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Teaching with technology : college preparation with AVID

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Teaching with Technology

College Preparation with AVID

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Capstone

Abstract

Students are growing up in the age of technology. Students are so submerged in technology that they have lost interest in content learning. Technology of any sort can be easily integrated into the classroom. For my capstone project, I worked with a teacher who teaches a 7th and 8th grade AVID (Advancement Via Individual Determination) class. AVID prepares students for college and I knew that technology had a big part in college preparation. I created a semester long supplemental curriculum that uses computers for all of the lessons. The lessons start with the basics such as setting up an appropriate email address to filling out a mock college application. All of the lessons give students an idea of what they will need to do in order to prepare for their college search. All while using something they enjoy, technology.

Back Story

I have decided to focus on the fact that teachers have a ton of technologic tools available to them and their classroom but seem to be afraid to use them. I am also worried about the current use or lack of technology in schools. Children are able to use computers before they can read yet teachers are not striving to advance their knowledge of technology thus children are more advanced in almost anything electronic.

Ever since I can remember I have been interested in the use of technology in the classroom and even just technology in general. I remember being in elementary school, upper grades, and being so excited to go to the computer lab just to look something up or even type a paper. That hour in the week was one of the most exciting for my classmates and me. As I got older and started spending time helping out in my mom's classroom I was amazed at all of the different technologies that were available to teachers that were not being used. My mom, being a little younger than most teachers at her school, embraced all the technology that she could and yet there are still technologies that she does not understand.

Now that I am a college student, I look back and remember how much I had to use technology to get to college and how much it is used at the University level. I was the oldest child and pretty much was the experiment in getting to college. My parents and I did not really know when to start applications, take the SAT's, apply for college or apply for scholarships. Once I figured everything out and successfully made it to college I realized that having the knowledge of what to do to get to college is important and students are just expected to know what to do.

After spending time in many different schools and seeing many different grade levels, I still see teachers and their struggles with the technology that is given to them. Even as a student at a University, I see professors struggling with the technology that is a basic for many other

universities around the country. Even though technology may not be important in any other

aspects of a teachers or professors life, I feel that it is important that they have the basic

knowledge that may even interest them to include more technology in the classroom.

Problem

Students of the current age have grown in the age of new media, computers, Internet, cell phones, and more. These students are no longer involved in their learning because they are uninterested in content learning. Teachers are unable to integrate the appropriate technology into their classrooms. This capstone will focus on supplying a supplemental curriculum for a college preparation class, AVID, in which all lessons take place using computers and the Internet.

Literature Review

Technology in the modern age is a big part of the school-aged child's life. Kids are almost always connected with some sort of technology. This list of technology can go on and on but the most common forms of technology that we see kids using are cell phones and computers. At home kids may be using the computer to play games or explore topic of interest and this should be the case in the classroom by creating a learning environment using technology. Students are learning from the technology that is accessible to them and teachers need to take advantage of it.

Teachers need to become more technologically skilled to create what we could call a multidimensional learning environment in which computers are an essential component of the curriculum rather than a supplement (Bassappo-Moyo, T., Lowther, D., Morrison, G. 1997). It is important that teachers hold a specific set of skills that are required to be able to use technology in the classroom and without these skills teachers are unable to implement or integrate technology into their curriculum (Chapman, L., Masters, J., Pedulla, J. 2010). It is not always easy for teachers to acquire these skills but there are options available. In most cases the amount of technology used depends on what is available to the school and what is offered to the teachers. According to Chambers and Lumpe (2001), if teachers know that equipment is not going to be available then they will not take the time to look for the resources or develop their knowledge.

