



# SECTION I. APPENDICES





# APPENDIX A: CURRICULUM AND SKILLS STANDARDS

## STANDARDS FOR THE ENGLISH/LANGUAGE ARTS

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)  
AND THE INTERNATIONAL READING ASSOCIATION

<https://www.ncte.org/standards>

### Standard 3

Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

### Standard 4

Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

### Standard 5

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

### Standard 6

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

### Standard 7

Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

### Standard 9

Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

### Standard 11

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

### Standard 12

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

## NATIONAL STANDARDS FOR SOCIAL STUDIES TEACHERS

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

<https://www.socialstudies.org/standards>

### Culture

Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others. In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

### Time, Continuity and Change

Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world. This theme appears in courses in history, as well as in other social studies courses for which knowledge of the past is important.



## People, Places and Environments

This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment. In schools, this theme typically appears in courses dealing with geography and area studies, but it is also important for the study of the geographical dimension of other social studies subjects.

## Individual Development and Identity

Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions. This theme typically appears in courses and units dealing with psychology, anthropology, and sociology.

## Individuals, Groups and Institutions

Institutions such as families and civic, educational, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence. In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history.

## NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS

### INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

<https://www.iste.org/standards>

### Standard 3: Research and Information Fluency

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

## PRINCIPLES AND STANDARDS FOR SCHOOL MATHEMATICS

### NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

<https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/Number-and-Operations/>

### Grades 3-5 Expectations

- Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.

### Grades 6-8 Expectations

- Develop meaning for integers and represent and compare quantities with them.





# APPENDIX B: IMPLEMENTATION

## SPECIFIC IMPLEMENTATION OPTIONS

- ➔ Implementing the curriculum within traditional, contained classroom:
  - Six-week grading period
  - Monthly
  - Emergency lesson plan
  - Advisory class
- Implementing the curriculum outside of the traditional contained classroom:
  - Weekly after-school program
  - Monthly after-school club
  - Morning breakfast club
  - Summer program
  - College academic preparation programs
  - Saturday or Sunday school

## IDEAS FOR ENHANCING THE CURRICULUM'S IMPACT

- ➔ Culminating event to showcase student work:
  - End-of-year celebration
  - Parent night
- ➔ Near-Peer Mentoring: Having older students who have participated in the curriculum share their experiences with younger students:
  - Classroom visits
  - After-school activities
  - School nights
- ➔ Peer Mentoring: Opportunities for students to share their knowledge with one another on lessons learned:
  - Classroom presentations
  - Student newspaper articles
  - Believing the College Dream newsletter
  - Student assembly
- ➔ Creating college and career corners in classrooms and/or the library
- ➔ *Believing the College Dream* student bulletin board
- ➔ Word Wall with vocabulary that students learn and use from the curriculum

- ➔ *Believing the College Dream* school poster campaign and contest:
  - “I believe” messages
  - I’m making positive choices
  - Me and my copilot
- ➔ Culminating activity:
  - College day
  - Visit to a college campus
  - Career day
  - College student panel
  - Career panel

## THINGS TO CONSIDER

The curriculum asks students and their families to explore potential personal, academic and social challenges that they may face. Educators should strongly consider working with school social workers and counselors to prepare for any concerns or issues that might arise and should identify specific school and community resources available to students and families. Such resources include: academic support programs, individual or family counseling, mentoring programs, academic enrichment programs, summer programs and community agencies.







# APPENDIX C: ADDITIONAL RESOURCE

Educators may wish to become familiar with the following resources to assist in augmenting lessons with knowledge about college:

## REALIZING THE COLLEGE DREAM

*Realizing the College Dream* is a curriculum guide that supports educators, counselors and community-based organizations in their work to raise expectations of attending college by low-income, first-generation college students and their families. The lessons and workshops provide students with an opportunity to think of themselves as future college students and debunk the myth that they can't afford college.

The guide includes eight student lessons and two workshops that can be used in a variety of settings, including classrooms, after-school or Saturday programs and informal educational settings, and are geared toward students as well as parents, family members, community college students and other adult learners. Instructional strategies are hands-on and interactive, and lessons are aligned with national curriculum standards in writing, mathematics, social studies and technology.

For more information, visit <https://www.ecmc.org/students/realizing-the-college-dream.html>.





# **BELIEVING THE COLLEGE DREAM: EDUCATOR GUIDE**

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