

Mapping Your Journey to College: It's ALL about the Journey



CAPP
Mapping Your Journey to College
(MyJTC):

It's All About the Journey
10th Grade Curriculum

Copyright ©CAPP

All rights reserved. No part of this curriculum may be reproduced or transmitted in any form by any means, electronic or mechanical, including photocopying and recording, or by any information storage and retrieval system, except by the publisher. Request for permission should be made in writing to:

1st Edition 2018



Author Biographies for MyJTC Curriculum

The following individuals were instrumental in developing the Mapping Your Journey To College (MyJTC) curriculum for the CAPP program to be used for the College Going Culture Grant recipients. This intersegmental group of professionals brings a wealth of information and expertise to the development of a curriculum that can be used to help rising 9th graders and their parents successfully begin the journey to college and career readiness. Please feel free to contact them with any requests for further information.

Zee Cline, Ph.D., Director, California Academic Partnership Program, CSU Chancellor's Office

Dr. Zulmara Cline is currently the Director of the California Academic Partnership Program (CAPP) at the California State University Chancellor's Office. Dr. Cline earned her doctorate in Education, Policy, and Leadership at UCSB. Before coming to the Chancellor's Office, she was a professor of Literacy at the College of Education at Cal State San Marcos. In that position, she was responsible for teaching literacy, multicultural and leadership classes. Dr. Cline focuses her work on equity, access, and college readiness for underrepresented youth.

Contact Information:

Phone: (562) 951-4778

Email: zcline@calstate.edu

Alberta Miranda, M.A., Lecturer, Cal Poly Pomona

Alberta M. Miranda is a professor in the English and Foreign Language department at Cal Poly Pomona. Ms. Miranda, earned her MA at Cal Poly, where she specialized in compositional theory and Early Modern British literature. Her recent publications include articles in *Women in American History: A Social, Political, and Cultural Encyclopedia and Document Collection*. Ms. Miranda's pedagogical interests include strengthening student engagement through the use of rhetorical reading and writing strategies. Currently, she is focused on developing techniques that prompt metacognition through self-reflective practices.

Contact Information:

ammiranda@cpp.edu

CAPP College Going Culture (CGC) Summer Program: Mapping Your Journey to College (MyJTC)

Mapping Your Journey to College: It's ALL the Journey is a curriculum developed by the California Academic Partnership Program (CAPP) in collaboration with the Intersegmental Coordinating Council (ICC), the Math Diagnostic Testing Project (MDTP), and the Expository Reading and Writing Course (ERWC) to help rising 10th graders deepen their understanding of the college going process. In the various programs that CAPP has sponsored, especially in the College Going Culture Initiative, students have stated 10th grade is when college and career start becoming important and real to them. For those who did not take 9th grade seriously, they begin to realize they are now playing catch up.

In this curriculum, we pull from intersegmental and mindset resources that are readily and easily available and some of our own created materials to bring you a curriculum that will help students understand the college going process, become better readers and writers, learn how to work collaboratively in groups, and develop strategies for tracking their progress toward their goals.

The Mapping Your Journey to College (MyJTC) program calls for 32 hours of instruction and visiting at least 2 universities and doing one overnight trip to visit a campus. The summer instructional curriculum is divided into 8 sessions of approximately 4 hours each. The university program is 2 days and the overnight component is 1 day. A parent curriculum is also included that complements what the students are learning.

Included in this packet are

1. Ice Breakers designed to help the students get to know each other and build community.
2. Closure Activities that can be used to end each session. Each Closure Activity can be repeated a number of times depending on teacher preference.
3. An ERWC literacy unit based on *Reaching Out* that has been divided into 8 units with a focus and emphasis on determination, not giving up, and grit.
4. A college aspirations curriculum to help students understand their values, likes, and passions as they pursue careers that are aligned with who they are and what they want to achieve in life.
5. A parent component that closely complements and aligns to the student components.

As we developed this curriculum we were mindful that it had to be engaging and interactive and offer some teacher choice. Please feel free to modify and pick and choose what works for you and your students. We do expect that all students will have read *Reaching Out* and will have opportunities to discuss it as they go on their college visits.

Resources:

- GRIT
- Mindset



CGC 10th Grade MyJTC Schedule (Students)
40 Hours (including 2 university visits)

Week 1:

8:00 to 12:00

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker	University Visit Planned by the School
8:15-10:15	Reaching Out	Reaching Out	Reaching Out	Reaching Out	
10:15-10:30	Break	Break	Break	Break	
10:30-12:00	College Mindset	College Mindset	College Mindset	College Mindset	

Week 2:

8:00-12:00

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker	University Visit Planned by the School
8:15-10:15	Reaching Out	Reaching Out	Reaching Out	Reaching Out	
10:15-10:30	Break	Break	Break	Break	
10:30-12:00	College Mindset	College Mindset	College Mindset	College Mindset	

University Trips Planned by the School	
1 st University Trip	
2 nd University Trip	
Overnight University Trip	

CGC 10th Grade MyJTC Schedule (Parents & Students)

9:00 to 12:00

	School Site	School Site
9:00-9:15	Introductions	Introductions
9:15-10:15	Parental Involvement	Parental Involvement
10:15-10:30	Break	Break
10:30-11:30	Parental Involvement	Parental Involvement
11:30-12:00	Closure	Closure



CAPP CGC 10th Grade Program, Mapping Your Journey to College (MyJTC)

Schedule at a Glance Week 1
8:00 to 12:00

	Session 1	Session 2	Session 3	Session 4	Session 5
	Dream Big	Believe in Yourself	Take Action	Be Persistent	University Visit
8:00-8:15	Ice Breaker: Interviews and Introductions	Ice Breaker: Four Corners – Reaching Out	Ice Breaker: Progressive Writing – Reaching Out	Ice Breaker: I used to Think...	Planned by the School
8:15-10:15	Reaching Out 1-35	Reaching Out 36-57	Reaching Out 58-77	Reaching Out 78-105	
10:15-10:30	Break	Break	Break	Break	
10:30-12:00	College Mindset: Resilience	College Mindset: Fortitude	College Mindset: Perseverance	College Mindset: Determination	

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Schedule at a Glance Week 2
8:00-12:00

	Session 6	Session 7	Session 8	Session 9	Session 10
	Effort is Key	Be Mindful	Failure is Learning	Be Positive	University Visit
8:00-8:15	Ice Breaker Auto Bio Poem...	Ice Breaker Six Word Memoirs	Ice Breaker I Will Never.../ I'd Like To...	Ice Breaker I Seem to Be... But I Really Am...	Planned by the School
8:15-10:15	Reaching Out 106-128	Reaching Out 129-141	Reaching Out 142-162	Reaching Out 163-194	
10:15-10:30	Break	Break	Break	Break	
10:30-12:00	College Mindset: Effort	College Mindset: Resolve	College Mindset: Tenacity	College Mindset: Grit	

Session 1: Dream Big

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Interviews and Introductions

Reaching Out

-

Break

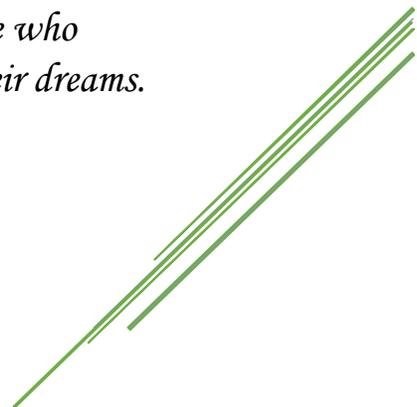
College Mindset

- Resilience—Dreaming Big

Closure

*The future belongs to those who
believe in the beauty of their dreams.*

Eleanor Roosevelt



Session 2: Believe in Yourself

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Four Corners - *Reaching Out*

Reaching Out

-

Break

College Mindset

- Fortitude—Believing in Yourself

Closure

*Have the courage to follow
your heart and intuition.
They somehow already
know what you truly want
to become.*

Steve Jobs

Session 3: Take Action

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Progressive Writing – *Reaching Out*

Reaching Out

-

Break

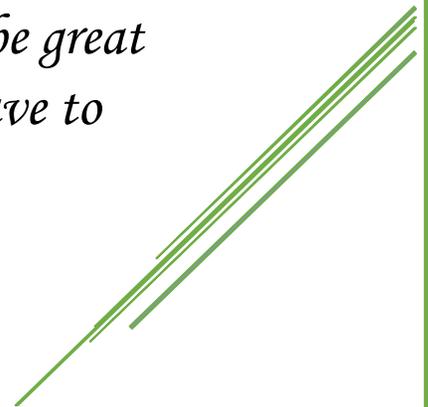
College Mindset

- Perseverance—Taking Action

Closure

*You don't have to be great
to start, but you have to
start to be great.*

Zig Ziglar



Session 4: Be Persistent

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- I Used to Think

Reaching Out

-

Break

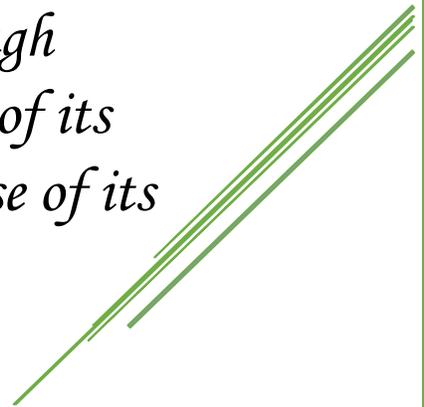
College Mindset

- Determination—Being Persistent

Closure

*A river cuts through
rock, not because of its
power, but because of its
persistence.*

Watkins



Session 5: University Visit

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Give One-Get One

Reaching Out

- Networking Luncheon

Break

College Mindset

- **University Visit: Planned by the School**

Closure

*There is a difference between
not knowing and not
knowing yet.*

Shelia Tobias

Session 6: Effort is Key

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Auto-Bio Poem

Reaching Out

- Auto Bio Poem

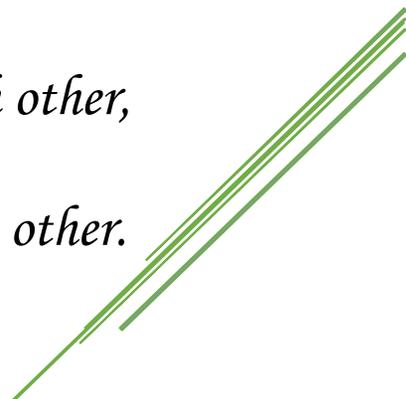
Break

College Mindset

- Effort— Being Flexible

Closure

*See the light in each other,
be the light for each other.*

A decorative graphic consisting of several parallel, diagonal lines in a light green color, extending from the bottom left towards the top right of the text box.

Session 7: Be Mindful

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Six Word Memoirs

Reaching Out

-

Break

College Mindset

- Resolve—Being Mindful

Closure

*Success—however we
define it—requires the
ability to persist when
the going gets tough.*

Mark Bertin

Session 8: Failure is Learning

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- I Will Never.../I'd Like To...

Reaching Out

-

Break

College Mindset

- Tenacity— Learning from Errors

Closure

Fall 7 times

Get up 8...

Japanese Proverb



Session 9: Be Positive

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- I Seem to Be...But I Really Am...

Reaching Out

-

Break

College Mindset

- Grit—Being Positive

Closure

*Change your thoughts
and change the world.*

Peale

Session 10: University Visit

CAPP CGC 10th Grade Program

Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Give One/Get One

Reaching Out

-

Break

College Mindset

- **University Visit: Planned by the School**

Closure

*An optimist sees the
opportunity in every
difficulty.
Churchill*

A decorative graphic consisting of several parallel, diagonal lines in a light green color, extending from the bottom right towards the top right of the text box.

10th
Grade

Icebreakers & Closure Activities



Icebreakers & Closure Activities

CAPP CGC 10th Grade Summer Program, Mapping Your Journey to College (MyJTC)

The Mapping Your Journey to College (MyJTC) curriculum contains interactive and engaging icebreakers and closure activities which are designed to help the students to get to know themselves and their classmates and to reinforce the learnings in the days to follow. They are fun, quick, and easy to do activities for starting or ending each session. These activities will help students find their voice, reinforce what is involved with going to college, and help them better understand and retain what they are learning.

In the packet are suggested activities for each day that are aligned with the theme of the day. In the closure activities packet, there are examples for at least 8 days, with some of the activities being repeated with different topics. Additionally, each agenda page includes a quote that can be used as a bell activity when students first arrive in class. They can be asked to copy the quote and write a sentence or two about it while they are waiting for class to officially start. Or they can be used as conversation or writing assignment starters.

Feel free to add your own, mix it up, and use the ones that you feel will help your students with the stated goals of the program:

To increase the number of students who:

1. Successfully transition from the 10th grade to 11th grade with a “C” average or better,
2. Have completed at least 8 a-g courses by the end of 10th grade, and
3. Are knowledgeable about post-secondary opportunities available to them upon graduation from high school.

In the MyJTC program, it is our intention that students have an opportunity to understand themselves, get to know their classmates, and comprehend the college going process as they get ready to successfully complete the 10th grade.



Icebreakers

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

These icebreakers provide a fun and easy way to start each morning of MyJTC. Feel free to use them as they fit your needs. These activities are designed for the students to get to know each other and deepen their understanding of college readiness and preparedness.

Icebreakers

- Session 1: Interviews and Introductions
- Session 2: Four Corners – Reaching Out
- Session 3: Progressive Writing – Reaching Out
- Session 4: I used to Think...
- Session 5: Networking Luncheon
- Session 6: Auto Bio Poem...
- Session 7: Six Word Memoirs
- Session 8: I Will Never.../I'd Like To...
- Session 9: I Seem to Be...But I Really Am...
- Session 10: Snowstorm

Closure Activities

- Activity 1: Line Up
- Activity 2: Take a Stand
- Activity 3: Matched Pairs
- Activity 4: Give One-Get One
- Activity 5: Ticket Out the Door



Session 1: Interviews & Introductions

Students will interview and be interviewed by a peer they do not know and then introduce their partner to the group. Have students partner up with someone they do not know and conduct the 5 question interview. Students should be instructed to take notes, since they will be introducing their partner to the larger group. Each student should be given 2.5 minutes for the interviews. After 2.5 minutes, the teacher calls “SWITCH” and the students switch roles of interviewer and interviewee. After the 5 minutes for interviews, have the students introduce their partner to the larger group. If the group is too large, have them introduce each other in groups of 6 to 8.

Questions:

1. Name:
2. School:
3. Favorite 9th Grade Class:
4. Favorite 9th Grade Project:
5. If you attended MyJTC at UCLA the summer of 2017, what is the one thing you remember most about the experience?
6. If you did not attend MyJTC at UCLA, what is one thing you did the summer of 2017 to help you prepare for college?



Session 2: Four Corners

The four corners of the classroom are labeled as

- *Strongly Agree*
- *Agree*
- *Disagree, and*
- *Strongly Disagree*

After prompting students with a controversial statement about a recent concept, students stand in the corner that best represents their judgment and discuss with their peers at the same corner why they chose that corner. From their corners, the students can debate with each other. Teachers can change, modify, and add to the statements to fit the needs of their classrooms.

College Going Statements

1. Everyone has to go to college
2. Getting a college education should be FREE to everyone
3. All students should have to complete the A-G requirements to graduate from high school
4. Grades should be about what is being learned in class
5. Teachers should give a lot of homework to help students succeed
6. Students need to be able to choose what they want to learn
7. Career preparation should start in high school
8. All classes should prepare you for college
9. If you are eligible for college, you should be able to go
10. Financial aid should not come with a lot of loans

Mind Set Statements

1. With perseverance, anyone can be smart.
2. I can improve my talents with practice.
3. All students can be successful if they set their minds to it.
4. No one is really “smarter” than anyone else, some people just work harder.
5. The brain has the ability to change and rewire if you practice.
6. Failure is a good way to learn.
7. Errors are an opportunity to learn.
8. It is ok to be frustrated when you are learning something new.
9. Some students are just born smart.
10. Everyone can learn anything they decide to.



Session 3: Progressive Writing: Mindset

Students will work together to write a progressive paragraph where each student contributes a sentence or two.

Please have each person in your group choose a different prompt for their paragraph. When I give the signal, each of you will write for 2 minutes on your prompt. At the end of two minutes, each writer passes his or her paper to the writer on the left. We will continue until every student has written on every paper and the original writer has his or her own paper back. Once you get your own paper back, read your paragraph and make any changes or corrections you would like to make. Now share your paragraph with your group and choose one to share with the class.

- 1. It's easy to be the smartest person in the class.**
- 2. Everyone can learn new things.**
- 3. We can change how smart we are.**
- 4. Being intelligent is a matter of practice.**
- 5. Special talents need to be nurtured.**
- 6. You can be anything you decide to be.**



Session 4: I used to Think...

I used to think...But Now I know...is an activity to help students organize their thoughts about what they have learned. It can be used as a reflective activity after a reading or as part of a unit.

In groups or as individuals, have the students complete each couplet. Create an opportunity for the students to share.



I Used to Think...But now I know

I used to think that learning was hard for me,
But now I know...

I used to think that I am not good at English,
But now I know...

I used to think, I am not good at math,
But now I know...

I used to think that art is not my thing,
But now I know...

I used to think that I kept messing up,
But now I know...

I used to think that I will never be smart,
But now I know...



Session 5: Networking Party Time

Party time is a time for students to act like they are at a party and meeting many new people. In this party, the topics of interest and discussion will be provided by the teacher. The students will stand up and find a partner and discuss the topic the teacher calls out. Each time the teacher calls time, students should find another partner and discuss the new topic. Provide 1 to 2 minutes for each topic of discussion.

Instructions: We are going to pretend we are at a party so everyone please stand up. When I say “GO” find a partner and discuss the topic that I project. At the end of about 2 minutes, I will say “SWITCH” find a new partner and get ready to discuss the new topic. Please choose the topics you want the students to discuss from the list below or from your own list. Topics should reinforce learning that has already taken place or be a way to build background knowledge.

College Going Topics for Discussion

1. A-G Requirements
2. FAFSA
3. PSAT/SAT/ACT
4. Kahn Academy
5. CCCC/CSU/UC
6. GPA
7. Grants
8. Loans
9. Scholarships
10. Weighted GPA
11. Advanced Placement
12. College Savings Account

Mindset Topics for Discussion

1. Growth Mindset
2. Fixed Mindset
3. Resiliency
4. Take responsibility
5. Innovate
6. Imagine
7. Foster curiosity
8. Innovate
9. Learn from failure
10. Persevere
11. Persistence
12. Opportunity



Session 6: Auto Bio Poem: Francisco

Writing an AutoBioPoem is a quick and easy way to help students develop their understanding of their goals, dreams, and ambitions.

The AutoBioPoem has 14 lines and you can easily add in others as you feel you need them to help emphasize a point or change the ones here. This is an activity the students should do on their own and share out in small groups or make posters that others can view and see in a walk around the room. It can also be modified to be completed in a small group based on the character in a book.

An example of a Bio Poem is provided based on Francisco, the main character in *Reaching Out*,

Bio Poems Sample

Line 1: First name: **Francisco**

Line 2: Four adjectives that describe the character:

1. **Learner** _____
2. **Trailblazer** _____
3. **Daring** _____
4. **Enterprising** _____

Line 3: Son of: Farmers

Line 4: Sibling of: Roberto, Jose Francisco, Juan Manuel, Ruben and Avelina

Line 5: Likes: writing and drawing

Line 6: Feels: Ill at ease

Line 7: Finds happiness in: learning

Line 8: Needs: to take control

Line 9: Is afraid of: making the wrong decision

Line 10: Would like to: be able to help his family

Line 11: Enjoys: Making a difference

Line 12: Dreams of: graduating from college

Line 13: Resident of: California

Line 14: Last name: Jimenez



Student Auto Bio Poems

Complete the auto-bio poem quickly with the first things that come to mind for yourself. This is a chance to tap into your feelings and emotions.

Line 1: First name:

Line 2: Four adjectives that describe you:

5. _____

6. _____

7. _____

8. _____

Line 3: Son/daughter of:

Line 4: Sibling of:

Line 5: Likes:

Line 6: Feels:

Line 7: Finds happiness in:

Line 8: Needs:

Line 9: Is afraid of:

Line 10: Would like to:

Line 11: Enjoys:

Line 12: Dreams of:

Line 13: Resident of:

Line 14: Last name:



Session 7: Six Word Memoirs <http://www.sixwordmemoirs.com/>

Stories told in just six words.

