

# College & Career Planning Grade 11: 2022-2023

## Teacher's Curriculum Planning and Resources

Course/resources created by Adam Kendis. Feel free to use or adapt anything for your students. Please contact me with any questions or feedback; feedback is welcome and appreciated!

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**Course Background and Design:** I built this weekly, semester-long course for high school juniors to help them think about and plan for their futures. While much of the work is built around preparing to apply to college in the first half of their senior year, the course is centered around helping students deal with the uncertainty and the ups/downs that come with a major life transition. The aim of the course is to help students proactively plan for their future while also learning to proactively manage the myriad of emotions they will experience.

### **Overarching Goals:**

- To empower students and increase their sense of control over the unknowns related to post high school life.
- To help students reflect on who they are and who they want to become while helping them learn tools, habits and dispositions to take steps to make those plans a reality.
- To help students have options that are a good-fit and that they are excited about as they transition into the next phase of their life.

**Course Goals – Student Knowledge:** By the end of the course students will *KNOW*:

- How admissions works in different parts of the world including how to apply and how applications are read
- How the educational philosophy and systems at universities in various parts of the world vary
- How to research colleges like an expert
- More about what they are looking for after high school
- How to stay organized in this process

**Course Goals – Work Outcomes:** By the end of the course students will *COMPLETE*:

- A working college list of 15-20 colleges to further research
- A strong draft of at least one college essay
- A strong draft of a resume
- Requested teacher recommendations
- Met 1:1 with a college admissions representative to receive feedback on their essay
- Taken the SAT or ACT at least once
- Had multiple individual meetings with their college counselor (Mr. Kendis)
- Had at least one meeting with college counselor and family

**Course Resources:** Corresponding slides to support instruction, daily in-class and homework assignments and, in many cases, videos of the lessons for students who were absent from class are all linked in the [Detailed Lesson Plans](#) section which starts on page 3 below.

**Unit Overviews with Links to Individual Lessons:**

Unit 1: How Admissions Works			
Lesson Links	Dates	Sections	Lesson Titles
<a href="#">1</a>	1/17-1/18	A&B	Intro to Class and Mock Admissions Review
<a href="#">2</a>	1/24 1/25 (1/2 day)	A only	Mock Admissions Student Review
3	1/31-2/1	AK in FL	Independent Work: Mock Admissions Student Review
<a href="#">4</a>	2/7-2/8	A&B	Mock Admissions Decisions and Debrief
<a href="#">5</a>	2/14-2/15	A&B	Lessons from Seniors: Class of 2023 Student Panels
x	2/21-2/22	none	2/21 is holiday; 2/22 is half day Independent Work: Student Post High-School Survey
<a href="#">6</a>	2/28-3/1	A&B	College Fit and Intro to Researching Colleges
<a href="#">7</a>	3/7-3/8	A only AK in Bogota for B	College Fit and Researching Colleges Part 2
<a href="#">8</a>	3/14-3/15	A only B 1/2 day	Designing My Life: My Personality, My Strengths & Possible Career Pathways
<a href="#">9</a>	3/21-3/22	A&B	Intro to Odyssey Plans
<a href="#">10</a>	3/28-3/29	A&B	Intro to the Common App & College Resume 101
x	4/4-4/5	Spring Break	
<a href="#">11</a>	4/11-4/12	A&B	Odyssey Plan Presentations and Feedback HMWK: Info Interview

<a href="#">12</a>	4/18-4/19	A&B	College Essays Part 1: <ul style="list-style-type: none"> <li>• What Colleges Are Looking For;</li> <li>• Beginning to Brainstorm</li> </ul>
<a href="#">13</a>	4/25-4/26	A only? B ½ day	College Essay Part 2: Khan Academy essay reviews and drafting your essay (draft one due 5/2)
<a href="#">14</a>	5/2-5/3	A&B	Creating a Balanced College List and Using Admissions Data to Evaluate Reach, Target, Likely; Staying Organized with Your Applications (AP EXAMS)
<a href="#">15</a>	5/9-5/10	A&B NONE?	Essay Workshop Details, Essay Revision (AP EXAMS)
<a href="#">16</a>	5/16-5/17	A only? B ½ day	College Essay Workshop: A in person; B via video  Requesting Teacher Recs (HMWK: Reflecting on College Essay Workshop)
<a href="#">17</a>	5/23-5/24	A&B	Intro to Cialfo (input teacher rec requests and link Common App); Writing Peer Recs
<a href="#">18</a>	5/30-5/31	A&B	Summer Priorities: What to Do Over Break

**Detailed Lesson Plans:****Class 1: Intro to Class and Mock Admissions Review**

## Resource Links:

- [Slides](#) #1-25
- Class 1: [In-Class and Homework Assignments](#)

## Key Points to drive home:

- This course is an intentional journey to help you think about yourself and what matters to you as you plan for your post high school life.
- The outcomes will help you show your best self to universities while minimizing stress.
- We are starting with fictional applications so you can see what you'll produce over the next six months and how universities will read your applications.

