



# Scoir College Bound Curriculum

The Scoir team's vision is a world where every student understands, appreciates, and values their unique talents and pursues career paths strongly matched to their interests and abilities. Scoir also believes higher education is the gateway to expanded opportunities for personal growth and career advancement.

The Scoir College Bound Curriculum is a comprehensive set of lessons created to support school counselors as they help students transition into adulthood, postsecondary education, and the world of work.

This curriculum is designed to build in complexity and detail as students progress through high school. Each lesson can also stand alone which allows counselors the option to choose specific topics based on preferences and needs for grade level or individual students.

For schools that offer a College Seminar course, this curriculum is an excellent instructional resource to incorporate. Scoir is focused on providing counselors with valuable materials that are easy to implement and promote and support student success.

This curriculum guides and supports the work you do in preparing students for postsecondary pursuits and provides lessons related to the following areas:

- College Readiness
- College Search and Discovery
- Career Exploration
- Financial Literacy
- Digital Literacy
- College Application
- College Athletics
- Military Careers

ASCA Student Standards are aligned within individual lessons to clearly outline how the Scoir Curriculum supports the academic achievement, attitudes, and skills students need for college and career readiness.

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# Lesson 10.1: Update Four-Year High School Graduation Plan

## Overview

Students will review the Four-Year Plan they created in 9th grade (or create a new one) and make any adjustments necessary to align with their current post-secondary goals.

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## Learning Objectives

- Students review the four-year plan from grade 9.
  - Students update grade 10 classes on the four-year plan.
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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-SS.1.f Use a variety of technologies in the delivery of lessons

B-SS.2.f Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 15 minutes

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## Materials

- Copies of completed 9th grade plans to distribute to students
- [Sample Four-Year Plan](#) Template
- Student access to computers to save Four-Year Plan in Scoir
- Copy of school's graduation requirements
- List of high school course offerings

# Lesson 10.1: Update Four-Year High School Graduation Plan

## Instructions

1. Provide students:
  - High school graduation requirements
  - High school course offerings
  - Copy of completed 9th grade plan
2. If students have explored careers, have them review saved careers and education requirements.
3. Have students make any changes to their existing plan.
4. Students will save a copy of updated plan in Scoir by clicking on **My Profile > My Drive**.

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## Scoir Action

 Students upload a copy of the revised Four-Year Plan to **My Drive** in Scoir.

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## Share with Parents/Guardians

Tell students to share updated Four-Year Plan with their parents or guardians.

# Lesson 10.2: Types of Colleges

## Overview

There are many types of colleges from which students can choose, each having their own unique qualities and benefits. With the knowledge learned from this lesson, students will be better equipped to explore colleges that will ultimately lead to the one that is the best fit.

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## Learning Objectives

Students differentiate between:

- Two year, Four year, and Technical Colleges
  - Public vs Private
  - Not For Profit vs For Profit/Proprietary
  - HBCU vs Tribal vs Hispanic Serving
  - College vs University
  - Liberal Arts vs Research Based
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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-SS.1.f Use a variety of technologies in the delivery of lessons

B-SS.2.f Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 20 minutes

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# Lesson 10.2: Types of Colleges

## Materials

- Access to resources below (online or printed)
  - Computer or mobile device
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## Instructions

1. Divide class into six groups and pass out printed articles or provide links for each group.

Write on the board the assignment for each group as outlined below.


- **Group 1:** Read [article](#) and tell the difference between a college and university, and research versus liberal arts institutions.
- **Group 2:** Read [article](#) (same as above) and define public vs private; 2 year/4 year/technical colleges.
- **Group 3:** Read [article](#) and define HBCU's and name 5 colleges on the list that are located in your state (or closest to your state).
- **Group 4:** Read [article](#) and define Hispanic Serving Institutions and name 5 colleges that meet this criteria.
- **Group 5:** Read [article](#) and define Tribal Colleges and name 5 colleges on the list.
- **Group 6:** Read [article](#) and differentiate between For Profit and Not For Profit Colleges.
  - After 5-10 minutes, have a member from each group share what they learned with the class.

