



CAPP

Mapping Your Journey to College (MyJTC):

It's all about you



CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM



CAPP
Mapping Your Journey to College
(MyJTC):

It's All About You
9th Grade Curriculum

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Author Biographies for MyJTC Curriculum

The following individuals were instrumental in developing the Mapping Your Journey To College (MyJTC) curriculum for the CAPP program to be used for the College Going Culture Grant recipients. This intersegmental group of professionals brings a wealth of information and expertise to the development of a curriculum that can be used to help rising 9th graders and their parents successfully begin the journey to college and career readiness. Please feel free to contact them with any requests for further information.

Zee Cline, Ph.D., Director, California Academic Partnership Program, CSU Chancellor's Office

Dr. Zulmara Cline is currently the Director of the California Academic Partnership Program (CAPP) at the California State University Chancellor's Office. Dr. Cline earned her doctorate in Education, Policy, and Leadership at UCSB. Before coming to the Chancellor's Office, she was a professor of Literacy at the College of Education at Cal State San Marcos. In that position, she was responsible for teaching literacy, multicultural and leadership classes. Dr. Cline focuses her work on equity, access, and college readiness for underrepresented youth.

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Trish Hatch, Ph.D., Professor in the School Counseling Program at San Diego State University (SDSU).

Dr. Hatch is *Executive Director and founder of the Center for Excellence in School Counseling and Leadership (CESCaL)* and the President and CEO of Hatching Results[®], which provides professional development and consultation services to school districts throughout the country. She serves as a national consultant to *The White House* and the *US Department of Education* and co-lead the "invitation only" *White House Convening* on School Counseling at San Diego State University in 2014.

Dr. Hatch's bestselling textbooks: *The Use of Data in School Counseling* (Hatch, 2014), the *ASCA National Model: A Framework for School Counseling Programs* (ASCA, 2003; 2005) and *Evidence-Based Practice in School Counseling: Making a Difference with Data-Driven Practices* (Dimmit, Carey & Hatch, 2007), and, most recently, *Hatching Results for Elementary School Counseling: Implementing Core Curriculum and Other Tier 1 Activities* (Hatch, Duarte, & De Gregorio, 2018), are used throughout the world in professional development and the preparation of school counselors.

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Addie Honeycutt, Graduate Student, School Counseling, San Diego State University

Addie Honeycutt is a graduate student in San Diego State University's Masters of School Counseling program, with an expected graduation date of May 2018. She currently works as a substitute high school counselor for The Preuss School UCSD, as well as a school counseling intern at San Ysidro High in the Sweetwater Union High School District. After graduation, she hopes to obtain full-time work as a school counselor for a middle or high school. Addie graduated from Carleton College with a degree in Psychology and Spanish.

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Homero M. Magaña, M.A./M.S., Professional Bilingual School Counselor-Moorpark Unified School District, CAIC Consultant, Part-Time Adjunct Faculty-University of La Verne, Motivational Speaker.

Homero was born in El Rincón De Don Pedro, Michoacán, Mexico, immigrated to the U.S. when he was twelve with his family of seven. Homero graduated from UC Berkeley, San Diego State University and CSU Northridge with degrees in Psychology, School Counseling and Educational Administration. He also studied abroad with UCLA in Spain and Morocco. In 2014, he shared his student success stories at a White House Reach Higher Initiative Conversation on School Counseling, followed by a request to introduce the First Lady, Michelle Obama at the White House College Opportunity Summit (2014).

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Julie Mendoza, Ph.D., Project Director, Intersegmental Coordinating Committee (ICC), Director of Research and Evaluation (ARCHES)

Dr. Julie Mendoza works for the Intersegmental Coordinating Committee (ICC), the administrative arm of the California Education Round Table, and serves as Director of Research and Evaluation for the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES), a group dedicated to closing the achievement gap and increasing college-success rates. She also serves as the Project Director for the ICC's College Access Informational Continuum (CAIC) initiative, which helps families support their children to graduate college- and career-ready. Dr. Mendoza earned a Bachelor's Degree in Communication Studies and Master's Degree in Urban Planning from UCLA, and Master's and Doctorate in Administration, Planning, and Social Policy from Harvard Graduate School of Education.

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Alberta Miranda, M.A., Lecturer, Cal Poly Pomona

Alberta M. Miranda is a professor in the English and Foreign Language department at Cal Poly Pomona. Ms. Miranda, earned her MA at Cal Poly, where she specialized in compositional theory and Early Modern British literature. Her recent publications include articles in *Women in American History: A Social, Political, and Cultural Encyclopedia and Document Collection*. Ms. Miranda's pedagogical interests include strengthening student engagement through the use of rhetorical reading and writing strategies. Currently, she is focused on developing techniques that prompt metacognition through self-reflective practices.

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Kimberly Samaniego, Ed.D., CSU/UC Director of Mathematics Diagnostic Testing Project (MDTP);
Director of Mathematics Testing and Placement, UCSD

Dr. Kim Samaniego is focused on systems that provide access to high-levels of mathematics for students from all backgrounds. She earned her Ed. D. in Teaching and Learning from UCSD with an emphasis on teacher learning, educational reforms, and equitable teaching practices in math classrooms. Dr. Samaniego's 20 years of experience as a secondary math teacher and department chair, instructor of preservice secondary mathematics teachers, and teacher-trainer provide insight and strength to her role in MDTP of supporting secondary mathematics education and educators throughout the state.

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Lezya Weglarz, Grad student in the School Counseling program at San Diego State University and a Graduate Research Assistant for the Center for Excellence in School Counseling and Leadership (CESCaL).

Lezya Weglarz is the Southern California Emerging Leader for the California Association of School Counselors. Lezya received her Bachelor's degree from UCLA. Prior to starting graduate school, Lezya helped families access resources for their children with disabilities in her role as the clinic coordinator and parent liaison for a speech therapy clinic in San Diego County. Today, she continues to serve these families on the Community Advisory Committee of the North Coastal Consortium for Special Education as a parent representative for San Marcos Unified School District. Lezya's passion to empower all students, families, and professionals as a future school counselor has been enhanced by her personal experiences as a first-generation college student, dedicated advocate of special education, and as a mother.

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CAPP College Going Culture (CGC) Summer Program: Mapping Your Journey to College (MyJTC)

Mapping Your Journey to College: It's ALL About You is a curriculum developed by the California Academic Partnership Program (CAPP) in collaboration with the Intersegmental Coordinating Council (ICC), the Math Diagnostic Testing Project (MDTP), and the Expository Reading and Writing Course (ERWC) to help rising 9th graders realize the importance of preparing for college and understanding college eligibility when they first enter high school. In the various programs that CAPP has sponsored, especially in the College Going Culture Initiative, students have overwhelmingly stated that they wished they had realized the importance of 9th grade, when they were in 9th grade. Older students have also shared how they did not know 9th grade counted for college admissions and now they are playing catch up.

In this curriculum, we pull from intersegmental resources that are readily and easily available and some of our own created materials to bring you a curriculum that will help students understand the college going process, become better readers and writers, recognize their strengths and challenges in math, learn how to work collaboratively in groups, and develop strategies for tracking their progress toward their goals.

The Mapping Your Journey to College (MyJTC) program calls for 40 hours of instruction before attending a three day summer residential program at a major university. The summer instructional curriculum is divided into 10 sessions of approximately 4 hours each. The residential program is 2 full days and 2 half days. A parent curriculum is also included that complements what the students are learning.

Included in this packet are

1. Ice Breakers designed to help the students get to know each other and build community.
2. Closure Activities that can be used to end each session. Each Closure Activity can be repeated a number of times depending on teacher preference.
3. An ERWC literacy unit based on *The Alchemist* that has been divided into 10 units with a focus and emphasis on determination, not giving up, and grit.
4. A math unit which utilizes the MDTP helping students to understand their strengths and challenges in math.
5. A college aspirations curriculum to help students understand their values, likes, and passions as they pursue careers that are aligned with who they are and what they want to achieve in life.
6. A parent component that closely complements and aligns to the student components.

As we developed this curriculum we were mindful that it had to be engaging and interactive and offer some teacher choice. Please feel free to modify and pick and choose what works for you and your students. We do expect that all students will have read *The Alchemist*, completed the MDTP assessment and the subsequent reflections, and completed the 2 online surveys and subsequent worksheets.



CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC) Schedule at a Glance (40 Hours Students)

8:00 to 12:00

	Session 1	Session 2	Session 3	Session 4	Session 5
8:00-8:15	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker
8:15-9:15	The Alchemist	The Alchemist	The Alchemist	The Alchemist	The Alchemist
9:15-9:30	Break	Break	Break	Break	Break
9:30-10:30	Math Activity 1	Math Activity 2	MDTP Administration	MDTP Reflections	Math Activity 3
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:45	College and Career Planning	Interest Profiler	Do What You Are Survey	College and Career Planning	College and Career Planning
11:45-12:00	Closure	Closure	Closure	Closure	Closure

8:00-12:00

	Session 6	Session 7	Session 8	Session 9	Session 10
8:00-8:15	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker	Ice Breaker
8:15-9:15	The Alchemist	The Alchemist	The Alchemist	The Alchemist	The Alchemist
9:15-9:30	Break	Break	Break	Break	Break
9:30-10:30	Math Activity 4	Math Activity 5	Math Activity 6	Math Activity 7	Math Activity 8
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:45	College and Career Planning	College and Career Planning	College and Career Planning	College and Career Planning	College and Career Planning
11:45-12:00	Closure	Closure	Closure	Closure	Closure

MyJTC Parent Schedule (Parents & Students)

9:00 to 12:00

	Parent Session 1	Parent Session 2	Parent Session 3
9:00-9:15	Introductions	Introductions	Introductions
9:15-10:15	Parental Education	Parental Education	Parent Education
10:15-10:30	Break	Break	Break
10:30-11:30	Parental Involvement	Parental Involvement	Family Reunification
11:30-12:00	Closure	Closure	Lunch/Campus Tour

* Activities that must be completed are highlighted in yellow.



**Residential CAPP CGC Summer Program,
Mapping Your Journey to College (MyJTC)
Tentative Residential Schedule @UCLA**

Schedule at a Glance

	Day 1 Wednesday, July	Day 2	Day 3	Day 4
6:30	Meet at school and board buses Arrive @ UCLA & Check-in/Meet and Greet Activity/ Welcome to UCLA 11:00	Wake Up	Wake Up	Wake Up
7:30-8:45		Breakfast	Breakfast	Breakfast
9:00-10:00		MDTP Math Follow Up	The Alchemist Follow Up	Reflective Activity w/ RM & Teachers
10:-10:30		Break	Break	Break
10:30-11:00		MDTP Math Follow Up in Small Groups	The Alchemist Follow Up in Small Groups	Parent Activity/ Parent Student Reunification
12:00-1:30	Lunch	Lunch	Lunch	Family Lunch
1:30-2:45	Welcome: Dr. Cline Opening Activity: Dr. Cooper	Community Building Activities • Basketball • Football • Soccer • Swimming (limited with sign ups???) • Dance (Flash Mob Routine???)	UCLA Speaker Reflective Time/ Free Time/	Campus Tours
2:45-3:15	Break		Break	Board Buses
3:15-5:00	Group Picture- Royce Hall College Poster Activity		Prep for Evening/	
5:00-6:30	Dinner	Dinner	Dinner / Dress for Networking	
6:30-8:30	Scavenger Hunt	Movie: The Black Panther with Reflective Activity	Networking Activity	
8:30-9:00	Debrief/Getting Ready for Bed	Debrief/Getting Ready for Bed	Debrief/Getting Ready for Bed	
10:00	Lights Out	Lights Out	Lights Out	



CAPP CGC Summer Program Mapping Your Journey to College (MyJTC)

Enhanced Schedule

8:00 to 12:00

	Session 1	Session 2	Session 3	Session 4	Session 5
	Mapping Your Journey	Creating Your Roadmap	Discovering Your Path	Exploring Your Journey	Shaping Your Path
8:00-8:15	Ice Breaker: Interviews	Ice Breaker: 4 Corners	Ice Breaker: Progressive Writing	Ice Breaker: BINGO	Ice Breaker: Auto Bio Poem
8:15-9:15	The Alchemist Projecting and Surveying	The Alchemist Reading and Predictions	The Alchemist Trusting Your Dreams	The Alchemist The Importance of a Positive Attitude	The Alchemist Taking Risks & Trying Something New
9:15-9:30	Break	Break	Break	Break	Break
9:30-10:30	Math Activity The Math Class Giant	Math Activity Mapping Our Classroom	Math Activity MDTP Diagnosing Your Strengths & Challenges	Math Activity MDTP Analysis & Reflections	Math Activity Mapping Santiago's Journey
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:45	College and Career Planning Pursuing Happiness	College and Career Planning Creating an Array of Options	College and Career Planning Where I Have Been, Where I Am Going	College and Career Planning Taking the First Step	College and Career Planning Creating a 4 Year Plan
11:45-12:00	Closure	Closure	Closure	Closure	Closure

* Highlighted boxes must be completed before attending the UCLA program.



CAPP CGC Summer Program Mapping Your Journey to College (MyJTC)

Enhanced Schedule
8:00-12:00

	Session 6	Session 7	Session 8	Session 9	Session 10
	Developing Your Roadmap	Realizing Your Journey	Achieving Your Journey	Inspiring Your Adventure	Aspiring to Achieve
8:00-8:15	Ice Breaker Party Time	Ice Breaker 6 Word Stories	Ice Breaker Contrasts	Ice Breaker Snowstorm	Ice Breaker I Am Poem
8:15-9:15	The Alchemist The Language of the World	The Alchemist Don't Let it Go	The Alchemist Believing in Yourself	The Alchemist Coming Full Circle	The Alchemist My Personal Legend
9:15-9:30	Break	Break	Break	Break	Break
9:30-10:30	Math Activity Pyramid Math: Scaled 3D Model	Math Activity Pyramid Math: Building a Scaled Model	Math Activity Egyptian Math: Quantifying Santiago's Journey	Math Activity Egyptian Math: Quantifying Pyramids	Math Activity Wrapping Up
10:30-10:45	Break	Break	Break	Break	Break
10:45-11:45	College and Career Planning Aspiring and Achieving	College and Career Planning Aligning Personal and Professional Goals	College and Career Planning THINK*KNOW *ACT*GO	College and Career Planning It's ALL About the Journey	College and Career Planning The ULTIMATE Goal: Dream Realized
11:45-12:00	Closure	Closure	Closure	Closure	Closure

* Highlighted boxes must be completed before attending the UCLA program.



Session 1: Mapping Your Journey to College

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Interviews

The Alchemist

- Projecting and Surveying

Break

Math Activity

- The Math Class Giant

Break

College and Career Planning

- Pursuing Happiness

Closure

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

Jean Piaget



Session 2: Creating Your Roadmap

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Four Corners - *The Alchemist*

The Alchemist

- Reading the First Page/Making Predictions

Break

Math Activity

- Mapping Our Classroom

Break

College and Career Planning

- Creating an Array of Options

Closure

*Learning is not attained by
chance, it must be sought
for with ardor and
diligence.*

Abigail Adams



Session 3: Discovering Your Path

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Progressive Writing – *The Alchemist*

The Alchemist

- Trusting Your Dreams

Break

Math Activity

- MDTP: Diagnosing Your Strengths and Challenges

Break

College and Career Planning

- Where Have I Been, Where am I Going

Closure

*Education is the most
powerful weapon which
you can use to change the
world.*

Nelson Mandela



Session 4: Exploring Your Journey

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker:

- BINGO

The Alchemist

- The Importance of a Positive Attitude

Break

Math Activity

- MDTP Analysis & Reflections

Break

College and Career Planning

- Taking the First Step

Closure

In some parts of the world, students are going to school every day. It's their normal life. But in other parts of the world, we are starving for education... it's like a precious gift. It's like a diamond.

Malala Yousafzai



Session 5: Shaping Your Path

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- Auto Bio Poem

The Alchemist

- Taking Risks & Trying Something New

Break

Math Activity

- Mapping Santiago's Journey

Break

College and Career Planning

- Creating a 4 Year Plan

Closure

*Education is the passport to
the future, for tomorrow
belongs to those who prepare
for it today.*

Malcolm X



Session 6: Developing Your Roadmap

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker:

- College Party Time

The Alchemist

- The Language of the World

Break

Math Activity

- Pyramid Math: Scaled 3D Model

Break

College and Career Planning

- Aspiring and Achieving

Closure

*Optimism is the faith that
leads to achievement.
Nothing can be done without
hope and confidence.*

Helen Keller



Session 7: Realizing Your Journey

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker:

- Six Word Memoirs – *(The Alchemist Session 6)*

The Alchemist

- Don't Let it Go

Break

Math Activity

- Pyramid Math: Building a Scaled Model

Break

College and Career Planning

- Aligning Personal and Professional Goals

Closure

*The direction in which
education starts a man
will determine his future
in life.*

Plato



Session 8: Achieving Your Journey

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker:

- Contrasts

The Alchemist

- Believing in Yourself

Break

Math Activity

- Pyramid Egyptian Math: Quantifying Santiago's Journey

Break

College and Career Planning

- THINK*KNOW*ACT*GO

Closure

*It is our choices that
show what we truly are,
far more than our
abilities.*

JK Rowling



Session 9: Inspiring Your Adventure

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker:

- Snowstorm

The Alchemist

- Coming Full Circle

Break

Math Activity

- Egyptian Math: Quantifying Pyramids

Break

College and Career Planning

- It's ALL About the Journey

Closure

Our higher education system is one of the things that makes America exceptional. There's no place else that has the assets we do when it comes to higher education. People from all over the world aspire to come here and study here. And that is a good thing.

Barack Obama



Session 10: Aspiring to Achieve

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Agenda

Ice Breaker

- I Am Poem

The Alchemist

- My Personal Legend

Break

Math Activity

- Wrapping Up

Break

College and Career Planning

- The ULTIMATE Goal: Dream Realized

Closure

*I'm not going to school just
for the academics - I wanted
to share ideas, to be around
people who are passionate
about learning.*

Emma Watson

The logo for CAPP (California Academic Partnership Program) is a blue arrow pointing to the right, containing the letters "CAPP" in white, bold, sans-serif font. It is positioned on a dark blue vertical bar that runs down the left side of the page.

CAPP

Icebreakers & Closure Activities:

**CAPP CGC Summer Program,
Mapping Your Journey to College
(MyJTC)**

A decorative graphic consisting of several thin, curved lines in shades of blue and grey, originating from the bottom left corner and extending upwards and to the right, resembling stylized grass or reeds.

Zee Cline

DIRECTOR, CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM



Icebreakers & Closure Activities

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

The Mapping Your Journey to College (MyJTC) curriculum contains interactive and engaging icebreakers and closure activities which are designed to help the students to get to know themselves and their classmates and to reinforce the learnings in the days to follow. They are fun, quick, and easy to do activities for starting or ending each session. These activities will help students find their voice, reinforce what is involved with going to college, and help them better understand and retain what they are learning.

In the packet are suggested activities for each day and at the end there are a few extra activities that can be substituted for the ones that are proposed. In the closure activities packet, there are examples for at least 10 days, with some of the activities being repeated with different topics. Additionally, each agenda page includes a quote that can be used as a bell activity when students first arrive in class. They can be asked to copy the quote and write a sentence or two about it while they are waiting for class to officially start.

Feel free to add your own, mix it up, and use the ones that you feel will help your students with the stated goals of the program:

To increase the number of students who:

1. Successfully transition from the 9th grade to 10th grade with a “C” average or better,
2. Have completed at least 3 A-G courses by the end of 9th grade, and
3. Are knowledgeable about post-secondary opportunities available to them upon graduation from high school.

In the MyJTC program, it is our intention that students have an opportunity to understand themselves, get to know their classmates, and comprehend the college going process as they get ready to successfully complete the 9th grade.



Icebreakers

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

These icebreakers provide a fun and easy way to start each morning of MyJTC. Feel free to use them as they fit your needs. If they are essential for lessons later in the day, they have been marked. For example, Four Corners-The Alchemist, let's you know this is an activity that should not be skipped.

Icebreakers

Session 1: Interviews and Introductions

Session 2: Four Corners – *The Alchemist*

Session 3: Progressive Writing – *The Alchemist*

Session 4: BINGO

Session 5: Auto Bio Poem

Session 6: College Party Time

Session 7: Six Word Stories – (*The Alchemist Session 6*)

Session 8: Contrasts

Session 9: Snowstorm

Session 10: I AM Poem

Closure Activities

Activity 1: Line Up

Activity 2: Take a Stand

Activity 3: Matched Pairs

Activity 4: Give One-Get One

Activity 5: Ticket Out the Door



Session 1: Interviews & Introductions

Students will interview and be interviewed by a peer they do not know and then introduce their partner to the group. Have students partner up with someone they do not know and conduct the 5 question interview. Students should be instructed to take notes, since they will be introducing their partner to the larger group. Each student should be given 2.5 minutes for the interviews. After 2.5 minutes, the teacher calls “SWITCH” and the students switch roles of interviewer and interviewee. After the 5 minutes for interviews, have the students introduce their partner to the larger group. If the group is too large, have them introduce each other in groups of 6 to 8.

Questions:

1. Name:
2. School:
3. Favorite Subject in School:
4. Where do you want to go to college?
5. What do you hope to study while there?



Session 2: Four Corners

The four corners of the classroom are labeled as

- *Strongly Agree*
- *Agree*
- *Disagree, and*
- *Strongly Disagree*

After prompting students with a controversial statement about a recent concept, students stand in the corner that best represents their judgment and discuss with their peers at the same corner why they chose that corner. From their corners, the students can debate with each other. Teachers can change, modify, and add to the statements to fit the needs of their classrooms.

Alchemist Statements

1. Earning a college degree is important to me.
2. I won't be happy unless I achieve my dreams.
3. In general, the world is a scary place.
4. I have a plan for my life.
5. If I focus and work hard, I can learn to be good at almost anything.
6. I try hard to stay positive when things get tough.
7. Whether my life turns out good or bad depends on fate, not my choices.
8. In general, the world is a good place.
9. My friends encourage me to achieve my dreams.
10. I like going to unfamiliar places and meeting new people.
11. I've always felt that I was meant to do something great.
12. Failing is the worst thing that can happen.

Controversial Statements

1. Everyone should go to college
2. College should be FREE, like K-12 is FREE
3. All students should be made to complete the A-G requirements
4. Grades should reflect growth in a classroom and not mastery of content
5. Teachers should not be allowed to give homework,
6. Students should have more choices in what they are going to study
7. Students need more opportunities to prepare for careers in high school
8. All classes should be college preparatory classes
9. There should be no remedial courses at the university
10. Students should have to serve in the military or the peace corps before receiving financial aid for college



Session 3: Progressive Writing: The Alchemist

Students will work together to write a progressive paragraph where each student contributes a sentence or two.

Please have each student in your group choose a different prompt for your paragraph. When I give the signal, each of you will write for 2 minutes on your prompt. At the end of two minutes, each writer passes his or her paper to the writer on the left. We will continue until every student has written on every paper and the original writer has his or her own paper back. Once you get your own paper back, read your paragraph and make any changes or corrections you would like to make. Now share your paragraph with your group and choose one to share with the class.

(Extension: ask each group to choose one to share with the larger group.)

Exploring Dreams

In *the Alchemist*, several of the characters dream of a life different from the one they are living. Some feel driven to make their dreams a reality while others are content simply to dream. Start a paragraph on the concept of dreams, and on what your dreams mean to you. What are your dreams for your life? How have your dreams changed as you have changed?

Exploring Destiny

Destiny refers to the idea that a person's life has a greater purpose or end to fulfill. When people speak of a person having fulfilled his or her destiny, they may use phrases like, "It was always meant to be." Start a paragraph on the idea of destiny. Consider the following questions: do you believe you have a destiny? Imagine that you live in a universe where every person has a destiny to fulfill. How could people who live in that universe make sure they reach their destiny? How much would their personal choices matter?

Exploring Taking Risks

Several times, the protagonist of the *Alchemist* must choose between taking a risk or playing it safe. Start a paragraph on the significance of taking risks. You might think back to a time when you took a risk. What made the choice risky?

Exploring Omens

An omen is an object or event that you interpret as a sign of something to come. The protagonist in the *Alchemist* treats omens very seriously, often basing his decisions on the omens he perceives. Do you ever look for "signs" or omens? Has an omen ever influenced a decision? Start a paragraph reflecting on the idea of omens, and on whether you believe omens play a role in your life.



Session 3: Progressive Writing: MyJTC

Students will work together to write a progressive paragraph where each student contributes a sentence or two.

Please have each student in your group choose a different prompt for your paragraph. When I give the signal, each of you will write for 2 minutes on your prompt. At the end of two minutes, each writer passes his or her paper to the writer on the left. We will continue until every student has written on every paper and the original writer has his or her own paper back. Once you get your own paper back, read your paragraph and make any changes or corrections you would like to make. Now share your paragraph with your group and choose one to share with the class.

(Extension: ask each group to choose one to share with the larger group.)

- 1. Sometimes the best option is going to school.**
- 2. Starting a new school can be scary and exciting at the same time.**
- 3. The choices we make have consequences.**
- 4. Tell me who you hang out with and I'll tell you who you are.**
- 5. Actions speak louder than words.**
- 6. Even when you try to be different, your past follows you.**



Session 4: MyJTC BINGO

In playing MyJTC Bingo, students will walk around the room and get names on the different boxes on their BINGO activity sheet. Students should sign their name at the top of the box, so each box reads as a sentence. They should try to get a different person for each box. At the beginning, they can do a Give One/Get One, but as the activity proceeds, they may not be able to sign a sheet if the spaces they qualify for are already filled. (As a variation, some teachers will have the students get more than one initial in the box to see the commonalities in the room.)

MyJTC BINGO

...has visited more than one college or University.	...is planning on playing sports in high school.	...has visited another country.	...knows what the A-G requirements are.	...completed an Algebra I or Math I class in 8 th grade.
...has decided on a college major.	...enjoys reading books.	...has played team sports.	...speaks English and another language.	...has older brothers or sisters.
...enjoys school.	...is a good writer.	<i>FREE</i>	...is good at math.	...writes poetry.
...has relatives who live in another country.	...has at least one parent who has graduated from college.	...parents' did not go to college.	...has younger brothers or sisters.	...has a college savings account.
...has one or more pets.	...has decided which colleges and universities to apply to.	...is involved in student government.	...is involved in a club or clubs at school.	...has school spirit.



Session 5: Auto Bio Poem: Santiago

Writing an AutoBioPoem is a quick and easy way to help students develop their understanding of their goals, dreams, and ambitions.

The AutoBioPoem has 14 lines and you can easily add in others as you feel you need them to help emphasize a point or change the ones here. This is an activity the students should do on their own and share out in small groups or make posters that others can view and see in a walk around the room. It can also be modified to be completed in a small group based on the character in a book.

An example of a Bio Poem is provided based on Santiago, the main character in *The Alchemist*, Santiago.

Bio Poems Sample

- Line 1: First name: **Santiago**
- Line 2: Four adjectives that describe the character:
1. Adventurous
 2. Dreamer
 3. Courageous
 4. Daring
- Line 3: Son of: Farmers
- Line 4: Sibling of: No one
- Line 5: Likes: Adventures
- Line 6: Feels: Confident at times
- Line 7: Finds happiness in: Traveling
- Line 8: Needs: to know what is going to happen
- Line 9: Is afraid of: making the wrong decision
- Line 10: Would like to: Marry the love of his life
- Line 11: Enjoys: Making a difference
- Line 12: Dreams of: Seeing the Pyramids
- Line 13: Resident of: Andalusia
- Line 14: Last name: Shepard



Auto Bio Poems

Complete the auto-bio poem quickly with the first things that come to mind for yourself. This is a chance to tap into your feelings and emotions.

- Line 1: First name:
- Line 2: Four adjectives that describe you:
5. _____
6. _____
7. _____
8. _____
- Line 3: Son/daughter of:
- Line 4: Sibling of:
- Line 5: Likes:
- Line 6: Feels:
- Line 7: Finds happiness in:
- Line 8: Needs:
- Line 9: Is afraid of:
- Line 10: Would like to:
- Line 11: Enjoys:
- Line 12: Dreams of:
- Line 13: Resident of:
- Line 14: Last name:



Session 6: College Party Time

Party time is a time for students to act like they are at a party and meeting many new people. In this party, the topics of interest and discussion will be provided by the teacher. The students will stand up and find a partner and discuss the topic the teacher calls out. Each time the teacher calls time, students should find another partner and discuss the new topic. Provide 1 to 2 minutes for each topic of discussion.

Instructions: We are going to pretend we are at a party so everyone please stand up. When I say “GO” find a partner and discuss the topic that I project. At the end of about 2 minutes, I will say “SWITCH” find a new partner and get ready to discuss the new topic. Please choose the topics you want the students to discuss from the list below or from your own list. Topics should reinforce learning that has already taken place or be a way to build background knowledge.

Topics for Discussion

1. A-G Requirements
2. FAFSA
3. PSAT/SAT/ACT
4. Kahn Academy
5. CCCC/CSU/UC
6. GPA
7. Grants
8. Loans
9. Scholarships
10. Weighted GPA
11. Advanced Placement
12. College Savings Account



Session 7: Six Word Memoirs <http://www.sixwordmemoirs.com/>

Stories told in just six words.

Brevity is a virtue.

On this site is a collection of [short short stories](#) consisting of just six words. It was inspired by Ernest Hemingway's famous challenge and first six word story,

["For sale: baby shoes, never worn."](#)

Read the memoir to the students and have them embellish on the story in small groups. What do they know about the story in 6 words? What else would they like to know?

Here are some samples of 6 word stories the students can use as inspiration:

Six Word Memoirs					
1. I	2. ain't	3. broke	4. don't	5. fix	6. me
1. Don't	2. wait	3. until	4. it's	5. too	6. late
1. Fall	2. down	3. six	4. get	5. up	6. seven
1. Every	2. Day	3. is	4. a	5. treasure	6. hunt

After students have written their six word stories, encourage them to share them on the site or on social media.



Six Word Memoirs

Keep your six words handy to remind you of how utterly AWESOME you are and how terrifically GREAT your dreams are.

Six Word Memoirs					
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.

Six Word Story – The Alchemist

For this activity students write a six-word version of the day’s reading. Students will need to consider not only what to include but how to express it: the activity prompts critical thinking and close reading as students consider word choice, syntax, and punctuation.

Students can write their six-word stories on the board so that they can be read and discussed easily by the class.

To help students feel comfortable with the activity, you might first ask the class to create six-word versions of well-known stories from books or film.

For this activity, you will turn yesterday’s reading (Section 4) into a six-word story. Start by making a list of all the significant moments in the reading, then summarize the reading in one sentence. Next, refine this sentence, cutting away unnecessary words, compressing ideas, and reworking the structure until you have a six-word version. Finally, write one paragraph explaining why your six-word story effectively describes Section 4 of the novel.

Share your insights with your classmates.

If a scaffold is needed, discuss these 6 word stories based on the passage for the close read. Have the students discuss these questions before trying to write their own 6 word stories.

- ◆ What is the reference for the 6 word story?
- ◆ What is being referred to in these 6 words?
- ◆ What else is there to know about this part of the story?
- ◆ How would you embellish on this 6 word story to tell a more complete story?

Sample 6 Word Stories for *The Alchemist*

A	stranger	who	felt	like	home
Waiting	for	the	dream	to	manifest
...and	love	blooms	while	chaos	proceeds
You	captivated	my	heart	and	soul



Session 8: Contrasts

Contrasts is an activity that can be completed as a solo activity or as part of a group. This is a reflective activity for students to think about the contrasts in their lives, personalities, and beliefs. Feel free to add in other contrasts or have the students come up with their own.

Contrasts

1. I am not . . . But I am . . .
2. I do not . . . But I do...
3. I cannot . . . But I can . . .
4. I will not... But I will ...
5. I have not... But I have...
6. I resolve to not... But I resolve to...

Contrasts

- ❖ I am not . . .
 - But I am . . .

- ❖ I do not . . .
 - But I do...

- ❖ I cannot . . .
 - But I can . . .

- ❖ I will not...

 - But I will ...

- ❖ I have not...

 - But I have...

- ❖ I resolve to not...

 - But I resolve to...



Session 9: Snowstorm

Individually students write down what they have learned about a specific topic on a piece of white paper and wad it up. Given a signal, they throw their “paper snowballs” in the air. Then each learner picks up a nearby response and reads it aloud.

Teachers may give a specific topic on sheets of paper or leave it open. Topics can include:

1. What have you learned about going to college?
2. What have you learned about the importance of 9th grade?
3. What have you learned about personal responsibility?
4. What have you learned about paying for college?
5. What have you learned about the A-G requirements?
6. Why is AP important?
7. What is the Kahn academy and how can it help you?
8. What is the difference between grants and loans?
9. What is a weighted GPA?
10. Explain the difference between the CCC/CSU/UC?



Session 10: I Am Poem

The I Am Poem is a poem the students can write in groups of 4 to 5. The students complete the sentences and then make a poster or a PPT slide of their poem. The posters can be hung up in the room for the students to read or the PPT can be set to play as a slideshow during breaks for students to see. Be sure that all students sign their name to the poem, no matter which format is used. Each student group can get a different poem stem or the teacher can decide to have all of them work on the same stem.

Stems can be changed, added to, or modified by the teacher to fit the needs of the class.



I Am a College Graduate

I am a college graduate

I wonder

I hear

I see

I want

I am a college graduate

I pretend

I feel

I worry

I deny

I am a college graduate

I understand

I say

I dream

I hope

I am a college graduate



I Am the First in my Family to Attend College

I am the first in my family to attend college

I wonder

I hear

I see

I want

I am the first in my family to attend college

I pretend

I feel

I worry

I deny

I am a I am the first in my family to attend college

I understand

I say

I dream

I hope

I am the first in my family to attend college



I Am a Dreamer

I am a dreamer

I wonder

I hear

I see

I want

I am a dreamer

I pretend

I feel

I worry

I deny

I am a dreamer

I understand

I say

I dream

I hope

I am a dreamer



I Am a High School Student

I am a high school student

I wonder

I hear

I see

I want

I am a high school student

I pretend

I feel

I worry

I deny

I am a high school student

I understand

I say

I dream

I hope

I am a high school student



Closure Activities

CAPP CGC Summer Program, Mapping My Journey to College (MyJTC)

These closure activities provide a fun and educational way to end each session while reinforcing the learning the students are engaged in. These are meant to get the students up and talking to each other. There are 5 distinct activities provided that can be used over with different content. Enough content is provided to use each activity at least twice.

Activity 1: Line Up

Activity 2: Take a Stand

Activity 3: Matched Pairs

Activity 4: Give One-Get One

Activity 5: Ticket Out the Door



Line Up

Line Up activities are designed for a quick and easy way to have students get to know each other and their classmates better. In these activities, students will line up starting with a date, a number, or an amount. It is usually something that can be quantifiable or put in some sort of numerical or alphabetical order, such as a birthdate, number of years, number of people, or distance. The questions are usually personal and give a sense of where the class is as a whole in terms of siblings, schools visited, schools attended, etc. Any question can be asked that lends itself to students lining up in order.

Here are a few line-ups to get you started. Please feel free to add some of your own.

1. Line up by birthday order with the oldest at the front of the room
2. Line up by the number of siblings with the most at the front of the room
3. Line up by the distance from birthplace with the furthest distance at the front of the room
4. Line up by distance traveled today with the furthest distance at the front of the room
5. Line up by the books read this year with the most at the front of the room
6. Line up by the colleges visited with the most at the front of the room
7. Line up by the first letter of your first name
8. Line up by the first letter of your last name
9. Line up by the first letter of the profession you have chosen
10. Line up by the first letter of the city where you were born



Take a Stand

Take a Stand is an activity that is used to have students get to know each other's likes and preferences while building a sense of community in the classroom. It is a fun and simple activity done at the end of the day to have students choose and declare what they like and talk to others who like the same things. Teachers can have 3 to 5 questions they ask in quick succession or they can ask 1 or 2 and give students a chance to talk in between. Here are some examples of Take a Stand declarations. Please feel free to add your own as a way of having the students get to know each other better.

