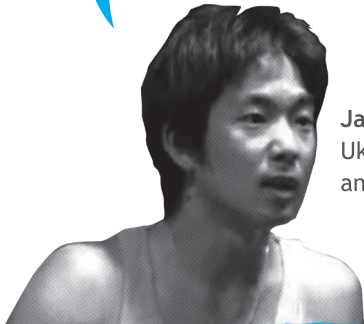


What do you think Van Taylor means when he says "Your heart is like a GPS system?" When have you felt your 'heart' steering you in a certain direction? Did you listen? Why or why not?

*"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](http://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](http://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



[roadtriplnation.com/leader/penny-brown-reynolds](http://roadtriplnation.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.

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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?

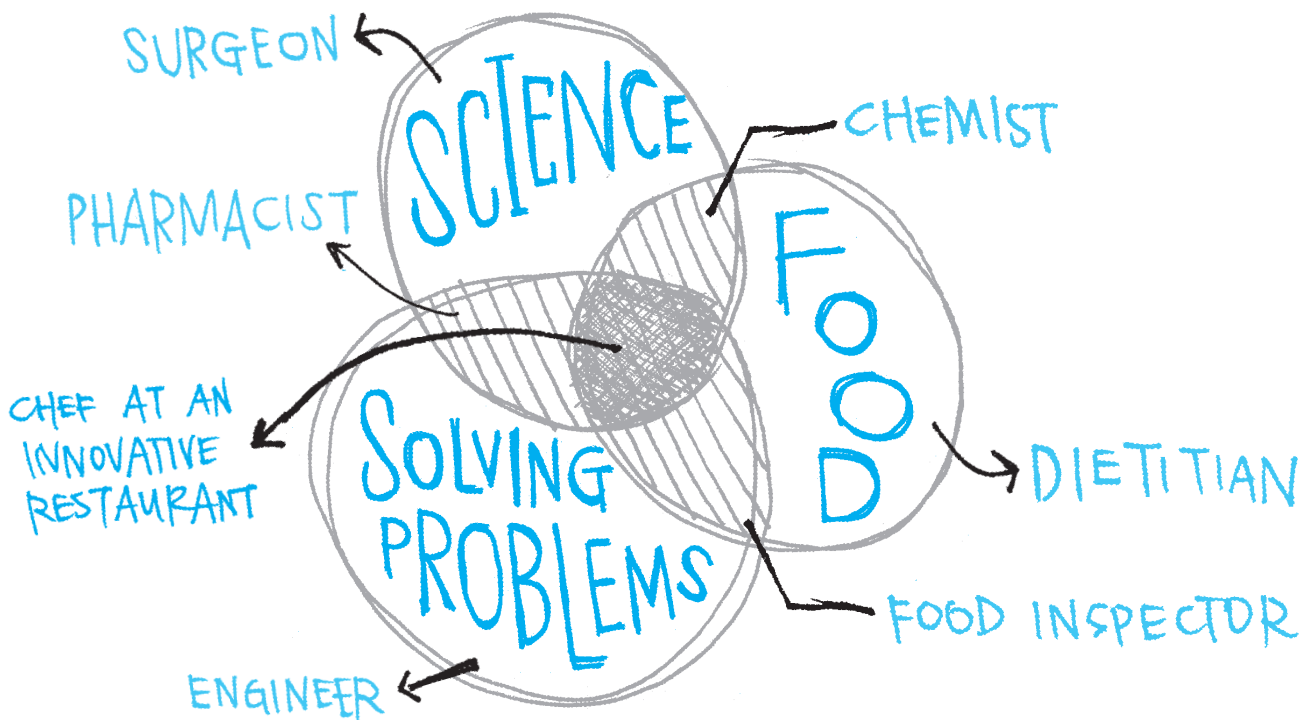
# Lesson 3: The Road Map

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."*

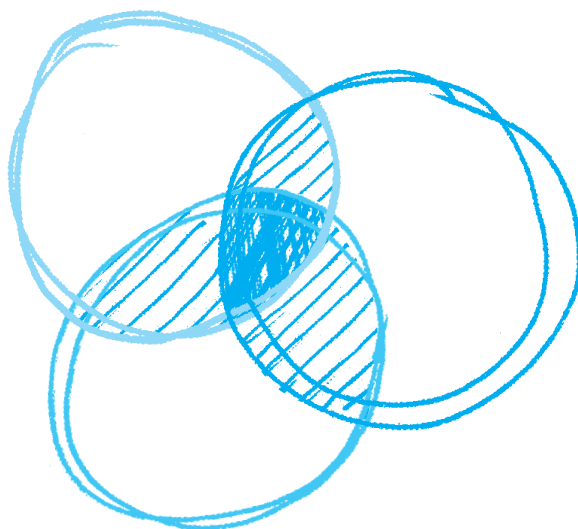
[roadtripnation.com/leader/homaro-cantu](http://roadtripnation.com/leader/homaro-cantu)

**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](http://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?

Four horizontal lines for writing.

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

Four horizontal lines for writing.

## 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](http://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](http://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](http://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?

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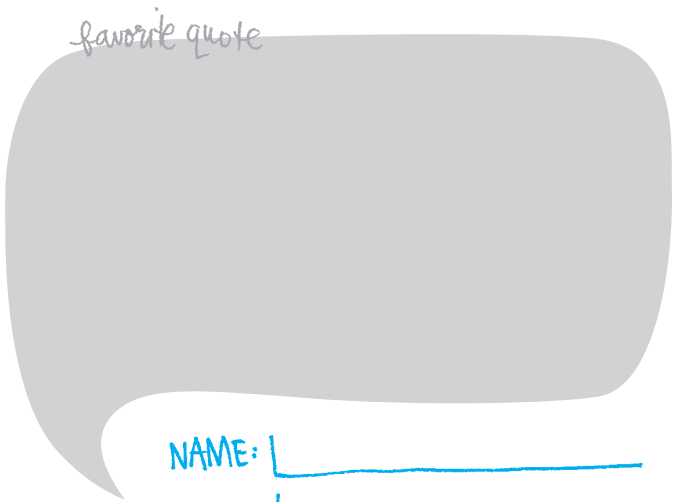
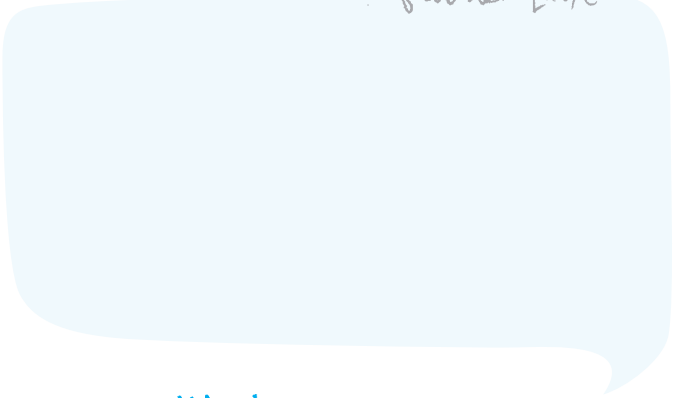
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To learn more about the Roadtrip Nation story, check us out online in the About tab located at [roadtripnation.com](http://roadtripnation.com). Here you will find out more about our Movement, watch interviews with Leaders featured in our Interview 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*



*favorite quote*

NAME: \_\_\_\_\_

OCCUPATION: \_\_\_\_\_

WHAT I LEARNED:

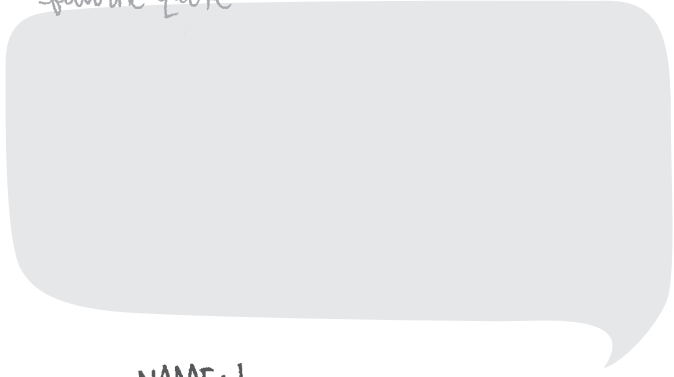
NAME: \_\_\_\_\_

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?

# 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.

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

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

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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.

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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.

## Let's be Social!

[facebook.com/RoadtripNation](https://facebook.com/RoadtripNation)  
[twitter.com/RoadtripNation](https://twitter.com/RoadtripNation)  
[youtube.com/roadtripnation](https://youtube.com/roadtripnation)  
[flickr.com/roadtripnation](https://flickr.com/roadtripnation)





# WHERE

## Am I Going?



### Section

# 2

**How do your education and your interests fit together to create a future that's best for you? In Section 2, you will discover how your interests can point you to the right path in life and how high school and college can help you achieve your goals.**

# UNIT

# 2

## Building Skills for the Future

### College, Careers and You

It is never too early to begin thinking about your future, or to start following your dreams. Unfortunately, no matter how many fairy tales you read, dreams don't just magically come true. For that to happen, you have to plan and set goals, and work hard to achieve those goals. To begin, determine what your dreams and goals are. Once you have an idea, start researching and planning so you can achieve your dreams.

#### LESSON 1

What Can College Do for You?

**Pages 24–27**

#### LESSON 2

Is a College Degree for You?

**Pages 28–31**

# UNIT 2

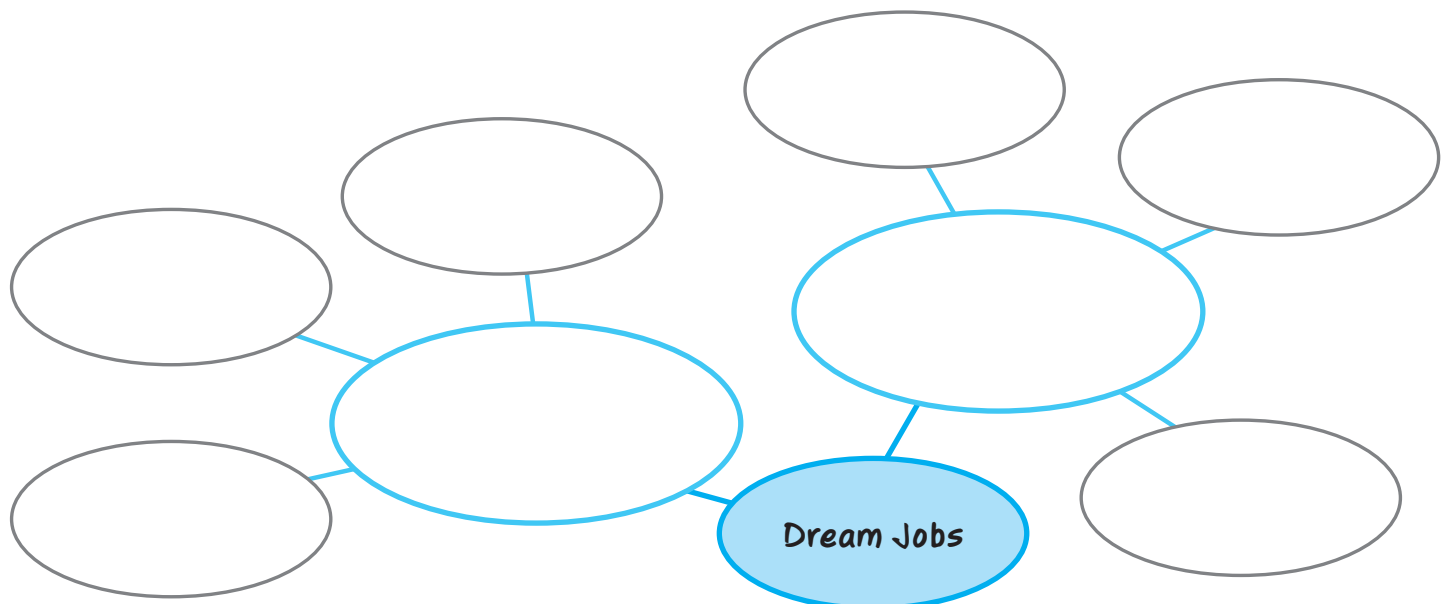
## VOICE OF EXPERIENCE

*“It’s a fundamental in today’s world. A college degree is like a starting point now.”*



## WORK ZONE

In the two larger ovals below, fill in two jobs you dream of having. Then in the ovals surrounding those jobs, fill in the skills you think you might need for each job.



# What Can College Do for You?

## Planning for the Future

It's probably safe to say that more than one person has asked you what you want to be when you grow up. Your answer to that question may have changed as you got older. What's important is that you are beginning to think about what kind of **career** you might want to have when you become an adult. Believe it or not, you can start learning the skills and gaining the experience now that can help you work toward your ideal, or perfect, career.

## Building a Skill Base

What are skills? In school you learn useful skills. Some of the most basic skills are reading, writing, using technology, working in groups,

and problem solving. Every day, you must practice these skills to become better at them. This is why getting a good education helps you focus on these and other skills that are important. No matter what future you are working toward, you will need many skills to be successful. Unlike your parents, you will work in a global community. That means things can be made and work can be done almost anywhere in the world because of technology. And that means workers have to be better educated in order to keep up with people all around the world. These are the most fundamental skills people need to learn to have successful careers.

## WORDS FOR SUCCESS

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

**degree** *an award given by a college or university certifying that a student has completed a course of study*

## WORK ZONE

In the space below, draw a picture of what you'll look like in your future career. Include details. Show it to another student. Did they guess what your dream career is by looking at your picture?