Brevity is a virtue.

On this site is a collection of [short short stories](#) consisting of just six words. It was inspired by Ernest Hemingway's famous challenge and first six word story,

["For sale: baby shoes, never worn."](#)

Read the memoir to the students and have them embellish on the story in small groups. What do they know about the story in 6 words? What else would they like to know?

Here are some samples of 6 word stories the students can use as inspiration:

Six Word Memoirs					
1. I	2. ain't	3. broke	4. don't	5. fix	6. me
1. Don't	2. wait	3. until	4. it's	5. too	6. late
1. Fall	2. down	3. six	4. get	5. up	6. seven
1. Every	2. Day	3. is	4. a	5. treasure	6. hunt

After students have written their six word stories, encourage them to share them on the site or on social media.



Six Word Memoirs

Keep your six words handy to remind you of how utterly AWESOME you are and how terrifically GREAT your dreams are.

Six Word Memoirs					
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.



Session 8: I Will Never.../I'd Like To...

Have the students reflect on their own about what they will never do and what they would like to do. Encourage them to think of what they feel comfortable with, who they want to be, and what they want to be known for as they complete this activity. Students can then share in a small group, share one sentence with the whole class, or put up on the wall for others to read. If the poems are going to be shared publicly, please be sure to let the students know before they get started, since their responses might be different if they know their peers are going to read them.



I Will Never . . . /I'd Like To . . .

I will never understand

I'd like to understand

I will never forget

I'd like to forget

I will never forgive

I'd like to forgive

I will never change

I'd like to change

I will never say

I'd like to say

I will never stop thinking about

I'd like to stop thinking about

I will never complain about

I'd like to stop complaining about

I will never comprehend

I'd like to comprehend

I will never excuse

I'd like to excuse



Session 9: I Seem to Be...But I Really Am...

Working in small groups or on their own, have students complete the couplets based on who they are and who they aspire to be. This can be done after a discussion about how sometimes we are ourselves and sometimes we mask who we really are for various reasons. Students should be encouraged to think about when they are most like themselves and when are they wearing a mask to shield who they are from the world.



I seem to be...but I really am...

I seem to be...

But, I really am...



Session 10: Snowstorm

Individually students write down what they have learned about a specific topic on a piece of white paper and wad it up. Given a signal, they throw their “paper snowballs” in the air. Then each learner picks up a nearby response and reads it aloud.

Teachers may give a specific topic on sheets of paper or leave it open. Topics can include:

1. What is a growth mindset?
2. Why is a growth mindset important?
3. What is the power of ‘yet’?
4. Why is it important to know how the brain works?
5. What are possible barriers to a growth mindset?
6. Why is a glass half full mentality important?



Closure Activities

CAPP CGC Summer Program, Mapping My Journey to College (MyJTC)

These closure activities provide a fun and educational way to end each session while reinforcing the learning the students are engaged in. These are meant to get the students up and talking to each other. There are 5 distinct activities provided that can be used over with different content. Enough content is provided to use each activity at least twice.

Activity 1: Line Up

Activity 2: Take a Stand

Activity 3: Matched Pairs

Activity 4: Give One-Get One

Activity 5: Ticket Out the Door



Line Up

Line Up activities are designed for a quick and easy way to have students get to know each other and their classmates better. In these activities, students will line up starting with a date, a number, or an amount. It is usually something that can be quantifiable or put in some sort of numerical or alphabetical order, such as a birthdate, number of years, number of people, or distance. The questions are usually personal and give a sense of where the class is as a whole in terms of siblings, schools visited, schools attended, etc. Any question can be asked that lends itself to students lining up in order.

Here are a few line-ups to get you started. Please feel free to add some of your own.

1. Line up by your favorite period in the 1st semester of 9th grade
2. Line up by your favorite period in the 2nd semester of 9th grade
3. Line up by the number of school sports events you attended in 9th grade with the most at the front of the room
4. Line up by the number of school spirit events you participated in during 9th grade with the most at the front of the room
5. Line up by the number of A-G requirements you completed in 9th grade with the most at the front of the room
6. Line up by the number of books read this year with the most at the front of the room
7. Line up by the number of colleges you have visited with the most at the front of the room
8. Line up by the first letter of your favorite teacher's name
9. Line up by the first letter of the profession you have chosen
10. Line up by the first letter of city of the UC or CSU you want to visit this summer



Take a Stand

Take a Stand is an activity that is used to have students get to know each other's likes and preferences while building a sense of community in the classroom. It is a fun and simple activity done at the end of the day to have students choose and declare what they like and talk to others who like the same things. Teachers can have 3 to 5 questions they ask in quick succession or they can ask 1 or 2 and give students a chance to talk in between. Here are some examples of Take a Stand declarations. Please feel free to add your own as a way of having the students get to know each other better.

1. Water or Coke
2. Soccer or Football
3. Observer or Participant
4. Leader or Guide
5. SUV or Sports car
6. Cat or Dog
7. Cake or Cookies
8. Ice Cream or Frozen Yogurt
9. Donuts or Cupcakes
10. Tortilla Chips or Potato Chips
11. Guacamole or Hummus
12. Baseball or Basketball
13. Doctor or Lawyer
14. Netflix or Hulu
15. Apple or Android
16. Xbox or Wii
17. McDonalds or In and Out
18. Starbucks or Peets
19. House or Condo
20. Books or Magazines



Matched Pairs

In Matched Pairs students are given a card and then go around the room and find the person who has the “match.” Once they have found their match, they stand to the side of the room. When all the pairs are matched up, each pair will read their cards to the class. This can be done with definitions or with sentence completion. One of each has been provided for you. The MyJTC matched pair is based on definitions and The Alchemist matched pair is based on sentence completion. You can add more or create your own to fit your needs. The cards for printing can be found in the student packet.

FAFSA	Free Application for Federal Student Aid: application for financial aid that must be completed by all seeking federal funds to help pay for college or the university.
Personal Statement	An autobiographical narrative essay that is an important part of the college application process. It provides a way to share how events in your life have shaped who you are.
Competitive Eligibility	Achieving beyond the minimum eligibility for the CSU/UC to being competitive with top achievers by completing AP courses, more than the minimum 15 A-G courses, and meeting other requirements.
Scholarships	A payment made to support a student's education, awarded on the basis of academic or other achievement.
Loans	A sum of money that is expected to be paid back with interest.
College Readiness	Being ready for credit bearing courses at the CCC, CSU or UC based on test scores and completion of the A-G requirements.
College Eligible	Being fully eligible to enter the CSU or UC based on completion of the A-G requirements.
Remediation	Assistance given students in order to achieve expected competencies in core academic skills such as English and Math
CSU	California State University: A system of 23 campuses that grant Bachelor's, Masters and some Doctoral degrees.
UC	University of California: A system of 10 campuses that grant Bachelor's, Masters and Doctoral degrees.
CCC	California Community Colleges: A system of 109 two year campuses that grant AA degrees (a few grant BA Degrees) and prepare students to transfer into 4 year programs
K-12	The compulsory education system in CA that encompasses Kindergarten to 12 th grade.
Transition	Moving from the system of K-12 education to the system of post-secondary education.
Post-secondary	Education beyond the high school level, especially education at the college or university level.
IHE	Institute of Higher Education which is commonly thought of as systems that grant AA, BA, MA or Ph.D. degrees
SAT/ACT/PSAT	Tests that are used for college admissions and merit-based scholarships.



Grants	Funds provided in a financial aid packet that do not have to be paid back.
Pell Grants	The largest source of federally funded financial aid grants that are awarded solely based on your financial need (academic grades and extra-curricular activities are not a factor).
Cal Grants	A Cal Grant is money for college you don't have to pay back. To qualify, you must meet the eligibility and financial requirements as well as any minimum GPA requirements.
A-G Requirements	The CSU/UC minimum requirements of 15 courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course to meet any subject requirement.
Advanced Placement	Courses that are rigorous, college-level classes at the high school in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize.
Weighted GPA	Calculated by adding extra points for honors or AP courses, a weighted GPA can lead to a GPA that is beyond 4.0.
CTE	Career Technical Education that integrates rigorous and relevant career and technical education (CTE) and academics that prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.
Linked Learning	An education approach that integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.



Matched Pair for Reaching Out

I did not anticipate, however, how difficult	it would be to leave my family, especially my other brother, Roberto.
I sat on the bed, staring at the empty wall	and fighting back the urge to cry.
As I walked in, we were handed a blue book and informed	that the test results would be posted that afternoon outside the gym.
I did not say anything	because I did not want to be disrespectful.
Ever since I was four years old,	I felt fear whenever I saw anyone wearing a green uniform.
He sounded like my older brother	who always looked out for me.
When he heard me say <i>Cervantes</i> Hall,	he asked me if I spoke Spanish.
My father had changed so much	since the first time we crossed the border.
This must be him, I thought,	trying to hide my excitement.
He was busy with extracurricular activities and classes	and I was occupied with studying and work.
I continued onto my class,	praying that what Smokey had told me was not true.
As a teacher you will certainly	have the opportunity to make a difference.
As soon as I walked inside the house,	I felt my father's absence.
There are many good people	in the world.
Don't you think you will be in a better position to help your family	once you finish college and become a teacher?
By pulling on a tendon,	I would make them move as if they were walking.
They came to the United States to work	and seek a better life for their children.
Life is too hard	for us in this country.
He was killed by the Ku Klux Klan because	he got involved in the Civil Rights movement.
I admired her feelings	about her Italian heritage.
A week later, Father Shanks handed me the petition	for naturalization form and asked me to work on it.
Its charred branches hung down,	mourning the loss of a good friend.
I decided to support	Cesar Chavez's efforts to unionize farm workers.
Someday, you'll do the same	for someone else.
Suddenly, the thought of leaving	Santa Clara made me sad.
I am going to graduate school	to become a college professor.



<p>I did not anticipate, however, how difficult</p>	<p>it would be to leave my family, especially my other brother, Roberto.</p>
<p>I sat on the bed, staring at the empty wall</p>	<p>and fighting back the urge to cry.</p>
<p>As I walked in, we were handed a blue book and informed</p>	<p>that the test results would be posted that afternoon outside the gym.</p>
<p>I did not say anything</p>	<p>because I did not want to be disrespectful.</p>



<p>Ever since I was four years old,</p>	<p>I felt fear whenever I saw anyone wearing a green uniform.</p>
<p>He sounded like my older brother</p>	<p>who always looked out for me.</p>
<p>When he heard me say <i>Cervantes Hall</i>,</p>	<p>he asked me if I spoke Spanish.</p>
<p>My father had changed so much</p>	<p>since the first time we crossed the border.</p>



<p>This must be him, I thought,</p>	<p>trying to hide my excitement.</p>
<p>He was busy with extracurricular activities and classes</p>	<p>and I was occupied with studying and work.</p>
<p>I continued onto my class,</p>	<p>praying that what Smokey had told me was not true.</p>
<p>As a teacher you will certainly</p>	<p>have the opportunity to make a difference.</p>



<p>As soon as I walked inside the house,</p>	<p>I felt my father's absence.</p>
<p>There are many good people</p>	<p>in the world.</p>
<p>Don't you think you will be in a better position to help your family</p>	<p>once you finish college and become a teacher?</p>
<p>By pulling on a tendon,</p>	<p>I would make them move as if they were walking.</p>



<p>They came to the United States to work</p>	<p>and seek a better life for their children.</p>
<p>Life is too hard</p>	<p>for us in this country.</p>
<p>He was killed by the Ku Klux Klan because</p>	<p>he got involved in the Civil Rights movement.</p>
<p>I admired her feelings</p>	<p>about her Italian heritage.</p>



<p>A week later, Father Shanks handed me the petition</p>	<p>for naturalization form and asked me to work on it.</p>
<p>Its charred branches hung down,</p>	<p>mourning the loss of a good friend.</p>
<p>I decided to support</p>	<p>Cesar Chavez's efforts to unionize farm workers.</p>
<p>Someday, you'll do the same</p>	<p>for someone else.</p>



Suddenly, the thought of leaving	Santa Clara made me sad.
I am going to graduate school	to become a college professor.



Give One-Get One

In Give One-Get One students are asked to respond to an open ended question or a question that has more than one answer. They then go around the room and give a response and get a response from other students. Whenever they hear a response that is different from their own, they write it down on their paper. At the end of the activity, they should have a number of different responses to the questions asked. Some sample questions are included here, please feel free to add your own.

1. Why is it important to match your major to your career?
2. Why is it imperative to set goals and work on achieving them?
3. What is the key to a growth mindset?
4. What is a fixed mindset?
5. What is the easiest way to achieve your goals?
6. Why is planning a significant game changer?
7. What does it mean to prepare for college?
8. How can you ensure you have a spot for college?
9. How can you make your dreams come true?
10. What about this journey excites you?



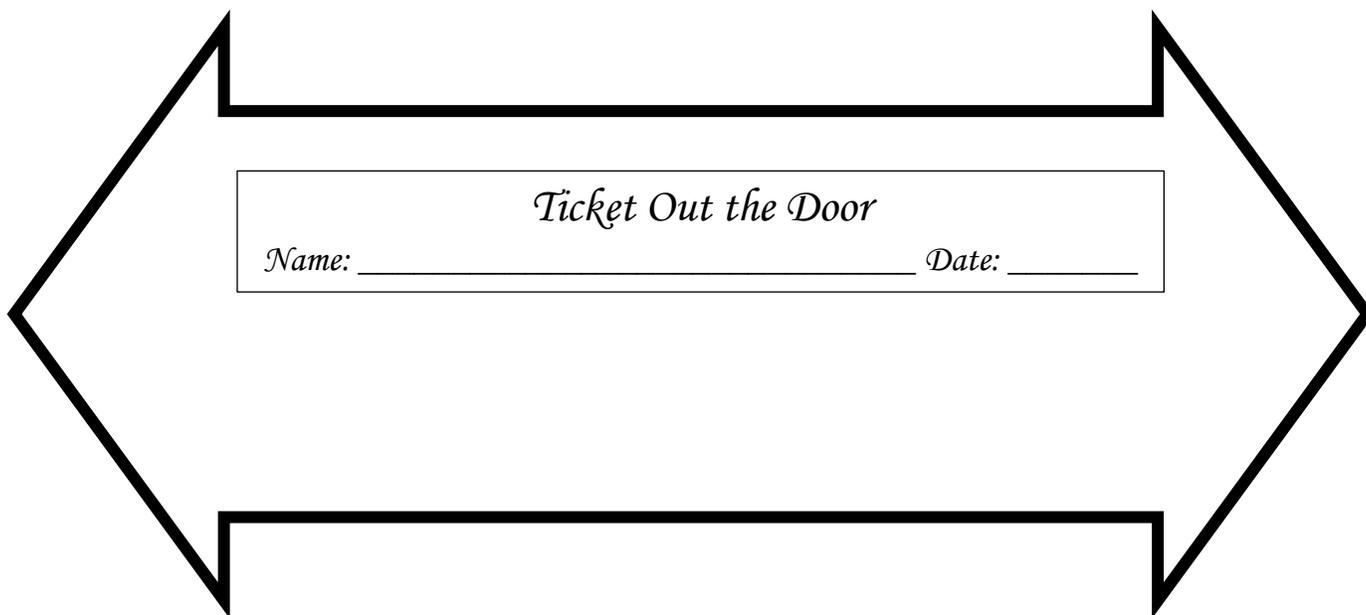
Ticket Out the Door

A ticket out the door is a ticket that students give to the teacher to go out the door as they are leaving. The teacher will ask a question, have the students respond and put their name on the ticket. As the students leave, the teacher collects the tickets. The tickets can then be used for review the next day or as a way for the teacher to assess and/or reinforce the ideas presented in class.

Possible questions for tickets.

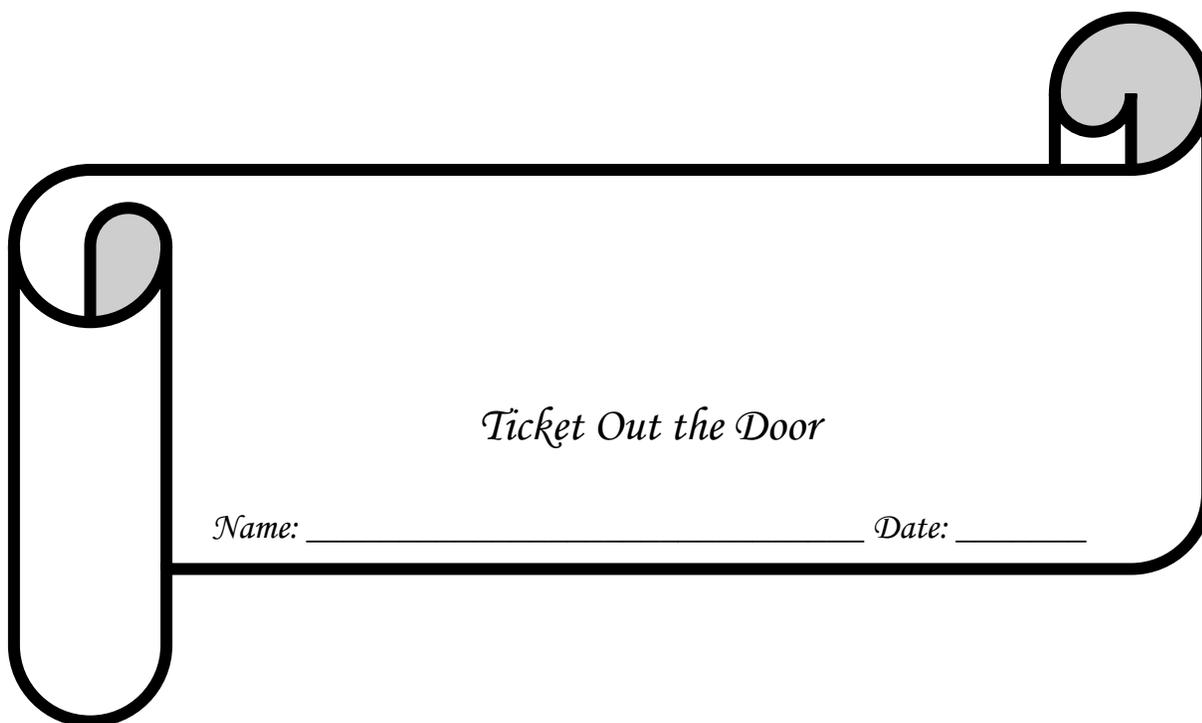
1. How many A-G classes have you successfully completed?
2. How many A-G classes are you signed up for as a sophomore?
3. What is the best way to prepare for AP classes?
4. When do you start taking AP classes?
5. How do you know if you are ready for AP classes?
6. What are your top 3 career choices?
7. How
8. Why is 'yet' such a powerful word?
9. Why is a growth mindset important?
10. How do you know if you are on the right track for college?

Out the door template tickets has been provided for you.

A large, double-headed arrow shape with a thick black outline. Inside the arrow is a rectangular box with a thin black border. The text 'Ticket Out the Door' is centered in the box in a cursive font. Below it, the words 'Name:' and 'Date:' are followed by horizontal lines for writing.

Ticket Out the Door

Name: _____ Date: _____

A scroll-shaped border with a thick black outline. The scroll is unrolled in the middle, forming a large rectangular area. Inside this area is a rectangular box with a thin black border. The text 'Ticket Out the Door' is centered in the box in a cursive font. Below it, the words 'Name:' and 'Date:' are followed by horizontal lines for writing.

Ticket Out the Door

Name: _____ Date: _____

Reaching Out: CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

ALBIE MIRANDA
Faculty: CSU Pomona



Alberta M. Miranda

Reaching Out: An ERWC Module

Jimenez, Francisco. *Reaching Out*. Graphia, 2009.

Module Description

This module is being developed for use in the CAPP CGC Mapping My Journey to College Summer Boot Camp, 2018. The module is designed to help students develop their long term personal and academic goals. The module will also help students understand why developing a sense of purpose and working towards a specific vision of oneself is crucial. At the end of the project, students will reflect on Frank's struggle to achieve his academic and personal goals in order to compose an essay in which they answer the question: "What is the meaning and purpose of my life?"