Of course there are barriers to using technology in the classroom. Teachers may not have enough time to develop lesson plans that include technology, schools may not have funds to purchase up to date technology, there may not be enough help or teacher may just not be interested in using technology (Bassappo-Moyo, T., Lowther, D., Morrison, G. 1997). There is a large list of things that can be barriers of integrating technology into the classroom. This included things like lack of access to technology, lack of technical support, lack of technology

skills, lack of classroom management when technology is involve and the wrong attitudes or beliefs about technology (Brush. T., Foon Hew, K. 2007). All of these things can lead to an inadequate technological learning experience or no learning with technology at all even though there are advantages.

The advantages of using technology as an integral part of a classroom curriculum are that a teacher could potentially see a positive change in student classroom grades, GPA, and attendance. Technology is a strong tool for positive change but it must be presented in the right ways (Muir-Herzig, R. 2003). According to the research of Ertmer et. all (2010), when teachers used technology in their classrooms it seemed easier to engage students in learning because they were more motivated to participate and students who were typically uninterested had the same reaction. Teacher must take up student centered learning methods rather than just talking at the class (Muir-Herzig, R. 2003). When students are involved with student centered learning they are involved in authentic experiences, active learning and the outcome is the creation of new products (Ertmer, P., Galzewski, K., Newby, T., Ottenbreit-Leftwich, A. 2010).

What I have found is that is may not be easy to acquire technology to use in the classroom but it definitely beneficial to the students. I think that there are always possibilities to use technology whether it be something common like a cell phone or something not well know like a smart board. The current era is growing up surrounded by technology and teachers should take advantage of anything that may get students refocused on school and their own learning. Teachers no longer have to stand in front of the class and lecture. There is much more learning taking place when a student is creating their own learning experiences.

Community Partner

Using technology in a classroom is a hard task when schools are given limited resources. I am spending time in a seventh grade AVID classroom for service learning and felt as if it would be a good opportunity to try and integrate technology into the curriculum of a class that is striving to attend college in the future. I talked to the teacher of the class, Mr. Hatch and he understood my concerns and was willing to help me put my plans into action.

While talking about how I would go about implementing my project Mr. Hatch and I realized that using the computer lab for the project would be the best idea and we would only be able to use it a couple times during the course of my project. Mr. Hatch is taking the time to help me reserve the computer lab and he is also helping me to implement the technological curriculum I am forming for the AVID class.

In talking with my community partner I have noticed that implementing a technology based curriculum would be much easier if there was a set of computers for the class. If this were available for a classroom there would be so much more that could be done to integrate technology into the classroom. For now I have decided that just spending some time with computers as my technology, the students of the AVID class will get to explore and learn new things that will help them progress towards the graduation of high school and then enter college.

The mutual effort will benefit both Mr. Hatch and me because there is so much that can be done with technology. After the development of my curriculum, Mr. Hatch will have a supplemental plan that he can use in both of his AVID classes. The AVID classes focus a lot on time management, note taking and lessons of that sort. With a supplement of technology in the classroom, students will be able to spend some time each week engaged in something they are familiar with. The benefit for me is that I get to see how the class engages with technology and see how effective my lessons really are. Using my knowledge of preparing for college, I am

hoping that these students will take something from my curriculum and then be able to remember

what they learned when they eventually apply for college.

Project Plans

In order to integrate technology into a classroom with limited resources, I am going to

create a semester long curriculum for a 7th grade AVID class. For those who do not know what

the AVID program is, it is a program that places average but hard working students in an elective

class that will increase their opportunity to enroll in a four-year college. My capstone project is

to come up with a bi-weekly lesson that takes place in a computer lab and allows the students of

the AVID class to experience what they will go through when they are getting ready to enter

college. I am also hoping that it will prepare and familiarize students with the entire college

application process. The curriculum will be eight weeks and will focus on a different subject

every two weeks. Items that will be focused on may be creating an email address, writing a

professional email, taking a career test, exploring different colleges, and looking at scholarships.