My Dream Career

## Skills and Careers

When you begin high school, you will have to make some decisions about the types of classes you want to take. Some decisions will be made for you, but there are other choices that will be yours. When you get the opportunity to choose classes, it is important that you think about your future. You will want to select classes that will teach you the skills you will need to pursue your dream career. If you are unsure about that career, take classes to explore your interests. It's all right to have many interests and career ideas. You can change your mind as you explore and learn new skills.

## Being Open and Flexible

You have a long way to go before applying for college, but remember that each skill you gain makes it easier for you to achieve your dreams. Also, the more skills you have, the more flexible you can be with your career and life choices. Listen to your teachers, parents and

counselors as they make suggestions about classes and skills that you should acquire. Now is a good time to be open to new ideas and suggestions, and to be open to the possibilities available to you.

Example Students	Skills	Potential Career
Student 1	<ul style="list-style-type: none"> <li>• good at writing</li> <li>• good communicator</li> </ul>	<ul style="list-style-type: none"> <li>• newspaper or magazine reporter</li> </ul>
Student 2	<ul style="list-style-type: none"> <li>• good at math</li> <li>• talented artist</li> </ul>	<ul style="list-style-type: none"> <li>• architect</li> </ul>
Student 3	<ul style="list-style-type: none"> <li>• good with computers</li> <li>• enjoys creating digital art</li> </ul>	<ul style="list-style-type: none"> <li>• graphic designer</li> </ul>

Go to the **WORK ZONE**

### DID YOU KNOW?

There are many careers today that were not around 10 years ago. Among them: **blogger, virtual teacher, green architect.**

**With a partner, describe skills that people will need for the following careers. Then select another career on your own and fill in the last column.**

Graphic Designer	Veterinarian	Teacher	Chef	
<ul style="list-style-type: none"> <li>• good with computers</li> <li>• enjoys art</li> <li>• creative</li> </ul>	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

## College and You

Why college? If you are going to learn the basic skills needed to be successful in a career in middle school and high school, what's the need for college? In college, you'll be exposed to deeper study of the subject or subjects you are most interested in.

### College Opens Doors

Today, most high school graduates attend college. One reason is that most jobs now require a higher level of educational achievement. They also require specific skills that can be learned and practiced only in college.

Many companies require you to have earned a college **degree** before they will even consider hiring you. If you don't have a college degree, you may find yourself struggling to get a job. You'll also find that people with college degrees

tend to have jobs that pay more money than the people without college degrees. If you don't go to college, you also will be closing the door on many opportunities that are available to college graduates.

### College Opportunities

College provides students with specific opportunities to grow as a person. They are opportunities you might not have if you don't go to college. One opportunity many colleges offer is for students to study in another country. Students are able to do this through "study abroad" programs. They are designed for students who want to see the world, learn from professors in other countries, and gain firsthand knowledge of other cultures.

Colleges know that some students need to support themselves and their families. Colleges also know that sometimes the best education

## WORK ZONE

In the space below, explain in detail four ways college can help you achieve your dreams.