2. Collect definitions from each group and have a volunteer compile and share with the class.

Students can save the document to My Drive in Scoir under **My Profile > My Drive**.

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## Scoir Action

 Upload shared document to **My Drive**.

# Lesson 10.2: Types of Colleges

## Share with Parents/Guardians

Encourage students to discuss with their parents or guardians what they learned about the different types of colleges. Tell them to use their Scoir account to edit their college preferences to search for specific types of colleges. **Discover > Edit Preferences > School Type**

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## Resources

Groups 1 and 2 (Types of colleges):

<https://www.scoir.com/blog/college-vs-university-other-institution-types>

Group 3 (HBCUs):

<https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>

Group 4 (HSIs):

<https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/>

Group 5 (Tribal colleges):

<https://sites.ed.gov/whiaiane/tribes-tcus/tribal-colleges-and-universities/>

Group 6 (For-profit and not-for-profit):

<https://www.nacacnet.org/globalassets/documents/publications/forprofit.pdf>



# Lesson 10.3: College Bound Athletes & Academic Requirements

## Overview

Students will learn about the different college athletic divisions, academic requirements for eligibility, and the role of Eligibility Centers. College bound athletes should also identify early in the recruiting process which collegiate division is the best fit for them academically and athletically. High school coaches and club coaches can help guide college bound athletes.

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## Learning Objectives

- Students identify the 3 divisions in college athletics (NCAA/NAIA/NJCAA).
  - Students explore academic requirements for participation in each division.
  - Students learn where and when to create academic eligibility accounts if they plan to play college athletics for NCAA and NAIA.
  - Students examine statistics of chances for becoming a professional athlete.
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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-SS.1.f Use a variety of technologies in the delivery of lessons

B-SS.2.f Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 20 minutes

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# Lesson 10.3: College Bound Athletes & Academic Requirements

## Materials

- Internet access
  - College Bound Athlete Quiz Handout
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## Instructions

1. Have all students read article #1 on the differences between NCAA, NAIA, and NJCAA.
  2. Divide students into groups of 4 and assign articles #2, 3, 4, and 5. Tell each group to read their assigned article and take notes. After all groups complete the reading assignment, have them take turns reporting findings to the class.
  3. Distribute the handout quiz below to each student. Work with the class to complete the quiz together.
  4. List eligibility websites on the board so all students know where to create an account if they are interested in competing in athletics in college: <https://web3.ncaa.org/ecwr3/> and <https://play.mynaia.org/>
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## Share with Parents/Guardians

Tell students who plan to pursue college athletics to share the articles and quiz with their parents or guardians.

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## Resources

1. <https://www.firstpointusa.com/blog/2021/12/NCAA-NAIA-NJCAA/>: This article compares the 3 different college athletic levels.
2. [http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/DI\\_ReqsFactSheet.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf): This article highlights the NCAA eligibility requirements and the GPA/ACT sliding scale.

# Lesson 10.3: College Bound Athletes & Academic Requirements

## Resources Continued

3. [https://play.mynaia.org/media/1091/naia\\_guide\\_college\\_bound\\_student.pdf](https://play.mynaia.org/media/1091/naia_guide_college_bound_student.pdf): This article highlights the NAIA requirements.
4. <https://www.njcaa.org/landing/index>: This article highlights the National Junior College Athletic Association.
5. <https://www.casino.org/blog/the-odds-of-making-it-to-the-nfl/>: This article shares the percentages of high school football players selected to compete in the NFL. Examine the small percentage of athletes that actually get selected for the NFL and emphasize the importance of a college education.

# 10.3 College Bound Athletes Quiz

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Name: \_\_\_\_\_

## NCAA Athletic Division

Read each statement. Circle the correct answer.

1. In order to be academically eligible to play NCAA college athletics, you must have 16 core credits.

True

False

2. Students can take any 3 math credits to be NCAA eligible.

True

False

3. All core classes are NCAA eligible.

True

False

4. The GPA used for NCAA eligibility ONLY counts approved core courses, not the GPA on your school transcript.

True

False

5. 10 of the 16 courses must be passed BEFORE 7th semester/beginning of senior year.