1. Water or Coke
2. Soccer or Football
3. Observer or Participant
4. Leader or Guide
5. SUV or Sports car
6. Cat or Dog
7. Cake or Cookies
8. Ice Cream or Frozen Yogurt
9. Donuts or Cupcakes
10. Tortilla Chips or Potato Chips
11. Guacamole or Hummus
12. Baseball or Basketball
13. Doctor or Lawyer
14. Netflix or Hulu
15. Apple or Android
16. Xbox or Wii
17. McDonalds or In and Out
18. Starbucks or Peets
19. House or Condo
20. Books or Magazines



Matched Pairs

In Matched Pairs students are given a card and then go around the room and find the person who has the “match.” Once they have found their match, they stand to the side of the room. When all the pairs are matched up, each pair will read their cards to the class. This can be done with definitions or with sentence completion. One of each has been provided for you. The MyJTC matched pair is based on definitions and The Alchemist matched pair is based on sentence completion. You can add more or create your own to fit your needs. The cards for printing can be found in the student packet.

FAFSA	Free Application for Federal Student Aid: application for financial aid that must be completed by all seeking federal funds to help pay for college or the university.
Personal Statement	An autobiographical narrative essay that is an important part of the college application process. It provides a way to share how events in your life have shaped who you are.
Competitive Eligibility	Achieving beyond the minimum eligibility for the CSU/UC to being competitive with top achievers by completing AP courses, more than the minimum 15 A-G courses, and meeting other requirements.
Scholarships	A payment made to support a student's education, awarded on the basis of academic or other achievement.
Loans	A sum of money that is expected to be paid back with interest.
College Readiness	Being ready for credit bearing courses at the CCC, CSU or UC based on test scores and completion of the A-G requirements.
College Eligible	Being fully eligible to enter the CSU or UC based on completion of the A-G requirements.
Remediation	Assistance given students in order to achieve expected competencies in core academic skills such as English and Math
CSU	California State University: A system of 23 campuses that grant Bachelor's, Masters and some Doctoral degrees.
UC	University of California: A system of 10 campuses that grant Bachelor's, Masters and Doctoral degrees.
CCC	California Community Colleges: A system of 109 two year campuses that grant AA degrees (a few grant BA Degrees) and prepare students to transfer into 4 year programs
K-12	The compulsory education system in CA that encompasses Kindergarten to 12 th grade.
Transition	Moving from the system of K-12 education to the system of post-secondary education.
Post-secondary	Education beyond the high school level, especially education at the college or university level.
IHE	Institute of Higher Education which is commonly thought of as systems that grant AA, BA, MA or Ph.D. degrees
SAT/ACT/PSAT	Tests that are used for college admissions and merit-based scholarships.

Grants	Funds provided in a financial aid packet that do not have to be paid back.
Pell Grants	The largest source of federally funded financial aid grants that are awarded solely based on your financial need (academic grades and extra-curricular activities are not a factor).
Cal Grants	A Cal Grant is money for college you don't have to pay back. To qualify, you must meet the eligibility and financial requirements as well as any minimum GPA requirements.
A-G Requirements	The CSU/UC minimum requirements of 15 courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course to meet any subject requirement.
Advanced Placement	Courses that are rigorous, college-level classes at the high school in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize.
Weighted GPA	Calculated by adding extra points for honors or AP courses, a weighted GPA can lead to a GPA that is beyond 4.0.
CTE	Career Technical Education that integrates rigorous and relevant career and technical education (CTE) and academics that prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.
Linked Learning	An education approach that integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.

Matched Pair for The Alchemist

It's the possibility of having a dream come true	that makes life interesting.
Everyone, when they are young	knows what their destiny is.
It prepares your spirit and your will, because there is one great truth on this planet:	whoever you are, or whatever it is that you do, when you really want something, it's because that desire originated in the soul of the universe. It's your mission on earth.
The Soul of the World	is nourished by people's happiness.
He had to choose between something he had become accustomed to	and something he wanted to have.
It's called the principle of favorability. When you play cards the first time,	you are almost sure to win. Beginner's luck.
When someone makes a decision, he is really diving into a strong current	that will carry him to places he had never dreamed of when he first made the decision.
The closer one gets to realizing his destiny,	the more that destiny becomes his true reason for being.
No matter how many detours and adjustments it made,	the caravan moved toward the same compass point.
When a person really desires something,	all the universe conspires to help that person to realize his dream.
We are afraid of losing what we have,	whether it's our life or our possessions and property.
People learn early in their lives,	what is their reason for being.
...there is a force that wants you to realize your destiny;	it whets your appetite with a taste of success.
They are called Urim and Thummim.	The black signifies 'yes' and the white 'no'.
And, above all, don't forget	to follow your destiny through to its conclusion.
'The secret of happiness is to see all the marvels of the world,	and never to forget the drops of oil on the spoon.
...he realized that he had to choose between thinking of himself as the poor victim or a thief	and as an adventurer in a quest of his treasure.
And, maybe it wasn't what they were teaching me,	but what I was learning from them.
But you know that I am not going to Mecca.	Just as you know you are not going to buy your sheep.
...people need not fear the unknown	if they are capable of achieving what they need and want.
In his pursuit of his dream,	he was constantly subjected to tests of his persistence and courage.
If I am really a part of your dream	you'll come back one day.
If you pay attention to the present,	you can improve upon it.
Life really is generous to	those who pursue their destiny.



Give One-Get One

In Give One-Get One students are asked to respond to an open ended question or a question that has more than one answer. They then go around the room and give a response and get a response from other students. Whenever they hear a response that is different from their own, they write it down on their paper. At the end of the activity, they should have a number of different responses to the questions asked. Some sample questions are included here, please feel free to add your own.

1. What is the easiest way to pay for college?
2. What are colleges and universities looking for in freshman students?
3. What are STEM majors?
4. How do you select a major in college?
5. What is the best way to research your interests for a career?
6. What are extracurricular activities? Why are they important?
7. What college entrance exams are most important?
8. What is a 4 year academic plan?
9. What is work-study?
10. Why is it important to prepare for college?



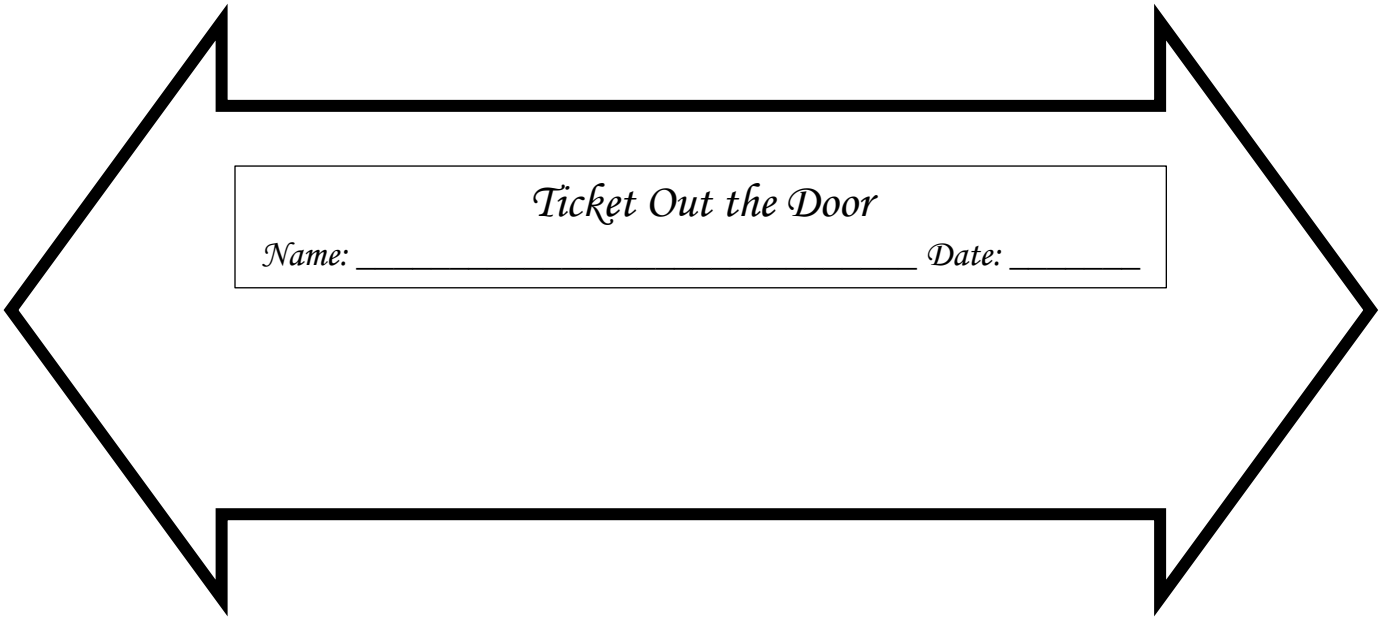
Ticket Out the Door

A ticket out the door is a ticket that students give to the teacher to go out the door as they are leaving. The teacher will ask a question, have the students respond and put their name on the ticket. As the students leave, the teacher collects the tickets. The tickets can then be used for review the next day or as a way for the teacher to assess and/or reinforce the ideas presented in class.

Possible questions for tickets.

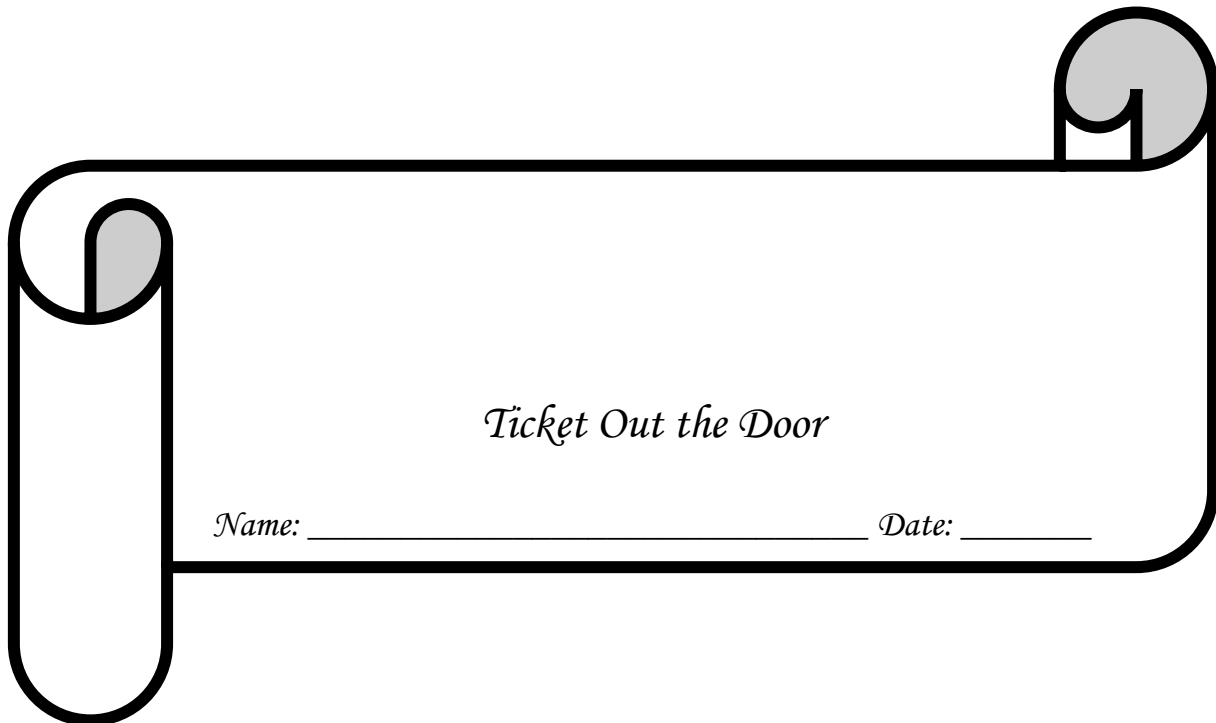
1. Are you planning to attend a CCC/CSU/UC (or other) when you finish high school?
2. What are the extracurricular activities you are involved with?
3. What classes are you scheduled to take in 9th grade?
4. How many A-G classes are in your schedule for the fall?
5. Have you already taken Algebra 1 or Math 1?
6. Why is 9th grade so important for college readiness?
7. How can you be eligible for college, but not prepared?
8. What are college admissions tests?
9. Why should you prepare for college even if you are planning on going into the military?
10. What colleges do you hope to visit while you are in high school?

Out the door template tickets has been provided for you.



Ticket Out the Door

Name: _____ Date: _____



Ticket Out the Door

Name: _____ Date: _____

The logo for CAPP (California Academic Pathways Project) is an orange arrow pointing to the right, with the letters 'CAPP' in white, bold, sans-serif font inside it.

CAPP

The Alchemist:

CAPP CGC Summer Project,

**Mapping Your Journey to College
(MyJTC)**

A decorative graphic on the left side of the page consisting of several thin, curved lines in shades of blue and grey, resembling stylized grass or reeds, extending from the bottom left towards the center.

Alberta Miranda

FACULTY: CSU POMONA



The Alchemist

CAPP CGC Summer Program Mapping Your Journey to College (MyJTC)

The Alchemist: An ERWC Module

Coelho, Paulo. *The Alchemist: A Fable about following Your Dream*. London: HarperCollins, 2012. Print.

Module Description

This module is being developed for use in the CAPP Mapping Your Journey to College (MyJTC) curriculum. The module is designed to help students develop their long term personal and academic goals. The module will also help students understand why developing a sense of purpose and working towards a specific vision of oneself is crucial. At the end of the project, students will compose an essay in which they describe their Personal Legend and reflect on how they might draw lessons from Santiago's journey which apply to their own lives. This personal legend can be used as the foundation of their personal statement when they are applying for college.

Overview

The Alchemist is a particularly appropriate text for incoming high school freshman because it deals with themes that are relevant to adolescence: developing an identity, the importance of discovering one's destiny, the anxieties provoked by new experiences, and the difficult but necessary process of striving for one's dreams.

Module Objectives

After working through this module, students will be able to:

- Explain the major theme of Personal Legend as it is described in *The Alchemist*, and discuss the implications of said theme in their own lives.
- Analyze the way that Santiago's experiences change him throughout the course of the novel by citing specific passages.
- Trace the way that Santiago's choices affect both his journey and his character development.
- Think critically about the crucial role friends and mentors can play in one's life.
- Make explicit their personal and academic goals and begin to explore some of the ways the two are connected.



- Reflect on their development as writers and thinkers by analyzing their own “journey of understanding” through the novel.

Materials

- The Alchemist Notebook: Spiral Bound Notebook or Binder with Paper
 - The various activities that follow will generate many observations, questions, and insights. Encourage your students to record these in the same notebook (a spiral bound notebook or a section in their binders). They will need to refer to this material often as they work their way through the module and when they begin writing their essay.
- Chart paper
- Markers
- The Alchemist Book or PDF
- Printer Paper



The Alchemist

CAPP CGC Summer Program, Mapping Your Journey to College (MyJTC)

Session 1: Projecting into the Future/Surveying the Text

Session 2: Reading the Prologue and the First Page/Making Predictions

Session 3: Trusting Your Dreams

Session 4: The Importance of a Positive Attitude

Session 5: Taking Risks & Trying Something New

Session 6: The Language of the World

Session 7: Don't Let it Go

Session 8: Believing in Yourself

Session 9: Coming Full Circle

Session 10: My Personal Legend



Session 1: Projecting into the Future/Surveying the Text

Ask students to describe their feelings about their future as a way of getting them to think about mapping their path to college. College does not need to be in the responses; however, reflecting on the past and the future are important aspects of this journey.

Projecting into the Future

For this activity, you'll write down your feelings about growing older. Complete the following sentences, making sure to respond quickly without a filter. Think of these responses as "Quickwrites": there are no right or wrong answers, just your quick thoughts and ideas.

- When I think about my future, what excites me the most is...
- When I think about my future, what worries me the most is...
- When I was little, I used to dream about becoming a...

After they have written on these questions, students can be asked to share their thoughts in small groups or with the entire class.

Surveying the Text (Print Copy)

Look at your copy of the *Alchemist*. Write the answers to the following questions in your *Alchemist* notebook.

- Does your text have a picture on the cover? Describe it.
- What does the title mean to you? Have you heard of an alchemist before? Of alchemy? What does it make you think of?
- What does the cover art imply about the story inside?
- Is there a summary of the story on the back cover?
- Are there comments from reviewers or critics on the cover?
- Is there a biography of the author? Is there a picture?
- Does the book have a foreword or an afterword?
- Does the book begin or end with a map? If so, what does the map show?
- Is the book split into chapters? Sections? Or--?

Surveying the Text (PDF Version)

- <http://thealchemistallusions.weebly.com/index.html>
- https://images.search.yahoo.com/yhs/search?p=The+Alchemist+map&fr=yhs-mozilla-002&hspart=mozilla&hsimp=yhs-002&imgurl=http%3A%2F%2F4.bp.blogspot.com%2F_LGkxTF2xWxs%2FTGASJQy8bOI%2FAA_AAAAAAacg%2Fz5QXT93SHB8%2Fs1600%2Fmap_politicaltheah.jpg#id=0&iurl=http%3A%2F%2Fstanford.edu%2F~cpiech%2Fcs221%2Fimg%2FalchemistMap.png&action=click



To survey the PDF version of the book, divide the class into 4 to 6 groups and have each group go online and research one of these areas to share with the class:

Group 1: Map Research

- Where does Santiago travel on his quest?
- About how long does Santiago take to get there? How do you know?
- What are the starting and ending points of his journey?
- What are some points of interest you have discovered in your analysis?

Group 2: Author Research

- Who is Paulo Coelho? Where was he born? How old is he?
- Why did he write *The Alchemist*?
- What are some of the other books he wrote?
- What is he best known for?

Group 3: Alchemy Research

- What is alchemy?
- What is an alchemist?
- Is alchemy a “real” science or a “magical practice”?
- What else did you learn from your research on alchemy?

Group 4: The Moors Research

- Who are the Moors?
- Where do they live?
- What is their major religion?
- What else did you learn about the Moors during your research?

Group 5: The Pyramids of Egypt

- Why are the pyramids of Egypt considered important?
- Are there other pyramids around the world? Where?
- What is the purpose of the pyramids?
- What else did you learn about the pyramids during your research?

Group 6: The Sahara Desert

- Where is the Sahara Desert located?
- What is an oasis?
- What is the significance of the desert?
- What else did you learn about the Sahara desert during your research?



Session 2: Reading the Prologue / Making Predictions & Asking Questions

Reading the Prologue: Please note, some versions of *The Alchemist* do not have a prologue. An online prologue can be found here: <https://www.scribd.com/doc/2241535/prologue-of-the-alchemist>

As a way of previewing the novel, read The Prologue of *The Alchemist* and answer the following questions:

- What stands out to you?
- Based on only these paragraphs, describe the world of the book.
- Make some predictions: What kind of story is this? What will happen in it? Who might the characters be? What lessons might be learned?
- Why would the Alchemist think this ending of the story of Narcissus was lovely?

Write your predictions down in your *Alchemist* notebook, along with some reasons why you made these predictions. Discuss your responses in small groups. Choose one response to share with the classroom.

Making Predictions and Asking Questions

The following two activities, the Expectations Log and the Character Log, are designed to help you keep your ideas, questions, and predictions organized as you read the novel. What follows is an explanation of how each activity works. Start your expectations log and character log today within your *Alchemist* notebook based on the reading of the Prologue.

The Expectation Log. The Expectation Log will help you keep track of the action of the story and the characters who appear as the story progresses. As you may have noticed from looking through the text, the *Alchemist* is divided into sections: the Prologue, Book 1, Book 2, and the Epilogue. For this activity, the book has been divided into 6 sections. You will have 6 days to read the book. The sections are as follows:

1. Section 1: beginning to page 24; pdf 1-14; Last line is “And he vanished around the corner of the plaza”
2. Section 2: 24 - 45 (end of Book 1); pdf 14 - 27
3. Section 3: 49 (that’s where the text resumes) – 78; pdf 27 – 44; last line is “There were just drawings, coded instructions, and obscure texts.”
4. Section 4: 78 - 107; pdf 44 – 62; last line is “The boy had met the alchemist”
5. Section 5: 107 - 132; pdf 62 – 77; last line is “They mounted their horses and rode out in the direction of the Pyramids of Egypt”
6. Section 6: 132 - 161 (end); pdf 78 – 94 (end)



Read Section 1. Once you complete the reading, write a summary of the section. The summary should describe the major events, the characters who were involved, and the places where Santiago traveled.

After you've finished the summary, predict what might happen in section 2. Base your predictions on what you mentioned in your summary, but don't be afraid to be creative. And don't worry about getting the predictions right; just make some guesses based on what you think might happen.

Read Section 2. When you finish it, write a summary of the section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 1. Did any of them come true in Section 2? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you are finished doing this, make predictions about what might happen in Section 3.

Keep repeating the process for all 6 sections. By the time you finish the novel, you should have 7 entries.

By the time you finish the novel, you will have a record of the thoughts you had while you were reading it. This will be useful when you write your essay.

The Character Log. The Character Log will help you keep track of the many characters in the story. As you will see once you start reading, some of the characters change as the action progresses. You will need to keep a careful record of these changes, as they will help you understand the story. While the Expectation Log asks you simply to list the characters, when filling out a Character Log you will need to describe each character in some detail. Here is a description of what to do every time you encounter a character in the story:

1. Write down the character's name and the place where Santiago meets him or her (you should also write down the page number where the character appears in case you need to refer to it later).
2. Describe the characters physical appearance and personality.
 - a. If the text doesn't provide details about their physical appearance, write down how you picture them in your imagination.
 - b. Describe their personality. What sort of person are they? Does the protagonist like the character? Do you? Explain.

The Expectation Log and the Character Log will be part of your *Alchemist* notebook. Be sure to leave a few blank lines after each entry in your Character Log so that you can add to it; several characters go on to reappear throughout the story, either because they come back into Santiago's life or he remembers them and reflects on what they taught him. When this happens, make a note of it in the Log. By the time you finish the novel, you will have a detailed record of the many characters in the Alchemist.



Sample Character Log

Character name(s)	Page # where character 1 st appears	General description (include details about their appearance and their personality)
Santiago		
Gypsy woman		
Old man/King of Salem		



Session 3: Trusting Your Dreams

Reading for Understanding – Section 1 (beginning to page 24; pdf 1-14; Last line is “And he vanished around the corner of the plaza”)

The theme for this section is trusting your dreams. We meet Santiago and learn that he was supposed to be a priest but chose to become a shepherd, and that he’s been dreaming about a treasure. He has his dream interpreted and meets an old man who claims to be the king of Salem, and who tells the boy that he will reveal the location of the treasure in exchange for a tenth of Santiago’s flock.

Before you start reading the novel, read the following questions to get an idea of what to focus on as you read Section 1. As you read the book, mark the text when you find something that may help you answer one of the questions. You can mark the text by underlining or highlighting relevant lines or by making notes in the margins. If you don’t want to write in your book, you can use sticky notes.

1. What is the significance of Santiago falling asleep in an abandoned church? Do you think there is a connection between this and his decision to become a shepherd instead of a priest?
2. Why does Santiago think to himself, “I couldn’t have found God in the seminary”? What does being a shepherd make possible that staying in the seminary did not?
3. According to the old man, what is the world’s greatest lie?
4. According to the old man, why do people abandon their dreams?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Expectation and Reflection Log

Read all your notes, including any annotations you made in the book.

Summarize Section 1:

- Write a brief description of the world in the novel (What sort of place is Andalusia? What time does the story seem to be set in, and how can you tell?)
- Describe the main action and significant events.

Make predictions for Section 2:

- What do you think Santiago will do?
 - What will the king do?
 - What will happen to Santiago’s sheep?
- Don’t worry about getting things right; just make predictions based on what you’ve read so far.



Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is it important to trust in your dreams?

Character Log

Completing a chart like the one below will help you keep track of the characters in the novel. Copy the table into your own notes and fill it out. As more characters appear, add them to the list. If characters re-appear in later sections, add page numbers for future reference.

Sample Character Log

Character name(s)	Page # where character 1 st appears	General description (include details about their appearance and their personality)
Santiago		
Gypsy woman		
Old man/King of Salem		



Session 4: The Importance of a Positive Attitude

Reading for Understanding – Section 2 (24 - 45 (end of Book 1); pdf 14 – 27)

This section really demonstrates the importance of a positive attitude. The boy decides to trust the king, learns that his treasure is at the Pyramids of Egypt, and leaves for Africa. Upon arriving in Africa he is promptly scammed out of his money because he trusts the wrong person. At first he is depressed (who wouldn't be!) but remembers the advice of the king. This helps him readjust his attitude and he manages to secure a job – which he claims to need so that he can buy sheep. This ends Book 1.

Before you start reading Section 2, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. How does the levanter affect Santiago's decision?
2. What is the "principle of favorability"? Have you ever seen this concept enacted in your own life?
3. How does being robbed make Santiago feel about his life? Find a specific passage where he describes his feelings.
4. Why does remembering the king's words and using Urim and Thummim affect Santiago's mood? Why is it that now, when he looks around the empty market, he thinks, "This isn't a strange place, it's a new one"? He's still in the same situation but something has changed. What changed?
5. What does the crystal merchant tell Santiago about traveling to Egypt? How does this make Santiago feel?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don't, share your insights.

Expectation and Reflection Log

Read all your notes, including any annotations you made in the book.

Summarize Section 2

- Describe the main action and significant events.
- Reflect on the predictions you made after reading Section 1 (What did you get right? What surprised you?)

Make predictions for Section 3

- What do you think Santiago will do now?
 - Will he get to the Pyramids?
 - Can he truly trust the crystal merchant?
- Don't worry about getting things right; just make predictions based on what you've read so far.



Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is a positive attitude important?

Character Log

Add new characters to your Character Log.

Language Without Words

This activity asks students to reflect on the idea of “language without words” This is an abstract concept that reappears throughout the novel. Students may struggle to decipher the significance of the concept; this activity is designed to help them think about it in concrete terms.

Santiago meets a candy merchant in the market. After their encounter, the text tells us,

“There must be a language that doesn’t depend on words, the boy thought. I’ve already had that experience with my sheep, and now it’s happening with people.”

Go over the passages detailing the boy’s interaction with the candy merchant and find places where they “communicated” without words. Look closely at Santiago’s actions towards the candy merchant.

- How do you think the candy merchant feels towards Santiago?
- How do you know?
- Can you think of a time when you communicated without using words?

Answer these questions in a Quickwrite or as part of a small group discussion.



Session 5: Taking Risks & Trying Something New

Reading for Understanding – Section 3 (49 (that’s where the text resumes) – 78; pdf 27 – 44; last line is “There were just drawings, coded instructions, and obscure texts.”)

There are a couple of significant themes here. First, the importance of taking risks and trying something new: the boy helps the crystal merchant improve his business by changing things up and it pays off. Next, the importance of pursuing your dreams and not getting sidetracked: the boy makes enough money to buy more sheep and return to Spain but he learns that the crystal merchant also had a dream – to travel to Mecca – but no longer seeks to achieve it because he’d rather have the fantasy than try for the real thing (and potentially be disappointed). The boy decides to pursue his dream and joins a caravan that is heading through the desert.

Before you start reading Section 3, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. How does Santiago help the crystal merchant improve his store?
2. What was the crystal merchant’s dream? Why doesn’t he pursue it?
3. Explain what the crystal merchant means when he says, “Today, I understand something I didn’t see before: every blessing ignored becomes a curse.”
4. What does “Maktub” mean?
5. What is the Englishman’s dream?
6. What does Santiago mean when he thinks, “Making a decision was only the beginning of things”?
7. What did the camel driver learn from experiencing a disaster?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Expectation and Reflection Log

Read all your notes, including any annotations you made in the book.

Summarize Section 3

- Describe the main action and significant events.
- Reflect on the predictions you made after reading Section 2 (What did you get right? What surprised you?).

Make predictions for Section 4

- What do you think Santiago will do now?
 - Will the Englishman’s dream come true?
 - Can Santiago truly trust the Englishman?
- Don’t worry about getting things right; just make predictions based on what you’ve read so far.



Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is it important to take risks and try new things?

Character Log

Add new characters to your Character Log.

Creating Titles

This activity reminds students that texts are constructed; they do not appear fully formed but rather result from a series of deliberate choices. Students will be asked to decide on a new title for the *Alchemist*, and to think carefully about the reasons for their choice. Through this process students can develop a clearer sense of what they find significant in the story. The activity can be presented as open-ended (as described below) or modified to emphasize certain parts of speech. For instance, students can be asked to create titles using adjectives or verbs – or, time permitting, one of each. A good follow up to this would be to ask students which they prefer, and why, and how each part of speech affects the meaning of the title.

You're a little over half-way through the novel at this point, so you have a good sense of the story. Why do you think Coelho chose to title the novel *The Alchemist*? Think back (or check your notes) to the prereading activity in which you described your first reaction to the novel. Do you think that Coelho wanted that reaction from you?

Think of another title for the novel and write it down. Write a paragraph explaining why you chose that title, how it suits the story so far, and what effect you think it would have on a reader. Share your title and your reasons with your group.

Noticing Language

The word "Maktub" appears for the first time in this section. It will go on to appear multiple times. Why do you suppose Coelho chose to put this Arabic word in his novel? After all, the rest of the novel is not in Arabic. Does seeing the word in Arabic feel different than seeing it in English? Write some thoughts about this issue (don't worry about being right; simply write down what you feel). Can you think of a moment in your life when you might have said "Maktub" afterwards?

Share your responses with your group.



Session 6: The Language of the World

Reading for Understanding – Section 4 (78 - 107; pdf 44 – 62; last line is “The boy had met the alchemist”)

This section really emphasizes the importance of teachers – and the fact that teachers don’t need to be human! Santiago finds himself learning from the desert itself; he feels more in tune with the natural world and reflects on the Language of the World, a universal language that everyone shares. The text also highlights different learning styles: although the boy and the Englishman share an overarching goal, the Englishman feels best learning from books while the boy prefers to learn from the natural world. The section also illustrates the importance of trusting one’s instincts: the caravan arrives at the oasis where the boy has a vision of an impending attack. He tells the elders who decide to believe him but warn the boy that if no attack occurs, he will be killed. Despite this, the boy claims to have no regrets because he believes he has done the right thing.

Before you start reading Section 4, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. What does Santiago learn from the Englishman’s books?
2. What is the “Language of the World”? How might it relate to the “Language Without Words”?
3. What is the “Soul of the World”?
4. Why doesn’t Fatima ask Santiago to stay in the oasis?
5. What did the camel driver learn from the seer?
6. After warning the elders about the impending attack, Santiago thinks to himself, “[H]e had no regrets.” Why does he have no regrets?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Expectation and Reflection Log

Read all your notes, including any annotations you made in the book.

Summarize Section 4

- Describe the main action and significant events.
- Reflect on the predictions you made after reading Section 3 (What did you get right? What surprised you?).

Make predictions for Section 5

- What do you think Santiago will do now?
- Will he ever reunite with Fatima?
- Can he truly trust the alchemist?



Don't worry about getting things right; just make predictions based on what you've read so far.

Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is understanding the language of the world important?

Character Log

Add new characters to your Character Log.

Read, Re-read, Close Read

This activity helps students practice their critical thinking skills while examining complex ideas. Students will need to practice rereading, which is by far the most useful strategy for reading difficult texts. The students will also have to listen carefully and practice metacognition, the process of noticing what they notice. Further, since the activity asks students to assess their understanding after both individual reflection and group discussion, it can help students appreciate how intellectual exchange contributes to comprehension.

The activity requires students to read aloud and to share their thoughts. Although you will need to direct each step of the activity, students should perform their readings and share their ideas in small groups of 3 or 4 before being invited to share them with the class.

This activity (or a modified version of it) can be used on any set of lines that require close reading.

This activity will guide you through the process of close reading. This type of reading is essential when one is dealing with complex or abstract ideas. In your groups, read the following excerpt out loud. You will recognize it, as it was part of the Section 4 reading. Take turns reading one sentence at a time. Make a mark next to each sentence you read so that you can refer to it.

It was the pure Language of the World. It required no explanation, just as the universe needs none as it travels through endless time. What the boy felt at that moment was that he was in the presence of the only woman in his life, and that, with no need for words, she recognized the same thing. He was more certain of it than of anything in the world. He had been told by his parents and grandparents that he must fall in love and really know a person before becoming committed. But maybe people who felt that way had never learned the universal language. Because, when you know that language, it's easy to understand that someone in the world awaits you, whether it's in the middle of the desert or in some great city. And when two such people encounter each other, and their eyes meet, the past and the future become unimportant. There is only that moment, and the incredible certainty that everything under the sun has been written by one hand only. It is the hand that evokes love, and creates a twin soul for every person in the world. Without such love, one's dreams would have no meaning.

Maktub, thought the boy.



After the entire passage has been read, make some notes about what stood out to you during the reading. How did hearing the passage out loud affect your understanding of the passage? Did your interpretation change? Did you hear something new? Take 3-5 minutes to write down some thoughts about this passage.

Now go back through the passage and find the sentence you read aloud (if you read several, pick one). You're going to read this sentence aloud again. First, however, copy it down in your notebook, making sure to get the punctuation right. Then go through it and make notes on how you plan to read it. Which words will you emphasize? Will you speak loudly or softly? Quickly or slowly? Will your tone be happy? Angry? Sad? Make sure you have a reason for each choice: what are you trying to express, and why do you think it suits your sentence?

Once everyone is ready with their annotated sentences, each group member takes a turn reading his/her sentence, followed by a brief explanation of why they made certain choices with delivery or emotion. Listen carefully as your group members read their sentences and explain their performance. You might make a quick note after each reading, especially if a delivery seems particularly accurate or illuminating. When it is your turn to read your sentence, try your best to follow the directions you wrote down for the sentence and explain your reasoning.

After everyone has shared their sentence and their reasoning, ask yourself how well you understand the passage now. Write for a few minutes about what has become clear to you about your sentence, someone else's sentence, and the passage as a whole. Time permitting, you might share your thoughts with the class.

Six Word Story

For this activity students write a six-word version of the day's reading. Students will need to consider not only what to include but how to express it: the activity prompts critical thinking and close reading as students consider word choice, syntax, and punctuation.

Students can write their six-word stories on the board so that they can be read and discussed easily by the class.

To help students feel comfortable with the activity, you might first ask the class to create six-word versions of well-known stories from books or film.

For this activity, you will turn today's reading (Section 4) into a six-word story. Start by making a list of all the significant moments in the reading, then summarize the reading in one sentence. Next, refine this sentence, cutting away unnecessary words, compressing ideas, and reworking the structure until you have a six-word version. Finally, write one paragraph explaining why your six-word story effectively describes Section 4 of the novel.

Share your insights with your classmates.



If a scaffold is needed, discuss these 6 word stories based on the passage for the close read. Have the students discuss these questions before trying to write their own 6 word stories.

1. What is the reference for the 6 word story?
2. What is being referred to in these 6 words?
3. What else is there to know about this part of the story?
4. How would you embellish on this 6 word story to tell a more complete story?

Sample 6 Word Stories

A	stranger	who	felt	like	home
Waiting	for	the	dream	to	manifest
...and	love	blooms	while	chaos	proceeds
You	captivated	my	heart	and	soul



Session 7: Don't Let it Go

Reading for Understanding – Section 5 (107 - 132; pdf 62 – 77; last line is “They mounted their horses and rode out in the direction of the Pyramids of Egypt”)

The theme for this section is not letting go of one’s dreams no matter how tempting it may be. Santiago falls in love with Fatima and feels awfully tempted to stay at the oasis. Fatima encourages him to go pursue his dream (sub-theme: if you love something, set it free!). Santiago embarks on his journey with the alchemist and eventually begins to feel in tune with the Soul of the World. Despite the heartache, he made the right decision.

Before you start reading Section 5, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. How is the concept of the “Soul of the World” treated in this section? Take note of where it re-appears and how your definition for the concept is expanding.
2. The alchemist states the following to Santiago:
“You must understand that love never keeps a man from pursuing his destiny. If he abandons that pursuit, it’s because it wasn’t true love...”
Do you believe this is true? Why or why not?
3. Santiago tells his heart, “Every second of the search is an encounter with God.” What does he mean?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Expectation and Reflection Log

Summarize Section 5

- Describe the main action and significant events.
- Reflect on the predictions you made after reading Section 4 (what did you get right? What surprised you?).

Make predictions for Section 6

- What do you think Santiago will do now?
 - Will Santiago reach the pyramids?
 - Will he find the treasure he is searching for?
- Don’t worry about getting things right, just make predictions based on what you’ve read so far.

Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is it important to not let go of your dreams?



