

Language Arts Unit 5 Option: Preparing For College

Mentor Manual

**National PASS Center
2008**



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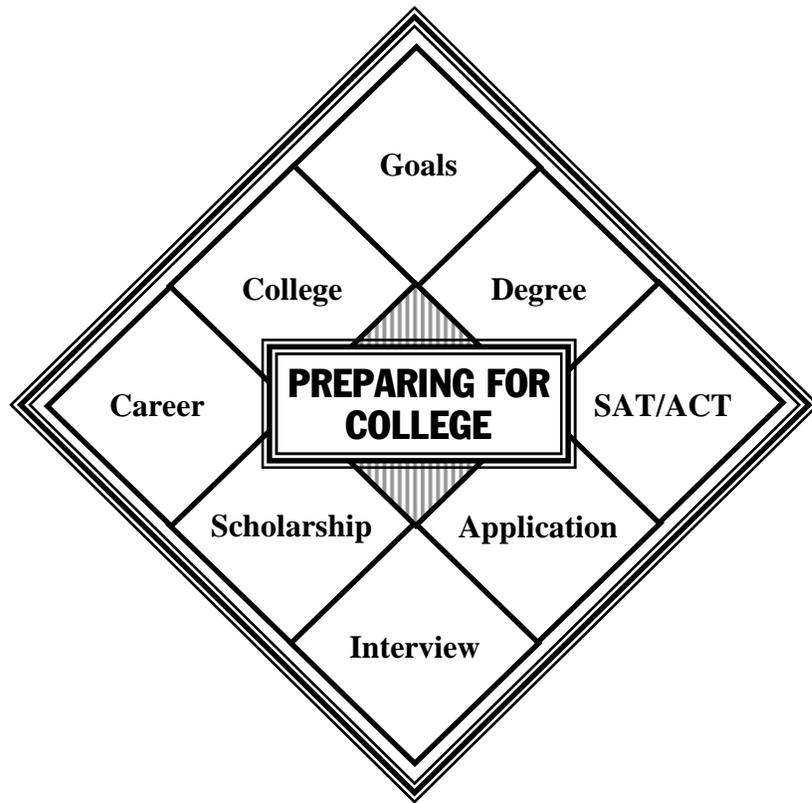
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Flesch Reading Ease	61.45
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Acknowledgements

The Portable Assisted Study Sequence (PASS) program is a semi-independent learning plan developed as a way for migrant secondary school students to overcome some of the roadblocks to completing their high school education that were imposed by their families' frequent moves in order to seek work in agriculture. Since then, PASS has become a proven way for students across the country to acquire high school academic credits to meet graduation requirements. PASS courses are specifically designed to address the needs of this highly mobile population by incorporating a high level of content and instruction in units of manageable size that are written at an accessible reading level. These attributes, combined with assistance from a teacher/mentor, help to assure student success. In addition, the quality and flexibility of the courses have made them a viable option for other populations as well.

The National PASS Center (NPC) coordinates the revision, updating and development of PASS courses in alignment with newly upgraded state standards; serves as a repository and clearinghouse for PASS materials; incorporates technology into new and revised courses; and creates support materials to promote and facilitate the use of PASS nationwide. The NPC also maintains a web site, (www.migrant.net/pass), which includes many of the PASS materials and support information to assist in implementing PASS.

The development of quality, standards based curriculum has been the major activity of the NPC. The development of curriculum is a most laborious and time-consuming process that involves many individuals. This *Preparing for College* course is no exception. Special thanks for the development of this unit are owed to the Illinois Migrant Education Resource Project located in Chicago, Illinois under the direction of Ms. Brenda Pessin.

The NPC is grateful to James Englerth, counselor at Pittsford Mendon High School, Pittsford, New York and Deborah Tofany, counselor at Dansville High School, Dansville, New York, for sharing materials used in their school districts for college bound students.

Robert Lynch, Director
National PASS Center

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MENTOR MANUAL

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Preparing for College – Introduction

Organization

Preparing for College is a series of fourteen (14) lessons for use with students focusing on transition from high school to post-secondary education. Most lessons follow a standard format, including free writing in a journal. Important or useful vocabulary words come before the reading and writing activities. The lessons in this unit may be done sequentially as presented or in the order of your choice.

It is suggested that this unit can be used for credit accrual as a substitute for any one of the non-fiction units in the existing National PASS Center developed high school Language Arts courses.

