

# Scoir College Readiness Curriculum 9th Grade Lesson Plans



# SCOIR

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# 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 9.1: Registering Your Scoir Account: College & Career Exploration

## Overview

Scoir is designed to connect students, families, high schools, and colleges for an enhanced college admissions experience. Scoir is the resource students will use throughout high school for career and college exploration as well as where they will track activities and create their resume. Registering their account in 9th grade allows students to have a centralized place for all college and career exploration.

## Learning Objectives

- Students learn how to register their Scoir account.
- Students understand the definition of a first-generation college student.

## 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



**Suggested Grade Level** 9



**Time Required** 15 minutes

## Materials

- Computer with internet access
- Mobile phone to download app (Scoir currently supports iOS 12 and later)
- Counselor Instructions for Inviting Students: [Inviting Students - User Guide and Support Documentation | Scoir](#)
- [Student Overview Video](#)

# Lesson 9.1: Registering Your Scoir Account: College & Career Exploration

## Instructions

1. Have the counseling team invite students to create their Scoir account using these instructions: [Inviting Students - User Guide and Support Documentation | Scoir](#)
2. Play the 2-minute [Student Overview Video](#) for students.
3. Once students have been invited to Scoir and logged into their account, click on **My Profile** to complete **Personal Details** and add **any Activities & Achievements** they are currently participating in.
  - Students will be asked to indicate if they are a first-generation college student. It is important for students to mark this so they may receive specialized information from colleges during high school regarding programs or aid for first-generation students. Provide the definition:
    - ***You are a first-generation college student if neither parent or guardian has received a 4-year college degree.***
4. For students with iPhones, have them download the Scoir Mobile App (Scoir currently supports iOS 12 and later) and log into their account.

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## Scoir Action

 Students will register their Scoir account and complete the **My Profile** section.

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## Share with Parents/Guardians

Encourage students to share with parents or guardians that they have created their Scoir account. Students should invite their parents or guardians to create a parent account under the **Parent** section of **My Profile**.

# Lesson 9.2: Four-Year Plan: High School Graduation Requirements vs College Admission Requirements

## Overview

Each state (or school) has required courses students must complete for high school graduation. Colleges may have additional requirements for admission or for certain majors. As a freshman, it's important to plan which courses you will take each year to meet both high school graduation requirements and to be college-ready.

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## Learning Objectives

Students differentiate between high school graduation requirements and college admission requirements while creating their 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** 9

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**Time Required** 30 minutes

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## Materials

- Copy of your school's requirements for graduation to share with students
- List of high school accelerated/advanced courses (AP/IB/Dual Credit & Enrollment)
- [Four-Year Plan Template](#) worksheet
- Student access to computers to save high school Four-Year Plan in Scoir

# Lesson 9.2: Four-Year Plan: High School Graduation Requirements vs College Admission Requirements

## Instructions

1. Display or pass out copies of high school graduation requirements.

2. Display 4-year college admission core course requirements:

Language Arts:	4 credits
Math:	3-4 credits (Algebra 1 and above)
Science:	3 credits
Social Studies/History:	3 credits
Foreign Language:	2 credits


3. Share with students that each college has their own course requirements. The above list is just an example. Highly competitive colleges often require more than the list above. Use this example from Rice University in Houston, TX to illustrate what is required versus what is recommended for high school courses:

<https://waf.collegedata.com/college-search/Rice-University/admission>

4. Have students use the included worksheet to write or type in the courses they plan to take in 9th, 10th, 11th, and 12th grade based on what is available in your school. Students should also include summer courses. If students have an option for a technical high school junior and senior year, guide them to the information online.

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## Scoir Action

 Have students upload a copy of the completed Four-Year Plan to My Drive in Scoir.

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## Share with Parents/Guardians

Encourage students to share a copy of the completed Four-Year Plan with their parents or guardians.

# Lesson 9.3: What is a Transcript & School Profile?

## Overview

All grades earned in high school are recorded on each student's transcript, and every course impacts overall GPA. Each course will be reviewed by colleges when students apply during their senior year. It is critical for students to understand the significance of their transcript early in high school. Students should recognize the magnitude of personal responsibility, accountability, discipline, and work ethic as they enter high school. They must also understand the importance of the School Profile in telling one part of their educational journey.

