Lesson Plan 7: Time for a Check-Up! Post-Secondary Schools and Your Course Plan

Core www.cfnc.org Area:
High School Academic Planning

Total Time:
50 minutes.

Target Grades:
Appropriate for 10-12, Recommended yearly for grades 10, 11 and 12

Suggested Timeline:
Grade 10 or 11: Winter Semester (before scheduling for the next school year) Grade 12: Fall Semester

ASCA Correlation
(Which of the ASCA Standards does this lesson address?)

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<tr>
<th>A-A</th>
<th>A-B</th>
<th>A-C</th>
<th>C-A</th>
<th>C-B</th>
<th>C-C</th>
<th>PS-A</th>
<th>PS-B</th>
<th>PS-C</th>
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<td>X</td>
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Lesson Objectives
(What will students know and be able to do when the lesson is complete?)
By the end of the lesson, students will know how to evaluate whether their course plans support their post-secondary goals and how to make adjustments to their schedules as needed.

Materials Needed
(What materials are needed to deliver this lesson?)
Reserve computer lab or computer cart
Time for a Check Up! worksheet

Advance Preparation
(What does the instructor need to do in advance in order to be prepared to deliver this lesson? How much time is required for advance prep?)
Print the Time for a Check-Up! worksheet 10 min

Activator (Typically 5-10 minutes)
(How will you tap into the learners’ background knowledge and help them view the lesson as relevant?)
Demonstrate the importance of completing the high school course work required and recommended by specific post-secondary institutions by discussing the following points:
- In order to graduate from our high school students need to complete a certain number of required courses. However, some post-secondary institutions request additional courses that are required or recommended for entrance into their institution
- To maximize your chances of admission, students should be sure that they are on track to meet the required courses and preferably to meet the recommended courses as well
- Regular check-ups (particularly if your top choice of post-secondary institution changes) will allow you to plan ahead and make changes to your plan, as needed.

www.cfnc.org will:
- Help students to compare their current course plan with the required and recommended courses of the post-secondary institutions that they are considering attending
• Allow students to modify their course plans as needed
• Save student work

Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)
(How will you facilitate the learning of knowledge/skills using adult learning strategies? How will you provide for skill practice? How will you differentiate learning, as appropriate, for different roles, skill levels, and experience?)

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<tr>
<th>Session #</th>
<th>Step #</th>
<th>Responsibility</th>
<th>Action Steps</th>
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</table>
| 1         | 1      | School counselor | Focus on today’s work:  
1. Distributes the Time for a Checkup Worksheet  
2. Asks Students to sign into www.cfnc.org and click on the High School Planning Tab, then on Your Plan of Study |
| 2         | 2      | Student         | Uses the Time for a Checkup Worksheet to assist with comparing their college entrance requirements |
| 3         | 3      | Counselor       | Assists students with completing the worksheet |
| 4         | 4      | Student         | Completes reflection question in the Your Journal section of Your Portfolio tab of www.cfnc.org “Why is it important to consider college entrance requirements and plan ahead when developing your plan of study?” (This question is also located on the student worksheet) |
| 5         | 5      | Student         | Saves the worksheet in a paper portfolio or attaches an electronic copy to their www.cfnc.org Portfolio |

(Chart from RI School Counselor Association’s Toolkits, found at www.rischoolcounselor.org)

Summarizer/Informal Assessment (Typically 5-10 minutes)
(How will you engage learners in processing and summarizing what they learned? How will you know that the objective has been achieved?)
• Complete reflection in Portfolio of www.cfnc.org  
• Attach worksheet to portfolio or save in a paper portfolio.  
• Ask students to discuss the benefits of taking challenging coursework in high school.

Follow-Up
(What additional learning could occur during the year? When?)
• Student, parents and counselor will review information during course planning  
• Students can research the schools that they are interested in and determine what other criteria exist for admission into the school
**Time for a Check-Up!**

It's important that you select high school courses that meet your school’s requirements and allow you to graduate on time. It's also important to select high school courses that meet the requirements of colleges that you are considering attending. Complete the following activity to see if you are on track to attend the college of your choice.

**Part 1:**
1. Log into [www.cfnc.org](http://www.cfnc.org)
2. Click on the High School Planning Tab and then click on Your Plan of Study.
3. Click on the title of Your Current Course Plan.
4. Look over the course plan. Does it look up to date and accurate? If not, make any changes that are required. (Note: If your course plan is locked, you will not be able to make changes until your next meeting with your school counselor).
5. Click College Requirements Checkup at the top of the page
6. Click Compare next to the name college that you are considering attending. If you don’t see your top college on the list, search for it using the search bar below.

**Part 2:** Fill in the chart below with the information from the page Compare College Entrance Requirements. Look over the sample chart to see how your chart should be completed. Your school may have fewer subject areas. If that is the case, leave the extra lines in the chart blank.

### Sample Chart:
**College Name:** Colorado State University - Pueblo

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required</th>
<th>Recommended</th>
<th>Your Credits (add together your planned, enrolled and completed credits)</th>
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<tbody>
<tr>
<td>English</td>
<td>3</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Natural/Physical Science</td>
<td>0</td>
<td>2</td>
<td>3</td>
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### Your Chart:
**College Name:**

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For which subject areas will you:
- Exceed the number or credits **required** by the college?
- Exceed the number of credits **recommended** by the college?
- Not have enough credits to meet the number **required** by the college?
- Not have enough credits to meet the number **recommended** by the college?
Would you be willing to change your course plan to meet the number of credits required and/or recommended by the college? If you would like to modify your course plan, meet with your counselor to make the necessary changes.

**Reflection:** Reflect on the following question in the journal in your www.cfnc.org Portfolio or on the back of this sheet: “Why is it important to consider college entrance requirements and plan ahead when developing your plan of study?”