Character Log

Add new characters to your Character Log.

Punctuation Matters!

Too often students take punctuation for granted, failing to realize the rhetorical power found in punctuation. This activity is designed to help students see how punctuation affects meaning. This should not only aid their reading comprehension but also make them more thoughtful, deliberate composers of their own texts.

Students should work through the passage in groups of 3-4. Their goal should be to analyze the meaning of the passage by looking at the punctuation. Students will often find it difficult to get started, and once they do, they tend to summarize the text instead of analyzing the punctuation; focus their efforts by asking them to begin with what they already know about what specific punctuation does in a sentence. It can help to use phrasing that reminds students that punctuation guides how we read a text: “What do commas want us to do?”

After each group has produced an interpretation, these can be shared with the class. Once there is a generally agreed upon interpretation, change one punctuation in the passage, and ask the students to describe how this change affects the way a reader interprets the sentence.

For this activity, you will analyze the following passage while focusing on the punctuation. In other words, go through the passage slowly, making a note of what each punctuation mark means, and how it affects the way you read the sentence. Work through the passage in your groups. If you’re not sure what a punctuation means, do your best to figure it out by looking at the rest of the text. Take careful notes of your interpretations as you will need to share them with the rest of the class.

“Tomorrow, sell your camel and buy a horse. Camels are traitorous: they walk thousands of paces and never seem to tire. Then suddenly, they kneel and die. But horses tire bit by bit. You always know how much you can ask of them, and when it is that they are about to die.”

Original Passage:

Tomorrow, sell your camel and buy a horse. Camels are traitorous: they walk thousands of paces and never seem to tire. Then suddenly, they kneel and die. But horses tire bit by bit. You always know how much you can ask of them, and when it is that they are about to die.

Alternative Version: 1

Tomorrow, sell your camel and buy a horse. Camels are traitorous: they walk thousands of paces and never seem to tire. Then suddenly, they kneel and die. But horses tire bit by bit. You always know how much you can ask of them. . .and when it is that they are about to die.

**Alternative Version 2:**

Tomorrow, sell your camel and buy a horse. Camels are traitorous! They walk thousands of paces and never seem to tire – then suddenly, they kneel and die! But horses tire bit by bit. You always know how much you can ask of them, and when it is that they are about to die.

Alternative Version 3:

Tomorrow, sell your camel and buy a horse. Camels are traitorous: they walk thousands of paces and never seem to tire (then suddenly, they kneel and die). But horses tire bit by bit. You always know how much you can ask of them (and when it is that they are about to die).

Make It Graphic

In this exercise, students will transform written text into visual text by creating a brief (no more than 5 panels) comic strip. This activity is useful for getting students to think critically about narrative structure since they will have to decide what to show and why it matters. The exercise can be used for any part of the text that would benefit from closer analysis.

The students will need unlined paper and colored pencils, markers, or crayons. Explain to the students that comics do not need to be funny. Comics can refer to a graphic representation of a story.

For this activity, you will work in groups to turn the moment in the novel where Santiago says farewell to Fatima into a comic strip. First, spend 5 minutes composing a Quickwrite about the scene. You may want to reread it to refresh your memory.

Your teacher will put you into groups of 3-4. Share your Quickwrites and compile a list of elements that you want to include in your comic (one of the group members can write these down). The comic can only be five panels long; think carefully about what should be included and what should happen in each panel. Once your group has made these decisions, draw the comic. Once it is done, write a paragraph (one person can do the actual writing but everyone should contribute ideas) explaining why you chose those specific moments to represent in your comic.

Each group can take turns sharing their comics and their explanations. Once everyone has shared, write some thoughts down in your Alchemist notebook. What was the hardest part of the activity? The easiest? What did this exercise teach you about turning written text into a visual text?



Session 8: Believing in Yourself

Reading for Understanding – Section 6 (132 - 161 (end); pdf 78 – 94 (end))

This final section really highlights the themes of believing in yourself, not giving up, and the way that your past experiences (and the lessons you draw from them) can help you in a crisis. The boy and the alchemist are captured by militants who agree to spare their lives if the boy demonstrates his power by turning himself into the wind. He succeeds because he asks the desert, the wind, and the sun to help him. He has conversations with each and experiences multiple epiphanies regarding love and the meaning of life. He continues his journey, arrives at the Pyramids, is robbed yet again, and meets a man who ignored his dreams. This man helps the boy understand the location of his treasure: it's buried in the church where we first encountered him at the beginning of the novel. Santiago's journey has come full circle (literally!). Ah, there's another theme here, about the importance – and necessity – of going on the journey. Before he could enjoy his treasure, Santiago had to leave home, find good teachers, and learn a lot of things. This is an apt metaphor for leaving home and going to college that will be used to get the students to start applying lessons from Santiago's journey to their own lives (and to transition into the post-reading section).

Before you start reading Section 6, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. According to Santiago, what is love?
2. Why is the wind stronger than the desert?
3. Why does the wind help Santiago?
4. According to the Sun, what is the Soul of the World's greatest problem?
5. According to Santiago, why does alchemy exist?
6. The alchemist tells Santiago, "No matter what he does, every person on earth plays a central role in the history of the world. And normally he doesn't even know it." Why does he say this right before they say goodbye?
7. Santiago encounters a group of refugees from tribal wars in Egypt. The leader of the men tells Santiago of his own recurrent dream. Why didn't the leader of the men pursue his dream?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don't, share your insights.

Activity 34: Expectation and Reflection Log

Summarize Section 6

- Describe the main action and significant events.
- Reflect on the predictions you made after reading Section 5 (What did you get right? What surprised you?).



Make some predictions about Santiago's life after the novel ends.

- Do you think he'll find Fatima?
- Will they be happy together?
- Where will he live?
- Will he travel or settle down in one place?

Reflect on your reading thus far:

- Is the writing easy to understand or are you having difficulty? Why?
- List the location of any word, line, or passage that is hard to understand.
- Why is it important to believe in yourself?

Character Log

Add new characters to your Character Log.

Analyzing Stylistic Choices - Epilogue

This activity treats students as potential authors by prompting them to explore how Coelho creates meaning via story structure. This parallels Analyzing Stylistic Choices – Prologue, and can therefore be used to prompt reflection.

For this activity, consider the following questions:

- Why did Coelho choose to end the novel with an Epilogue?
- What does the Epilogue do?
- Does it create expectations about Santiago's life after the novel ends?
- Does it leave you with questions?
- If the Epilogue was missing, how would it change your impression of the novel?

Write a paragraph in which you reflect on these questions in your *Alchemist* notebook.

To Be Continued...

This activity treats students as potential authors by asking them to think critically about the ending.

For this activity, you need to reflect on the novel's ending.

- Why does Coelho end the story with Santiago finding the treasure?
- Why not end with Santiago reuniting with Fatima at the oasis?
- Does it make sense to end the story before Santiago's journey ends? After all, Santiago makes it clear that his journey is not over: he plans to seek Fatima.

Write a paragraph in which you explain why you believe Coelho ends his novel the way he does. Then, ask yourself the following: if you were tasked with rewriting the ending, what would you change? Write a paragraph in which you describe the changes you'd make and explain the reasons why. You might consult your final Expectation and Reflection Log entry as you compose your response.

Session 9: Coming Full Circle

Considering the Journey

The following activity asks students to analyze Coelho’s authorial choices as well as the necessity and potential benefits of travel (or “leaving home”). It may be used to generate discussion or extended to serve as an essay prompt.

Read the following passage from the novel *A Hat Full of Sky* by Terry Pratchett:

“Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colors. And the people there see you differently, too. Coming back to where you started is not the same as never leaving.”

One of the ironies of Santiago’s story is that he goes on a journey to find a treasure but must return home to receive it.

- Why do you suppose Coelho designed the story this way?
- Why couldn’t Santiago simply find his treasure and begin enjoying it?
- Consider Santiago’s journey in relation to Pratchett’s passage above. Has travel changed Santiago?
- Does he see his home “with new eyes and extra colors”?
- Do you suppose people see him differently, too?

In groups of 3 to 5, have the students discuss the questions above and jot down answers for each. Afterwards, facilitate a class discussion on Pratchett’s quote.

Have the students compose a Quickwrite on the importance of leaving home in order to achieve their dreams and progress on the journey of becoming who they wish to become.



Session 10: My Personal Legend

Describing Your Personal Legend

For their final activity with *The Alchemist*, the students will first reflect and describe their personal legends in groups of 2 to 3 and then compose an essay about their personal legend. Let the students know that this essay can be used as the foundation of their Personal Essay when they are applying for colleges and universities.

Describing your personal legend will provide an opportunity for you to reflect on your personal goals and to develop a stronger sense of what you need to do to achieve your dreams.

First, spend some time looking over the notes you have written for this class and notice the patterns and themes that emerge for you. What were the discussions that interested you the most, which TED Talk left an impression on you, who have we discussed in class or who do you know of that you admire. What did your Interest Profiler and Do Who You Are survey reveal about you?

In groups of 2-3, spend some time discussing what you have learned and what has made an impression on you.

Now start writing an essay that describes Your Personal Legend. Your Personal Legend will be a guide to your dreams and what you want to accomplish with your life. It can also be used as a foundation for your personal statement when you are a senior and applying for college.

Writing Your Personal Legend

Essay Prompt:

The **Alchemist**, written by Paulo Coelho, tells the tale of a young shepherd boy, **Santiago**, on a quest for hidden treasure. The journey he takes soon transforms into his mission to pursue his **Personal Legend** and to understand the Soul of the World.

A **personal legend** is the path we decide to take that fills our heart with enthusiasm. It is the path of our dreams that allows us to live our life with purpose, gratification, pleasure, and fulfillment. Think about what motivates you to do well, what inspires you to dream big, what encourages you to be your best.

Write an essay that explores your personal legend and the mission in life you are interested in pursuing.



KWL Chart

Topic:

Know	Wonder	Learned
What do you already know about this topic?	What do you wonder about this topic? Write your questions below.	After you complete the project, write what you have learned?

Ten Powerful Lessons from The Alchemist

By Paulo Coelho

- 1. Fear is a bigger obstacle than the obstacle itself.**
- 2. What is “true” will always endure.**
- 3. Break the monotony.**
- 4. Embrace the present.**
- 5. Your success has a ripple effect.**
- 6. Make the decision.**
- 7. Be unrealistic.**
- 8. Keep getting back up.**
- 9. Focus on your own journey.**
- 10. Always take action.**

<http://paulocoelhoblog.com/2015/12/15/10-powerful-life-lessons-from-the-chemist/>

The Alchemist: Paulo Coelho

A Fable about Following Your Dream

Developed by Alberta Miranda

Edited by Zee Cline

TEACHER VERSION

GRADE 9

Reading Selection for This Module

Coelho, Paulo. *The Alchemist: A Fable about Following Your Dream*. London: HarperCollins, 2012. Print.

Or

PDF: [http://rgi.edu.in/rgi_pdf/Paulo_Coelho_-_The_Alchemist\(1\).pdf](http://rgi.edu.in/rgi_pdf/Paulo_Coelho_-_The_Alchemist(1).pdf)

PDF Prologue: <https://www.goodreads.com/story/show/5704-the-prologue-from-the-book-the-chemist>

Epub: <https://archive.org/details/PauloCoelhoTheAlchemist>

Audio Book: <https://www.youtube.com/watch?v=vYEEKz7RkLO>

Module Description

This module is being developed for use in the CAPP Mapping My Journey to College (MyJTC) curriculum. The module is designed to help students develop their long term personal and academic goals. The module will also help students understand why developing a sense of purpose and working towards a specific vision of oneself is crucial. At the end of the project, students will compose an essay in which they describe their Personal Legend and reflect on how they might draw lessons from Santiago's journey which apply to their own lives.

Module Background

The Alchemist is a particularly appropriate text for incoming high school freshman because it deals with themes that are relevant to adolescence: developing an identity, the importance of discovering one's destiny, the anxieties provoked by new experiences, and the difficult but necessary process of striving for one's dreams.

Module Objectives

Drawn from the Common Core State Standards, the module targets the skill areas below.

Students will be able to

- Explain the major theme of Personal Legend as it is described in *The Alchemist*, and discuss the implications of said theme in their own lives

- Analyze the way that Santiago’s experiences change him throughout the course of the novel by citing specific passages
- Trace the way that Santiago’s choices affect both his journey and his character development
- Think critically about the crucial role friends and mentors can play in one’s life
- Make explicit their personal and academic goals and begin to explore some of the ways the two are connected
- Reflect on their development as writers and thinkers by analyzing their own “journey of understanding” through the novel

Acknowledgements

The contents of this curriculum module were developed under the direction of CAPP. However, those contents do not necessarily represent the policy of the California Academic Partnership Program (CAPP), and you should not assume endorsement by CAPP.

Reading Rhetorically

Prereading

The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.

Reading Rhetorically

The various activities that follow will generate many observations, questions, and insights. Encourage your students to record these in the same notebook. They will need to refer to this material often as they work their way through the module and when they begin writing their essay.

Prereading

Getting Ready to Read

The following activity is designed to introduce some of the major themes in *the Alchemist* in a way that prompts students to invest in a stance.

After the students have completed the activity, open the floor to a discussion in which the students share their answers with the class. Encourage them to explain why they think the way they do.

Activity 1: Getting Ready to Read

Answer the following questions with A for Agree, D for Disagree, SA for Strongly Agree, or SD for Strongly Disagree.

- ___ 1. Earning a college degree is important to me.
- ___ 2. I won't be happy unless I achieve my dreams.
- ___ 3. In general, the world is a scary place.
- ___ 4. I have a plan for my life.
- ___ 5. If I focus and work hard, I can learn to be good at almost anything.
- ___ 6. I try hard to stay positive when things get tough.
- ___ 7. Whether my life turns out good or bad depends on fate, not my choices.

	<p>___ 8. In general, the world is a good place. ___ 9. My friends encourage me to achieve my dreams. ___ 10. I like going to unfamiliar places and meeting new people. ___ 11. I've always felt that I was meant to do something great. ___ 12. Failing is the worst thing that can happen.</p> <p>Activity 2 asks students to describe their feelings about their future.</p> <p>Activity 2: Projecting into the Future</p> <p>For this activity, you'll write down your feelings about growing older. Complete the following sentences, making sure to respond honestly. Think of these responses as "Quickwrites": don't worry about whether your answer is correct, just write down everything that comes to mind.</p> <ol style="list-style-type: none"> 1. When I think about my future, what excites me the most is... 2. When I think about my future, what worries me the most is... 3. When I was little, I used to dream about becoming a... <p>After they have written on these questions, students can be asked to share their thoughts in small groups or with the entire class.</p>
<p><i>The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of California's Common Core State Standards (CCSS) for English Language Arts (ELA) and Literacy in the sections of the template that follow.</i></p>	<p>Exploring Key Concepts</p> <p>The next four activities are designed to help students enter into the conversation on issues raised by the novel by helping them make a connection between their individual experiences and the world of the novel. Students will write on the three following concepts: dreams, destiny, and taking risks. As students progress through the novel, they will be asked to revisit these concepts.</p> <p>After completing each Quickwrite students can be asked to share their thoughts in small groups or with the entire class.</p> <p>Activity 3: Exploring Dreams</p> <p>The following activity will help you think about the significance of a key concept for this novel: dreams. In <i>the Alchemist</i>, several of the</p>

characters dream of a life different from the one they are living. Some feel driven to make their dreams a reality while others are content simply to dream. Quickwrite for five minutes on the concept of dreams, and on what your dreams mean to you. What are your dreams for your life? How have your dreams changed as you h?

Keep this Quickwrite in your *Alchemist* notebook so that you can refer to it later.

Activity 4: Exploring Destiny

The following activity will help you think about the significance of a key concept for this novel: **destiny**. Destiny refers to the idea that a person's life has a greater purpose or end to fulfill. When people speak of a person having fulfilled his or her destiny, they may use phrases like, "It was always meant to be." Write for a few minutes on the idea of destiny. Consider the following questions: do you believe you have a destiny? Imagine that you live in a universe where every person has a destiny to fulfill. How could people who live in that universe make sure they reach their destiny? How much would their personal choices matter?

Keep this Quickwrite in your *Alchemist* notebook so that you can refer to it later.

Activity 5: Exploring Taking Risks

The following activity will help you begin to think about a key concept for this novel: **taking risks**. Several times, the protagonist of the *Alchemist* must choose between taking a risk or playing it safe. Quickwrite for a few minutes on the significance of taking risks. You might think back to a time when you took a risk. What made the choice risky?

Keep this Quickwrite in your *Alchemist* notebook so that you can refer to it later.

	<p>Activity 6: Exploring Omens</p> <p>The following activity will help you begin to think about a key concept for this novel: omens. An omen is an object or event that you interpret as a sign of something to come. The protagonist in the <i>Alchemist</i> treats omens very seriously, often basing his decisions on the omens he perceives. Do you ever look for “signs” or omens? Has an omen ever influenced a decision? In a Quickwrite, reflect on the idea of omens, and on whether you believe omens play a role in your life.</p> <p>Keep this Quickwrite in your <i>Alchemist</i> notebook so that you can refer to it later.</p>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. CA</p> <p>d. Verify the preliminary determination of the meaning of a word or</p>	<p>Understanding Key Vocabulary</p> <p>In Activity 7 students will work with vocabulary phrases they will encounter in the reading. Some of the phrases were chosen for specific vocabulary words and others were chosen because context makes a difference. Please feel free to add to and delete from this list to meet the needs of your class.</p> <p>Activity 7: Understanding Key Vocabulary Phrases</p> <p>The following vocabulary phrases are used in the book you are about to read.</p> <p>Book 1</p> <ol style="list-style-type: none"> 1. Ruins of the sacristy 2. Taking up his crook 3. The world was huge and inexhaustible 4. A desire that was still alive 5. Recited an Our Father silently 6. It's really Irritating 7. Realize your destiny 8. Narrow Straits 9. To Yearn for everything 10. Originated in the soul of the universe 11. Mission on earth

phrase (e.g., by checking the inferred meaning in context or in a dictionary).

6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

12. Awed and embarrassed
13. Discovering your destiny
14. Curse the moment
15. Principle of favorability
16. Urim and Thummim
17. Feeling a bit abashed
18. He felt uneasy
19. Lamenting the fact
20. Cleanse our minds of negative thoughts
21. Moment of silence so profound

Book 2

1. A high commission rate
2. Symbols of the pilgrimage
3. Blessing ignored becomes a curse
4. It is written
5. Unraveled the truths
6. Only form of divination
7. Luck and coincidence
8. Babble of noise
9. Understood intuitively what he meant
10. Without nostalgia
11. Developed a superstition
12. Surveillance along the caravan route
13. Nocturnal cold
14. All things are the manifestation
15. Mania for simplifying
16. Philosopher's Stone and Elixir of Life
17. It's the oasis
18. Herald a miracle
19. Neutral territories
20. Clamored to hear his stories

Record these phrases and their definitions in your logs, leaving room to copy the sentences in which the phrases appear in the book. Then write answers to the following questions:

1. What does the use of these phrases in the book suggest to you about the tone of the book?

	<p>2. What does the use of these phrases tell you about the author’s perspective on the issue?</p> <p>3. What do they tell you about the audience of the piece?</p> <p>To use this strategy, divide the class into groups and assign each group a series of phrases (group sizes/phrase assignments may vary according to class size and number of phrases for a given article). Each group member is assigned a role based on the four squares: definition, definition in own words, sentence/image, synonym & antonym. Students present their vocabulary four squares to the class so all can understand the phrases.</p> <p>Activity 8: Vocabulary 4-Square</p> <table border="1" data-bbox="475 779 1416 1276"> <tr> <td data-bbox="475 779 945 1003">Definition</td> <td data-bbox="945 779 1416 1003">Definition in own words</td> </tr> <tr> <td data-bbox="475 1003 945 1276">Sentence/Image</td> <td data-bbox="945 1003 1416 1276">Synonym & Antonym</td> </tr> </table>	Definition	Definition in own words	Sentence/Image	Synonym & Antonym
Definition	Definition in own words				
Sentence/Image	Synonym & Antonym				
<p>Reading - Informational Text 5a. Analyze the use of text features (e.g., graphics, headers, captions)... CA</p>	<p>Surveying the Text</p> <p>This activity serves to activate background knowledge and generate questions in order to “jump start” the student’s engagement with the story.</p> <p>Activity 9: Surveying the Text</p> <p>Look at your copy of the Alchemist. Write the answers to the following questions in your <i>Alchemist</i> notebook.</p> <p>1. Does your text have a picture on the cover? Describe it.</p>				

	<ol style="list-style-type: none"> 2. What does the title mean to you? Have you heard of an alchemist before? Of alchemy? What does it make you think of? 3. What does the cover art imply about the story inside? 4. Is there a summary of the story on the back cover? 5. Are there comments from reviewers or critics on the cover? 6. Is there a biography of the author? Is there a picture? 7. Does the book have a foreword or an afterword? 8. Does the book begin or end with a map? If so, what does the map show? 9. Is the book split into chapters? Sections? Or--? <p style="background-color: #f0f0f0; padding: 5px;">Reading the Prologue: Please note, some versions of <i>The Alchemist</i> do not have a prologue. An online prologue can be found here: https://www.scribd.com/doc/2241535/prologue-of-the-alchemist</p> <p>Activity 10: Reading the Prologue</p> <p>As a way of previewing the novel, read The Prologue of <i>The Alchemist</i> and answer the following questions:</p> <ol style="list-style-type: none"> 1. What stands out to you? 2. Based on only these paragraphs, describe the world of the book. 3. Make some predictions: What kind of story is this? What will happen in it? Who might the characters be? What lessons might be learned? 4. Why would the Alchemist think this ending of the story of Narcissus was lovely? <p>Write your predictions down in your <i>Alchemist</i> notebook, along with some reasons why you made these predictions. Discuss your responses in small groups. Choose one response to share with the classroom.</p>
<p><i>The strategies in this section of the ERWC are designed to prepare students in advance of reading increasingly complex and sophisticated texts. These brief, introductory activities will prepare students to learn the content of the CCSS for</i></p>	<p>Making Predictions and Asking Questions</p> <p style="background-color: #f0f0f0; padding: 5px;">Predicting and asking questions help students engage their knowledge and experience prior to reading, set purposes for reading, and anchor their thinking in the text. In helping students make predictions, draw their attention to features of the text relevant to the particular genre and rhetorical situation, and ask students to think about the character</p>

ELA/Literacy in the sections of the template that follow.

and identity of the writer, the nature of the audience, and the purpose of the writing. Students can become more aware of how they form predictions by providing evidence from the text they have surveyed. These two activities are designed to help them keep their ideas, questions, and predictions organized as they read the novel. What follows is an explanation of how each activity works.

The Expectation and Reflection Log. The Expectation Log will help you keep track of the action of the story and the characters who appear as the story progresses. As you may have noticed from looking through the text, *The Alchemist* is divided into four sections: the Prologue, Book 1, Book 2, and the Epilogue. You will need to write in your Expectation and Reflection Log after you read each section. Here is a description of how this will work:

1. Read Section 1: (Beginning to page 24; pdf 1-14; Last line is “And he vanished around the corner of the plaza”). Once you complete the reading, write a summary of the section. The summary should describe the major events, the characters who were involved, and the places where Santiago traveled. After you've finished the summary, predict what might happen next. Base your predictions on what you mentioned in your summary, but don't be afraid to be creative. And don't worry about getting the predictions right; just make some guesses based on what you think might happen.
2. Read Section 2: 24 - 45 (end of Book 1); pdf 14 – 27). When you finish it, write a summary of the section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 1. Did any of them come true in Section 2? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you've finished doing this, make predictions about what might happen in the Section 3.
3. Read Section 3: (49 (that’s where the text resumes) – 78; pdf 27 – 44; last line is “There were just drawings, coded instructions, and obscure texts.”). When you finish it, write a summary of the

section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 2. Did any of them come true in Section 3? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you've finished doing this, make predictions about what might happen in the Section 4.

4. Read Section 4: (78 - 107; pdf 44 – 62; last line is “The boy had met the alchemist”). When you finish it, write a summary of the section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 3. Did any of them come true in Section 4? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you've finished doing this, make predictions about what might happen in the Section 5.
5. Read Section 5: (107 - 132; pdf 62 – 77; last line is “They mounted their horses and rode out in the direction of the Pyramids of Egypt”. When you finish it, write a summary of the section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 4. Did any of them come true in Section 5? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions). When you've finished doing this, make predictions about what might happen in the Section 6.
6. Read Section 6: (132 - 161 (end); pdf 78 – 94 (end)). When you finish it, write a summary of the section. Once again, list all the major events, the characters, and the places Santiago traveled. Next, re-read the predictions you wrote after you finished Section 5. Did any of them come true in Section 6? Write down what you got right, and what you didn't see coming (be sure to respond to your predictions).

By the time you finish the novel, you will have a record of the thoughts you had while you were reading it. This will be useful when you write your essay.

The Character Log. The Character Log will help you keep track of the many characters in the story. As you will see once you start reading, some of the characters change as the action progresses. You will need to keep a careful record of these changes, as they will help you understand the story. While the Expectation and Reflection Log asks you simply to list the characters, when filling out a Character Map you will need to describe each character in some detail. Here is a description of what to do every time you encounter a character in the story:

1. Write down the character's name and the place where Santiago meets him or her (you should also write down the page number where the character appears in case you need to refer to it later).
2. Describe the character. If the text doesn't provide details about their physical appearance, write down how you picture them in your imagination. Describe their personality. What sort of person are they? Does the protagonist like the character? Do you? Explain.

The Expectation and Reflection Log and the Character Log should be part of your *Alchemist* notebook. Be sure to leave a few blank lines after each entry in your Character Log so that you can add to it; several characters go on to reappear throughout the story, either because they come back into Santiago's life or he remembers them and reflect on what they taught him. When this happens, make a note of it in the Log. By the time you finish the novel, you will have a detailed record of the many characters in the *Alchemist*.

If students are completing the reading at home/in their own time, consider having them read the questions in Reading for Understanding before they read the section.

Reading

Reading (Section One: beginning to page 24; pdf 1-14; Last line is “And he vanished around the corner of the plaza”)

Section 1: The theme for this section is trusting your dreams. We meet Santiago and learn that he was supposed to be a priest but chose to become a shepherd, and that he’s been dreaming about a treasure. He has his dream interpreted and meets an old man who claims to be the king of Salem, and who tells the boy that he will reveal the location of the treasure in exchange for a tenth of Santiago’s flock.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally, readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.

Activity 11: Reading for Understanding – Section 1

Before you start reading the novel, read the following questions to get an idea of what to focus on as you read section 1. As you read the book, mark the text when you find something that may help you answer one of the questions. You can mark the text by underlining or highlighting relevant lines or by making notes in the margins. If you don’t want to write in your book, you can use sticky notes.

1. What is the significance of Santiago falling asleep in an abandoned church? Do you think there is a connection between this and his decision to become a shepherd instead of a priest?
2. Why does Santiago think to himself, “I couldn’t have found God in the seminary”? What does being a shepherd make possible that staying in the seminary did not?
3. According to the old man, what is the world’s greatest lie?
4. According to the old man, why do people abandon their dreams?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don't, share your insights.

Activity 12: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 1, being sure to include a brief description of the world in the novel (what sort of place is Andalusia? What time does the story seem to be set in, and how can you tell?) as well as the main action. After you write your summary, make some predictions. What do you think Santiago will do? What will the king do? Don't worry about getting things right; just make predictions based on what you've read so far. Finally, write 1-2 sentences reflecting (thinking back) on your reading experience so far. Is the writing easy to understand or are you having difficulty? List the location of any word, line, or passage that is hard to understand.

Activity 13: Character Log

Completing a chart like the one below will help you keep track of the characters in the novel. Copy the table into your own notes and fill it out. As more characters appear, add them to the list. If characters re-appear in later sections, add the page number

Character name(s)	Page # where they appear	General description (include details about their appearance and their personality)
Santiago		
Gypsy woman		
Old Man/ King of Salem		

Prerequisite Grade 8 Standard: Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the

Annotating and Questioning the Text

Annotating and questioning the text asks students to read the text and indicate graphically the main ideas, key arguments, and support the

<p>text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;...</p> <p>Grades 9-10 Reading – Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;...</p>	<p>author uses. This also allows students to respond to the text from a personal point of view and helps them to understand the writing.</p> <p>Activity 14: Annotating and Questioning the Text</p> <p>React to the text by highlighting, underlining, and making notes. You can make note of when you:</p> <ul style="list-style-type: none"> • Agree • Disagree • Have a question • Have a comment • Have any sort of reaction (This might mean feeling surprised, shocked, confused, or interested.)
<p>Reading – Informational Text</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context</p>	<p>Analyzing Stylistic Choices</p> <p>This activity treats students as potential authors by prompting them to explore how Coelho creates meaning via story structure.</p> <p>Activity 15: Analyzing Stylistic Choices</p> <p>For this activity, compose a Quickwrite in which you answer some (or all) of the following questions: why did Coelho choose to start the novel with a Prologue? You might begin to answer this question by asking yourself, “What does the Prologue do?” Typically, the beginning of the story will perform several functions, including establishing the setting, introducing characters or issues, and inviting the reader to make predictions about possible themes. Does the Prologue do this? Is that why Coelho includes it? If you stopped reading after the Prologue, what would you think the novel was about? If the Prologue was missing, how would it change your impression of the novel?</p> <p>The following activity asks students to consider the “implied author” of the text. This is a concept introduced in Wayne Booth’s seminal work, <i>The Rhetoric of Fiction</i>. The implied author is an ethos, or “second self” that an author creates when he or she composes a story. It is not necessarily the same as the author or the narrator; it is a persona constructed for a specific text and audience. Once students begin to</p>

<p>and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>consider the implied author of a text, they can begin to question how an ethos is created, and why.</p> <p>Activity 16: Regarding the Author</p> <p>Consider what you’ve read so far, and answer the following questions about the author of the Alchemist, Paulo Coelho.</p> <ol style="list-style-type: none"> 1. What kind of person is Coelho? Just going by what you’ve read of his story, what do you think he is like? 2. What do you think Coelho looks like? What sorts of clothing does he like to wear? 3. Do you trust the author? A lot? Just a little? Why? 4. How close do you think Coelho is to Santiago? Do they have similar personalities? Similar dreams? Explain. <p>Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.</p>
<p>Reading (Section Two: 24 - 45 (end of Book 1); pdf 14 – 27)</p> <p>Section 2: This section really demonstrates the importance of a positive attitude. The boy decides to trust the king, learns that his treasure is at the Pyramids of Egypt, and leaves for Africa. Upon arriving in Africa he is promptly scammed out of his money because he trusts the wrong person. At first he is depressed (who wouldn’t be!) but remembers the advice of the king. This helps him readjust his attitude and he manages to secure a job – which he claims to need so that he can buy sheep. This ends Book 1.</p>	
<p>Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<p>Reading for Understanding</p> <p>The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally, readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.</p> <p>Activity 17: Reading for Understanding – Section 2</p> <p>Before you start reading Section 2, read the following questions to get</p>

	<p>an idea of what to focus on as you read the novel. Once again, annotate the text as you go.</p> <ol style="list-style-type: none"> 1. How does the levanter affect Santiago’s decision? 2. What is the “principle of favorability”? Have you ever seen this concept enacted in your own life? 3. How does being robbed make Santiago feel about his life? Find a specific passage where he describes his feelings. 4. What does remembering the king’s words and using Urim and Thummim affect Santiago’s mood? Why is it that now, when he looks around the empty market, he thinks, “This isn’t a strange place, it’s a new one”? He’s still in the same situation but something has changed. What changed? 5. What does the crystal merchant tell Santiago about traveling to Egypt? How does this make Santiago feel? <p>Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.</p> <p>Activity 18: Expectation and Reflection Log</p> <p>Read all your notes, including any annotations you made in the book. Summarize section 2, being sure both to describe the action and reflect on the predictions you made after reading Section 1 (what did you get right? What surprised you?). After you write your summary, make some predictions. What do you think Santiago will do now? Will he get to the Pyramids? Can he truly trust the crystal merchant? Don’t worry about getting things right; just make predictions based on what you’ve read so far.</p> <p>Activity 19: Character Log</p> <p>Add new characters to your Character Log.</p>
<p>Prerequisite Grade 8 Standard: Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the 	<p>Annotating and Questioning the Text</p> <p>Annotating and questioning the text asks students to read the text and indicate graphically the main ideas, key arguments, and support the</p>

<p>text says explicitly as well as inferences drawn from the text.</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;...</p> <p>Grades 9-10 Reading – Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;...</p>	<p>author uses. This also allows students to respond to the text from a personal point of view and helps them to understand the writing.</p> <p>Activity 20: Annotating and Questioning the Text</p> <p>React to the text by highlighting, underlining, and making notes. You can make note of when you:</p> <ul style="list-style-type: none"> • Agree • Disagree • Have a question • Have a comment • Have any sort of reaction (This might mean feeling surprised, shocked, confused, or interested.)
<p>Reading – Informational Text</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Noticing Language</p> <p>This activity asks students to reflect on the idea of “language without words” This is an abstract concept that reappears throughout the novel. Students may struggle to decipher the significance of the concept; this activity is designed to help them think about it in concrete terms. If your students have difficulty with this activity, consider having them fill out a KWL chart as a way of organizing their ideas.</p> <p>Activity 21: Language Without Words</p> <p>Santiago meets a candy merchant in the market. After their encounter, the text tells us, “There must be a language that doesn’t depend on words, the boy thought. I’ve already had that experience with my sheep, and now it’s happening with people.” Go over the passages detailing the boy’s interaction with the candy merchant and find places where they “communicated” without words. Look closely at Santiago’s actions towards the candy merchant. How do you think the candy merchant feels towards Santiago? How do you know? Can you think of a time when you communicated without using words? Answer these questions in a Quickwrite.</p>
<p>Reading – Informational Text</p>	<p>Analyzing Stylistic Choices</p>

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

This activity allows students to practice their critical thinking regarding visual images using the map of Santiago’s journey. They will perform a two-part analysis: a syntagmatic analysis which focuses solely on the image’s surface level; and a paradigmatic analysis which asks them to explore the image’s deeper levels. During the syntagmatic analysis students must observe the explicit features in the map but draw no conclusions about their meaning. During the paradigmatic analysis, they can be prompted to speculate about the significance of each element.

If your copy of *The Alchemist* does not have a map or if you are using the PDF version, a copy of the map can be found here:
http://platonline.com/studentwork/conde_dedeyla/pages/map.html

Activity 22: Exploring the Map

Look closely at the map of Santiago’s journey. So far, you have read about Santiago in at least two of the locations reflected in the map. Find those and write down everything you see (no detail is too small!). Once you have a list of the visual details, go over the list and ask yourself what each element might **mean**. Why did the artist include those specific details? What events do the details describe? If you were designing a map for the novel, what would you add to the map? Why? Share your responses with your group.

Reading (Section Three: 49 (that’s where the text resumes) – 78; pdf 27 – 44; last line is “There were just drawings, coded instructions, and obscure texts.”)

Section 3: There are a couple of significant themes here. First, the importance of taking risks and trying something new: the boy helps the crystal merchant improve his business by changing things up and it pays off. Next, the importance of pursuing your dreams and not getting sidetracked: the boy makes enough money to buy more sheep and return to Spain but he learns that the crystal merchant also had a dream – to travel to Mecca – but no longer seeks to achieve it because he’d rather have the fantasy than try for the real thing (and potentially

be disappointed). The boy decides to pursue his dream and joins a caravan that is heading through the desert.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally, readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.

Activity 23: Reading for Understanding – Section 3

Before you start reading Section 3, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. How does Santiago help the crystal merchant improve his store?
2. What was the crystal merchant’s dream? Why doesn’t he pursue it?
3. Explain what the crystal merchant means when he says, “Today, I understand something I didn’t see before: every blessing ignored becomes a curse.”
4. What does “Maktub” mean?
5. What is the Englishman’s dream?
6. What does Santiago mean when he thinks, “Making a decision was only the beginning of things”?
7. What did the camel driver learn from experiencing a disaster?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Activity 24: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 3, being sure both to describe the action and reflect on the predictions you made after reading Section 2 (what did you get right? What surprised you?). After you write your summary, make some predictions. Don’t worry about getting things right; just make predictions based on what you’ve read so far.