**Why College Is Important for Me**

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graph TD; A[Why College Is Important for Me] --- B1[ ]; A --- B2[ ]; A --- B3[ ]; A --- B4[ ]
```

is gained on the job. As a result, some colleges create opportunities for students to earn money and gain experience while they go to school. These opportunities are called internships and work-study programs. Both can lead to jobs after college, and both help you gain valuable experience.

Colleges also provide hands-on learning opportunities. In college, you will have a chance to learn by engaging in activities and projects outside the regular classroom. If you are interested in science, you could have the opportunity to work with the newest lab equipment while performing experiments. If you are interested in art, you could have a chance to create art in studios with real artists.

All of these opportunities will help you develop as a person, and they will prepare you for your career. They are all opportunities that will not necessarily be available to you if you do not go to college.

Go to the **WORK ZONE**

**In the form of a well-written paragraph, describe a specific opportunity that a college you are interested in provides for students. Use the responses from the previous Work Zone activity to help you write your paragraph. Discuss your paragraph with a partner.**

### College Opportunity

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# Is a College Degree for You?

## Earning a Degree

When you successfully finish college, you receive a degree. Part of the college decision is deciding which kind of degree you want to earn.

### Associate Degree

There are two main types of **associate degrees**. The first kind is an A.A., or associate of arts. A student usually takes classes in a variety of general subjects, such as English and social studies, to earn an A.A. It usually takes a student two years to complete the necessary course work.

Another kind of associate degree is an A.S., or associate of science. An A.S. usually takes about two years of course work to earn. However, the classes taken to earn an A.S. are usually focused on math, science or technology. Some A.S. degree programs train the student in a specific skill, such as computer repair.

After earning an A.A. or an A.S., some students transfer to a four-year college to complete the requirements for a **bachelor's degree**. Others may use an associate degree to help them train for a specific type of work.

### WORDS FOR SUCCESS

**associate degree** *a degree granted by a college or university upon completion of a two-year, full-time program of study or its part-time equivalent*

**bachelor's degree** *a degree received after the satisfactory completion of a four- or five-year, full-time program of study or its part-time equivalent*

**doctoral degree** *a degree awarded after several years of graduate work following the bachelor's degree*

## WORK ZONE

With a partner, correct each of the False statements and write the True statement in the column on the right.

False	True
1. A college degree is what you get when you successfully complete high school.	1. _____ _____
2. An MBA is a type of doctoral degree and takes six years to complete.	2. _____ _____
3. An A.A. degree takes four years to complete and there is only one type.	3. _____ _____
4. There is only one type of bachelor's degree, and it's called a B.A.	4. _____ _____
5. A person with a college degree will probably earn less than a high school graduate.	5. _____ _____



## Bachelor's Degree

Students earn a bachelor's degree after they successfully complete general education courses and courses specific to a **major**. A major is a concentration of classes in a specific field of study. A bachelor of arts, or B.A., is given to students who major in subjects related to arts and languages. A bachelor of science, or B.S., is given to students who major in subjects related to math and science. It usually takes about four years to earn a bachelor's degree.

## Master's Degree

In order to earn a **master's degree**, a student must have already earned a bachelor's degree. It usually takes an additional year or two worth of classes to earn a master's degree. The length of time it takes depends on the area

of study. There are many types of master's degrees. One example is an MBA—a master's of business administration.

## Doctoral Degree

The highest degree that a person can earn is a **doctoral degree**, or doctorate. A student must already have earned a bachelor's degree in order to begin working toward earning a doctorate. A doctorate can take anywhere from four to six additional years to earn. The doctorates that you are probably most familiar with are the M.D. or D.D.S. degrees earned by medical doctors and dentists. A Ph.D.—a doctor of philosophy—is the highest degree offered in many fields.

Go to the **WORK ZONE**

**major** *the subject area in which students concentrate during their undergraduate study*

**master's degree** *a degree awarded after one or more years of graduate work following the bachelor's degree*

**Write a brief reflective paragraph that explains what you will need to do to achieve your career goals. What type of degree do you think you'll need, and what type of skills will you need to have?**

### Skills and Degrees I Will Need

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## Finding the Right School

You won't make a final decision about what college you will attend until your junior or senior year of high school. However, it is important to start learning about your college options. You need to learn about the different types of colleges before you can start narrowing your choices.

### Community College

A community college is generally a two-year college that serves the community where the school is located. Community colleges offer a variety of classes in general education—subjects such as English, math, science and history. Community colleges provide an affordable option that is located close to home. Many students still live at home with their families while attending a community college. Students who graduate from a community college usually earn an associate degree. Many of these students transfer to four-year colleges to earn a bachelor's degree.

### Liberal Arts College

A liberal arts college offers an education in the liberal arts— literature, philosophy, history, languages, social and natural sciences and mathematics. Most liberal arts colleges are small, and many are private. Students take a wide variety of classes in their first two years, and then choose a major. Most students earn a bachelor's degree at a liberal arts college. These colleges prepare one for a wide variety of careers, as well as for graduate work in many fields, including professions such as law, medicine and business.

### Vo-tech/Career College

A vo-tech or career college offers specialized training to students who are more interested in a particular industry or career. Students at these schools are not required to take general education classes in all subjects. They take only classes in their field of study. Some of the careers that a vo-tech/career college prepares students for are chef, cosmetologist,

## WORK ZONE

Based on what you have read, summarize the most important characteristics of each type of college in the columns below.

Community College	Liberal Arts College	Vo-tech/Career College	University

firefighter, mechanic, dental hygienist, nurse, plumber and electrician. When students have completed their program at a vo-tech/career college, they receive a certificate of completion or sometimes an A.S. degree.

### University

Generally speaking, universities offer more majors and degree options than the other types of colleges. In addition to offering liberal arts majors, they may offer engineering, architecture, health and other programs. At most universities, students can earn bachelor's, master's and doctoral degrees. Most universities contain several smaller colleges, for example, an agricultural college, a teacher's college, and a liberal arts college (also known as a college of arts and sciences). Students may have to apply to a specific college within the university and may take most of their classes within that college. At a university, you can prepare for many types of careers or for further study in graduate school.

### Researching Each Type of College

College may seem like it's a long way away, but it's never too soon to start thinking about it. A good place to go to start learning more is the Internet. You can begin learning more about colleges now. Begin creating lists of schools in the categories discussed in this lesson. As you start to figure out which kind of college you would like to attend, you will have already done some valuable basic research.

Go to the **WORK ZONE**

**Based on your lists in the previous activity, circle the type of college that might be right for you, and write two or more reasons why this is your choice. You may want to write down your reasons for not choosing the other types of colleges.**

Community College	Liberal Arts College	Vo-tech/Career College	University

# UNIT

# 3

## Middle School Matters

### Why Think About College Now?

College can seem like a long way off. In reality, it's only a few years away, and the classes you take now and the activities you participate in can affect the choices you have later in life. How you use your time and your interests now can help you get ready for college and your future.

#### LESSON 1

What Is High School About?

**Pages 34–37**

#### LESSON 2

Developing Good Habits

**Pages 38–41**

**UNIT 3****VOICE OF EXPERIENCE**

*“I would tell a middle school student to get involved in everything you can, don’t overdo it but pick some stuff that you didn’t do before, like band, student council, sports, or all three if you can. Just have fun with it and don’t get too stressed out over everything.”*

**WORK ZONE**

**How do the choices you make in school affect the choices you will have later in life? Discuss your ideas with a classmate.**

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in high school, such as calculus. In order to be eligible to take that calculus class, you will have to take all of the **prerequisites**, or required classes, beforehand. Honors classes may be more difficult than other classes, but they better prepare you for college.

In addition, the skills and study habits you form now will carry over into high school and college. If you form solid study habits now and keep trying to improve them, you will be well-prepared to succeed in high school and accomplish all of your goals.

### Extracurricular Choices

While classes are important, **extracurricular activities**—school- or community-sponsored activities outside the classroom, such as band or baseball—also play a role in preparing you

for college. Extracurricular activities give you a wide range of experiences and help you develop important skills such as teamwork, discipline and confidence. The activities you participate in during middle school help define your interests. The activities you take part in during middle school may be the same activities you participate in during high school, college and your adult life.

Go to the **WORK ZONE**

**TIP**

Ask a teacher or counselor for information about activities in your community.

**extracurricular activities** *activities that a student can participate in after class, such as sports or clubs*

What extracurricular activities could you get involved in? Complete the chart below to help you plan.

Interests	Extracurricular Activity	Sponsor
Chess	Join a chess club	School-sponsored

## Your Interests and Goals

You don't need to have your whole life figured out during middle school. However, it does help to start thinking about your interests and where they might take you. Do you like math and science? Maybe you'll design airplanes someday or find a cure for a disease. Do you enjoy building things? Maybe you will become an architect. Are you interested in computers, acting or writing? Maybe you will design video games, star in movies or write a novel. Your interests can tell you a lot about how you might want to spend your life. Now is the time to start exploring those interests to set up goals for your future. Your goals can change, but you should always have something to aim for.

Once you begin to figure out your interests and how you can explore them while you are in school, you can create a plan, or road map, for yourself. Just like travelers use maps to guide them toward their destination, your plan can help you focus on your goals and guide you on your journey.

## College as a Goal

Even if you don't have all your future plans completely worked out, you can have one goal: college. As you continue to think about your interests and career goals, you can research different colleges to find out which ones offer the programs that best fit your interests. Then you can set up an academic plan that will help you achieve your goal.

## Reaching Your Goal

Remember, to reach college, you will need to take certain classes in high school. Middle school is the time to think about which prerequisites you'll need to get ready for high school and college. To figure this out, talk to your teachers in each subject. They can tell you which courses students typically take and which courses are prerequisites for others. Once you learn which high school courses you will need, you can work with your teachers to set up an academic plan for middle school.

## WORK ZONE

Select one of the skills you described on page 34 and list it in the oval below. Give four reasons why this skill will be important for you to master as you move toward your goals for high school, college and a career.

The diagram consists of a large empty oval on the left. A vertical line extends from the right side of the oval to a horizontal line. From this horizontal line, four separate lines branch out to the right, each leading to a large empty rounded rectangular box for writing.



## Activities Help

As you have learned, activities offer you a lot of benefits. There's another reason, though, to get involved in school activities: colleges love them. Most colleges look for students who have not only done well in school, but who have also participated in different activities. Why? It shows colleges that you can handle extra work and that you have a wide range of skills and interests.

What extracurricular activities does your school offer? What if you are unsure about which activities you will like? Middle school is the perfect time to try many different activities to see which ones you enjoy. And what if your school doesn't have the activities you're interested in? You can always start a new club. Many students start new clubs every year in middle school and high school. If you don't know where to begin, ask a teacher for help.

Go to the **WORK ZONE**

### DID YOU KNOW?

A recent study by the College Board found that students involved in extracurricular activities often do better in school and get higher SAT<sup>®</sup> scores.

Based on what you have learned about getting ready for college in this lesson, list some academic and extracurricular goals. Be sure to include goals for both middle school and high school.

Academic Goals	Extracurricular Goals
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____

# Developing Good Habits

## Choosing Your Path

One of the fun things about school is the freedom to choose some classes that interest you and that will prepare you for college. You will find yourself with more freedom as you move through your academic career. When you have this freedom of choice, you will need to figure out which classes will help you the most. Is it smarter to take easier classes to get good grades, or should you take rigorous classes that may better prepare you for college? What happens if those rigorous classes are too hard and you fall behind? Is there help to keep you on track? These are important questions to explore.

## Which Classes Should You Take?

It might seem tempting to take the easiest classes. You could get good grades without much stress. You wouldn't have to spend as much time doing homework. You wouldn't be in danger of missing activities because of bad grades. It all seems like a great idea, but it can be misleading. Challenging yourself now in a rigorous class is a good way to prepare yourself for bigger challenges later in life.

When deciding which classes to take, ask yourself questions, such as "What is the purpose of this class?" and "How will it prepare me for my future?" Once you begin asking these types of questions, you might

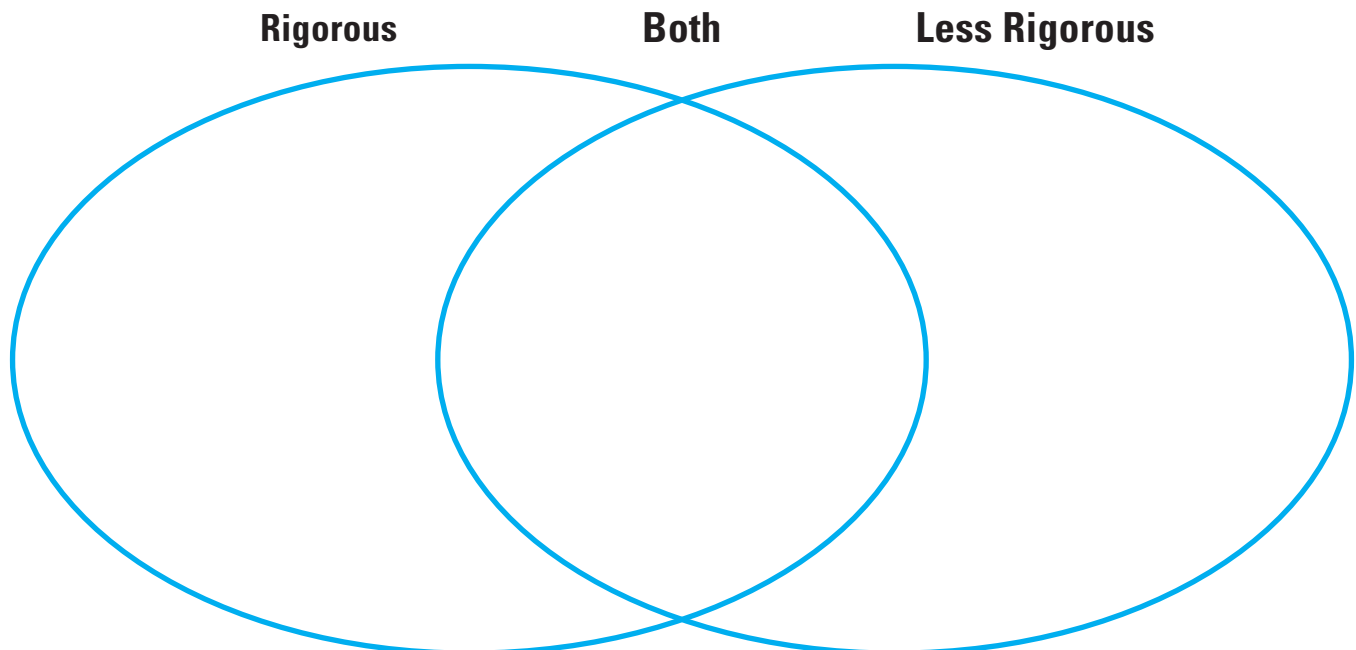
## WORDS FOR SUCCESS

rigorous classes *challenging classes*

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

## WORK ZONE

Use the diagram below to compare and contrast a class you felt was rigorous with one that was less rigorous for you.



find that the easiest classes are not always the best ones to take. Instead, you will want to take rigorous classes that do the best job of developing the skills and experiences you will need to get ready for college. These classes challenge you to do your best work and stretch your mind. Sometimes you'll need extra help to succeed in them. In the long run, though, they'll be the classes that prepare you to achieve your goals.

Which classes at school will best prepare you for college? The answer to this question might depend on what college study program and future career you might pursue. When you get to high school, you may be assigned a school counselor. The school counselor can help you put together an academic plan. Your teachers can also give you advice on which classes are best for college-bound students.