## Learning Objectives

- Students identify two important sections in a high school transcript: GPA and Courses.
- Students understand how the high school transcript is used when applying to college or a job.
- Students recognize the school profile and understand its role in the college application process.

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

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** 9



**Time Required** 20 minutes



# Lesson 9.3: What is a Transcript & School Profile?

## Materials

- Example transcript (mockup transcript from your school)
  - Unofficial student transcripts to hand out (Registrar or Counseling Office can provide)
- Tip: Provide students a hard copy of their transcript once a year**
- Copies of School Profile or one to display for students

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## Instructions

1. Examine the example **transcript** as a class (ensure no private information is shared with students). Point out:
  - Personal identifying information such as name/address
  - Cumulative GPA (weighted and unweighted) and class rank (when applicable)
  - Course name, grade earned, credit earned


**Note: Point out that some schools include attendance.**
2. Explain that an '**official transcript**' means 'students may not touch or handle the transcript'. Official transcripts must be sent directly from the high school Registrar to recipients.
3. Ask students to brainstorm **who might require an official transcript?**
  - College/University/Technical College
  - Employer
  - Scholarship organization
4. Examine the **School Profile** with students: What is included on the School Profile?
  - School Grading System (weighted/unweighted)
  - Advanced Courses (AP/IB/Dual Credit/Dual Enrolled)

**Colleges will compare the student transcript to the School Profile of advanced course options to evaluate how challenging the student's course load was during high school**

  - Community Description
  - School Awards
  - Administrators/Counselor Names
  - Alumni College Choices

# Lesson 9.3: What is a Transcript and School Profile?

## Scoir Action

 Counselors should upload the School Profile and/or transcript to My Drive for students to reference as needed.

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## Share with Parents/Guardians

If students are given a copy of their unofficial transcript, encourage them to share with their parents or guardians. Students should also show parents or guardians samples of a transcript or the School Profile when counselors have uploaded to My Drive in Scoir.

# Lesson 9.4: Calculating High School Grade Point Average (GPA)

## Overview

GPA is an excellent way for students to keep track of academic progress. Freshman GPA is the baseline year, and students need to understand the importance upon entering high school. Cumulative GPA represents an average of all final grades students earned from the time they entered high school through completion. GPA is often used for entrance into high school courses, honor programs, scholarships, and class rank.

## Learning Objectives

Students demonstrate how to calculate semester, cumulative, and weighted GPA.

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



**Suggested Grade Level** 9



**Time Required** 20 minutes

## Materials

- Teacher: Chalkboard or dry erase board
- Students: Paper or computer google doc/word doc
- Calculator
- School Grading System

# Lesson 9.4: Calculating High School Grade Point Average (GPA)

## Instructions

### 1. Define:

- **GPA** = A number that represents the average value of the accumulated final grades earned in courses.
- **Cumulative GPA** = An average of all final grades individual students earned from the time they first enrolled in high school until present time or to the completion of their education.

2. Tell students to **write or type current classes they are enrolled in this semester**. Then have them **assign the highest letter grade** next to each class they feel they are capable of earning **IF** they give 100% effort in the course.

3. Write on the board the following letter grades and numerical values: A=4 B=3 C=2 D=1 F=0  
This example is for the **standard 4.0 GPA**. Use your school's grading system if different.

4. Students should add the assigned numerical value to the letter grades.

**Example:** English: A 4 points  
Math: B 3  
Science: A 4  
Band: A 4  
PE: B 3  
Spanish: B 3  
Cooking: A 4

5. **Add total points together** (example-25 points total). **Divide by the number of classes** in the semester (example-7):

**25 points**

**7 courses = 3.57 semester GPA**

# Lesson 9.4: Calculating High School Grade Point Average (GPA)

## Instructions Continued

6. Calculating cumulative GPA for multiple semesters requires the same steps as above. Students should divide the number of classes after totaling all points for all courses while in high school.
7. Calculating weighted grades is completed by giving higher points or 'weight' to a course grade.