This essay and assignment align with the rest of the activities in the College and Career Planning portion of the unit. Since the students may only have 8 instructional days and not 10, teachers will have to make decisions regarding what to cut out and what to combine if they want to get be able to do the writing assignment..

Overview

Reaching Out deals with themes that are relevant to adolescence: persevering in the face of hardship, developing positive relationships, confronting the anxieties provoked by new experiences, and the difficult process of striving for one's dreams.

Module Objectives

After working through this module, students will be able to:

- Analyze the way that Frank's experiences change him throughout the course of the novel by citing specific passages
- Trace the way that Frank creates his experiences through his choices
- Think critically about the crucial role friends and mentors can play in one's life
- Make explicit their personal and academic goals and begin to explore some of the ways that their choices take them closer to their goals
- Reflect on their development as writers and thinkers by analyzing their own journey of understanding through the book



Session 1:

Reading Rhetorically

The various activities that follow will generate many observations, questions, and insights. Encourage your students to record these in the same notebook. They will need to refer to this material often as they work their way through the module and when they begin writing their essay.

Prereading

Getting Ready to Read

The following activity is designed to introduce some of the major themes in *Reaching Out* in a way that compels students to take a stance.

After the students have completed the activity, open the floor to a discussion in which the students share their answers with the class. Encourage them to explain why they think the way they do.

Activity 1: Getting Ready to Read

Answer the following questions with A for Agree, D for Disagree, SA for Strongly Agree, or SD for Strongly Disagree.

- ___ 1. Earning a college degree is important to me.
- ___ 2. My family encourages me to pursue my dreams.
- ___ 3. I have a plan for my life.
- ___ 4. I want to make my parents proud.
- ___ 5. If I focus and work hard, I can learn to be good at almost anything.
- ___ 6. I try hard to stay positive when things get tough.
- ___ 7. When I'm stressed out or upset, I share my feelings with someone I trust.
- ___ 8. I often reflect on my past.
- ___ 9. My friends encourage me to pursue my dreams.
- ___ 10. I like going to unfamiliar places and meeting new people.
- ___ 11. My friends share my values.
- ___ 12. If I'm not good at something right away, I give up.

Activity 2: Projecting into the Future

This activity asks students to describe their feelings about their future. After they have written on these questions, students can be asked to share their thoughts with partners or in small



groups.

For this activity, you'll share write down your feelings about growing older. Complete the following sentences, making sure to respond honestly. Think of these responses as "Quickwrites": don't worry about whether your answer is correct, just write down everything that comes to mind.

- When I think about my future, what excites me the most is...
- When I think about my future, what concerns me the most is...
- When I was little, I used to dream about becoming a...

Exploring Key Concepts

The next four activities are designed to help students enter the conversation on issues raised by the book by helping them make a connection between their experiences and Frank's experiences in the story. Students should write on the four following issues: pursuing dreams, dealing with hardship, finding allies, and confronting the unknown. After students finish the story, they will be asked to revisit these issues.

After completing each Quickwrite students can be asked to share their thoughts with a partner or in small groups.

Activity 3: Pursuing One's Dreams

The following activity will help you think about the significance of a key issue for this novel: **pursuing one's dreams**. Frank, the protagonist of *Reaching Out*, dreams of being the first in his family to graduate from college. Quickwrite for five minutes on the importance of having a dream for your future. What are your dreams for your life? What are some of the steps that you'll need to take to achieve these dreams?

Keep this Quickwrite in your *Reaching Out* notebook so that you can refer to it later.

Activity 4: Dealing with Hardship

The following activity will help you think about the significance of a key issue for this novel: **dealing with hardship**. Throughout the book, Frank recounts numerous experiences of dealing with hardship. Write for a few minutes about your attitude towards life's difficulties. Consider the following questions: have you or your family had to overcome hardship? What helped you get through those tough times? When you're confronted with a difficulty, do you deal with it alone or do you tell someone about it?

Keep this Quickwrite in your *Reaching Out* notebook so that you can refer to it later.



Activity 5: Finding Allies

The following activity will help you think about the significance of a key issue for this novel: finding allies. Allies are people that we not only like but who provide us with support, help, and encouragement as we move through life. Throughout the book, Frank describes relationships with numerous allies, including family members, teachers, and college friends. Write for a few minutes about your attitude towards finding allies. Consider the following questions: what do you look for in a new friend? Do you have mentors (a mentor can be a trusted teacher, coach, counselor, or a member of clergy)? If you don't have one, describe the sort of person you would want as a mentor.

Keep this Quickwrite in your *Reaching Out* notebook so that you can refer to it later.

Activity 6: Confronting the Unknown

The following activity will help you begin to think about a key concept for this novel: **confronting the unknown**. Several times, Frank must choose between confronting the unknown, whether it is leaving for college or playing it safe and staying where life is familiar. Quickwrite for a few minutes on the significance of confronting the unknown. You might think back to a time when you took a risk and tried something new. What made the choice risky?

Keep this Quickwrite in your *Reaching Out* notebook so that you can refer to it later.

Activity 7: Surveying the Text

This activity serves to activate background knowledge and generate questions in order to “jump start” the student’s engagement with the story.

Look at your copy of *Reaching Out*. Write the answers to the following questions in your notebook.

- Does your text have a picture on the cover? Describe it.
- What does the title mean to you?
- What does the cover art imply about the story inside?
- Is there a summary of the story on the back cover?
- Are there comments from reviewers or critics on the cover?
- Is there a biography of the author? Is there a picture?
- Does the book have a foreword or an afterword?
- Does the book have any pictures? Are they drawings or replications of photographs? What does that indicate about the story?
- Is the book split into chapters? Sections? Or--?



Session 2:

Activity 8: Reading the First Page

As a way of previewing the novel, read the first three paragraphs of the *Reaching Out*. What stands out to you? Based on only these three paragraphs, make some predictions: what kind of story is this? How difficult is the reading level? Write your predictions down in your notebook, along with some reasons why you made these predictions.

Making Predictions and Asking Questions

The Expectation and Reflection Log and the Character Maps are ongoing activities designed to help students track their engagement and understanding. What follows is an explanation of how the Expectation and Reflection Log and the Character Maps work.

The Expectation and Reflection Log. The Expectation and Reflection Log will help you keep track of the action of the story and the characters who appear as the story progresses. As you may have noticed from looking through the text, is divided into twenty-four chapters. For the purposes of the MYJTC program, the chapters have been divided into six sections, each spanning four chapters. You will need to write in your Log after you read each section (the module will periodically remind you to do this). Here is a description of how the Log will work:

1. Read chapter 1. Once you complete the reading, write a summary of the section. The summary should describe the major events, the characters who were involved, and the places where Santiago traveled.
2. After you've finished the summary, predict what might happen next. Base your predictions on what you mentioned in your summary, but don't be afraid to be creative. And don't worry about getting the predictions right; just make some guesses based on what you think might happen.
3. Read chapter 2. When you finish it, write a summary of the section. Once again, list all the major events and people Frank encountered. Next, re-read the predictions you wrote after you finished chapter 1. Did any of them come true in chapter 2? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you've finished doing this, make predictions about what might happen in the next chapter.

By the time you finish the novel, you will have a record of the thoughts you had while you were reading it. This will be useful when you write your essay.

The Character Map. The Character Map will help you keep track of the many people who appear in Frank's story. As you will see once you start reading, Frank's feelings towards some people change over time. You will need to keep a careful record of these changes, as they will



help you understand Frank's experiences. While the Expectation and Reflection Log asks you simply to list the characters, when filling out a Character Map you will need to describe each person in some detail. Here is a description of what to do every time you encounter a character in the story:

1. Write down the person's name and the place where Frank encounters them (you should also write down the page number where the character appears in case you need to refer to it later).
2. Describe the person. If the text doesn't provide details about their physical appearance, write down how you picture them in your imagination. Describe their personality. What sort of person are they? Does Frank like this person? Do you? Explain.

The Expectation and Reflection Log and the Character Map should be part of your *Reaching Out* notebook. Be sure to leave a few blank lines after each entry in your Character Map so that you can add to it; several persons will reappear throughout the story. By the time you finish the book, you will have a detailed record of the many people Frank encounters during his college years.



Session 3:

Reading

Getting Ready to Read

The activities that follow can be used to generate discussion. Students should complete the activities on their own before working in small groups. This will ensure that everyone has something to contribute.

Activity 9: Reading for Understanding – Section 1 (Chapters 1-4)

This section introduces the protagonist, Frank, along with his family who go on to play a significant role in his life; even when the family does not appear in the story, Frank's sense of responsibility towards his parents and his siblings is never far from his mind. The major themes for this section are confronting the unknown and dealing with uncertainty. Frank must come to terms with being away from home for the first time while simultaneously adjusting to being around people who do not share his background. He struggles academically – his first writing assignments earn poor grades – and must figure out ways to improve his performance while dealing with feelings of inadequacy.

Before you start reading the novel, read the following questions to get an idea of what to focus on as you read section 1. As you read the book, mark the text when you find something that may help you answer one of the questions. You can mark the text by underlining or highlighting relevant lines or by making notes in the margins. If you don't want to write in your book, you can use sticky notes.

If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don't, share your insights.

Chapter 1 “College Bound”

1. Where is Frank going to college?
2. Where is Frank's family from?
3. What kind of work does Frank and his family do?
4. How did Trampita develop a hernia?

Chapter 2 “Moving In”

1. Why can't Frank's father work anymore?
2. How is Frank paying for college?
3. Why does Frank tell people he was born in Colton?
4. Why is Frank shocked to see students throwing food away?



Chapter 3 “Initiation”

1. Why do the upperclassmen wake Frank and Smokey up at 4:00am?
2. How did Frank bathe at home?
3. Why is Frank nervous about the English test?
4. Why doesn't Frank want to participate in learning the school fight song or dressing up the dummy?

Chapter 4 “Unexpected Turns”

1. Why doesn't Frank correct the teacher who mispronounces his last name?
2. How long does it take Frank to write his essay? How long does it take Smokey?
3. What kinds of sacrifices have Frank's parents made for him and his siblings?
4. Frank journals when he is feeling discouraged. What does he write about?

Activity 10: Expectation and Reflection Log

Look over all your notes, including any annotations you made in the book. Summarize section 1, being sure to include a brief description of the setting (what is Santa Clara University like? What sorts of things make it clear that these events took place in 1962?) as well as the main action. After you write your summary, make some predictions. What do you think will happen to Frank? Will his classes get any easier? Will he start participating in school activities? Don't worry about getting things right; just make predictions based on what you've read so far. Finally, write 1-2 sentences reflecting (thinking back) on your reading experience so far. Is the writing easy to understand or are you having difficulty? Make a note of any words, phrases, or passages that were hard to understand.

Activity 11: Character Map

Completing a chart like the one below will help you keep track of the characters in the Frank's story. Copy the table into your own notes and fill it out. As more characters appear, add them to the list. If characters re-appear in later sections, add the page number. Three names have been added to the map below to help you get started.

Character name(s)	Page # where they appear	General description (include details about their appearance and their personality)
Frank		
Trampita		
Frank's mother		

Activity 12: Analyzing Stylistic Choices

This activity treats students as potential authors by prompting them to explore how Jimenez creates meaning through his narrative structure.



Begin this activity by skimming chapter 1, “College Bound.” You’ll note that most of the chapter devotes itself to the journey to Santa Clara; it is only towards the end of the chapter that the family arrives at Frank’s new school. Consider the following question: why did Jimenez choose to start the story of his college experience by spending so much time describing the journey? One way to answer this question by asking, “What does the first chapter do for the reader?” Typically, the beginning of the story will perform several functions, including establishing the setting, introducing characters or issues, and inviting the reader to make predictions about possible themes. Go through the text and complete the following steps:

1. Mark the text every time it describes the setting.
2. Mark the text when it reveals background information about Frank, his life, or his family.
3. Mark the text when it brings up an issue such as financial hardship, family tensions, and Frank’s anxiety about starting college.

Once you have don’t this, consider why Frank Jimenez chose to start his story this way. Complete a Quickwrite in which you reflect on this question. Be sure to consider what this beginning sets you up to expect from the rest of the book.

Activity 13: Regarding the Author

The following activity asks students to consider the “implied author” of the text. This is a concept introduced in Wayne Booth’s book, *The Rhetoric of Fiction*. The implied author is an ethos, or “second self” that an author creates when he or she composes a story. It is not necessarily the same as the author or the narrator; it is a persona constructed for a specific text and audience. Once students begin to consider the implied author of a text, they can begin to question how an ethos is created, and why. This question contains additional complexity in an autobiographical story; ostensibly, Frank Jimenez is describing his life. However, he is simultaneously constructing a narrative; where, then, does the line between objective truth and subjective experience lie? Although we do not expect students to fully work out the nuances of this multi-layered question, this activity will help them get started wrestling with it.

Consider what you’ve read so far and answer the following questions about the author of *Reaching Out*, Francisco Jimenez. Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

1. What kind of person is Jimenez? Just going by what you’ve read of his story, what do you think is he is like?
2. Look at the pictures of Francisco, both on the cover and at the end of the book. What sort of person is he? If you had to describe him to someone who hadn’t read the book or seen his picture, what would you say?



3. Do you trust Jimenez? As in, do you believe he is telling us the truth about his experiences? Why or why not?

Activity 14: Noticing Language - Punctuation Matters!

Too often students take punctuation for granted, failing to realize the rhetorical power found in punctuation. This activity is designed to help students see how punctuation affects meaning. This should not only aid their reading comprehension but also make them more thoughtful, deliberate composers of their own texts.

Students should work through the passage in groups of 3-4. Their goal should be to analyze the meaning of the passage by looking at the punctuation. Students will often find it difficult to get started, and once they do, they tend to summarize the text instead of analyzing the punctuation; focus their efforts by asking them to begin with what they already know about that specific punctuation does in a sentence. It can help to use phrasing that reminds students that punctuation guides how we read a text: “What do commas want us to do?”

After each group has produced an interpretation, these can be shared with the class. Once there is a generally agreed upon interpretation, change one punctuation in the passage, and ask the students to describe how this change affects the way a reader interprets the sentence.

For this activity, you will analyze the following passage while focusing on the punctuation. In other words, go through the passage slowly, making a note of what each punctuation means, and how it affects the way you read the sentence. Work through the passage in your groups. If you’re not sure what a punctuation means, do your best to figure it out by looking at the rest of the text. Take careful notes of your interpretations so that you can share them.

“When he was an infant, Trampita had gotten a hernia. We were living in a migrant labor camp in Santa Rosa that winter. Our parents worked at night in an apple cannery and left Roberto to take care of Trampita and me while they were gone. One cold night, after Roberto and I had fallen asleep, Trampita rolled off the mattress that was on the dirt floor and landed outside the tent and cried so much that he had ruptured his navel.”



Session 4:

Activity 15: Reading for Understanding – Section 2 (Chapters 5-8)

In this section we see Frank settling into a routine. Encouraged by his roommate Smokey, Frank slowly begins socializing with others. His past continues to haunt him, as demonstrated by his reaction to getting drunk for the first time (this event is highlighted in Activity 18). The section ends with Frank going home and confronting the effects of his father's ongoing depression.

Note: in the “Cervantes Hall” chapter Frank goes to a dance hall with Smokey. The chapter mentions several artists and popular dances. You might play some of the music or videos of the dances for your students as a fun way of introducing the era. The artists mentioned are Elvis Presley and Little Eva (singer of the hit, “The Loco-Motion”). The dances listed are: the Watusi, the Mashed Potato, the Loco-Motion, and the Twist.

Before you start reading Section 2, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go. If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don't, share your insights.

Chapter 5 “The Making of a Soldier”

1. Why does Frank feel scared when he sees anyone wearing a green uniform?
2. How often does Frank have to dress for ROTC?
3. Why is Frank's father happy that Frank is in the ROTC?

Chapter 6 “A Compromise”

1. Why do Smokey and Frank argue?
2. Why does Frank decide to drink alcohol after the game?
3. What does Frank think about when he's drunk?

Chapter 7 “Cervantes Hall”

1. Why is Frank an Elvis fan?
2. What are some of the dances that Frank and Smokey perform at Cervantes Hall?
3. How do Frank and Smokey get back to campus?

Chapter 8 “Reaching Out”

1. Why does Frank's father get angry at him during dinner?
2. What is Bonetti Ranch like?
3. What kind of work do Frank and his brothers do?
4. Why won't Frank's father come out of the shed?



Activity 16: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 2, being sure both to describe the action and reflect on the predictions you made after reading Section 1 (what did you get right? What surprised you?). After you write your summary, make some predictions. How do you think Frank's sophomore year will go? Will he earn higher grades? Will his father get better? Don't worry about getting things right; just make predictions based on what you've read so far.

Activity 17: Character Map

Add new people to your Character Map.

Activity 18: Draw Me a Picture

Students will be performing a basic line drawing and will need blank sheets of paper. This activity requires that students practice rereading, which is by far the most useful strategy for reading complex texts. The students will also have to listen carefully and practice metacognition, the process of noticing what they notice. Further, since the activity asks students to assess their understanding after both individual reflection and group discussion, it can help them appreciate how intellectual exchange contributes to comprehension. Working with Frank's dream as described on page 57 (in the chapter titled "A Compromise"), students will produce a drawing that sums up the dream. Students can work as a class or in groups of 3-4. Begin the activity by reading the paragraph aloud for the class. Ask the students to draw their visualization of what the paragraph describes. They should be allowed to refer back to the text while they draw. Allow them 7-10 minutes to complete their drawings (you may need to reassure them that this isn't a test of artistic ability). Once the drawings are complete, have students pass their drawing to the person on their right (if they are in small groups, have them pass the drawing to a group member). They should take a few notes about what stands out to them about the drawing, then pass the drawing along to another student and receive a new one in turn. They must again examine the drawing and take notes on what they see. If they are working in small groups, they need to repeat this process until all the group members' drawings have been reviewed. If you are doing this as a whole-class activity, you can continue the process until all the drawings have been shared (if time does not permit for this, continue until students have repeated the reviewing process at least four times).

The goal of this activity is not to find the "perfect" drawing of the passage but rather to emphasize that different readers will produce different interpretations. This can be due to what stands out to them in the text or to their previous experiences (for instance, a student who has been to a river might draw one that resembles their memory). If students are working in groups, have them work through and discuss question sets A and B in their groups. Set C can



also be handled in groups or worked out and discussed by the entire class as a way of bringing everyone together.

Note: this activity can be used with any descriptive passage that would benefit from closer focus. You might consider using it as a Section 6 activity, specifically with the final passage in the chapter titled “Memories of a Barrack” where Frank visits the remains of the destroyed home.

For this activity, you are going to produce a sketch of Frank’s dream (described on page 57). Begin by listening carefully while the passage is read aloud. Once you’ve heard it, start drawing. Reread the description in your book as often as you need to while you draw. You’ll have approximately ten minutes to finish your sketch.

After the drawings are complete, your teacher will instruct you to pass your drawings around. Look at each drawing you receive closely and take a few notes about what you see. What did the creator of this drawing emphasize? Take these types of notes for each drawing you see.

Once you have reviewed several drawings, answer the following questions:

A. Reflecting on your experience creating the picture:

1. What was it like drawing the picture? Was it hard to turn the words into a sketch? Why or why not?
2. How many times did you reread the description of the dream on your own before you started drawing?
3. What part of the description did you focus on first?

B. Reflecting on your experience looking at your classmates’ drawings:

1. Were any of the drawings significantly different from yours?
2. Did one of the other drawings help you see something new in the description of the dream?

C. Reflecting on the activity as a whole:

1. Why do you suppose the drawings differed? All of you read the same passage; why didn’t everybody produce the same drawing?
2. Often dreams can reflect internal conflicts or deeply-held anxieties. What do you think Frank’s dream reveals about him?

Activity 19: Leitmotifs

This activity treats students as potential authors by prompting them to analyze how Jimenez creates meaning through the repetition of a phrase. The activity emphasizes close reading and sustained focus and reminds students that texts are constructed; they do not appear fully



formed but instead are the consequence of a series of deliberate choices. Students may need help moving from the literal to the figurative reading of the phrase. **This activity will tie in with a Postreading activity.**

In literature, the word “leitmotif” refers to a theme that echoes throughout a text; often, it does so in the way of a recurring phrase. In this book, the phrase is “reaching out” – and it is first encountered in the title. It is also the title of the eighth chapter and appears in the chapter itself, when Frank goes to his father who has locked himself inside the shed. The passage reads:

“I am very tired,” he said, reaching out to touch me. I bent over and held his hand. I then helped him sit up with his back leaning against the wall.