True

False

## NAIA Athletic Division

Complete each item with the correct answer.

1. \_\_\_\_\_ out of 4.0 GPA.

2. What ACT composite minimum must you earn? \_\_\_\_\_

3. You must graduate in the top \_\_\_\_\_% of your high school class.

## NJCAA Athletic Division

Read each statement. Circle the correct answer.

1. Athletes must graduate from or have an equivalency of a high school diploma.

True

False

2. ACT or SAT is required.

True

False

3. Students must meet requirements for admission to the college.

True

False

# 10.3 College Bound Athletes Quiz: Answer Key

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## NCAA Athletic Division

1. True
2. False (must be Algebra 1 and ABOVE)
3. False (NCAA determines which core classes at your school are eligible to be counted; check the NCAA website, ask your counselors and Athletic Director for a list of approved courses)
4. True
5. True

## NAIA Athletic Division

1. 2.0
2. 18
3. 50%

## NJCAA Athletic Division

1. True
2. False
3. True

# Lesson 10.4: PrinciplesYou Character Assessment

## Overview

Students will take the **PrinciplesYou Character Assessment**.

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## Learning Objectives

Students will engage with careers by taking the PrinciplesYou character assessment measuring Cognitive, Interpersonal, and Motivational character traits. Archetypal results are generated, matched to careers, and saved to their Scoir account. Results help students understand how character traits and careers are intertwined.

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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large group settings to promote academic, career, and social/emotional development

B-SS.1.f. Use a variety of technologies in the delivery of lessons

B-SS.2.f Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions, and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 25 minutes

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## Materials


- Computer with internet access
- [Archetype map from PrinciplesYou](#)

# Lesson 10.4: PrinciplesYou Character Assessment

## Instructions

1. Have students log into their Scoir account Dashboard (home page)
  2. Go to **Discover** and then the **Careers tab**
  3. Choose **Your Assessments**
  4. Choose **PrinciplesYou**
  5. Choose **Take the PrinciplesYou Assessment**
  6. Option 1: **Download the Report** to read extensive results including your Archetypes
  7. Option 2: Select **See My Matches** to discover career matches based on Archetype results
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## Scoir Action

 PrinciplesYou results and matched careers are saved in your Scoir account. Matched careers will be used in your college search.

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## Share with Parents/Guardians

Have students discuss PrincipleYou Archetypal results with their parents/ guardians.

# Lesson 10.5: Sophomore Year College Search

## Overview

Students continue the college exploration process with the new knowledge they have gained about different types of colleges *and admission deadlines*.

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## Learning Objectives

Students use their Scoir account to research and follow colleges.

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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

B-SS.1.f Use a variety of technologies in the delivery of lessons

BSS-2 b. Use assessments to help students understand their abilities, values and career interests

B-SS.2.f Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 20 minutes

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## Materials

Computer or mobile device to access Scoir account



# Lesson 10.5: Sophomore Year College Search

## Instructions

1. Have students log into their Scoir account at [www.scoir.com](http://www.scoir.com).
2. Under **Discover**, guide students to add college preferences based on knowledge gained from the previous lessons.
3. Explore and bookmark colleges to add to the **Following** list. Tell students they should add at least 10 colleges to explore more in depth.
4. Explain to students that important factors to consider when exploring colleges are:
  - **Academic Focus** - Have students type in a major based on their individual YouScience results (or their choice of major).
  - **Undergraduate Degrees** - Tell students to choose the **four year degree** to begin. Explain that they can always change this preference later.
  - **Distance From Home** - Students type in zip code and click on the pop up. Then they type in the number of miles from home they are willing to attend college
  - **School Type** - Students should choose **Private Not For Profit** and **Public** to start. Point out they can change this selection later.
5. Review test scores, acceptance rates, and other topics to continue learning about colleges and universities.

