

# BELIEVING THE COLLEGE DREAM IS DIVIDED INTO THREE SECTIONS

Sections A-G introduce a set of lessons for students that contain the following elements: introduction, learning goals, target audience, timing, materials needed, activities, supplemental materials, curriculum and skills standards, references, bibliography and websites (as appropriate). Section H focuses on parent meetings and conversations. Section I, the Appendices, contains resources for use throughout the curriculum.



## Sections A-G. Focus on Students

This section focuses on students. Each lesson is based on a belief statement for that section of the curriculum. The lessons can be used in their entirety in the order presented, or adapted to fit your students' specific needs. In addition to material dealing with developing a college going culture, each lesson is aligned with the national elementary and middle school curriculum and skills standards in English/language arts, mathematics, social studies and/or technology. The standards are included in Appendix A of this guide.

Educators are encouraged to create a system to collect and organize student work that best fits their instructional strategies. One idea is for students to store their work in a binder kept in the classroom or in an online classroom portal so that they can start to build a portfolio. A portfolio will assist students in completing Reflection Activities and can be presented during the suggested culmination activity (Friends and Family Night).

Many student sections contain a Word Wall, which you are encouraged to replicate in your classroom. The words will be used throughout the lesson they are in and may be repeated in subsequent sections. We suggest you create a Word Wall prior to the lesson and refer to it often. Include these words in your spelling list, allow for students to suggest additional words, and check for student understanding when words are introduced during the lesson.



## Section H. Guides

This section contains guides for five parent/community meetings, or conversations. These guides are meant to encourage intimate community gatherings where groups of people engage in dialogue for the purpose of exchanging ideas and providing support. These parent gatherings, or Community Conversations, move away from the educator as-expert parent-meeting model by embracing parents' thoughts and experiences as central to any conversation.



## Section I. Appendices

This section contains curriculum and skills standards, specific implementation options for both inside and outside of the traditional contained classroom, ideas on how to enhance to curriculum impact and links to other resources to help create a college-going culture.