

Senior Year College Planning Checklist

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students create college checklists to track college-planning activities needed in the senior year of high school.

Time: 50 minutes.

Essential Questions

- What do I need to do my senior year to stay on track for college?

Preparation

- Secure computer lab with overhead projector enabled and CIS access
- Make copies of the *Senior Year College Planning Checklist Worksheet*, one per student.
- Note: this activity is only for college-bound seniors. A corresponding activity, My Job Search Plan, is for seniors heading to the workforce instead of school

Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to plan and track needed senior-year activities.
2. Show PPT Slide 2. Ask students, "Do you think you might have senioritis? Senioritis is the state of slacking that attacks many seniors like a sickness." Allow students to respond and discuss this.
3. Inform students that, contrary to popular beliefs, college admission personnel do care about senior grades; offers of admission can be and are withdrawn when students do not perform as expected. One way to help with senioritis is to stay focused on your goals.
4. Tell students that this activity will help them focus on their goals by using a checklist to stay on track with all needed activity.
5. Show PPT Slide 3. Distribute the *Senior Year College Planning Checklist* and review this checklist with students.
6. Ask students to complete what they can of the worksheet and note their own unique activity details under the Calendar on page 1 of the worksheet.
7. Instruct students to hang this checklist in their locker or by the desk where they work at home. They need to see it often as a reminder of needed action.
8. Break students into groups of three and have them discuss their plans for preparing for college this school year.
9. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet then transfer this answer to their CIS portfolios, in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
- Check-in with students regarding their progress towards completing their checklists monthly throughout the senior year.

Assessment

Use the *Senior Year College Planning Checklist Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Make Plans section of Career Plan. The following box needs to be completed: **What are your (college) action plans for this year?**

Materials

Computer lab with an overhead projector and CIS access

[Senior Year College Planning Checklist \(PPTX\)](#)

[Senior Year College Planning Checklist Scoring Guide \(PDF\)](#)

[Senior Year College Planning Checklist Scoring Guide \(DOCX\)](#)

[Senior Year College Planning Checklist \(PDF\)](#)

[Senior Year College Planning Checklist \(DOCX\)](#)

Goals and Standards

Common Core State Standards

- English and Language Arts Career Anchor: Reading Informational Text
- English and Language Arts Career Anchor: Writing
- English and Language Arts Career Anchor: Speaking & Listening

National Career Development Guidelines

- GOAL PS4 Balance personal, leisure, community, learner, family and work roles.
- GOAL CM3 Use accurate, current and unbiased career information during career planning and management.
- GOAL CM4 Master academic, occupational and general employability skills in order to obtain, create, maintain and/or advance your employment.

American School Counselor Association

- Academic Development, Career Development

Bloom's Taxonomy: Remembering, Understanding, Applying

American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Understanding that Postsecondary Education and Life-Long Learning are Necessary for Long-Term Career Success
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Use Time-Management, Organizational and Study-Skills
- Apply Media and Technology Skills
- Set High Standards of Quality
- Identify long- and short-term Academic, Career and Social/Emotional Goals
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently
- Demonstrate Ability to Delay Immediate Gratification for Long-Term Rewards

- Demonstrate Perseverance to Achieve Long- and Short-Term Goals
- Demonstrate the Ability to Balance School, Home and Community Activities

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment