

APP2000_202338_Staging_EMBR_TEM

APP-2000

2023 05/01/2023 to 04/30/2024 Modified 03/22/2023

Course Description

This semester-long course allows students to begin the process of planning and preparing for college. Instruction includes a focus on the decision-making process of choosing a school, including the inquiry and application process, evaluating schools, and financial requirements. Students will also receive an overview of basic expectations for college-level reading, writing, and research, including instruction in various citation styles.

Rationale

College Planning and Preparation provides practical application and advice for students who desire to apply for and attend college. The course includes tutorials regarding the decision-making process and the practical application of their knowledge. Work completed in this course should allow students to confidently complete applications to several types of colleges and universities and be prepared for the first year of higher education.

Course Learning Outcomes

- A. The student will review the process in determining God's will in choosing a career.
- B. The student will articulate reasons for attending college and for choosing a specific institution over another.
- C. The student will identify the planning steps to be taken by students during the final two years of high school.
- D. The student will explain the basic differences between the SAT and ACT, knowing how best to prepare for each one.
- E. The student will summarize the major costs of attending college and what financial aid options are available.
- F. The student will write a college entry essay on a variety of topics.
- G. The student will identify and follow the three major citation styles used in specific content areas.
- H. The student will write a request for a college recommendation letter.
- I. The student will prepare a college application.
- J. The student will write a properly formatted email.
- K. The student will research and write a short college-level paper.
- L. The student will take notes on reading and lectures.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: First Steps

- Week 1: What's After High School?
- Week 2: The School Search
- Week 3: Assessments: First Steps

Module 2: Applying to College

- Week 4: What Are Colleges Looking For?
- Week 5: Costs vs. Resources
- Week 6: College Visits
- Week 7: Standardized Testing
- Week 8: How to Apply
- Week 9: Assessments: Applying to College

Module 3: Communication, Reading & Writing

- Week 10: Connections, Expectations, and Communication
- Week 11: Reading & Study
- Week 12: Writing

Module 4: Putting Knowledge into Practice

- Week 13: Citations
- Week 14: Research
- Week 15: Biographical Research Paper
- Week 16: Final College Portfolio
- Week 17: Assessments: Preparing for Success
- Week 18: Final Exam