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3 Column Table: Aligning Outcomes, Activities, and Assessments

9th Grade AVID, QUICK Program, College Application and Admissions Unit

BHAG (Big Hairy Audacious Goal) – Overarching Course Goal:

Learners will evaluate their interests, career aspirations and standards to determine which college or university best applies to them while utilizing their technical skills and community connections to develop and obtain proper application materials for those institutions.

Learning Goals	Learning Activities	Assessment Activities*
<p><u>Building a Foundation:</u></p> <p>Students will understand the definition and importance of application materials such as transcripts, letters of recommendation, admission essays, social security cards and personal information, testing scores, resumes, etc.</p> <p>Students will determine potential career aspirations based on interests, ideal salary and location of potential employment, desired work settings, etc.</p> <p>Students will determine desired college/university information such as location, tuition costs, size of student population, availability of desired programs, scholarship availability, etc.</p>	<p>Flipped-classroom interactive vocabulary activity designed through EdPuzzle.</p> <p>Career aptitude tests.</p> <p>College/career night attendance.</p> <p>College/University scavenger hunt.</p>	<p>First draft of college application plan (approach to curate and collect materials).</p> <p>Reflection post about results of career aptitude exam.</p> <p>Reflection post about college/career night.</p>

<p><u>Applying Knowledge:</u></p> <p>Students will evaluate their situation and solutions, analyze and interpret various information regarding their college interests, and draw conclusions regarding which college programs are best applicable to them.</p> <p>Students will develop various application materials based on the requirements of each college as a reflection of themselves and their capabilities.</p> <p>Students will evaluate each other's materials and provide constructive feedforward.</p>	<p>Discussion (whole class, small group, partner talk) about the important factors to consider when choosing a program.</p> <p>Practice matching fake student profiles with fake college profiles as they best fit.</p> <p>Draft initial admissions essay.</p> <p>Draft personal statement with live reflections of educator and peers.</p>	<p>Spreadsheet with student information and how 3 potential colleges compare to the student information with reflection posts.</p> <p>First draft of admissions essay with reflection and required feedforward to 2 other classmates assigned.</p>
<p><u>Integration:</u></p> <p>Students will make connections between their interests, career aspirations, personal capabilities (i.e. academically, financially, etc.) and which colleges/universities best suit their journey.</p> <p>Students will utilize the information learned regarding their interests and which programs intrigue them, in conjunction with their</p>	<p>Station rotation for students to present the 3 colleges they have chosen to apply to and why.</p> <p>Various college admissions professional presentations (virtual).</p> <p>Various professional field presentations.</p>	<p>Student presentation video on colleges selected and why.</p> <p>Reflections for college and professional presentations with feedforward provided to 2 assigned peers.</p>

<p>personal characteristics and situations, to approach scholarship applications.</p>		
<p><u>Human Dimension:</u></p> <p>Students will gain self-awareness of their strengths, skills and desires to be utilized during this program and for the rest of their lives.</p> <p>Students will learn the importance of hard work and dedication in making a life for themselves, regardless of their background or circumstances.</p> <p>Students will learn to work collaboratively and be compassionate to other students as they engage in this journey together, despite their differences of backgrounds and interests.</p>	<p>Discussion (whole class, small group, partner talk)</p> <p>Motivational speaker presentation (virtual/TedTalk)</p> <p>Link activity (personal, ambitions, etc.)</p>	<p>Reflection on the importance of a learning community with feedforward to 2 peers.</p> <p>Reflection on motivational speaker talk and feedforward to 2 peers.</p>
<p><u>Caring:</u></p> <p>Students will develop self-confidence regarding their capabilities and ability to effectively communicate their promise to college admissions boards.</p> <p>Students will evaluate, analyze and provide positive feedforward to other students in their learning environment.</p>	<p>Discussion (whole class, small group, partner talk)</p> <p>Second draft of college application materials</p>	<p>Second draft of college admissions essay and personal statement with feedforward for 2 peers.</p> <p>Self-reflection rubric</p>

<p><u>Learning How to Learn:</u></p> <p>Students will effectively utilize their eportfolios to house and edit their application materials, productively collaborate with their educator and peers, and take ownership of their learning as they showcase their willingness to continuously grow and learn.</p>	<p>Effectively upload to, reflect on, and collaborate through eportfolios</p>	<p>Presentation of eportfolio in mock college admissions interview</p>
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*all content to be housed on student's eportfolio which is shared with their peers and educators.