

College Planning Timeline

Module 3, Lesson 5

Continued from Lesson 4

Estimated Class Time:

45-55 minutes in a computer lab

Learning Objective:

Students will continue researching the admissions requirements for the institutions to which they intend to apply and finalize a quantitative plan for completing these requirements.

Presentation Suggestions:

Urge students to use these templates to help them plan for the year ahead. Once they have researched what they need to accomplish and the due dates using their **Action Item Lists**, they should make sure to transfer the dates onto a calendar that they check regularly.

Better yet, suggest they program the dates into the calendar tool on their smart phones or linked to their email. Then they can set reminders at regular intervals for each action item. By breaking down their big “to-do” list into manageable parts, they’ll be able to meet all their deadlines with minimal stress.

When researching colleges, students should be sure to check that they are on track to meet admissions requirements. Note: it is imperative that they check the requirements of **every** college to which they plan to apply.

Common requirements include, but are not limited to:

- Taking appropriate standardized tests
- Completing required courses for college acceptance
- Fulfilling all requirements for high school graduation
- Maintaining a high grade point average (GPA)
- Continuing involvement with extracurricular activities such as athletics, arts, community service, clubs, and leadership

The *College Planning Timeline* and checklist (printed on the following pages and in the student workbooks) provides general **advisement** for the steps students will need to take to apply to two-year and four-year colleges as well as other post-secondary training opportunities. It is not an **exhaustive** list, as every post-secondary institution has unique requirements and timelines.

As students research their options, they should take note of any additional requirements not included on this list. Help them find ways to make the planning process work for their individual learning styles.

Lastly, as they work through this process, remind students to take breaks, celebrate the steps they accomplish along the path, and always transfer all dates to their calendars to keep them on track.

Self Study:

Strongly encourage students to share their calendar, complete with deadlines, with their parent(s)/guardian(s) to keep them in the loop about their goals and timeline. While students need to do most of the work themselves, support from their parent(s)/guardian(s) will be critical, especially when it comes to financial aid and determining the colleges and/or post-secondary pathways to which they will apply. They should also work on editing their college application and/or scholarship essays with the help of counselors, teachers, college admission representatives/volunteers, etc.

English Common Core Standards

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.**
- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.**