## Rigorous Classes

Honors classes and Advanced Placement Program® (AP®) courses are some of the most rigorous courses you can take to prepare for college. Honors classes, like your other classes, will include high expectations, such as daily class attendance, participation, homework and overall performance, plus they're harder! Taking honors courses can prepare you for AP courses, which are college-level classes you can take in high school.

Doing well in rigorous classes will have a positive effect on your grade point average (GPA). This is the average for all the grades you earn in high school. These are placed on your transcript, the official record of the classes you have taken and the grades you earned. High grades in honors and AP classes may receive more points toward your GPA than other classes with similar grades.

**grade point average (GPA)** *average of the grades a student earns in all classes*

**transcript** *an official academic record that lists all the classes a student has taken and the final grade for each class*

Using the information from your diagram on the previous page, write a paragraph explaining why rigorous classes will be more beneficial to your long-term academic success.

### The Benefit of a Rigorous Class

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## Setting a Course

To be successful in high school and college, you will need to develop effective study skills and habits. You will also need to know where to go when you need help. You can begin forming these good study habits and behaviors now.

### Successful Study Habits

First, you'll need to learn how to stay engaged in class. Staying engaged means that you keep your interest level up and do not get distracted. If your mind wanders in class and you have trouble paying attention, you'll need to figure out a way to keep focused. Some successful students have found it helpful to sit in a spot that helps them pay attention, such as the front of the class instead of the back corner. Others ask questions to make sure they understand the content.

Successful students are usually organized. They may write their assignments down in a planner so they know what homework they have. If you don't have a planner, you can get started by creating a daily "To Do" list. This list should

contain everything you need to accomplish for the day. As you finish each item on the list, cross it off so you can see what you have accomplished.

Another habit of successful students is to find the best time and place to study. Figure out a place where you can get your work done without being interrupted. The best place will be different for every person. For some people, it'll be at home at the kitchen table. For others, it may be the public library.

Good students also make the most of their extra time. They may finish their reading on the school bus on the way home. Think about your day and figure out where you may have extra pockets of time for studying.

Other effective habits to follow are:

- learning to say no if you don't have the time
- reviewing your class notes every day
- getting a good night's sleep

## WORK ZONE

**What study habits do you have a hard time following? What keeps you from following them? List those habits, tell why it's hard for you to follow them, and describe what you can do to improve them in the future.**

Study Habit	Why It's Hard to Follow	How I Can Use It
<i>Do homework as soon as I get home</i>	<i>Have chores</i>	<i>Set a specific time for doing homework</i>

## What If You Struggle?

At some point, every student struggles with school. The difference between students who succeed and those who don't is how they respond. Successful students are not shy about asking questions and are active in getting the support they need.

Most schools offer built-in support networks made up of teachers, administrators and counselors. It might be a little scary at first to ask these adults for help, but that's why they are there—to help you. Asking them for help shows that you care about your education. To get help from a teacher, see if you can stop in for a few minutes after school to ask questions about what you don't understand. Or ask if you can come in at a time the teacher is available. If you have a difficult time getting help, ask your parents to call the school to get you the help you need.

Many schools have support time built in to the weekly schedule, such as student access time and after-school study centers. Find out what support time your school offers. And don't forget that friends and family can also help you stay on track.

Go to the **WORK ZONE**

### KNOW YOURSELF

What successful study habits do you have? List them below.

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Think about the study habits and support networks discussed on these pages. Then write an essay describing a plan of action you can take to be successful in one of the challenging classes in which you may be struggling.

### My Plan of Action

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# Section 2 WRAP-UP

## WHERE AM I GOING?

By now, you have an idea of how college can help you as you decide a career to pursue. Think about what you can do to reach your goals as you answer the questions below.

### Pursuing a Career

**In what careers are you interested? Why?**

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**What can you do in high school to make sure you are successful later in life?**

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**Why will your academic plan be important in achieving your goals?**

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**Why is having a support network important?**

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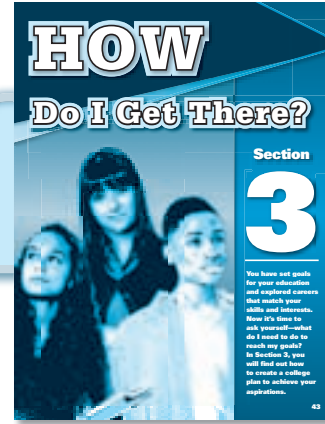
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## HOW DO I GET THERE?

In the next section, you'll learn what to do to move from thinking about your future and what high school will be like to making a plan of action. What questions do you have about planning for high school and beyond? List them below.

*Who can help me decide which classes to take?*

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# HOW

# Do I Get There?

## Section

# 3

**You have set goals for your education and explored careers that match your skills and interests. Now it's time to ask yourself—what do I need to do to reach my goals? In Section 3, you will find out how to create a college plan to achieve your aspirations.**

# UNIT

# 4

## How Do You Stay Organized?

### Organization Improves Learning

Every day you are exposed to lots of information. In addition to what you learn in your classes, you can get information from the Internet, cell phones, cable television and other technology devices. You also have many adults working with you and your family to provide information that you need to make important decisions as you get older. Knowing how to organize this mass of information—both at home and at school—will help you know where to go and what to do in order to make these critical decisions.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
Getting Organized	How Do You Learn?	Collaboration Helps	Using Cornell Notes
<b>Pages 46–49</b>	<b>Pages 50–51</b>	<b>Pages 52–53</b>	<b>Pages 54–57</b>



## UNIT 4

**VOICE OF EXPERIENCE**

*“The workload when I first got to high school was a challenge. They didn’t baby you as much as they did in middle school. In high school you were on your own. If you didn’t do your homework you got a zero, or if you missed a class, you had to make sure you got the notes.”*

**WORK ZONE**

**Why do you think it is important to be organized in school?**

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**In what ways do you organize yourself for school?**

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# Getting Organized

## Managing Time and Space

Strong **organizational skills** contribute to a successful life. It's important that you manage both your time and your space. Managing your time includes knowing when things are supposed to happen or be completed. It's also about budgeting the time you have to complete your tasks. Some decisions are made for you, such as when to go from class to class, but often you need to manage your own time, such as when it comes to doing your homework. Managing your space helps in managing your time. Do you have a place where you study each day? Is everything organized? Becoming an effective manager of your time and space will allow you to be a more successful student.

## Managing the School Day

In middle school it's important to use a daily planner or agenda calendar to help you manage your time. Be sure to record what is due on each day, as well as what is due in the days or weeks ahead. You may think that you'll remember, but with all the different subjects you're taking, you might forget an important deadline if you don't write it down. A daily planner also helps you anticipate when work needs to be completed and how to plan it out. Using a planner to manage your work demonstrates the responsibility needed to do well in school. Getting used to the routine of school will help you manage your day. Know what books and supplies you need for each class. Figure out if

### WORDS FOR SUCCESS

*organizational skills* abilities needed to plan and manage information and events

## WORK ZONE

Organize your time by making a schedule of your school day. In the left column, list your classes. In the right column, write down any homework assigned in that class.

Schedule for _____	Homework Assigned
1st period: _____	_____
_____	_____
2nd period: _____	_____
_____	_____
3rd period: _____	_____
_____	_____
4th period: _____	_____
_____	_____
5th period: _____	_____
_____	_____
6th period: _____	_____
_____	_____
7th period: _____	_____
_____	_____

you need to carry them with you all day or if you'll have time to stop at your locker between classes to swap them out.

### Managing Homework

Manage your homework by planning out how much time you will need to complete your assignments. Organize your after-school time so that you can complete your assignments and your other responsibilities, such as household chores, as well as have time for your family and extracurricular activities. When you have a long-term project, plan to work on it a little bit each day. Waiting until the last minute will not produce your best work. When possible, do your homework on a computer, and save all your work in files by subject to keep your work organized. Avoid distractions, such as watching television, texting your friends or visiting social networking sites.

### Organizing Your Stuff

Organize three areas in order to stay on top of things.

- **Your backpack** Know what needs to be in it and when. Plan ahead to avoid carrying too much, or not having what you need for the day.
- **Your locker** Organize your books and supplies by class. Establish a routine so you can drop off and pick up different books during the school day as needed.
- **Your home study area** Have the same location with adequate lighting and space to do your homework. Be sure you have the supplies you need when you are ready to work. [Go to the WORK ZONE](#)

#### TIP

Beware of clutter!  
When things pile up, you slow down and become less productive.

**Make a list of all of the books and supplies you need for each class. Post the list in a safe place.**

Class 1: _____	Class 4: _____
<b>Supplies Needed:</b>	<b>Supplies Needed:</b>
Class 2: _____	Class 5: _____
<b>Supplies Needed:</b>	<b>Supplies Needed:</b>
Class 3: _____	Class 6: _____
<b>Supplies Needed:</b>	<b>Supplies Needed:</b>

## Managing Personal Time and Space

In addition to managing your school time and space, you also need to manage your personal time and space. By being organized at home and during time away from school, you can be better prepared to succeed at school.

### After-School Obligations

After-school activities might take up a large part of your time outside of the classroom. These activities also come with obligations, or responsibilities. You will have an obligation to show up, to work hard and be an active participant in them. While participating in these after-school activities can be enjoyable, they can take up a lot of your free time. You will have to wisely plan your time so that you can still complete all of your school and family obligations.

Because after-school activities often take place for an entire season or school year, it's important

to plan ahead. Write your practice or meeting schedule in a daily planner or calendar. By doing so, you will be able to tell when you might have a conflict in your schedule. For example, if you see that you have a research paper due the same day that you have a big concert, you will have to work out a schedule in order to complete both. Your goal can be to complete your research paper early so that it won't distract you on the day of the concert. Anticipate problems before they happen and then move to solve them. Make the people who need to know aware of your obligations and what you are doing.

### Family and Home Obligations

As you develop into a good manager of your time, you'll find ways to manage all your school, social and family obligations. Use your daily planner or calendar to look for periods of time when you can take care of family responsibilities, such as babysitting or taking out the trash. Your family will be impressed and pleased when they

## WORK ZONE

Select a day on which you have many in-school and after-school activities. Write a plan for that day. Complete the schedule with the activity and the place for each time listed. Circle those times that will need additional planning to accomplish.

### Schedule for

7:00 A.M. \_\_\_\_\_  
8:00 A.M. \_\_\_\_\_  
9:00 A.M. \_\_\_\_\_  
10:00 A.M. \_\_\_\_\_  
11:00 A.M. \_\_\_\_\_  
12:00 P.M. \_\_\_\_\_  
1:00 P.M. \_\_\_\_\_

2:00 P.M. \_\_\_\_\_  
3:00 P.M. \_\_\_\_\_  
4:00 P.M. \_\_\_\_\_  
5:00 P.M. \_\_\_\_\_  
6:00 P.M. \_\_\_\_\_  
7:00 P.M. \_\_\_\_\_  
8:00 P.M. \_\_\_\_\_

see how organized you can be in meeting all of your responsibilities.

You also need time for talking with your family. They will be a big part of your college decision, so getting in the habit of talking to them now about academics is important. Take a few minutes each day to let them know how school is going.

### Plan to Relax

Another key part to being a successful student is finding time for rest and relaxation. If you are working hard all the time, you will eventually get worn out and your performance will suffer. To ensure you have enough time to rest and unwind, plan some relaxing time into your schedule. It can be something fun you like to do or just some time to hang out with friends.

Go to the **WORK ZONE**

### KNOW YOURSELF

Everyone needs time to relax. What activities can you add to your schedule that are just for fun?

Example: *Go to movies with*

*friends*

Think ahead to your schedule for the next few weeks. Write three goals you can set for the week and three goals you can set for the month. Then write a short paragraph describing a plan of organization to achieve those goals.

Goals for the Week	Goals for the Month
<b>1.</b> _____	<b>1.</b> _____
<b>2.</b> _____	<b>2.</b> _____
<b>3.</b> _____	<b>3.</b> _____

### My Plan of Organization

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# How Do You Learn?

People learn in different ways. Think about how you best learn. How would you hook up a game system? Would you read the instructions? Would you be able to set it up more quickly if someone read the instructions to you? Or maybe you're a person who just needs to start working on setting it up because you won't fully understand it until you have the pieces in your hand. Knowing your learning style, or how you learn best, can help you understand how to approach your schoolwork.

## Learning Styles

Learning styles can be organized into four basic areas: **kinesthetic**, **tactile**, **visual** and **auditory**. Kinesthetic learners do best when

moving around and physically doing things, such as acting out a scene. Tactile learners like to touch things and use their hands to understand something, such as in doing a science experiment. A visual learner prefers to watch or read to understand information. Finally, auditory learners understand through listening, discussing or thinking aloud. Everyone learns through these different styles, but we all have a definite preference. How do you think you learn best?

## Using Learning Styles

Your teachers will use different teaching methods that will require you to use different learning styles. When a teacher has you do

### WORDS FOR SUCCESS

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

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

## WORK ZONE

Write your preferred learning style in the circle at the left. In each box on the right, describe an activity that you do well because of using this learning style.

a demonstration that involves physical movement, such as how to do sit-ups, you are using kinesthetic learning skills. If your science teacher has you dissect a frog or examine a plant, you are using tactile skills to learn the concepts. If you recognize the style being used, you can adapt your learning style to do well. If you are an auditory learner, listen carefully when other students give demonstrations. If you are a visual learner, take careful notes when dissecting in science class and reread your notes later to understand the concepts.

The key is to figure out what learning style is most comfortable for you. Think back to times when you really learned something. How did you come to understand it? Did you read about it? Did you hear someone tell you about it? Did you just keep doing it until you got it? Did you study it, work with it and try to figure it out? If you know which learning style is your strength,

