

Lesson Three Timeline — Overall lesson time: One hour



Activity	Summary	Detailed Info.	Rationale
Opening Journal (5 minutes)	Students will answer questions in their Student Handbook while the class gets settled.	Teacher's Edition: page 68 Student Handbook: page 27	<ul style="list-style-type: none"> To give students the opportunity to reflect on what they learned during the previous lesson and start thinking about what they will be learning today.
Review of Lesson Two (5 minutes)	Teachers will collect the careers that students have selected by having each student write their career choice on an index card. Students will share their previous journal entry with a partner. The class will reconvene and discuss what was shared.	Teacher's Edition: page 69 Student Handbook: page 25	<ul style="list-style-type: none"> To provide students an opportunity to share their educational goals. To review the concepts students learned in Lesson Two.
YOU are the Admissions Counselor! (10 minutes)	Students will pretend they are college admissions counselors and decide what they think are important criteria for admission.	Teacher's Edition: pages 70–71 Student Handbook: page 28	<ul style="list-style-type: none"> To gauge student awareness of what is important in the college admissions process. To enhance student understandings of the steps they need to take to be eligible for admission to a postsecondary institution.
High School Course Requirements for Postsecondary Education (10 minutes)	Students will learn about the courses required for admittance to a postsecondary institution. Teachers will share information about the courses and tests required for high school graduation.	<i>Please note that this is a customizable activity.</i> Teacher's Edition: instructions, pages 71–72; sample, page 82 Student Handbook: page 29; inside back cover	<ul style="list-style-type: none"> To help students understand how academics impact their college options. To help students understand that they need to get on the college track now to ensure that they complete all required courses.
College Entrance Exams (4 minutes)	Teachers will provide a brief introduction to the official college entrance exams (ACT and SAT). Teachers will have the opportunity to discuss any state high school exit exams where applicable.	<i>Please note that this is a customizable activity.</i> Teacher's Edition: instructions, page 72; sample, page 83 Student Handbook: page 29	<ul style="list-style-type: none"> To inform students about tests they must take to be eligible for postsecondary admittance. To make students aware of additional state testing requirements where applicable.
Middle School: Your First Step towards Reaching Your Goals (3 minutes)	Teachers will direct students to a tip sheet on how to prepare for college while still in middle school. They will remind students of the importance of doing well in school.	Teacher's Edition: page 73 Student Handbook: page 30	<ul style="list-style-type: none"> To provide students with a list of things they can do now to make themselves ready for postsecondary education and a career.

Lesson Three Timeline (continued)



Activity	Summary	Detailed Info.	Rationale
Learning Styles Inventory <i>(15 minutes)</i>	Students will take the Learning Styles Inventory and discover the type of learner they are.	Teacher’s Edition: instructions, page 74; inventory and tips, pages 75–78 Student Handbook: inventory, page 31; tips, pages 32–34	<ul style="list-style-type: none"> • To give students information about the kind of learner they are and ways they can use this information to enhance their study habits.
Catching up, Keeping up, and Getting Ahead <i>(3 minutes)</i>	Teachers will distribute information about academic support, enrichment opportunities, and volunteer service within their school and community.	<i>Please note that this is a customizable activity.</i> Teacher’s Edition: instructions, page 79; sample, page 84	<ul style="list-style-type: none"> • To make students aware of opportunities to enhance their academic experience through enrichment activities.
Closing Journal and discussion <i>(5 minutes)</i>	Students will reflect on what they learned about academic requirements and their learning style. The teacher will lead a brief wrap-up discussion about what they learned.	Teacher’s Edition: page 80–81 Student Handbook: page 35	<ul style="list-style-type: none"> • To have students reflect on what they have learned about their learning style to their current study habits.