Consider this passage in the context of the rest of the chapter and answer the following:

1. What is happening to Frank’s father? How is he behaving?
2. Why is Frank the one to approach him in the shed?
3. The literal meaning of the phrase “reaching out” is to extend a hand. How else might we understand the phrase? What is its figurative or metaphorical meaning? In what ways is Frank both literally and figuratively “reaching out” to his father?
4. Why do you think Jimenez uses “reaching out” as a leitmotif? Why use it as his title? How well does it suit the story so far?



Session 5:

Activity 20: Reading for Understanding – Section 3 (Chapters 9-12)

This section really demonstrates the importance of reaching out to others or “networking.” We see how Frank benefits from a series of opportunities, all of which are made possible because his teachers take an interest in his situation. This section also provides a neat follow up to the idea of “reaching out” since the only reason Frank’s teachers know that he needs their help is that he confides in them. These ideas are emphasized in Activity 23.

Before you start reading Section 3, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go. If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don’t, share your insights.

Chapter 9 “A Stranger’s Gift”

1. Who is Robert E. Easton?
2. What did Mr. Easton do for a living?
3. What does Mr. Easton do for Frank?

Chapter 10 “Making Ends Meet”

1. Why does Frank have mixed feelings about going back to school?
2. Why does Frank go see Dr. Hardman de Bautista?
3. What types of employment does Frank find while he’s at school?

Chapter 11 “At a Loss”

1. Why is Thanksgiving Frank’s favorite holiday?
2. Why did Frank’s mother like President Kennedy?
3. Why does the police take Frank’s father away?

Chapter 12 “A Christmas Break”

1. Why is Frank having trouble focusing on school?
2. What is Sodality?
3. According to Father Shanks, what is a leader?
4. Why does Frank want to be a teacher?
5. Why did Frank’s father leave? Where did he go?

Activity 21: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 3, being sure both to describe the action and reflect on the predictions you made after reading



Section 2 (what did you get right? What surprised you?). After you write your summary, make some predictions. Don't worry about getting things right; just make predictions based on what you've read so far.

Activity 22: Character Map

Add new characters to your Character Map.

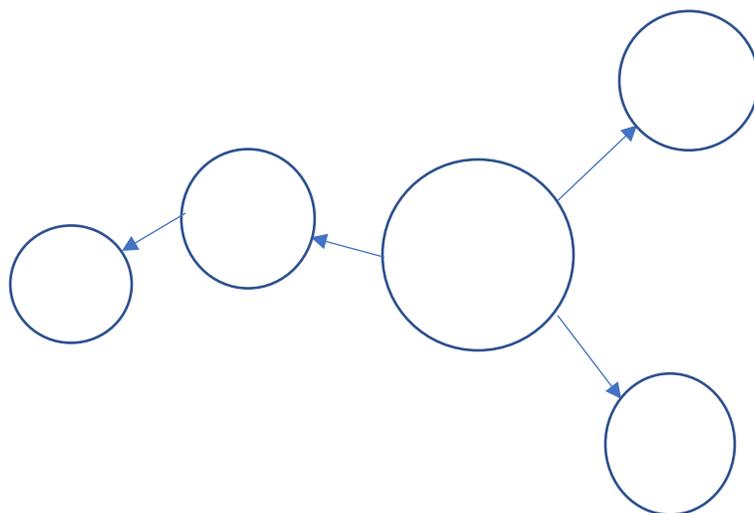
Activity 23: Mapping Connections

Students will need blank sheets of paper. This small group activity is designed to help students see the importance of building a support network. Students will be prompted to think of Frank's narrative in terms of structure and pattern instead of the more familiar plot and character; it is a way of "stepping back" so that students might better appreciate the range of opportunities and benefits which can result from engaging with other people in an earnest and honest way. The activity asks students to draw a "map" which traces Frank's connections to others; it should resemble a web with Frank in the middle and others surrounding him. Lines can be drawn to connect the various people, with arrows pointing out the order of the connections. Students will also need to list the results of each connection; everything from "a job" to "membership in Sodality" to "dental care."

Students may need extra guidance in finding people to add to the map of Frank's connections. The essential people to include are Robert E. Eastman, Dr. Hardman de Bautista, Father O'Neill, Father Shanks, Father Patrick Donahoe (this is the president of the university who does not respond to Frank's letter. Students may not think to include Father Donahoe since he does not respond to Frank's request for employment; however, this example can be used to emphasize the necessity of trying every possible avenue and the importance of not giving up if an attempt to connect fails).

*Possible follow up activity for Postreading: Have students create their own connection maps.

In this activity, you will map out these new relationships to see more clearly how they impact Frank's life. Start by drawing a stick figure in the middle of sheet of blank paper (make it a couple inches tall). Circle it and label the circle "Frank." Now go through the chapters in section 3 (chapters 9-12) and make a list of the people (not family members) who appear in Frank's life. Some of these will be new people like Robert E. Eastman while others may be teachers Frank has previously mentioned. In some cases, the "new people" do not appear but are mentioned as future connections for Frank. Include these people, too. Put these names into circles surrounding the circle labelled "Frank" and draw arrows to show how they connect. Use the diagram below as a guide for how this will look.



Once you have mapped out the names, go through and figure out what each relationship leads to for Frank. Some of these relationships have immediate, concrete results: for instance, meeting Robert E. Eastman results in Frank receiving some much-needed dental care. Other relationship may have less tangible but still important consequences, such as helping Frank emotionally or creating an opportunity for a benefit in the future. Write notes on the map that describe the results of each relationship.

After you have mapped out the names and described what results from each connection, answer the following questions.

1. How open is Frank when it comes to discussing his family issues?
2. When Frank meets Mr. Eastman, how does he act towards the man? Do you think this has something to do with why Mr. Eastman helps him?
3. When Frank is offered help, how does he usually respond?
4. How much does Frank benefit from the help of other people?
5. If Frank were giving you advice about building a support network, what do you think he'd say? What would he tell you to do?

Activity 24: Choosing Titles

This activity reminds students that texts are constructed; they do not appear fully formed but rather result from a series of deliberate choices. One of these choices is determining chapter titles. Working with the chapter title, "At a Loss," students will analyze the events described in the chapter to better understand the way that chapter titles can reflect thematic concerns. Students will be asked to decide on a new title for the chapter, and to think carefully about the



reasons for their choice. Through this process students can develop a clearer sense of what they find significant in the narrative. The activity can be modified to emphasize certain parts of speech. For instance, students can be asked to create titles using adjectives or verbs – or, time permitting, one of each. A good follow up to this would be to ask students which they prefer, and why, and how each part of speech affects the meaning of the title.

In this activity you'll be working with the chapter titled "At a Loss" in order to analyze how the chapter title reflects the chapter's content. Complete the following steps with a partner or in a small group:

1. Skim the chapter, making note of the major events it describes.
2. Go through the events and explain the nature of the loss for each. Include the following information in each explanation: What was the loss? Could the loss have been avoided? Who is most affected by the loss?
3. Project into the future: write about some of the possible consequences of each loss. How might each loss echo in Frank's life? In his family's life?
4. Think of another title for the chapter and compose a paragraph explaining why it suits the chapter. Share your reasons with your partner or the group.



Session 6:

Activity 25: Reading for Understanding – Section 4 (Chapters 13-16)

This section emphasizes the theme of choosing allies. Frank describes his relationship with two fellow students and reflects on the necessity of choosing worthy friends (Activity 29 asks students to consider these ideas themselves). In this section Frank also confronts a situation familiar to many first-generation college students: the conflict between the desire to go to school and the sense of responsibility to one's family. In this case the conflict is manifested when Frank feels he must choose between remaining at school and going home to help his siblings and his mother after his father abandons the family.

Note: In chapter 14, Frank reflects on his situation in relation to Plato's Allegory of the Cave. If possible, consider playing a YouTube video that explains the allegory with animation for your students. We recommend a video by Alex Gendler, produced specifically for TED-ED. It is titled "Allegory of the Cave" and runs under five minutes.

Before you start reading Section 4, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go. If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don't, share your insights.

Chapter 13 "It Didn't Fit"

1. Who is Mrs. Williams? How does Frank know to go see her?
2. Where does Mrs. Hancock live?
3. What presents does Mrs. Hancock give Frank?
4. How much does Frank get paid for delivering gifts? What does he do with the money?

Chapter 14 "Crossroads"

1. Why does Frank feel torn between staying in college and going home?
2. What does Father O'Neill say after Frank tells him he's considering leaving school?
3. What does Father Shanks say to Frank about leaving school?
4. What memory does Frank write about after talking to Father Shanks?
5. In what way is Frank like the prisoner from Plato's Allegory of the Cave?

Chapter 15 "Soul Mate"

1. Who is Laura Facchini?
2. What childhood stories does Frank share with Laura?
3. What childhood stories does Laura share with Frank?



Chapter 16 “Home Away from Home”

1. Where is Emily Bernabe’s family from?
2. How does Frank meet Emily?
3. Why did Emily get made fun of in school?
4. What is a molcajete?

Activity 26: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 4, being sure both to describe the action and reflect on the predictions you made after reading Section 3 (what did you get right? What surprised you?). After you write your summary, make some predictions. Don’t worry about getting things right; just make predictions based on what you’ve read so far.

Activity 27: Character Map

Add new characters to your Character Map.

Activity 28: Read, Re-read, Close Read

This activity helps students practice their critical thinking skills while examining complex ideas. In this case, they are asked to analyze Frank’s emotional journey as described in “Crossroads” while working with the chapter’s last two paragraphs. Students will practice rereading, careful listening, and metacognition. Further, since the activity asks students to assess their understanding after both individual reflection and group discussion, it can prompt students to better appreciate how intellectual exchange can contribute to comprehension.

The activity requires students to read aloud and to share their thoughts. Although you will need to direct each step of the activity, students should perform their readings and share their ideas in small groups of 3 or 4 before being invited to share them with the class.

This activity (or a modified version of it) can be used on any set of lines that would benefit from close reading.

This activity will guide you through the process of close reading. This type of reading is essential when one is dealing with complex or abstract ideas. Here, you will be analyzing Frank’s mindset in the chapter “Crossroads,” when Frank is confronting the urge to leave college and go back home. You might take a few moments to skim the chapter in order to refresh your memory before working through the activity.

In your groups, read the following excerpt out loud. You will recognize it as the last two paragraphs of the chapter. Take turns reading one sentence at a time. Make a mark next to each sentence you read so that you can refer to it later.



We were to write a short essay on one of the works we read in the course and relate it to our lives. I chose the “Allegory of the Cave” in Plato’s Republic. I compared my childhood of growing up in a family of migrant workers with the prisoners who were in a dark cave chained to the floor and facing a blank wall. I wrote that, like the captives, my family and other migrant workers were shackled to the fields day after day, seven days a week, week after week, being paid very little and living in tents or old garages that had dirt floors, no indoor plumbing, no electricity. I described how the daily struggle to simply put food on our tables kept us from breaking the shackles, from turning our lives around. I explained that faith and hope kept us going. I identified with the prisoner who managed to escape and with his sense of obligation to return to the cave and help others to break free.

After finishing the paper, I thought about Father Shanks’s question and the advice he and Father O’Neill had given me. They were right. I had to sacrifice and finish college.

After the passage has been read, make some notes about what stood out to you during the reading. How did hearing the passage out loud affect your understanding of the passage? Did your interpretation change? Did you hear something new? Did you find certain emotions were being emphasized in the passage? Which ones? Take 3-5 minutes to write down some thoughts.

Now go back through the passage and find the sentence you read aloud (if you read several, pick one). You’re going to read this sentence aloud again. First, however, copy it down in your notebook, making sure to get the punctuation right. Then go through it and make notes on how you plan to read it. Which words will you emphasize? Will you speak loudly or softly? Quickly or slowly? Will your tone be happy? Angry? Sad? Make sure you have a reason for each choice: what are you trying to express, and why do you think it suits your sentence? Once you have made several notes about your sentence, it will be *annotated*.

Once everyone is ready with their annotated sentences, each group member takes a turn reading their sentence, followed by a brief explanation of why they made certain choices with delivery or emotion. Listen carefully as your group members read their sentences and explain their performances. Take some notes after each reading, noting if a delivery seems particularly accurate or illuminating. When it is your turn to read your sentence aloud, try your best to perform it according to the directions you wrote down for yourself. After you finish reading your sentence, explain the reasoning behind your performance.

After everyone has shared their sentence and their reasoning, ask yourself how well you understand Frank’s mindset while making his decision. Write for a few minutes about what has



become clear to you about your sentence, someone else's sentence, and the passage as a whole. Share your thoughts with the class.

Activity 29: Aphorisms

This activity asks students to think about aphorisms as a genre while emphasizing one of the major themes of the book: the importance of finding allies.

Note: this activity will tie in with a Post Reading activity.

This activity asks students to think about aphorisms as a genre while emphasizing one of the major themes of the book: the importance of finding allies. This activity will tie in with a Post Reading activity.

An aphorism is a brief statement that describes a truth about existence or provides advice. Some popular aphorisms include Polonius's advice to Laertes in *Hamlet*: "To thine own self be true," Alexander Pope's proclamation that, "A little learning is a dangerous thing," and the saying, "Waste not, want not." In the chapter titled "Home Away from Home" Frank offers up an aphorism used by his father: "Tell me what company you keep and I'll tell you who you are" ("Dime con quién andas y te diré quién eres"). In this activity, you are going to analyze this aphorism to better understand how it works in the context of Frank's story.

Complete the following steps:

1. Copy out the aphorism in your *Reaching Out* notebook.
2. Compose a Quickwrite about the aphorism in which you reflect on the aphorism. Do you think it expresses a universal truth or does it get something wrong? Does it remind you of anything else? Have you heard the aphorism anywhere else? Write freely for ten minutes.
3. Share your thoughts with a partner or in your group. Take turns discussing your ideas about this aphorism.
4. Now consider the aphorism in relation to the book. Is the aphorism true in Frank's life? Consider the relationships we have seen him develop throughout the book. Do his college friends reflect his values? What sort of influence do they have on his life? How might his life be different without them? Write down your thoughts for each of these questions and discuss your responses with a partner or in your group.
5. End this activity by considering the aphorism in relation to your life. Are your friends a reflection of you? Ask yourself: if someone encountered your friends and got to know them, would they have a sense of the type of person you are even if they hadn't met you? In your *Reaching Out* notebook, write about this for five to ten minutes.



Session 7:

Activity 30: Reading for Understanding – Section 5 (Chapters 17-20)

In this section Frank confronts racism directly. Beginning with the chapter “Paisano,” Frank befriends a janitor who entered the USA from Mexico driven by financial need but longs to return to his home country in part because of the racism he has endured in America. Frank also encounters racism from a classmate who reveals his distaste at the thought of his sister marrying a Mexican. The experience shakes Frank to his core, as he worries that others at Santa Clara may harbor racist sentiments towards him. He must confront this fear when he decides to reveal his undocumented status to his friends and teachers, a choice that ultimately helps him become a US citizen.

Before you start reading Section 5, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go. If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don’t, share your insights.

Chapter 17 “Paisano”

1. What is Rafael Hernandez’s job?
2. Why did Rafael come to the United States?
3. Why does Rafael want to return to Mexico?
4. Why does meeting Raphael help Frank understand his father?

Chapter 18 “In a Cell”

1. Why doesn’t Frank need to borrow money to pay his tuition for junior year?
2. What does Frank do as part of the Amigos Anonymous Cell?
3. What happened to Michael Schwerner?
4. Why is Frank disturbed by some of the comments at the meeting?
5. Why does Frank tell Joe “You should feel sorry for yourself”?

Chapter 19 “A Secret Revealed”

1. What secret does Frank reveal to Laura?
2. Where were Laura’s grandparents from?
3. Why was Laura raised by her grandparents?
4. How were Laura and Frank’s childhoods similar?

Chapter 20 “An American Citizen”

1. Who advised Frank to seek citizenship?
2. What steps must Frank follow to become an American citizen?



3. Where does Frank have to go for his naturalization hearing?
4. Frank describes a memory of how he and his family first came to America. What was their journey like?

Activity 31: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 5, being sure both to describe the action and reflect on the predictions you made after reading Section 4 (what did you get right? What surprised you?). After you write your summary, make some predictions. Don't worry about getting things right; just make predictions based on what you've read so far.

Activity 32: Character Map

Add new characters to your Character Map.

Activity 33: Make It Graphic

In this exercise, students will transform written text into visual text by creating a short comic strip. This activity is useful for getting students to think critically about narrative structure since they will have to decide what to show and why it matters. The exercise can be used for any part of the text that would benefit from closer analysis.

The students will need unlined paper and colored pencils, markers, or crayons.

For this activity, you will work in groups to transform Rafael's story (described in the chapter titled "Paisano") into a comic strip. Begin by reviewing the chapter and taking notes on the major life events that Rafael describes to Frank.

Your teacher will put you into groups of 3-4. Share your Quickwrites and compile a list of moments that you want to include in your comic (one of the group members can write these down). The comic can only be six panels long; think carefully about what should be included and what should happen in each panel. Once your group has made these decisions, draw the comic. Once it is done, compose a few paragraphs (one person can do the actual writing, but everyone should contribute ideas) explaining why you chose those specific moments to represent in your comic.

Each group can take turns sharing their comics and their explanations. Once everyone has shared, write some thoughts down in your *Reaching Out* notebook. What was the hardest part of the activity? The easiest? Do you feel that you created a fair representation of Raphael's story? Are there any elements you had to leave out because you ran out of panels or couldn't figure out a way to express them in a comic book format? What did this exercise teach you about turning a written text into a visual text?



Activity 34: Noticing Language - “In a Cell”

For part of the activity, students will need to look up the various definitions of the word; they will require access to a dictionary or internet search engine. This activity emphasizes close reading and asks students to move back and forth between the literal and figurative meaning of the phrase “in a cell” (figurative in regard to Frank’s experiences). The goal for the activity is for students to analyze how Jimenez creates a double-meaning with this chapter title, and how acknowledging the double meaning provides insight about Frank’s experience. Students may need guidance in making the jump between the literal use of the word (“Frank is in the Amigos Anonymous Cell”) and the figurative use (“Frank realizes he is trapped in a racist world/society”).

For this activity you’ll be focusing on the chapter titled “In a Cell” (chapter eighteen). Follow these steps:

1. First, write the phrase “in a cell” at the top of a page. Underneath it, write down what you think of when consider the phrase. Don’t worry about what happens in the chapter or the dictionary definition of the word “cell” right now; simply write everything the phrase brings up in your mind. Spend at least five minutes writing.
2. Share what you wrote with a partner.
3. Look up the word “cell” in a dictionary or using an internet search engine. With your partner, compile a list of the different definitions for the word. You don’t have to copy the entire definition down; just paraphrase them in a sentence or two.
4. Go through the chapter “In a Cell” looking for the word “cell” and marking where it appears. How is it used? In what way is Frank literally “in a cell”? Share your findings with a partner.
5. Now consider the question figuratively: in what other ways might we consider Frank to be “in a cell”? Share your findings with a partner.
6. Given that the word “cell” can have various meanings, why do you suppose Jimenez chose the phrase “In a Cell” as this chapter’s title?



Session 8:

Activity 35: Reading for Understanding – Section 6 (Chapters 21-24)

The overarching concerns for this final section are acknowledging the past even as one moves forward and the importance of standing up for one's values. Frank and his family experience a crisis when their home burns down and must grapple with a tremendous loss. Frank chooses to pursue a path of social justice when he joins the NFWA movement for unionizing farm workers. The section ends with revelations about Frank's academic future as he wins a graduate fellowship and leaves to study at Columbia University.

Before you start reading Section 6, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go. If there are questions you were unable to answer, work through them with a partner or in your small group. If you see connections that others don't, share your insights.

Chapter 21 "Memories of a Barrack"

1. What happens to the house in Bonetti Ranch?
2. What happened the week Frank was to start the seventh grade?
3. Why was Frank upset about losing his notepad?
4. What is Trampita's poem titled?