Objectives

After completing this series of lessons, students will be able to:

Background:

- analyze their talents and interests
- research options for continuing their education
- research options for obtaining financial aid
- know what to expect in an interview and how to present themselves

Vocabulary Development:

- understand words related to post-secondary school entrance

Reading Comprehension:

- use selected sources to gain information about educational options
- follow directions for completion of college application forms

Writing Process:

- write journal entries in response to prompts
- complete all phases of the writing process for the personal essay
- complete a college application
- write a letter to a college requesting information
- create a personal fact sheet
- prepare a personal résumé

Grammar:

- review definitions, usage, and examples
- complete application activities

The Journal

Most lessons start with a journal entry. A **journal is a notebook in which students writes down their thoughts**. The journal entry asks students to write about a topic or to respond to a choice of questions for ten minutes or the length of one page. A journal entry for one lesson might ask students to write for ten minutes about a time when their friends helped them achieve something they could not do alone. It might ask students to describe their best friends.

Although the journal writing is not read or graded by the mentor or teacher, it is an essential part of the material, because it helps to develop writing fluency. Journal entries are also sometimes used as a starting point for later writing assignments. Sometimes, students will be asked to make a link between a lesson and their own lives. The journal becomes like a friend to the student.

Vocabulary

Lessons usually begin with a list of important or useful words and terms, along with their definitions. The definitions are to be used as an aid in reading the lessons. These words are also included in the *Preparing for College Glossary*.

Vocabulary: These words will help you understand this lesson.



Word/Term	Definition
academic	educational; having to do with school or scholars; especially used by colleges and universities
acronym	an abbreviation created from the parts of words or phrases; examples: CEO – chief executive officer; NATO – North Atlantic Treaty Organization
field	in college, an area of knowledge or a branch of learning; also referred to as a <i>discipline</i> ; example: the field of 18 th century American literature

Comprehension and Critical Thinking Questions

In each lesson there are both comprehension and critical thinking questions. Comprehension questions require students to find information in the reading assignments to answer the questions. The critical thinking questions ask students to combine bits of information and reach a conclusion. Students will need to consider what they have learned from the readings to develop the answers.

Highlighting and Margin Notes

Students should be encouraged to write in the lessons. When they come to a word not known, they should underline or **highlight** it. Students should continue reading and try to figure out what the word might mean. **We suggest that they write word meanings and helpful notes in the margins, as they read.**

Additional Resources

If students have access to the Internet, they can find a wealth of resources online. A simple online search for resources with Google or other favorite search engine, will locate a number of interesting sites with more information on a variety of topics. If students have questions, try to see if they can find answers on their own - encourage students to be active learners who investigate until they find the answer.

Lesson Answer Key

Lesson 1 – Setting Goals for College Success

1. a and d should be checked
2. b, d, and f should be checked
3. b and c should be checked
4. Answers may vary.
5. Answers may vary.

Lesson 2 – High School Students Look to the Future

1. – 9. Answers may vary. (Personal information)
10. Answers may vary, but information should be complete.
11. Answers may vary.
12. Answers may vary.
13. Answers may vary.
14. Answers may vary.
15. Answers may vary.

Lesson 3 – How Will I Pay for College?

1. Four ways to get financial aid are through: scholarships, student loans, grants, work-study programs.
2. Money from a Pell Grant and SEOG (Supplemental Educational Opportunity Grant) does not have to be repaid.
3. U. S. citizens, a U.S. citizen national, or permanent residents who have a I-151, I-551, or a I-551C (Permanent Resident Card) qualify for federal loans.
4. A PIN is a personal identification number. It is an electronic access code number that is your personal identifier.
5. FAFSA stands for Free Application for Federal Student Aid. You need a FAFSA to apply for federal aid
6. Answers may vary.
7. Answers may vary.

Lesson 4 – Test Taking Strategies

- | |
|--|
| 1. Answers may vary. |
| 2. Answers may vary. |
| 3. Get information about standardized tests on the Internet, in schools, or in classes offered to help prepare for standardized tests. |
| 4. Answers may vary, but should be complete and follow the directions. |
| 5. Always read with a pencil! |
| 6. Answers may vary. |

Lesson 5 – What Is the Best Way for YOU to Study?

- | |
|---|
| 1. Answers may vary. |
| 2. Answer should include all materials needed for whatever subject student is taking – books, pencils, pen, calculator, lab supplies, computer, notebook, paper, etc. |
| 3. Answers may vary. |
| 4. Answers may vary. |
| 5. Answers may vary. |
| 6. Answers may vary. |
| 7. Answers may vary. |
| 8. Answers may vary. |

Lesson 6 – Selecting a College

- | |
|--|
| 1. Answers may vary. |
| 2. Answers may vary. |
| 3. Answers may vary. |
| 4. Letter should be modeled on the sample. |

Lesson 7 – Starting the Essay

- | |
|--|
| 1. Answers may vary. |
| 2. Answers may vary. |
| 3. Answers may vary, must follow the form and be complete. |

Lesson 8 – Finishing the Essay

The college essay should have followed the directions, be proofread, and ready to send. It may be handwritten or done on the computer.
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Lesson 9 – Filling out College Applications

1. Answers may vary, but should be complete.
2. Answers may vary, but should following directions and be incorrect essay form.
3. Answers may vary.