Time Line

October 11-17
     Develop Weeks 1&3 curriculum
     Determine how to assess project
October 18-24
     Develop Weeks 5&7 curriculum
     Why is my project significant?
October 25-31
     Develop Weeks 9&11 curriculum
     Implement weeks one and three of curriculum with class
November 1-7
     Develop Weeks 13&15 curriculum
November 8-14
     Implement weeks three and four (if computer lab is available)
November 15-21
     Student survey
     Teacher assessment
November 22-28
     Finalize Curriculum
     Put together examples of projects worked on
     Final journal entry of entire experience
November 29- December 5
     Capstone Notebook Due

Significance

Seeing that students are growing up in a digital age, they are more engaged with technology and it is something students are interested in, which means that teachers should be using technology as a supplemental part of their curriculum. There are many different reasons that technology may not be used in a classroom but knowing the basics will take a teacher far and will also allow students to feel as if they are more involve in their learning. This project brings about a supplement to the already established curriculum and it is easy to use being that there is a project for every other week. The AVID class focuses a lot of attention on how to prepare students with ways to succeed in college but there is not a lot of support in getting into colleges. My supplemental curriculum allows students to be actively involved in their preparations for college while engaging students in something they enjoy.

Having lessons that must be provided to AVID students over the course of the semester does not allow for much time to spend on other activities. This supplement to the curriculum is available to teachers and gives them an alternative to the every day activities. The lessons are web based which means that the students will be doing most of their work independently and based on their interests. These lessons are not designed to replace any of the learning that already takes place in the AVID classrooms but are activities that will help students succeed when the time to apply for colleges comes around.

At Los Arboles, the AVID program is fairly new and is currently in the process of development. I am hoping that as the program continues to develop my supplemental curriculum can be used and there will be positive effects on those students who are exposed to theses activities. In a larger perspective, I hope that the activities I have planned can be used in other schools or some sort of variation of these activities will be used. I also hope to see that students

do feel as if these activities were not only more enjoyable but also helpful when they are

preparing for college.

Assessment

For assessment of my project I was going to focus on two different groups. I gave the lesson plans I had written to Christopher Hatch, a 7th grade language arts teacher and the 7th and 8th grade teacher of AVID at Los Arboles Middle School, to review. After reviewing the lesson plans, I asked him to tell me which lesson would be most plausible to implement with the 7th grade AVID class. After the lesson that Mr. Hatch felt would fit best into the current curriculum I would implement the lesson into a class period.

Further assessment of how the lesson went would take place by having a questionnaire ready for Mr. Hatch along with a survey for the students who were in attendance for the class the day the lesson in implemented. I will also have other liberal studies students helping me implement the lesson and I will also ask them to fill out a survey similar to the survey that Mr. Hatch will fill out. My assessments should tell me if the lesson was effective or ineffective but the surveys will also tell me how much the students enjoyed the overall experience including using the computers for class and how much they enjoyed the lesson that was implemented.

Results

Being that I spent so much time with my 7th grade AVID class I feel as if I got a lot of personal feedback about my project. When asking about incorporation a few of my lessons into Chris Hatch's already established curriculum he did not seem to have any discrepancies, which was exciting for me. Mr. Hatch was a great community partner. He was willing to let me try different lessons with his students, gave me the time to have them fill out surveys and even spent time with me giving me feedback. Of course there were some things that did not work as well as I expected them to but overall, I am very happy with the way my project turned out and I am looking forward to sharing my results with others.

My project was focused on technology, and wanted to get a sense of the technology that was available to the students. I put together a survey for my students that asked about their availability to technology and how they felt about the lesson that was implemented. Most of the results I found were not surprising. This seventh grade AVID class is the average age of twelve. Over half the class had their own personal cell phones and about eighty percent of the class has a computer at home that they share with the family. At Los Arboles there is a computer lab that is accessible but almost all of my students felt as if they only have access to computers at school sometimes. This is information that I feel should be shared. The follow up question asked students if they would enjoy learning more if technology was involved and all of them responded yes except one.