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## Scoir Action

 Students use their Scoir account to explore and add colleges to their **Following** list.

# Lesson 10.5: Sophomore Year College Search

## Share with Parents/Guardians

Tell students they need to Invite their parents or guardians to create a Scoir account so they can explore colleges together. **My Profile > Invite a Parent.**

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## Resources

<https://www.scoir.com/blog/researching-different-types-higher-education> How to narrow down topics in your college search.

# Lesson 10.6: Sophomore Year Update Student Activities and Resume

## Overview

Participating in extracurricular activities builds teamwork, communication, relationships, and a sense of belonging, all of which help students to develop socially and be successful in school. Participation in extracurricular activities demonstrates the importance of community involvement. Understanding the benefits of extracurricular activities can help students identify which activities to participate in to support their academic and personal development.

## Learning Objectives

- Students understand the value of being involved in extracurricular activities.
- Students learn how to update activities & achievements section of Scoir account.

## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-2.e. Help students understand how academic performance relates to the world of work, family life and community service



**Suggested Grade Level** 10



**Time Required** 15 minutes

## Materials

Computer or mobile device to access Scoir account

# Lesson 10.6: Sophomore Year Update Student Activities and Resume

## Instructions

1. Lead a 10-minute discussion with the class on extracurricular activities:
  - What activities are students involved in?
  - What are they learning as a result of their participation?
  - How has their involvement in extracurricular activities helped them consider career opportunities?
2. Have students log into the Scoir account at [www.scoir.com](http://www.scoir.com) and update the **Activities & Achievements** section under **My Profile**.
3. Tell students they need to add any new activities and update existing activities with new roles or experience. If students have earned any awards and recognitions, they should add details in the activity description.

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## Scoir Action

 Document **Activities & Achievements** under **My Profile**.

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## Share with Parents/Guardians

Encourage students to discuss their activities and achievements with their parents or guardians.

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## Resources

<https://www.scoir.com/blog/how-to-college-resume-example>

<https://www.scoir.com/blog/how-to-stand-out-in-the-college-application-process>

# Lesson 10.7: Standardized College Admission Tests

## Overview

Standardized tests that colleges use for admission purposes are often very overwhelming for students. Many questions arise such as: *Which test should I take? When should I take it? Do I have to take a test prep course? What is test-optional?* While these tests are important for many colleges, the biggest factor in admission to college are the classes students have taken in high school and the grades earned. This lesson will break down the different types of admission tests and the role they play in college admission.

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## Learning Objectives

- Students differentiate between ACT and SAT.
- Students understand role of PSAT in the National Merit Scholarship Competition.

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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

B-SS.2 f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g.Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes



**Suggested Grade Level** 10



**Time Required** 20 minutes

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# Lesson 10.7: Standardized College Admission Tests

## Materials

Computer to access the standardized test websites and support articles

## Instructions

1. Give the class an overview of the different standardized tests used for college admission purposes.
2. Guide students to understand the purpose of the PSAT and when they should take the NMSQT. Emphasize to students that PSAT results are just a starting point in their college search. Display the College Board website: <https://www.collegeboard.org/> and help students understand where information and support is found for the PSAT/NMSQT.
3. Display this website and discuss the differences between the SAT and ACT: <https://www.number2.com/act-vs-sat/>. Tell students they should begin with a practice test to see which exam is best suited for them. Explain the importance of proper test preparation and strategic test-preparation tips. Students can find support resources on the College Board website and the ACT website: <https://www.act.org/>.
4. Explain that both SAT and ACT allow for superscoring: taking the highest score for each section of the test across all test sittings and using the highest section scores to calculate the final score (SAT) or composite score (ACT).
5. Tell students that some colleges and universities now have a test-optional admissions policy, meaning they allow applicants to decide whether to submit SAT or ACT scores as part of their application. Explain that this doesn't mean the colleges and universities aren't interested in seeing the applicant's test scores. Instead, if an applicant doesn't submit their scores, it won't be counted against them in the application review.