Activity 25: Character Log

	Add new characters to your Character Log.
<p>Prerequisite Grade 8 Standard: Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;... <p>Grades 9-10 Reading – Informational Text</p> <ol style="list-style-type: none"> 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;... 	<p>Annotating and Questioning the Text</p> <p>This activity reminds students that texts are constructed; they do not appear fully formed but rather result from a series of deliberate choices. Students will be asked to decide on a new title for the <i>Alchemist</i>, and to think carefully about the reasons for their choice. Through this process students can develop a clearer sense of what they find significant in the story. The activity can be presented as open-ended (as described below) or modified to emphasize certain parts of speech. For instance, students can be asked to create titles using adjectives or verbs – or, time permitting, one of each. A good follow up to this would be to ask students which they prefer, and why, and how each part of speech affects the meaning of the title.</p> <p>Activity 26: Creating Titles</p> <p>You’re a little over half-way through the novel at this point, so you have a good sense of the story. Why do you think Coelho chose to title the novel <i>The Alchemist</i>? Think back (or check your notes) to the prereading activity in which you described your first reaction to the novel. Do you think that Coelho wanted that reaction from you?</p> <p>Think of another title for the novel and write it down. Write a paragraph explaining why you chose that title, how it suits the story so far, and what effect you think it would have on a reader. Share your title and your reasons with your group.</p>
<p>Reading – Informational Text</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 	<p>Noticing Language</p> <p>The purpose of Noticing Language is to make students aware of how particular language features are used in written texts so they will be better able to comprehend them and subsequently incorporate these features into their own writing. Revisiting words, phrases, and sentence structures deepens comprehension and builds lexical, semantic, and syntactic awareness.</p> <p>Activity 27: Noticing Language</p> <p>The word “Maktub” appears for the first time in this section. It will go on to appear multiple times. Why do you suppose Coelho chose to put</p>

this Arabic word in his novel? After all, the rest of the novel is not in Arabic. Does seeing the word in Arabic feel different than seeing it in English? Write some thoughts about this issue (don't worry about being right; simply write down what you feel). Can you think of a moment in your life when you might have said "Maktub" afterwards?

Share your responses with your group.

Reading (Section Four: 78 - 107; pdf 44 – 62; last line is "The boy had met the alchemist")

Section 4: This section really emphasizes the importance of teachers – and the fact that teachers don't need to be human! Santiago finds himself learning from the desert itself; he feels more in tune with the natural world and reflects on the Language of the World, a universal language that everyone shares. The text also highlights different learning styles: although the boy and the Englishman share an overarching goal, the Englishman feels best learning from books while the boy prefers to learn from the natural world. The section also illustrates the importance of trusting one's instincts: the caravan arrives at the oasis where the boy has a vision of an impending attack. He tells the elders who decide to believe him but warn the boy that if no attack occurs, he will be killed. Despite this, the boy claims to have no regrets because he believes he has done the right thing.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally, readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.

Activity 28: Reading for Understanding – Section 4

Before you start reading Section 4, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. What does Santiago learn from the Englishman's books?
2. What is the "Language of the World"? How might it relate to the "Language Without Words"?
3. What is the "Soul of the World"?
4. Why doesn't Fatima ask Santiago to stay in the oasis?
5. What did the camel driver learn from the seer?

	<p>6. After warning the elders about the impending attack, Santiago thinks to himself, “[H]e had no regrets.” Why does he have no regrets?</p> <p>Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.</p> <p>Activity 29: Expectation and Reflection Log</p> <p>Read all your notes, including any annotations you made in the book. Summarize section 4, being sure both to describe the action and reflect on the predictions you made after reading Section 3 (what did you get right? What surprised you?). After you write your summary, make some predictions. Don’t worry about getting things right; just make predictions based on what you’ve read so far.</p> <p>Activity 30: Character Log</p> <p>Add new characters to your Character Log.</p>
<p>Prerequisite Grade 8 Standard: Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;... <p>Grades 9-10 Reading – Informational Text</p> <ol style="list-style-type: none"> 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;... 	<p>Annotating and Questioning the Text</p> <p>This activity helps students practice their critical thinking skills while examining complex ideas. Students will need to practice rereading, which is by far the most useful strategy for reading difficult texts. The students will also have to listen carefully and practice metacognition, the process of noticing what they notice. Further, since the activity asks students to assess their understanding after both individual reflection and group discussion, it can help students appreciate how intellectual exchange contributes to comprehension.</p> <p>The activity requires students to read aloud and to share their thoughts. Although you will need to direct each step of the activity, students should perform their readings and share their ideas in small groups of 3 or 4 before being invited to share them with the class.</p> <p>This activity (or a modified version of it) can be used on any set of lines that require close reading. This activity (or a modified version of it) can</p>

be used on any set of lines that require close reading. If necessary, have your students fill out a KWL chart as a way of organizing their thoughts.

Activity 31: Read, Re-read, Close Read

This activity will guide you through the process of close reading. This type of reading is essential when one is dealing with complex or abstract ideas. In your groups, read the following excerpt out loud. You will recognize it, as it was part of the Section 4 reading. Take turns reading one sentence at a time. Make a mark next to each sentence you read so that you can refer to it.

It was the pure Language of the World. It required no explanation, just as the universe needs none as it travels through endless time. What the boy felt at that moment was that he was in the presence of the only woman in his life, and that, with no need for words, she recognized the same thing. He was more certain of it than of anything in the world. He had been told by his parents and grandparents that he must fall in love and really know a person before becoming committed. But maybe people who felt that way had never learned the universal language. Because, when you know that language, it's easy to understand that someone in the world awaits you, whether it's in the middle of the desert or in some great city. And when two such people encounter each other, and their eyes meet, the past and the future become unimportant. There is only that moment, and the incredible certainty that everything under the sun has been written by one hand only. It is the hand that evokes love, and creates a twin soul for every person in the world. Without such love, one's dreams would have no meaning.

Maktub, thought the boy.

After the entire passage has been read, make some notes about what stood out to you during the reading. How did hearing the passage out loud affect your understanding of the passage? Did your interpretation change? Did you hear something new? Take 3-5 minutes to write some thoughts out.

Now go back through the passage and find the sentence you read aloud (if you read several, pick one). You're going to read this sentence aloud again. First, however, copy it down in your notebook, making sure to get the punctuation right. Then go through it and make notes on how you plan to read it. Which words will you emphasize? Will you speak loudly or softly? Quickly or slowly? Will your tone be happy? Angry? Sad?

	<p>Make sure you have a reason for each choice: what are you trying to express, and why do you think it suits your sentence?</p> <p>Once everyone is ready with their annotated sentences, each group member takes a turn reading his/her sentence, followed by a brief explanation of why they made certain choices with delivery or emotion. Listen carefully as your group members read their sentences and explain their performance. You might make a quick note after each reading, especially if a delivery seems particularly accurate or illuminating. When it is your turn to read your sentence, try your best to follow the directions you wrote down for the sentence and explain your reasoning.</p> <p>After everyone has shared their sentence and their reasoning, ask yourself how well you understand the passage now. Write for a few minutes about what has become clear to you about your sentence, someone else’s sentence, and the passage as a whole. Time permitting, you might share your thoughts with the class.</p>
<p>Reading – Informational Text</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>Noticing Language</p> <p>For this activity students write a six-word version of the day’s reading. Students will need to consider not only what to include but how to express it: the activity prompts critical thinking and close reading as students consider word choice, syntax, and punctuation.</p> <p>Students can write their six-word stories on the board so that they can be read and discussed easily by the class.</p> <p>To help students feel comfortable with the activity, you might first ask the class to create six-word versions of well-known stories from books or film.</p> <p>Activity 32: Six Word Story</p> <p>For this activity, you will turn today’s reading (Section 4) into a six-word story. Start by making a list of all the significant moments in the reading, then summarize the reading in one sentence. Next, refine this sentence, cutting away unnecessary words, compressing ideas, and reworking the structure until you have a six-word version. Finally, write one paragraph explaining why your six-word story effectively describes Section 4 of the novel.</p> <p>Share your insights with your classmates.</p>

Reading (Section Five: 107 - 132; pdf 62 – 77; last line is “They mounted their horses and rode out in the direction of the Pyramids of Egypt”)

Section 5: The theme for this section is not letting go of one’s dreams no matter how tempting it may be. Santiago falls in love with Fatima and feels awfully tempted to stay at the oasis. Fatima encourages him to go pursue his dream (sub-theme: if you love something, set it free!). Santiago embarks on his journey with the alchemist and eventually begins to feel in tune with the Soul of the World. Despite the heartache, he made the right decision.

**Reading –
Informational Text**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading for Understanding

The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally, readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.

Activity 33: Reading for Understanding – Section 5

Before you start reading Section 5, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. How is the concept of the “Soul of the World” treated in this section? Take note of where it re-appears and how your definition for the concept is expanding.
2. The alchemist states the following to Santiago: “You must understand that love never keeps a man from pursuing his destiny. If he abandons that pursuit, it’s because it wasn’t true love...” Do you believe this is true? Why or why not?
3. Santiago tells his heart, “Every second of the search is an encounter with God.” What does he mean?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don’t, share your insights.

Activity 34: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize section 5, being sure both to describe the action and reflect on the predictions you made after reading Section 4 (what did you get

	<p>right? What surprised you?). After you write your summary, make some predictions. Don't worry about getting things right; just make predictions based on what you've read so far.</p> <p>Activity 35: Character Log</p> <p>Add new characters to your Character Log.</p>
<p>Prerequisite Grade 8 Standard: Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;... <p>Grades 9-10 Reading – Informational Text</p> <ol style="list-style-type: none"> 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;... 	<p>Annotating and Questioning the Text</p> <p>Annotating and questioning the text asks students to read the text and indicate graphically the main ideas, key arguments, and support the author uses. This also allows students to respond to the text from a personal point of view and helps them to understand the writing.</p> <p>Activity 36: Annotating and Questioning the Text</p> <p>React to the text by highlighting, underlining, and making notes. You can make note of when you:</p> <ul style="list-style-type: none"> • Agree • Disagree • Have a question • Have a comment • Have any sort of reaction (This might mean feeling surprised, shocked, confused, or interested.)
<p>Reading – Informational Text</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 	<p>Noticing Language</p> <p>Too often students take punctuation for granted, failing to realize the rhetorical power found in punctuation. This activity is designed to help students see how punctuation affects meaning. This should not only aid their reading comprehension but also make them more thoughtful, deliberate composers of their own texts.</p> <p>Students should work through the passage in groups of 3-4. Their goal should be to analyze the meaning of the passage by looking at the punctuation. Students will often find it difficult to get started, and once they do, they tend to summarize the text instead of analyzing the</p>

	<p>punctuation; focus their efforts by asking them to begin with what they already know about what specific punctuation does in a sentence. It can help to use phrasing that reminds students that punctuation guides how we read a text: “What do commas want us to do?”</p> <p>After each group has produced an interpretation, these can be shared with the class. Once there is a generally agreed upon interpretation, change one punctuation in the passage, and ask the students to describe how this change affects the way a reader interprets the sentence.</p> <p>Activity 37: Punctuation Matters!</p> <p>For this activity, you will analyze the following passage while focusing on the punctuation. In other words, go through the passage slowly, making a note of what each punctuation means, and how it affects the way you read the sentence. Work through the passage in your groups. If you’re not sure what a punctuation means, do your best to figure it out by looking at the rest of the text. Take careful notes of your interpretations as you will need to share them with the rest of the class.</p> <p>“Tomorrow, sell your camel and buy a horse. Camels are traitorous: they walk thousands of paces and never seem to tire. Then suddenly, they kneel and die. But horses tire bit by bit. You always know how much you can ask of them, and when it is that they are about to die.”</p>
<p>Reading – Informational Text</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Language</p> <p>3. Apply knowledge of language to understand how language</p>	<p>Analyzing Stylistic Choices</p> <p>In this exercise, students will transform written text into visual text by creating a brief (no more than 5 panels) comic strip. This activity is useful for getting students to think critically about narrative structure since they will have to decide what to show and why it matters. The exercise can be used for any part of the text that would benefit from closer analysis.</p> <p>The students will need unlined paper and colored pencils, markers, or crayons.</p> <p>Activity 38: Make It Graphic</p>

<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>For this activity, you will work in groups to turn the moment in the novel where Santiago says farewell to Fatima into a comic strip. First, spend 5 minutes composing a Quickwrite about the scene. You may want to reread it to refresh your memory.</p> <p>Your teacher will put you into groups of 3-4. Share your Quickwrites and compile a list of elements that you want to include in your comic (one of the group members can write these down). The comic can only be five panels long; think carefully about what should be included and what should happen in each panel. Once your group has made these decisions, draw the comic. Once it is done, write a paragraph (one person can do the actual writing but everyone should contribute ideas) explaining why you chose those specific moments to represent in your comic.</p> <p>Each group can take turns sharing their comics and their explanations. Once everyone has shared, write some thoughts down in your Alchemist notebook. What was the hardest part of the activity? The easiest? What did this exercise teach you about turning written text into a visual text?</p>
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Reading (Section Six: 132 - 161 (end); pdf 78 – 94 (end))

Section 6: This final section really highlights the themes of believing in yourself, not giving up, and the way that your past experiences (and the lessons you draw from them) can help you in a crisis. The boy and the alchemist are captured by militants who agree to spare their lives if the boy demonstrates his power by turning himself into the wind. He succeeds because he asks the desert, the wind, and the sun to help him. He has conversations with each and experiences multiple epiphanies regarding love and the meaning of life. He continues his journey, arrives at the Pyramids, is robbed yet again, and meets a man who ignored his dreams. This man helps the boy understand the location of his treasure: it’s buried in the church where we first encountered Santiago at the beginning of the novel. Santiago’s journey has come full circle (literally!). Ah, there’s another theme here, about the importance – and necessity – of going on the journey. Before he could enjoy his treasure, Santiago had to leave home, find good teachers, and learn a lot of things. This is an apt metaphor for leaving home and going to college and I’ll be using it to get the students to start applying lessons from Santiago’s journey to their own lives (and to transition into the post-reading section).

<p>Reading – Informational Text</p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Reading for Understanding</p> <p>The reading process involves using the knowledge developed during prereading to understand the text and to confirm, refine, or refute the predictions that the reader has made about the text. Additionally,</p>
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readers will be asked to reflect on the questions asked before the reading to aid in deeper comprehension.

Activity 39: Reading for Understanding – Section 6

Before you start reading Section 6, read the following questions to get an idea of what to focus on as you read the novel. Once again, annotate the text as you go.

1. According to Santiago, what is love?
2. Why is the wind stronger than the desert?
3. Why does the wind help Santiago?
4. According to the Sun, what is the Soul of the World's greatest problem?
5. According to Santiago, why does alchemy exist?
6. The alchemist tells Santiago, "No matter what he does, every person on earth plays a central role in the history of the world. And normally he doesn't even know it." Why does he say this right before they say goodbye?
7. Santiago encounters a group of refugees from tribal wars in Egypt. The leader of the men tells Santiago of his own recurrent dream. Why didn't the leader of the men pursue his dream?

Share your answers with your group. If there are questions you were unable to answer, work through them together. If you see connections that others don't, share your insights.

Activity 40: Expectation and Reflection Log

Read all your notes, including any annotations you made in the book. Summarize Section 6, being sure both to describe the action and reflect on the predictions you made after reading Section 5 (what did you get right? What surprised you?). After you write your summary, make some predictions about Santiago's life after the novel ends. Do you think he'll find Fatima? Will they be happy together? Where will he live? Will he travel or settle down in one place?

Activity 41: Character Log

Add new characters to your Character Log.

Prerequisite Grade 8 Standard: Reading – Informational Text

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas;...

Grades 9-10 Reading – Informational Text

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;...

Reading – Informational Text

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
5. Demonstrate understanding of

Annotating and Questioning the Text

Annotating and questioning the text asks students to read the text and indicate graphically the main ideas, key arguments, and support the author uses. This also allows students to respond to the text from a personal point of view and helps them to understand the writing.

Activity 42: Annotating and Questioning the Text

React to the text by highlighting, underlining, and making notes. You can make note of when you:

- Agree
- Disagree
- Have a question
- Have a comment
- Have any sort of reaction (This might mean feeling surprised, shocked, confused, or interested.)

Analyzing Stylistic Choices

This activity treats students as potential authors by prompting them to explore how Coelho creates meaning via story structure. This parallels Analyzing Stylistic Choices – Prologue, and can therefore be used to prompt reflection.

Activity 43: Analyzing Stylistic Choices - Epilogue

For this activity, consider the following questions: why did Coelho choose to end the novel with an Epilogue? You might begin to answer this question by asking yourself, “What does the Epilogue do?” Does it create expectations about Santiago’s life after the novel ends? Does it leave you with questions? If the Epilogue was missing, how would it change your impression of the novel? Write a paragraph in which you reflect on these questions in your *Alchemist* notebook.

This activity treats students as potential authors by asking them to think critically about the ending.

<p>figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Activity 44: To Be Continued...</p> <p>For this activity, you need to reflect on the novel’s ending. Why does Coelho end the story with Santiago finding the treasure? Why not end with Santiago reuniting with Fatima at the oasis? After all, Santiago makes it clear that his journey is not over: he plans to seek Fatima. Does it make sense to end the story before Santiago’s journey ends?</p> <p>Write a paragraph in which you explain why you believe Coelho ends his novel the way he does. Then, ask yourself the following: if you were tasked with rewriting the ending, what would you change? Write a paragraph in which you describe the changes you’d make and explain the reasons why. You might consult your final Expectation and Reflection Log entry as you compose your response.</p>
<h2>Postreading</h2>	
<p><i>The strategies in this section of the ERWC are designed to reinforce students’ learning of the content of the standards in the preceding sections of the template and transfer that learning to other settings.</i></p>	<p>Summarizing and Responding</p> <p>Understanding and articulating what a writer says about a topic is the crucial first step in preparing an academic argument. Summarizing is a very important strategy that students will need to learn. It involves extracting the main ideas from a reading selection and explaining what the author says about them. The instructor can use the traditional summary format or a shorter summary format—for example, the six-word summary or a random number of words for the summary selected by the students.</p> <p>Activity 45: Summarizing and Responding</p> <p>For this activity, you will turn the novel into a six-word story. Start by making a list of all the significant moments in the novel, then summarize the story in one sentence. Next, refine this sentence, cutting away unnecessary words, compressing ideas, and reworking the structure until you have a six-word version. Finally, write one paragraph explaining why your six-word story effectively describes the novel.</p> <p>Share your insights with your classmates.</p>

**Reading –
Informational Text**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Thinking Critically

The following activity will help students analyze the text more deeply and think critically about what they have learned. Have the students go back to the text because the answers will come from a close re-examination of the text.

Activity 46: Discovering What You Think - Reflecting on Key Concepts

1. Review the ideas you wrote down about dreams in Activity 3. Now that you have read the *Alchemist*, how can you expand on your ideas? Write for a few minutes on how the way you think about dreams has developed over the course of working through the story.
2. Review the ideas you wrote down about destiny in Activity 4. Now that you have read the *Alchemist*, how can you expand on your ideas? Write for a few minutes on how the way you think about destiny has developed over the course of working through the story.
3. Review the ideas you wrote down about taking risks in Activity 5. Now that you have read the *Alchemist*, how can you expand on your ideas? Write for a few minutes on how the way you think about taking risks has developed over the course of working through the story.
4. Review the ideas you wrote down about omens in Activity 6. Now that you have read the *Alchemist*, how can you expand on your ideas? Write for a few minutes on how the way you think about omens has developed over the course of working through the story.

The following activity asks students to analyze Coelho’s authorial choices as well as the necessity and potential benefits of travel (or “leaving home”). It may be used to generate discussion or extended to serve as an essay prompt.

	<p>Activity 47: Considering the Journey</p> <p>Read the following passage from the novel <i>A Hat Full of Sky</i> by Terry Pratchett:</p> <p style="text-align: center;"><i>“Why do you go away? So that you can come back. So that you can see the place you came from with new eyes and extra colors. And the people there see you differently, too. Coming back to where you started is not the same as never leaving.”</i></p> <p>One of the ironies of Santiago’s story is that he goes on a journey to find a treasure but must return home to receive it. Why do you suppose Coelho designed the story this way? Why couldn’t Santiago simply find his treasure and begin enjoying it? Consider Santiago’s journey in relation to Pratchett’s passage above. Has travel changed Santiago? Does he see his home “with new eyes and extra colors”? Do you suppose people see him differently, too?</p> <p>Compose a Quickwrite on this importance of leaving home for 5-10 minutes</p>
<p><i>The strategies in this section of the ERWC are designed to reinforce students’ learning of the content of the standards in the preceding sections of the template and transfer that learning to other settings.</i></p>	<p>Reflecting on Your Reading Process</p> <p>Reflection is an essential component of learning. Students benefit from discussing what they have learned about reading and sharing their approach with the rest of the class. Reflecting on their own reading process helps students consolidate what they have learned about being a thoughtful and active reader.</p> <p>Activity 48: Reflecting on Your Reading Process</p> <p>Think back on the experience of reading the <i>Alchemist</i> and answer the following questions:</p> <ol style="list-style-type: none"> 1. What parts the story were hardest to understand? Which parts did you find the easiest? Which were the most interesting? What do you think make the difference? 2. What did you learn about reading a novel that will help you the next time you read a book? <p>Share your insights with your classmates.</p>

Connecting Reading to Writing

Discovering What You Think

Writing

5. Develop and strengthen writing as needed by planning,... focusing on addressing what is most significant for a specific purpose and audience.

Considering the Writing Task

The writing task asks students to compose an essay in which they describe their Personal Legend and reflect on lessons from Santiago's journey that can be applied to their own lives. The assignment is designed to promote self-reflection and self-awareness.

Considering the Writing Task

To finish your experience reading *The Alchemist*, you will write an essay in which you accomplish two goals: first, you will describe your Personal Legend; second, you will examine some of the lessons Santiago learned during his journey to discover which ones you can apply to your life. Think of this assignment as an opportunity to reflect on your personal goals and to develop a stronger sense of what you need to do to achieve your dreams.

Writing

Writing

5. Develop and strengthen writing as needed by planning, ... focusing on addressing what is most significant for a specific purpose and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing

Taking a Stance

In this section students will take a stance toward the issue of pursuing your dream or following your personal legend at all costs. They will begin to state their opinion from multiple perspectives to clarify their own position.

Activity 49: Taking a Stance

Taking into account class discussions, readings, and quickwrites, you will determine what your stance is toward following your dreams and pursuing your personal legend at all costs. You have been exposed to a variety of opinions from multiple perspectives in order to help you clarify your own position

1. Write down what you think is going to be the main claim of your paper.
2. Write about who needs to hear your idea and why.
3. Identify the main arguments you are responding to.

<p>their own clearly and persuasively.</p>	<p>4. Write a practice introduction to your paper and include the message you want to send to the reader.</p>
<p>Reading – Informational Text 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Writing 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Gathering Evidence to Support your Claims</p> <p>Students can select evidence by returning to the readings, their notes, their summaries, their annotations, their logs, and other responses in order to find information they may use to support their position and refute the claims of those who disagree. As they gather evidence, they must evaluate it, which the next activity will help them with.</p> <p>Activity 50: Gathering Evidence</p> <p>As you begin to choose evidence that will support your claims, you must be able to evaluate that information. From your previous work, list the information you are considering using to prove your point. For each item on your list, write down your responses to the following questions:</p> <ol style="list-style-type: none"> 1. How does the piece of evidence support your claim? 2. Is it a fact or opinion? If it is an opinion, what facts can you find to support it? 3. Will the evidence be persuasive to your audience? <p>Now put a check mark by the items that will serve as good evidence based on these criteria.</p>

Writing

5. Develop and strengthen writing as needed by planning, ..., focusing on addressing what is most significant for a specific purpose and audience.

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Getting Ready to Write

The following activities are designed to generate ideas and connections that students can refer to and build on as they write their essays.

Activity 51: My Personal Legend

Before you begin writing your essay, you need to figure out your Personal Legend. Even if you already have a good sense of what your destiny should be, it is important to write your thoughts down. Take 5-10 minutes to write down your Personal Legend in a Quickwrite. If you find yourself struggling with what to say, think back to what you wanted to be when you were little. It may also help to ask yourself what you'd want to do with your life if you knew that you wouldn't fail at it. Or, think about the impact you want to have with your life and what your journey will look like.

Activity 52: Lessons Learned

If students work in groups, you may want to split the workload by having each student work on a different question and report back to the group.

As you answer the following questions, remember to go through all your notes, log entries, and character maps. The more questions you answer, the more you'll have to say in your essays. As you write your responses, try to refer to **specific** moments and **specific** characters as much as possible.

1. What does Santiago's journey teach him about the role of mentors or teachers?
2. What does Santiago's journey teach him about trusting his dreams?
3. What does Santiago's journey teach him about true love?
4. What does Santiago's journey teach him about taking risks?
5. What does Santiago's journey teach him about having goals?
6. What does Santiago's journey teach him about dealing with feelings of loneliness or helplessness?
7. What does Santiago's journey teach him about not giving up?

Writing Rhetorically

Entering the Conversation

Writing

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Composing a Draft

Although students can begin writing at home, they may benefit from working through the next activity in class, as it involves sharing their ideas about how to write an essay. The key insight they need to receive is that they will need to write their essay in stages. Furthermore, this activity can be used to spark a discussion on audience. A common issue for students is that they write an essay for an audience of one (the teacher). While this may make pragmatic sense, too often this can result in the student writing what he or she thinks the teacher wants to hear, and not what he or she wants to say. Reminding students that they need to write for a broader audience will also help the students think of themselves as young scholars entering an academic conversation.

Activity 53: Composing a Draft – Thinking About Introductions

In this activity, you need to think about the introduction of your essay. Think back on your previous experiences with both writing and reading essays, and answer the following questions:

1. When you read an essay, what do you want to know right away? List at least two pieces of information that you – *as a reader* – need to know so that you can enjoy the essay.
2. Who is the audience for your essay? How should this affect how you write?
3. Imagine the person reading your essay stops reading after the introduction. Now imagine that they are asked to write down what they expect the rest of the essay will be about. What should they write down?

Share your answers with the rest of the class. If your classmates mention introduction paragraph elements that you didn't think of, write them down. By the end of the discussion, you should have a list of elements that most essay introductions ought to have.

	<p>It is a good idea to treat all writing activities like a focused free write: the more relaxed the students, the more material they will produce, and the more creative risks they'll be willing to take. You may want to ask them to share their introductions with a partner or in small groups.</p> <p>Activity 54: Composing a Draft – Writing Your Introduction</p> <p>Review your notes from the previous activity and write the introduction to your essay. Treat this like a Quickwrite: write everything down quickly, and don't worry about whether your writing is grammatically correct (you'll have time to fix it later). Make sure it contains all the elements that you decided were important for an introduction.</p>
<p>Writing</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>	<p>Considering Structure</p> <p>The goal for the following activity, aside from giving students a basic organizational template to follow, is to prompt students to think about how the order in which they present their ideas affects readers. Working through these questions, and making the case for their organizational decisions, will help students think about how their writing has the power to affect an audience. You might ask students to choose three lesson responses to include in their essays. This will give the students more to say and give them three lesson responses to work with when deciding on the most effective paragraph order. The significance of paragraph order is often new to students. To help them understand the potential effects of paragraph order, consider asking them questions along these lines: Why might you “sandwich” a weaker paragraph between two stronger ones? What is the effect if you start with your weakest point? What is the effect if you start with your strongest point? Is it ever a good idea to end on your weakest point? And so on.</p> <p>Activity 55: Considering Structure</p> <p>In this activity, we will discuss body paragraphs. These are the paragraphs that make up the bulk of your essay, and where you will describe your Personal Legend and share the lessons from <i>The Alchemist</i></p>

<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>that you found the most impactful. You will need to think about how you can best present your ideas to your reader.</p> <p>Look over your Lessons Learned activity and put yourself in the mind of the reader as you answer the following questions:</p> <ol style="list-style-type: none"> 1. Which of your responses do you feel is the strongest? 2. Which is the next strongest? 3. Which is the weakest? 4. Can any responses be strengthened with additional elaboration (adding ideas and examples from the book)? <p>Once you've made some careful judgements about which lessons to include, you need to decide in what order you should present your Personal Legend and your responses to the Lessons Learned activity (Activity 43). As you answer the following questions, remember to put yourself in the mind of a reader; base your decisions on what would be most impactful to a reader.</p> <ol style="list-style-type: none"> 1. Should the description of your Personal Legend be the first body paragraph? Why? 2. Which body paragraph should the weakest response be? Why? 3. Which body paragraph should the strongest response be? Why? 4. Which body paragraph should the second strongest response be? Why? <p>Discuss your answers with your teacher, a partner, or your group.</p>
<p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Composing a Draft</p> <p>For most writers, writing is a multi-draft process. As they create their first draft, writers take risks, explore ideas, and think on paper, knowing that they will have an opportunity later to revise and edit. When students plan to turn in their first drafts as their final drafts, they often pursue correctness and completion too early. If it is clear from the beginning that revision is an important part of the writing process, students can experiment with tentative positions and arguments that can be evaluated, refined, and sharpened in a later draft. While students will want to keep their audience in mind throughout the writing process because thinking about audience is a guide to effective writing, the first draft is generally “writer-based” and discovery-oriented in that it serves</p>

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>to help the writer think through the issues and take a position. The first draft is often where students find out what they really think about a particular issue or topic.</p> <p>Activity 56: Composing a Draft – Writing the Body Paragraphs</p> <p>Now that you have a promising idea of the structure you want to follow, and good reasons for following this structure, you can rewrite your Personal Legend response and your lessons discussions so that they become solid paragraphs. Again, you will have time to revise later, so for now simply focus on interpreting and presenting your ideas so that the reader will understand your point of view.</p> <p>As you write your paragraphs, keep this general paragraph structure in mind: topic sentence first, then a few supporting details, possibly with a transition sentence at the end.</p>
<p>Writing</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA</p>	<p>Using the Words of Others (and Avoiding Plagiarism)</p> <p>Learning to cite sources accurately and determining how best to incorporate the words and ideas of others are essential for students to establish their own ethos. The information here will help students begin to prepare themselves for incorporating the words of others into their own writing. This form of synthesis is an important and complex writing skill. Students can practice these skills by choosing quotations, paraphrasing them, and then discussing whether they agree or disagree and why. This can be done as dyads or small groups where students choose quotations and help each other paraphrase them.</p> <p>Activity 57: Using the Words of Others (and Avoiding Plagiarism)</p> <p>Plagiarism means using the words or ideas of others without providing citation. Committing plagiarism is an act of academic dishonesty, and it should be avoided at all costs. As you write your essay, you will need to integrate and acknowledge quotations from the novel. Because your essay is primarily your work, try to limit the number of quotations to those you believe essential or memorable to your reader.</p>

	<p>When writing about literary works, you will generally be asked to follow the Modern Language Association or MLA style to format and document your sources.</p> <ul style="list-style-type: none"> • In-text Citations: MLA in-text citation includes the author’s last name either in a signal phrase introducing the source material or in parenthesis at the end of the sentence. It also includes the page number in parentheses at the end of the sentence. <ul style="list-style-type: none"> ○ Citation using a Signal Phrase <ul style="list-style-type: none"> ▪ In her explanation of Hamlet’s behavior, Jones notes that the prince enjoyed “behaving erratically” while in the presence of his uncle Claudius (237). ○ Parenthetical Citation <ul style="list-style-type: none"> ▪ A renowned scholar explains that Hamlet’s humor often relied on “witticisms and word play” (Jones 237). ○ Author Named in a Signal Phrase. <i>If you use the author’s name in a signal phrase, you do not have to include it in parentheses.</i> <ul style="list-style-type: none"> ▪ Jones claims that his essay on Hamlet is “the greatest character analysis ever written in the history of literary studies” (354)
<p>Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9. Draw evidence from literary or informational texts to support analysis,</p>	<p>Composing a Draft</p> <p>This activity is designed to compel students to think about their readers. The goal is to move students away from the mindset that in a conclusion they need only to simply “restate” their thesis. This move is often employed with no thought as to the way in which it will be received by a reader, and simply to bring the essay to a close. Students need to understand that their conclusion creates the final impression with which they leave their readers.</p> <p>Activity 58: Composing a Draft – Writing Your Conclusion</p> <p>In this activity, you need to think about the conclusion of your essay. Remember that the conclusion is the last thing your reader will see. This means that it’s your last chance to impact your reader! Use your</p>

<p>reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>conclusion wisely: will you tie together the threads of your essay? Leave your reader with some inspiring thoughts? Make a statement about your future and your dreams? Before you compose the first draft of your conclusion paragraph, answer the following questions.</p> <ol style="list-style-type: none"> 1. When your reader finishes your essay, what would you like them to feel or think? 2. What are two things that you can do in your conclusion to help them react this way?
<p>Prerequisite Grade 8 Standard: Reading – Informational Text</p> <p>9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>Reading – Informational Text</p> <p>6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Writing</p> <p>1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>Negotiating Voices</p> <p>The goal of negotiating voices is for students to be able to distinguish their ideas from those of their sources and to clarify their stance in relation to those sources. Students have practiced selecting useful and interesting material, punctuating direct quotations, and finding the language for paraphrases and summaries. The following activity can help students put direct quotations, indirect quotations, concepts, facts, ideas, and opinions from other writers into their own texts while keeping all the voices distinct.</p> <p>Activity 59: Negotiating Voices</p> <p>One strategy to help you mark the separate voices in an essay that you write is to use clear introductory language, such as the following templates or frames you can use to express how you feel about Coelho’s assertions:</p> <p>TO EXPRESS AGREEMENT:</p> <ul style="list-style-type: none"> • Paulo Coelho is right about . . . because . . . • I agree with Paulo Coelho that . . . • Paulo Coelho and I both believe that . . . <p>TO EXPRESS DISAGREEMENT:</p> <ul style="list-style-type: none"> • I think Paulo Coelho is mistaken about . . . because • Paulo Coelho’s assumption that . . . is not accurate because . . . • Paulo Coelho overlooks the fact that <p>TO EXPRESS PARTIAL AGREEMENT:</p> <ul style="list-style-type: none"> • Although I agree with Paulo Coelho that . . . , I disagree that . . . • Although I disagree with Paulo Coelho that . . . , I fully agree that

<p>comprehend more fully when reading or listening.</p>	<ul style="list-style-type: none"> • Paulo Coelho is right that . . . ; however, he fails to see that . . . <p>Using the above patterns (or your own), write out three statements. Find at least one of Paulo Coelho’s points that you can agree with, one that you can disagree with, and one that you can partially agree with.</p> <p>AGREE: <i>Paulo Coelho and I both see that</i></p> <p>DISAGREE: <i>Paulo Coelho’s assumption that .</i></p> <p>PARTIALLY AGREE: <i>Paulo Coelho is right that</i></p> <p>Compare your statements with a classmate’s. Check to make sure that your classmate’s statements fairly represent what Paulo Coelho says and clearly state <u>why</u> the writer agrees or disagrees.</p>
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Revising and Editing

<p>Writing</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. & 2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is</p>	<p>Revising Rhetorically</p> <p>Students can benefit from peer review as it allows them to receive feedback from their peers and read their peers’ work. Set a date for peer review, and ask students to bring in a “complete” draft: although they must still revise this draft, it should contain all the required components. Whenever possible, ask students to bring in two copies of their draft, as it will make the activity progress more quickly. Students may work in groups of four during this exercise. Students will be asked to fill out a Peer Response sheet for every essay they read. You will want to read the directions to the class so that they know how to fill out the sheets. Once the activity is over, students should have two Response sheets from which they can gain insight as to how to revise their work.</p> <p>If a peer review session is not feasible given the time restraints, go on to the next activity.</p> <p>Activity 60: Revising the Draft – Peer Review</p> <p>For this activity, you will be placed in small groups and receive a “Peer Response” sheet.</p>
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<p>most significant for a specific purpose and audience.</p> <p>Reading – Informational Text</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <p>Speaking and Listening</p> <ol style="list-style-type: none"> 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. 	<p>Sample Peer Response sheet:</p> <p>Writer's name:</p> <p>Reader's name:</p> <p>Writers: in the space below, explain what you'd most like help with to develop and revise your essay.</p> <p>Directions for the reader: <i>Read the draft completely before responding. Respond honestly and critically but with courtesy. This exercise will help you become a more informed critic of your own writing and writing in general.</i></p> <ol style="list-style-type: none"> 1. What is the author's Personal Legend? Restate it in your own words. 2. If you stopped reading after the introduction, what would you think this essay was about? 3. What is your favorite part of the essay? Why? 4. What is one thing that the writer could do to make the essay better? <p>Writers: After you've gotten a response to your draft, study it carefully, then write a short note to yourself and me explaining what you've learned from your peer response and your priorities for revision: What do you intend to do now, based on your reader response?</p>
<p>Writing</p> <ol style="list-style-type: none"> 1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 1d. & 2e. Establish and maintain a formal style and objective tone while attending 	<p>Revising Rhetorically</p> <p>This activity is designed to emphasize audience during the revision process. Question 2 prompts students to consider their ethos – the persona or the second self that a writer projects in his/her writing – from an objective standpoint.</p>

to the norms and conventions of the discipline in which they are writing.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by ... revising, ... rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Reading – Informational Text

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Speaking and Listening

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Activity 61: Revising Rhetorically

The following activity will help you think about how your essay might be read by others. Reread your draft, and carefully consider the following questions:

1. What is your purpose in writing? What do you want your reader to think after they finish your essay? What do you want them to feel? Do you believe your essay fulfills your purpose?
2. Imagine that the person who reads your essay knows nothing about you before they read your essay. By the time they finish reading your essay, how do you want them to think of you? If they were going to describe you based only on your essay, what would you want them to say? Write this down. Now write at least two ways that you can create this impression through your essay.
3. Consider your main points about the lessons in *The Alchemist*. Will the textual evidence (specific moments in the text involving events or characters) you chose to support each lesson convince a reader? Can you make your points stronger with additional examples?
4. Reread your conclusion. Is it mostly summary? Remember that a conclusion is the last thing your reader will see; that means it is your last chance to impact your reader! Never waste a conclusion on summary: use it to tie your ideas together, inspire your reader, or make a statement about your future or your dreams.