The second part of the student survey focused on the aptitude assessment, which was the lesson I implemented with the class. The survey asked students if they enjoyed the assessment, if they would like to take it again in high school, how accurate the assessment was and how often they would like to spend time in the computer lab. Being that theses students are a average age of 12, I suspected that most of them did not know what they want to do eventually as a career. To

my surprise, many of them have ideas of what they want to do and they were upset if that

specific career was not listed on their interests. Although there were a few who were

disappointed with their results, most of them stated that their results were very accurate and that

they would definitely like to take the assessment again in high school. Most of the students were

very happy with the results they were given and some of them were surprised how similar they

were to a classmates. I had one student telling me that she thought that she was nothing like one

of the other girls but in reality they were very similar. The question that made me realize that I

had chosen the right topic for my capstone was the question that asked if they would like to

spend more time in the computer lab. The answer being almost unanimous stated that the

students would like to be in the computer lab at least every week.

      Working with Mr. Hatch was a great experience. I think he is an excellent teacher and I

am very glad that he was my community partner. When working with the students he always

asked for feedback about how his lessons went but also gave very good advice to me and a few

other service learners for our futures in teaching. After the assessment lesson he told me that he

though that it was very effective and that he would like to use it with his 8th grade AVID class as

well. There were a few difficulties in setting up the assessment but Mr. Hatch helped me work

through them to make sure all of the students were able to take the assessment. Mr. Hatch really

helped me out with my capstone and I am glad that he was my community partner. He was so

willing to try new things with his class and made sure I had the resources to implement my

project.

      My capstone taught me a lot about planning for a classroom but also about the resources

that are available to teachers. Focusing on technology can be a hard topic. Technology is

constantly being updated and new technology is being released all the time. Schools do not have

the funding to keep technology up to date and I saw this at Los Arboles. There are a very limited

number of computers at the school and even though their programming may be current they are

not as up to date as they could be. Their one computer lab with forty computers is used for an

entire middle school. I am glad that they have this available to them but in an ideal world I would

hope to have a set or two of net books that teachers could check out for their classes. Because

schools are currently so focused on testing and getting good scores, unfortunately there is no

funding for technology even though technology is what keeps students interested.

Looking back at my project, if I had to do it again I think I would try and talk to the

principle of the school and maybe even the superintendent of the district to see if I could

implement my lessons larger in scale. I would hope that I could start at the beginning of my

curriculum with the students and watch how their knowledge of technology would grow. If my

curriculum were to be implemented with early AVID classes I would hope to see that it is easier

for those students to prepare for college once they get to that age. Finding long-term results and

being able to implement my entire curriculum would have been ideal but in general I feel like I

have accomplished my goal of including technology into the classroom.

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Deliverables

Lesson Plans

Teacher Questionnaire

Student Survey

Email Address for College Success

Grade Level: 7th　　　**Subject:** AVID　　　**Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
Students will set up a professional email account (ex. Joe_otter@gmail.com) Students should also be able to navigate and feel comfortable with their inbox and server.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students will need to be able to navigate to the log-in page for email. Student will need to decide what they want to use as their log in and password. Students will need to be able to navigate their inbox.	Find gmail.com and create a new account. Have multiple ideas for login names. Be able to come up with a password they will remember. Choose a security question they will be able to answer but someone else won't guess.	**Materials Needed** • Paper (Notebook) • Pen or Pencil
Information (Give and/or demonstrate necessary information)	Make sure students use gmail.com Logins should be some form of first and last name Be sure that students write down login and password somewhere in their notebooks	Must set up and account through gmail.com (or available server) Have to come up with login that involves first and last name	
Verification (Steps to check for student understanding)	Make sure students understand what their goal is and that they are staying on track. Have students ask questions if they are unsure of the lesson.	Ask questions if you do not understand or need help.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet Access
Activity (Describe the independent activity to reinforce this lesson)	Students will send teacher an email demonstrating that their log-in is appropriate and that they know how to send an email.	Send your teacher an email stating your name and something new you learned about your new email account.	
Summary	Students should have sent an email with their name so that the teacher has all of the email addresses. Students should understand that they will be using this email address for other activities in the class.	Students should now have an email address that they can use throughout their middle and high school careers. This address will allow them to sign up for places like collegeboad.com. Students can also use these accounts to contact their teachers and classmates,	**Additional Notes**