you can be confident that you will do well when methods using that style are used in class. If the class uses a learning style that makes you uncomfortable, think of what you might do—adapt your learning style, ask for help or focus intently in the class. A teacher or another student might have an idea of how to adapt your favorite learning style to use in the class.

Go to the **WORK ZONE**

### KNOW YOURSELF

Which learning styles work best for you? Can you explain why?

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

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

**Write a paragraph describing how you could use a particular learning style while doing an activity. Describe the activity and what learning style or styles you could use.**

### Adapting My Learning Style

**Example:** *I could use auditory and visual learning styles while I watch a movie. While watching a movie, one sits, watches and listens.*

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# Collaboration Helps

## What Is Collaboration?

**Collaboration** is the process of working together to accomplish a common goal or task. When you collaborate with others, you work as part of a team. Collaboration also helps you to practice and learn in several different learning styles, especially those that involve speaking and listening.

### Types of Collaboration

Collaboration happens in many different ways. One common way is studying together. That could involve working together on a math problem or having a friend review and comment on an essay you wrote.

Group work within a classroom is another way students collaborate. Sometimes, the teacher

may form the work groups. Other times you might form your own groups. You will need to learn how to collaborate with all of your peers in order to accomplish the work.

A third type of collaboration involves the group projects that occur outside of school. These tend to be with a larger group of people in an organized form, such as a sports team.

A fourth type of collaboration occurs when students work together online. This is similar to studying together, but you also have the benefit of bringing others into and out of the conversation at any time. Online collaboration gives you a wide network of friends and classmates with whom you can interact.

### WORDS FOR SUCCESS

**collaboration** *the process of working together to achieve a common goal or task*

## WORK ZONE

**Collaborate with a partner to create a poster that illustrates all the benefits and obstacles of collaboration. You can use words, phrases and pictures. Be prepared to share your work.**

Benefits of Collaboration	Obstacles to Collaboration
Group works on one project	Don't have assigned tasks



## Working in Groups

When collaborating, each group member can contribute in different ways. To work most effectively, each group member should have a main role or responsibility. In smaller groups, students might take on more than one role. For the group to succeed, each member must know his or her individual responsibility to the group and work together to accomplish the group's goal. Sometimes, a compromise, or agreement, is needed if differences come up about people's roles or the best way to proceed.

Four possible key roles in collaboration are:

- **Leader** This person often keeps the project moving forward, gets people organized, and sets up materials.
- **Recorder** This person keeps a record of all work—by taking notes for other group members.
- **Supporter** This person ensures that everyone stays on task on all parts of the assignment.
- **Timekeeper** This person ensures that all deadlines are met.

## Benefits of Collaboration

There are many benefits to collaboration. Learning to compromise will teach you a valuable skill that you will need in high school, college and your career. Working in groups can help you think about things in ways you might not have before. Talking to group members can help you think about a concept in a way you may have never considered before.

### KNOW YOURSELF

In collaboration, which role or responsibility best describes you? Why do you think so?

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**With a partner, collaborate to develop a presentation about the different learning styles described in Lesson 2 of this unit. Use the two-column chart below to help you get organized and assign the responsibilities in order to complete the assignment.**

My Responsibilities	My Partner's Responsibilities
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

# Using Cornell Notes

## Why Take Notes?

Each day you go to your classes you learn more information in a number of different subjects. Sometimes it's in what you read. Sometimes it's in what you hear in a lecture. A lecture is a delivery of information by a teacher to a class. How do you know what's important from a lecture to remember? How do you review what to study so you are prepared for class discussions, quizzes, tests and presentations? **Note-taking** will help you organize, understand and remember the information. That's why finding a method of note-taking that works for you is really helpful.

## What Are Cornell Notes?

Cornell Notes is one method of note-taking that allows you to organize the material in each of your classes. Whether you have a large amount of assigned reading or are listening to a lecture by a teacher, the Cornell Note-taking method gives you a way to determine and later review the key points, or main ideas, of the material.

## Key Steps to Using Cornell Notes

Using Cornell Notes will help make your notes more effective. Follow these steps when taking Cornell Notes:

**Step 1:** Divide your note-taking paper into three parts as shown in the diagram on page 55. At the top of the page, record from where or when the

### WORDS FOR SUCCESS

**note-taking** *an organized way to briefly write 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. Describe two results of improving these skills.

<p><b>How I Could Improve My Note-Taking</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Result</b></p> <hr/> <hr/> <hr/>
<p><b>How I Could Improve My Note-Taking</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>Result</b></p> <hr/> <hr/> <hr/>

notes were taken. If it's a reading assignment, write the book title, chapter and page numbers. If it's a lecture, write the class and date.

**Step 2:** As you read the material or listen to the lecture, write your notes in the large box to the right. Keep your notes brief, using abbreviations whenever possible. Don't try to write everything you read or hear.

**Step 3:** Reread your notes looking for the key points or main ideas. Sometimes you will have to infer, or figure out, those key points by thinking about the details in your notes. Use these questions to help you determine the key points:

- What is the purpose of this information?
- Why does this information matter to me?  
Why is this key point important?
- What will happen as a result of this key point?

Write your key points in the left-hand column. Include important people and dates when it is appropriate.

## Mini Cornell Notes Page

Key points	Note-taking column
Here, write questions you have about the content.	Divide your paper (it can be any size) into three sections: the large note-taking column, the smaller left-hand column, and a summary band at the bottom.
Write key concepts and vocabulary as well.	In the note-taking column, record important information from your reading or lecture. Use abbreviations and brief sentences.
<b>Summary</b>	
After class, summarize your notes. Summarizing in your own words increases your understanding of a topic. This space will be useful when you are studying for a quiz or test on the topic.	

**Step 4:** Then write a **summary** of your notes. To do this, determine what the key points have in common and express those ideas briefly in your own words. Write your summary at the bottom of the page.

**Step 5:** Use your Cornell Notes to review the most important ideas from the material or lecture so you will fully understand it.

Go to the **WORK ZONE**

In the mock Cornell Notes chart below, summarize what you've learned about Cornell Notes.

Key Points	Notes
_____	_____
_____	_____
_____	_____
_____	_____
<b>Summary</b>	
_____	
_____	
_____	

## Cornell Notes for Reading

Use Cornell Note-taking for classes that require a lot of reading, such as social studies, science and language arts. These strategies will help you note the key points as you read:

- Identify boldfaced or italicized terms.
- Identify capitalized nouns.
- Identify action verbs.
- Use the 5 Ws (and one H) method by asking Who, What, When, Where, Why and How about the material. By answering the questions of why and how, you are often able to infer the main ideas.

## Cornell Notes for Lectures

Most of your classes now probably include lots of discussions and activities, with only a few lectures by the teacher. However, as you enter

high school and college, you will have more classes with lectures. Just remember, whenever a teacher is presenting a lesson to the whole class, you can use Cornell Notes to record and review the key points.

## Using Your Notes

People with different learning styles can use Cornell Notes in a slightly different way to help them learn. For example, if you learn by listening and talking, you might find it helpful to review your notes aloud after class or by talking through them with a friend. If you are a visual learner, you might prefer to write your notes using a web or diagram. Experiment with different ways to use Cornell Notes to help you learn information. When you find a method that works for you, continue to use that method.

## WORK ZONE

Ask your classmates what note-taking strategies they use. Record their ideas below. Circle ones that you want to try.

### Other Note-Taking Strategies

## Learn from Others

Another way to figure out effective note-taking methods is to ask others what works for them. Ask your classmates what note-taking strategies they use. You might not want to follow every step they do, but their method might give you an idea of how to modify your approach. For example, you might find out that your classmate uses bullet points to signify where each idea starts. If you think that might work for you, try it out. The more you learn from others, the more options you will have as you develop your own individual note-taking style.

Go to the **WORK ZONE**

### DID YOU KNOW?

The Cornell Notes note-taking system was created at Cornell University in New York in the 1950s.

Write an essay explaining what you would find most challenging about using the Cornell Note-taking method and include what steps you might take to overcome that challenge.

### Using Cornell Notes Effectively

# UNIT

# 5

## Finding Support for the Future

### Developing a Support Network

You might have heard the saying “you learn something new every day.” You learn in your classes and sometimes you learn “life lessons” outside of school. You learn life lessons simply by living everyday life and learning from what you encounter or from any mistakes you make. Life lessons can also be learned from teachers, counselors, family members and other trusted individuals. Together all these people make up a support network. You can count on this group of people to help you make decisions today and in the future as you plan for the next steps in your life: high school and, eventually, college.

LESSON 1	LESSON 2	LESSON 3	LESSON 4
People Who Can Help You	Using the Internet	Exploring Your Interests	Your Community
Pages 60–61	Pages 62–65	Pages 66–67	Pages 68–69

# UNIT 5

## VOICE OF EXPERIENCE



*“At times during high school I did feel overwhelmed, but I think that’s probably a common experience with high schoolers. It just required a lot of discipline and dedication and support from parents and friends throughout high school, to not only manage my course load, but also enjoy myself and have experiences with my friends and classmates throughout the four years.”*



## WORK ZONE

**List your support network. Write the names of all the people who currently help you in school or at home. Then, list people who might help you in the future when you attend high school and college.**

People Who Help Me	People Who Will Help Me in High School	People Who Will Help Me in College

# People Who Can Help You

## Discovering Your Support Network

Your support network is the group of people you go to for guidance and help. As you start to make decisions about your academic future, the people in your support network will help you make decisions about the classes you take and the activities you decide to take part in. Your family members, counselors and teachers make up the foundation of your support network, but other trusted adults you know can also become part of your network.

### Who Is in Your Support Network?

Your parents, older brothers or sisters, or even aunts and uncles are probably already important members of your support network. They will continue to provide guidance to you in high school and college. However, don't forget about other adults who might

have valuable personal experiences to share. Consider community center leaders and coaches as part of your support network.

When you get to high school, you may have a counselor or school adviser. He or she will advise you about high school classes and will share information about college with you. Your teachers will be important advisers as well. Perhaps you have a favorite teacher who is easy to talk to or an instructor who teaches your favorite class. They can become part of your support network.

### How a Support Network Helps You

The people in your support network are there to encourage you and keep you on track through high school and beyond. If you feel confused or a little unsure about high school, talk to people in your support network. Chances are they have lived through some of the same things

## WORK ZONE

Write the name of one person in your support network in the oval below. Then explain how he or she will be able to help you. Use specific examples.



you're going through and can share their experiences with you. Even if no one in your family has gone to college, family members will still be able to give you good advice on how to get into college. Your support network will also be able to help you find out which careers require a college education. Most of all, your support network will help you connect where you are today with where you hope to be when you finish high school.

### Your Support Network and Academics

As a middle school student, you are in core classes: English, math, science and social studies. When you get into high school, you will have more options for classes. Where will you turn for guidance on class choices? Your counselor or adviser will be your number one choice for help in high school. However, you should seek opinions from other members of your support network, including your family and older students who have already taken the classes. You can also ask a trusted teacher for advice. Just remember, before you make academic decisions, ask questions and seek guidance.

Go to the **WORK ZONE**

### KNOW YOURSELF

Where else do you think you can go to for help when it comes to your academic choices and career plans?

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**What questions or concerns do you have about high school or college? Generate four questions that reflect your concerns or issues. Then write the best person from your support network you think you can go to for answers or an explanation.**

Questions/Concerns	Who to Ask for Help
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<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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# Using the Internet

## Your Online Support Network

From social networking to researching a topic for school, the Internet is part of daily life. Consider it part of your support network. When it's time to start researching what you'll need to know to plan your future, you can tap into a wealth of resources through the Internet. You can visit colleges' websites and communicate directly with students and staff at colleges. You can watch videos of people on the job, read student blogs, and watch online lectures of college classes. You can use search programs to research dozens of colleges, and even take "virtual tours" of their campuses.

## College Board

One online resource that will be a valuable part of your support network is the College Board's website. The College Board exists to help students and colleges. On the College Board website, you will find just about all the information you will need to get ready for college.

There are tools for planning, finding colleges, applying to colleges and paying for college. You can find out about every college in the country with College Search. You can also find scholarships that you might qualify for. When the time comes to start thinking about college admission tests, you will find free practice tests for the SAT®, SAT Subject Tests™, and AP® Exams. There is also lots of information just for parents, to help them help you along the way to college.

## WORK ZONE

In the chart below, summarize what kinds of information about college or career you would seek from each source.

Social Networks	Government Websites
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## College Websites

Nearly all colleges have their own websites. You can tell that you are on the official website of a college by looking at the Web address. Almost all official college Web addresses will have an .edu extension, or ending.