## Learning Intentions:

- I will understand the components of a college application
- I will understand how admissions offices review students' college applications

A Note on the Materials for this Opening Unit: I pulled these application materials from Cialfo. I am unsure of who the original author of the materials is but deeply appreciate the person(s) who created them. Here are the files that are also linked in the assignment above.

- [Examining the Applicant Files](#)
- [case 1 - henry isao watanabe](#)
- [case 2 - marcela marie castillo](#)
- [case 3 - dorri olivia johnson](#)
- [plymouth shores university profile](#)
- [Candidate Review Form](#)

Agenda:

(20 minutes) Brief Course introduction

- Intro: Over the next several weeks you will take on the role of an admissions representative. Your job will be to review several fictional students' applications and then, as part of a group, decide which of the students gets admitted and who does not.
- To start, we're going to explore the idea of holistic review in admissions. Most colleges and universities use something called "holistic review" to decide who gets admitted to their schools. What does holistic review look like? As you watch this video, take notes on the following:
  - What factors do you see play a role in the decision making process for admissions reps?
  - What information about how admissions representatives review applications is reassuring?
  - What info is troubling or makes you concerned?
  - What terms were unfamiliar and/or what do you want to know more about?
- Watch video: 5:45: <https://www.youtube.com/watch?v=2AB-5dCFQrs>
- Pairs discuss parts of holistic review: 2 minutes
- Group share out: 5 min
  - Capture notes on slide

(20 min) Mock Admissions Committee Intro

- (3 min) Explain:
  - students will be acting as the admissions committee for a fictional college
  - The applications are also fictional though they are adapted from real applications and are very realistic
  - You will be part of a group of 3-4 students and your job will be to ultimately decide which of the three students is admitted, which is denied and which is waitlisted.
- (8 min) Popcorn style: read the [Examining the Applicant Files](#) together to get clear on what to look for.
- (10 min) Individually: Read over the [plymouth shores university profile](#)
  - Be prepared to share out something you learned about Plymouth Shores U. No repeats! (loss of at least one participation point if you repeat)

(20 min) Applicant 1: [case 1 - henry isao watanabe](#)

- (5 min) Look at first two pages of his application and take notes in the “Personal” section of the “Candidate Review Form”
- (5 min) Share out
- (5 min) Review and take notes on testing, activities and transcript on pages 3-4
- (5 min) Discuss takeaways from these sections

(5 min)

- Review homework assignment: complete reading of this application and notes
- Reflection: What is one thing that you learned today that you want to remember?

## **Class 2: Mock Admissions Review Deep Dive**

Learning Intentions:

- I will understand how admissions officers review students’ college applications
- I will read college admissions applications like an admissions officer and reflect on how this experience shapes my thinking

Agenda:

(5 minutes) Check In: How are you today, in three words or less? (whip around)

(10 minutes) Mock Admissions Activity Deep Dive - Part 1

- What is your job in this activity?
- Why are we starting here? What do you think you can learn from this?
  - Key Answers to Elicit:
    - See parts of an application
    - See what you’ll produce before Nov. 1
    - See how admissions reps read apps
    - KEY: See that admissions reps can’t know your true self, academically or your character, from a quick read of an application. Thus, whether you get into a particular college or not does not signify who you are nor validate/repudiate you.

(10 minutes) Popcorn style: read the [Examining the Applicant Files](#) together to get clear on what to look for. Emphasize key points as we read through the document (e.g. SAT scores are no longer necessary at many colleges because they do not correlate to success in or after college, etc.)

(15-20 minutes) Students work on [case 3 - dorri olivia johnson](#). Have them fill out the Candidate Review Form as they do so.

- Circulate and check in with students. Ask them what they’ve learned about Dorri as they’ve read.

(15 minutes) Group Review:

- First: how did it feel to try to get to know a student in 15 minutes? What was that like?
- What do you think of admissions reps making a decision in that time? What conclusions do you take from that?

- Circle back to key points to focus on that came up from circulating with the students (e.g. ADD and her growth over time; demonstrated interest and tracking of ‘contacts’ with the college, etc.)

(5 min) Final Reflection: What do you want to remember from today’s class and discussion?

### **Class 3: Mock Admissions Independent Work**

Note: I was out of school for this lesson. Students were given independent work time to complete their mock admissions work.

### **Class 4: Mock Admissions Decisions and Final Review**

Learning Intentions:

- I will gain deeper understand of how admissions officers review students’ college applications by comparing my mock admissions notes to actual admissions representatives notes
- I will reflect on my learning and takeaways from the mock admissions unit

Agenda:

(5 min) Check In: Think about what you’ve learned in the mock admissions activity so far. Share one word that represents your learning so far.

(5 min) Initial Vote: Have students vote using some system. Or I can put up their votes.

(5 min) Break into groups. Assign them a candidate to argue in favor of. Have them prepare a 1 minute pitch as to why their candidate should get in.

(5 min) Presentations: each group presents.

(3 min) Revote

(10 min) Discuss group’s decisions. \

- If you had to choose one of these students as a roommate, who would it be? (don’t consider gender in the decision)
- What did we learn about Marcela in the counselor rec that we didn’t learn from her? (caretaker for dad). How did that change our view of her? Zooming out, what does this help you learn about the importance of your recommendations?