**Example:** In a 5 point weighted scale a student would earn:

5 points for an A instead of 4 points

4 points for a B instead of 3 points

***Check your school policy for the weight of each course grade.***

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## Share with Parents/Guardians

Encourage students to share the resource listed below with parents or guardians.

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## Resources

Students can use an online GPA calculator to determine their cumulative GPA. Students may also use the calculator to predict GPA based on grades or weight of the courses. One GPA calculator can be found at this link: <https://gpacalculator.io/high-school-gpa-calculator/>

# Lesson 9.5: Earning College Credit while in High School

## Overview

Many high schools offer opportunities for students to earn college credit while still in high school. Earning college credit while in high school may decrease the amount of time and money spent pursuing a college degree or allow students to take more advanced college classes earlier in their college career.

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## Learning Objectives

Students understand options to earn college credit while simultaneously earning a high school diploma.

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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 and activities

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

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 **Suggested Grade Level** 9

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 **Time Required** 20 minutes

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## Materials

- High school course catalog with course descriptions of college credit options
- Details on who to contact on your campus for additional information
- Specific details on each program (including courses) offered on your campus

# Lesson 9.5: Earning College Credit while in High School

## Instructions

1. Introduce high school 'college credit' **options at your school**. Display a link to the school website or a handout on specific details. Cover only the options offered at your school.
2. **AP courses:** Advanced Placement courses are a specific program offered by the College Board, typically taught by high school teachers on campus. AP courses are higher level courses that better prepare students for college. Students opt to take a national exam on a specific date/time in May. A score of 4 or 5 out of 5 may 'Advance Place' the student in college. List AP courses and corresponding grade level offered at the high school.

<https://apstudents.collegeboard.org/>

3. **IB:** International Baccalaureate is a high school program that is a highly respected college preparation program. It encourages students to create a peaceful and intercultural world view. Students can take an exam that may lead to college credit.
4. **Dual Credit:** College courses offered at high school. Review courses offered, grade level offered, cost, academic requirements to participate, colleges where credit will be earned, and the contact person on your campus. Courses are taught at the high school by high school teachers. Students earn both high school and college credit. Highly competitive colleges typically do not accept the credit; however, courses prepare students for college. In-state public colleges are more likely to accept credit.
5. **Dual Enrollment College Courses:** Students attend college for all or part of the day on a **college campus**. High schools decide what credit to accept for high school graduation. Share contact information and details if your school participates.


# Lesson 9.5: Earning College Credit while in High School

## Instructions Continued

6. **CLEP:** College Level Examination Program (CLEP) via College Board where students pay to take an exam at a fraction of the cost of college tuition. CLEP allows students to test out of introductory college courses and move to more advanced courses. Students do not have to follow/complete a specific course to take the exam. Check the college website you plan to attend to see what courses they accept for CLEP. [www.clep.collegeboard.org](http://www.clep.collegeboard.org)

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## Scoir Action

 Counselors should add information regarding programs offered to earn college credit to the My Drive section of Scoir. They may also use the Email Center to schedule emails linking to this information.

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## Share with Parents/Guardians

Tell students to share any handouts or information related to earning college credit while in high school with their parents or guardians.



# Lesson 9.6: Student Activities & Resume

## Overview

Participating in extracurricular activities builds teamwork, communication, relationships, leadership skills, and creates a sense of belonging. These activities help students develop socially and contribute to success in school. Participation in extracurricular activities also demonstrates the importance of community involvement. Understanding the benefits of extracurricular activities can help students identify and expand personal interests and choose which activities to participate in to support their academic and personal development.

## Learning Objectives

- Students express two reasons why participating in extracurricular activities, either at school or in the community, has a positive impact on their lives.
- Students know where to add activities to their Scoir Profile.
- Students learn how to export their Resume and upload a copy to their My Drive.