Writing Emails to Impress

Grade Level: 7th   **Subject:** AVID   **Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
During this lesson, students will receive a mock email from a professional. Students will then respond to the email appropriately.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students will learn how to properly respond to an email sent to them by a professional. This will include address, body and closing.	Students will learn how to write emails that are professional and to respond with an appropriate email.	**Materials Needed** • Paper • Pencil • Others
Information (Give and/or demonstrate necessary information)	Teacher will need to send out mock email to all of the students and make sure the email is understood. Students then have to respond to it any way they choose.	Make sure you receive the email and decide why and how you would respond to this email.	
Verification (Steps to check for student understanding)	Do the students understand what the email is telling them? Make sure students know ways in which they can respond to the email.	Ask questions if you do not know what the email means or if you do not know any reasons for responding to the email.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet access • Mock email
Activity (Describe the independent activity to reinforce this lesson)	Students will need to come up with a reason to respond to the mock email. It could be for any reason, the response must be professional though. The email will then be sent back to the teacher for assessment.	Students need to read the email sent to them and decide why they should respond to it. This email should be written in a professional manner and then sent back to the sender for evaluation,	
Summary	After this activity, students should understand that there are different ways to write emails. Emails that are written to a friend are a lot different than those written to a teacher.	Students should understand that writing an email may take more work than they expect and in order to be taken seriously there are times when a professional email should be written.	**Additional Notes**

Career Strengths and Weaknesses

| Grade Level: | 7th | Subject: | AVID | Prepared By: | Megan Kauffman |

Overview & Purpose	Education Standards Addressed
Students will take and aptitude test that gives students a range of careers that best fit the student's personality. This test also aligns their strengths and weaknesses and outlines the way they learn best.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	After taking this personality assessment students should be able to choose a career that suits them, depending on the results and later look into schools that have a program available.	This program will allow students to take a personality assessment that will give students a range of careers to choose from. It also aligns their strengths and weaknesses and outlines the way they learn by personality type.	**Materials Needed** • Paper (Notebook) • Pen or Pencil
Information (Give and/or demonstrate necessary information)	The program that I have chose to use has been supplied to me by an outside source, The Bridges Transitions program can be very expensive but it may be possible to get a trial. Otherwise, one would need to find an alternate aptitude test for this lesson.	Students should understand that just because these careers fit their personalities best does not mean that they must peruse them. Also, over the course of middle and high school it is likely that personalities will change along with ideal careers.	
Verification (Steps to check for student understanding)	The results of the test do not determine the student's future. While students are taking the aptitude test make sure they understand the questions and the ways in which they can answer.	The results may not be 100% accurate but are very close. The results do not determine your future. Be sure to ask about anything that does not make sense or you do not understand.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet Access
Activity (Describe the independent activity to reinforce this lesson)	An online survey that takes about an hour and determines careers that fit with the student's personality.	An online survey that takes about an hour. Make sure you understand the questions and are giving honest answers.	
Summary	After taking this survey, students should either see that they had a similar career in mind or may want to consider a different career. Overall students should learn something about themselves and what they can achieve.	When looking at college pages, students should look for majors that fit in with the careers that most fit with the results of their survey. Even if a student does not feel like that career is right for them they could have discovered their learning style.	**Additional Notes**