<p>Language</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>Writing</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<h2>Considering Stylistic Choices</h2> <p>This section asks students if the style of their writing, including both word choice and sentence structure, is as effective as possible for its purpose and audience.</p> <h3>Activity 62: Considering Stylistic Choices</h3> <p>Every choice you make as you write is stylistic. When you write a word, a phrase, or a sentence a certain way that is your style. Since you are in complete control of your choices, you can change your words and sentences to create certain effects that will be sure to reach your intended audience.</p> <p>Answer the following questions about your writing style in this essay with a college admissions officer as your audience. Then decide if you want to make any changes to create a different effect.</p> <ol style="list-style-type: none"> 1. How will the language you have used affect an admissions officer response? Are any references too harsh? Too mild? Or too sensitive for your audience? In other words, is your language appropriate for your intended audience? 2. Which words or synonyms have you repeated? Are these effective repetitions? Explain your answer. 3. Did you use any figurative language? Why did you use it? 4. What effects will your choices of sentence structure and length have on the readers? 5. In what ways does your language convey your identity and character? <p>Quickwrite (5 minutes): What stylistic changes can I make in my essay to persuade my intended audience most effectively? Keep this in mind as you are editing your draft.</p>
<p>Language</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage</p>	<h2>Editing the Draft</h2> <p>Once the essays are focused, organized, and developed, students will have a much easier time editing for errors. More important than the actual corrections is planting the ideas that 1) editing is an important</p>

<p>when writing or speaking.</p> <ol style="list-style-type: none"> a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. <p>Writing</p> <p>5. Develop and strengthen writing as needed by ... editing, ... (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p>	<p>step in the writing process, and 2) writers must develop strategies to edit effectively. Studies show that just rereading to catch all kinds of errors is not effective. If you have been working on certain aspects of sentence-level issues (for example avoiding run-on sentences or fragments) or mechanics (for example comma placement), ask students to edit for those specific patterns, reading the essay once through for each pattern.</p> <p>Activity 63: Editing the Draft</p> <p>Once you have completed a full draft and completed some revision activities, you are ready to edit your draft. The following are some general guidelines on editing your work.</p> <ul style="list-style-type: none"> • Whenever possible, show your work to others. They can often find mistakes that your own eyes miss. • As you read, circle any words that do not feel exactly right. They may not convey your precise meaning, or they may create a voice that is not your own. Odds are, if the words sound “off” to you, they’ll sound off to your reader, too. • Talk to your teacher about on-going issues in your writing. Most of us have certain weak points when we write: some writers struggle with comma splices, while others have difficulty with word variety. You may already have a sense of what your weakness are. Pay attention to those weaknesses when you edit your papers.
<p>Writing</p> <p>5. Develop and strengthen writing as needed by ... revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Responding to Feedback</p> <p>Students need feedback on their writing. Some of this can be from peers during the revision stage, but instructor feedback is essential. Although responding to drafts and conferencing with students is undoubtedly time consuming, it is important to intervene in the writing process at the most useful points and to make comments that are well-targeted to both the assignment’s demands as well as to the student’s needs and language development processes.</p>

The most valuable point for students to receive feedback is before they revise and edit, so they can actively apply what they learn from your response to the next draft. One particularly effective time for instructor response is after students have produced their first revised, “reader-based” draft. Students can then use instructor feedback to revise and improve the final draft they will submit for a final grade. As students see their own writing evolve, an improved grade can serve as additional motivation for them to put sustained effort into revisions.

Most writing instructors make a distinction between “global” issues such as thesis, focus, and arguments, and “local” issues such as grammatical and usage errors. While all students need both global and local responses, English learners will benefit from more frequent and extended opportunities to receive and respond to feedback. English learners may also benefit from instructor response to specific aspects of the English language, for example, particularly difficult or idiosyncratic grammatical forms that English learners are still in the process of acquiring.

Below are some common ways to respond.

- Use a preprinted evaluation form (rubric) to respond to your students’ writing and include notes in the margin that correspond to the marks on the evaluation form.
- Annotate the paper, focusing on the 2-3 most important aspects or features of the text (so as not to overwhelm students with too much feedback at once), and make a summary comment at the end, that supports the annotations in the body of the paper.
- Meet one-on-one with each student and review the strengths and weaknesses of the paper. In this situation, you and your student might each keep an index card to track the kinds of changes being made on each paper over time.

Activity 64: Responding to Feedback

Based on the activities and Quickwrites you did in the revising and editing sections and the responses you have received from peers and the teacher, make a list of changes you want to make in your essay. Review the criteria and explanations offered in these two segments. Then revise and edit your essay in a way that reflects your observations in this final section.

The strategies in this section of the ERWC are designed to reinforce students' learning of the content of the CCSS for ELA/Literacy in the preceding sections of the template.

Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Reflecting on Your Writing Process

Activity 65: Reflecting on Your Writing Process

I would recommend that you ask your students to complete the final activity on the day that their final drafts are due. If time permits, ask students to go through their final drafts one last time and look for errors in spelling or grammar. Almost every student will find mistakes, and the experience will serve to emphasize several things: first, a piece of writing is never completed; it can always be improved. Second, it highlights that they must be more thorough when they edit their work. If you choose to have the students complete this activity on the day they are turning in final drafts, you can ask them to answer the following questions on the back of their essays after they've proofread the essays one last time.

Note: if you allow students to revise their essays for a higher grade, this activity can serve as a plan for revision.

Answer the following questions after you have completed your final draft:

1. What was the toughest part about writing this essay?
2. What did writing this essay teach you about expressing your thoughts? List at least two insights that you gained.
3. What do you think is the strongest part of your essay?
4. What is the weakest?
5. If you could change one thing about your essay, what would it be?
6. What did you learn about the writing process while completing this assignment? How will you apply it when you write essays in the future?

Bibliography and Notes

Axelrod, Rise B., and Charles Raymond Cooper. *The St. Martin's Guide to Writing*. Boston: Bedford/St. Martin's, 2004. Print.

The Expectation Log is adapted from Performance Approaches to Teaching Shakespeare (for a detailed explanation of Expectation Logs, see PATS, pages 99-102).

Information on MLA citation in Activity 48 is adapted from St. Martin's Guide to Writing, 9th ed.

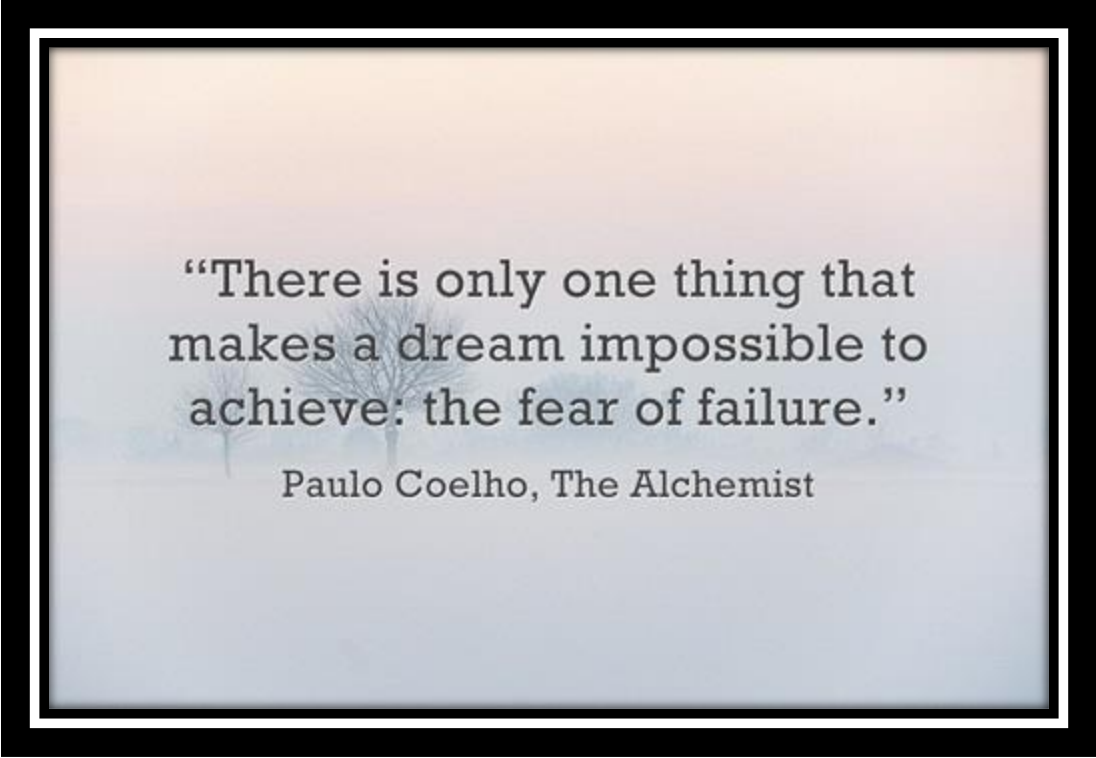
Fuss, Diana, and William A. Gleason, eds. *The Pocket Instructor, Literature 101 Exercises for the College Classroom*. Princeton: Princeton UP, 2016. Print.

Rocklin, Edward L. *Performance Approaches to Teaching Shakespeare*. Urbana, IL: National Council of Teachers of English, 2005. Print.

While a version of these kinds of close reading activities can be found in many sources, Activities 26, 27, 31, and 32 are adapted from the versions presented in The Pocket Instructor.

Pratchett, Terry. *A Hat Full of Sky*. New York: HarperCollins, 2004. Print.

A passage from this novel is quoted in Activity 40.



“There is only one thing that makes a dream impossible to achieve: the fear of failure.”

Paulo Coelho, *The Alchemist*



CAPP

Math Diagnostic Testing Project:

CAPP CGC Summer Program

**Mapping Your Journey to College
(MyJTC)**



Kimberly Samaniego

MDTP EXECUTIVE DIRECTOR & PD COORDINATOR



Math Diagnostic Testing Project (MDTP) for CAPP CGC Summer Program Mapping Your Journey to College (MyJTC)

Exploration and Collaboration in Math: A MyJTC Module

Module Description

This module was developed for the use in the CAPP 9th Grade Mapping Your Journey to College (MyJTC) Summer Camp, 2017 to support student understanding of proportionality through exploration and collaborative learning experiences. These learning experiences are coordinated to align to the themes and the content of the ELA module *The Alchemist*.

Overview

The math content for this module is created specifically for students at multiple levels of mathematic proficiencies (high ceiling, low floor) with emphases on representation of different ways of student thinking and mathematical representations. Provided is a “Doing Math Framework” to guide both collaborative and individual learning experiences where planning, reflection, revision, and peer support are vital, yet often neglected components in traditional settings. Learning to participate in an effective social learning environment and developing confidence in doing math are the main learning objectives of this module.

The instructional goal of this program is to allow students to reason and make sense of the mathematics. This goal does not support demonstrating procedures and instructing students to follow steps. All learning experiences in this module are hands-on and designed to be accessible, engaging, and interesting to students entering ninth grade mathematics.

Module Objectives

At the completion of the learning experiences presented in this module, students will be able to:

- Work collaboratively to solve mathematical problems
- Find solutions to problems using proportional reasoning
- Look for diverse methods for solving problems, and develop an awareness and appreciation for varied ways of student thinking
- Reflect on process, the method, and the solution when solving problems



- Seek and accept help from peers when needed, and offer and give help to peers when needed

Materials needed to complete this unit:

- Rulers (class sets)
- Printer paper (1 ream per class is adequate for building paper models)
- Tape measures (at least 5 per class)
- Scissors (for building 3D models)
- Poster paper (one pad of sticky charting paper – grids not necessary)
- Markers non-permanent color and color pencils (for posters and Egyptian Math Story)
- Student Worksheets
- String or yarn



Doing Math: A Framework for Solving Problems

1. Plan

- a. Ask yourself: What do I need to do? What should I do first? What math should I use? What tools do I need?
- b. Map out a plan in your notes using the questions from above as your guide. Note: this is not a solution but a description of your method, your process, your guide.

2. Solve

- a. Follow your plan to generate a solution.
- b. Show all your work for each part of the process.
- c. Make sure that you answered the question.
- d. Make sure that your solution makes sense.
- e. Box your solution

3. Check and Correct

- a. Check your solution.
- b. Write the correct solution if you do not have the correct solution.

4. Peer Tutor

- a. If you have the wrong solution, check your work to see if you can find an error.
 - i. Find a peer who has the correct solution.
 - ii. Seek and receive help from your peer to edit your work.
- b. If you have the correct solution find a peer and offer help.

5. Reflect on the Process

- a. Describe your confidence in your method and solution.
- b. If you got “stuck”, explain where and what you did to get “un-stuck”.
- c. Record different methods used by your classmates or the teacher in your notes.
- d. Think about how your method is like other methods and how it is different.
- e. Determine which method you think works best for this problem.



Math Diagnostic Testing Project (MDTP)

CAPP CGC Summer Program

Mapping Your Journey to College (MyJTC)

Session 1: The Math Class Giant

Session 2: Mapping Our Classroom

Session 3: MDTP: Diagnosing your Strengths and Challenges

Session 4: MDTP Analyses and Reflections

Session 5: Mapping Santiago's Journey

Session 6: Pyramid Math and 3D Models

Session 7: Pyramid Math – Building a Scaled Model

Session 8: Santiago's Journey and Egyptian Math

Session 9: Your Egyptian Math Story

Session 10: Bring it All Together

Teacher Note:

Prior to the start of the first math lesson, create seating charts in groups of 3-4. Use the seating charts to take notes of **how** students interact with each other, for example, note students who offer and give help, ask for help, and receive help as these are critical factors of an effective math learning environment.

Interchange groups as needed until there is a balance of giving and receiving help so every student feels safe to engage in the learning experiences at their level.

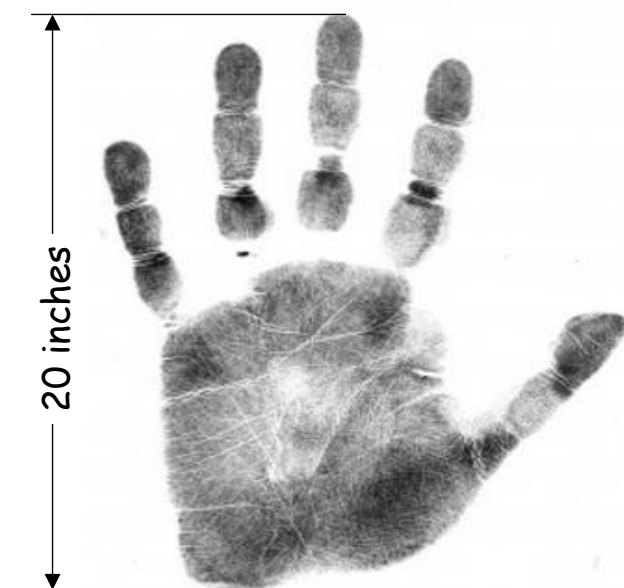
Use the Doing Math Framework to structure and reinforce productive social learning behaviors that students may use for future learning.

Session 1: The Math Class Giant

Pre-lesson: Ask students to write their own height in inches in their notes. Give 1-2 minutes and then use your height as an example, “I am 5’7” which means that I am 67 inches tall. Why?” Make sure that all students have their heights written in their notes. It might be helpful to have a ruler guide on the wall or tape measures available.

Last night, a giant visited our classroom. The only evidence left behind was a giant handprint. An eye-witness reported that the visitor looks human, only much bigger.

One of the students took a picture of the handprint and measured it to be 20 inches from the bottom of the palm to the top of the middle finger.



We are curious about why the giant visited our math class but we are more curious about how tall our math giant is.

1. Using the measurement tools at your table (rulers and tape measures), work with your group to predict the height of the giant (in feet and inches). Work with your group to agree on a solution and a strategy. Prepare a detailed and organized argument to support your solution.

You will create a poster with your group’s solution with all supporting work that will be posted on the wall and shared with the class.

Group poster activity: This is a collaborative learning experience where sharing diverse ideas, strategies, and ways of thinking is embraced. The outcome is a Poster Walk where students visit each poster and then discuss the methods during the closure.

With students in pre-assigned groups of 3-4, allow free thinking and problem solving. Give students adequate time to determine a solution, and announce prior to the start, that each group will post their solution and strategy. Listen to and take notes on how students interact in their groups. Chart social learning skills (seek, give, and receive help), ways of thinking, language acquisition, and mathematical strengths.

Move around the class to prompt all students to participate and to show their work in their own notes. Give posters to groups when they decide on a solution and method for their poster and this solution and method is clearly recorded in each student's notes.

When students finish, hang their posters on the wall, and when all groups are finished, students will move around the classroom for a poster walk. Ask each group to start at their own poster and then give them a prompt to move in the same direction in the class (to the right or left) until they have moved to each poster. Give each group 1-2 minutes to explore the strategies and solutions on each poster. As students view the posters, they should be looking for different ways of thinking that they will share out at the end of the walk. Encourage students to take notes in their notebooks when they find new and interesting strategies.

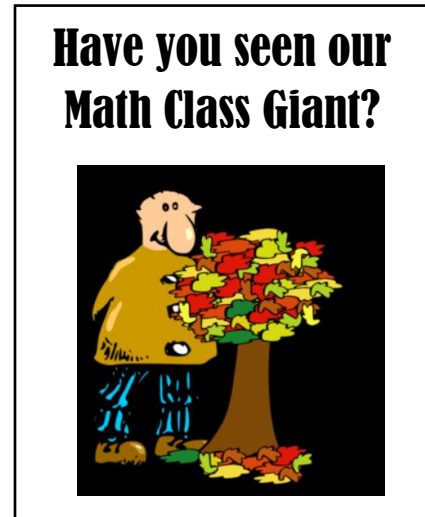
Discussion: Return students to their groups and allow students to ask other groups to clarify any questions that they may have regarding the work on their poster. When clarifying questions are over, conclude this experience with the following questions:

1. About how tall is the giant? (Answers will range depending on the strategy but the height of the giant should be in the range of 15-17 feet tall.)
2. Why are there different answers? (Students should explain that the different strategies produced different solutions.)
3. Which solution do you think is the most accurate? Why? (Accept all answers and allow students to debate and evaluate student reasoning.)
4. Take a moment to revise your solution if needed. Feel free to adopt a new method or to revise your own.

Repeated reasoning: Allow students to complete questions 2 and 3 in their groups. Make sure that they show all their work and can explain their thinking. These problems are designed for students to apply the same reasoning that they adopted in the first question to receive new solutions. Allowing students to use calculators focuses on proportional reasoning and the strategy rather than getting bogged down in multiplying and dividing with fractions and decimals.

- Your principal wants to make poster to help locate our giant. The poster must include a full sketch of the giant. In this sketch, every 20 inches in real life is represented by 1 inch in the sketch.

Using your solution to question 1, how tall will the giant be in the sketch? Show your work.



Solutions should be between 9 to 10 inches since students should accept solutions that the giant is about 180-204 inches tall (15-17 feet). Accept all reasonable solutions.

- Your principal has changed his mind. Now he wants the sketch on the poster to use the scale: 3 feet = 2 inches.

How tall will the giant be in the sketch? Show your work.

Solutions should be between 10 to 11.3 inches since students should accept solutions that the giant is about 180-200 inches tall. Accept all reasonable solutions.

At this end of question 3, if you notice that there was one method that students used most, you could “publish” this method as the accepted “class method” or name different methods as “John’s method” and “Jane’s method” and these methods can be referred to and used in future lessons.

Session 2: Mapping Our Classroom

1. The Silly family took a group photo. In the photo, Lilly is 3 inches tall and Billy is 4 inches tall. In real life Lilly is 60 inches tall. Based on this information, predict which person is Lilly and which person is Billy in the photo?
2. How tall is Billy in real life (in feet and inches)? Be sure to show all your work.



Allow time for prediction and then monitor groups as they work on the solution. If you have named methods from the previous session feel free to point them out when reviewing student work.

Solution: Billy is 6 feet 8 inches.

Follow up questions:

- 1) What is the scale used for the photograph? (some possible solutions: 3 inches = 60 feet; 1 inch = 20 feet; and 4 inches = 80 feet)
- 2) Can we name more scales?

How many? (We are looking for the answer to be “infinite” since you can proportionally alter the equation by multiplying or dividing both sides of the equation with the same value. Stress that any correct representations of the scale are equivalent. Ask which of the three is the easiest to use.)

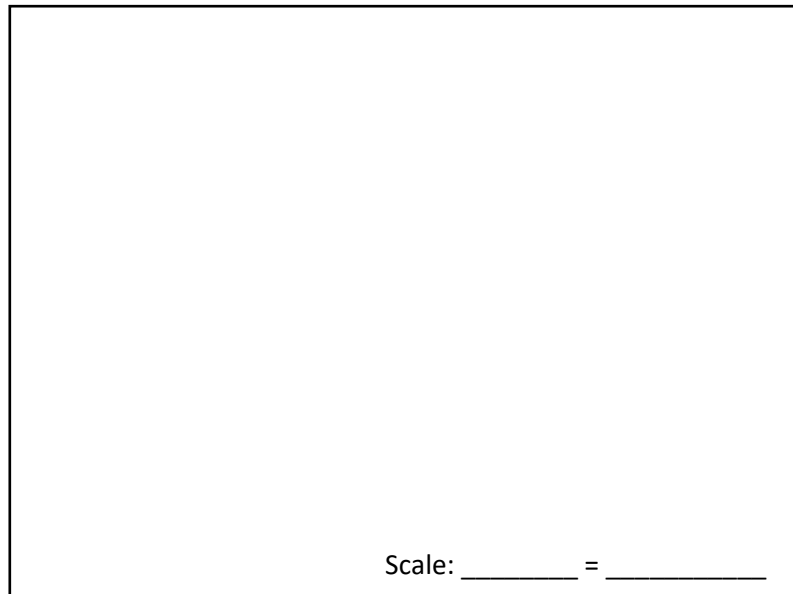
- 3) What method do you prefer? Why?



It is important for students to be open to other ways of thinking while being mindful of methods that make the most sense to them. If students are using a procedure (setting up a proportion), be vigilant about asking them to explain the mathematics to support the procedure (what does the proportion represent and why does it work to do this math?).

3. The dimensions of a rectangular bedroom are 12 feet by 15 feet.
 - a. If you want to make a scale drawing of the bedroom in the space below, what values for the scale could you use?
 - b. Use your scale to draw the bedroom in the space below. Be sure to fill in the blanks below with your scale for this drawing.

Give students a ruler with inches and centimeters, and allow students to use either unit. When most students have finished, have them share their rectangles with another student and check to see if their work makes sense (Framework: review and check). Ask students to revise as needed.



- c. Your friend's room has the dimensions of $11 \frac{1}{2}$ feet x $13 \frac{3}{4}$ feet rectangle. Using your scale, how long would you draw the length and width to scale? Show all your work.

By now, students should be consistently using one method to calculate scalar dimensions. This problem is designed to apply their repeated reasoning to a situation with fractional dimensions.

Notice how students interpret and convert the dimensions before offering them strategies. Ensure that students interpret $\frac{1}{2}$ foot and $\frac{3}{4}$ foot to inches if this is the strategy that they are using ($12 \times 11 + 6$ inches and $12 \times 13 + 8$ inches).



4. Your Principal wants a scale drawing plan of our classroom. Unfortunately, he does not know the actual dimensions of the room. He wants the scale drawing to include a marking to show the location of the door. He also requests that you include two classroom items, both drawn to scale.

Your drawing must be created on an 8.5" x 11" piece of paper with the scale clearly listed.

This plan is a group effort. You will all collect the dimensions and make the calculations, and then, you will each submit your own plan. Be sure to divide the work so that all students participate.

This is an active, messy, and fun task. Use the Framework to guide the work.

Require that each group make a plan prior to giving them tools for this task. This plan should include designating students who will take measurements, record measurements, make calculations, and check calculations.

Depending on classroom and material logistics, you might want to designate which students will gather measurements. It is ideal that all students participate in measuring and recording some item in the classroom. You can also assign students the two items in your classroom (like the teacher desk, file cabinet, bookshelf, etc.) so not all students are measuring the same items.

Do not hand out the drawing paper to students until all measurements are taken and the scale has been clearly determined by each student in the group. Ask students to check their scale on scratch paper or on the back of one of the sheets from their packets.

Monitor students' measurements making sure that students know how to accurately use a tape measure and accurately report measurement in feet and inches. Have students measure and round to the nearest $\frac{1}{4}$ inch.

Students likely need multiple sessions or one long session to complete this task. It can be returned to when students need to move to break up other learning experiences. A good time to return to this work is after they take the MDTP diagnostic test.

Session 3: MDPT: Diagnosing Your Strengths and Challenges

Students will take the MDTP High School Readiness Test during this session. All students will need access to a computer and teachers will need to upload the class rosters prior to testing.

To set up this session, to go <https://mdtponline.ucsd.edu/admin> and set up your class, upload your roster, and assign the test High School Readiness Test (HS45A15).

Classes

[+ Add New Class](#)

- Instructor: [Nassar, Alya](#)
- School Name: [Mary Jackson Tech High](#)
- Term: [Spring 2017](#)

[Filter](#) [Clear filter](#)

INSTRUCTOR	SCHOOL NAME	TERM	CLASS NAME	PERIOD	ACTIONS
Nassar, Alya	Mary Jackson Tech High	Spring 2017	Advanced Integrated Math I	5	Action
Nassar, Alya	Mary Jackson Tech High	Spring 2017	Integrated Math I	6	View Edit Class

Add New Class

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Instructor *

School Name *

Term *

Class Name *

Period *

Import the enrolled students You may upload your student roster using the Excel template provided below. You will also have the opportunity to add students individually after saving your class.

[Click here to download the required Excel enrollment template](#)

No file chosen

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Classes

+ Add New Class

- Instructor: [Nassar, Alya](#)
- School Name: [New School](#)
- Term: [Spring 2017](#)

Nassar, Alya

New School

Spring 2017

Filter

Clear filter

INSTRUCTOR	SCHOOL NAME	TERM	CLASS NAME	PERIOD	ACTIONS
Nassar, Alya	New School	Spring 2017	CAPP MyJTC Math	1	Action <ul style="list-style-type: none">ViewEdit Class

Viewing Class

Instructor: [Nassar, Alya](#)

School Name: [New School](#)

Term: [Spring 2017](#)

Class Name: CAPP MyJTC Math

Period: 1

[Edit Class](#) - [Delete](#)

Assigned Tests

+ Add New Assigned Test

Add New Assigned Test

Class Name * [CAPP MyJTC Math - period 1](#)

Test Title *

Start Date *

Save

Assigned Tests

+ Add New Assigned Test

Select test

Spring 2017

Filter

Until the test's *End* date, you can click **Proctor Exam** to generate a code and instructions for students to take a test.

The code will allow students to take the test until 5:30PM. You can click **Close Exam** to prevent students from making any further changes.

You can then click Proctor Exam again to re-open the test with a new code (for example, to continue the following day, or to allow extra time for some students).

[Close All Exams](#)

TEST TITLE	START DATE	CODE	ACTIVE	CODE EXPIRES	ACTIONS
High School Readiness Test (HS45A15)	Jul 3 2017		No		Action View

Once the test has been assigned, proctor this test in advance on the same day that you will test. Record the Test Code which you will post for students so that they may access the test.

To proctor, post the following information on the board for students:

- URL: **<https://mdtponline.ucsd.edu>**
- Test Code: (assigned after you assign and proctor a testing session).

It is important that students have enough time to finish the test. Most students should be able to complete the test in 55 minutes. If it is not possible to give adequate time in one sitting, please allow time for students to return to finish the test. It is essential that students understand the importance of taking the test seriously since they will use the results to record, graph, and reflect on their performance.

Have ready quiet tasks for students who finish testing early so those still working on the test can continue without interruptions. One recommendation is to read their book, *The Alchemist*.

When all students finish testing, a good moving activity may be to return to their classroom map from Session 2.

Today you will take a mathematical diagnostic exam that will provide you important information on your readiness for your 9th grade high school math course. Please give your best effort to provide accurate results. This is not a pass/fail test, it is an assessment to give you and your teacher information about your strengths and challenges in math. This assessment will allow your teachers to give you targeted help in the areas that you need it most.



Testing Instructions:

1. Wait for your teacher to instruct you to begin the test.
2. Work each problem on scratch paper, and click on the best response from the given choices.
3. All scratch paper must be turned in when the test is finished.
4. For you and your teacher to make the best use of the test results, you should not guess. If you cannot answer a question, leave it blank.
5. If you are spending too much time on a question, skip it. You may return to skipped items at any time during the test.
6. Calculators may not be used when taking this test.

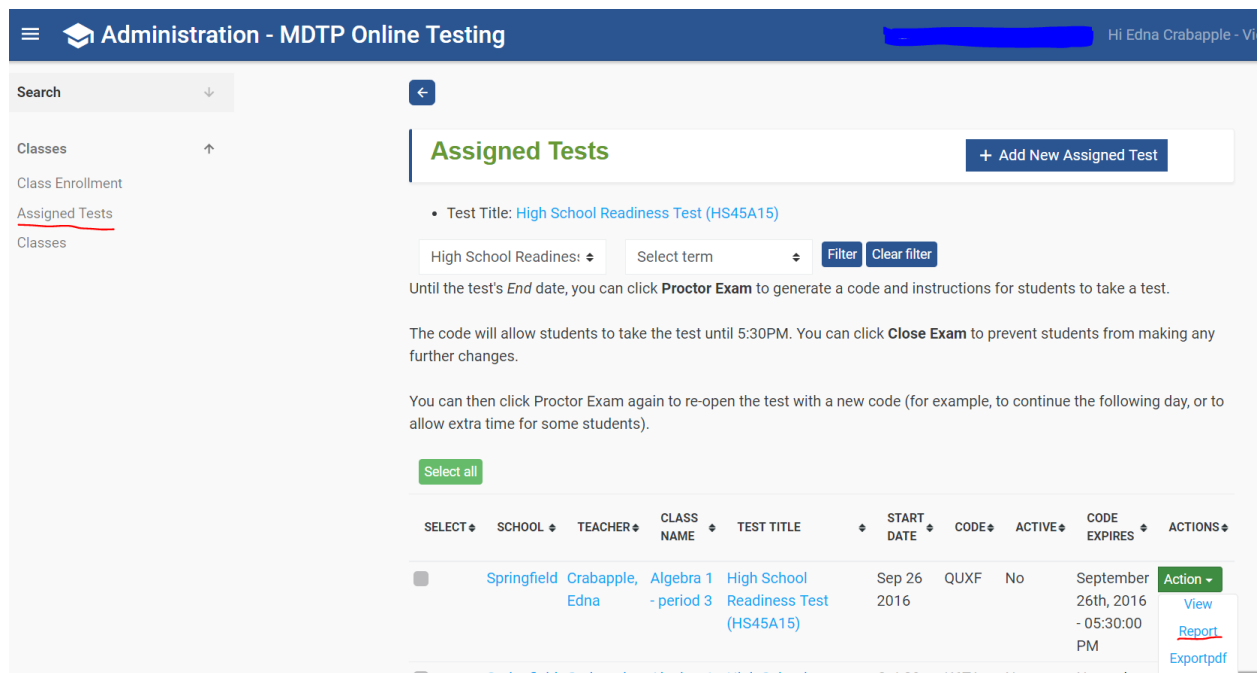
If you finish the test early, please engage in a quiet activity (like reading your novel, *The Alchemist* and remain quiet until all students has finished the testing.

Session 4: MDTP Analyses and Reflections

This session should take place after all students have tested and teachers have downloaded and printed the student letters. Please print two copies of the letters, one for parents and one for the students. This session can be moved to take place anytime during the term of the module. Have students place the student letters and their analysis in a plastic sleeve in their binders.

To print student letters:

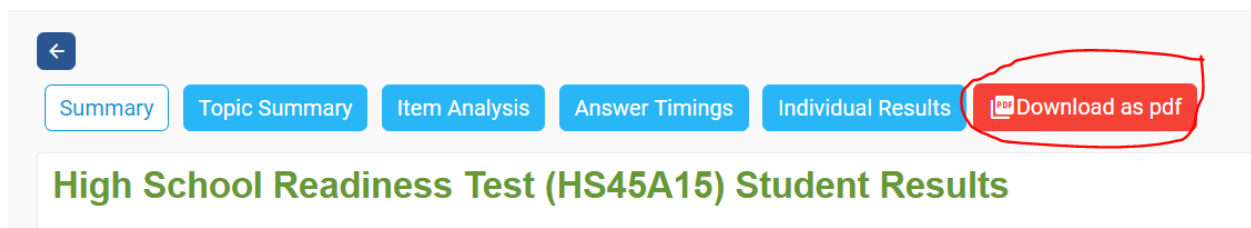
- 1) Go to URL: <https://mdtponline.ucsd.edu/admin>, go to Assigned Tests, Action, and Select Report.



The screenshot shows the 'Administration - MDTP Online Testing' interface. The 'Assigned Tests' section is active, displaying a table of tests. The first test listed is 'High School Readiness Test (HS45A15)' for 'Springfield Crabapple, Edna' in 'Algebra 1 - period 3'. The 'Actions' column for this test includes 'View', 'Report', and 'Exportpdf'.

SELECT	SCHOOL	TEACHER	CLASS NAME	TEST TITLE	START DATE	CODE	ACTIVE	CODE EXPIRES	ACTIONS
<input type="checkbox"/>	Springfield	Crabapple, Edna	Algebra 1 - period 3	High School Readiness Test (HS45A15)	Sep 26 2016	QUXF	No	September 26th, 2016 - 05:30:00 PM	Action - View, Report, Exportpdf

- 2) Select Download PDF and print the student letters (found at the end of the report).



The screenshot shows the 'High School Readiness Test (HS45A15) Student Results' page. The 'Download as pdf' button is highlighted with a red circle.

Summary | Topic Summary | Item Analysis | Answer Timings | Individual Results | **Download as pdf**

High School Readiness Test (HS45A15) Student Results



Today you will reflect on your readiness for high school math based on the diagnostic test you took. You will review overall results for this class and individual results on your personal areas of strengths and areas of needed improvement.

The diagnostic test for High School Readiness has eight topics and defines Critical Levels for each topic. The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses to show adequate preparation and readiness in that topic. The topics and Critical Levels are shown in the table below.

Topic	Description	Item Count	Critical Level
DAPS	Data Analysis & Probability & Statistics	5	4
DECM	Decimals, including Applications; Percents, & Absolution Value	7	5
EXPS	Exponents & Square Roots; Scientific Notation	4	3
FCNT	Functions and their Representations	3	2
FRAC	Fractions, including Applications	7	5
GEOM	Geometry	8	5
INTG	Integers	5	4
LINR	Linear Equations & Inequalities	6	4

Explain the Critical Level for your class. Use the Class Topic results on the class average number correct in each Topic to promote dialogue. Sharing data with students can be done in two ways using an example data set:

- 1) Project your Class Average Topic Scores found in Reports (Figure 1). This option is not preferred since it identifies the percent of students who met Critical Levels rather than how close (or far) students are to the Critical Levels.
- 2) Project a graph that you created, say in Excel or by hand, with the y-axis representing frequency for options in each topic rather than percent. This option is preferred since it gives students a better representation of their overall readiness in each topic (Figure 2).