## 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** 9



**Time Required** 20 minutes

## Materials

- Computer or mobile device to access Scoir student account
- List of extracurricular activities available in your high school and community

# Lesson 9.6: Student Activities & Resume

## Instructions

1. Have students brainstorm how participating in extracurricular activities has a positive impact on their academic and personal development.
2. Lead a discussion with students about clubs and activities available in your high school and community. Have students name activities they know and list on the chalkboard or whiteboard. *Is there something students are interested in that doesn't exist? How do they form a new club/activity?*
3. Have students login to their Scoir account at [www.scoir.com](http://www.scoir.com) and navigate to "My Profile" tab.
4. Have students add any activities they currently participate in under "Activities & Achievements." Guide students to include any honors or awards they have earned under the description. Tell them to be sure to also include community activities they participate in outside of high school (church/synagogue/mosque/tabernacle; boy/girls scouts; competitive sports teams, etc.).

***\*Explain to students that it is very important to update their Activities & Achievements each year of high school.***

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## Scoir Action

 Update "Activities & Achievements" on the My Profile tab of Scoir.

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## Share with Parents/Guardians

Encourage students to share their Activities and Achievements information with their parents or guardians.

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## Resources

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

# Lesson 9.7: College Search Basics

## Overview

Thinking about college options can be very overwhelming, especially if students do not engage in the process until senior year. With all the different types of colleges, locations, and majors to pursue, it's essential for students to begin the college exploration process during freshman year. This ensures that by the time they are ready to apply to college as a senior, they have crafted a list of best-fit colleges for their college and career goals.

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## Learning Objectives

- Students complete the college preference quiz in Scoir.
  - Students learn how to discover best-fit colleges in Scoir.
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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 b. Use assessments to help students understand their abilities, values and career interests

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

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**Suggested Grade Level** 9

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**Time Required** 30 minutes

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## Materials

- Computer or mobile device
- Scoir login

# Lesson 9.7: College Search Basics

## Instructions

1. Login to Scoir at [www.scoir.com](http://www.scoir.com) or on the mobile app.
2. Click **My Profile** tab
  - **College Preferences**
  - Blue **Edit Preferences** button. Students should choose as many options as possible
  - Blue **Done** button
3. Click **Discover** tab
  - Students click on **My Matches** or **You May Also Like** to view colleges based on their preferences.
  - Students edit preferences under **My Last Search** under the search bar:
    - Personal Interests & Activities
    - Academic Focus
    - Undergraduate Degree
    - Distance/Location from home
    - Number of Undergraduates
    - Athletics
    - Test Scores and Acceptance Rate
    - School Type
    - Campus Setting
    - ROTC programs offered
    - Application Information

# Lesson 9.7: College Search Basics

## Instructions Continued

4. Click on a college on your **My Matches** results to learn more:


- Overview
- Academics
- Admissions
- Cost & Aid
- Student Life

5. Save college to a shorter list by clicking on **Follow**, top right, next to the college name.

**Follow 3 colleges today.** Point out the option to **Compare** colleges.

---

## Scoir Action

 Remind students they have access to Scoir at all times and that includes mobile access. Students should regularly use Scoir to explore colleges and add them to their Follow List.

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## Share with Parents/Guardians

Encourage students to talk with parents or guardians about their college preferences and the colleges they discovered through their Scoir account. Tell students to ask their parents or guardians about their college experience, if any. Have students invite their parents or guardians to create a Scoir account (under My Profile).

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## Resources

<https://scoir.helpdocs.io/article/egfwh2kqgz-setting-your-college-preferences>

<https://scoir.helpdocs.io/article/77ayu7ezp7-college-details-pages>

<https://scoir.helpdocs.io/article/dajm72zb3k-college-compare>

# Lesson 9.8: Understanding Job Zones

## Overview

Students are introduced to Job Zones defined as length of training required for a career. Students consider salary, job description, and level of educational training. A job not requiring training or a degree/certificate will pay less than educational courses or training for weeks, months, or years (college degree).