(30 min) Watch rep videos and discuss.

[Joe Giacalone, Director of International Admissions at Marist:](#)

- He describes all three students as admissible. What does he mean by ‘admissible’?
- Talks about how much the students “engaged with us”. What does this mean?

[Leah Hoffman @ Franklin & Marshall College \(12 min\)](#)

[Chris Segur @ College of the Holy Cross \(6 min\)+\(3 min\)](#)

(10 min) Reflect on learning. Write learning as thoughts to remember to self. Perhaps in a journal that gets started with this assignment.

## **Class 5: Lessons from Seniors: Class of 2023 Student Panels**

Learning Intentions:

- I will learn from peers who are further in their postsecondary journey and reflect on my learning to help me plan my own postsecondary journey.

Resource Links:

- [Slides](#) #60-69
- Class 5: [Hmwk Assignment](#)

Key Points to drive home:

- There are multiple great lives (and plans) within me, and I get to choose which one to build my way forward to next.

Panelists:

- Camila Goncalves - Yes, she's available
- Santiago Suarez
- Sofia Lascano
- Alexia Mckelligott
- Esteban Acouri - He is going to get back to me
- Joshua Akly - Yes, he's available

Agenda:

(5 min) How are you today? (Thumbs up, to the side or down)

(2 min) Review agenda and discuss purpose

(5 min) Read Mary Oliver's poem, "The Summer Day" and discuss the big question at the end.

(5 min) Write questions to ask the seniors. Work in pairs and share out.

(30 min) Panel discussion

(15 min) Everyone Writes: Homework Assignment worth 50 points.

(5 min) Final Reflection: share out

## Class 6: Introduction to College Fit and College Research

### Learning Intentions:

- I will learn about different tools for researching colleges.
- I will try out several different tools for researching colleges and evaluate how well they work for me.

### Resource Links:

- [Slides #70-98](#)
- [Video of class](#) for absent students
- Class 6: [In Class Assignment](#)
- Class 10: [Hmwk Assignment](#)

### Agenda:

- NOTE: Have new seating chart displayed on screen when students enter. Have them sit in assigned seats. Explain that it is to help me learn names and facilitate sharing ideas/learning with different peers.
- (5 min) Put students into groups of 3-4 (desk groups together). Explain that there is a group of students coming to visit SCCS to decide if they should enter the high school or not and their job is to come up with 2 bullets, no more and no less, that you would use to describe SCCS. Give them 2 minutes to create their bullets.
- (5 min) Share out. Then, discuss: how does this apply to applying to college?

### Key Points to drive home:

- Like different high schools, different colleges have different personalities.
- When researching colleges, your job is to try to learn about the college's personality and decide if it is a good fit for you.
- (2 min) College Fit: discuss
- (maybe) Small group then whole group share out: How many different ways can you think of to help you assess if a college is a good fit for you? Which do you prefer? Why?
- (1 min) New bathroom and water guidelines. Only during mid-class break. Otherwise, go before or after class. If you have a medical condition and this is a problem for you, talk to me in private.
- (5 min) Framing College Research
  - Choice overload: if you have too many choices, people tend to get overwhelmed.
  - Colleges are marketing to you. They are trying to sell you their product.
  - To be a savvy consumer, you need to get past the marketing.
  - How do you get past the marketing and decide what a college is about?
    - Use a variety of tools/methods to research colleges.
    - Take notes.



- Remember that colleges are more similar than different.
- (15 min) Explore Different Research Methods
  - Cialfo
  - InDuck
  - Fiske Guide
  - Info Sessions
  - Tours
  - Student newspapers
- (3 min) Take Notes
  - Why take notes?
  - What kind of notes should you take?
  - Using our note taking tracker (and you can adapt it for yourself)
- (10 min) Independent Research Time: use one or more of the options we've shared.
- (5 min) Reflection:
  - Share out: What method did you use and how did it go?

## **Class 7: College Research Part 2**

### Learning Intentions:

- I will learn about different tools for researching colleges.
- I will try out several different tools for researching colleges and evaluate how well they work for me.

### Key Points to drive home:

- Like different high schools, different colleges have different personalities.
- When researching colleges, your job is to try to learn about the college's personality and decide if it is a good fit for you.

### Resource Links:

- [Slides # 99 - 116](#)
- Class 7: [In Class Assignment](#)
- Class 7: [Hmwk Assignment](#)

### Agenda:

- NOTE: Have new seating chart up when they walk in as a reminder.
- (7 min): Review and Recall
  - Individual Writing Time – 3-2-1: What are three things I know about researching colleges, 2 questions I have about researching colleges, 1 analogy (researching colleges is like...)
  - Share out in groups of 4
  - Whole group discussion
- (5 min) Share out. Then, discuss: how does this apply to applying to college?
- (2 min) College Fit: review.
- (5 min) Explore Different Research Methods: What's New?
  - Fiske Guide
  - Country Guides for Spain, Canada, etc.