Chapter 22 "In Solidarity"

1. Why does Frank support Cesar Chavez's efforts to unionize?
2. What led to the Delano Grape Strike?
3. Why does Frank feel compelled to join the pilgrimage to Sacramento?
4. Why does Frank need to see Father Charles McQuillan, Jerry McGrath, and Tim Taormina before he goes on the pilgrimage?
5. What does "El Plan de Delano" ask for?
6. How does Chavez's speech echo Sodality values?

Chapter 23 "Providence"

1. What is the Woodrow Wilson Fellowship Program?
2. What convinces Frank to apply for the Fellowship despite his misgivings?
3. Why does Father O'Neill give Frank?
4. What memory does the smell of Eucalyptus trees evoke for Frank?
5. What does Father Shanks tell Frank to help him feel more confident?
6. Where will Frank attend graduate school?



Chapter 24 “Commencement”

1. Why is Frank sad about leaving Santa Clara?
2. Who attends Frank’s graduation? Who is missing?
3. Who does Frank thank during his toast?
4. Why is Frank nervous about moving to New York?
5. What does Frank take with him when he gets on the bus to New York?

Activity 36: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize Section 6, being sure both to describe the action and reflect on the predictions you made after reading Section 5 (what did you get right? What surprised you?). After you write your summary, make some predictions about Francisco’s life after the events in *Reaching Out*. Will he do well at Columbia? Will he be happy there? Will he stay in touch with Laura? Will he return to California after graduate school or stay in New York?

Activity 37: Character Map

Add new characters to your Character Map.

Activity 38: Explode the Poem

This activity emphasizes critical listening and discussion grounded in textual evidence. The activity focuses on Trampita’s poem, “Mi Casa No Longer Shames Me” (chapter 21, “Memories of a Barrack”). While students can use their books for the activity, it would be preferable if the poem were printed on a separate sheet of paper so that students have more space to make annotations. The goal for this activity is for students to connect with the poem on a personal level (even if they haven’t experienced the emotions described in the poem, they may empathize with the Trampita’s experience in powerful ways).

You will need to read the poem to the class three times. Read slowly and purposefully. The first time you read it, instruct students to simply listen carefully. The second time, instruct them to pick one line to annotate. Explain to your students that to “annotate” means simply to make notes about the line. They can restate an idea that stands out to them, ask a question that the line provokes in their minds, or add on to the line with their own thoughts. Students may initially struggle with this aspect of the activity. If this occurs, you may need to remind them that the struggle is part of the learning experience and never a reason to give up.

The third time you read the poem, do so even more slowly, and instruct students to “explode” the poem by reading out their annotation after you read the line they chose to annotate. You will find that certain lines elicit multiple annotations. The first time this happens, students may feel awkward and fall silent. Reassure them that this is normal and tell them to read their annotations out one at a time. With groups that are particularly reluctant to speak up, consider



directing them to raise their hands when they hear their line; this way you can look around after each line and find the students who need to speak. I recommend inviting them to speak by nodding at them instead of calling on them; the underlying goal of this activity is for students to see how their ideas flow “in conversation” with one another. If possible, have the students sitting in a circle so that they can look at each other.

If your students need additional guidance expressing themselves, allow them to use the KWL chart provided as part of this module. However, we would ask that students first be encouraged to create annotations without the help of the chart.

For this activity, you will be focusing on Trampita’s poem from “Memories of a Barrack” (chapter 21). Your teacher will be reading the poem three times.

- First reading: Just listen to the poem; you can follow along with your copy.
- Second reading: Mark a line that stands out to you and annotate it. The annotation can be a question about the text or an insight that occurs to you. Ask yourself, what stands out to you about the line? What emotions are does the line reveal? Limit your annotations to just one line.
- Third reading: This time around, your teacher will read the lines extra slowly and pause between them. As soon as your teacher finishes reading the line you annotated, read your comment or question out loud. This is called “exploding” a poem. Read your annotation in a strong, clear voice so that your classmates can hear you. After you share your annotation, your teacher will continue reading the poem. Listen carefully when your classmates “explode” the lines they annotated.
- After the reading: for the next five to seven minutes, reflect on how you understand the poem now that you and your classmates have “exploded” it. Which lines had the most annotations? Which illuminated something about the poem? How do you understand Trampita’s feelings towards the destroyed barrack? Your teacher may ask you to share your insights with a partner or with the class.

Activity 39: Analyzing Pathos

This activity guides students through a rhetorical analysis of the use of pathos in the Delano Plan speech from chapter 21 (“In Solidarity”). Time and technology permitting, you may consider showing videos of recent political speeches. Some highly emotive speeches that are sure to capture student interest (especially given the age of the speaker) include Emma Gonzalez’s speech to the NRA and the many speeches delivered by students at the March for Our Lives rally in Washington D.C.

Political speeches aim to convince, motivate, or inspire listeners through arguments. Often, speakers attempt to persuade or even manipulate the audience on an emotional level. For this activity, you will analyze how “El Plan de Delano” uses emotion to affect the audience. The



speech is read by Luis Valdez during the Pilgrimage (page 57/chapter “In Solidarity”). With a partner, work through the following steps:

1. Read the speech out loud, pausing after each paragraph to make annotations (note what stands out to you, ask questions about anything that is unclear). You can either take turns reading the paragraphs or one partner can read while the other writes. What is this speech intended to do? Inform? Motivate? Both? Write down your thoughts.
2. After you have read through the speech together, go back to the beginning and look at each paragraph carefully, asking yourself whether it is doing anything to provoke emotions such as pity, anger, fear, excitement, pride, or joy. Use the outline below to help you.
 - a. First paragraph: Can the idea of suffering provoke emotions from an audience? Which ones?
 - b. Second paragraph: Why might the speech mention religion? If a religious person is listening, what might this make them feel?
 - c. Third paragraph: This paragraph contains a lot of powerful imagery. Circle or list the words that seem important (for example, in the first clause you might circle “suffered,” “brutality,” and “injustices”). What is stoop labor? What does it mean when you call someone “callous”? After you have looked up any unfamiliar terms, consider which emotions this paragraph can provoke in an audience.
 - d. Fourth paragraph: Here the speaker invokes the theme of unity and lists various ethnicities. Circle these. What might the effect of this be on an audience? What might an audience member who hears their ethnic background included in the list feel at this moment?
 - e. Fifth paragraph: This paragraph makes strong declarations (the “We shall” and “We want” phrases). Mark these in the text. What emotions might the audience feel at hearing these declarations?
 - f. The ending: The speech ends with a series of exclamations written in all caps. What kind of ending is this to the speech? How is the audience expected to feel now?
3. Once you have analyzed the entire speech, ask yourself: is this speech effective? Does it fulfill its purpose? Can you think of a way that it could have been improved? Write down your thoughts and share them with your partner.
4. End the activity by reflecting on political speeches in general. Have you watched anyone give a position speech? Have you delivered one yourself? Are there any causes for which you might want to attend a rally where speeches will be delivered?



Session 9:

Postreading

Summarizing and Responding

Activity 40: Summarizing and Responding

For this activity students write a six-word version of the day's reading. Students will need to consider not only what to include but how to express it: the activity prompts critical thinking and close reading as students consider word choice, syntax, and punctuation.

Students can write their six-word stories on the board so that they can be read and discussed easily by the class. To help students feel comfortable with the activity, you might first ask the class to create six-word versions of well-known stories from books or film.

For this activity, you will turn Frank's story into a six-word story. Start by making a list of all the significant moments in the book, then summarize the story in one sentence. Next, refine this sentence, cutting away unnecessary words, compressing ideas, and reworking the structure until you have a six-word version. Finally, write one paragraph explaining why your six-word story effectively describes the novel.

Share your insights with your classmates.

Activity 41: Revisiting a Leitmotif – Reaching Out

You first analyzed Jimenez's use of "reaching out" as a leitmotif back in Activity. If you read carefully, you might have noticed the phrase appears again in "In Solidarity," when Frank remembers finding his father in the storage shed (page 166). The phrase appears yet again in the afterword, "A Note from the Author." Read the afterword (or reread it, if you have already done so) and find the phrase. Compose a Quickwrite in which you discuss the phrase in the context of the afterword: what does it reveal about Jimenez's purpose in writing this book? Now that you have read the book, would you say that it accomplishes this purpose?

Thinking Critically

Activity 42: Discovering What You Think – Reflecting on Key Concepts

Students can perform the following reflections individually or in groups, with each group member working on a different reflection.

- Review the ideas you wrote down about pursuing your dreams in Activity 3. Now that you have finished reading and analyzing *Reaching Out*, how can you expand on your



ideas? Write for a few minutes on how the way you think about pursuing your dreams has developed over the course of working through Frank's story.

- Review the ideas you wrote down about dealing with hardship in Activity 4. Now that you have finished reading and analyzing *Reaching Out*, how can you expand on your ideas? Write for a few minutes on how the way you think about dealing with hardship has developed over the course of working through Frank's story.
- Review the ideas you wrote down about finding allies in Activity 5. Now that you have finished reading and analyzing *Reaching Out*, how can you expand on your ideas? Write for a few minutes on how the way you think about finding has developed over the course of working through Frank's story.
- Review the ideas you wrote down about confronting the unknown in Activity 6. Now that you have finished reading and analyzing *Reaching Out*, how can you expand on your ideas? Write for a few minutes on how the way you think about confronting the unknown has developed over the course of working through Frank's story.

Activity 43: Considering the Struggle

The following activity asks students to consider Frank's struggle. It may be used to generate discussion or extended to serve as an essay prompt.

Read the following passage:

“Did you hear about the rose that grew from a crack in the concrete?
Proving nature's laws wrong, it learned to walk without having feet.
Funny, it seems by keeping its dreams, it learned to breathe fresh air. Long
live the rose that grew from concrete when no one else even cared.”

— Tupac Shakur, *The Rose That Grew from Concrete*

One of the most striking elements of Frank's story is that he and his family experience great hardship. Think back on the difficulties Frank faces in *Reaching Out*. Is it fair to describe Frank like a rose growing from a crack in concrete? Did keeping his dreams help him, or was it something else? Compose a Quickwrite on the idea of succeeding in spite of hardship for 5-10 minutes.

Reflecting on Your Reading Process

Activity 44: Reflecting on Your Reading Process

Think back on the experience of reading *Reaching Out* and answer the following questions:

1. What part of the story was hardest to understand? What part did you find the easiest? What was the most interesting? Years from now, what do you think you'll remember about Frank's story?



2. What did you learn about reading a novel that will help you the next time you read a book?

Share your insights with your classmates.

Connecting Reading to Writing

Discovering What You Think

Considering the Writing Task

The writing task asks students to compose an essay in which they describe the meaning and purpose of their lives by reflecting on lessons from Frank’s experiences. The assignment is designed to prompt self-reflection and convey the idea that meaning is constructed via purposeful choice: we don’t need to drift through life waiting for the “meaning of life” to reveal itself; we create our meaning through our choices.

Considering the Writing Task

To finish your experience reading *Reaching Out*, you will write an essay that answers the question posed by Father Shanks during Frank’s first Sodality meeting (page 117, “Crossroads”):

“What is the meaning and purpose of my life?”

In addition to explaining your response to this question, your essay should describe the steps you plan to take in order to help you fulfill your meaning and purpose. This can include choices that you will make about your academic and personal priorities; what are your educational goals and what steps can you take right now to ensure that you will achieve them? What are your personal goals (goals pertaining to family and friends) and what steps can you take right now to ensure that you will achieve them?

Before you begin writing your essay, it will be helpful to spend some time thinking about how Frank would answer this question. If you recall, although he wrestles with the question, he never reveals his answer explicitly; he doesn’t lay it all out for the readers. However, we can begin to figure out his response to the question by looking closely at his experiences and his choices, since these reveal his personal values. Once you’ve done this, you can begin to analyze your experiences and your choices – both the choices you have already made and the choices you plan to make as you move farther along in your education – to see what they reveal about what you value in life. Ultimately, this assignment is an opportunity to reflect on your personal goals, consider the way that your choices reveal your values, develop a stronger sense of what want your life to be, and determine what you need to do to make it so.



Getting Ready to Write

The following activities are designed to generate ideas and connections that students can refer to and build on as they write their essays.

Activity 45: Lessons Learned

If students work in groups, you may want to split the workload by having each student work on a different question and report back to the group.

As you answer the following questions, remember to go through all your notes, log entries, and character maps. The more questions you answer, the more you'll have to say in your essays. As you write your responses, try to refer to specific moments as much as possible.

1. Several times, Frank shares childhood memories. Think back on some of these moments. What stands out to you about his memories? What sort of childhood did he have? (Review these chapters to get started: "College Bound," "Soul Mate," and "Providence")
2. What role do mentors (teachers, advisers, friends) play in Frank's life?
3. What does Frank think about when he first hears the question, "What is the meaning and purpose of my life"?
4. Review the chapter "In Solidarity" and consider the question Frank asks himself in the last paragraph. Why have the events of the chapter led him to this question?
5. How does attending Santa Clara University help Frank explore the meaning and purpose of his life? To answer this question, think in terms of the opportunities that the university has provided for him.

Activity 46: My Purpose

Read the following passage:

"I want you to answer the question to yourselves," Father Shanks said, pacing up and down the room. "It's not easy, but it's one we must all seek to answer."

He moved to the back of the room, stood next to me, and continued. "Where can we find clues? In our faith and life experiences. Each one of us must reflect on our faith and life experiences and try to draw strength and meaning from them." He paused, placed his right hand on my shoulder, and explained that sometimes we would be baffled by our experiences because they did not come neatly packaged and labeled. He encouraged us not to give up and told us that the struggle was as important as finding the answer.



You will recognize this passage from “Crossroads,” the chapter in which Frank first confronts the question “What is the meaning and purpose of my life?” Take about ten minutes to write down your answer to this question. Consider your answer in light of Father Shanks’s advice above: reflect on your faith and life experiences. Keep in mind that while Father Shanks’s use of the word “faith” almost certainly has a religious significance, it is possible to possess without a religious framework (for example, faith in yourself, in your family, or in your friends). If, like Frank, you find yourself struggling with what to say, think about what matters to you. What inspires you, moves you, and excites you? Are you driven by a desire to achieve something great? To be part of a team? To help your loved ones? It may also help to ask yourself what you would do with your life if you knew that you wouldn’t fail at it. Consider, also, how attending a university can help you achieve your purpose and meaning the way that attending Santa Clara University helped Frank.

Writing Rhetorically

Composing a Draft

Activity 47: Composing a Draft – Thinking About Introductions

Although students can begin writing at home, they may benefit from working through the next activity in class, as it involves sharing their ideas about how to write an essay. The key insight they need to receive is that they will need to write their essay in stages. This activity can also be used to spark a discussion on audience. A common issue for students is that they write an essay for an audience of one: the teacher. While this may make pragmatic sense, too often this perspective can result in the student writing what they think the teacher wants to hear, and not what he or she wants to say. Reminding students that they need to write for a broader audience will also help the students think of themselves as young scholars entering an academic conversation.

In this activity, you need to think about the introduction of your essay. Think back on your previous experiences with both writing and reading essays, and answer the following questions:

1. When you read an essay, what do you want to know right away? List at least two pieces of information that you – as a reader – need to know so that you can enjoy the essay.
2. Who is the audience for your essay? How should this affect how you write?
3. Imagine the person reading your essay stops reading after the introduction. Now imagine that they are asked to write down what they expect the rest of the essay will be about. What should they write down?

Share your answers with the rest of the class. If your classmates mention introduction paragraph elements that you didn't think of, write them down. By the end of the discussion, you should have a list of elements that most essay introductions ought to have.



Activity 48: Composing a Draft – Writing Your Introduction

It is a good idea to treat all writing activities like a focused free write: the more relaxed the students, the more material they will produce, and the more creative risks they'll be willing to take. You may want to ask them to share their introductions with a partner or in small groups.

Review your notes from the previous activity and write the introduction to your essay. Treat this like a Quickwrite: write everything down quickly and don't worry about whether your writing is grammatically correct (you'll have time to fix it later). Make sure it contains all the elements that you decided were important for an introduction.

Considering Structure

Activity 49: Considering Structure

The goal for the following activity, aside from giving students a basic organizational template to follow, is to prompt students to think about how the order in which they present their ideas affect the readers. Working through these questions and making the case for their organizational decisions will help students think about how their writing has the power to affect an audience. The significance of paragraph order is often new to students. To help them understand the potential effects of paragraph order, consider asking them questions along these lines: Why might you “sandwich” a weaker paragraph between two stronger ones? What is the effect if you start with your weakest point? What is the effect if you start with your strongest point? Is it ever a good idea to end on your weakest point? And so on.

In this activity, we will discuss body paragraphs. These are the paragraphs that make up the bulk of your essay, and where you will explain your answer to the question “What is the meaning and purpose of my life?” You must also explain what you value, what you dream or aspire to do, and what you can do to ensure you will achieve your goals. You may also want to share the moments from *Reaching Out* that you found the most impactful. You will need to think about how you can best present your ideas to your reader. Look over the writing you generated while working through the previous activities.

Once you've made some careful judgements about what to include, you need to decide in what order you should present answer to the question “What is the meaning and purpose of my life.” As you answer the following questions, remember to put yourself in the mind of a reader; base your decisions on what would be most impactful to a reader.

1. Should your entire answer to “What is the meaning and purpose of my life?” be in the first body paragraph? Why or why not?
2. What information will you include in your second paragraph? Why?
3. What information will you include in your third paragraph? Why?



Remember that there is no explicit limit on how many paragraphs your essay should contain; create as many as you need to fully express your ideas.

Discuss your answers with your teacher, a partner, or your group.

Activity 50: Composing a Draft – Writing the Body Paragraphs

Now that you have a promising idea of the structure you want to follow, and good reasons for following this structure, you can rewrite and expand your responses so that they become fleshed out paragraphs. Again, you will have time to revise later, so for now simply focus on interpreting and presenting your ideas so that the reader will understand your point of view. Use the following critical strategies to develop your paragraphs: use examples and illustrations; analyze moments in *Reaching Out*; tell stories or anecdotes; define terms; make comparisons; and examine causes and evaluate consequences.

As you write your paragraphs, keep this general paragraph structure in mind: topic sentence first, then a few supporting details, possibly with a transition sentence at the end.

Activity 51: Using the Words of Others (and Avoiding Plagiarism)

Plagiarism means using the words or ideas of others without providing citation. Committing plagiarism is an act of academic dishonesty, and it should be avoided at all costs. As you write your essay, you will need to integrate and acknowledge quotations from the novel. Because your essay is primarily your work, try to limit the number of quotations those you believe essential or memorable to your reader.

When writing about literary works, you will generally be asked to follow the Modern Language Association or MLA style to format and document your sources.

- **In-text Citations:** MLA in-text citation includes the author’s last name either in a signal phrase introducing the source material or in parenthesis at the end of the sentence. It also includes the page number in parentheses at the end of the sentence.

Citation using a Signal Phrase:

In her explanation of Hamlet’s behavior, Bouz notes that the prince enjoyed “behaving erratically” while in the presence of his uncle Claudius (237).

Parenthetical Citation:

A renowned scholar explains that Hamlet’s humor often relied on “witticisms and word play” (Elmi 237).



Author Named in a Signal Phrase. If you use the author’s name in a signal phrase, you do not have to include it in parentheses:

Rocklin claims that his essay on Hamlet is “the greatest character analysis ever written in the history of literary studies” (354)



Session 10:

Composing a Draft

Activity 52: Composing a Draft – Writing Your Conclusion

This activity is designed to compel students to think about their readers. The goal is to move students away from the mindset that in a conclusion they need only to simply “restate” their thesis. This move is often employed with no thought as to the way in which it will be received by a reader, and simply to bring the essay to a close. Students need to understand that their conclusion creates the final impression with which they leave their readers.

In this activity, you need to think about the conclusion of your essay. Remember that the conclusion is the last thing your reader will see. This means that it’s your last chance to impact your reader! Use your conclusion wisely: will you tie together the threads of your essay? Leave your reader with some inspiring thoughts? Make a statement about your future and your dreams? Before you compose the first draft of your conclusion paragraph, answer the following questions.

1. When your reader finishes your essay, what would you like them to feel or think?
2. What are two things that you can do in your conclusion to help them react this way?