# Lesson 10.7: Standardized College Admission Tests

## Instructions Continued

6. Lead students to understand that high standardized test scores can not only increase their need-based financial aid package, but also help them qualify for merit-based grants through the school itself or state-sponsored programs.
7. List on the board an outline for the recommended standardized testing timeline:  
<https://www.scoir.com/blog/sat-and-act-prep-resource-guide-find-the-path-thats-right-for-you>
8. Encourage students to maximize the resources on the Scoir platform to guide them through the standardized test process.

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## Share with Parents/Guardians

Tell students to discuss what they learned about college entrance exams with their parents or guardians and explore the websites and resources together.

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## Resources

<https://www.scoir.com/blog/reconsidering-standardized-testing>

<https://www.scoir.com/blog/interpreting-psat-results>

<https://www.scoir.com/blog/sat-and-act-prep-resource-guide-find-the-path-thats-right-for-you>

<https://www.scoir.com/blog/confused-by-score-choice-superscoring-and-test-flexible-we-can-explain>

# Lesson 10.8: Introduction to Scholarships

## Overview

College scholarships are forms of aid that help students pay for their education. Unlike loans, scholarships do not have to be repaid. This lesson introduces students to scholarships, and the requirements to qualify. This allows students the time during their remaining high school years to achieve scholarship requirements (GPA, test scores, talent/skills, etc.).

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## Learning Objectives

- Students learn about five types of college scholarships.
  - Students understand how to research merit aid on a college website.
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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

B-SS.2 f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 20 minutes

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## Materials

Computer or mobile device




# Lesson 10.8: Introduction to Scholarships

## Instructions

1. Have students read this article: <https://www.scoir.com/blog/college-scholarship-strategy-advice>
2. Tell students to list the five scholarship sources discussed in the article:
  - Merit scholarships (based on GPA/test scores)
  - Highly competitive scholarships at a college/university
  - Departmental & alumni scholarships at the college/university
  - Local scholarships (high school & community based)
  - National scholarships
3. Questions for discussion:
  - What are the hardest types of scholarships to receive and why? (National - because students are competing with students from all over the country)
  - Which type of scholarship typically awards the largest amount of money? (Merit awards the largest amount of money. Emphasize to students that they need to start working on their GPA now.)
4. Have students research scholarships at a college on their Scoir **Following** list.
  - Search for academic merit scholarships on the college website (typically found under 'Admissions/Financial Aid').
    - Write down the GPA/ACT/SAT scores required and amount of money awarded. Are these competitive (only a certain number receive) or automatic (everyone receives it when requirement is met)?
5. Guide students to explore national scholarship searches such as [www.Niche.com](http://www.Niche.com) or [www.fastweb.com](http://www.fastweb.com).

# Lesson 10.8: Introduction to Scholarships

## Scoir Action

 Research scholarships at a college on their Scoir **Following** list.

---

## Share with Parents/Guardians

Encourages students to share and discuss the article [A Successful Strategy for Applying to College Scholarship](#) with parents or guardians.

# Lesson 10.9: Types of College Aid

## Overview

Students learned the difference between merit aid and financial aid in the 9th grade lesson. This lesson is designed to reinforce what was previously learned.

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## Learning Objectives

Students provide examples of Merit and Financial Aid.

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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

B-SS.2 f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

B-SS.2.g.Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 10 minutes

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## Materials

Whiteboard, blackboard, or smartboard

# Lesson 10.9: Types of College Aid

## Instructions

1. Create two columns on the board: **Merit Aid Vs. Financial Aid**.
2. Ask the class to define and give examples of **Merit Aid**.
  - Merit Aid is based on a skill a student has demonstrated while in high school. Examples include academics, GPA, class rank, standardized test scores on ACT or SAT, athletics, fine arts, performing arts, or any other skill the college is seeking to add to campus.
3. Have the class define and give examples of **Financial Aid**.
  - Aid based on family income and 'need' determined by the Federal Government and FAFSA form, which is the online form families fill out before going to college.
  - Types of **Financial Aid**
    - Grants - free money that does not have to be paid back from Federal Government (Pell Grant) or State Grant or Institutional Grant (the College/University)
    - Loans - money that DOES have to be paid back
    - Work Study - part-time employment available to college students with financial need
4. Share the resources listed for students to access more information.
5. Point out that students CAN earn Merit Aid AND be eligible for Financial Aid.