- (3 min) Take Notes
  - Why take notes?
  - What kind of notes should you take?
  - Using our note taking tracker (and you can adapt it for yourself)
- (10 min) Independent Work
  - Fiske Guide: read and take notes on at least one college/ university  
OR
  - Country Guide: read and take notes on at least one country guide
- (5 min) BREAK
- (5 min) Intro to Student Survey
- (20 min) Independent Work Time
- (5 min) Final Reflection

### **Class 8: Designing My Life: My Personality, My Strengths & Possible Career Pathways**

#### Learning Intentions:

- I will be able to explain what a ‘well designed life’ means according to Bill Burnett and Dave Evans, authors of Designing Your Life.
- I will use the results from the 16 Personalities test to reflect on myself and possible career pathways that might be a good fit for me.

#### Resource Links:

- [Slides # 117-132](#)
- Class 8: [Video of class for absent students](#)
- Class 8: [In Class Assignment](#)
- Class 8: [Hmwk Assignment](#)

#### Key Points to drive home:

- Most of us discover where we are headed when we arrive.
- You have many possibilities in you. You don’t need to know what you want to do for a career now. And if you do, it may change and that is ok.

#### Agenda:

- (2 min) Recent and upcoming college visits
  - Those who attended Monday’s visit from Tec de Monterrey, was it worth your time and why?
  - Tomorrow, visit from Ontario Tech. Why you should attend.
- (6 min) Do Now: Write time. Short group discussion.
  - “The truth is, most of us discover where we are headed when we arrive.” In the space below, explain what you think Bill Watterson, author of the comic series *Calvin and Hobbes* means by this.
- (1 min) Aims and Unit orientation
- (3 min) Intro to Designing Your Life and in-class assignment overview
- (25 min) Watch this 25 minute [TedTalk with Bill Burnett](#).

- Pause video 1-2 times during to ask students what they've taken away so far. Help them process key points.
- (5 min) Discuss: Why did I show this video to you? What does this have to do with our class? (help students know that they don't have to know what they want to do now. They can figure out their life and career as they go but they need to be intentional about it.)
- (10 min) Intro 16 Personalities. Show my results.
- (5 min) Reflection: What did you take away from today's class?

## Class 9: Odyssey Planning

### Learning Intentions:

- I will review my 16 Personalities test results and plan for how I can use the results in the future.
- I will learn how to create an Odyssey Plan and will begin my three plans.

### Resource Links:

- [Slides #133-150](#)
- [Video of class](#) for absent students
- Class 9: [In Class Assignment](#)
- Class 9: [Hmwk Assignment](#)

### Key Points to drive home:

- There are multiple great lives (and plans) within me, and I get to choose which one to build my way forward to next.
- Creating Odyssey Plans is not about mapping out exactly what your future will look like; it is about opening your mind to possibilities that will allow you to design a life that you are excited about.

### Agenda:

- (2 min) Check in
- (10 min) *Daily Review*: 16 Personalities Review
  - (6 min) Individual Work Time
    - Review your results from your 16 Personalities test. Then answer the questions that follow.
    - What are three pieces of information in your results that you found interesting?
    - After reviewing your results, what are two concrete steps you want to take to improve yourself or to explore your future. Be specific.
  - (4 min) Group share out
- (2 min) Review today's objectives and where we are in the course (slides 135 & 136)
- (6 min) *New Material in Small Steps*: Intro to Odyssey Planning
  - (2 min) Pair-Share: What are the repercussions for your life from the quote below?
    - Dysfunctional Belief: I need to figure out my best possible life, make a

- plan, and then execute it.
  - Reframe: There are multiple great lives (and plans) within me, and I get to choose which one to build my way forward to next.
- (2 min) What does the author mean by this quote: No plan for your life survives first contact with reality.
- (2 min) What the heck is an Odyssey anyways?
  - Read slide 139. Discuss.
- (10 min) *New Material in Small Steps*: What is an Odyssey Plan?
  - Odyssey Plans: As we watch [this video](#) and [this video](#) and [this video](#), answer the questions below.
    - What is an Odyssey Plan?
    - What is the author’s argument as to why Odyssey Plans are important?
    - What does, “No plan for your life survives first contact with reality” mean?
    - What kinds of things should be included in your five-year timeline?
    - Why do the authors require a 6-word title for each plan? (hint: Ernest Hemingway is involved)
  - CFU questions: review answers and reinforce key messages
- (4 min) BREAK! – water, bathroom, stretching, chatting...
- (10 min) *Provide Models*: Odyssey Planning: Examples
  - (2 min) WHY is it valuable to think of three radically different plans?
    - Life 1: The story you tell today about how life will most likely be.
    - Life 2: The life you would live if the above option was no longer possible.
    - Life 3: The life you would live if money or status did not matter.
  - ANSWER: It helps create possibilities in your life and plan for the unplannable.
  - (6 min) Look at different Odyssey Plan examples (slides 143-147)
- (16 min) *Guide Student Practice*: Odyssey Planning: Getting Started
  - (8 min) Write your six word titles out. (If you have extra time, you can start writing out your plans...)
  - (4 min) Pair-Share 6 word titles
  - (4 min) Whole Group Share: 6 Word Titles
- (5 min) Final Reflection
  - (4 min) Writing Time
  - (1 min) Share out

## **Class 10: Intro to the Common App & Resumes 101**

### Learning Intentions:

- I will create a Common App account and will begin to become familiar with how the Common Application works.
- I will learn how a resume is used in the college process and the keys to writing strong resume descriptions.