Class Average Topic Scores

For each topic, the height of its bar displays the average percent correct, the average number of correct responses is printed in its column, and the number of items is printed above its column.

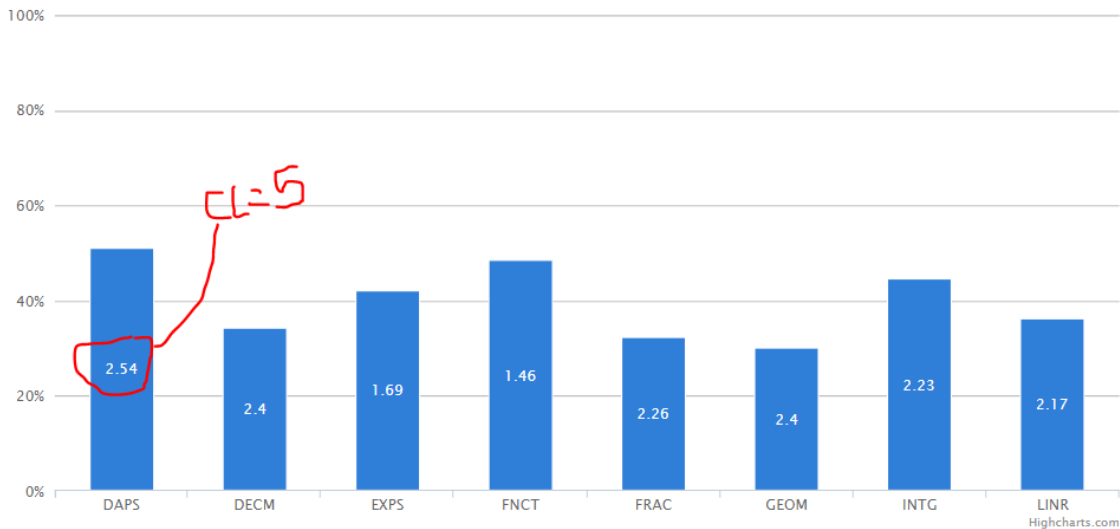


Figure 1: Online Report Class Average Topic Scores

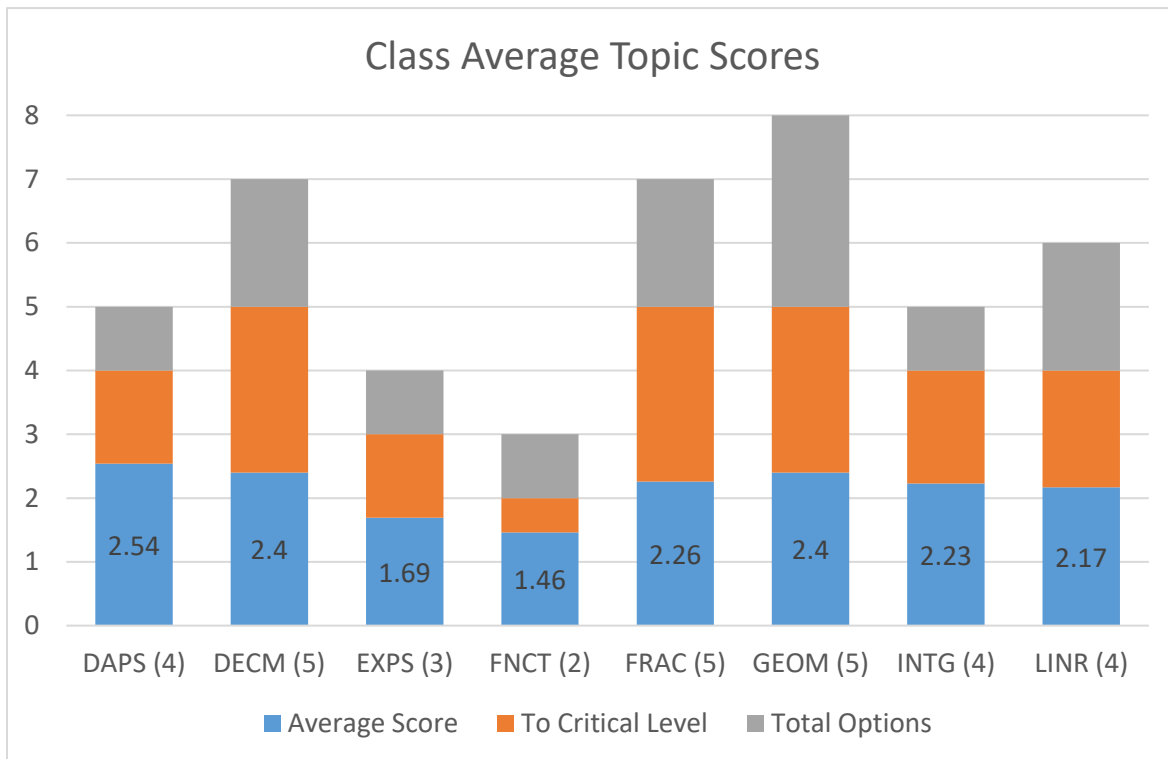


Figure 2: Teacher Created Class Average Topic Scores

If possible, write on the projection to show how class readiness relates to Critical Levels. Students will need to see class averages on topics scores to answer the questions below.



Part 1: Analyze the Class Average Scores on Topics

Use the class average that your teacher displays to answer the following questions.

1. In which topic or topics is your class closest to the Critical Level?
2. In which topic or topics is your class farthest from the Critical Level?
3. Which topic do you predict that you scored closest to the Critical Level?
4. Which topic do you predict that you scored farthest from the Critical Level?

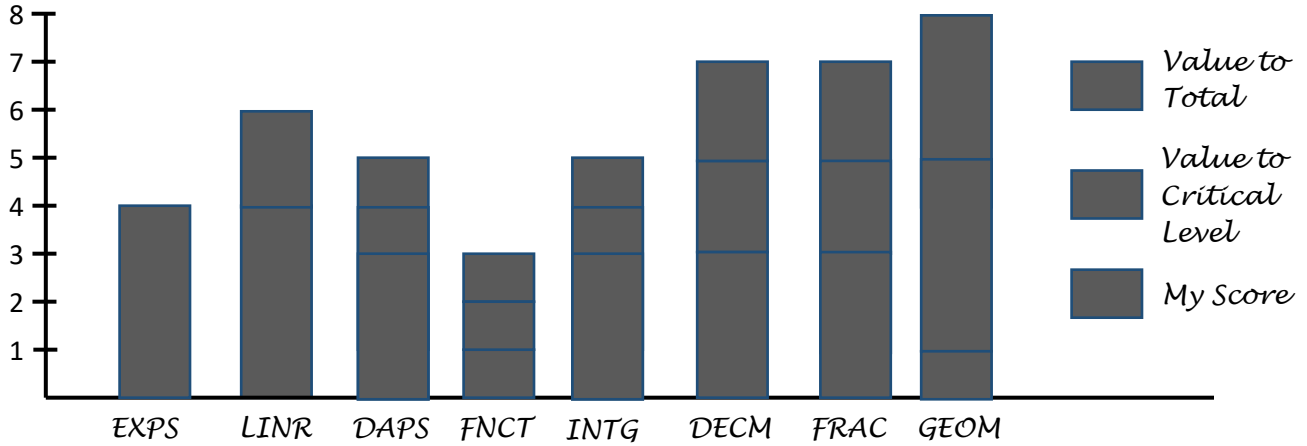
When students have answered questions 1-4, hand out their individual letters. Be sure to explain to students how to interpret their results. It may be helpful to show students an example letter first on a document camera. One student example is provided in the Appendix (see Stuey Math) to model how to interpret student results.

Part 2: Analyze Your Scores on Topics

Read your MDTP student letter.

1. What do you notice?
2. What do you wonder?
3. Create a segmented bar graph of your performance for each topic like the one that your teacher modeled for you. Be sure that your graph clearly illustrates your score, the Critical Level, and the total items for each topic.

Use the letter from Stuey Math in the Appendix to demonstrate how to create segmented bar graphs. Model the construction of the bars (there are no values on the x-axis) and determine an appropriate range and scale for the y-axis (0-8).





Part 3: Reflect on Your Performance

1. What does it mean to meet an MDTP Critical Level?
2. How many Critical Levels did you meet?
3. In which Topic(s) did you meet the Critical Level?
4. In which Topic(s) are you close to meeting the Critical Level?
5. In which Topic(s) do you feel you need to improve?
6. What can you do in your math class to help improve your learning of math?
7. What study habits could you use to help you improve your learning of math?
8. Write a pledge or goal to yourself that includes the actions you will take during the next school year to improve in the topics you listed above.

Use the link below to access a Google Form where you will record your reflections from Questions #1-8. <https://goo.gl/forms/FCWYh71KGBLkxDZr2>



Session 5: Mapping Santiago's Journey

In this session, you will inspect a map and answer questions about Santiago's Journey to the Pyramids. The map is located on the last page of this packet.

1. What do you notice about this map?

See Map in Appendix. Map is in back of student packet.

Require students to work independently on this task. Give adequate time for students to write as many noticings as possible.

2. What do you wonder about this map?

Require students to work independently on this task. Give adequate time for students to write as many wonderings as possible.

When students have many responses, ask students to share with the Whole Class, their noticings and their wonderings. Chart for students to see.

Students might notice that the map looks "scrunched" if they have previous knowledge about this region. This is an accurate observation since the map is not drawn to scale (do not tell them this now – let them determine this using math).

Hopefully, students should notice that there is no scale for this map AND students should wonder how far Santiago traveled. Below are some prompts to get students to notice and wonder about distance traveled and scale:

"Does anyone wonder how far Santiago traveled?" "What do you need to know to determine how far he traveled?" (hopefully students reply that a scale is needed). "What do you notice about the scale?"

3. According to Google Maps, the present-day distance from Al Fayoum Oasis to the Great Pyramid is 123 km (76.4 mi). Use your map to determine an appropriate scale for this distance.

Scale: _____ = _____

Ask students how they can measure the path that Santiago traveled if the route is not a straight line (students might say to use a string). Give students a string so that they can measure the path traveled. Monitor as students measure and then set that distance equal to 123 km or 76.4 miles.

Allow students to use methods from Session 2 where they found a distance and then created an appropriate scale. If students neglect including units, remind the class that without units, the scale is not usable. The string should be about 10 cm.

Appropriate scales could be 10 cm = 123 km; 10 cm = 76.4 mi; 1 cm = 12.3 km; 1 cm = 7.64 mi

Share out student solutions to Question 3 and when possible, share different methods.

Ask students what factors might be the cause of different solutions (tension of string, interpreting the path that Santiago took, and incorrect calculations).

Make sure that students revise their scales after reviewing different solutions and methods. When students are confident with their scales, move them to Question 4. If students move to Question 4 before the debrief for Question 3, redirect them to revise their solution to Question 4 given their revisions to Question 3.

4. Use your scale to calculate the distance of Santiago's Journey from Tangier to The Great Pyramid. Show your work below.

Monitor student work. Assist students who struggle with measurement and encourage students to check in with other members of their group to see that their solutions are reasonable.

When students have solutions, bring the class together to debrief. If students are somewhat accurate, they should discover that the total distance from Tangier to The Great Pyramid on this map is approximately 356.7 km or 221.56 miles (using a string length of 29 cm, this value can vary depending on the width of the string, the interpretation of the path, the accuracy of the student in following the path, and the tension that students use on the string).

5. According to Google Maps, the present-day distance from Tangier, Morocco to the Great Pyramid is 4308 km (2726.9 mi). How does this distance compare to the distance you calculated in Question 4?

A good way to show this point is to project the Google Map result. A discussion regarding the fact that this distance represented travel mostly the coastline and includes a ferry ride should be pointed out (see picture below).



Students should notice that the distance is much greater than their calculation or that $356.7 \text{ km} < 4308 \text{ km}$ and that their calculated distance is about 10 times less than the actual distance. Prompt these types of responses from students if not given.

Students should note that the distance would likely be longer given that Santiago traveled through the desert rather than along the coastline.

6. What do you conclude about the orientation of this map?

It is hopefully obvious to students that this map is not the same as a map drawn to scale and that the distance traveled in the desert is “scrunched.”

Observations and conclusions: The map is not drawn to scale; since a scale is not provided on the map, we cannot assume that the map is proportionally represented; we cannot make accurate predictions about the distances traveled on this map (or any map without a given scale); it looks like Santiago traveled a lot less than he did; and the appearance traveled shown on the book’s map is deceptive of the actual distance of Santiago traveled.

Session 6: Pyramid Math and 3-D Models

Santiago's Personal Legend took him on an expedition to the pyramids. When he arrived, he was in awe of the magnificence of the pyramids and dropped to his knees in tears.

Santiago was amazed by the height of the Great Pyramid of Giza (Khufu) which is the largest and oldest of the three pyramids in Giza. Khufu was constructed around 2,560 BC and stood 146.5 meters (481 feet) tall. It was the tallest man-made structure in the world for about 4,000 years. Today, the pyramid stands 137 m tall due to deterioration at the top.



Image taken from
<http://www.ancientegyptonline.co.uk/great-pyramid.html>

Your task is to create a scaled-down model of The Great Pyramid. The scale of your model is 1 cm = 30 m.

Part 1: Construct a Model

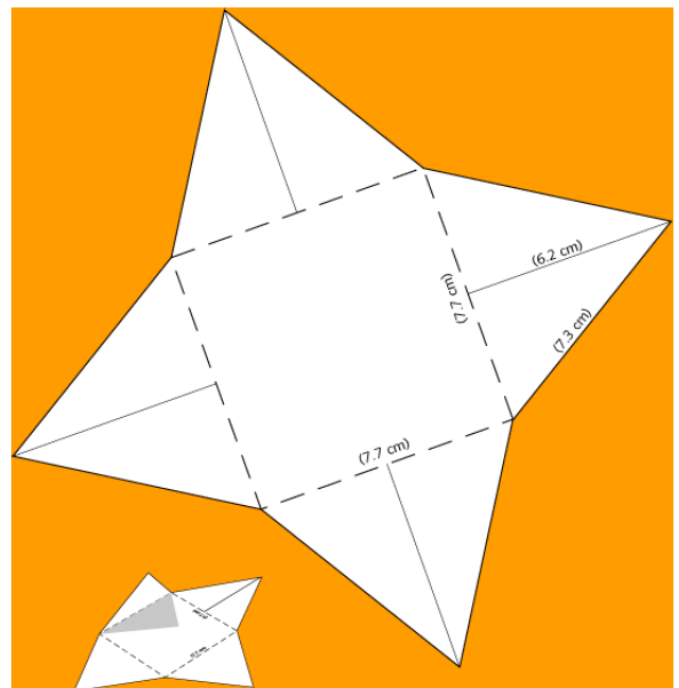
(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

1. Construct a net for the pyramid using the dimensions in the figure below. Make sure to measure accurately and draw 90 degree angles for the square and the heights of the four triangles. Label the dimensions on your net exactly as shown in the figure.

You will need to identify the parts of the net as base, slant height, and pyramid edge (triangle hypotenuse) for students (see figure in Challenge question below).

2. Cut out the net. Fold each triangle along the dotted lines towards the center of the base to make a pyramid. The dimensions should be on the inside of the model.
3. Calculate the actual dimensions of Khufu using the scale of the model.
4. Write the actual dimensions on the blank side (outside) of your model for the base, the triangle height (slant height), and the pyramid edge (triangle hypotenuse).

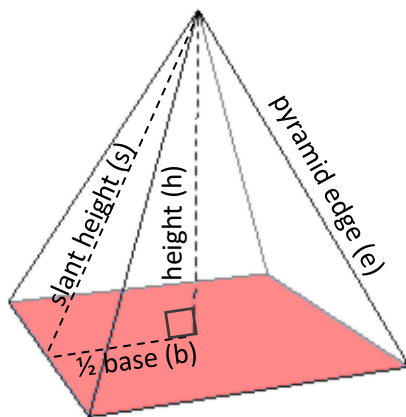
Solutions: base = 231 m, slant height = 186 m, edge = 219 cm).



Part 2: Use the Scale to Calculate Heights

(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

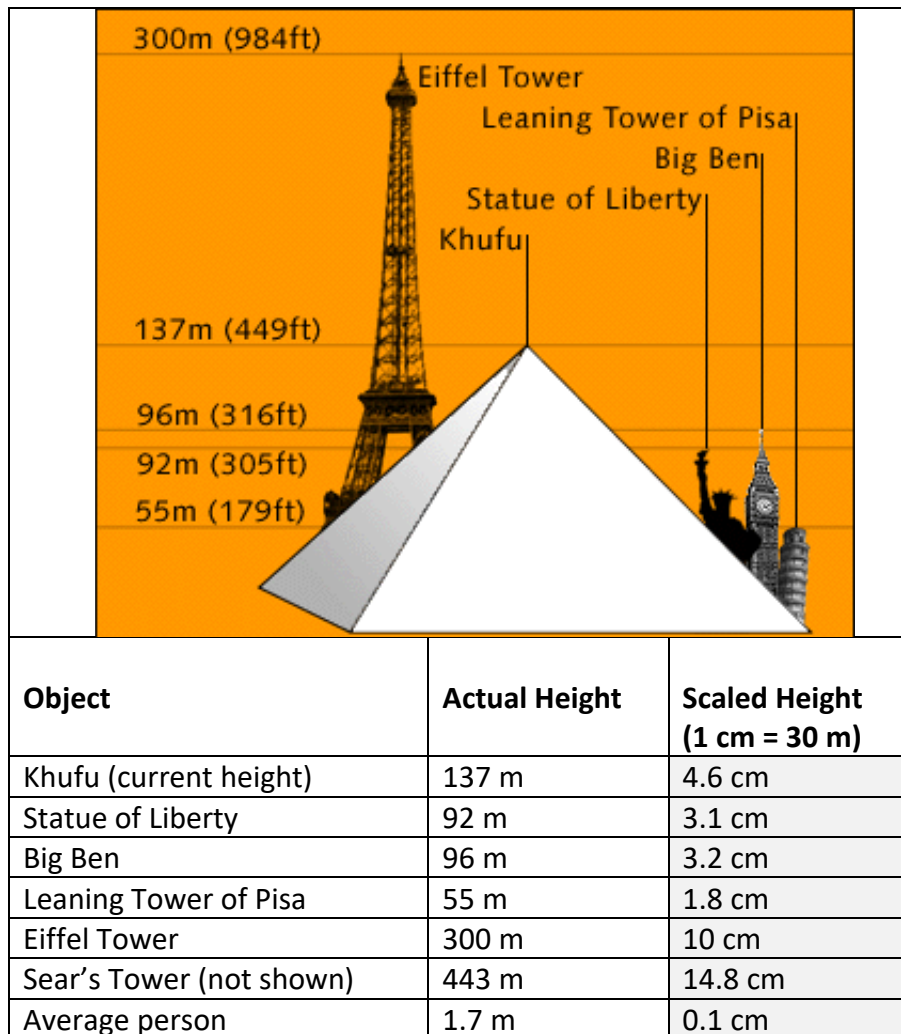
1. Construct the model by lining up each of the sides and taping each into place.
2. Measure the height of the pyramid. Use the scale 1 cm = 30 m to calculate the actual height. How does the height from your calculations compare to the height given in the problem statement on the previous page?
3. Challenge: Using the figure below, how would you calculate the height of the pyramid mathematically (without taking a measurement)?
 - a. Calculate the height using your method. Use a calculator and round your answer to the nearest (0.1).
 - b. How does your measurement compare to your calculation?



Challenge question (optional): Students compute the height of the pyramid using the Pythagorean Theorem. Provide students with calculators. Watch for students who do not correctly apply the Theorem and incorrectly write $186^2 + (231/2)^2 = h^2$. Assist as needed.

Solution: $h^2 + (1/2b)^2 = s^2$
 $h^2 = s^2 - (1/2b)^2$
 $h^2 = 186^2 - (231/2)^2$
 $h^2 = 21255.75$
 $h = \text{square root } (21255.75)$
 $h = 145.8 \text{ m}$

4. Use the same scale to calculate the scaled-down heights of each structure in the figure below. Round your answers to the nearest (0.1), and record your answers in the table below.



Session 7: Pyramid Math – Building a Scaled Model

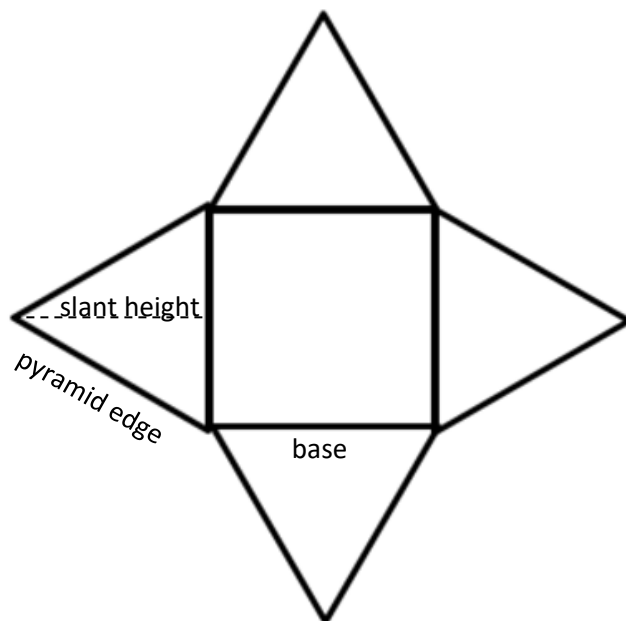
Now that you have created a model of The Great Pyramid Khufu with assistance, your new task is to create a model of one of the other two pyramids, Khafre or Menkaure, given their actual dimensions.

(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

Task

Create a net for one of the two pyramids below. You must determine your own scale and clearly define the scale on your model.

For students who need an additional challenge, provide two of the three dimensions and use the Pythagorean Theorem to find the third dimension. Students will need access to a calculator that computes square roots.



Khafre

- Base: 214.5 m for each side of the square base
- Height: 143.5 m
- Slant height: 143 m
- Pyramid edge: 178.9 m

Menkaure

- Base: 110 m for each side of the square base
- Height: 68.8 m
- Slant height: m
- Pyramid edge: m

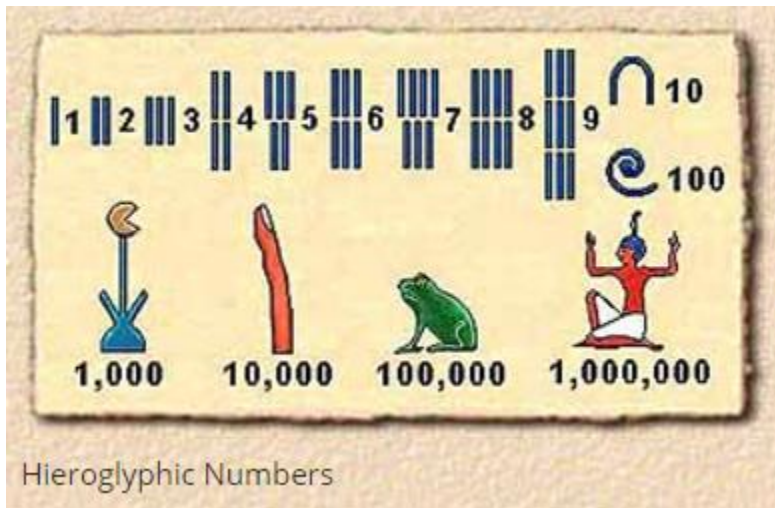


Reflection

1. What scale did you use for your pyramid?
2. Why did you choose this scale?
3. What did you find challenging about creating this model?
4. What recommendations would you make to a classmate if they were absent on this day and needed to construct a pyramid at home?

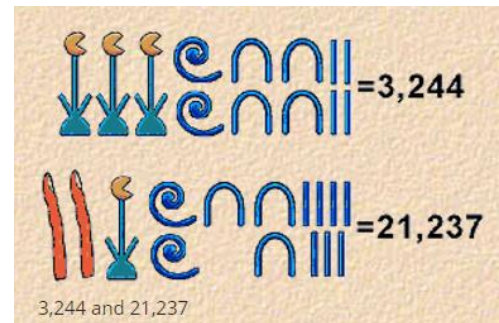
Session 8: Santiago's Journey and Egyptian Math

In Santiago's time, the Egyptians used the base ten decimal system (which is the same as ours) and numbers were expressed in hieroglyphs or picture drawings. The ancient Egyptians were possibly the first civilization to practice and excel in science and mathematics. They used the seven figures shown below to express their base ten decimal system. (Lesson references are taken from: <https://discoveringegypt.com/egyptian-hieroglyphic-writing/egyptian-mathematics-numbers-hieroglyphs/>.)

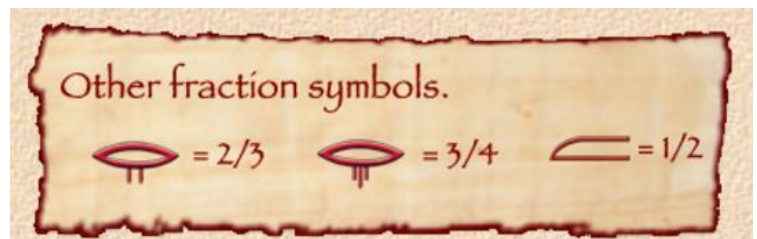
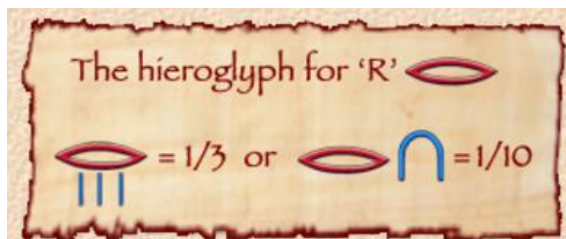


- 1 is a single stroke
- 10 is the drawing of a heel mark or the hoof mark of cattle
- 100 is the drawing of a coil of rope or a rolled up scroll
- 1,000 is a drawing of a lotus flower
- 10,000 is the drawing of a bent finger
- 100,000 is the drawing of a tadpole or a frog
- 1,000,000 is the drawing of the God Heh with his arms in the air

Reading and writing Egyptian numbers is like our current conventions. Egyptians draw figures for the higher numbers first and descend from left to right stacking the like terms in rows if needed. Look at the figure at the right, and verify that the hieroglyphs and the written numbers are equivalent.

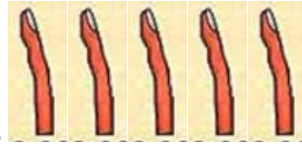


Expressions for fractions were also with unit fractions being most predominant. The hieroglyph for 'R' was used as the word 'part'. 'R' was used as the numerator and placed in front or on top



of the figures that were used for the denominators. See the fraction figures drawn below. Fractions that are written next to each other represent addition.

Use Egyptian numbers to answer the questions below.



1. Santiago reached Al-Fayoum Oasis of the famous palm trees. How many trees does this represent?
2. The distance that Santiago traveled from Al Fayoum Oasis to the Great Pyramid is 123 km. Write this distance using Egyptian numbers.
3. When Santiago viewed The Great Pyramid, the height was 146.5 meters. Write this height using Egyptian numbers.
4. If Santiago traveled 4308 kilometers from Tangier, Morocco to the Great Pyramid, how far was the total round trip (returning to Tangier)? Write this distance using Egyptian numbers.







5. At the battle of Al Fayoum, Santiago was promised piece of gold for every invading tribesmen killed. There were tribesmen who invaded the Oasis and all but one (the commander) were killed.



- a. Use Egyptian numbers to represent the number of tribesmen killed.
- b. Later that day, the commander was killed. How many pieces of gold did Santiago receive for the killed tribesmen?
- c. Write the total number of gold pieces that Santiago received using Egyptian numbers.

Session 9: Your Egyptian Math Story

Today, you will write your own number story using Egyptian numbers about Santiago's Personal Legend. But first, sharpen your skill with the challenge problem below (taken from: <https://discoveringegypt.com/egyptian-hieroglyphic-writing/egyptian-mathematics-numbers-hieroglyphs/>).

- A man borrows  donkeys to use for transporting goods. To repay the loan, the man must repay the lender  deben of copper every month per donkey. The man uses each donkey for  days per month for transporting his goods and earns  deben of copper per donkey per day for this work. How many deben of copper does the man make per month?

Show all your work. Write your answer using regular and Egyptian numbers.

- Create your own Egyptian math story problem. Your problem must include at least three parts with at least two different operations (addition, subtraction, multiplication, or division).

The context of your story problem should be authentic to the story *The Alchemist* and should be fictitious. This list provides some examples of content that you can use: distance, desert, gold, camels, sheep, tribesmen, palm trees, pyramids, bricks, sand, and crystals. This is not a complete list, please feel free to be creative.

All numbers in your story must be written using Egyptian numbers and must be school appropriate. When you finish with your story, members from your class will solve it.

Students work individually or in pairs, whichever promotes highest participation. Require students to draft a complete story in their notes first. Check that their story meets the complexity requirements (three operations using at least two operators). Provide a blank piece of paper for the final draft. Determine how to share stories with classmates. Be sure to return solved story problems to the authors so that students see how other classmates answered. Suggest that students make revisions as needed. You may have the class vote on their top three stories and bring the top three from your class to the residential program at UCLA.

Session 10: Bring it All Together

Culminating Task: Build a 3D Model of Choice

Work with a partner to create a 3D Model of a well-known man-made monument (national or global). You will need to research the dimensions of your monument, create a scale, calculate the dimensions of your model, and build the model.

Create all your calculations and sketch of the net of your model below. When you have a finished draft, your teacher will provide you with paper for your actual model.

Session 10 may be used to finish the content from the other sessions. If students complete the tasks from previous sessions, this activity is suggested.

Build a 3D Model of Choice (This task must occur after completion of Session 7).

Allow students to create a 3-D model of a well-known monument (national or global). They should research the needed dimensions, create the scale, calculate the dimensions, and build the model. Have students work in pairs. If possible, ask students to bring their 3D models to the residential program at UCLA or have the class vote on their top three models and bring the top models from your class to the residential program at UCLA.

Appendix

- Map of Santiago's Travels
- Stuey Math MDTP Performance Letter

Map of Santiago's Travels



Map image provided by Romina Perez • Image Reference: http://platonline.com/studentwork/conde_dedeyla/pages/map.html

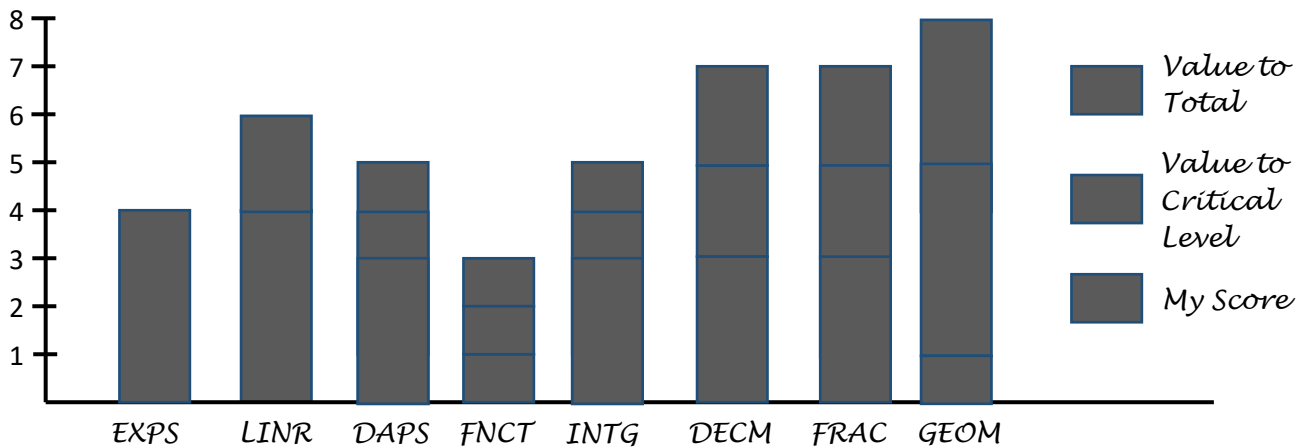
California State University/University of California
MATHEMATICS DIAGNOSTIC TESTING PROJECT
September

To: Math, Stuey

Here are the diagnostic results from the "High School Readiness Test" HS45A15. Your Score, the Critical Level, and the Total Possible score for each topic are reported below. The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses for you to show adequate preparation in that topic.

	Your Score	Critical Level	Total Possible
<p>Congratulations! Your results indicate that you have done well in each of the following topics:</p>			
<i>Exponents and Square Roots</i>	4	3	4
<i>Linear Equations and Inequalities</i>	4	4	6
<p>However, your results indicate you need review in the following topics:</p>			
<i>Data Analysis, Probability, and Statistics</i>	3	4	5
<i>Functions and their Representations</i>	1	2	3
<i>Integers</i>	3	4	5
<p>Your results indicate you need substantial review in the following topics:</p>			
<i>Decimals, including Applications; Percents; Absolute Value</i>	3	5	7
<i>Fractions, including Applications</i>	3	5	7
<i>Geometry</i>	1	5	8

Your total score is 22 out of 45, which is 49%. We hope you find this information helpful. Please contact your teacher for specific activities and assignments that will aid in any necessary review.





CAPP

College and Career Planning:

CAPP CGC Summer Program

**Mapping Your Journey to College
(MyJTC)**



**Julie Mendoza/ Homero Mangana
/Zee Cline**



College and Career Planning

CAPP CGC Summer Program

Mapping Your Journey to College (MyJTC)

Transitioning

Transitions mark an important time in our lives of changing from one aspect of living to another. We have many natural physical transitions that we undergo as we age and get older. We also have social and societal transitions that are a part of the daily living that we experience just being part of our culture and society.

Transitions can be exciting times that lead to new adventures and new ways of looking at the world around us and interacting with the individuals in our sphere of family, friends, and acquaintances. Starting high school represents a coming of age transition for a young person and a milestone transition in our culture and society. A strong, positive transition at this point in time helps students pursue their academic and career goals with positive energy, enthusiasm, and passion. Students who transition with a strong foundation while moving from middle school to high school will have good attendance, participate in extracurricular activities, and build strong relationships with faculty and staff.

Module Description

The Mapping Your Journey to College (MyJTC) College and Career Planning module has been designed to help rising 9th graders understand the road to college and appreciate what it takes to get into the college of their choice to pursue the career they are interested in. This experience has been designed to help students think about their likes, passions, and strengths as they create an array of options for their life.

Bolstered with that information, students will understand the nuts and bolts of A-G completion, paying for college, what classes matter, what extracurricular activities make a difference, and why the high school years are so important. Additionally, students will begin to understand the difference between college ready and college prepared and to know how to ensure they are doing what they need to enter college credit classes when they get to the university. As they explore their aspirations for their future and embark on this exciting journey towards independence, it is important to provide students with a sense of agency and voice to enable them to advocate for their own educational achievement.



Module Objectives

After completing this module...

Students will be able to

- Identify the A-G Requirements
- Identify what is required to be college ready and college prepared
- Analyze the various college options available to them
- Understand the many paths to reaching their goals
- Explain their personal and academic goals and begin to explore some of the ways the two are connected
- Delineate their 4 year plan for attending the university of their choice.

Materials Needed

- Markers
- Chart paper
- Computer with internet and printer access
- Binders
- Sheet Protectors
- Student worksheets
- Printer paper



College and Career Planning
CAPP CGC Summer Program
Mapping Your Journey to College (MyJTC)
Student Curriculum

Session 1: Pursuing Happiness

Session 2: Creating an Array of Options – *Mapping Your Journey to College*

Session 3: Where I Have Been, Where I Am Going - *Mapping Your Journey to College*

Session 4: Taking the First Step - *College Readiness Workbook*

Session 5: Creating a 4 Year Plan - *My Academic Planner*

Session 6: Aspiring and Achieving - *College Making it Happen*

Session 7: Aligning Personal and Professional Goals - *College Making it Happen*

Session 8: THINK * KNOW * ACT * GO

Session 9: It's ALL About Me!!!