Revising and Editing

Revising Rhetorically

Activity 53: Revising the Draft – Peer Review

If a peer review session is not feasible given the time restraints, skip this activity.

Students can benefit from peer review as it allows them to receive feedback from their peers and read their peers’ work. Set a date for peer review and ask students to bring in a “complete” draft: although they must still revise this draft, it should contain all the required components. Whenever possible, ask students to bring in two copies of their draft, as it will make the activity progress more quickly. Students may work in groups of four during this exercise. Students will be asked to fill out a Peer Response sheet for every essay they read. You will want to read the directions to the class so that they know how to fill out the sheets. Once the activity is over, students should have two Response sheets from which they can gain insight as to how to revise their work.

For this activity, you will be placed in small groups and receive a “Peer Response” sheet.

Sample Peer Response sheet:



Writer's name:

Reader's name:

Writers: in the space below, explain what you'd most like help with to develop and revise your essay.

Directions for the reader: Read the draft completely before responding. Respond honestly and critically but with courtesy. This exercise will help you become a more informed critic of your own writing and writing in general.

1. Has this author explained their answer to the question “What is the meaning and purpose of my life?” Do you have a clear idea of it now? Is there anything that could be stated more clearly or needs to be explained?
2. If you stopped reading after the introduction, what would you think this essay was about?
3. What is your favorite part of the essay? Why?
4. What is one thing that the writer could do to make the essay better?

Writers: After you've gotten a response to your draft, study it carefully, then write a short note to yourself and me explaining what you've learned from your peer response and what your priorities for revision are: What do you intend to do now, based on your reader response?

Activity 54: Revising Rhetorically

This activity is designed to emphasize audience during the revision process. Question 2 prompts students to consider their ethos – the persona or the second self that a writer projects in his/her writing – from an objective standpoint.

The following activity will help you think about how your essay might be read by others. Reread your draft, and carefully consider the following questions:

1. What is your purpose in writing? What do you want your reader to think after they finish your essay? What do you want them to feel? Do you believe your essay fulfills your purpose?
2. Imagine that the person who reads your essay knows nothing about you before they read your essay. By the time they finish reading your essay, how do you want them to think of you? If they were going to describe you based only on your essay, what would you want them to say? Write this down. Now write at least two ways that you can create this impression through your essay.
3. Consider your main points about your goals and values. Will the evidence you wrote to support each point convince a reader? Can you make your points stronger with additional elaboration?



4. Reread your conclusion. Is it mostly summary? Remember that a conclusion is the last thing your reader will see; that means it is your last chance to impact your reader! Never waste a conclusion on summary: use it to tie your ideas together, inspire your reader, or make a statement about your future or your dreams.

Editing the Draft

Activity 55: Editing the Draft

Once you have completed a full draft and completed some revision activities, you are ready to edit your draft. The following are some general guidelines on editing your work.

- Whenever possible, show your work to others. They can often find mistakes that your own eyes miss.
- As you read, circle any words that do not feel exactly right. They may not convey your precise meaning, or they may create a voice that is not your own. Odds are, if the words sound “off” to you, they’ll sound off to your reader, too.
- Talk to your teacher about on-going issues in your writing. Most of us have certain weak points when we write: some writers struggle with comma splices, while others have difficulty with word variety. You may already have a sense of what your weakness are. Pay attention to those weaknesses when you edit your papers.

Activity 56: Reflecting on Your Writing Process

I would recommend that you ask your students to complete the final activity on the day that their final drafts are due. If time permits, ask students to go through their final drafts one last time and look for errors in spelling or grammar. Almost every student will find mistakes, and the experience will serve to emphasize several things: first, a piece of writing is never completed; it can always be improved. Second, it highlights that they must be more thorough when they edit their work. If you choose to have the students complete this activity on the day they are turning in final drafts, you can ask them to answer the following questions on the back of their essays after they’ve proofread the essays one last time.

Note: if you allow students to revise their essays for a higher grade, this activity can serve as a plan for revision.

Answer the following questions after you have completed your final draft:

1. What was the toughest part about writing this essay?
2. What did writing this essay teach you about expressing your thoughts? List at least two insights that you gained.
3. What do you think is the strongest part of your essay?
4. What is the weakest?
5. If you could change one thing about your essay, what would it be?



6. What did you learn about the writing process while completing this assignment? How will you apply it when you write essays in the future?

Bibliography and Notes

Axelrod, Rise B., and Charles Raymond Cooper. *The St. Martin's Guide to Writing*. Boston: Bedford/St. Martin's, 2004. Print.

Information on MLA citation presented in Activity 51 is adapted from St. Martin's Guide to Writing.

Fuss, Diana, and William A. Gleason, eds. *The Pocket Instructor, Literature 101 Exercises for the College Classroom*. Princeton: Princeton UP, 2016. Print.

While a version of these kinds of close reading activities can be found in many sources, several of the activities are adapted from the versions presented in The Pocket Instructor.

Greene, Stuart and April Lidinsky. *From Inquiry to Academic Writing: A Text and Reader*. Bedford/St. Martin's, NY: 2015).

Critical strategies for developing paragraphs presented in Activity 50 were adapted From Inquiry to Academic Writing.

Rocklin, Edward L. *Performance Approaches to Teaching Shakespeare*. Urbana, IL: National Council of Teachers of English, 2005. Print.

The Expectation and Reflection Log is adapted from Performance Approaches to Teaching Shakespeare. For a detailed explanation of Expectation Logs, see PATS pages 99-102.

10th
Grade

College and Career Planning



College and Career Planning

CAPP CGC 10th Grade Summer Program

Mapping Your Journey to College (MyJTC)

Transitioning

If there is a theme, it is – *teaching has to be about learning- otherwise, there is only talking.*

Transitions mark an important time in our lives of changing from one aspect of living to another. We have many natural physical transitions that we undergo as we age and get older. We also have social and societal transitions that are a part of the daily living that we experience just being part of our culture and society.

Transitions can be exciting times that lead to new adventures and new ways of looking at the world around us and interacting with the individuals in our sphere of family, friends, and acquaintances. Starting high school represents a coming of age transition for a young person and a milestone transition in our culture and society. A strong, positive transition at this point in time helps students pursue their academic and career goals with positive energy, enthusiasm, and passion. Students who transition with a strong foundation while moving from middle school to high school will have good attendance, participate in extracurricular activities, and build strong relationships with faculty and staff.

Module Description

The Mapping Your Journey to College (MyJTC) College and Career Planning module has been designed to help rising 10th graders understand mindset and grit. This experience has been designed to help students think about their likes, passions, and strengths as they learn how to set goals and achieve them by taking baby steps.

Bolstered with that information, students will understand the nuts and bolts of a-g completion, paying for college, what classes matter, what extracurricular activities make a difference, and why the high school years are so important. As they explore their aspirations for their future and embark on this exciting journey towards independence, it is important to provide students with a sense of agency and voice to enable them to advocate for their own educational achievement.



The videos provided with the questions are suggestions. Faculty are welcome to use other videos and/or to change the questions and the focus.

Module Objectives

After completing this module...

Students will be able to understand...

- how their choices they make affect their chances for success;
- how to be in the driver's seat of their lives;
- how to persevere and stay the course in spite of adversity;
- how mindset and grit make a difference in their success; and
- how to set goals and achieve them.

Materials Needed

- Markers
- Chart paper
- Computer with internet and printer access
- Student Binders
- Sheet Protectors
- Student worksheets
- Printer paper
- Notebooks



College and Career Planning
CAPP CGC 10th Grade Summer Program
Mapping Your Journey to College (MyJTC)
Student Curriculum

Session 1: Resilience—Dreaming Big

Session 2: Fortitude—Believing in Yourself

Session 3: Perseverance—Taking Action

Session 4: Determination—Being Persistent

Session 5: University Visit: Planned by the School

Session 6: Effort— Being Flexible

Session 7: Resolve—Being Mindful

Session 8: Tenacity— Learning from Errors

Session 9: Grit—Being Positive

Session 10: University Visit: Planned by the School

*Culminating Activity

University Overnight planned by the school



Session 1: Resilience—Dreaming Big

Activity 1: Elon Musk's Top 10 Rules For Success

https://www.youtube.com/watch?v=zX7I_Rw8Q0I

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What are Elon Musk's Top Ten Rules for Success?
2. Which one makes the most sense to you?
3. Why was Elon Musk so successful with Tesla?
4. What is the relationship between resilience and dreaming big?

Activity 2: For this activity, students are going to make plans for how they are going to succeed in 10th grade. Steven Covey said, "Everything is created twice, once in your mind and next in the real world." It is hard to create that which we do not foresee for yourself. Therefore, having students think about what they are going to do in order to be successful is very helpful and will have an impact on how they will see themselves in the coming year. As they fill out the charts, there are spaces for students to add their own or for the class to brainstorm some other areas.

Home Activity: Invite students share these responses with their family members and discuss with them how they can help them be more successful or continue their success in high school.



Mindset Expertise

Apply what you learned about setting your intention to your situation!

“To succeed, we must first believe that we can.” Michael Korda, Author

1. Identify Goals, Make a Plan to Succeed

In the space below list the name of the classes you will be taking next year. Then in the “Grade” column, write down the highest grade you think you can earn in this course. Think of the grade you want to earn as your academic goal for your classes next year.

Class Name	Teacher Name	Expected Grade

2. What can you do in your classes to help you improve your learning?

For each class, please mark how you will improve.

Class Name	Study More	Pay More Attention	Seek Out Help



3. Pay More Attention

For each statement check Always, Sometimes, or Never

Statement	Always	Sometimes	Never
I arrive for class early and on time ready to learn.			
I get a good night sleep.			
I check my inner voice and only listen to positive statements and reframe negative thoughts like everyone understands except me.			
I use stress-reducing techniques like deep breaths, muscle tensing/relaxing or imagine I am in my favorite place.			
I sit in the front of the class.			
I eat something before class so I'm not hungry.			
I do not sit next to classmates that distract me from learning.			
I have my class materials ready: pencil, paper, book.			
I complete my homework on time.			
When I know the answer, I raise my hand to share.			

4. Attendance

For each statement check: Always, Sometimes, or Never

When I miss a class meeting, to keep on the right track, I do the following:	Always	Sometimes	Never
Make sure that I have turned in any assignment that was due that day.			
Contact a classmate or the teacher instructor to see what is due the next class meeting.			
Get any notes on what I missed that day.			
Do any work that was done in class that day.			
Do any work that was due the next class meeting.			
Review the teacher's online website for specific information.			
Make sure that I have turned in any assignment that was due that day.			



5. To seek out support from teacher, tutor classmates...

For each statement check: Yes or No

I will:	Yes	No
Go to my teacher’s office hours when I don’t understand (<i>see page 6 for Tips for Visiting Teachers During Office Hours</i>).		
Ask my teacher my questions by email.		
Ask someone (tutor, classmate, friend) anytime I do not understand a concept.		
Take good notes during class.		
Show my notes to my teacher and ask him/her how I can improve them.		
Call text or email a classmate to ask for help.		
Form a study group outside of class.		
Ask a friend who is doing well in the same or higher level math class for assistance.		
Make an appointment to see a tutor.		

6. To seek out support from family and friends...

For each statement check: Yes or No

To inform my family and friends of my need I could say:	I have said this.	I wanted to, but have not.	I never thought to say this.	This does not apply to me.
I need a quiet place to study.				
I need to work fewer hours in order to succeed in school.				
I need to watch less TV because I need to study.				
I need to be on social media less time because I need to study.				
I need to focus on my various classes if I am going to be successful.				



7. Action plan to ask for help and support from my teacher, tutor, classmates, family, and friends.

List strategies you will implement to “**study more**” so you can reach your academic goal in your classes next year?

1) _____

2) _____

3) _____

List strategies you will use to get “**pay more attention**” so you can reach your academic goal in your classes next year?

1) _____

2) _____

3) _____

List strategies you will use to get “**support**” so you can reach your academic goal in your classes next year?

1) _____

2) _____

3) _____



Be proactive in letting teachers and family members know what you need.

Tips for Visiting a Teacher During Office Hours

- ★ Be prepared!
- ★ Make a plan
- ★ Be on time/be polite
- ★ Write down 2-3 questions you want to ask ahead of time
- ★ Recommended reasons to speak to a teacher include:
 - ❖ Discuss your academic goals for the class
 - ❖ Discuss a previous exam/assignment
 - ❖ Discuss a current assignment
 - ❖ Discuss a future exam/assignment
 - ❖ When you are experience academic or personal challenges
 - ❖ Discuss any questions or concerns you have about the class syllabus
 - ❖ Ask about their preferred method of communication
 - ❖ Ask if they are available before school at lunch or afterschool for extra help



Session 2: Effort— Being Flexible

Activity 1: Maya Angelou’s 3 Word Secret

<https://www.youtube.com/watch?v=sr6LMr-rXEc>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What is Maya Angelou’s 3 word secret?
2. Why is it important to make your own choices?
3. How do you know “the right thing to do”?
4. Why do effort and being flexible go hand in hand as you are making choices?

Activity 2: Go over the Fixed Mindset/Growth Mindset diagram with the students. In small groups, have the students explain one aspect of the mindset chart to the class. As the groups are explaining, have the students take notes. Once they have taken notes and completed the task, have the students complete the Goal Setting Mindset worksheet on their own. Once the students have completed their own, set up opportunities for them to share with others.

Home Activity: Invite students share the Growth Mindset chart with their family and go over the importance of having a growth mindset as a life skill.



FIXED Mindset/GROWTH Mind Set

What are the characteristics of a “fixed” mindset in terms of...

- Challenges:
- Obstacles:
- Effort:
- Criticism:
- Success of Others:

What are the characteristics of a “growth” mindset in terms of...

- Challenges:
- Obstacles:
- Effort:
- Criticism:
- Success of Others:

Why is it important to have a growth mindset if you are going to succeed?



Mindset Goal Setting

Examples of mindset goals:

- 1) I will work longer at trying to figure something out.
- 2) I will not give up quickly.
- 3) I will have high expectations of myself.
- 4) I will ask questions when I can't figure something out.
- 5) I will review all of my work and modify or redo it to improve it.
- 6) I will try to approach things in a new way if I am not yet having success.

Now write down two or three of your own goals.

1) _____

2) _____

3) _____

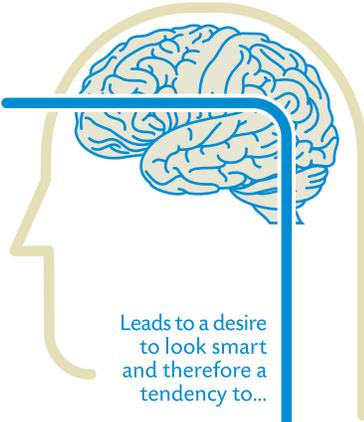
Now choose one goal (either from the examples or from your list) and complete the following.

Goal:

Things I will do to help me achieve my goal:

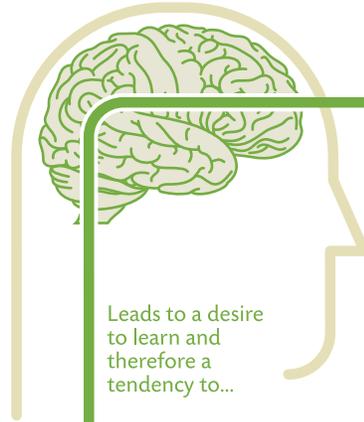
How will I know when I have achieved this goal?

Fixed Mind-set
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mind-set
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges



...embrace challenges



OBSTACLES

...give up easily



...persist in the face of setbacks



EFFORT

...see effort as fruitless or worse



...see effort as the path to mastery



CRITICISM

...ignore useful negative feedback



...learn from criticism



SUCCESS OF OTHERS

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**



Session 3: Perseverance—Taking Action

Activity 1: Fixed Mindset-Growth Mindset

<https://www.bing.com/videos/search?q=Carol+Dweck+Fixed+Vs.+Growth+Mindsets&&view=detail&mid=0DB8542E849CFDBA73880DB8542E849CFDBA7388&&FORM=VRDGAR>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What is a growth mindset? What is a fixed mindset?
2. What is the core idea?
3. Why is this idea of mindset so important?
4. How does it work?
5. Why is it important to understand the spectrum?
6. How are perseverance and taking action related to your success?

Activity 2: In this activity, students will be asked to think about a past success that they have achieved and how they were able to succeed. What did it take? How did they make it happen? What did they have to do? The goal could be getting a good grade in a class, competing in an athletic event, doing well on a video game, or learning something new. Have students think of a goal they reached, what it took to reach it, and how they felt along the way. After completing the Perseverance Activity, have them think what they wish others knew about their successes, challenges, teachings, struggles, and victories and complete the Wish Activity.

Home Activity: Have students share the activity and wish list with their parents and discuss what they are proud of having accomplished. Have them stress the things they WISH others in the family knew about them and ask how their parents can be of help.



Perseverance and Action Make a Difference

The Goal I reached:	How I felt:
The actions I took:	How I felt:
The setbacks I experienced:	How I felt:
How I stayed persistent:	How I felt:
The Success I achieved:	How I felt:



I Wish

I wish

I wish my teacher knew

I wish my parents knew

I wish my friends knew

I wish my classmates knew

I wish my tutor knew

I wish



Session 4: Determination—Being Persistent

Activity 1: Mark Zuckerberg's Top 10 Rules For Success

<https://www.youtube.com/watch?v=HMpWXQpogqI>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What are Mark Zukerberg's top ten rules for success?
2. Which one makes the most sense to you?
3. Why is learning from mistakes so important?
4. What is the relationship between determination and being persistent?

Activity 2: Have students think of something difficult they are trying to achieve. It can be getting a job, doing well in school, making the team, being chosen for a role in a play, getting their grades up, or doing better in one class. Once they have a goal, have them think through the steps of reaching their goal and the feeling of achievement at the end of the process. Discuss how being determined and persistent will lead to achievement. Giving up is not an option.

Home Activity: Invite students to share with their families the goal they are trying to achieve. It can be to master an instrument, gymnastics, basketball, reading, math or writing and whatever they find challenging and how they are planning to achieve it and the help they can use in order to be successful.



Never Give Up

A difficult goal I am trying to achieve:

One way I can reach my goal is to:

A second way to reach my goal is to:

I can make my chances of success better if I:

When I accomplish this goal, I will feel:



Session 5: University Visit

Activity 1: It is important to have students do a little bit of research before going on a trip to get the most out of their trip. Have students do research on the university they will be visiting.

They should look up the university they are going to visit online. See what it takes to get in. Take a look at the majors offered, and develop a list of questions they would like answered on their trip.

Some common questions to consider:

1. Do most of the freshman live on campus?
2. What is the cost of living on campus?
3. What is the most popular major?
4. What advice would you give a freshman who wants to be done in 4 years?
5. What is the hardest major to get into?
6. Can you change majors once you are here?
7. What if you don't know what you want to do?
8. What is a good way of trying to find out what you want to do?
9. How many hours can you work and be a full time student?
10. Do I have to have a computer?
11. What is the typical day for a freshman like?
12. How much homework can I expect to get?



Session 6: Fortitude—Believing in Yourself

Activity 1: The Force: A Growth Mindset

<https://www.bing.com/videos/search?q=Fixed+vs+Growth+Mindset+Poster&&view=detail&mid=8BE6F1115CE3D657941E8BE6F1115CE3D657941E&&FORM=VDRVRV>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. Focus on the opening statement, who has a growth mindset and who has a fixed mindset?
2. Why is it important to believe you can?
3. Why does Yoda say, “Try not, do”?
4. What do you need when something is hard?
5. Why is it so easy to make excuses?
6. Why did Luke fail, according to Yoda?
7. What is the relationship between fortitude and believing in yourself?

Activity 2: Have students discuss the various choices they have made in their lives. Good choices, not so good choices, things they would go back and do differently. They can choose choices related to studying, playing video games, watching TV, cleaning their room, doing homework (etc.). Discuss with them that choices have consequences and feelings that go with them and it is important that they think through the consequences before making decisions. Then have them complete the worksheets, focusing on what they learned and how they can apply this during the 10th grade year.

Home Activity: Invite students to share their choice sheets with their families and discuss the benefits of making good choices and what they are planning to do to ensure they make good choices.