**Job Zone One:** High School Diploma or GED/HiSET (computer based test for high school equivalency)

**Job Zone Two:** Diploma or GED/HiSET; on the job training or apprenticeship

**Job Zone Three:** AA/AAS Degree; on the job training; vocational training

**Job Zone Four:** Bachelor Degree

**Job Zone Five:** Bachelor Degree + Graduate Degree

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## Learning Objectives

- Students will differentiate between career job zones based on required educational level of training
- Students will define correlation between educational training level and pay

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## ASCA Standards

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

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

BSS-2.d. Help students cross reference individual assessment results with occupational/career goals



**Suggested Grade Level** 9



**Time Required** 20 minutes

# Lesson 9.8: Understanding Job Zones

## Materials

Computer with internet access to project on board, paper handouts or write on board [Education Certificates and Degrees](#)

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## Instructions

1. Share 'Education Certificates and Degrees' handout with students

### TWO OPTIONS:

#### Option A

- Divide class into 4 groups and assign each group 1 Job Zone, allowing a 5 minute reading period
- Each group verbally defines in their own words the Job Zone and degree/certificate attached to the zone
- Must also give an example career of this Job Zone

#### Option B

- Each student writes down 2 Job Zones they are interested in and include 1 specific job in each zone they want to learn more about in depth

2. If time permits introduce: <https://www.onetonline.org/find/zone> Students can learn what career options exist within each job zone

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## Share with Parents/Guardians

Encourage students to share results with their parent/guardian.

# Lesson 9.9: Cost of Attendance (COA)

## Overview

Understanding the cost to attend college, and how that impacts a student's eligibility for financial aid can be confusing and overwhelming for students. In this lesson, students learn about the different components of the cost to attend college.

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## Learning Objectives

- Students understand the components included in the college Cost of Attendance.
- Students learn where to find the Cost of Attendance in their Scoir account.

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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



**Suggested Grade Level** 9



**Time Required** 20 minutes

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## Materials

- Dry erase board/chalkboard/whiteboard
- Computer or mobile device to access Scoir account and college website



# Lesson 9.9: Cost of Attendance (COA)

## Instructions

1. Introduce the components that make up the college **Cost Of Attendance (COA)**:
  - **Tuition**: the price colleges/universities charge per credit hour (the unit of measurement used to indicate the amount of instructional and learning time required to achieve the student learning outcomes of a college-level course). Bachelor degrees (4-year degrees) require at least 120 credit hours to graduate, so make sure to calculate at least 30 credit hours per year to graduate within 4 years.
  - **Fees**: charges for technology, activities such as clubs and organizations, and athletic/recreation facilities for students on campus.
  - **Room/Board**: housing for a student who attends college away from home. Charges can vary depending on dorm type. Underclassmen (freshman) typically have different room options than upperclassmen, so be sure to research this information under 'housing' on the college website.
  - **Food/Board**: cost of eating on campus. Costs vary depending on the plan you choose entering each school year. If you never eat breakfast, do not purchase 3 meals per day, because you will not receive a refund. On the other hand, do not purchase too little and not have enough food to eat.
  - **Books**: students must rent or purchase books/e-books for each course they take in college. Ask if there is a book rental program on campus and/or where you can purchase used books or e-books. Find out the average cost per year on campus. If purchasing used books, be sure to know the correct ISBN # for the edition of the textbook. If you have the wrong book, assignments will not match up to the page numbers and the information will be slightly different. Book rental programs can save you up to \$800 per year or \$3,200 over a 4-year time period. Every dollar counts!


# Lesson 9.9: Cost of Attendance (COA)

## Instructions Continued

- **Fees In Your Major:** Colleges may charge you an EXTRA fee, in addition to tuition and fees, in your courses within your major. For example, business, engineering, or nursing courses may have extra fees added. It can be difficult to locate on websites, so be sure to ask the college representative.
  - **Miscellaneous Costs:** costs that you will incur in ADDITION to the above costs when attending college:
    - Transportation to/from campus
    - Spending money
    - Toiletry items, cell phone, etc.
    - Health insurance/car insurance
    - Parking if you bring a vehicle
2. Using a demo student account, demonstrate locating the above components in Scoir in front of the class.
- Log into Scoir account and go to **My Colleges**.
  - Click on any college on your list (if you do not have any in your demo account, you can search for a college in the search bar) and then **View College Details > Cost & Aid**
  - View the **Undergraduate Expenses, Financial Aid Averages, and Average Net Price**
  - For more specific information, visit the college website by clicking **Overview > Visit Website**. Search for **Cost of Attendance**. Go to **Housing** or **Student Life** for specific breakdowns on dorm rooms and meal plans.
3. **Assignment:** Students choose one college on their list and write down the COA, including as many components covered above as they can find in Scoir or on the college website.