Explore Collegeboard.com

Grade Level:	7th	Subject:	AVID	Prepared By:	Megan Kauffman

Overview & Purpose	Education Standards Addressed
After taking the survey that tells students which careers fit their personalities best, they are going to explore colleges that have the career path they would like to choose and any other attributes they would like to see if the school they may choose to attend.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students will get a feel for how to explore collegeboard.com and see all the different choices they will have when they are looking for the right college.	Students will have the chance to look at all college possibilities and get familiar with the site so they can use it when they get closer to choosing colleges.	**Materials Needed** • Paper (Notebook) • Pen or Pencil
Information (Give and/or demonstrate necessary information)	Students do not need an account on collegeboard.com when they are just exploring and comparing colleges. All the students need to know is what kind of majors they are looking for and be willing to explore those colleges.	While exploring collegeboard.com students can select many different options to narrow down their search for ideal colleges.	
Verification (Steps to check for student understanding)	Students may need help while navigating the website. Make sure the students see that there are many different tabs that will narrow down the colleges that match their preferences.	If unable to locate options on the site make sure to ask for help. Finding colleges can be a tedious task but finding the right college that fits all needs and wants of the student.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet Access
Activity (Describe the independent activity to reinforce this lesson)	Once students get comfortable with exploring the college search section of the website, have them find the three top schools that fit with the career they want and any other extras they may choose.	As soon as students can navigate the site have them choose "what's important to them" and explore the different results. As they are exploring have students choose the three schools that fit their wants and needs.	
Summary	After this activity, students should have a pretty good idea of what different colleges could offer them.	If this activity has time for a review, students should be able to explain that there are so many different options for education and even if there are ways to narrow the search down there are still decisions to be made.	**Additional Notes**

Campus Tour WebQuest

Grade Level: 7th   **Subject:** AVID   **Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
After spending time on collegeboard.com and finding schools that seem to fit their current needs and wants, students will explore the website of one of their top three schools.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students should have an understanding of where the school is located, the size of the school, the majors, the cost of tuition and housing, what kind of housing is available, and what activities or clubs they could be involved in.	Students will get to explore their top colleges more specifically and decide if they still feel as if it would be a good college for them to attend.	**Materials Needed** • Paper (Notebook) • Pen or Pencil • Webquest worksheet?
Information (Give and/or demonstrate necessary information)	A lot of the information can be found on collegeboard.com but it is important that the students are looking and getting comfortable with navigating the college's website.	As students are gathering the basic information from the schools website they will also see pictures that may increase their desired to attend this college.	
Verification (Steps to check for student understanding)	If students are unable to find information that they think is important have them try and use the web page's search bar. Some information will be challenging to find but it is all there somewhere.	If students are having a hard time finding the information they want make sure they are asking for help. All the information is somewhere they may just be looking in the wrong place.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet Access
Activity (Describe the independent activity to reinforce this lesson)	Students will be writing down the information they find on the website so that they can refer to it later if they feel the need to or to be able to share the information with others or even the class.	Make sure you are keeping track of the information you are finding. You never know where you are going to be asked about your findings or if you will be told to make a presentation about what you learned.	
Summary	Knowing the basic information of a school that a student is thinking about attending is an important part of searching for colleges. Even though these students are not ready to go to college they are getting the experience early so they will be able to navigate those searches more easily when they are ready to look for potential schools.	It is important to know the differences between schools and what you, as a student, will feel most comfortable with. Now that you have done this lesson you know what to look for and how to navigate college websites when you are searching for colleges in the future.	**Additional Notes** If one wanted to take this activity further, you could have students put together a presentation about the college they researched.