Resource Links:

- [Slides #152-183](#)
- Video of class for absent students (different videos linked in each assignment below)
- Class 10: [In Class Assignment](#)
- Class 10: [Hmwk Assignment](#)

Key Points to drive home:

- Filling in the Common App, even if you don't use it to apply to college, will help you learn how to apply to other colleges or for other opportunities in life.
- Your resume/Common App Activities section should paint a picture of who you are beyond your grades and test scores. Don't be afraid to show your personality and unique perspectives through your descriptions!

Agenda:

- (2 min) Check In: How are you doing?
- (8 min) *Daily Review*: Odyssey Plan check
  - Put your Odyssey plans on your desk
  - Use the doc scanner to look at some together and discuss strengths and how to make them stronger
  - EMPHASIZE: You MUST bring your completed Odyssey Plans to class next week (after Semana Santa break). Will get a 0 for participation if you don't next week.
- (2 min) Review today's objectives and where we are in the course (slides 135 & 136)
- (10 min) *New Material in Small Steps*: What is the Common App?
  - Watch the [intro video](#) (2.5 min)
  - How does the Common App work?
    - Log into the Common App
    - Give students a tour:
      - Different tabs
      - How to add a college
      - The application to be filled out
      - Questions for each college
- (10 min) *Guide Student Practice*: Filling in the Common App
  - [Follow this link](#) to create an account with the Common App. You should choose "First year student" from the options. Then, follow the steps to set up your account.
  - Once you are logged into the Common App, look in the upper right hand corner for your Common App ID (CAID). What is your CAID?
  - Go to the "College Search" tab. Use this tab to find at least two colleges that you think you may want to apply to and add them to your list by clicking on the plus symbol next to the name of the college. Which colleges did you add?
- (4 min) BREAK! – water, bathroom, stretching, chatting...
- *New Material in Small Steps*: Resumes 101
- (5 min) Why is a resume valuable as part of the college application process?
  - After eliciting answers from class, show slides 123 and then 124.
  - You apply and colleges are trying to get to know you as a person and, if done well, your application helps them to do that.
  - Remind students that their resume and essays are the main pieces that they'll have control over authoring.

- Slide 125: Your resume helps colleges to get to know you.
  - Slide 126: after reading quote let the students know we'll be working with them on asking for recs in April.
- (3 min) Ask students: How is learning to write a resume useful outside of applying for college (slide 127)
  - After eliciting answers, show slide 128. Ask if they know what a Residential Assistant is and then explain what they do and the benefits of being in that role.
- (15 min) Key to strong resume: language used to describe your activities
  - 1 min: Slide 129: emphasize that HOW you describe the activities you are a part of is a key to helping colleges get to know you
  - 6 min: Example 1
    - 2 min: show examples on slide 130 and ask students to work with a partner to explain which is stronger and what specific examples they can use to prove their answer
    - 2 min: students share answers
    - 2 min: use slide 130 to show annotated answers for what makes it stronger. Review answers with students.
  - 6 min: Example 2
    - Rinse and repeat from example 1 using slides 131 and 132
- (7 min) What should be included in a college resume?
  - (slide 134) Ask students to share what types of activities they think should be included in a resume for the college application. Elicit answers.
  - (Slide 135) Should this be included? "I spend a lot of time helping my little brother with his homework everyday and cook dinner for both of us each night."
    - Yes. Colleges want to know how you use your time.
  - (Slide 136) Should this be included? "I spend 1-2 hours per day drawing or painting."
    - Yes.
  - (Slide 137) Review what the Common App activities section says and what can be included.
- (7 min) Look at examples from Wooster students
  - Slides 139-142: each have examples from students. Look at some of the examples and have students notice what makes them strong.
  - Explain that these are finalized products that were sent to colleges, not first drafts. They will also go through many drafts before getting to a really strong answer.
  - Explain that they have access to all four examples so they can see how Wooster students wrote up activities that they might also be a part of.
- (5 min) Resume v Common App
  - Explain that we have them create a resume because it is a transferable skill that they can use in other aspects of life.
  - But we have them format their resume so that they can copy and paste their descriptions into the Common App
  - Bring up the Common App on the screen and show them what it looks like. Emphasize the 150 character limit.
  - Explain their homework assignment for the week (draft of resume) and the resources at their disposal to help them with that.

## Class 11: Sharing Your Odyssey Plans

### Learning Intentions:

- I will share my Odyssey Plans with my peers and will receive ideas on how I might make one of my lives a reality.
- I will share ideas with my peers for how they might make their Odyssey Plans a reality.

### Resource Links:

- [Slides](#) #191-196
- Video of class for absent students
- Class 11: [In Class Assignment](#)
- Class 11: [Hmwk Assignment](#)

### Key Points to drive home:

- Taking time to think about what you might want to do several years into the future and then backwards planning for how to get there allows you to take steps to make that future a possibility.