# Lesson 9.9: Cost of Attendance (COA)

## Scoir Action

 Use Scoir account to research Cost of Attendance.

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## Share with Parents/Guardians

Tell students to discuss what they learned with their parents or guardians and share the resources below.

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## Resources

<https://studentaid.gov/help-center/answers/article/what-does-cost-of-attendance-mean>

<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2020-2021/vol3/ch2-cost-attendance-budget>

<https://www.uaspire.org/News-Events/uAspire-s-College-Cost-Calculator>

<https://www.collegedata.com/resources/pay-your-way/how-colleges-figure-cost-of-attendance>

# Lesson 9.10: Financial Aid: Merit Aid vs Need Aid

## Overview

There are two main kinds of financial aid that students may receive to help pay for college: Merit and Need. This lesson introduces these forms of financial aid to students so they are aware early in their high school career that there is help available to pay for college. This lesson explains that in some cases earning good grades or excelling in extracurricular activities may help pay for college expenses.

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## Learning Objectives

Students understand the differences between Merit Aid and Financial Need 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

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** 9

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 **Time Required** 15-20 minutes

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## Materials

Dry erase board/chalkboard/white board

# Lesson 9.10: Financial Aid: Merit Aid vs Need Aid


## Instructions

1. Provide students the definitions and examples of each type of aid: Merit and Need-based.
  - **Merit Aid** is earned by the student for a variety of talents. Ask students to brainstorm talents that may result in merit aid and list on the board (high academic marks based on GPA, test scores (ACT or SAT), or class rank. Other talents may include athletics, fine arts, or community service.)
  - **'Financial Need' Aid** is the demonstrated family need based on financial aid applications (FAFSA or possibly CSS Profile/IDOCs); review the [new changes to the FAFSA](#). (CSS Profile/IDOCs-to be explained later)
    - **Sources of Financial Aid:**
      - **Institutional Aid** from the college or university
      - **State** you reside in, if you attend college in state; includes **grants or scholarships**
      - **Federal Government** could include **Work Study, Pell Grant, SEOG grant, Student Loans, Parent PLUS loans**
      - **Other sources** such as organizations not affiliated with the college/university
2. **Assignment:** Choose a college on your **Following** list in your Scoir account and research **Merit Aid** (academic scholarships) on the college website (website link on the **Overview** tab). It may be listed under 'Financial Aid' or 'Admissions' as every website is unique. Take notes and upload the document in the **My Drive** section under **My Profile** in your Scoir account.

*\*If you would like to know what type of Financial Aid you might receive at colleges, you will need your parents' tax information. We will dive deeper into this information in the future; however if you'd like to work ahead: <https://finaid.org/calculators/finaidestimate/> . You can also search for the Net Price Calculator on the colleges website and use family tax information to fill it out.*

# Lesson 9.10: Financial Aid: Merit Aid vs Need Aid

## Scoir Action

 Students will research Merit Aid available from a college on their **Following** list and upload notes to **My Drive**.

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## Share with Parents/Guardians

Encourage students to share the resource listed below with parents or guardians.

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## Resources

<https://www.scoir.com/blog/inside-financial-aid-process>

# Lesson 9.11: Introduction to College Financial Aid Award Letter

## Overview

This lesson introduces the key terms and their meanings that are often included in Financial Aid Award letters. Students will have the opportunity to learn the meanings, uses, and apply their understanding of each term.

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## Learning Objectives

Students understand the different components of a Financial Aid Award Letter.

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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** 9

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**Time Required** 20 minutes

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## Materials

- Whiteboard for overhead projection
- Copies of **Financial Aid Award Letter Exercise** to pass out to students
- **Optional:** Prizes to hand out to students getting 100% correct on matching exercise (i.e. college swag like pens or pencils, t-shirts, water bottles, notepads, etc.)