CHOICES

Write down four different choices you have made, two good and two not so good. What did you learn about yourself in reflecting on these choices?

Good Choice	How I felt?	What I learned?

Not so Good Choice	How I felt?	What I learned?



Session 7: Resolve—Being Mindful

Activity 1: Bill Gates's Top 10 Rules For Success

<https://www.youtube.com/watch?v=wq-gba5nMrc>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What are Bill's top ten rules for success?
2. Which one makes the most sense to you?
3. Why is it important not to procrastinate?
4. What is resolve and why is it important to being mindful?

Activity 2: Give One-Get One Mindset Graphic

Pass out the Mindset Graphic and have students individually make note of what the graphic is trying to convey. Have the students write down three "ah-ha's" they get from the graphic in their notebooks. When everyone has three written, have them go around the room and share one of their "ah-ha's" with someone in the class and get one from that person they write down. When they have 6 to 7 ah-has, they can go back to their seats.

Once back at their seats, have them look at the worksheets for reframing and have a discussion about how they can reframe their conversations, their thoughts, and their inner speech to create a more positive mindset.

Home Activity: Invite the students to share the mindset graphic with their families and the Give One Get One activity. They can discuss with their families how they plan on being more positive in their language and thoughts so they are learning from their choices.



REFRAMING for Academic Success

A reframe is a re-statement of a thought that:

- Interprets a situation in a new way altering our perspective.
- Is as logical and true as the original thought

What can a reframe do?

- Neutralize negativity
- Affect attitude
- Change feelings
- Change victim (helpless) to owner (in charge)

Here are some common reframes for mindset changes:

<p>I can't do this problem.</p> <p>I haven't learned this.</p> <p>I haven't passed this class.</p> <p>I can't remember this.</p>	<p>I can't do this problem yet.</p> <p>I haven't learned this yet.</p> <p>I haven't passed this class yet.</p> <p>I can't remember this yet.</p>
<p>I have to choose a major so:</p> <p>I have to take a math class.</p> <p>I have to study.</p> <p>I have to go to class.</p>	<p>I have chosen an educational goal so:</p> <p>I choose to take a math class.</p> <p>I choose to study.</p> <p>I choose to go to class.</p>

Discuss reframing with students and have them practice saying reframed statements in groups of 2 and then in groups of 4.

Have the students choose one reframe from the Test Taking reframe and write a short paragraph about why this reframe can be an important way of helping them get good grades and do well in school.

Discuss what bad framing can do for mindset and why a strong positive frame is associated with a growth mindset.



Common Negative Thoughts about Test-Taking & Effective Reframes
Adapted from ©CherylOoten

Negative Academic Thoughts— Victim Position	Taking Ownership with Effective Reframes to Neutralize the Situation and Take
Everyone understands except me.	That's ok. If I don't get it, I don't get it. I'll ask a question. I can't read the minds of others so I don't know what they're thinking. I have thought this before and I was wrong.
Because I don't get this now, I never will. I should understand it all by now. Everyone else does.	I just don't get this <u>yet</u> . I have felt this way before and understood eventually. I will work on something else and come back to this. I need a break from this now.
I feel like an idiot. I should understand this the teacher has gone over it before.	Feeling dumb doesn't mean that I am dumb. Feeling like an idiot doesn't mean I am one. I wish I understood and, for now, I don't. I have felt this way before and eventually understood.
I must get an "A."	I will prepare for the best grade. I will be happy if I do my best.
I don't understand this problem and I'll never get through this course.	I just don't understand this problem yet. I will get help and understand. This situation does not predict high school success.
My mind will freeze during the test.	Panic now doesn't mean panic then. I can take deep breaths and I will be OK.
I'm not ready for the test.	I'm not ready for the test yet. I will be ready for the test when I am ready to take it.
I will fail my test next week. I know I won't do well on the test next week.	I do not know what will happen next week. I can begin today to prepare and learn to make a difference. By next week, my thoughts can be clear.
I can't do math.	I can already do some math. I can learn more. I can't do math now, but I can learn math. I can be good at math.
I should be getting a better grade.	I would like a better grade. I can change my strategies and get a better grade.
The others think my question is dumb.	I cannot know what others think. I will ask because I don't know. The only way to learn is to ask, so I am going to ask.
The teacher doesn't want us to ask questions.	I can't read her mind. I will ask and she can let me know if this is an appropriate time for asking. If not, I'll ask my question later.
I will never understand word problems. Word problems are always hard.	It is not "now or never." Word problems take effort & time. Some are hard and some are easy. Once I get a good strategy, word problems will be easy.



Session 8: Tenacity— Learning from Errors

Activity 1: Never Ever Give Up

https://www.ted.com/talks/diana_nyad_never_ever_give_up/transcript?referrer=playlist-to_boldly_go&language=en

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. Who is Diana Nyad? What is her claim to fame?
2. Why is it important for her to have a team for success?
3. She quotes Henry David Thoreau, "When you achieve your dreams, it's not so much what you get as who you have become in achieving them." Why is that important?
4. What is the relationship between tenacity and learning from errors?

Activity 2: Discuss with the students how every failure or lack of success is an opportunity for growth and development. These failures are momentary setbacks and do not define them as a person, however, they do allow them to see where there is room for growth, for different reactions, and different levels of preparation. For example, a failing grade on a test does not mean you are a failure, it means that you need to get help, study more, focus, and get clarity on what needs to be done to succeed. By helping students reframe how they see success and failure, you can help them not be defeated by setbacks, but see them as sending advice on how to better succeed next time.

Home Activity: Invites students to share with their families some of the strategies they have for reframing a failure into success.



Seeing Failure as an Opportunity for Growth

We all experience failure and setbacks. How we think about and handle those failures and setbacks is an important way of how we learn and grow from our experiences. Complete this worksheet to help you learn from your failures.

Describe a failure or set back that you have experienced?
Describe how you felt about not achieving your goal?
How did you react?
Were you pleased with your reaction? Why or why not?
What are 2 other ways you could have reacted in this same situation? 1) 2)
Now think of what you will do the next time to encounter a failure and do not achieve your goal to be sure that you use that as an opportunity for growth.



Session 9: Grit—Being Positive

Activity 1: Mamba Mentality—Workout Motivation

<https://www.bing.com/videos/search?q=kobe+bryant+on+success&&view=detail&mid=3448904521A9CDCF65C43448904521A9CDCF65C4&&FORM=VDRVRV>

Before watching the video have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

1. What is the Mamba Mentality?
2. What is the choice you have to make?
3. What does it mean to be the master at your craft?
4. Where does confidence come from?
5. When do you know you have lived a successful life?
6. Why it is it important to have grit and be positive?

Activity 2: Have the students discuss goals for 10th grade by reflecting on what they did in 9th grade that helped them be successful and they want to continue and what they did in 9th grade that they would like to change in order to be more successful. Have them choose just one thing they did in 9th grade that they would like to change. It can be watched too much TV, did not study enough, did not get enough sleep, spent too much time on the phone, etc. Now have them write a goal and some personal challenges they will have to do in order to meet the goal. Then have them read the pledge out loud and sign it.

Home Activity: Invite the students to take home their goal sheet to share with their families. Have them discuss what they are trying to do, why they are doing it and what they hope to gain from it.



Goals for 10th Grade

“Success is the Only Option”

Make a commitment to yourself by setting a goal for 10th grade. Your goal can be anything from watching less TV, to getting more sleep, to studying harder for tests, to not procrastinating, to getting better grades. You get the idea. Think of a GOAL for 10th grade and write it down. This will become your GRIT Goal. GRIT is defined “*as the ability to stick with things that are important to you.*” It is the ability to accomplish or reach long-term goals that are important to you, even when you face challenges and adversity.

Your goal should have a reason, a timeline, a reward, and a daily schedule. For example, if you want to watch less TV your goal would be:

Example 1:

I will watch less TV by ½ hour every day and use that time to get extra sleep. By the end of the year, it will be a habit that will be easy to do. By getting extra sleep, I will be more alert in my classes and will be able to improve my grades.

Example 2:

I will improve my grades by being more organized and planning more time for homework and studying. I will be sure to schedule in time for homework each day and on days I have less homework, I will use that time to study more, read ahead, or practice. This should improve my grades. It may mean that I have to spend less time on my phone, playing video games, or watching TV.



My 10th Grade Goal:

Personal commitments necessary to accomplish goal:

1. _____
2. _____
3. _____
4. _____

I, _____ agree to put forth my maximum effort in the pursuit of my goal. I am intelligent and capable of accomplishing any goal that I commit myself to. I know a lot will be required of me and I am up to the challenge. I will ask for help from my family, my teachers, and my school counselor. I will expect a lot of myself and those charged with guiding me. I have the right to change my plan at any time and I will never give up. I am extraordinary and I am powerful. When I make up my mind I cannot be defeated.

Student Signature: _____

Date: _____



Session 10: University Visit

Activity 1: It is important to have students do a little bit of research before going on a trip to get the most out of their trip. Have students do research on the university they will be visiting.

They should look up the university they are going to visit online. See what it takes to get in. Take a look at the majors offered, and develop a list of questions they would like answered on their trip.

Some common questions to consider:

1. Do most of the freshman live on campus?
2. What is the cost of living on campus?
3. What is the most popular major?
4. What advice would you give a freshman who wants to be done in 4 years?
5. What is the hardest major to get into?
6. Can you change majors once you are here?
7. What if you don't know what you want to do?
8. What is a good way of trying to find out what you want to do?
9. How many hours can you work and be a full time student?
10. Do I have to have a computer?
11. What is the typical day for a freshman like?
12. How much homework can I expect to get?

**There is a
difference
between not
knowing and
not knowing
yet!!!**

10th
Grade

Parent Curriculum



College and Career Planning

CAPP CGC 10th Grade Summer Program

Mapping Your Journey to College (MyJTC)

Parent Curriculum

Parents/guardians are considered a child's first and foremost teacher. They are foundational to their child's lifelong success. Many parents/guardians do not know how to support their children to successfully complete high school, college- and career-ready. This is especially important for parents/guardians who have not graduated from high school in the United States or in their country of origin. Similarly, parents/guardians who have not earned a baccalaureate degree from a four-year college are also at a disadvantage because they do not know how to mentor and/or guide their child through the college and career planning process. This parent curriculum is designed to close the knowledge and skills gap that often limits parents/guardians from becoming engaged partners in their child's educational journey.

As students get older and their needs change, parents need to be able to help them through the different stages of their lives. The college and career planning process involves the completion of many steps and grade-level academic, career and socio-emotional milestones. This curriculum is designed to help parents support their children as they transition from middle school to high school, from high school to college, and from college to their dream career.

In the MyJTC Parent Curriculum authentic ways have been developed to engage parents/guardians in understanding what is involved in the college and career planning process so they can support their children to successfully complete grade-level milestones. Partnering with schools to help parents understand the implicit college and career planning process. The implicit curriculum consists of the implied academic, social, and cultural messages that are communicated to students and families. In making the implicit curriculum, explicit the "College and Career Knowledge" students and families need to succeed is made readily available, even for those who do not have first hand experience. Topics that will be discussed in this curriculum include basic information about high schools in the United States, the organization of the high school day, high school graduation requirements, college admissions requirements, and tools and resources to support students and their families with the college and career planning process.

Module Description

The Mapping Your Journey to College (MyJTC) parent module has been designed to help all parents, particularly parents of rising 9th graders, understand the journey their child is embarking on to graduate from high school college- and career-ready. The journey can be long and winding and arduous at times, but armed with the right information, resources, and support, parents/guardians can play a key role in helping their children reach their education and career goals.



Module Objectives

After completing this module...*parents will*

- ◆ Learn the concept and tools used to develop a 4-year Academic Plan
- ◆ Learn about the different high school course level descriptions used at their student's school and the prerequisites necessary to enroll in the various course options
- ◆ Learn about high school graduation and college admissions requirements necessary for their student to maximize their college and career options
- ◆ Learn how they can monitor their student's academic progress online and the protocol to communicate with administration, staff and faculty.
- ◆ Learn the goals and objectives of the MyJTC Program and how they can support their student's learning throughout high school.
- ◆ Understand general information about U.S. high schools including how the high school day is organized.
- ◆ Parents will be provided with a list of UC approved courses offered at the school and be provided with a sample Grade-Level and/or 4-Year Academic Program Planning Sheet that the school's Counseling Department uses.

Materials

1. Communication about the High School Graduation Requirements at the School
2. A Grade Level Academic Program Planning Sheet (that the school uses)
3. A 4-Year Academic Planning Sheet (that counselors use)
4. The CSU's How To Get To College Flyer
5. The school's UC approved "a-g course list" from doorways
6. College Readiness Workbook for Students and Their Families (this is the parents' personal copy for note taking and reference)
7. Folders for parents

Schools should have items 1-5 in English and other primary languages spoken at the school site when possible.



**College and Career Planning, CAPP CGC Summer Program
Mapping Your Journey to College (MyJTC)
Parent Curriculum 10th Grade
Agenda Session 1**

Needs and Wants

Agenda: Session 1

- 9:00-9:15 Welcome / Community Building Icebreaker
- 9:15-10:15 10th Grade My Journey To College (MyJTC) Program Overview Goals and Objectives
- 10:15-10:30 Break
- 10:30-11:45 School Presentation
- 11:45-12:00 Parent Activity/Reflection
- 12:00 pm Adjourn



**College and Career Planning, CAPP CGC Summer Program
Mapping Your Journey to College (MyJTC)
Parent Curriculum 10th Grade
Agenda Session 2**

Privileges and Responsibilities

Agenda: Session 2

9:00-9:15	Welcome / Community Building Icebreaker
9:15-10:15	School Presentation
10:15-10:30	Break
10:30-11:45	University Visits Specific to 10 th Grade
11:45-12:00	Parent Activity/Reflection
12:00 pm	Adjourn



Session 1: Needs & Wants

Activity 1: Welcome / Community Building Icebreaker

As the parents come in have them write down the one thing that excites them the most about their child starting high school and one thing that scares them. Have the parents get up and introduce themselves to 3 to 4 people they do not know and share the two things they have written. Invite a few parents to share what they fear and what they are excited about.

Activity 2: My Journey to College Program Overview

Provide parents with a high level overview of the Math, ERWC, College and Career Planning Curriculum Learning Objectives so parents know the logic and intent of the curriculum and activities their student will be engaging in during the 2-week summer session (See PPT: Overview-MyJTC).

Activity 3: High School Planning Chart

Have parents spend a few minutes looking over the high school planning chart and fill in what their child completed in 9th grade. Have them notice the requirements for college and the university and take note of what is news to them, what is interesting, what is something they did not realize, how they think they can support their students in this endeavor, and any questions they have regarding the requirements.

Now have them get into groups of 3 or 4 and discuss some of what they have noticed and ask each other the questions they came up with. If there are any questions the group had trouble answering, have them jot down their questions to be addressed in the larger group.

Activity 4: School Presentation

Deliver a PPT presentation using the PPT (Parent Session 1) deck provided. Schools modify the generic PPT template provided so it includes information that is unique and specific to their high school including their high school graduation requirements, a list of “A-G” subject requirements, a list of UC approved a-g courses offered at their school, and list resources and people available at the school to support students and their families.

(Note: Ask schools to modify the attached PPT (Parent Session 1) that contains generic information that applies to all high schools and includes presenter notes for each slide of the PPT deck. We want schools to present this content and personalize the slides so they are specific to their high school.)

Activity 5: Parent Activity/Reflection

Have the parents fill out a ticket out the door where they list one thing they need from their child during high school and one thing they want from their child during high school.



Session 2: Privileges & Responsibilities

Activity 1: Welcome / Community Building Icebreaker

Ask parents to write down the relationship between privileges and responsibilities. Have them get together with 3 to 4 other parents and discuss privileges and responsibilities. Bring the group together and discuss with parents how students earn privileges through responsible behavior and how this will be a pattern with them growing up and starting high school. Emphasize with parents the importance of being very explicit with the students that their responsible behavior will earn them many privileges.

Activity 2: School Presentation

This is your opportunity to present some of the specific protocols, processes, and school specifics that you want the parents to have access to. Some of the items you may want to cover include:

- ◆ A hands-on live demonstration on how they can monitor their student's academic progress online using the school's Online Portal or other protocols developed.
- ◆ An overview of the school's website with an explanation of the protocol to contact their student's teacher and school counselor
- ◆ A copy of a Parent / Student Handbook that contains the school's mission, vision and values, staff/faculty directory, parent organizations, bell schedule, school services, student activities, etc.
- ◆ Concrete strategies to engage with the school as partners so they can ensure their student graduates college- and career-ready

Activity 3: 40 Developmental Assets/Adolescent Development Stages

Share with Parents the 40 Developmental Assets that Adolescents need to be healthy and the Adolescent Development Stages (see handouts). Have the parents look these over for "ah-ha's", surprises, and food for thought. Have the parents discuss the 3 Developmental Assets that made the biggest impact on them and why.

Explain to parents the resources that are available at the school and in the community to support their student.

Activity 4: MyJTC University Visits

Each site to develop their own materials to review summer university visit opportunities.

Activity 5: Parent Activity/Reflection

Have the parents fill out a ticket out the door where they list one thing they need from their child during high school and one thing they want from their child during high school.

40 Developmental Assets[®]

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

This page may be reproduced for educational, noncommercial uses only.