Session 10: The ULTIMATE Goal: Dream Realized



Session 1: Pursuing Happiness

TED Talk: Do What You Like, Like What You Do

<https://www.youtube.com/watch?v=fZB2vVHmiug>

Bert discusses why 'Life is Good', a positive lifestyle brand, purposely blurs the lines between work, play, for-profit enterprise and non-profit social work. The lessons learned from his personal and professional experiences illustrate that the keys to a happy and fulfilling life are all around us.

Bert Jacobs and his brother John spent five years sleeping in a van and hawking t-shirts in the street before creating the Life is Good brand.

Activity 1: Tell me something good that happened today!!!

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What is your choice every day when you wake up?
- ◆ What does everybody on the planet want?
- ◆ What is the only thing that makes you happy?
- ◆ Why is optimism so important?
- ◆ Why does Bert say, "Do what you like and like what you do?"

Activity 2: Life is Good Superpowers

<http://content.lifeisgood.com/purpose/>

Life is Good Superpowers Performed

<https://www.youtube.com/watch?v=mLlCpYVp8sM>

Have the students do a choral reading of the Life is Good message that is on the Optimism poster. Ask them to look over the tree to determine what the 10 Superpowers are. After identifying the 10 Superpowers, divide the students into 10 groups and have each group take a superpower to research. They should be able to answer the following questions for each superpower:

1. Define the Superpower.
2. Speculate on why it was included as a superpower.
3. Provide an example of the superpower in use.
4. Think of ways that they can exemplify this superpower in the days ahead during the MyJTC experience.



5. Think of ways they can exemplify this superpower in high school to help them achieve their goals and dreams.

Pass out the Superpower Handout and have the groups share their findings for each superpower. As the students share, have the other students take notes regarding that particular power on their worksheet. The definition provided by *Life is Good* is included on the worksheet.

Extension: Life is Good T-shirts

https://images.search.yahoo.com/yhs/search;_ylt=A0LEVio77RBZyQIA4CEnnIIQ;_ylu=X3oDMTB yMDgyYjJiBGNvbG8DYmYxBHBvcwMyBHZ0aWQDBHNIYwNzYw--?p=Life+Is+Good&fr=yhs-mozilla-002&hspart=mozilla&hsimp=yhs-002

Home Activity

Invite the students go to the *Life is Good* Images page and peruse the images there for the ones that resonate with them and inspire them. Have them create a *Life is Good* Image that is inspiring and motivating to them and exemplifies how they would like to live their lives. This can be the first page of their binders using a plastic sleeve. (Students can get ideas by checking out the Life is Good T-Shirt Art Contest: <http://content.lifeisgood.com/art-contest/>). Although they are too late for this year, they could possibly be included in next year's contest.



Life is not perfect. Life is not easy. *Life is good.*

We see it when we believe it. Each one of us has a choice: to focus our energy on obstacles or opportunities. To fixate on our problems, or focus on solutions. We can harp on what’s wrong with the world (see most news media), or we can cultivate what’s right with the world. What we focus on grows.

That’s why the *Life is Good* community shares one simple, unifying mission: to spread the power of optimism.

Optimism is not irrational cheerfulness or “blind” positivity. It’s a pragmatic strategy for approaching life. Optimism empowers us to explore the world with open arms and an eye toward solutions, progress, and growth. It also makes life a lot more fun.

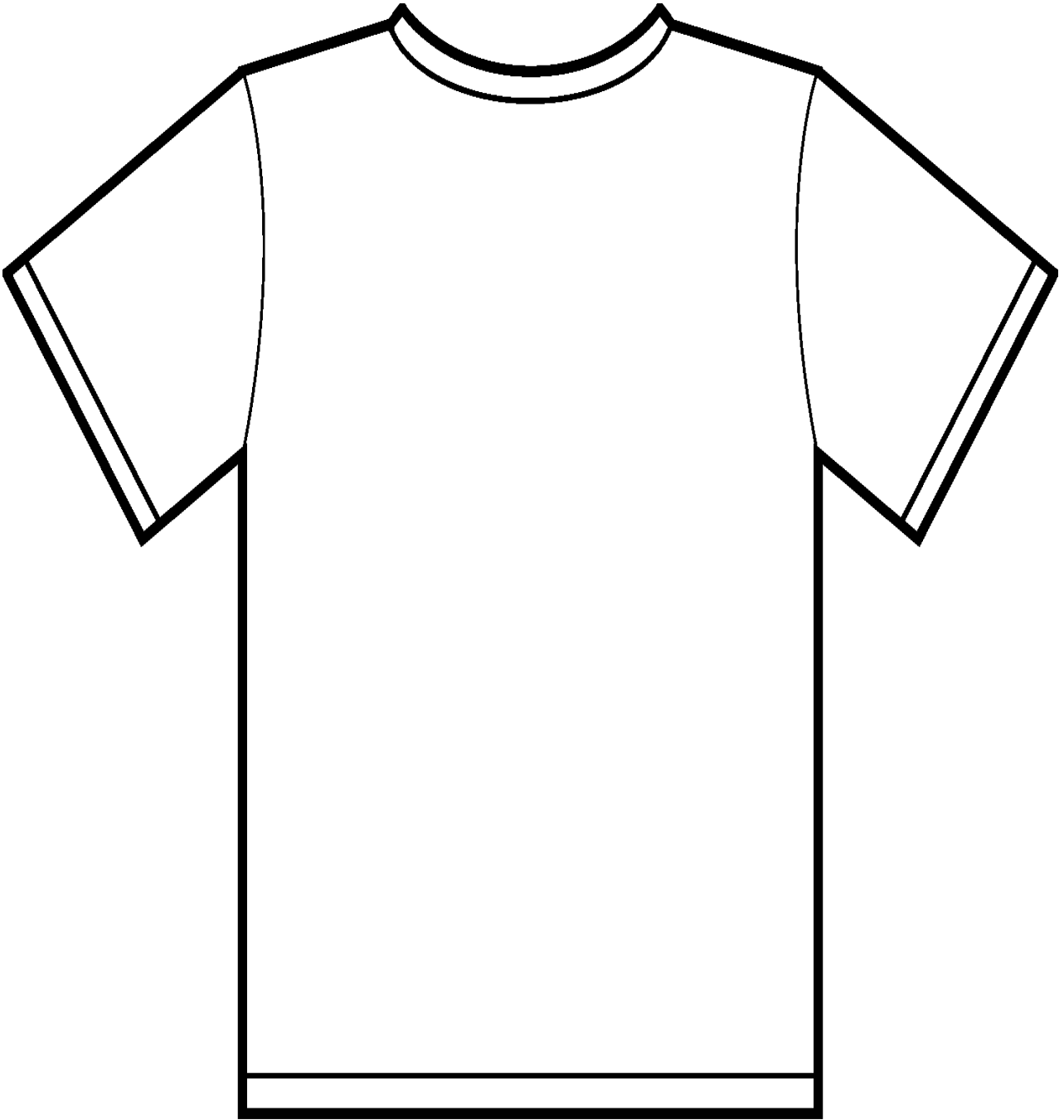
Optimism also enables us to access the ten most important tools we have for living a happy and fulfilling life. We call them the *Life is Good* Superpowers. But unlike X-ray vision, bullet speed, or Herculean strength, they are accessible to us all. The *Life is Good* Superpowers can help you overcome obstacles, drive forward with greater purpose, and enjoy the ride of life.

©Life is Good

Class of

The 10 Superpowers as Defined by *Life is Good*

Superpower	Definition	How do you exemplify it?
1. Openness	Openness allows us to discover new ways of being and acting by withholding judgments and preconceptions.	
2. Courage	Courage is our inner resolve to try new things.	
3. Simplicity	Simplicity sheds unnecessary complications and distractions.	
4. Humor	Humor is a universal connector allowing us to laugh with each other and relax as we shed inhibitions.	
5. Gratitude	Gratitude is the practice of taking stock of the many things that are good, right and working in our lives.	
6. Fun	Fun is the irresistible spark that connects and inspires us to feel truly united and alive.	
7. Compassion	Compassion is an act of connecting and sharing in the hard stuff, helping ease the pain, heal the hurt and right the wrongs.	
8. Creativity	Creativity enables us to reach beyond conventional thinking to make things better.	
9. Authenticity	Authenticity is knowing who you are and acting like it.	
10. Love	Love is the most powerful force in the world.	



Life is Good



Session 2: Creating an Array of Options

TED Talk: Removing Negative Self Talk

<https://www.youtube.com/watch?v=teVE3VGrBhM>

What are the words you choose? Do they give you power, or fill your future with negative energy? In this talk, Abria helps us become aware of how to be present and mindful in both thought and action in order to actualize dreams and live in positivity.

Abria Joseph was born and raised in the San Francisco Bay area. He began learning yoga at 16 and completed his first training program, a 700-hour vinyasa training in Thailand. He went on to teach vinyasa classes across the US, Canada and Mexico, and earned a degree in exercise science and wellness from Bastyr University in Washington state. Aria founded Pranaforce Yoga in 2010, an international yoga lifestyle company offering yoga retreats, teacher training, workshops and community events. He is also an experienced TEDx speaker who encourages others to practice and live their dreams within each moment.

Activity 1: Dream it REAL

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What are the stories in your head? Why are they important?
- ◆ How do you shift from negative stories to positive ones?
 - 1st- Is it true?
 - 2nd-Is it necessary?
 - 3rd- Does it improve upon the silence?
- ◆ What does “Dream it REAL” really mean?
- ◆ What can shift the sub-conscious mind?
- ◆ Why is it important to not listen to the negative stories we tell ourselves or others tell us?

Activity 2: What Am I Interested In?

Step 1 (5-minutes): Teacher reads this to the class, “Today’s activity is a California CareerZone Interest Profiler online self-assessment. This online self-assessment will help you discover what your interests are and how your interests relate to the world of work. You will be asked 180 questions, ‘How would you like to...’ do many different kinds of activities. Based on what you select, you will then be presented a variety of different careers that match your interests. You each have a MyJTC Interest Profiler Workbook. After you complete the online assessment, you should begin answering the questions in your Workbook.



Before you go to the CareerZone website, take some time to think about the occupations that interest you. Write your current dream career(s) on Step 1 of your Workbook.”

Step 2 (6-minutes): Show the class the 6-minute Video Tour for an overview of how to use the Career Zone. (This can be done as a group).

Step 3 (5-10 minutes): Direct students to <http://www.CACareerZone.org> and have them create an account. Remind students to write their **username** and **password** on the first page of their MyJTC Interest Profiler Workbook when they create their account so they can save and access their work later on the CareerZone website.

Step 4 (20-minutes): Direct students to the Interest Profiler self-assessment. Direct students to hover over the “**Explore**” button located in the menu bar at the top of the page. Tell them to click on the “**Interest Profiler**” link under the title “**Assess Yourself.**” This will take students to the “**Welcome to the Interest Profiler**” page. If students have not completed the Interest Profiler, have them select, “**Start a new Interest Profiler.**” and click the green “**Go**” button to begin the assessment. Explain to students, “For each prompt, you can answer “**L**” if you would Like to do the activity or select “**D**” if you would Dislike activity. Select the “**?**” if you are not sure whether you would like or dislike the work activity. Remember there are no right or wrong answers. Simply click the answer that you think best fits your interests. Think about what you like to do now, and what you hope to do in the future.”

Step 5 (20-minutes): After a few students complete their California CareerZone Interest Profiler. Read the following statement to all students, “By now some of you already completed the Interest Profiler and some of you are about to finish. The next part of this activity will be for you to answer all of the questions on the MyJTC Interest Profiler Workbook carefully. It is very important that you answer the questions as thoroughly as possible and use complete sentences. This Workbook is a tool to help you begin the college and career exploration process so you can begin mapping your educational journey. This tool is only as valuable as the time and effort you put into this research activity. This research process can and should be repeated frequently throughout your educational journey.

After all students have completed their MyJTC Interest Profiler Workbooks, you will have the opportunity to share your results with your classmates. Additionally, those of you who are going to UCLA to participate in the Residential Program you will use the responses you write in your MyJTC Interest Profiler Workbook to complete the residential program activities with your peers, university students, and alumni. For this reason, it is important that you take this research opportunity seriously and do your best work so that you are prepared for all the follow-up activities with your classmates and at UCLA.”



Session 3: Where I Have Been, Where I Am Going

TED Talk: Showing Up When The Newness Wears Off: The 3rd Day: Dre Baldwin

<https://www.youtube.com/watch?v=66MzCHicD20>

Dre Baldwin, author, entrepreneur and athlete, shares the key self-discipline principle that will get you through the days when the newness isn't enough to motivate you. Dre Baldwin brought basketball training & motivational video to the Internet, leveraging that foresight into brand names and a growing business empire. During his 9 years as a professional basketball player, Dre began publishing workout and motivational messages to YouTube in 2006. Now with over 4,500 videos online covering discipline, confidence, sports and business, Dre has been viewed over 35,000,000 times by 100,000+ subscribers. Dre, or "DreAllDay" as his fans know him, brings his "Work On Your Game" brand and philosophy to his marketing, branding, and professional speaking businesses. Dre has authored five books, including "The Mirror Of Motivation".

Activity 1: Motivation and Habituation

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What is the notion of the 3rd day?
- ◆ What is the most important thing for you to focus on?
- ◆ What are the 3 outcomes for the 3rd day?
- ◆ Where does the 3rd day happen?
- ◆ What happens to those who keep showing up on the 3rd day?

Activity 2: Getting Started - Welcome Back

Step 1: (2 minutes) Teacher reads this to the class, "Today's activity is a continuation of the Interest Profiler Session. Please sign in to your California CareerZone account <http://www.CACareerZone.org> and begin answering the questions in your MyJTC Workbook where you left off yesterday.

Step 2: (28 minutes) Students who complete their Workbook early should be encouraged to continue working independently to research careers and replicate the research process for another career that matches their interests. Students should also be encouraged to continue the college exploration process as time permits.

Step 3: (15 minutes) After all students have completed their Interest Profiler Workbook, read to students the following: "John Holland's vocational/career choice theory proposes that people who choose to work in environments that are similar to their own personality type are



more likely to experience success and satisfaction. Holland propose six personality types matched with six work environments: **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising and **C**onventional (RIASEC).”

Ask for student volunteers to read the descriptions for the six Holland codes listed below: **R**ealistic, **I**nvestigative, **A**rtistic, **S**ocial, **E**nterprising and **C**onventional (RIASEC).

Realistic: Are “Do-ers”. Enjoy “hands-on” activities building, tinkering, fixing. Prefer concrete (vs. abstract) problems. Find that using tools and machinery seems to come naturally. Often enjoy working outdoors. Many describe themselves as athletic. Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative: Are “Thinkers”. Enjoy observing, learning, evaluating. Like the challenge of thinking through problems. Prefer working on their own. Often use science and math problems solving. Many describe themselves as inventive and original. Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Artistic: Are “Creators”. Enjoy art of all types, including drama, music, literature, poetry. Like using their imagination and creativity. Prefer working in unstructured environments. Have a need to express themselves. Many describe themselves as sensitive or emotional. Artistic occupations frequently involve working with forms, designs, and patterns. They often require self-expression and the work can be done without following a clear set of rules. Independence and using creativity to solve problems are strong values in the artistic work environment.

Social: Are “Helpers”. Enjoy assisting people in various ways. Like working in groups. Find that verbal and communication skills come naturally. Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. Cooperation is a strong value in the social work environment.

Enterprising: Are “Persuaders”. Enjoy leading or managing other people. Often respond well to competition and enjoy leading teams. Are willing to take risks. Value status, power, money, and material possessions. Describe themselves as ambitious or energetic. Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.



Conventional: Are “Organizers”. Enjoy systematic, step-by-step work tasks. Like to keep things neat and in order. Prefer working in stable environments with predictable routines. Are detail-oriented and persistent may describe themselves as efficient or dependable.

Conventional occupations frequently involve following sets of procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

Step 4: (10 minutes) Invite students to share the results of their Top Three Interests Area in order of importance. The answer to this question can be found in your MyJTC Interest Profiler Workbook on page 1, Question 1, “What are YOUR top three interest areas in order of importance?”

Step 5: (5-minute) Wrap-up.

Summarize Learning Objectives

“In this 120-minute College and Career Planning Session You Have...

1. Explored careers that match their personal interests online;
2. Learned about what people in those careers do and things they need to know;
3. Learned about the preparation, education, and the skills they need to pursue the career of their dreams;
4. Researched annual average wages, the future growth, and job openings for the careers they are interested in; and,
5. Begun the college planning and exploration process by researching college majors and recommended programs of study required to pursue the career of their dreams.

I want to congratulate all of you for successfully completing this College and Career Exploration Activity. This session marks your first-step in the College and Career Planning research process. Your next steps are up to you. You now have a set of free online tools that you can use anywhere and time you have a computer with access to the Internet to continue your college and career exploration process. I want you to remember the following:

1. You can access your results of their California CareerZone Interest Profiler from anywhere they have a computer with access to the Internet.
2. DO NOT misplace your Interest Profiler Workbook or your username and password.
3. Place your completed Interest Profiler Worksheet inside the sheet protector and place it inside your MyJTC Program binder.
4. You must take YOUR COMPLETED Interest Profiler Workbook to the MyJTC Residential
1. Program at UCLA if you plan to participate in that amazing opportunity.
5. There are many online tools and resources available to you to help you with your

College and Career Exploration. There is a short list of websites on the last page of your MyJTC Interest Profiler Workbook.”

Home Activity:

- ◆ Invite students to share the results of the profiler with their parents.



Session 4: Taking the First Step

TED Talk: The Five Phrases That Can Change Your Life

<https://www.youtube.com/watch?v=Z8oE2kqVXkk>

Adam Braun is the Founder and CEO of Pencils of Promise, a nonprofit organization that has broken ground on more than 80 schools around the world and delivered over 3 million educational hours in its first four years. PoP was founded with just \$25 in October 2008 using what Braun describes as a "for-purpose" approach to blending nonprofit idealism with for-profit business principles. Braun's passion for international education was ignited when he traveled to over fifty countries in his early twenties. He graduated magna cum laude from Brown University, previously worked at Bain & Company, and was recently named to Wired's Smart List: 50 People Who Will Change the World.

Activity 1: I Want a Pencil

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What does it mean to, "Get out of your comfort zone"?
- ◆ What does it mean to, "Challenge your assumptions so you can find your truths"?
- ◆ What does it mean to, "Speak the language of the person you seek to become"?
- ◆ What does it mean to, "Make the little decisions with your head, and the big ones with your heart?"
- ◆ What does, "How can you create the most positive impact for as many lives as possible" signify?
- ◆ How can these 5 phrases change your life?

Activity 2: College Readiness Workbook

Provide each student with a copy of the College Readiness Workbook and invite them to look through it for what they notice. Have them notice some of the similarities between the workbook and the poster and some of the differences. Invite them to read the headings and notice how the booklet is structured. In small groups, have them discuss what they have noticed and engage in the following activities:

For Part 1, Part 2 and Part 4, highlight the headings in your notebooks, turn the headings into questions and work together to jot down the answers to the questions. Hint: the answers to the questions are found in the section following the heading.



For Part One, The Path to College, the questions are:

- ◆ What is the relationship between education and earnings?
- ◆ Why go to college?

For Part Two, Preparing to Apply, the questions are:

- ◆ What are the entrance requirements?
- ◆ What are Subject requirements: a-g courses?
- ◆ What are the college entrance exams? What is the ACT/SAT?
- ◆ What is the personal statement?
- ◆ What is academic enrichment?
- ◆ What are extra-curricular activities?
- ◆ What is college knowledge?

For Part Four, Paying and Saving for College, the questions are:

- ◆ What are the financial aid options?
- ◆ What are grants?
- ◆ What are scholarships?
- ◆ What is work-study?
- ◆ What is work?
- ◆ What are loans?
- ◆ What is a college savings plan?
- ◆ What is a deferred payment plan?
- ◆ What are the average costs of college in California?
- ◆ What is the UC's Blue+Gold Opportunity?
- ◆ What is ScholarShare?

After the students have completed jotting down answers to the questions, choose some of the questions you would like to have the students discuss and have various groups share their answers with the class. Or choose a number of questions and have groups or dyads create a chart with the answers. Once all of the charts have been created, have the students hang them up and then do a walk around the room and see the answers that the other students have come up with.

Home Activity:

Invite the students to go home and review Part 3 with their parents with a particular focus on Grade 9 and start creating a personal plan for their road to college.



Session 5: Creating a 4 Year Plan

TED Talk: Living Beyond Limits: Amy Purdy

https://www.ted.com/talks/amy_purdy_living_beyond_limits

When she was 19, Amy Purdy lost both her legs below the knee. And now ... she's a pro snowboarder (and a killer competitor on "Dancing with the Stars"!). In this powerful talk, she shows us how to draw inspiration from life's obstacles.

Activity 1: If Your Life Were a Book...

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ If my life were a book and I were an author, what story would be told?
- ◆ What are the two things that our borders and obstacles can do?
- ◆ How have Amy's new legs enabled her?
- ◆ How can our imaginations be used to break borders?
- ◆ How can we live our life without limits?
- ◆ What challenges are you facing that you can see as blessings?

Activity 2: My Academic Planner

Pass out the Academic Planner and have students look it over. In dyads or groups of two, have students discuss the phrase: "Where preparation meets opportunity."

- ◆ What does it mean?
- ◆ Why is it important?
- ◆ How can they apply it to their journey to college?

Activity 3: A 4 year Plan

Have the students fill out the 4 year plan based on their likes, hopes, dreams, and aspirations. Have them choose classes (if you have a school catalog, have them choose actual classes that are available at the school). Have the students assign themselves grades and choose at least 4 Honors and AP classes. Encourage them to fill it out in groups of 3 or 4 and plan a few classes together so they can help each other out. These do not have to be the exact classes they take, but they can form the foundation for a plan to attend the university.

Activity 4: Calculating Your Academic GPA

Explain to the students that they need to maintain a minimum GPA in order to get into the college of their choice. Let them know that if they are prepared for the UC, they will be eligible and well on their way to being successful in both the CSU, the CCC, and at most Independents. Therefore, aiming for UC eligibility, even if they choose to go someplace else in 4 years, is the



best choice for having many options upon high school graduation. Explain to the students that even going to a CCC requires preparation if they are going to finish within a reasonable time frame. Let students know that those who are not prepared can still go to the CCC, however the CCC can have them repeat high school courses, frequently known as remedial or developmental courses, where they do not earn college credit, but still have to pay for the courses.

Clarify to the students the difference between a Cumulative High School GPA (grades are averaged using all classes taken by the student) and an Academic GPA (only grades earned in “A-G” classes are averaged, as required for university applications) and ask them to calculate their Academic GPA for the fictitious classes and grades they gave themselves in the academic planner.

Give them the formula for calculating their GPA and have them do that in their Academic Planner. Be sure to explain the “weighting” of AP (and some Honors courses) courses and how to achieve a GPA that is above a 4.0.

GPA Calculators are available to help with calculating the GPA. Here are a few examples:

- https://secure.csummentor.edu/planning/high_school/gpa_calculator.asp#calculator
- <http://admission.universityofcalifornia.edu/freshman/requirements/gpa-requirement/index.html>

Home Activity:

Invite students share with their parents what they have discovered about calculating a GPA and their tentative 4 year plan.



Calculating Your Academic GPA

Three steps to calculating your Academic GPA:

1. Write the number that corresponds to each letter grade.
2. Add the points from all the classes.
3. Divide the result by the total number of classes.

Regular Classes	Honors or AP Classes	Points
A=4	+1	5
B=3	+1	4
C=2	+1	3
D=1	0	1
F=0	0	0

Example for 1 Six Class Semester with 1 AP Course

Class	Grade	Points
10 th Grade English	A	4
Spanish 2	B	3
Math 2	A	4
AP World History	B	3+1=4
Biology	B	3
P.E.	A	4

Number of points divided by the total number of classes = GPA

$\frac{\text{Number of Points}}{\text{Total Number of Classes}}$	$\frac{18}{5}$	$= 3.6$
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Session 6: Aspiring and Achieving

TED Talk: Too Much Confidence Is NOT Your Problem Dre Baldwin

<https://www.youtube.com/watch?v=SPcfQN-5xdo>

"Confidence is great, yes, but you don't want to have too much. Keep it under control. Don't take things too far..." Says the loser. Confidence & Mental Toughness expert Dre Baldwin tells you how to blow the lid off of your confidence once and for all. Dre Baldwin created "Work On Your Game," a mental toughness philosophy imparting mental toughness, confidence and self-discipline to athletes, entrepreneurs and business professionals.

A Penn State alum, Dre played professional basketball for 9 years internationally. Dre started publishing on YouTube in 2006, with content going out to his 100,000+ subscribers and being viewed over 35 million times. Dre's "Work On Your Game" show on Grant Cardone TV is consistently top-5 on the network.

Activity 1: Reaching Your Goals, Fulfilling Your Dreams

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What are the 4 things stopping people from having their highest levels of confidence?
- ◆ What is the 'real' reason we do not have high levels of self-esteem?
- ◆ What does 'my ambition always exceeded my talent' mean?
- ◆ What do you take away from the Larry Bird/Magic Johnson story? What is significant about both of them reaching their goals?
- ◆ What are the 5 results you get from having a higher level of self-esteem and self-confidence?
- ◆ What are the three ways to get more self-esteem?

Activity 2: KWLI Chart

This lesson helps clarify to students the different types of degrees and the different levels of education offered at different colleges and universities. Have the students brainstorm responses on the first two columns of the KWLI chart regarding:

- ◆ AA Degrees
- ◆ BA Degrees
- ◆ MA Degrees
- ◆ Ph.D. Degrees
- ◆ 2 year colleges
- ◆ 4 year colleges and universities

- ◆ Private colleges and universities
- ◆ State supported colleges and universities

For the degrees, have the students name the degree, how many years it takes to get one and some of the jobs that are associated with the degree. For the colleges, have students name the colleges that give 2 year degrees and the one ones that give 4 year degrees and how two and 4 year colleges are related to each other. For state supported and privates, have students understand the differences and the 3 state supported systems in CA.

KWLI Chart

What do you Know?	What do you want to know?	What did you learn?	What was the most interesting fact you learned?
Certificates			
AA Degrees			
BA Degrees			
MA Degrees			
Ph.D. Degrees			
2 year colleges			
4 year colleges and universities			
Private colleges and universities			

After the day's lessons, fill in the last two columns of the chart. If students do not know the answers to the questions, have them look through their notes and college readiness workbooks to find the answers. If questions persist, have the students look up the information and report back to the class.



Activity 3: College Making It Happen - Match Up

Before handing out the booklets, have the students do a line-up matching the occupations and the schooling required that are listed on the inside cover of the booklet. This may be a challenging activity, however, have the students do it with little to no background information. Once the students have lined up and read the sentences to the class, have them go back to their seats, pass out the booklet and verify that they had the right sentence. For any dyad that did not have the right match-up, have them self-correct and come to the front of the class and read the correct sentence match.

Facilitate a discussion about the relationship between career goals and education. It is important for the students to understand that what they want to do and how they get there are closely related to the choices they make.

Extension: Have the students brainstorm other careers that are not listed here that they might be interested in. Have the students get into groups of 2 or 3 to research the educational requirements of some of these other careers based on interest. Once they have completed their research, have them share the results with the class.

Activity 4: College Making It Happen – Jigsaw

Divide the class into 6 groups and have each group read one section of the booklet. Let them know this booklet was written to and for their parents. As they read their section, have each group create a poster with the following:

1. Turn the headings into questions and answer the questions
2. Choose 2 to 3 quotes that are important to the section
3. Write a summary statement that sums up what the other students will learn when they read this section

Home Activity:

Invite the students to go home and review the section they worked on and share their quotes and summary statement with their parents.



College Making it Happen: Match Up

Architect	A Bachelor's Degree (at least four years); probably a Master's Degree (two years beyond the Bachelor's Degree)
Auto Mechanic	A vocational school certificate or an Associate's Degree from a community college (at least two years of college); concentration in mathematics
Banker	A Bachelor's Degree in a social science or business (at least four years); probably a Master's Degree (two years beyond the Bachelor's Degree)
Doctor or Dentist	After a Bachelor's Degree in a science field and a four-year graduate program that results in a medical degree (M.D.) or Degree in Dental Surgery (D.D.S.)
Electrician	Concentration in mathematics and physics for a vocational school certificate or an Associate's Degree from a community college (at least two years of college)
Fashion Designer	Vocational school certificate or an Associate's Degree from a community college(at least two years of college)
Firefighter	Vocational school certificate or an Associate's Degree from a community college (at least two years)
Film or Video Maker	A Bachelor's Degree from a college or university (at least four years)
Graphic Designer/ Computer Technician	A Bachelor's Degree from a college or university (at least four years); concentration in computer sciences
Lawyer	After a Bachelor's Degree in a social science field, a three-year graduate program that results in a Juris Doctor (J.D.)
Nurse	Concentration in science for an Associate's Degree from a community college (at least two years) for a Licensed Vocational Nursing (LVN) Degree or a Bachelor's Degree for a Registered Nursing Degree from a college or university (at least four years)
Pilot	At least a Bachelor's Degree (at least four years)
Police Officer	Vocational school certificate of an Associate's Degree or a Bachelor's Degree (at least two - four years)
School Teacher	A Bachelor's Degree (at least four years) and a teaching credential from a college or university.
Video Game Programmer	A Bachelor's Degree (at least four years) or vocational training (at least two years); a concentration in art and computer sciences



Session 7: Aligning Personal and Professional Goals

TED Talk: Programming Your Mind for Success Carrie Green

<https://www.youtube.com/watch?v=MmfikLimeQ8>

Carrie Green started her first online business at the age of 20, whilst studying Law at the University of Birmingham. Within a few years she took the business global, selling throughout the UK, USA, Canada, Australia and Europe and receiving over 100,000 hits on the website every month. In 2011 Carrie launched the Female Entrepreneur Association as a way to help inspire and connect female entrepreneurs from around the world. The network has grown to over 140,000 women and they now produce a digital magazine, This Girl Means Business, weekly videos, free online classes and more.

Activity 1: Mission Success

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What is the power of your mind?
- ◆ What is a self-limiting thought?
- ◆ What does the quote by Anthony Robbins, “Your destiny is determined by the choices you make, choose now, choose well,” mean to you?
- ◆ What does she mean by, “Success is no accident....”
- ◆ How can you apply these two steps to your personal and professional journey?
 - Step One: Reform negative thoughts into positive ones
 - Step Two: Visualize your biggest goals coming true

Activity 2: College Making It Happen – Sharing with the Class

Have each group share their work from the day before and have the class take notes in their booklets. They should write answers to questions, highlight the quotes the other group selected and jot down the summary statement for each section. They can take notes right in their booklets or on a separate sheet of paper.

After each group has presented, have each student spend a few minutes reading over their booklet and if they have any questions about a quote, an answer, or a summary statement, have them get clarifications from their group or from the original group.

At the end of this activity, each student should have their booklets annotated and highlighted with the most important information from their peers.



Activity 3: College Making It Happen – Sharing With Parents

Have each student individually write one piece of information they would like to share with their parents that evening. It can be a quote, the answer to a question, a career they are contemplating, or a summary statement.

Home Activity:

Invite the students to share the one piece of information from the booklet with their parents. Encourage the students to share the rest of the booklet on subsequent evenings.



Session 8: THINK★KNOW★ACT★GO

TED Talk: Dear Dre...How to Be Confident When You're Not

https://www.youtube.com/watch?v=rI6_OLYBHJK

You've heard of the saying "Fake It 'Til You Make It?" Dre Baldwin tells us why there is no such thing and how to harness the best version of ourselves in his talk "Dear Dre...How to Be Confident When You're Not"

Dre Baldwin brought basketball training to the Internet, leveraging that foresight into brand names and a growing business empire. During his 9 years as a professional basketball player, Dre began publishing workout and motivational messages to YouTube in 2006. Dre now has over 4,000 videos online, and has been viewed over 30,000,000 times by his 100,000+ subscribers. Dre, or "Dre All Day" as his fans know him, brings his "Work on Your Game" brand and philosophy to his marketing, branding and professional speaking businesses. Dre has authored five books, including "The Mirror of Motivation".

Activity 1: Understanding Self-Empowerment

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What is the key to empowerment?
- ◆ How is confidence defined?
- ◆ Is it good or bad to 'Fake It Til You Make It'?
- ◆ What can't you fake?
- ◆ What is a limiting belief?
- ◆ How do you know the true you?
- ◆ How do you get scared out of your own life?
- ◆ Why are the steps to empowerment important?
 - Step 1: Act Now
 - Step 2: Let Go
 - Step 3: Assume the Position
- ◆ What is the importance of: BE★DO★HAVE

Activity 2: Setting Priorities for Achieving Success

One of the areas where student struggle the most is time management. When transitioning from middle school to high school, successful students learn to manage their time and to get things done on a daily regular basis, set weekly deadlines, and have monthly goals.



Successful students learn how to pace themselves and balance the various requirements in their lives including homework, extracurricular activities, chores, a job, family time, friend time, and me time. It is important that students think about this before they have to start living it.

Have the class brainstorm all the things they need to accomplish in a day, a week, and a month so they can see all that there is to do. Then working in groups, but filling out the calendars individually, have the students fill out a weekly calendar with the “BIG” things they need to accomplish. For example, have them put in the times when they are in school, any afterschool sports or lessons they attend on a regular basis, time for chores, family dinners or babysitting younger brothers and sisters. Then have them look at the time left and carve out some ME time or time for TV or time for friends or time for video games.

This activity will give them a process for setting priorities and allow them to see just how much time they have for those activities that are not very productive, like playing video games and watching TV. As students learn to manage their time by setting goals and priorities, they are setting themselves up for success.

When all the calendars are completed, facilitate a whole group discussion on what they have noticed, some of their “ah-ha” moments, what stands out to them, and what they are aware of now that they have completed the calendar work.

Home Activity:

Invite the students to share “A Week in the Life of _____” with their parents and have a discussion about the importance of carving out time for reading, homework, and studying during their high school years.



A Week in the Life of _____ !!!

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8	:00							
	am							
	:30							
9	am							
	:30							
	am							
10	:00							
	am							
	:30							
11	am							
	:30							
	am							
12	:00							
	pm							
	:30							
01	pm							
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02	:00							
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	:30							
05	pm							
	:30							
	pm							
06	:00							
	pm							
	:30							
07	pm							
	:30							
	pm							

Session 9: It's ALL About the Journey

TED Talk: What makes you special?: Mariana Atencio

<https://www.youtube.com/watch?v=MY5SatbZMAo>

NBC News journalist Mariana Atencio has traveled the world from Haiti to Hong Kong. In her TEDx talk, Mariana tells us how the people she's met along the way and her own immigrant experience have taught her that the only thing we all have in common is being human. Get ready to 'get human' and embrace what makes you different! Take a stand to defend your race: the human race!

Mariana Atencio is a Peabody Award-winning journalist, currently a national correspondent for NBC News and MSNBC. The Huffington Post called her 'our Latina Christiane Amanpour' and Jorge Ramos wrote: 'Mariana is the next-gen voice for Latinos breaking all barriers.' Mariana is known for combining in-studio work and high profile interviews like Pope Francis, with tenacious field reporting all over the world, covering youth-led protests in places like Ferguson, Mexico, Haiti and Hong Kong.

Activity 1: We Are All Special

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ Before viewing the video, have the students write down what makes them special
- ◆ Why is it important to put yourself in other people's shoes?
- ◆ Why is it "not" right to label others as different?
- ◆ How do you appreciate what makes others special?
- ◆ How do you embrace what makes you special?