### Agenda:

- (2 min) Check In: How are you doing?
- (8 min) *Daily Review*: Odyssey Plan Commercial
  - Your group's job is to make a 30-second commercial to explain Odyssey Plans. I am the judge and will give a prize to the group that does the best job.
  - Step 1: Review assignment titled "Class 9 -- Introduction to Odyssey Plans"
  - Step 2: Prepare a 30 second commercial on Odyssey Plans:
    - What are they?
    - Why are they helpful?
    - What types of information should be included in them?
    - BE CREATIVE!
- 5 min: Warm Up – Planning a Party
  - 1 min: set up Fishbowl style activity: set up with a group of four or five students and teacher in front of room; others are observers.
    - Explain: we are going to plan a party.
    - Each person can either add an idea or say pass. We will have 1 minute to get as many ideas out as possible.
  - 1 min: "Yes, but" -- For the first round of doing this, after the first idea is given, everyone will start their statement with, "Yes, but..."
  - 1 min: "Yes, and" -- Same activity but this time instead of saying, "Yes, but..." the person who is sharing says "Yes, and..." to build off of the preceding idea.
  - 2 min: Debrief. How did moving from "yes, but" to "yes, and" change the dynamic of this?
    - Help group identify that "and" is a way to build and affirm whereas "but" is a way to negate or dismiss an idea. This is important for what we'll be



doing today which requires everyone to support each other and keep an open mind about the possibilities

- 2 min: Directions for Odyssey Plan presentations
  - Put students in groups of four, ideally.
  - Report Out: 3 min per person (depending on the length of the period; could be a little longer)
  - Each participant will now share each of their three lives with the group. The others are to listen – no judgement, no talking, just listening as the person shares.
  - Start with the title. Explain key pieces of the life.
  - EMPHASIZE: You don't need to read every detail on the page. The goal is to share highlights from each one.
  - Note: it is helpful to put up a timer on a whiteboard so that presenters can see how much time they have left. If this isn't available, an audible timer set to go off at one minute intervals is helpful or calling out the time at one minute intervals.
  
- 12 min: Plan Presentations
  
- 3 min: Choose a life to prototype and write a “how might I question”
  - Explain that each person will not have the opportunity to get ideas from their group about one of their lives and how they might make that life a reality. Their job now is to choose which life they want the group to share ideas about and to write a “how might I...” question to ask the group.
  - We use the How Might I/We format because it suggests that a solution is possible.
    - Example: How am I ever going to break into the film industry vs. How might I find ways to break into the film industry.
    - A properly framed How Might We doesn't suggest a particular solution, but gives you the perfect frame for innovative thinking.
  - Note: it is critical that the question be open-ended. It is worth walking around and checking everyone's questions before moving forward as a question that is limiting can make the next phase much less productive and fun. A good, basic question to fall back on is ‘how might i make this life a reality?’ but they can tailor the question to themselves as long as it is open ended
  
- 2 min: Directions for Prototyping (Ideation stage of Design Thinking)
  - Presenter shares the six-word title of the life as a reminder and their “How might I” questions
  - Explain to the participants that they will use rapid fire brainstorming to answer the How Might I questions of their peers. What does it mean to use rapid fire brainstorming:
  - Each person says their idea out loud and the person whose life is being discussed takes notes on the ideas being shared



- If you don't have an idea to share, you can just say "pass".
- Tell participants to suspend judgement on ideas – nothing is off limits here – no gravity, laws don't matter, etc. No ideas are too silly or crazy. Go for it and have fun with it; you can share ideas that are out there.
- The best ideas usually stem from the ones that seem the most outlandish!
- Start the timer and watch for lulls in brainstorming. If teams seem to get stuck, encourage them to throw out a wild idea (or you do it as the facilitator!). The idea is that the person should walk away with a massive set of ideas they can take back to possibly prototype as the next stage of the design thinking process.
- 12 minutes: Prototyping (3 min per person)
- 8 minutes: Personal reflection time – Take notes. What are the ideas from your peers that you want to remember? What are the next steps you plan to take in order to prototype (i.e. try-out) some of the ideas that they shared with you?
- 10 min: Debrief
  - How did that feel to get "ideas" from your peers?
  - Did you get any ideas you hadn't thought of before? Which were most powerful?
  - What might be your next step? How might you quickly "prototype" that idea or your life design?

## **Class 12: Qualities to Share with Colleges & Brainstorming for College Essays**

### Learning Intentions:

- I will think about which qualities I should present in my applications and where I can present those qualities.
- I will begin brainstorming ideas for my personal essay.

### Resource Links:

- [Slides #209-221](#)
- Video of class for absent students
- Class 12: [In Class Assignment](#)
- Class 12: [Hmwk Assignment](#)

### Key Points to drive home:

- Each of us have positive qualities that we bring to the world. It is your responsibility to help the universities where you apply to learn about your positive qualities.
- Your university essay is a chance to help admissions officers learn more about you and your positive qualities.

### Agenda:

- (2 min) Check In: How are you doing?
- (10 min) Brainstorm:
  - (3 min) Have students work on this in pairs or small groups to come up with the answer to these questions:
    - What qualities, strengths, attributes, and values do colleges look for in an applicant?