Once you're on a college's website, be sure to explore all of the links. You might be able to go on a virtual tour to see pictures or video of the college campus. You can also learn about the programs offered and their cost, or find out about student activities. You might be surprised at all of the information you can discover. In addition, on most school websites, you can request that the school send you more information.

## Government Websites

The U.S. government sponsors websites that may be useful to you as you plan for college. These have a .gov extension at the end of their address.

Most states have websites with information about higher education, scholarships, jobs, financial aid, and other topics that will be important to you as you move toward college. Many official state websites end with .gov or .us.

Go to the **WORK ZONE**

### DID YOU KNOW?

The website [www.students.gov](http://www.students.gov) is led by the U.S. Department of Education and provides information to help students do everything from choosing a college to learning about future careers.

The College Board	College Websites
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<hr/>	<hr/>
<hr/>	<hr/>
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## What Is Good Information?

If you asked the students at your school what classes you had to take in your first year in high school, some of them might know the answer. But others might give you their best guess. You'd be wise to verify what you hear by checking with your counselor or teacher.

As you plan for college and think about future careers, make sure that the information you get online can be verified or comes from a trustworthy source. When you are looking at colleges and thinking about careers, you will probably use social networks to get your friends' opinions. Using social network sites or just IM'ing your friends is a good way to get different perspectives. This input can be very persuasive, but also misleading if your friend doesn't know that much about the topic you're discussing, or is just passing along some unverifiable statement heard from someone else.

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.

## 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.

## WORK ZONE

With a partner, look back at what you wrote in the previous Work Zone. Which source of information do you think you will go to most often? Explain why in the box below.

### My "Go To" Online Source

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## 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. Be careful not to let your phone reveal where you are to someone you might not want to meet in person.

Go to the **WORK ZONE**

With your partner, think of three ways you can verify that the information you get online is reliable. Write them down below.

### How to Verify Online Information

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# Exploring Your Interests

## Why Participate?

What are your interests? What do you love to do? If you're not sure, you can discover some interests by participating in school activities. Extracurricular activities are school or community-sponsored activities. They are often referred to as "after-school activities," but some extracurricular activities take place during the school day.

Sports teams, band, choir and student council are all examples of extracurricular activities. You may want to participate in these activities simply to have fun. However, these activities can prepare you for high school and even help you get into the college of your choice.

Discovering and exploring your interests will help you choose the activities you might like to participate in during and after school now, in

high school and in college. You may discover you have an interest in music, drama or sports. If you need help finding an interest, your support network can help guide you in the right direction. Many people you meet when participating in activities will become part of your support network.

## Learning About Yourself

Extracurricular activities provide a great way to learn about yourself and what you like to do. If sports are not for you, try joining a club or volunteering for a local organization. What is important is that you are developing skills that you can use outside of a school setting. These skills will help you grow as a person and will improve how you communicate and interact with others in the future.

## WORK ZONE

Use the left column to list four interests you have in school, such as science or physical education. In the right column, describe extracurricular activities that are related to those interests.

Interests	Related Activities	Where to Find Them
<p>Photography</p>	<p>Photography class</p>	<p>Local community center</p>

## Activities Help You Grow

Taking part in activities has many benefits. Involvement in sports will help you develop your teamwork skills and give you experience working with others toward a common goal. If you volunteer at a hospital or nursing home, you may understand your community better and how worthwhile it is to serve others who need help. Peer counseling, or helping a younger student, will develop your leadership skills.

Some activities are closely related to certain jobs. The activity you choose could be a first step toward a future career. You could also cross a career idea off your list if you don't like the activity. For example, by playing soccer or basketball, you could find out that you enjoy being around other athletes. As a result, you might become a coach or physical education teacher. If you write for the school newspaper, you may realize that you'd love to become a reporter. The same types of activities could also help you decide what you might like to study in college.

## Activities and Time Management

Finding the time to do everything that is asked of you is a challenge for many students. Some methods you can use to help you manage your time include making daily to-do lists, saying "no" to some requests, and letting friends know when you will be busy. Involving yourself in activities outside of school means that you have to balance the time you spend on homework, chores, sports and everyday life. You will need to make a schedule for yourself in order to get everything done. Being able to manage your time is a key skill for successful students.

## Other Benefits of Being Involved

Besides helping you grow as a person and improving your time management skills, taking part in activities can also build your confidence. Organizing a successful club event or winning a game can help you realize that you can make great things happen if you put your mind to it. This confidence will extend into many aspects of your life, including work opportunities and school performances.

Go to the **WORK ZONE**

In the small boxes below, write four activities in which you participate or have an interest. Then describe how participating in that activity might help you in the future.

**Activities and How They Can Help Me**

# Your Community

## Gaining Work Experience

Getting to know your community and the people who live there can benefit you in many ways. One way to serve your community is through a job or a volunteer position.

A part-time job has many benefits beyond putting money in your pocket. You can also develop skills that you will use in the future. All the people you meet in a job or volunteer position can be part of your personal support network. Meeting new people in your community is a good way to learn and grow.

### Work Laws

If you are thinking about getting a job, you should review your state’s laws about minors

and work. Usually, you must be at least 14 years of age to work, and you may need to get a work permit, which some states require. A parent’s signature may be needed on the application for a permit. A person under 16 years of age can work only a limited number of hours. Your counselor may be able to guide you through the process of finding a job or getting a work permit.

### Jobs

Jobs involve a commitment and responsibility from both you and your family. It is always important to get your family’s approval before you apply for a job. If you have a job, be sure that your family knows which days you might work and the hours you will work.

### WORDS FOR SUCCESS

minors *people under the age of 18*

internship *short-term, supervised work*

## WORK ZONE

With a partner, use the chart below to brainstorm about possible jobs, volunteer opportunities or places for a daylong internship.

Jobs	Places to Volunteer	Internships for a Day



Typically there are a limited amount of jobs available for young people. Some available jobs include babysitting, walking pets, working at a store and running errands. If you get paid for work that you do, or even receive a paycheck, it will be important to manage your money. Consider opening a bank account to save for college.

### Volunteering

Volunteering within your community will teach you a lot about where you live. Volunteering also allows you to help others. Hospitals, senior centers, youth centers and community parks all regularly use volunteers. You can learn a lot by interacting with the people you meet while working as a volunteer.

You will learn how adults who work full time manage all of their daily duties and serve others. Volunteering shows colleges that you are willing to work to improve your community while helping others.

### Internships

In high school or college, an internship could be a way for you to explore an area of interest. An internship can be a paid or unpaid position in which you do various duties for an organization to learn more about a field of work. Volunteer to serve as an intern for one day at a family member's workplace to experience what an internship might be like.

To find out more about job opportunities, or to become a volunteer, speak to your family members and teachers. Some schools have a list of community organizations that take on students as either paid workers, volunteers or interns.

#### DID YOU KNOW?

Studies show that students who work are more confident and manage time better than students who are not employed.

Write a reflective paragraph in which you explain why knowing more about your community is important for you now and in the future.

#### The Importance of Knowing My Community

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# UNIT

# 6

## What Are Your College Choices?

### Colleges Are Not All Alike

When the time comes to start looking for colleges, you'll find many different types of colleges to choose from. They come in different sizes and offer a variety of things to do and courses to study. The costs of college come in a wide range too. There are many ways to pay for college, and help is available to make college affordable. Now is a good time to start thinking about your college options. That way you'll be ready to make the right choices when the time comes to select a college.

#### LESSON 1

How to Look for Colleges  
**Pages 72-75**

#### LESSON 2

How to Pay for College  
**Pages 76-79**

#### LESSON 3

The Costs of College  
**Pages 80-83**

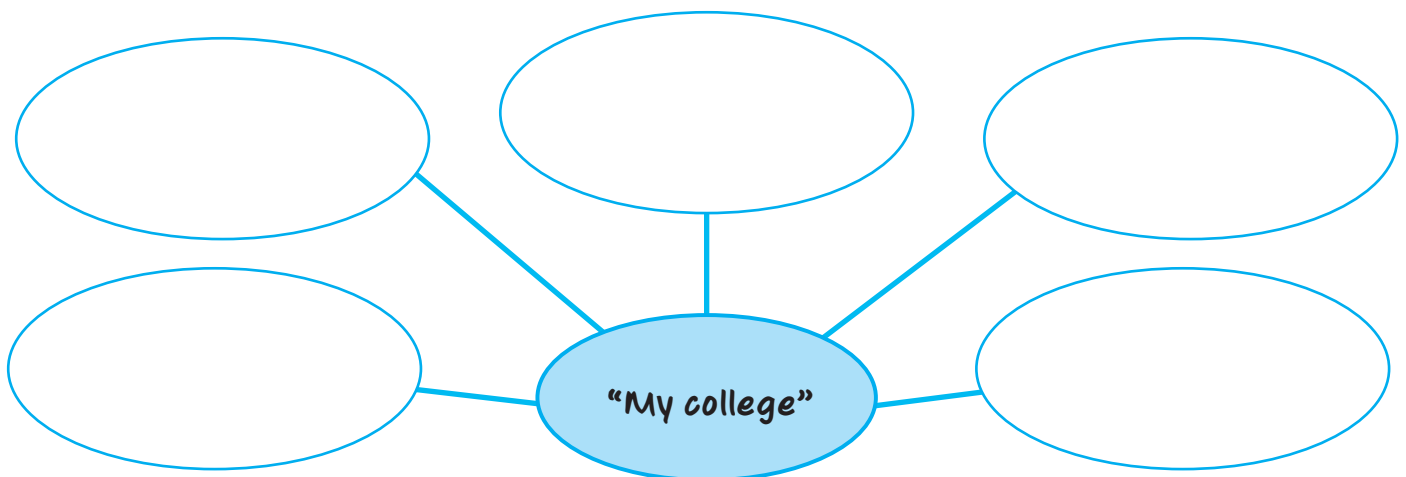
## UNIT 6

**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 could always focus on the college process in my junior and senior year. But then time began to fly by and before I knew it, it was my senior year and I was going through the process of choosing colleges. I now believe the earlier you start the better off you will be. There’s no such thing as being over prepared.”*

**WORK ZONE**

In the web below, write the things you think you want in a college. After completing the chart, share it with your family or other students for additional ideas.



# How to Look for Colleges

## How to Begin

The college search begins with knowing what to look for in a college. So how will you know what to look for? By thinking about who you are, what you like, and what you want to become. What are your interests, both inside and outside of school? What activities do you enjoy? Have you thought of any careers you might want to pursue? In the years ahead, the answers to these questions will lead you to the colleges that fit *you* best. Those are the colleges where you are most likely to succeed.

## Finding the Right Fit

All colleges aren't the same—there are many different types. That means you will have lots of options to choose from, both near and far.

Knowing how colleges differ will help you think about which ones are right for you.

### Two-Year or Four-Year

One choice to consider is whether to go to a two-year college or a four-year college. Almost half of all college students go to two-year **community colleges**. They are the least expensive type of college. Many students go there for the first two years of a four-year program. Four-year colleges and universities offer more study options and prepare you for a wider variety of careers.

### Small, Medium or Large?

Another way colleges differ is by size. Some are very large with over 30,000 students, but some are no bigger than the school you are in now. Most are in the middle. Generally, the bigger the school, the more it can offer in terms of things

### WORDS FOR SUCCESS

**community colleges** *public colleges offering two-year programs leading to an associate degree*

**residence hall** *a building that houses students on campus*

## WORK ZONE

Answer the following questions in the spaces below and discuss your answers with a partner. **Question 1: Do you want to go away to college or stay close to home? Explain why.**  
**Question 2: Do you like the idea of a big college or a smaller one?**

Question 1	Question 2
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

to study and things to do. Smaller schools can offer more personal attention. It's probably too soon to know which size will fit you best, but it's something to keep in mind as you imagine what college will be like.

### Distance from Home

Would you like to go to a college away from home and experience living in a different town or city? In that case you will probably live on the school's campus, in a **residence hall**, also called a dorm. If you choose to live away at college, you will probably have one or two roommates and eat in a dining hall. You might only come home during college breaks.

Many college students live at home and go to a college nearby. These students are called "commuter students" because they travel back and forth between campus and home every day, by car or by public transportation.

### Extracurricular Activities

When it comes time to look for a college, you might be interested in what extracurricular activities are available. Most colleges offer a wide variety of sports to play or clubs to join. You might want to continue an activity in college that you already enjoy, or try something new. It is not a good idea to make a particular extracurricular activity the most important thing to look for, but it might help you choose one college over another when both have similar academic programs.

Go to the **WORK ZONE**

#### DID YOU KNOW?

The College Board website has information on more than 2,100 four-year and 1,700 two-year colleges.

**transcript** a copy of a student's official academic record listing all courses taken and grades received

**Question 3: Do you think you will want to participate in extracurricular activities in college? Why or why not? Question 4: What are the pros and cons of living in a dorm on campus versus living at home and commuting to college?**

Question 3	Question 4
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## A Two-Way Street

Think of the college search as a two-way street. Not only will you look for colleges that are right for you, but colleges will be looking to see if you meet their requirements. Colleges look at everything from your academic record to your extracurricular activities to your personal characteristics. Applying to colleges may be years away, but it's important to begin thinking now about your academic future.

### High School Courses

As you enter high school, you will make decisions about what courses to take. Your high school courses will be listed in your **transcript**, a document that records your academic history. There are three things to consider in making your transcript attractive to colleges.

### High School Grades

Your transcript will show your grades for all four years of high school. Colleges consider grades to be the most important evidence of your achievement, abilities and effort. The higher your grades, the better your chance of being accepted into the college of your choice.

Sample 9th-Grade Transcript

Class	Grade	Credit
English Honors Semester 1	B	.5
English Honors Semester 2	A	.5
World History Semester 1	B	.5
World History Semester 2	B	.5
Biology Semester 1	A	.5
Biology Semester 2	A	.5
Algebra Honors Semester 1	B	.5
Algebra Honors Semester 2	A	.5
Spanish I Semester 1	C	.5
Spanish I Semester 2	B	.5
Physical Education Semester 1	A	.5
Physical Education Semester 2	A	.5
	G.P.A.: 3.4 (4.0 Scale)	Total Credits: 6

## WORK ZONE

With two partners, discuss which classes you have taken so far that you consider challenging, and why. Record your ideas below.

### Challenging Class



### Why Class Was Challenging



## Challenging Yourself

Challenging yourself is one of the most important things you can do to prepare for college. Many high schools offer courses that are labeled “honors” or “accelerated.” These courses move faster and cover more material than standard level courses. Taking one or more of such courses is the best way to prepare yourself for college. Colleges notice students who challenge themselves when they decide who to accept.

## Commitment

Colleges consider English, math, science, social studies and world languages to be the most important subjects in high school. Colleges will look at your transcript to see your level of commitment in these areas. For example, did you take four years of a subject, such as science, when only two or three years were required for high school graduation? The more challenging courses there are on your transcript, the better you will look to a college.