---

## Share with Parents/Guardians

Tell students they should share the resources listed with parents or guardians for more information on financial aid.

# Lesson 10.9: Types of College Aid

## Resources

<https://www.scoir.com/blog/webinar-answering-financial-aid-questions>

<https://www.scoir.com/blog/student-vs-parent-college-loans>

<https://financialaidtoolkit.ed.gov/tk/learn/types.jsp>

# Lesson 10.10: Introduction to the Financial Aid Award Letter

## Overview

Students were introduced to the Financial Aid Award Letter in the 9th grade lesson. This lesson reinforces the concepts previously learned and has students analyze and make informed decisions between two example award letters.

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## Learning Objectives

- Students understand the different components of the Financial Aid Award Letter.
  - Students make an informed decision between two award letter examples.
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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-2.f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

BSS-2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes

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**Suggested Grade Level** 10

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**Time Required** 20 minutes

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## Materials

Internet access to Scoir

# Lesson 10.10: Introduction to the Financial Aid Award Letter

## Instructions

1. Read this article as a group: <https://www.scoir.com/blog/reading-financial-aid-award-letter-examples>
2. Ask students to list expenses in **COA or Cost of Attendance** (*tuition, room, board, books, fees*).
3. Have students define **Work Study** (*student works on campus and earns a paycheck bi-weekly while in college; based on FAFSA results so it is need based; will not pay bills at semester as you must work before earning a paycheck*).
4. Guide students to differentiate between **Federal Pell Grant** (*based on need from the FAFSA results-online form filled out based on family income*), **State Grants** (*each state has a different name for their grant and different requirements that make them financially needy*), and **Institutional Grants** (*money given to students by the college based on financial need*).
5. Ask students what the difference is between the **Federal Subsidized and Unsubsidized Student Loans**. *Unsubsidized loans will not have the government pay the interest rate on it while students are in college. For Subsidized loans, the government WILL pay the interest on the student loan while in college. These loans are determined by individual financial need from completing the FAFSA form. Subsidized loans are given to students who have need. Students do not have to pass a credit check to receive federal student loans. A parent WOULD have to pass a credit check to take out a parent loan. Financially it is not a good idea to take out a Parent Plus Loan for college. It is better to attend a different college that is more affordable for the family.*

# Lesson 10.10: Introduction to the Financial Aid Award Letter

## Instructions Continued

6. Explain that a Private Student Loan is not a good idea. Tell students they must think about the loan repayment per month once leaving college (graduation or not attending college anymore).
7. Emphasize that students must ask the college financial aid office for clarification on any awards, because once signatures are placed on forms it will be the student's responsibility to pay off.

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## Share with Parents/Guardians

Encourage students to share with their parents or guardians the information they learned and article about student loans. Tell students to discuss with their parents or guardians the types of loans that are best suited for their individual financial situations.

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## Resources

<https://www.savingforcollege.com/article/night-of-the-living-debt-five-real-life-student-loan-horror-stories>



# Lesson 10.11: Digital Literacy

## Overview

Students will understand the skills you need to live, learn, and work in a society where communication and access to information is through digital technologies like internet platforms, social media, and mobile devices.

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## Learning Objectives

Students understand the importance of communication on social media and the potential impact to college admissions.

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## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development  
BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

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**Suggested Grade Level** 10

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**Time Required** 15 minutes

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## Materials

- Computer or mobile device
- Chalkboard or whiteboard

# Lesson 10.11: Digital Literacy

## Instructions

1. Discuss as a class:
  - Why might it be a problem if colleges read your social media posts?
  - Do you think this is something college would do? (YES)
  - Is it legal to rescind your offer of admissions based on your social media posts? (YES)
2. Have the class read the article [College Admissions Officers are Reading Your Tweets](#).
3. Discuss with the class:
  - What are some ways social media can help you shine in the college admission process?
4. Have students google their name and read the results.

