



Last Exiting Grade Level

(5th or 6th depending on your site)

College & Career Readiness

CAN I AFFORD COLLEGE?

Direct Access: (case sensitive)

<http://bit.ly/CanIAffordCollege>

This curriculum will be updated and upgraded periodically, so please make sure to save the link and check back.

How can we use this tool?

These activities were designed to give your students an opportunity to access College and Career Readiness content. In the first column, you will find the activity, details about the activity in the second column, and the connections in the third column will give you access to actual resources that could be shared with students digitally or printed. Additionally, the third column will provide strategic specifics for a practical implementation. The entire activity has been split up into various sections, so that you can implement each section at your needed pace to ensure student success.

| Activity | Details | Connection(s) |
|--|---|--|
| <p>Pre-Test & Essential Question (Approx. 30 mins.)</p> | <ol style="list-style-type: none"> <i>Students will</i> complete a pre-test to identify and assess their knowledge about the content being covered. During this activity, teacher will begin the modeling of 3 column notes. <i>Students will be able to</i> set-up their own notes, and begin taking notes using their Essential Question. | <ol style="list-style-type: none"> Pre-Test: Digital Access Essential Question(s): What are my college and career options? <ul style="list-style-type: none"> Slides 1-5 in Presentation provided below |

3. Next, *students will be able to* identify what they already know and want to learn about college tuition by completing the K and W of a KWLA chart on their own.
4. *Students will be able to* use a collaborative structure selected by the teacher to share their K and W. *Recommended structure: Stand-Share-Sit*
5. Once students have shared, teacher creates a large whole class KWLA chart and *students will be able to* provide input for the K and W sections.

3. [KWLA Chart Template](#)
K: What we KNOW
W: WANT to learn
 L: What we learned
 A: Applying new knowledge

Possible teacher facilitation if students are stuck on K: Think about your family and family friends. Did they go to college? What have they shared about college tuition?

Teacher Resource(s):

- [Presentation - Use Slides 1-5 for this activity](#)
- [KWLA Chart Template](#)
- [AE Collaborative Structures](#)

College/Career Options:
 Taking our notes
(Approx. 30 mins.)

1. Students will watch a video as an introduction to the concept of life after high school and college and career readiness and options.
2. Teacher will continue modeling setting up 3 column notes. *Students will be able to* set up their own notes as teacher models.
3. Teacher will model taking notes while referring back to any information students already shared on the KWLA chart. *Students will be able to* take notes on key vocabulary.

Vocabulary for 3 column notes:

- Tuition
- 2 Year College
- 4 Year University
- Vocational/Trade School
- Scholarships
- Grants
- Work Study
- Loans

1. [What's Included in the Cost of College? - Video \(1 min. 38 secs.\)](#)

2. Set up includes:

- Drawing lines & titling columns
- Slide **6** in [Presentation](#) provided below

3. Model note-taking using the think aloud method and with student input.
 - Slide(s) **7-21** in [Presentation](#)

Teacher Resource(s):

- [Presentation - Use Slides 6-21 for this activity](#)

College/Career Options:

Adding to our Notes
(Approx. 45 mins.)

1. Teacher will create groups of 3/4. Could use one Team Huddle grouping from the [collaborative structures](#) to create groups.
2. *Students will be able to* work with their group to add to their notes in a different color when presented with new information.
3. Teacher will present new information and ask questions in order to prompt students to add to their notes.
4. *Students will be able to* synthesize learning by completing a D-L-I-Q with teacher prompting.
5. *Students will be able to* share their D-L-I-Q using a teacher selected [collaborative structure](#).

1. Group numbers vary depending on class size
2. If students do not have a different color, simply have them [underline](#) or [highlight](#) information added
3. Model adding to our notes using the think aloud method and with student groups' input.
 - Slide(s) **22-29** in [Presentation](#)
4. [D-L-I-Q Template](#)

Teacher Resource(s):

- [Presentation - Use Slides 22-29 for this activity](#)
- [D-L-I-Q Template](#)
- [AE Collaborative Structures](#)

Can I Afford College? Jigsaw (Approx. 45 mins.)

1. Provide students with the *Can I Afford College?* resource.
2. Have them count off 1-4 and assign the following topics from the resource:
 - 1s: Scholarships
 - 2s: Grants
 - 3s: Work Study
 - 4s: Student Loans
3. Make expert groups by grouping all 1s, 2s, 3s, 4s.
4. Expert groups will work together on adding to their 3 column notes. When they return to their original table, they will deliver

1. Digital Access: [Can I Afford College?](#)
(*In revision phase*)
2. Collaborative Structure: [Jigsaw Resource](#)

| | | |
|--|--|---|
| | the information gathered, and others will add to their own notes with newly acquired information. | |
| Post-Test & Review Essential Question (Approx. 30 mins.) | <ol style="list-style-type: none"> 1. Students will be able to identify what they have learned and how they will apply the learning by returning to their KWLA chart. 2. Whole class will complete the A in KWLA by completing a Quickwrite. 3. <i>Students will</i> complete a post-test to identify and assess the knowledge acquired about the content being covered. | <ol style="list-style-type: none"> 1. Teacher will prompt thinking by modeling on whole class KWLA. 2. Quickwrite prompt: <i>What skills am I learning that will help with my success in life after high school?</i> Give examples, if needed: -note-taking, organization, collaboration, etc. 3. Post-Test: Digital Access |
| Potential Materials: | <ul style="list-style-type: none"> ● Pictures/brochures of local colleges and universities ● College pencils | |
| Extensions: | <ul style="list-style-type: none"> ● Once student has identified their path for life after high school, have them create: <ul style="list-style-type: none"> ○ a pennant connected to the specific path ○ A decorated college door connected to the specific paths the students identified for themselves ● One-Pagers ● College Bingo ● Learning Styles Inventory ● Interest Inventory ● Smart Goals | |

[Access Video Explanation of Curriculum \(Under Development - Check back in April\)](#)