Go to the **WORK ZONE**

**With a partner, create a list of three characteristics that make up a successful student with a good school transcript. This might include “completes all assignments” or “takes good notes.” Explain why each characteristic is important.**

### Successful Characteristics

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# How to Pay for College

## You Can Afford College

When you begin to look at colleges, one of the first things you'll notice is how much they cost. You may already be thinking college is too expensive. But you can afford college. Why? Because not all colleges are as expensive as you might think. (You'll learn more about that in Lesson 3 of this unit.) And, most importantly, because most students get **financial aid** to help pay for college.

## What Is Financial Aid?

The U.S. government, state governments, and the colleges themselves know that most families can't afford to pay the full cost of college. So they work together to provide help to those that need it, and that help is financial aid. It's designed to help make up the difference between what your family can afford to pay and the costs of the colleges you want to go to.

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.

## WORDS FOR SUCCESS

**financial aid** *money that is available to help you pay for college*

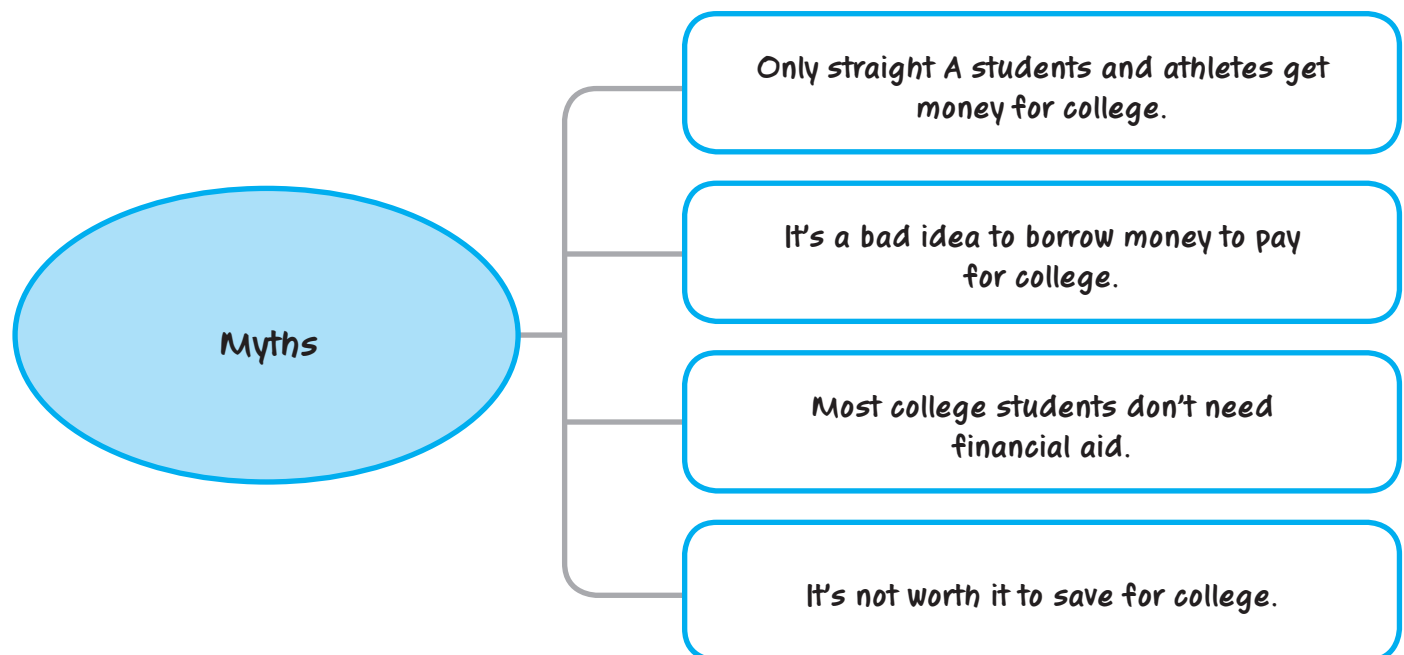
**grant** *financial aid that does not have to be paid back, often awarded solely on the basis of financial need*

**work-study** *program in which students work to earn money to pay for their college expenses*

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

## WORK ZONE

Read these myths about paying for college. On the next page, briefly explain why you think they are untrue.





## Types of Aid Available

There are three basic types of financial aid available: money that is given to you; money that is loaned to you; and money that you work for.

A **grant** is free money given to help pay for college that does not have to be paid back. Grants are often awarded on the basis of financial need, which is how much help a family needs to pay for college. A **scholarship** is like a grant. You don't have to pay back a scholarship. However, you may have to earn a scholarship based on some kind of achievement, such as good grades. Often, scholarships require a showing of need as well.

Another type of financial aid is a **student loan**. A loan is different from a grant or a scholarship because you will have to pay the money back. That may not sound much like

aid, but it is because these loans have lower interest rates and easier pay back terms than other types of loans. Also, you don't have to start paying the money back until after you finish college, when you are likely to have a good job. Most students and their families borrow part of the money they need to pay for college.

The third type of aid is known as **work-study**. Work-study requires you to work part time—about 10–20 hours per week—on or close to campus. There's a lot of variety in work-study jobs. For example, you might work in the college library or in a computer lab. The money you earn goes toward your school expenses.

## Who Gets Financial Aid?

Most college students get some financial aid, but they don't all get the same amount. It

**scholarship** *financial aid that doesn't have to be repaid, often awarded based on achievement*

**student loan** *money borrowed for college that has to be repaid after graduation*

## Myths Debunked

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

college library or in a computer lab. The money you earn goes toward your school expenses.

### Who Gets Financial Aid?

Most college students get some financial aid, but they don't all get the same amount. It depends on each student's circumstances. In the 2008–09 academic year, the average financial aid award given to students was almost \$12,000. Over \$125 billion in total aid was distributed that year. These numbers show that financial aid is available for students that seek it.

Financial aid is not just for students who don't have much money, and it's not just for geniuses either. The important thing is not to count yourself out. Every student should apply for aid.

### How Do You Get Financial Aid?

Financial aid will not come to you automatically—you will have to apply for it by filling out some forms. The most important form is the **Free Application for Federal Student Aid**, or FAFSA. All students who want aid must fill out this form in their senior year of high school. This form will ask for information from your

family's income tax return. Some colleges might ask you to fill out their own application form as well. These forms aren't that hard to complete, and there is help available if you have questions.

### What Can You Do Now?

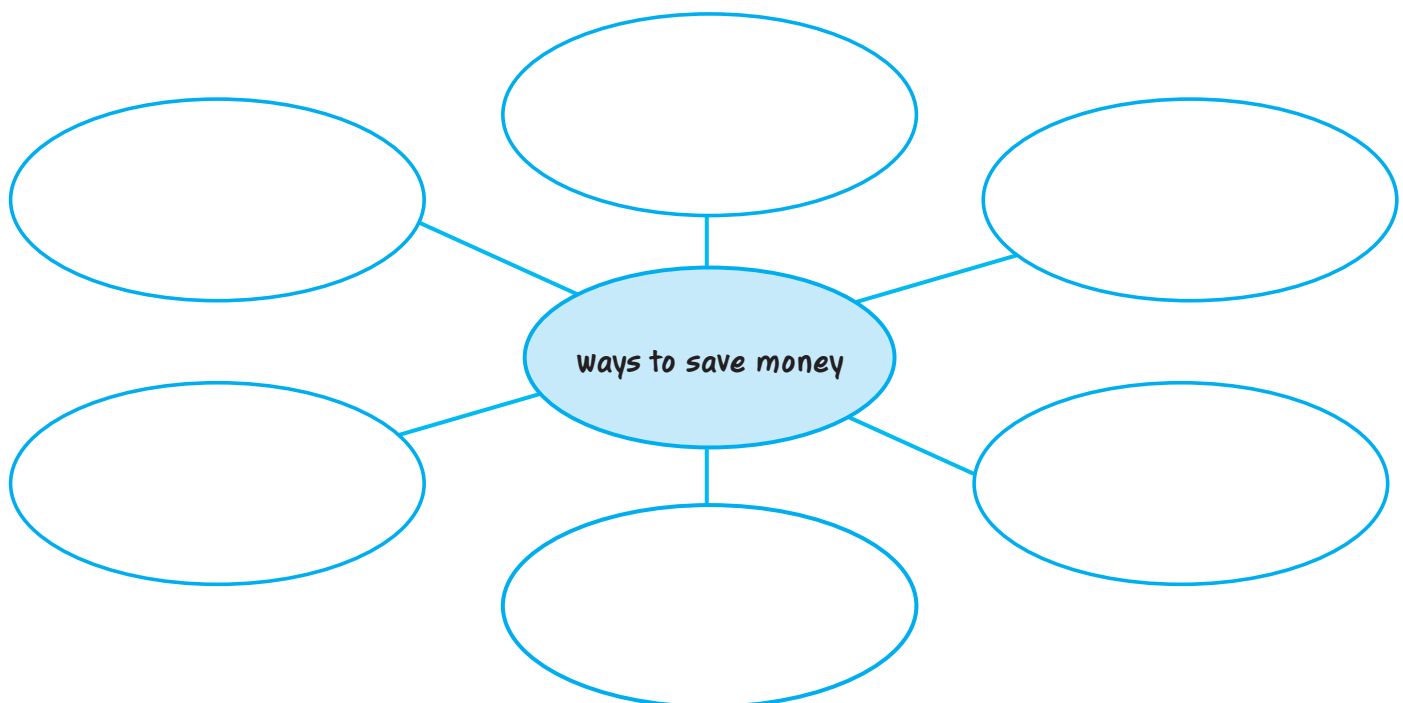
Even though college is still several years away, there are many things you can do to begin preparing. First, it's a good idea to start saving for college. No matter how little you have from small jobs or even cash gifts—putting money away for college today will help you accomplish your goals. Set a budget—or a spending plan—for yourself and open a savings account if possible. If you put some money in the bank every week, your savings will add up by the time you go to college.

Talk to your family about saving for college. Hopefully, they will be able to save for you as well. This conversation should be about more than just money. Talk with family members about your goals and dreams. Your family will be much more willing to listen and save money for something if they know it will help you have a better future.

Go to the **WORK ZONE**

## WORK ZONE

Use the web below to brainstorm some ideas for saving money.



Use the budget planner below to plan 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	\$ _____
	\$ _____		\$ _____
<b>Weekly TOTAL</b>	<b>\$ _____</b>	<b>Weekly TOTAL</b>	<b>\$ _____</b>

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

Total amount I get:           \$ \_\_\_\_\_

Total amount I spend:    -\$ \_\_\_\_\_

  = \$ \_\_\_\_\_

Do you spend more than you get or get more than you spend?

\_\_\_\_\_

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

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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 = \$ \_\_\_\_\_

# The Costs of College

## The True Cost of College

College costs money, but not all colleges cost the same. There is a wide range of college prices that students pay. The average price of a two-year community college, for example, is one-tenth the average price of a four-year private college.

In addition, because of financial aid, the true cost of college for most students is less than the published price of the colleges they attend. That's why you should not be discouraged as you learn about the costs of college. Keep in mind that the cost of college is an investment in your future—it's more than worth it!

## What Do You Pay For?

As you look at the cost of college, you'll discover that it is divided into separate parts. Certain costs cover your classes; other costs cover your personal expenses.

### Tuition

The first college cost you have to pay is **tuition**. Tuition is the cost of your academic classes. This is the cost that varies most among the different types of colleges, and is usually (but not always) the most expensive part of college costs.

### Fees

Colleges charge fees for general expenses, such as student activities or Internet services. Fees are a smaller part of college costs but they should also be considered.

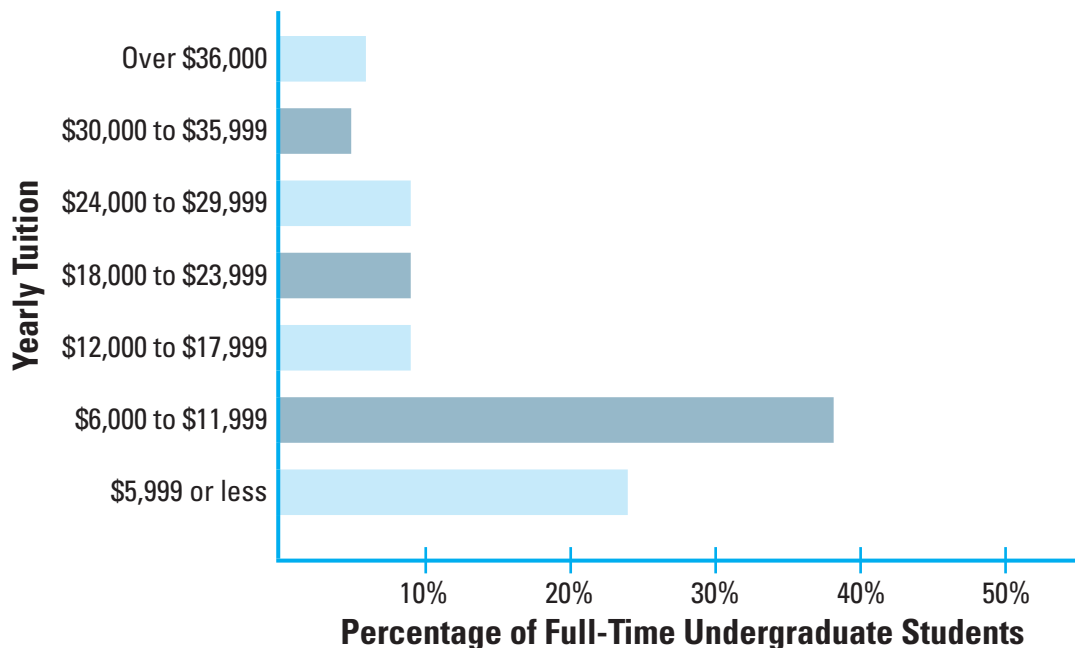
### WORDS FOR SUCCESS

**tuition** *the price of instruction at a college*

**room and board** *the combined cost of housing and meals for students who live on campus*

## WORK ZONE

Study the bar graph below. Then answer the questions on the next page.



Source: The College Board 2009

## Room and Board

If you choose to live away at college, you will be charged for **room and board**. That's the cost of a place to live (room) and your meals (board). If you decide to commute from home to a college nearby, your costs will be less. Most students do not pay room and board to their parents, though some help out with household expenses. Room and board can be as high as the cost of tuition, so it is important to carefully evaluate your housing choices.

## Transportation

If you live on campus, this is the cost of trips home during holidays; if you commute from home every day, this is the cost of getting to class and back home.

## Other Expenses

Other costs to think about are books, living expenses and spending money. In college, textbooks can cost several hundred dollars each semester. Living expenses include cell phone charges, dry cleaning, laundry and so on. You'll also need some spending money for going out with your friends.

## Actual Annual Student Expense Budget at a Four-Year College

	Living on Campus	Living at Home (Commuter)
Tuition	\$9,364	\$9,364
Room and Board	\$12,361	\$4,277
Books and Supplies	\$1,590	\$1,590
Health Insurance	\$1,048	\$1,048
Personal Expenses	\$1,347	\$1,854
Transportation	\$718	\$1,946

Go to the **WORK ZONE**

Answer these 3 questions in the spaces below:

1. What percentage of students pay more than \$18,000 for tuition?
2. What percentage of students pay under \$12,000 for tuition?
3. Do more students pay over \$30,000 in tuition or under \$6,000 in tuition?

Question 1	Question 2	Question 3

## How Costs Can Vary

Depending upon where you go to college, your costs will vary. The number of years you attend college, the distance away from home, and whether your school is public or private will also affect your cost of college.

### Two-Year and Four-Year College Costs

Attending a two-year school will cost less than going to a four-year school. Many students cut college costs by going to an inexpensive community college for the first two years and then transferring to a four-year college for the last two years. Most students who attend community colleges are commuter students who travel daily from home to college.

### Public vs. Private College Costs

Public colleges are funded by the government. Small community colleges are public, as are

large state universities. Private colleges and universities also come in all sizes. One difference between them is cost. Since public colleges are supported by taxes, they can charge lower tuition than most private colleges. On the other hand, private colleges usually have more financial aid to offer, so they are not always the more expensive choice.

### In-State vs. Out-of-State

At most public colleges, students who are residents of the state in which the college is located pay much less tuition than students from other states. For example, in 2009, the University of Michigan charged students who live in Michigan close to \$5,700 tuition. But students from outside Michigan were charged almost \$17,000.

At private colleges, all students are usually charged the same tuition no matter what state they are from.

## WORK ZONE

With a partner, look at the Actual Annual Student Expense Budget on page 81, and discuss the questions below. Write down your answers on the next page.

### Annual Student Expense Budget: Questions

1. Why are some expenses the same whether you live on campus or live at home?
2. What do you think makes up the room and board expense for students living at home?
3. What do you think a college student's personal expenses include? Why might they be higher for students living at home?
4. What do you think is included in transportation costs?
5. What is the annual total budget for a student living on campus at this college? For a student living at home?

## Cost and Your College Decision

Since the cost of colleges varies, you may wonder why you shouldn't choose the least expensive school. When it's time to choose a college, you'll be looking for schools that have what you want, and that also want you, too. You are more likely to be successful at a college that is a good fit for you, and where you'll be happy.

Because of financial aid, you can consider colleges in all kinds of price ranges. The most expensive college is not always the best one for you. But 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.

### Plan Ahead

Middle school is not too early to start saving. Talk to your family about forming a plan for paying for college. You should also make sure you have a Social Security number. This is a nine-digit number issued by the federal government. It is widely used as a unique identification. You will need it when you apply for financial aid.

Go to the **WORK ZONE**

### DID YOU KNOW?

The U.S. government helps more than 14 million students pay for college every year.

### Actual Annual Student Expense Budget: Your Answers

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

# UNIT 7

## Preparing for High School

### Decisions, Decisions

The thought of going to high school can be a little scary when you're in middle school. Don't worry. There's no reason to be nervous. In fact, you should be excited. High school will give you a new set of choices to make about your life—from classes to school activities. Even better, high school will get you ready for college and the rest of your life. It's time to think about how to make the most of your experience in high school.

#### LESSON 1

Making Plans for High School

Pages 86–89

#### LESSON 2

Your High School Academic Plan

Pages 90–93



## UNIT 7

**VOICE OF EXPERIENCE** 

*“The transition to high school can be very challenging—it’s hard to adjust and find yourself. I have a sister in eighth grade. I tell her that it’s important not only to be a good student, but to be happy and confident in what you’re doing.”*

**WORK ZONE**

**How do you think high school is different from middle school?**

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**What decisions do you think you will you make in high school that you did not have to make in middle school?**

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# Making Plans for High School

## The Transition

As you get closer to high school, you might find yourself thinking a lot about the changes ahead. For example, the high school you will attend may be larger than your middle school. That means more kids and more older kids. Maybe you already know someone in high school who has told you how different it is from middle school. You might have heard good and bad things. Now is a good time to start thinking about how those big differences can affect your plans.

## New Freedom, New Choices

In high school, you will have more freedom to choose the classes you want to take and the activities you want to join. For example, instead

of taking just one type of science class in your senior year, you can choose from three or four different science classes.

High schools usually have more clubs and sports teams to choose from than middle schools. How will you decide which activities to participate in? How will you decide which classes to take?

## High School Expectations

One important difference between middle school and high school is the level of expectation for performance and behavior. As you move through high school, you have a lot more freedom to pick classes and activities. However, you also have to accept responsibility to do well in those classes

## WORDS FOR SUCCESS

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

**SAT** *the most widely used college admission test; it measures the reading, writing and math skills that are critical for success in college and beyond*

## WORK ZONE

Start thinking about high school by imagining what your senior yearbook picture might look like. Draw a picture of yourself as a senior and then fill in the blanks.

My High School Yearbook

My Senior Picture

**Name** \_\_\_\_\_

\_\_\_\_\_

**Favorite Classes** \_\_\_\_\_

\_\_\_\_\_

**Activities** \_\_\_\_\_

\_\_\_\_\_

**Future Plans** \_\_\_\_\_

\_\_\_\_\_

and activities. Your parents, teachers, coaches and counselors expect you to take charge of your life. Going to class, remembering your assignments and due dates, making up work you missed and getting extra help are all up to you.

There will still be people to help and support you, as there are now, but it will be up to you to seek out help when you need it.

### What's the Goal?

What is the goal of high school, anyway? Why does everyone want you to become more self-sufficient, or able to complete tasks successfully on your own? The most common goal of high schools is to prepare students to go to and be successful in college. In the end, everyone expects you to leave high school prepared for adult life.

To prepare students for college, classes in high school are set up to be similar to those they would take at a college or university. Lectures, research projects, group presentations, reports and essays are all part of regular high school classes, as they are in college.

In high school you will have the freedom to choose some of your classes. You may choose to challenge yourself by taking **Advanced Placement Program® (AP®)** classes. These are college level classes you take in high school.

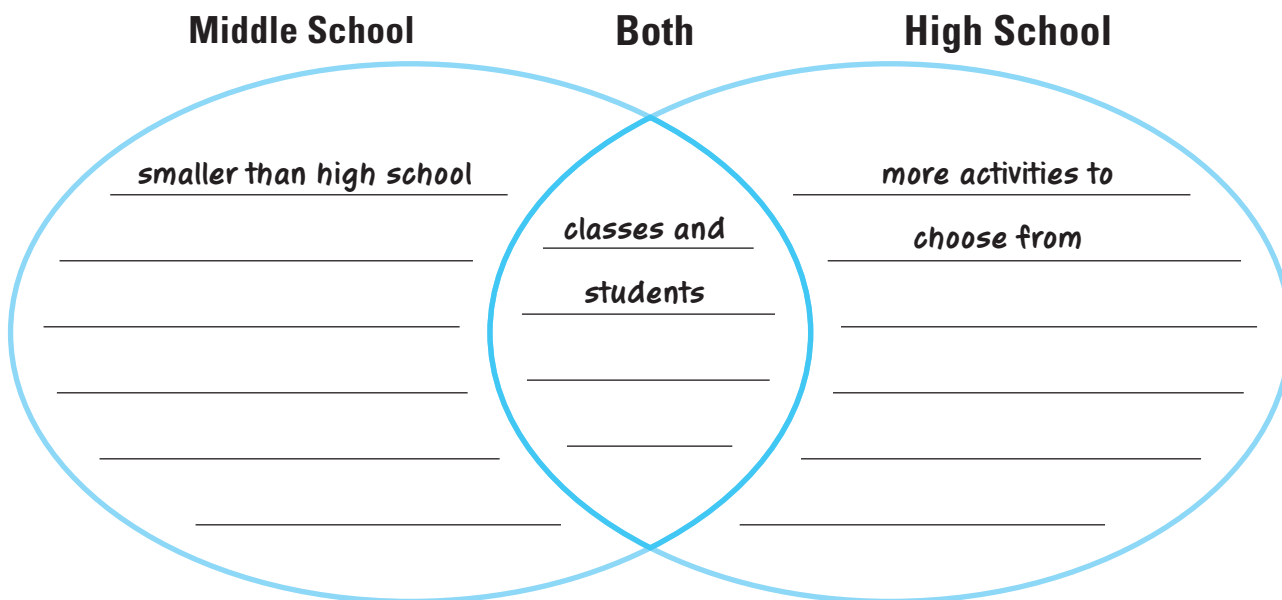
You will take state tests and other tests, such as the **SAT®**, as a junior or senior. You may take SAT Subject Tests™ at the end of a high school course. AP Exams are important as well, as they may help you earn credit you can use to graduate from college.

Go to the **WORK ZONE**

**TIP**

Do you know any high school students? Ask them about the biggest difference between middle school and high school. How did they handle the change?