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## Share with Parents/Guardians

Tell students to discuss what they learned about digital literacy and the college admission process with their parents or guardians.

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## Resources

<https://www.princetonreview.com/college-advice/social-media-and-college-admissions>

# Lesson 10.12: Summer Action Plan

## Overview

Review with students that activities they participate in outside of school, whether it is a job, athletics, or community service help develop their interests and abilities, leadership skills, and show initiative. Colleges are more interested in how students spend substantial amounts of free time rather than the specific activity, so encourage students to follow their passion, try new things, or get a job.

## Learning Objectives

Students create an action plan for summer break.

## ASCA Standards

B-PF.1.d. Use counseling theories and techniques in individual, small-group, classroom and large-group settings to promote academic, career and social/emotional development

BSS-1.f. Use a variety of technologies in the delivery of lessons and activities

BSS-2.f. Help students understand the importance of postsecondary education and/or training as a pathway to a career

BSS-2.g. Help students and families navigate postsecondary awareness, exploration, admissions and financial aid processes



**Suggested Grade Level** 10



**Time Required** 20 minutes

## Materials

- Internet access
- Copies of Summer Action Plan Worksheet

# Lesson 10.12: Summer Action Plan

## Instructions

Review options for how to productively spend summer break. Every student will have different family and/or personal commitments and there is not a right or wrong choice for all students.

### 1. Employment

- <https://www.dol.gov/general/topic/youthlabor/workhours> Rules/regulations on employment
- [www.snagajob.com](http://www.snagajob.com) Website that shows jobs for people under age 18

### 2. Summer school

- Students may need to make up a credit or want to work ahead on high school graduation requirements. Post on the board who to contact, the deadline to apply, and the dates/times for summer school at your campus.

### 3. Community Service/Volunteer Hours

- All volunteer opportunities can be great experiences; however, encourage students to seek out ones in their career interest field. For example, students interested in the medical field can contact the nearest hospital to volunteer. There will be regulations and blood tests, so apply in early spring.  
<https://blog.prepscholar.com/hospital-volunteer-opportunities-for-high-school-students>
- Future teachers can volunteer at summer school.
- Other volunteer options can be found at:  
<https://www.collegetransitions.com/dataverse/volunteer-opportunities> and  
<https://www.volunteermatch.org/>

# Lesson 10.12: Summer Action Plan

## Instructions Continued

### 4. Summer Camps/Specialized Programs

- Many colleges offer camps on Engineering, Business, and Health Care as well as many other options. Search online and via the college websites. Counselors also may know opportunities in the area.

### 5. Internships

- Urban/suburban areas have opportunities for students to have paid summer internships in the career field of their choice. Counselors should guide students and help them search for opportunities online.
  - <https://www.aralia.com/helpful-information/summer-internships-high-school/>
  - <https://blog.collegevine.com/paid-internships-for-high-school-students/>
  - <https://crimsonecl.com/>
  - <https://www.youunited.org/>

### 6. MOOC

- Massive Open Online Courses are FREE to everyone. <https://www.mooc.org/> Students who do not have access to programs in their area are encouraged to take a course/s to delve deeper into areas of academic interest.

### 7. Travel

- Learn more about different cultures and history.

# Lesson 10.12: Summer Action Plan

## Scoir Action

 Update **My Profile > Activities & Achievements** section of your Scoir account at the end of the summer.

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## Share with Parents/Guardians

Have students complete and discuss their Summer Action Plan worksheet with their parents or guardians.

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## Resources

Summer Action Plan Worksheet

# Summer Action Plan Worksheet

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Name: \_\_\_\_\_

Identify one specific activity for your summer break:

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Why is this activity important to you?

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What steps do you need to take to do this activity?

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What is your biggest challenge or obstacle in doing this activity?

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How will you overcome this challenge?

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