- List any and all qualities that a college might look for in an applicant.
- (7 min) Whole group share out: create a master list of the qualities, strengths, attributes, and values do colleges look for in an applicant
- (10 min) Peer Sharing: Qualities that Make You Special
  - Each student will have a piece of paper taped to their back. We will spend five minutes walking around and writing on people's backs sharing the qualities, strengths, attributes and values that each person brings to the community.
  - After the five minutes, students will read over what others wrote about them and will have a chance to ask any questions of their peers for further info or clarification.
- (4 min) Break
- (5 min) Review homework assignment
- (10 min) Begin brainstorming/working on homework assignment

### **Class 13: What Makes a Strong College Essay?**

#### Learning Intentions:

- I will understand what universities are hoping to learn about me in a college essay.
- I will be able to identify strengths and weaknesses in college essays.

#### Resource Links:

- [Slides #223-232](#)
- Video of class for absent students
- Class 13: [In Class Assignment](#)
- Class 13: [Hmwk Assignment](#)

#### Key Points to drive home:

1. Each of us have positive qualities that we bring to the world. It is your responsibility to help the universities where you apply to learn about your positive qualities.
2. Your university essay is a chance to help admissions officers learn more about you and your positive qualities.
3. (10 min) 3-2-1 Warm Up: individual thinking/writing time then whole class share out
  - a. 3 words you associate with college essays
  - b. 2 questions you have about college essays
  - c. 1 metaphor or simile related to college essays
4. (5 min) Watch 1-minute [video from Darryl Uy at Bates](#) on college essays: what is his advice?
5. (30 min) Khan Academy College Essay Examples and Video Feedback from Admissions Reps
  - a. [Essay 1](#): Read first essay as a class; discuss strengths and weaknesses; watch video of admissions reps; discuss admissions reps feedback
  - b. [Essay 2](#): Repeat

## **Class 14: Creating a Balanced College List and Using Admissions Data to Evaluate Reach, Target, Likely; Staying Organized with Your Applications**

### Learning Intentions:

- I will learn what it means to have a “balanced” college list.
- I will learn the difference between a reach, a target and a likely college and will apply this knowledge to myself to identify colleges that would fit in each category for me.
- I will use a system to help me stay organized while applying to colleges.

### Resource Links:

- [Slides #239 - 278](#)
- [Video of class](#) for absent students
- Class 14: [In Class Assignment](#)
- Class 14: NO HMWK!

### Key Points to drive home:

- Having a balanced list will help you have choices.
- This is not a fair process. You do your best and then you have to wait and see. That is why it is critical that you would be happy to attend any of the colleges that you apply to.

### Agenda:

- (2 min) Check In: How are you doing?
- (4 min) Pair/Share and then Whole Group: What do you think it means to have a balanced college list?
  - Answer: a list that will give you options
- (10 min) What is a likely, target and reach?
  - Likely:
    - Student’s academic profile is stronger than the middle 50% of students who are typically admitted. Typically have an admit rate that is higher than 65%.
    - The student’s chances for being admitted are high.
  - Target:
    - Student’s academic profile is similar to the middle 50% of students who are typically admitted.
    - Admit rates are typically between 25-65%.
      - Emphasize that this is a very wide range which is why this is not a black or white question. A college that admits 30% of students is very different than a college that admits 55% of students but we’d call both a target.
    - These schools sometimes admit and sometimes deny students like you.
  - Reach:
    - Student’s academic profile is not as strong as the middle 50% of students who are typically admitted.
    - AND/OR the college’s admit rate is less than 25%.
    - The student’s chances for being admitted are low.
- (3 min) Evaluating if a school is a likely, target or reach
  - Rarely a black and white question. More shades of gray. A college will usually be somewhere on a spectrum between a reach and a target or a target and a likely.

- (3 min) End goal: 1-2 likely, 3-4 target, 3-4 reaches
  - Why? Options
  - Why else? Remember that this isn't a fair process. It isn't based solely on merit. The decisions are out of your control.
- (10 min) How to evaluate if a college is a reach, target or likely:
  - Log into practice account and demonstrate how to do this for fake student. Model with 3-4 colleges. Show them how to use:
    - College's admit rate (use Scoir)
    - Scattergrams (use Scoir but understand that our data points are limited)
- (5 min) Let them practice on their own using google and collegetransitions.com to mark if a college is a reach, target or likely for themselves. Walk around and check students' work.
- (2 min) Timeline: goal is to have your list mostly done by the end of September though you might make changes after that.
  - Why? The most time consuming part of the process for most students is writing supplemental essays.
  - Give a couple of examples of supplemental essays.
  - We'll be reviewing how to find supplemental essays in a later lesson.
  - General rule of thumb is the more selective the school, the more essays they ask for.
- (2 min) Key to Success: explain why this is so important:
  - EVERY school on your list should be a place that you would be excited to attend.
  - In other words: If you wouldn't want to attend a college, don't apply.
- (5 min) Getting Organized
  - Why is it important? (ask class for ideas)
    - Being organized reduces stress
    - Share story of Jack and U Michigan app
- (3 min) Final reflection: key takeaway?