# Lesson 9.11: Introduction to College Financial Aid Award Letter

## Instructions

1. Pass out ***Financial Aid Award Letter Exercise*** and have students complete. **See Definitions and Answers below.**

2. To review answers, display the following resource for financial aid award letters and point out definitions of the terms:

<https://www.scoir.com/blog/reading-financial-aid-award-letter-examples>

3. Listen to and discuss the explanation video.

4. Examine the two different financial aid award letters within the blog. The second example is from a college that '*meets full need*'. This means the college is wealthy enough to pay for the entire amount the government deems 'needed' after filling out financial aid forms such as the FAFSA and/or CSS Profile (to be explained more in depth in future lessons).

5. Ask students the following T/F question:

**Q: Students will always pay less at a school that is less expensive?**

A: FALSE. This example proves this point as the \$72,540 school will cost less than the \$18,312 school.

6. Google colleges that will 'meet full need' online to see the 100 schools out of 3,500 colleges who are wealthy enough to meet all the needs of their students (based on their investments or college endowments <https://nces.ed.gov/fastfacts/display.asp?id=73>).



# Lesson 9.11: Introduction to College Financial Aid Award Letter

## Definitions and Answers for Financial Aid Award Letter Exercise:

1. Money earned based on grades and/or test scores (Merit Scholarship Aid)
2. Job on campus based on income level (Work study)
3. Tuition, room, board, books and fees charged at college (Cost of attendance)
4. Financial aid given by a college based on need (Institutional grant)
5. Loan given to parents that requires a credit check (Parent PLUS)
6. Money given based on need to students who go to college in state (State grant)
7. Estimated amount of money your family will be expected to pay based on FAFSA; amount likely will be higher than stated here (estimated family contribution)
8. Offered to students, based on family income, do not have to pass a credit check, must pay back (federal direct student loan)
9. Given to student based on need determined by FAFSA, does not have to be paid back, maximum 12 semesters in lifetime (Pell grant)

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## Share with Parents/Guardians

Tell students to share the resource below with parents or guardians.

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## Resources

<https://www.scoir.com/blog/reading-financial-aid-award-letter-examples>

# Financial Aid Award Letter Exercise

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

**Instructions:** The answers to this exercise are all terms included in a Financial Aid Award Letter. Read the definition and write the answer in the corresponding box below.

Definition	Answer
Money earned based on grades and/or test scores	
Job on campus based on income level	
Tuition, room, board, books and fees charged at college	
Financial aid given by a college based on need	
Loan given to parents that requires a credit check	
Money given based on need to students who go to college in state	
Estimated amount of money your family will be expected to pay based on FAFSA; amount likely will be higher than stated here	
Offered to students, based on family income, do not have to pass a credit check, must pay back	
Given to student based on need determined by FAFSA, does not have to be paid back, maximum 12 semesters in lifetime	

## Answer Choices:

- Cost of Attendance
- Estimated Family Contribution
- Work Study
- Pell Grant
- State Grant
- Institutional Grant
- Merit Scholarship Aid
- Federal Direct Student Loan
- Parent PLUS

# Lesson 9.12: College Admission Considerations (NCAA, Behavior, Digital Footprint)

## Overview

Even though students are just freshmen, they do need to be aware of ways their current actions and behaviors can impact their future college goals. This lesson will discuss NCAA considerations, behavioral impacts, and a student's digital footprint.

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## Learning Objectives

- Students examine how GPA and core courses requirements impact NCAA athletic scholarships.
  - Students describe how their behavior/discipline record in high school could impact their college admissions decision.
  - Students describe how their digital footprint in the past, present and future can affect their college admissions decision.
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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** 9

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**Time Required** 20 minutes

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## Materials

Internet access to articles

# Lesson 9.12: College Admission Considerations (NCAA, Behavior, Digital Footprint)

## Instructions

1. Ask students to raise their hand if they may want to earn an athletic scholarship to play a sport in college. Assign those students to read article #1. If no one raises their hands, simply count off in groups of 1-3 and assign articles #2 and #3.
2. Give students 5-8 minutes to read the articles. Inform them they must choose 1-2 spokespersons to report back to the entire class the most important points covered in the article.