Fill in the diagram below to compare and contrast features of middle schools and high schools. In the center space, list features that both types of schools have in common.



## Building a Support Network

Building a support network can help you make a smooth transition from middle school to high school. A support network is a group of people that help you stay on track with your goals. People in your network should be able to help you with questions or problems.

Right now, your support network may include your family members, teachers, counselors, coaches, other students and even your friends. Your network in high school may be very similar, but as you start high school, you will have to learn how to add to your support system. People will not necessarily come to you and offer help, as they do now. You'll have to seek them out.

### How to Develop a Network

Before you can develop your support network, you have to know what and who will be available to you. Ask a teacher, counselor or family

member to help you find information about the high school you plan to attend and the support networks they have.

Once you know who to contact and what kind of support they offer, you can plan to make the most of this support network. Get to know some teachers at the school, and don't be afraid to share your future goals with them and with school counselors. They can then help you figure out the best classes to take, activities to join and steps to take on the way to college.

### Working with Different Teachers

Not every teacher in your support network will be the same, and some teachers will be easier to work with than others. Different styles, expectations and personalities can make it challenging to figure out how to succeed in each class. In both school and life beyond school, however, it's important to learn how to work with different people. Interacting with different

## WORK ZONE

Make a list of questions about support networks at your current school and at the high school you will attend. Then conduct research or interview people to answer the questions.

Middle School Support Networks	High School Support Networks
<u>Who can I go to to find information about</u> <u>high school classes?</u>	<u>Who can help me with information about</u> <u>the SAT?</u>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
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# Your High School Academic Plan

## What's the Plan?

High schools have required classes that students must pass in order to graduate. It's important to find out what those requirements are. However, you may need more courses to get into college than you need to graduate from high school. Learn what colleges require. Should you take AP® classes, for example? Why? Which ones? These important questions can help you develop your academic goals for high school and prepare for college.

### College-Prep Plan

Your academic plan should include taking rigorous courses in high school. Rigorous

courses are more challenging than average classes. They make you work and think at a higher level.

A typical sequence of courses in a high school that prepares students for college could look something like this:

**English:** 4 years (including multiple courses in writing, literature and speech)

**Math:** 3–4 years (algebra, geometry, advanced algebra, pre-calculus and calculus)

**Social Studies:** 4 years (geography, history, world cultures and civics)

**Laboratory Science:** 3 years (biology, earth science, chemistry and physics)

### WORDS FOR SUCCESS

rigorous *challenging*

short-term goals *things you want to accomplish in the near future*

## WORK ZONE

What required classes will you need to take in order to be prepared for college?  
Which classes do you want more information on?

Name of Class	What Questions Do I Have?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**World Language:** 2–3 years (for example, French, German, Japanese, Latin, Chinese, Spanish)

**Visual and Performing Arts:** 1–2 years (art, music, dance or drama)

Do you know which of the courses listed above are offered at the high school you'll attend? Do you know if your high school offers honors and AP courses? Students who take honors and AP courses are usually better prepared for college. Knowing which AP classes your high school offers helps you prepare a better academic plan.

### Getting Ready

How can you prepare for high school classes? For the most part, being prepared means knowing what you want to accomplish and then finding out what you need to do in order to accomplish it. If you want to attend a certain college, you should find out what courses the college recommends to have a

chance at being accepted. Now that you know that AP courses help you succeed in college, you should make a plan to get ready for specific AP courses. Right now, the best way to prepare is to work hard, get good grades and go to a counselor or teacher to find out what else you can do to stay on track for college.

Go to the **WORK ZONE**

**long-term goals** *things you want to accomplish in the future, such as in your life and career*

Using the list of courses on pages 90–91, and with the help of your teacher, determine what classes you should take and how you can start preparing for them.

#### High School Classes I Should Take

*Creative Writing*

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#### Ways to Prepare Now

*Take English, Literature, Composition,*

*Introduction to Poetry*

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## What's Next?

Now that you've started to find out what classes are offered in high school and which ones you will take, it's a good time to map out a strategy for your success.

### From Wishful Thinking to Planning

Lots of people want to be successful. Some people daydream about winning the Super Bowl, performing on Broadway or becoming an astronaut. Most people who succeed achieve their goals with a lot of planning and hard work.

The same thing applies to success in high school and getting into college. If you don't plan for it and then work hard, your goals will probably remain as only wishful thinking. So how do you make a plan to succeed, both for your **short-term goals** (for success in high school, for example) and your **long-term goals** (in college and a career)? One way to do this is to think of your long-term goals first, and then go back and figure out the short-term goals that will help you in the long run.

## WORK ZONE

Using materials provided by your teacher, determine the classes you'll take in middle school and high school in order to prepare for college. Include some activities you are interested in as well.

	8 <sup>TH</sup> GRADE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
English					
Science					
Math					
Social Studies					
Visual or Performing Arts					



## Using a Planner

People use planners to record goals, make notes, keep track of deadlines and list priorities. Business managers use them to set specific goals for the month, year and decade. Individuals keep personal fitness planners to help them stay in shape.

While planners come in different formats, such as wall calendars, online tools or mobile technology, most are pretty simple and focused in order to help people stay on track. You can use a planner to chart your long-term goals for high school, college and beyond.

Go to the **WORK ZONE**

## Sample Planner Entry for Science

	8 <sup>TH</sup> GRADE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
Science	Honors science	Honors Earth science	Honors biology	AP chemistry	AP physics

	8 <sup>TH</sup> GRADE	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
Foreign Language					
Physical Education					
Other Classes					
Community Service					
Clubs / Activities					

# UNIT

# 8

## Being Prepared, Meeting Goals

### What Does It Take?

A lot has changed since you started school this year. You're getting ready for high school and already thinking about college. To reach that goal, you've begun considering different careers that match your interests. You've built new skills that will help you stay organized in high school and in college. And you're beginning to surround yourself with people who will support you as you expand your horizons.

### LESSON 1

Putting It All Together

Pages 96–97

**VOICE OF EXPERIENCE**

*“Education equals power. Without an education, you don’t have any power in the world.”*

**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	Need More Information
Match my interests to possible careers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explore choices for high school classes and extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Be organized and manage my time well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know my learning style.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand and use good note-taking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connect with people who support my goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choose the right type of college for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Putting It All Together

## How Can You Reach Your Goal?

So, now you have set a goal of attending college. That is just the first step in a long process. Take this time to review what you have learned so you can move closer to reaching your goal.

### Passions and Careers

You are the only person who can decide what's best for you. Sometimes it can be difficult for you to separate your ideas from others' ideas. By shedding The Noise and listening to yourself, you can start building the blocks that will define your life. All successful careers require some kind of education or training. Most technical jobs require at least a two-year degree. Many other professional jobs require at least a four-year degree. You must set your own goals and steer your life in a direction that will help you reach them.

### Courses and Activities

The choices you make now and in high school will affect the choices you have after you graduate. You can plan now for success by taking challenging classes. Talk with your counselor to learn which classes will improve your chances of getting into the college of your choice. You can also prepare for college and your career by participating in extracurricular activities, working and looking for opportunities to expand your knowledge.

### Organized for Success

Strong organizational skills will help you become successful. It is important that you learn to manage your time. Knowing your own learning style will also help you succeed. When you know what style works best, you will understand how to study, how to take tests, and how to get the most out of every

## WORK ZONE

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

1. What education is required for the career that you want?  


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2. Why is higher education valuable to you?  


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3. What do you know now about college that you didn't know when you started this program?  


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4. What is the purpose of an academic plan?  


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class. Whatever your learning style, sometimes the difference between a high and low grade is in how you take your notes. Use a good note-taking method in middle school *and* in high school to prepare for college work.

### Building a Support Team

It's a good idea to surround yourself with people who will encourage you to attend college. Your network may have friends who think like you. It should also include teachers, counselors, trusted adults and classmates who can help you succeed. Communicate with them often. They can guide you in making good decisions. Most importantly, involve your family in this process because they're your biggest fans.

### Thinking About a College

As you go through high school, you will figure out which colleges match your interests, skills, academic record and career path. Strong academic skills will increase the number of choices you have. Improve your chance for success by building on your strengths. Don't let the cost of college discourage you. Start thinking now about ways to pay for college.

Go to the **WORK ZONE**

### KNOW YOURSELF

Think about how you respond to new ideas, such as planning for college. What has been the hardest part of this college-planning process so far for you? How will you face that challenge in the future?

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5. What do you need to do in high school to be ready for college?

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6. What is your learning style, and how does it help you?

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7. What are good resources for college and career information?

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8. Who is part of your support network? How can they help you when you begin high school?

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9. What does your ideal college look like?

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# Glossary

- **Academic plan** An outline created by or for a student with the help of teachers and or counselors that defines what courses a student must take to graduate.
- **Academic support** Ways to get help with math, reading, English and other subjects, through tutoring, writing labs or other means.
- **Admission tests** Standardized examinations that many colleges require for admission.
- **Associate degree** A degree awarded by a college or university after the satisfactory completion of a two-year program of study.
- **Bachelor's degree** A degree received upon completion of a four- or five-year program of study at a college or university.
- **Campus** The physical location of a college or university. Includes classroom buildings, libraries, research facilities, dormitories, dining halls and administration buildings.
- **Career** A field of work that requires special education, training or experience.
- **College** A word used for any school after high school, including colleges, universities and vocational schools.
- **College-preparatory subjects** Subjects such as English, history and social studies, mathematics, science and foreign languages. Many colleges require these classes for admission to college.
- **Community/junior college** A college offering two-year programs leading to an associate degree.
- **Degree** An award given by a college or university certifying that a student has completed a course of study.
- **Expected family contribution (EFC)** The total amount students and their families are expected to pay toward college costs from their income and assets for one academic year.
- **Extracurricular activities** Activities in which students participate in addition to their classes, such as sports and clubs.
- **FAFSA (Free Application for Federal Student Aid)** A form completed by all applicants for federal student aid.
- **Financial aid** Money awarded to students to help them pay for college. Financial aid can come in the form of gifts (scholarships and grants) and self-help aid (loans and work-study opportunities).
- **Financial need** The difference between the total cost of attending a college and a student's expected family contribution (EFC). Financial aid grants, loans and work-study will be offered by each college to fill all or a portion of the student's need.
- **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. Master's and doctoral degrees are examples.
- **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*.
- **Job** A service provided, or work done, for a set rate or salary.
- **Loan** Money that you borrow and have to pay back, usually with interest over a specific period of time.
- **Major** The field of study that a student chooses to focus on in college.
- **Merit aid** Financial aid awarded on the basis of academic qualifications, artistic or athletic talent, leadership qualities or similar qualities.
- **Planner** A calendar or agenda notebook that allows the user to plan out by writing important events, work or projects and their due dates.
- **Portfolio** A physical collection of a student's work that demonstrates his or her skills and accomplishments.
- **Private college/university** An institution of higher education not supported by public taxes.
- **Public college/university** An institution of higher learning governed by a county, state or federal agency and supported by taxes and other public money.
- **Room and board** The combined cost of housing and meals for students who reside on campus and/or dine in college-operated meal halls.
- **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.
- **Skills** Talents or abilities that people have which help them to be successful. There are different types of skills, such as academic skills, musical skills or athletic skills. Some skills can be helpful in many situations, for instance problem solving and working in groups. These can be used in school, on the playing field or at a job.
- **Transcript** An official academic record that lists all the classes a student has taken and the grade received for each class. Colleges typically look at a transcript of grades 9–12 when making admission decisions.
- **Tuition** The price of instruction at a college. In-state tuition is the tuition that a public institution charges residents of its state. Out-of-state tuition is the tuition a public college or university charges residents of other states; it can be three to four times as much as the in-state rate.
- **Undergraduate degree** A degree pursued by a student in the first four years of college.
- **Volunteer work** Help that is offered as a service and is not paid for. Libraries, hospitals and community organizations often have volunteers help them with their work.



