

## Before the Lesson Checklists

For many of the lessons, teachers and/or coordinators will have some preparatory work to do to get ready for the session. While these checklists are provided in the beginning of each lesson, we've also provided a comprehensive list here. Many times, the pre-lesson work involves gathering customized information regarding local and state information that is important for your students to know. Teachers and Coordinators are strongly encouraged to modify the curriculum to be able to share information relevant to their school, district, and community.

### Lesson One: Education Options

- Throughout the class, take a picture of each student.** You may begin taking pictures as soon as students arrive. These pictures will be added to the “I’m Going to College!” worksheet students will complete during the lesson. Students might wear a t-shirt or sweatshirt from their local or preferred college, a cap and gown, or photoshop themselves standing in front of their college of choice.
- Create an “I’m Going to College!” bulletin board.** This board should have room for students to hang their “I’m Going to College!” pages, as well as information about local colleges such as pennants, posters, pictures, and brochures. It will remain up for the entirety of the program.
- Provide copies of the *My Path to Success Student Handbook*** to each participating student.
- Send parent information letter home**, then send **Family Information Sheets after each lesson.**
- If you have an overhead transparency projector, create a KWL transparency (see page 24).
- Hang signs for the “What Degree Do You Need?” activity along the front or back wall of the classroom. On the far end of the room, hang a sign that says “High School Diploma.” On the other end of the room, hang a sign that says “Doctoral Degree.” Spaced equally in between, post signs that say “Vocational Certificate,” “Associate Degree,” “Bachelor’s Degree,” and “Master’s Degree” (see the chart on page 37).
- If there are local industries that are popular and/or in high demand in your community or region, you may wish to include those careers during the “What Degree Do I Need?” activity.

### Lesson Two: Career Exploration

- Look through the Career Database. If a prominent local industry or subsistence job is not listed as a career option, collect information about it to share with students (see page 51).
- Consider signing your class up for the free AKCIS online career exploration tool to use with this curriculum. Contact [julia.renfro@alaska.gov](mailto:julia.renfro@alaska.gov) to confirm if your school or district is already signed up. Visit [https://acpe.alaska.gov/PLANNING/AKCIS/AboutAKCIS/AKCIS\\_Activation\\_Agreement](https://acpe.alaska.gov/PLANNING/AKCIS/AboutAKCIS/AKCIS_Activation_Agreement)

### Lesson Three: I’m Going to College!

- Share state public high school graduation requirements/ecomendations (page 82) and college & career readiness assessment recommendations (page 83) with your students. (Please supplement with additional district credit requirements as appropriate.)
- Research the academic support and enrichment opportunities available in your school and community. Create a document that lists all these opportunities, when they are held, and how students can get involved. Be sure to include relevant contact information and eligibility requirements (for example, your school’s after school enrichment opportunities, church or community homework centers,

Boys and Girls Clubs, ANSEP Middle School Academy, summer university-sponsored enrichment camps, local library programs, etc). For a sample, please see page 84.

### Lesson Four: Paying for College

- Please review the Alaska specific scholarship and grant programs for students on page 94, and share this information with students during the lesson. Learn more at: [www.acpe.alaska.gov](http://www.acpe.alaska.gov).
- Print a copy of the Facilitator's Cards on pages 97–101. Cut out each square, fold it, and place it in a container. You will draw the cards from this container during the game.
- Gather BINGO chips. (These may be squares of paper, actual bingo chips, or any other small object that will cover a student's square.) Students may mark on the BINGO cards in pencil, but doing so might prove confusing during multiple games as they erase and rewrite.

### Lesson Five: Connecting College and Careers

- Speak with your coordinator about the speakers that will be joining you for today's lesson. While your coordinator will be recruiting the speakers, it is important to be aware of who will be joining you and to review the information they've been asked to speak about. You may wish to review the documents on pages 114–116 in this lesson to see what materials the speakers received prior to attending. Students should prepare questions for the panelists.
- Panel Coordinators:** Please refer to pages 112–116 and at <https://acpe.alaska.gov/Kids2College> for information on recruiting, preparing, and following up with your guest speakers. If there is a prominent local industry, or if there are certain fields that are projected to be facing shortages in the next ten years, these could be potential areas to highlight on your panel.
- Determine how long each student will have to present their Career Day presentation. This will vary based on the number of students in your class. See page 117 for more information. You might consider having students record presentations using Flipgrid. Learn more in the Teacher Resources section at: <https://acpe.alaska.gov/Kids2College>.

### Lesson Six: Career Day

- Speak with your **Coordinator** to gather information about the College Visit, including date and times, location for pick up and drop off, transportation, chaperones, sack lunches, etc.