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## Share with Parents/Guardians

Have students discuss what they learn in the articles below with their parents or guardians.

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## Resources

1. [NCAA ELIGIBILITY CENTER COVID-19 RESPONSE FAQ](#) NCAA GPA and core class requirements
  - o (the [chart on page 1](#) gives details on athletic eligibility during/post COVID. NCAA is removing the ACT/SAT requirement. To be a **Full qualifier** (can play) a student must earn a 2.3 out of a 4.0 unweighted GPA in 10 approved core course units (each high school has their own approved courses via NCAA) BEFORE 7th semester entering senior year known as 10/7).
  - o **Early qualifier** is a student athlete who has 14 approved core course units PRIOR to 7th semester AND a 3.0/4.0GPA.
  - o Someone who does not meet the above requirements for Division NCAA athletic eligibility could become a Redshirt (can earn a scholarship but not compete) by earning 16 approved core course units with a 2.0/4.0 GPA and graduate high school.

# Lesson 9.12: College Admission Considerations (NCAA, Behavior, Digital Footprint)

## Resources Continued

2. [Can colleges revoke admissions offers? What behaviors can cause this, and how can students protect themselves? | Unigo](#) Reasons your admissions acceptance could be

revoked:

- An acceptance letter is always 'provisional or conditional'. What are the reasons it may get revoked?
  - A suspension after you are accepted (or may be denied because of one)
  - Your grades decline from what they had been grades 9-11
  - You change your second semester senior courses to take only easy academic classes
  - Fail to pay deposit for academics/dorms by the deadline date and then they are 'full'
  - Plagiarism
  - Violent or illegal behavior

3. [Here's How Your Digital Footprint Affects College Applications - Boston Tutoring Services](#)

Digital footprint and college admission denial

- What % of college admission counselors admit they look at a students' social media? (65%)
- Are they always looking to 'catch you' posting inappropriate things? (No, they must just be verifying you won awards you stated on your application OR trying to verify your level of integrity and how you treat other people.)
- Who else may also look? (scholarship committees, employers)
- What else surprised you in the article?

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## Share with Parents/Guardians

Encourage students to share the information they learned about the importance of their digital footprint with their parents or guardians.

# Lesson 9.13: Career Interest Assessment

## Overview

In this lesson, students take a Career Interest Assessment in SCOIR to explore best fit career matches and save 3 careers to their account.

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## Learning Objectives

- Students take a 10 minute Career Interest Assessment
  - Students learn to locate information regarding income, outlook, education, and requirements of the job
  - Students learn how to save best fit career results in their SCOIR account
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## ASCA Standards

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

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

BSS-2.d. Help students cross reference individual assessment results with occupational/career goals

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

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**Suggested Grade Level** 9

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**Time Required** 20 minutes

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## Materials

Computer with internet access


# Lesson 9.13: Career Interest Assessment

## Instructions

1. Have students log into their SCOIR account at [www.scoir.com](http://www.scoir.com).
2. Under **Discover**, guide students to the **Careers tab**. Choose **Career Interest Assessment**.
3. Select **Begin Assessment**. The assessment takes 5-10 minutes to complete, and students will be taken to the **Careers Tab** which will populate best-fit career options. Students may opt to retake again in the future.
4. Direct students to click on the career titles to learn about income level, employment outlook, educational level requirements and what tasks are required on the job. In the Education tab, students can save related majors of a career to their preferences.
5. Direct students to save a minimum of 3 career options from the populated best-fit careers by **clicking on the heart icon**. Saving a career from the assessment will *automatically populate* in their profile under Careers.

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## Scoir Action

 Career Interest Assessment results will be automatically saved in SCOIR account and students can filter by results.

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## Share with Parents/Guardians

Tell students to invite their parents or guardians to create a SCOIR account so they can explore careers and colleges together.

# Lesson 9.14: Summer Action Plan

## Overview

Activities that students 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** 9



**Time Required** 20 minutes

## Materials

- Internet access
- Copies of Summer Action Plan Worksheet



# Lesson 9.14: Summer Action Plan

## Instructions

Introduce 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 9.14: Summer Action Plan

## Instructions

### 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 9.14: 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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