Mock College Application

Grade Level: 7th	**Subject:** AVID	**Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
Using a college application found online (http://www.scholarscript.com/files/common2006_app.pdf) have students fill it out as if they are applying for college. This will give students the basic idea of what a college application requires and how much information they will need in order to fill an application out.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students will learn the basic layout and questions that will be on a college application. Even though this application is not strictly web based, students will see that it takes time and effort to fill out college applications.	Students will need to fill out as much as the application as they can. If students do not know all of the information that is okay but they should try to complete the application so that they are aware of what a college application looks like.	**Materials Needed** • Paper • Pencil
Information (Give and/or demonstrate necessary information)	To get to the mock application here is the link to the web page: http://www.scholarscript.com/files/common2006_app.pdf It might be a good idea to have the webpage already open before class. Once accessed students can fill the application out based on computer compatibility. There is also an option for essay questions which be used or not.	Students should fill out all the information possible. If there is time, have students answer an essay question. Students will not be able to fill out all of the information but they should try and fill it out as completely as possible.	
Verification (Steps to check for student understanding)	Students may struggle with the wording of the application. If they do not understand have them ask a friend first to see if it is a misunderstanding with most of the students or just a few.	If students do not understand the wording be sure they ask. Also, if there is information they do not know that is okay, just make sure they are filling out all the information possible and not skipping it because there is too much to do.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet access
Activity (Describe the independent activity to reinforce this lesson)	For this activity students will fill out the college application. After it is completed to the best of their ability students will need to save the application and then send it via email to the teacher.	Student will fill out the application as if they are applying to attend a college. Fill it out as best as possible and with the information that is known. After the application is completed, save it and send it to your teacher.	
Summary	This application is not only to show students what an actual college application is like but also to make them aware that there is a lot of time and information that goes into the application. It would be good to tell students that they should keep this application so they can look back at it when it comes time to apply for colleges.	Hopefully this mock application will prepare students for college applications in the future. This application lets students know what information they will need for their applications and what kind of essay questions may be asked in a college application.	**Additional Notes** Of the application given in the overview, the second page contains information that students will most likely not know. This page could possibly be skipped.

Scholarship Search

Grade Level: 7th   **Subject:** AVID   **Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
This lesson is designed to show students what scholarships are or may be available for students when they start their applications for college using fastweb.com. Scholarships are helpful in paying for college but also helpful for paying for things like a laptop or other school supplies.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students should find out that there are a ton of different scholarships that could be available to them. Students should also learn that there are many different ways to apply for scholarships and there are different requirements for different scholarships.	Students will learn how to find scholarships and be able to see all that are available. Students should also see the many different requirements for scholarships and realize what will be available to them.	**Materials Needed** - Paper - Pencil
Information (Give and/or demonstrate necessary information)	Students will need to make a fastweb.com account in order to look at the scholarships that are available. Using the email address that was set up in the first week of this curriculum, have students make an account with fastweb.com. The account set up will ask students what major or topic they would like to focus on. This information could come from the aptitude assessment and then potential colleges could come from the college search lesson.	Making an account to search fastweb is not difficult. It is important to remember that the information that a student enters can be changed as they get older or get closer to choosing colleges and need to see what scholarships a specific school offers.	
Verification (Steps to check for student understanding)	Students should know their email, what majors they are interested in and what colleges they may consider. As they get closer to actually applying for colleges and decide which major they would like to focus on they can change the preferences on their account.	Students should understand that they are looking into which scholarships would apply to them and what it would take in order for them to receive these scholarships, Students should also have an idea of how to set up and account and make sure they can remember or write down their account information.	**Other Resources** (e.g. Web, books, etc.) - Computer - Internet access
Activity (Describe the independent activity to reinforce this lesson)	Once students have set up a fastweb account, there will be a page of "scholarship matches." Students should look through the matches and their qualifications to see what they would qualify for the scholarships and then decide what they would need to do to apply. Students should find 2 or 3 scholarships they would apply for if they needed them at this point.	Students should be looking at the requirements for the scholarships but also look at the amount the scholarship is offering and how many are going to be awarded. Students should choose 2 or 3 scholarships they would apply for and be able to explain why they feel as if they would qualify for that specific scholarship and what they would use the money for.	
Summary	Students should get a basic idea of what a scholarship is and what effort has to be put in, in order to apply for scholarships. Looking at requirements might also make students realize what they will need to achieve to be eligible.	The whole point of this activity is to show students that there is money available to them and if they try hard and apply for scholarships it is likely they will receive money that they will not have to pay back later in their lives.	**Additional Notes**

CSUMB Explore & Tour

Grade Level: 7th   **Subject:** AVID   **Prepared By:** Megan Kauffman

Overview & Purpose	Education Standards Addressed
This activity is designed to explore the CSUMB website and then allow students to decide what else they would like to learn about or what they would like to learn more about. All of this research would lead to a campus tour at CSUMB.	