### **Class 15: Teacher Recs, Essay Workshop Details, Essay Revision**

#### Learning Intentions:

- I will understand the essay review workshop on May 17 and what I need to do to prepare for the workshop.
- I will understand how letters of recommendation are used in the college process, how to choose which teachers to ask and the steps to take to ask for recommendations

#### Resource Links:

- [Slides #279 - 284](#)
- [Video of class](#) for absent students
- Class 15: [In Class Assignment](#)
- Class 15: [HMWK Assignment](#)

#### Key Points to drive home:

- Essay review is an opportunity to get early feedback and practice for college interviews.
- ChatGPT and other AI systems are a tool. You need to know how to use them and how to do so ethically.

Agenda:

- (2 min) Check In: 3 words or less: how do you feel about your progress with applying to colleges/universities?
- (30 min) Workshop Prep
  - How will participating in this workshop help you?
  - What do you need to do to prepare for this workshop?
  - What is the name of the person you are meeting with?
  - What is the person's email address?
  - Send an email and copy Mr. Kendis
    - Introduce yourself
    - Let them know you appreciate their time
    - Tell them when you will email your essay to them (the latest possible is Monday, May 15)
- (15 min) [Using ChatGPT or Other AI to Help with Your Essay:](#)
  - Talk about the advent of ChatGPT and how it is being viewed in admissions currently
  - Read Luis's original essay
  - Read the version of Luis's essay that was revised by ChatGPT
  - discuss

**Class 16: Teacher Recs, Essay Workshop Details, Essay Revision**

Learning Intentions:

- I will understand the essay review workshop on May 17 and what I need to do to prepare for the workshop.
- I will understand how letters of recommendation are used in the college process, how to choose which teachers to ask and the steps to take to ask for recommendations

Resource Links:

- [Slides #285-299](#)
- [Video of class](#) for absent students
- Class 16: [In Class Assignment](#)
- Class 16: [HMWK Assignment](#)

Key Points to drive home:

- Essay review is an opportunity to get early feedback and practice for college interviews.
- Teacher Recs: about how they know you, not your grade in the class

Agenda:

- (2 min) Check In: What's your weather report today?
- (5 min) College Essay Workshop Review:
  - Logistics: time and place
  - How to dress
  - Final questions
- (3 min) FL College Visit week of September 10 - 16
- (30 min) Requesting Teacher Recommendations for College: Discuss each of the following questions with students and review information on slides 198 - 205 in the slide

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deck.

- How are they used in the application process?
- How should you choose who to ask to write your recommendations?
- What steps do you need to take next?
- (5 min) Students write down names of teachers they are planning to ask for recommendations; circulate to give feedback on their choices
- (5 min) Show students the teacher recommendation request form.

### **Class 17: Intro to Cialfo & Peer Rec Blurbs**

Learning Intentions:

- I will sign into Cialfo, add colleges to my list and request recommendations.
- I will understand how Cialfo is used in applying to college.
- I will understand how Mr. Kendis will use peer recommendation blurbs and will write at least three for my peers

Resource Links:

- [Slides #301-312](#)
- [Video of class](#) and [for homework assignment](#) for absent students
- Class 17: [In Class Assignment](#)
- Class 17: [HMWK Assignment](#)

Key Points to drive home:

- Cialfo is a system to be maintained and a tool at your disposal.
- Peer Rec Blurbs: You know each other in a different way than I do. Your insights into each other are invaluable.

Agenda:

- (2 min) Check In: How was the college essay workshop for you?
- (20 min) Cialfo walk through. Show students how to:
  - Cialfo:
    - Sign In
    - Connect to the Common App and explain integration to Common App
    - Create a List
    - Request Recs
  - Common App: FERPA waiver
- (15 min) Peer Recommendation Anecdotes
  - Explain what they are and how they are used by college counselors
  - Look at examples on slide and ask students to identify what makes these strong
  - Give students time to start writing anecdotes in the google form

### **Class 18: Summer Priorities: What to Do Over Break**

Learning Intentions:

- I will sign into Cialfo, add colleges to my list and request recommendations.
- I will understand how Cialfo is used in applying to college.
- I will understand how Mr. Kendis will use peer recommendation blurbs and will write at least three for my peers

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Resource Links:

- [Slides #313-322](#)
- [Video of class](#) for absent students
- Class 18: [In Class Assignment](#)
- Class 18: none

Key Points to drive home:

- Supplemental essays are just as important as your primary college essay; beginning to work on them over the break will help you have stronger products and less stress
- Vacation: be intentional about how you use your time; don't make your vacation all about applying to college because *where* you go to college is so much less important than *what you do* while you are there

Agenda:

- (4 min) Check In: What are your plans for the vacation?
- (8 min) FL universities tour: why you should consider attending and next steps
- (10 min) Review progress from junior year – have students work on the in-class assignment and then group share out
- (5 min) Updating Cialfo: adding current college list in – how to and why
- (4 min) Break
- (10 min) Supplemental Essays: why you might want to work on them during vacation and intro to College Essay Guy Supplemental Essay Guide
- (15) Planning for vacation
- (5) Final share out of vacation planning and reflecting