Elementos Fundamentales Externos	Apoyo	<p>1. Apoyo familiar—La vida familiar brinda altos niveles de amor y apoyo.</p> <p>2. Comunicación familiar positiva—El (La) joven y sus padres se comunican positivamente. Los jóvenes están dispuestos a buscar consejo y consuelo en sus padres.</p> <p>3. Otras relaciones con adultos—Además de sus padres, los jóvenes reciben apoyo de tres o más personas adultas que no son sus padres.</p> <p>4. Una comunidad comprometida—El (La) joven experimenta el interés de sus vecinos por su bienestar.</p> <p>5. Un plantel educativo que se interesa por el (la) joven—La escuela proporciona un ambiente que anima y se preocupa por la juventud.</p> <p>6. La participación de los padres en las actividades escolares—Los padres participan activamente ayudando a los jóvenes a tener éxito en la escuela.</p>	
	Fortalecimiento	<p>7. La comunidad valora a la juventud—El (La) joven percibe que los adultos en la comunidad valoran a la juventud.</p> <p>8. La juventud como un recurso—Los jóvenes toman un papel útil en la comunidad.</p> <p>9. Servicio a los demás—La gente joven participa brindando servicios a su comunidad una hora o más a la semana.</p> <p>10. Seguridad—Los jóvenes se sienten seguros en casa, en la escuela, y en el vecindario.</p>	
	Limites y Expectativas	<p>11. Límites familiares—La familia tiene reglas y consecuencias bien claras, además vigila las actividades de los jóvenes.</p> <p>12. Límites escolares—En la escuela proporcionan reglas y consecuencias bien claras.</p> <p>13. Límites vecinales—Los vecinos asumen la responsabilidad de vigilar el comportamiento de los jóvenes.</p> <p>14. El comportamiento de los adultos como ejemplo—Los padres y otros adultos tienen un comportamiento positivo y responsable.</p> <p>15. Compañeros como influencia positiva—Los mejores amigos del (la) joven son un buen ejemplo de comportamiento responsable.</p>	
	Uso Constructivo Del Tiempo	<p>16. Altas expectativas—Ambos padres y maestros motivan a los jóvenes para que tengan éxito.</p> <p>17. Actividades creativas—Los jóvenes pasan tres horas o más a la semana en lecciones de música, teatro u otras artes.</p> <p>18. Programas juveniles— Los jóvenes pasan tres horas o más a la semana practicando algún deporte, o en organizaciones en la escuela o de la comunidad.</p> <p>19. Comunidad religiosa—Los jóvenes pasan una hora o más a la semana en actividades organizadas por alguna institución religiosa.</p> <p>20. Tiempo en la casa—Los jóvenes conviven con sus amigos “sin nada especial que hacer” dos noches o menos por semana.</p>	
	Elementos Fundamentales Internos	Compromiso con el Aprendizaje	<p>21. Motivación por sus logros—El (La) joven es motivado(a) para que salga bien en la escuela.</p> <p>22. Compromiso hacia la escuela—El (La) joven participa activamente en el aprendizaje.</p> <p>23. Tarea—El (La) joven afirma hacer tarea escolar por lo menos durante una hora cada día de clases.</p> <p>24. Preocuparse por la escuela—Al (A la) joven le importa su escuela.</p> <p>25. Leer por placer—El (La) joven lee por placer tres horas o más por semana.</p>
		Valores Positivos	<p>26. Preocuparse por los demás—El (La) joven valora ayudar a los demás.</p> <p>27. Igualdad y justicia social—Para el (la) joven tiene mucho valor el promover la igualdad y el reducir el hambre y la pobreza.</p> <p>28. Integridad—El (La) joven actúa con convicción y defiende sus creencias.</p> <p>29. Honestidad—El (La) joven “dice la verdad aún cuando esto no sea fácil.”</p> <p>30. Responsabilidad—El (La) joven acepta y toma responsabilidad por su persona.</p> <p>31. Abstinencia—El (La) joven cree que es importante no estar activo(a) sexualmente, ni usar alcohol u otras drogas.</p>
		Capacidad Social	<p>32. Planeación y toma de decisiones—El (La) joven sabe cómo planear y hacer elecciones.</p> <p>33. Capacidad interpersonal—El (La) joven tiene empatía, es sensible y hábil para hacer amistades.</p> <p>34. Capacidad cultural—El (La) joven tiene conocimiento de y sabe convivir con gente de diferente marco cultural, racial o étnico.</p> <p>35. Habilidad de resistencia—El (La) joven puede resistir la presión negativa de los compañeros así como las situaciones peligrosas.</p> <p>36. Solución pacífica de conflictos—YEl (La) joven busca resolver los conflictos sin violencia.</p>
		Identidad Positiva	<p>37. Poder personal—El (La) joven siente que él o ella tiene el control de “las cosas que le suceden.”</p> <p>38. Autoestima—El (La) joven afirma tener una alta autoestima.</p> <p>39. Sentido de propósito—El (La) joven afirma que “mi vida tiene un propósito.”</p> <p>40. Visión positiva del futuro personal—El (La) joven es optimista sobre su futuro mismo.</p>

Stages of Adolescent Development	Early Adolescence (Approximately 10-14 years of age)	Middle Adolescence (Approximately 15-16 years of age)	Late Adolescence (Approximately 17-21 years of age)
Identity Development and Movement Toward Independence	Emerging identity shaped by in/external influences; moodiness; improved speech to express oneself; more likely to express feelings by action than by words (may be more true for males); close friendships gain importance; less attention shown to parents, with occasional rudeness; realization parents not perfect; identification of own faults; search for new people to love in addition to parents; tendency to return to childish behavior during times of stress; peer group influence on personal interests and clothing styles.	Self-involvement, alternating between unrealistically high expectations and worries about failure; complaints that parents interfere with independence; extremely concerned with appearance and body; feelings of strangeness about one's self and body; lowered opinion of and withdrawal from parents; effort to make new friends; strong emphasis on the new peer group; periods of sadness as the psychological loss of parents takes place; examination of inner experiences, which may include writing a diary.	Firmer identity; ability to delay gratification; ability to think through ideas; ability to express ideas in words; more developed sense of humor; interests and emotions become more stable; ability to make independent decisions; ability to compromise; pride in one's work; self reliance; greater concern for others.
Future Interests and Cognitive Development	Increasing career interests; mostly interested in present and near future; greater ability to work.	Intellectual interests gain importance; some sexual and aggressive energies directed into creative and career interests; anxiety can emerge related to school and academic performance.	More defined work habits; higher level of concern for the future; thoughts about one's role in life.
Ethics and Self-Direction	Rule and limit testing; experimentation with cigarettes, marijuana, and alcohol; capacity for abstract thought.	Development of ideals and selection of role models; more consistent evidence of conscience; greater goal setting capacity; interest in moral reasoning.	Useful insight; focus on personal dignity and self-esteem; ability to set goals and follow through; acceptance of social institutions and cultural traditions; self-regulation of self esteem.
Sexuality	Girls mature faster than boys; shyness, blushing, and modesty; more showing off; greater interest in privacy; experimentation with body (masturbation); worries about being normal.	Concerns about sexual attractiveness; frequently changing relationships; more clearly defined sexual orientation, with internal conflict often experienced by those who are not heterosexual; tenderness and fears shown toward opposite sex; feelings of love and passion.	Concerned with serious relationships; clear sexual identity; capacities for tender and sensual love.
Physical Changes	Gains in height and weight; growth of pubic/underarm hair; increased perspiration, increased oil production of hair and skin. Girls: breast development and menstruation. Boys: growth of testicles and penis, nocturnal emissions (wet dreams), deepening of voice, facial hair.	Males show continued height and weight gains while female growth slows down (females grow only 1-2 inches after their first menstrual period).	Most young women are fully developed; young men continue to gain height, weight, muscle mass, body hair.



This chart is adapted from the ACT for Youth Center of Excellence publication **Stages of Adolescent Development** by Sedra Spano: <http://www.actforyouth.net/documents/ACT%20Sheet05043.pdf> (PDF: 538K)

Etapas del desarrollo adolescente	Adolescencia temprana (Entre los 10 y 14 años, aproximadamente)	Adolescencia media (Entre los 15 y 16 años, aproximadamente)	Adolescencia tardía (Entre los 17 y 21 años, aproximadamente)
Desarrollo de la identidad y movimiento hacia la independencia	La identidad comienza a emerger moldeada por influencias internas/externas; cambios de humor, pueden expresarse mejor; son más propensos a expresar lo que sienten con acciones más que con palabras (esto es más común entre los varones); las amistades adquieren mayor relevancia; prestan menos atención a los padres, incluso en ocasiones son irrespetuosos; se dan cuenta de que los padres no son perfectos; identifican sus propias fallas; buscan otras personas que amar además de los padres; tienden a repetir conductas infantiles en momentos de estrés; sus pares influyen en sus intereses personales y la forma de vestirse.	Se involucran consigo mismos, alternando entre expectativas altas irrealistas y temor a fracasar; se quejan de que los padres interfieren con su independencia; muestran mucha preocupación por su aspecto y su cuerpo; experimentan sentimientos de extrañeza con respecto a sí mismos y a su propio cuerpo; tienen opiniones menos positivas de sus padres y comienzan a alejarse de ellos; tratan de hacerse nuevos amigos; colocan gran énfasis en el nuevo grupo de pares, períodos de tristeza a medida que aparece la pérdida psicológica de los padres; examinan sus experiencias internas, como escribir un diario íntimo.	Tienen una identidad más firme; pueden demorar la gratificación; pueden pensar las ideas; pueden expresar las ideas con palabras; tienen un sentido del humor más desarrollado; los intereses y las emociones se hacen más estables; pueden tomar decisiones independientes; pueden comprometerse; sienten orgullo por su trabajo; autosuficiencia; muestran mayor preocupación por los demás.
Intereses futuros y desarrollo cognitivo	Mayor interés en las profesiones; se interesan principalmente por el presente y el futuro cercano; tienen mayor capacidad para trabajar.	Los intereses intelectuales adquieren importancia; algunas energías sexuales y agresivas se transforman en intereses creativos y vocacionales; puede aparecer la ansiedad en relación con la escuela y el desempeño académico.	Hábitos de trabajo más definidos; mayor preocupación por el futuro; comienzan a pensar en el rol que tienen en la vida.
Ética y autodirección	Prueban las reglas y los límites; experimentan con cigarrillos, marihuana y alcohol; tienen capacidad de pensamiento abstracto.	Desarrollan ideales y eligen modelos a seguir; tienen evidencia más concreta de la consciencia; tienen más capacidad para definir metas, se interesan más por el razonamiento moral.	Precepción útil; se enfocan en la dignidad y la autoestima; capacidad para fijar metas y cumplirlas; muestran respeto por las instituciones sociales y las tradiciones culturales; autorregulación de la autoestima.
Sexualidad	Las niñas maduran mucho más rápido que los niños; sienten timidez, se sonrojan y son más pudorosos; alardean, les interesa más la privacidad; experimentan con el cuerpo (masturbación); se preocupan por ser normales.	Les preocupa ser sexualmente atractivo; cambian de relaciones con frecuencia; tienen una orientación sexual más definida, y quienes no son heterosexuales presentan más conflictos internos; sienten temor y sensibilidad hacia el sexo opuesto; sienten amor y pasión.	Inician relaciones serias; tienen una identidad sexual clara; capacidad para amar con sensualidad y sensibilidad
Cambios físicos	Aumento de altura y peso; crecimiento del vello púbico y en axila; mayor transpiración, mayor producción grasa en el cabello y la piel. Niñas: desarrollo de los pechos y menstruación. Niños: crecimiento de los testículos y el pene, poluciones nocturnas (sueños húmedos), voz más grave, vello facial.	Los varones siguen aumentando de estatura y peso, mientras que el crecimiento de las mujeres comienza a disminuir (las mujeres solo aumentan entre 2.5 y 5 cm después de su primera menstruación).	La mayoría de las mujeres jóvenes ya están totalmente desarrolladas, los hombres jóvenes siguen presentando un aumento de estatura, peso, masa muscular y vello corporal.

Este cuadro se adaptó de la publicación de ACT for Youth: Upstate Center of Excellence **Stages of Adolescent Development (Etapas del desarrollo adolescente)** de Sedra Spani: <http://www.actforyouth.net/documents/FACT%20Sheet05043.pdf>

Your Future! Plan Ahead, Make High School Count



Visit www.CALIFORNIACOLLEGES.EDU and www.SCHOLARSHARE.COM for planning and financial aid information

Take Control of Your Future!

Do you want more knowledge, more job opportunities, and a lot more money? College is for you! The world is changing everyday and it is harder to find well paying jobs if you do not have a college degree... so if you want the freedom to choose a good career and earn a high salary, then you should start preparing for college while you are still in middle school.

Be Prepared

Right now is the best time to prepare for college. During the next four years, you need to take the right foundational courses to help you get into the college that best suits your needs. The chart below lists the minimum courses that are required for freshman admission to the California State University, the University of California, and many independent colleges and universities. This pattern of courses is the same as recommended for community colleges. Talk to your counselors and teachers and use this chart to plan ahead and track your progress!

...❖ high school planning chart This planning chart belongs to:

Requirements (a-g Courses)	Years Required	7 th	8 th	9 th	10 th	11 th	12 th
A. History/Social Science U.S. History, U.S. Government, Civics, World History Cultures, and Geography	2 Years. One year U.S. History or year U.S. History and year of U.S. Civics or American Government. CSU requires one additional year of Social Science. UC requires one year of either world or European History, or cultures and geography.*						
B. English	4 Years of college preparatory English composition and literature (including no more than one year of Advanced ESL/ELD). UC requires a minimum of two years of English – three preferable completed by the end of the 11th grade.						
C. Mathematics Algebra, Geometry, Intermediate Algebra, or Higher Level Mathematics	3 Years (four years recommended) of college-preparatory mathematics required, including Elementary Algebra, Geometry, and Intermediate Algebra. Integrated math sequences may be used to satisfy “c” subject area requirements. For UC, one of the three courses must be Geometry or Integrated Mathematics with sufficient Geometry content.						
D. Laboratory Science	2 Years required. CSU requires one year of biological and one year of physical science, one from the “d” subject area and the other from the “d” or “g” area. UC requires two years (three years strongly recommended), providing fundamental knowledge in two of the following disciplines: Biology, Chemistry, or Physics.						
E. Language Other Than English (Foreign Language)	2 Years (or equivalent to the second level of high school instruction) of the same language other than English required (three years recommended). American Sign Language is acceptable.						
F. Visual & Performing Arts Dance, Drama/Theater, Music, Visual Art	1 Year (or two, one-semester courses) in the same discipline required, chosen from the following: Dance, Music, Theater, Visual Arts.						
G. College Preparatory	1 Year. One additional year or 2 semesters of academic courses in any of the above “a-f” areas, or one year or two semesters of approved elective courses.*						

*UC requires at least 11 of the “a-g” courses to be completed prior to the start of 12th grade. To meet Eligibility in the Local Context (ELC) criteria, UC requires students to have a minimum GPA of 3.0 and complete the following “a-g” courses prior to a student starting 12th grade: 1 year of History/Social Science, 2 years of English, 2 years of Mathematics, 1 year of Laboratory Science, 1 year of Language Other Than English, and 4 yearlong College Preparatory Electives (chosen from the “a-f” subjects listed in the above table or another course approved by the university).

... ❖ california educational systems at a glance

system	California Community Colleges (CCC)	California State University (CSU)	University of California (UC)	Independent Colleges and Universities
number of campuses	113	23	10	80
college entrance test	None Required	ACT or SAT on most CSU campuses are required for students with grade point averages under 3.00*	ACT with Writing or SAT with Essay	ACT or SAT (check with college or university of your choice)
degrees offered	Associate degrees and vocational certificates	Bachelor's, Master's, and Doctoral degrees	Bachelor's, Master's, Doctoral, and professional degrees	Associate's, Bachelor's, Master's, Doctoral, and professional degrees
In-state student fees/tuition (subject to change)	\$46 per unit (before financial aid)	Average \$5,472 (before financial aid)	Average \$13,300 (before financial aid)	Average \$35,500 (before financial aid)
financial aid	You can afford to go to college! Financial Aid is available from colleges and universities, State and Federal governments, businesses and other organizations. All qualified students will receive a Cal Grant, which is "free" money that covers full student fees and/or living expenses at California Community Colleges, California State University, and University of California. Maximum Cal Grants at independent colleges and universities are \$9,084; the average financial aid package at these institutions is \$29,038.			

*Applicants who are not required to submit test scores are encouraged to take standardized admission tests for advising and for placement in appropriate courses

... ❖ california colleges and universities

California Community Colleges (CCC)

- Admit all students who are 18 years old or a high school graduate
- Enroll high school students under special arrangement to earn college or high school credits
- Prepare students to transfer to any college or university for a Bachelor's Degree
- Have low fees and offer financial aid
- Offer a wide variety of opportunities to enhance your future and enrich your life
- 15 community colleges are offering Bachelor's Degrees in vocational fields. Some of these programs will begin in 2015. A list of the colleges and vocational fields included in this program is on:

http://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2015_agendas/January/California_Community_Colleges_Baccalaureate_Degree_RECOMMENDED_PILOT_PROGRAMS_final_Jan-2015.pdf.

- For more information, visit the website
www.californiacolleges.edu
www.icanaffordcollege.com

California State University (CSU)

- Each campus has its own personality, academic focus, and strengths
- Each campus has its own special geographic features and traditions
- CSU offers quality education in the liberal arts and sciences and specialized training for a variety of career fields
- On-campus housing is available on most campuses
- For more information, visit the website
www.californiacolleges.edu

University of California (UC)

- Each campus has its own personality, academic focus, and strengths
- Offers various advanced degrees, including medicine and law
- Has many nationally ranked academic and athletic programs
- On-campus housing is available on all campuses
- For more information, visit the following websites
www.start.universityofcalifornia.edu
www.californiacolleges.edu

Independent California Colleges and Universities

- 80 not-for-profit, fully accredited private colleges that offer over 350 different degrees
- Average Financial Aid package is almost \$30,000, and 79% of all students receive institutional grant aid.
- Each school is different which offers students the opportunity to choose the type of educational environment that best suits their needs
- For more information, visit the website
www.aiccu.edu/planning-ahead
www.californiacolleges.edu

Specialized Schools and Colleges

- Most students 18 years of age or older are eligible for admission; however, at WASC accredited specialized colleges, it is recommended that students follow the High School Planning Chart on the reverse side
- Courses or programs offered are specialized (i.e., fashion design or automotive technologies) for direct entrance into careers

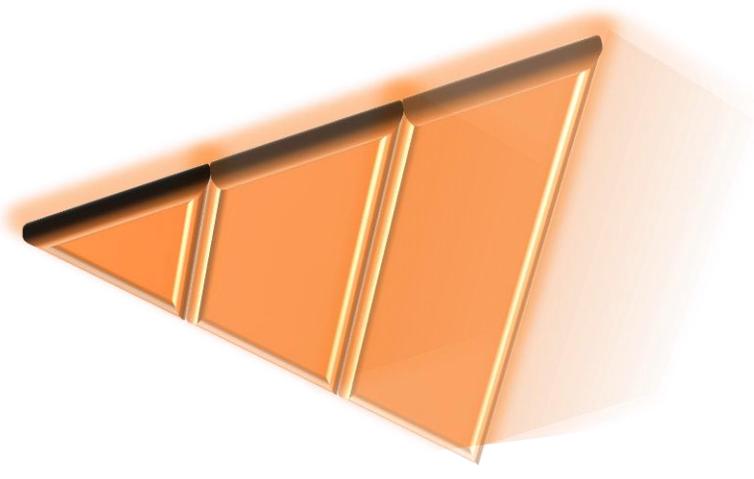
California Education Round Table Intersegmental Coordinating Committee

1430 N Street, Room 3705, Sacramento, CA 95814

Phone: 916/324.8593 Fax: 916/327.9172 Email: certicc@cde.ca.gov Website: www.certicc.org

This brochure is published by the California Education Round Table which is composed of the State Superintendent of Public Instruction, leaders of the California Community Colleges, the California State University, the University of California, and the independent colleges and universities. It is distributed by the Intersegmental Coordinating Committee of the California Education Round Table.

On the day you were born...



Promesa por la Educación Superior: Guárdenme un Lugar

Yo prometo que:

- 1) **Me graduaré de la escuela preparatoria** habiendo cumplido todos los requisitos académicos de mi distrito escolar.
- 2) **Tomaré clases de preparación para la escuela superior** inscribiéndome en los cursos obligatorios para la admisión a la Universidad Estatal de California y a la Universidad de California (conocidos como cursos “a-g”) y/o en cursos de Educación Técnica para las Carreras.
- 3) **Crearé una cuenta** en CaliforniaColleges.edu que incluirá información para mi solicitud universitaria y conoceré las distintas escuelas superiores en el sitio web.
- 4) **Haré un plan financiero para la escuela superior**, que incluya considerar abrir un plan de ahorro universitario ScholarShare con mi familia.
- 5) **Demostraré mis capacidades de lectura, escritura y Matemáticas** aprobando la Prueba de los Estándares de California (CST) en cada grado y el Examen de Salida de la Escuela Preparatoria de California (CAHSEE).
- 6) **Solicitaré ayuda financiera** completando y presentado una Solicitud Federal Gratuita para Ayuda Financiera Estudiantil (*Free Application for Federal Student Aid*; FAFSA) y enviando mi GPA a la Comisión de Ayuda Financiera Estudiantil (*Student Aid Commission*) antes del 2 de marzo de mi último año de preparatoria.
- 7) **Iré a la escuela superior** inscribiéndome directamente en la escuela superior comunitaria o solicitando la admisión a una universidad dentro de los 12 meses posteriores a mi graduación de la escuela preparatoria.

El Estado de California promete que:

- 1) **Me guardará un lugar** en una escuela superior comunitaria para que yo pueda recibir un título en un campo profesional o técnico, conseguir una tecnicatura o transferirme a una escuela superior o universidad para obtener una licenciatura después de mi graduación de la escuela preparatoria.
- 2) Gracias al programa de exención de cuota de la Junta Directiva de las Escuelas Superiores Comunitarias de California, **estaré exento de pagar la cuota** de una escuela superior comunitaria por dos años o más si soy residente de California en ese momento y sigo demostrando necesidad de ayuda financiera en una Solicitud Federal Gratuita para Ayuda Financiera Estudiantil (FASFA) completa.
- 3) **Me guardará un lugar** en la Universidad Estatal de California o en la Universidad de California si cumplo con los requisitos de admisión.
- 4) **Me brindará ayuda** a través de un subsidio Cal Grant que me ayude a cubrir el costo de la escuela superior si cumplo con todos los requisitos de elegibilidad del programa al momento en que presento la solicitud durante mi último año de escuela preparatoria. Un subsidio Cal Grant puede ser usado en cualquier escuela superior o universidad pública o independiente habilitada en California.

Estados Unidos promete que:

- 1) **Me ayudará financieramente a obtener una educación superior** mediante subsidios financieros como el Pell Grant si completo una FAFSA que determina que soy elegible para ese subsidio.

Firma del alumno

Firma del padre/tutor legal

Nombre del alumno

Nombre del padre/tutor legal

Escuela y grado del alumno

Fecha