	Teacher Guide	Student Guide	
Objectives (Specify skills/information that will be learned.)	Students should learn about the CSUMB campus and what CSUMB might have to offer them. They should learn as much as they can from the website but write down questions they may have so they can ask when they come to explore the campus.	Students should be searching for information from the CSUMB website that interests them and then make sure that they write down any questions they might have so they can ask them when the visit CSUMB.	**Materials Needed** • Paper (Notebook) • Pen or Pencil
Information (Give and/or demonstrate necessary information)	To explore the CSUMB website students just need to go to csumb.edu. From there they should have free range of the website to see what they can find and access what they want to learn.	Students should just explore the CSUMB website. There are a lot of different links to look at and students should look specifically at topics that interest them.	
Verification (Steps to check for student understanding)	Students should understand that they are exploring the website not only to gain information about a nearby college but also because they are going to have a lot of questions even after being able to access a lot of information online.	Students should realize that they are not going to find everything they want to know and they also might not have all the information even after the website and the tour but they should not be afraid to keep a list of questions to ask.	**Other Resources** (e.g. Web, books, etc.) • Computer • Internet Access
Activity (Describe the independent activity to reinforce this lesson)	Students should be exploring the CSUMB website and finding information that interests them. They may look for facts about the school in general or about a specific major. Overall, students should gain some knowledge of the campus but also have questions about anything they did not find.	Look for information about CSUMB that interests you most. This may be student population, on campus housing, or academics. Students will not only learn the basic information that the website offers but they will be able to ask questions during the campus tour.	
Summary	Searching the CSUMB website is to get students prepared to tour the campus. If they have a basic knowledge of the campus they seem to be more likely to ask any questions that they might have about the college and student experiences.	Being able to see the information on the CSUMB website and then being able to tour the campus gives students multiple ways to learn about CSUMB or any college campus. Being able to talk to current college students is also very effective in learning.	**Additional Notes** This lesson can be used for any AVID class. The school would just need to be changed to a local school.

Teacher Questionnaire

1. Do you think the aptitude lesson was effective? Did the students learn from the aptitude test?

2. Overall, did the lessons seem like they would be appropriate for AVID?

3. Would you, as an AVID teacher, be willing to include these supplemental lessons?

4. Do you think that current students are more interested in their learning when technology is involved?

5. What kinds of technology would you like to have available to your classroom? Would you use technology more if it were readily available to you?

Technology &
Aptitude Assessment

Student Survey

Availability of Technology

Do you have your own cell phone?
- ☐ Yes
- ☐ No

Do you have a computer at home?
- ☐ Yes, my own
- ☐ Yes, my family shares
- ☐ No

Do you feel like you have access to computers at school?
- ☐ Yes
- ☐ No
- ☐ Sometimes

Would you enjoy learning more if technology was involved?
- ☐ Yes
- ☐ Maybe
- ☐ No

Aptitude Assessment

Did you enjoy spending class taking this assessment?
- ☐ Yes
- ☐ Somewhat
- ☐ No

Would you like to take the assessment again in high school?
- ☐ Definitely
- ☐ Probably
- ☐ Probably Not
- ☐ No

How often would you like to go to the computer lab?
- ☐ Every week
- ☐ Every other week
- ☐ Once a month
- ☐ Never

Was the assessment accurate?
- ☐ Yes
- ☐ Somewhat
- ☐ No

Additional Comments

_____

_____

_____

_____

About You (optional)

Name _____

Age _____

Gender _____