Lesson 10 – The College Interview

1. Answers may vary.
2. Answers may vary.
3. Conference with mentor.
4. - 8. Answers may vary.

Lesson 11 – You and Your Parents

1. – 19. Answers may vary.

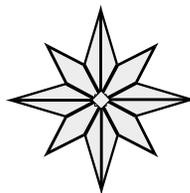
Lesson 12 – Internet Activities

1. Alaska
2. Patrick Henry, March 23, 1775
3. Vincent van Gogh
4. The words to the Ring Around the Rosy children’s ring game have their origin in English history. The historical period dates back to the Great Plague of London in 1665 (bubonic plague) or even before when the first outbreak of the Plague hit England in the 1300’s. The symptoms of the plague included a rosy red rash in the shape of a ring on the skin (Ring around the rosy). Pockets and pouches were filled with sweet smelling herbs (or posies) which were carried due to the belief that the disease was transmitted by bad smells. The term “Ashes Ashes” refers to the cremation of the dead bodies! The death rate was over 60% and the plague was only halted by the Great Fire of London in 1666 which killed the rats that carried the disease which was transmitted via water sources. The English version of “Ring around the rosy” replaces Ashes with (A-tishoo, A-tishoo) as violent sneezing was another symptom of the disease. However, some historians dispute this information.
5. The Colossus of Rhodes was on the Island of Rhodes; The Hanging Gardens of Babylon in what is now Iraq; The Mausoleum of Maussollos in what is now Turkey; the Lighthouse of Alexandria was on the Island of Pharos of Alexandria. Egypt; the Statue of Zeus at Olympia, Greece; the Great Pyramid at Giza, Egypt; the Temple of Artemis in Ephesus, now Turkey
6. Channel Tunnel between England and France; the CN Tower in Toronto; the Empire State Building in NY City; the Golden Gate Bridge in San Francisco; Itaipu Dam between Brazil and Paraguay; the Northern North Sea Protection Works in the Netherlands; the Panama Canal in Panama
7. the Great Wall of China

8. The Matterhorn is 14690 feet tall.
9. Northern Cardinal
10. Rutherford B. Hayes
11. Doc, Grumpy, Sleepy, Dopey, Bashful, Sleepy, Sneezzy
12. P. terribilis is the most dangerous creature; lives in Columbia, South America
13. Valentina Vladimirovna Nikolayeva Tereshkova
14. Answers may vary.
15. Answers may vary.
16. Answers may vary.
17. Answers may vary.

Lesson 13 – College – A Different Culture

1. Answers may vary.
2. Answers may vary.
3. Answers may vary.
4. Answers may vary.
5. Answers may vary.



End of Instructor/Facilitator Notes

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Name of course evaluated:

Mentor's Course Evaluation Form

Circle or check the answer that is best.

	Highly disagree	Disagree	Neutral	Agree	Highly agree	Don't know
1. Course meets high standards	1	2	3	4	5	
2. Student can complete course as semi-independent work	1	2	3	4	5	
3. The sequence of units and lessons is logical	1	2	3	4	5	
4. Activities are appropriate and interesting	1	2	3	4	5	
5. The lessons are challenging.	1	2	3	4	5	
6. The lessons are within a student's abilities	1	2	3	4	5	
7. The length of the lessons is fair and manageable	1	2	3	4	5	
8. The directions and questions are easy to understand	1	2	3	4	5	

9. Overall I would rate the course as:	poor	fair	good	very good	excellent
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10. What changes would you recommend to improve the course? (Also, use back of this sheet.)

11. Please note page numbers of errors you have found.

Mentor's Name:	Date:
Address:	
Telephone:	

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Student's Course Evaluation Form

Circle or check the best answer.

	Highly disagree	Disagree	Neutral	Agree	Highly agree	Don't know
1. The lessons were easy to read.	1	2	3	4	5	
2. The lessons were interesting.	1	2	3	4	5	
3. I was able to work most of the time without help.	1	2	3	4	5	
4. This is a good way for a student to earn credit who can not attend a class.	1	2	3	4	5	
5. The lessons were challenging, but not beyond my abilities.	1	2	3	4	5	
6. The length of the lessons was fair and manageable.	1	2	3	4	5	
7. The directions and questions were easy to understand.	1	2	3	4	5	
8. I enjoyed the variety of activities.	1	2	3	4	5	

9. Did the test cover the material in the lessons? If not, please explain.

--

10. What suggestions do you have for improving the course? (You may use the back of this sheet.)

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Name:	Date:
Address:	
Telephone:	