Activity 2: Mapping My College Tour: Class of 2021

Provide students with the map of the CSU/UC campuses and have them discuss each one and its location. Go over the differences and similarities of the CSU/UC campuses. Then say to the students:

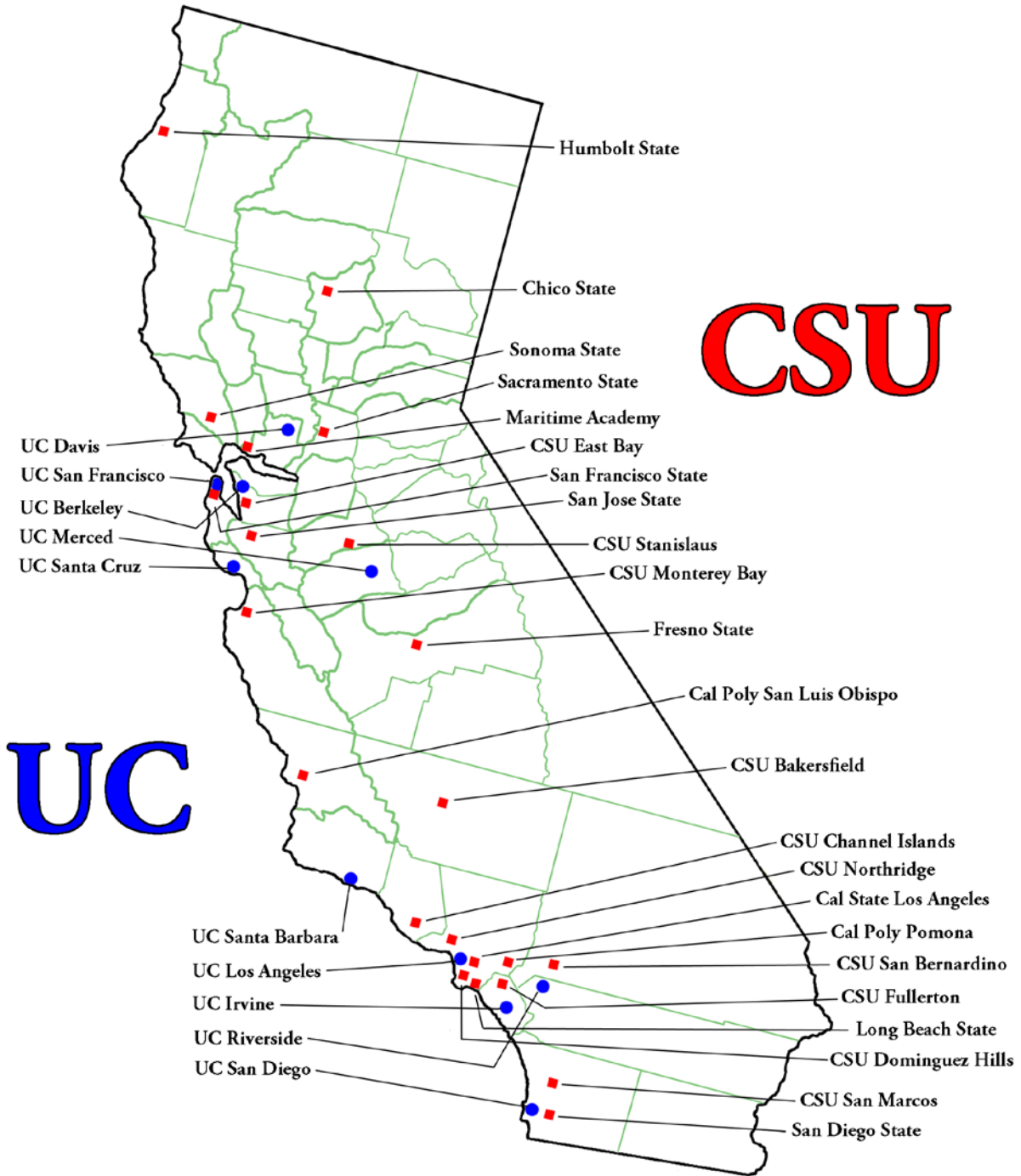
It is fun to take some time each summer to go visit colleges and universities, especially the ones that are close to you or a family member. For this activity, I want you to use 3 different color markers and identify 3 universities you want to visit in the summer of 2018, 3 in the summer of 2019, and three in the summer of 2020. It can be places that you think you'd like to attend or places you just want to go visit. Have fun with this activity and if you already know where you want to attend college, then put a Gold Star at the university.



After the students have mapped their summer college tours, have them go around the room and compare maps with others in the class and talk about why they chose the campuses they chose.

Extension: Have the students add in at least one CCC for each of the years they are doing a college tour.

Mapping My College Tour





Activity 3: It's ALL About YOU!!! Mapping Your Journey to College (MyJTC)

Have the students work in small groups to write what each sentence means and the nuanced differences in the meaning of each. Each sentence has a similar meaning, but the connotation is a little bit different depending on the words used. Have students focus on the similarities and differences in each sentence and how they relate to each other.

Facilitate a group discussion on the definitions and explanations that each group developed for the statements. Have them note that connotations in the language can give us different meanings for the same understanding.

Then have the students individually select a phrase and a reason that best describes them and the stage they are in as they are Mapping My Journey to College. After the students have selected their term and stated their reasons for selecting the term have them share with one or two other students in class.

Home Activity:

Invite the students share with their parents the colleges and universities they would like to visit before graduating from high school.



It's all about YOU!!! Mapping Your Journey to College:

- Creating your roadmap to college.

- Developing your roadmap to college.

- Exploring your journey to college.

- Realizing your journey to college.

- Achieving your journey to college.

- Discovering your path to college.

- Shaping your path to college.

- Inspiring your adventure to college.

- Aspiring to achieve your dreams.



Session 10: The ULTIMATE Goal: Dream Realized

TED Talk: Reprogramming your brain to overcome fear: Olympia LePoint

https://www.youtube.com/watch?v=1PV7Hy_8fhA

Often called "The New Einstein," Olympia LePoint is best known for her role as an award-winning rocket scientist, science entertainer and educator driven to help people overcome fear. As an internationally-recognized science leader, LePoint helped launch NASA's Endeavour, Discovery, Columbia, and Atlantis Space Shuttles. She successfully helped launch 28 Space Shuttle Missions into Space. She won The 2004 Boeing Company Professional Excellence Award, and The 2003 Engineer of the Year "Modern Day Technology Leader" Award. *Mathaphobia: How You Can Overcome Your Math Fears and Become a Rocket Scientist* is her debut self-help, educational book designed to empower adults and help students ace STEM (Science, Technology, Engineering, Math) education.

As CEO of OL Consulting Corporation, LePoint publishes educational books and executive produces Science TV shows. With her extensive experience as a math professor, LePoint educates in person and through the media. As a top-five graduate, LePoint holds a Bachelor's of Science Degree in Mathematics, and a Master's of Science Degree in Applied Mathematics from California State University Northridge. LePoint advises for educational PBS TV programming with Wind Dancer Films, coaches through keynote speeches and workshops, and is a media personality for TV, Radio, News Publications and Social Media outlets.

Activity 1: YES!!! WE ARE IN OUTER SPACE!!!

Before watching the TED Talk have the students read over the questions. As they are watching the video, have them jot down the answers to the questions. Facilitate a discussion afterward that connects the talk with pursuing their dreams, college planning, and achieving success.

- ◆ What comes to mind in the middle of challenges?
- ◆ What are some of the obstacles Ms. LePoint has had to overcome?
- ◆ What does it mean to name and reject your fear?
- ◆ What does it mean to reprogram your brain with different thoughts?
- ◆ What does it mean to rebuild your brain with action?
- ◆ How can you do anything you set your mind to?

Activity 2: Visualizing Your Journey Through College

Have students visualize the end result of graduating from the college or university of their choice. Have them see in their "mind's eye" the graduation ceremony and the people surrounding them with joy and happiness.

Project or draw the Journey to College Template and have students visualize their journey to college. Have them put in milestones, like completing their 1st AP class, completing 9th grade



with a better than 3.0 GPA, completing at least 4 “A-G” courses in 9th grade, choosing a career path, choosing the colleges and universities they would like to apply to, completing the SAT etc. Have students to look over their notes from the previous two weeks and write down quotes, sayings, ideas that inspired them and motivated them. Encourage them to look through their notes for the important milestones that are necessary to ensure a place in college.

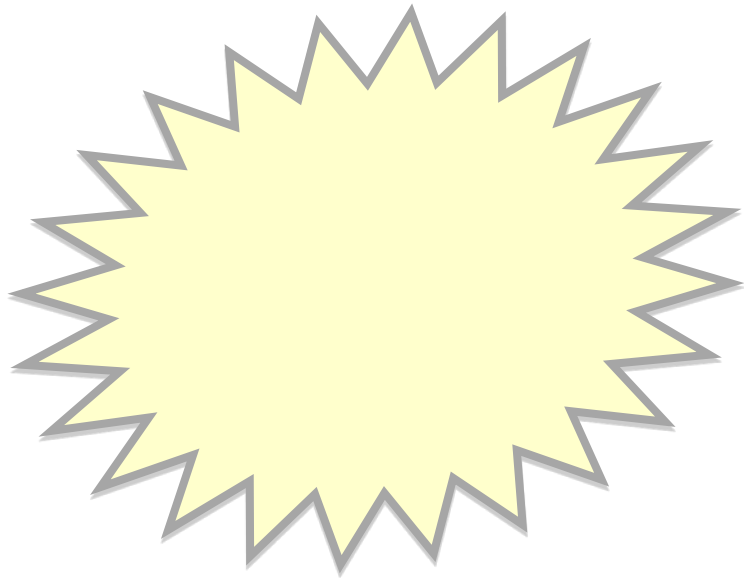
After their journey visualizations are complete, have the students share with 3 or 4 other students. Ask them to note the similarities and differences in their journeys. Once they have shared, offer students an opportunity to add to, enhance, and enrich their journeys.

Activity 3: Taking the Save me a Spot in College Pledge

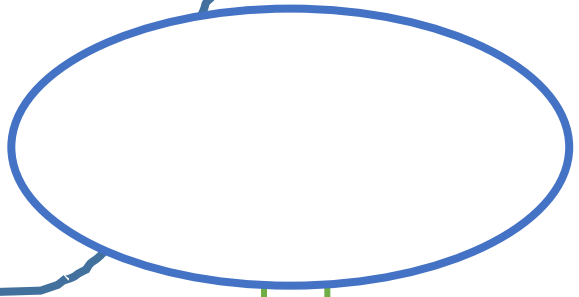
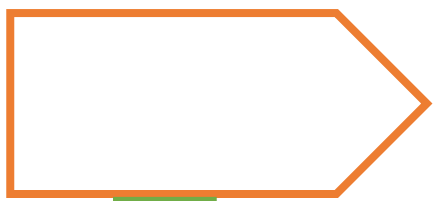
As your culminating activity, have the students TAKE the COLLEGE PLEDGE. Make it a special moment for the students. Have them read the pledge and sign the pledge. Make it as celebratory and festive as you can. Start by passing out the pledge and do a class oral reading of the pledge. Explain to the students that a pledge is a solemn promise that you make to yourself and is not to be taken lightly. Let the students know that this pledge that they make to themselves is a pledge that will shape and impact their lives for many years to come. After signing the pledge, have the students place them at the back of their binders.

Home Activity:

Invite the students to share the pledge and their visualization map with their parents.



Class of



Save Me a Spot in College Pledge

My Pledge:

- 1) **I will graduate from high school** by meeting all graduation requirements of my school district.
- 2) **I will take classes to prepare for college** by enrolling in the courses required for admission to the California State University and University of California (known as “a-g” requirements) and/or Career Technical Education courses.
- 3) **I will create a CaliforniaColleges.edu account** that will contain information for my college application and learn of college opportunities from the website.
- 4) **I will plan financially for college**, including discussing establishing a ScholarShare College Savings account with my family.
- 5) **I will demonstrate my proficiency in reading, writing, and mathematics** by passing the California Standards Test (CST) in each grade and the California High School Exit Examination (CAHSEE).
- 6) **I will apply for financial aid** by completing and filing a Free Application for Federal Student Aid (FAFSA) and submitting my grade point average to the Student Aid Commission by March 2nd of my senior year.
- 7) **I will go to college** by enrolling directly in a community college or applying for university admission within 12 months after high school graduation.

The State of California Pledges:

- 1) **California will Save Me a Spot in a community college** so that I can receive a certificate in a career-technical field, pursue an Associate Degree, or transfer to a college or university to earn a Bachelor’s Degree after my high school graduation.
- 2) **I will receive a fee waiver under the California Community College Board of Governor’s fee waiver program** for two or more years at a community college if I am a California resident at that time and continue to show financial need on a completed Free Application for Federal Student Aid (FAFSA).
- 3) **California will Save Me a Spot at the California State University or the University of California** if I meet the admissions requirements.
- 4) **California will provide me with a Cal Grant** to help cover the cost of college if I meet all the program’s eligibility requirements at the time that I apply in my senior year. A Cal Grant can be used at any eligible public or independent college or university in California.

The United States of America Pledges:

- 1) **The United States of America will assist me financially in pursuing a college education** through federal financial aid, such as a Pell Grant, if I complete a FAFSA that determines that I am eligible for this grant.

Pupil Signature


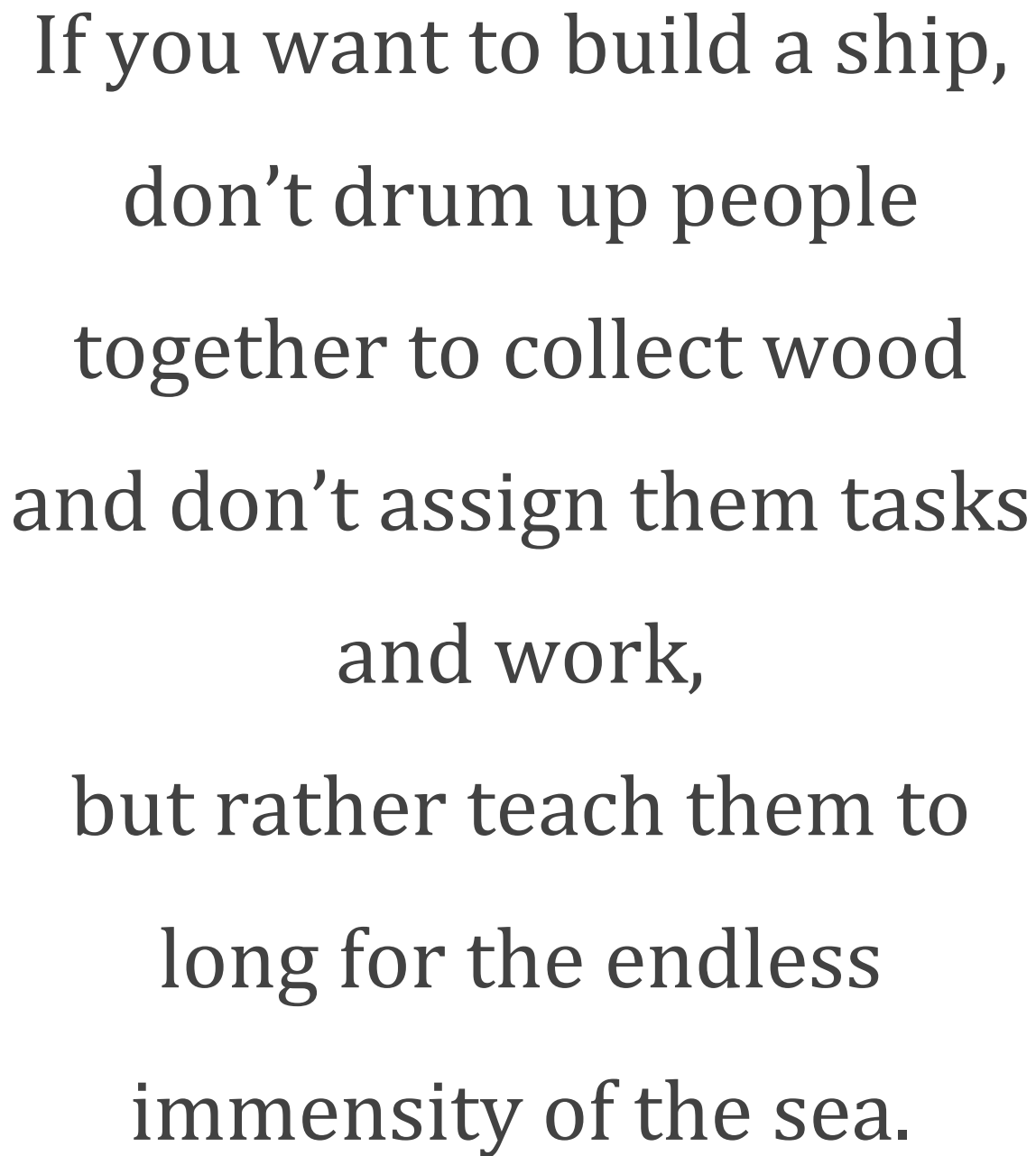
Parent/Legal Guardian Signature

Pupil Name

Parent/Legal Guardian Name

Pupil School and Grade

Date



If you want to build a ship,
don't drum up people
together to collect wood
and don't assign them tasks
and work,
but rather teach them to
long for the endless
immensity of the sea.

Antoine de Saint-Exupér

A vertical grey bar on the left side of the page. A grey arrow-shaped graphic points to the right from the bar, containing the text 'Student Handouts'.

Student Handouts

Student Handouts

CAPP CGC Summer Program

**Mapping Your Journey to College
(MyJTC)**

A decorative graphic in the bottom left corner consisting of several thin, curved lines in shades of blue and grey, resembling stylized grass or reeds.

Cline, Zee

CALIFORNIA ACADEMIC PARTNERSHIP PROGRAM

Student Handouts

These student handouts have been prepared for you for ease of printing and correspond with the activities on the site. In order to ensure that they are flexible and not over-structured, all of the identifying information has been removed. Here is a guide to what you will find in the student handouts:

Icebreakers & Closure:

- Session 3: Progressive Writing
- Session 4: BINGO
- Session 5: Auto Bio Poem
- Session 7: 6 Word Memoirs/Story
- Session 8: Contrasts
- Session 10: I Am Poems
- Ticket Out the Door

MDTP:

- Session 1: The Math Class Giant
- Session 2: Mapping Our Classroom
- Session 4: MDTP Analyses and Reflections
- Session 5: Mapping Santiago's Journey
- Session 5: Map of Santiago's Journey
- Session 6: Pyramid Math and 3-D Models
- Session 7: Pyramid Math: Building a Scaled Model
- Session 8: Santiago's Journey and Egyptian Math
- Session 9: Your Egyptian Math Story
- Session 10: Build a 3D Model of Choice

College and Career Planning:

- Session 1: Superpowers
- Session 1: Life is Good T-shirt
- Session 6: Calculating Your Academic GPA
- Session 8: Setting Priorities and Achieving Success
- Session 9: Mapping My College Tour
- Session 9: Mapping Your Journey to College
- Extension: A Week in the Life

Matched Pair Cards

- MyJTC
- The Alchemist
- College Making it Happen

Progressive Writing: The Alchemist

Please have each student in your group choose a different prompt for your paragraph. When I give the signal, each of you will write for 2 minutes on your prompt. At the end of two minutes, each writer passes his or her paper to the writer on the left. We will continue until every student has written on every paper and the original writer has his or her own paper back. Once you get your own paper back, read your paragraph and make any changes or corrections you would like to make. Now share your paragraph with your group and choose one to share with the class.

(Extension: ask each group to choose one to share with the larger group.)

Exploring Dreams

In *the Alchemist*, several of the characters dream of a life different from the one they are living. Some feel driven to make their dreams a reality while others are content simply to dream. Start a paragraph on the concept of dreams, and on what your dreams mean to you. What are your dreams for your life? How have your dreams changed as you have changed?

Exploring Destiny

Destiny refers to the idea that a person's life has a greater purpose or end to fulfill. When people speak of a person having fulfilled his or her destiny, they may use phrases like, "It was always meant to be." Start a paragraph on the idea of destiny. Consider the following questions: do you believe you have a destiny? Imagine that you live in a universe where every person has a destiny to fulfill. How could people who live in that universe make sure they reach their destiny? How much would their personal choices matter?

Exploring Taking Risks

Several times, the protagonist of the *Alchemist* must choose between taking a risk or playing it safe. Start a paragraph on the significance of taking risks. You might think back to a time when you took a risk. What made the choice risky?

Exploring Omens

An omen is an object or event that you interpret as a sign of something to come. The protagonist in the *Alchemist* treats omens very seriously, often basing his decisions on the omens he perceives. Do you ever look for "signs" or omens? Has an omen ever influenced a decision? Start a paragraph reflecting on the idea of omens, and on whether you believe omens play a role in your life.

Progressive Writing: MyJTC

Please have each student in your group choose a different prompt for your paragraph. When I give the signal, each of you will write for 2 minutes on your prompt. At the end of two minutes, each writer passes his or her paper to the writer on the left. We will continue until every student has written on every paper and the original writer has his or her own paper back. Once you get your own paper back, read your paragraph and make any changes or corrections you would like to make. Now share your paragraph with your group and choose one to share with the class.

- 1. Sometimes the best option is going to school.**
- 2. Starting a new school can be scary and exciting at the same time.**
- 3. The choices we make have consequences.**
- 4. Tell me who you hang out with and I'll tell you who you are.**
- 5. Actions speak louder than words.**
- 6. Even when you try to be different, your past follows you.**

MyJTC BINGO

...has visited more than one college or University.	...is planning on playing sports in high school.	...has visited another country.	...knows what the A-G requirements are.	...completed an Algebra I or Math I class in 8 th grade.
...has decided on a college major.	...enjoys reading books.	...has played team sports.	...speaks English and another language.	...has older brothers or sisters.
...enjoys school.	...is a good writer.	<i>FREE</i>	...is good at math.	...writes poetry.
...has relatives who live in another country.	...has at least one parent who has graduated from college.	...parents' did not go to college.	...has younger brothers or sisters.	...has a college savings account.
...has one or more pets.	...has decided which colleges and universities to apply to.	...is involved in student government.	...is involved in a club or clubs at school.	...has school spirit.

Auto Bio Poems

Complete the auto-bio poem quickly with the first things that come to mind for yourself. This is a chance to tap into your feelings and emotions.

- Line 1: First name:
- Line 2: Four adjectives that describe you:
1. _____
 2. _____
 3. _____
 4. _____
- Line 3: Son/daughter of:
- Line 4: Sibling of:
- Line 5: Likes:
- Line 6: Feels:
- Line 7: Finds happiness in:
- Line 8: Needs:
- Line 9: Is afraid of:
- Line 10: Would like to:
- Line 11: Enjoys:
- Line 12: Dreams of:
- Line 13: Resident of:
- Line 14: Last name:

Six Word Memoirs

Keep your six words handy to remind you of how utterly AWESOME you are and how terrifically GREAT your dreams are.

Six Word Memoirs					
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.
1.	2.	3.	4.	5.	6.

Contrasts

❖ I am not . . .

➤ But I am . . .

❖ I do not . . .

➤ But I do...

❖ I cannot . . .

➤ But I can . . .

❖ I will not...

➤ But I will ...

❖ I have not...

➤ But I have...

❖ I resolve to not...

➤ But I resolve to...

I Am a College Graduate

I am a college graduate

I wonder

I hear

I see

I want

I am a college graduate

I pretend

I feel

I worry

I deny

I am a college graduate

I understand

I say

I dream

I hope

I am a college graduate

I Am the First in my Family to Attend College

I am the first in my family to attend college

I wonder

I hear

I see

I want

I am the first in my family to attend college

I pretend

I feel

I worry

I deny

I am a I am the first in my family to attend college

I understand

I say

I dream

I hope

I am the first in my family to attend college

I Am a Dreamer

I am a dreamer

I wonder

I hear

I see

I want

I am a dreamer

I pretend

I feel

I worry

I deny

I am a dreamer

I understand

I say

I dream

I hope

I am a dreamer

I Am a High School Student

I am a high school student

I wonder

I hear

I see

I want

I am a high school student

I pretend

I feel

I worry

I deny

I am a high school student

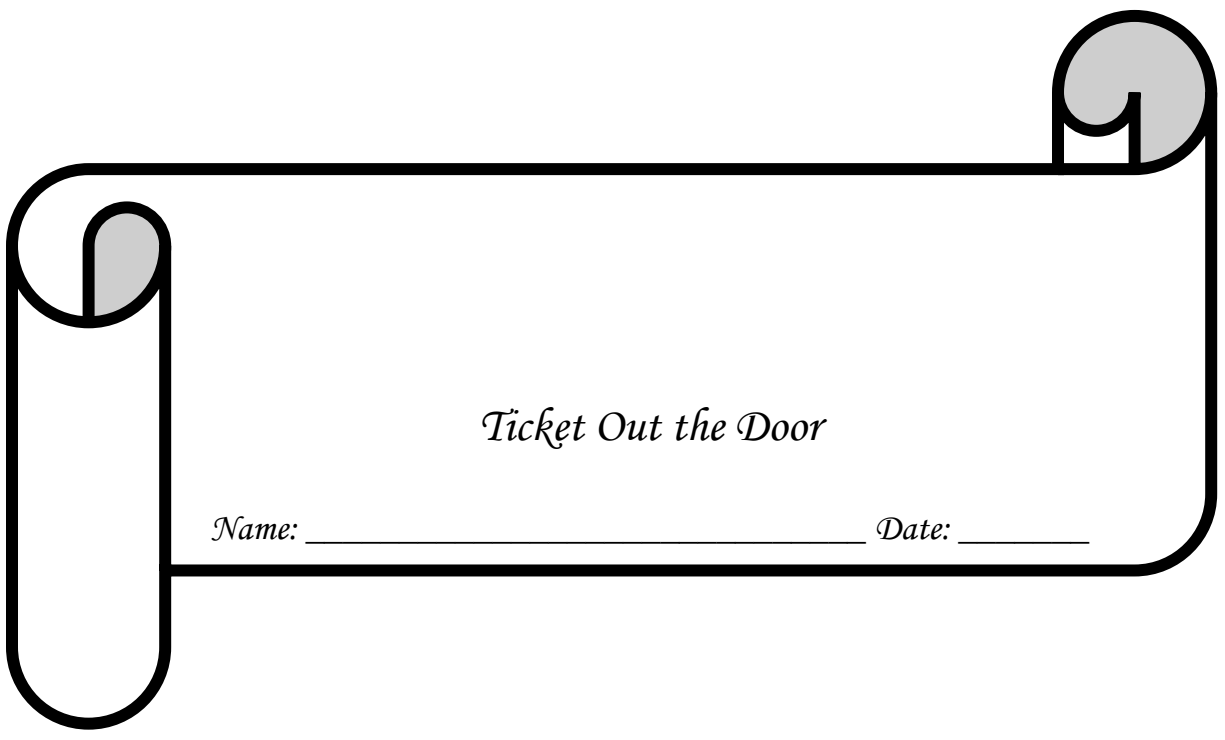
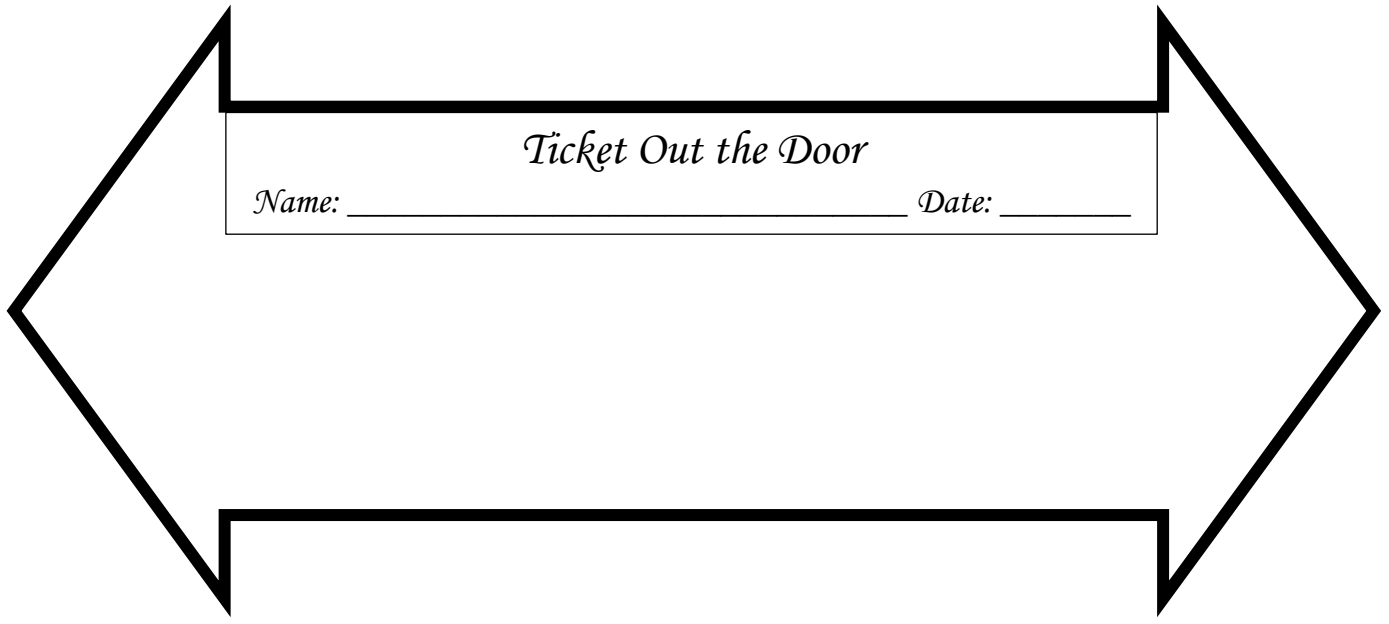
I understand

I say

I dream

I hope

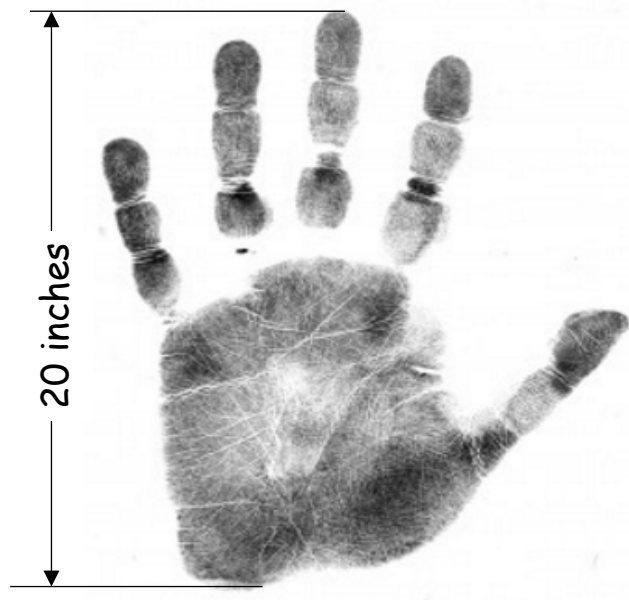
I am a high school student



The Math Class Giant

Last night, a giant visited our classroom. The only evidence left behind was a giant handprint. An eye-witness reported that the visitor looks human, only much bigger.

One of the students took a picture of the handprint and measured it to be 20 inches from the bottom of the palm to the top of the middle finger.



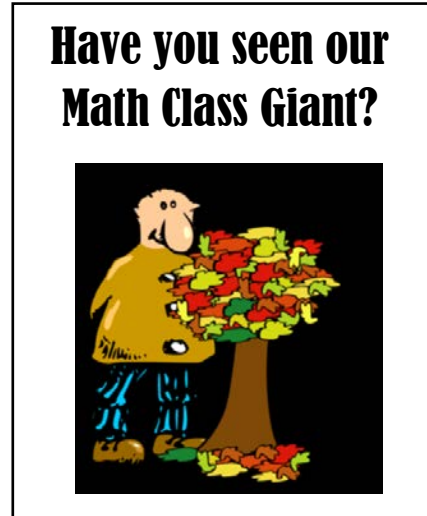
We are curious about why the giant visited our math class but we more curious about how tall our math giant is.

1. Using the measurement tools at your table (rulers and tape measures), work with your group to predict the height of the giant (in feet and inches). Work with your group to agree on a solution and a strategy. Prepare a detailed and organized argument to support your solution.

You will create a poster with your group's solution with all supporting work that will be posted on the wall and shared with the class.

2. Your principal wants to make poster to help locate our giant. The poster must include a full sketch of the giant. In this sketch, every 20 inches in real life is represented by 1 inch in the sketch.

Using your solution to question 1, how tall will the giant be in the sketch? Show your work.



3. Your principal has changed his mind. Now he wants the sketch on the poster to use the scale: 3 feet = 2 inches.

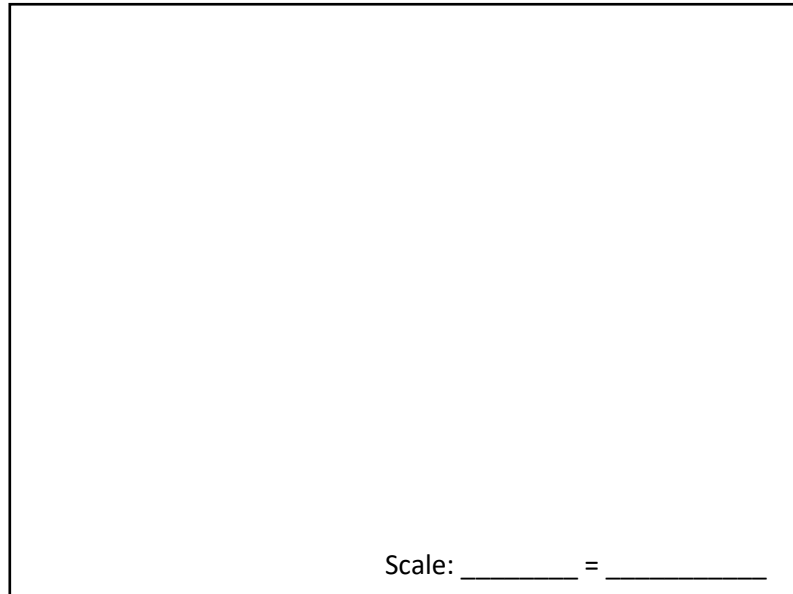
How tall will the giant be in the sketch? Show your work.

Mapping Our Classroom

1. The Silly family took a group photo. In the photo, Lilly is 3 inches tall and Billy is 4 inches tall. In real life Lilly is 60 inches tall. Based on this information, predict which person is Lilly and which person is Billy in the photo?
2. How tall is Billy in real life (in feet and inches)? Be sure to show all your work.



3. The dimensions of a rectangular bedroom are 12 feet by 15 feet.
- If you make a scale drawing of the bedroom in the space below, what values for the scale could you use?
 - Use your scale to draw the bedroom in the space below. Be sure to fill in the blanks below with your scale for this drawing.



Scale: _____ = _____

- Your friend's room has the dimensions of $11 \frac{1}{2}$ feet x $13 \frac{3}{4}$ feet rectangle. Using your scale, how long would you draw the length and width to scale? Show all your work.
4. Your Principal wants a scale drawing plan of our classroom. Unfortunately, he does not know the actual dimensions of the room. He wants the scale drawing to include a marking to show the location of the door. He also requests that you include two classroom items, both drawn to scale.

Your drawing must be created on an 8.5" x 11" piece of paper with the scale clearly listed.

This plan is a group effort. You will all collect the dimensions and make the calculations, and then, you will each submit your own plan. Be sure to divide the work so that all students participate.

Take the MDPT

Today you will take a mathematical diagnostic exam that will provide you important information on your readiness for your 9th grade high school math course. Please give your best effort to provide accurate results.

Testing Instructions:

1. Wait for your teacher to instruct you to begin the test.
2. Work each problem on scratch paper, and click on the best response from the given choices.
3. All scratch paper must be turned in when the test is finished.
4. For you and your teacher to make the best use of the test results, you should not guess. If you cannot answer a question, leave it blank.
5. If you are spending too much time on a question, skip it. You may return to skipped items at any time during the test.
6. Calculators may not be used when taking this test.

If you finish the test early, please engage in a quiet activity (like reading your novel, ***The Alchemist*** and remain quiet until all students has finished the testing.

MDTP Analyses and Reflections

Today you will reflect on your readiness for high school math based on the diagnostic test you took. You will review overall results for this class and individual results on your personal areas of strengths and areas of needed improvement.

The diagnostic test for High School Readiness has eight topics and defines Critical Levels for each topic. The Critical Level for each topic is what MDTP considers to be the minimum number of correct responses to show adequate preparation and readiness in that topic. The topics and Critical Levels are shown in the table below.

Topic	Description	Item Count	Critical Level
DAPS	Data Analysis & Probability & Statistics	5	4
DECM	Decimals, including Applications; Percents, & Absolution Value	7	5
EXPS	Exponents & Square Roots; Scientific Notation	4	3
FCNT	Functions and their Representations	3	2
FRAC	Fractions, including Applications	7	5
GEOM	Geometry	8	5
INTG	Integers	5	4
LINR	Linear Equations & Inequalities	6	4

Part 1: Analyze the Class Average Scores on Topics

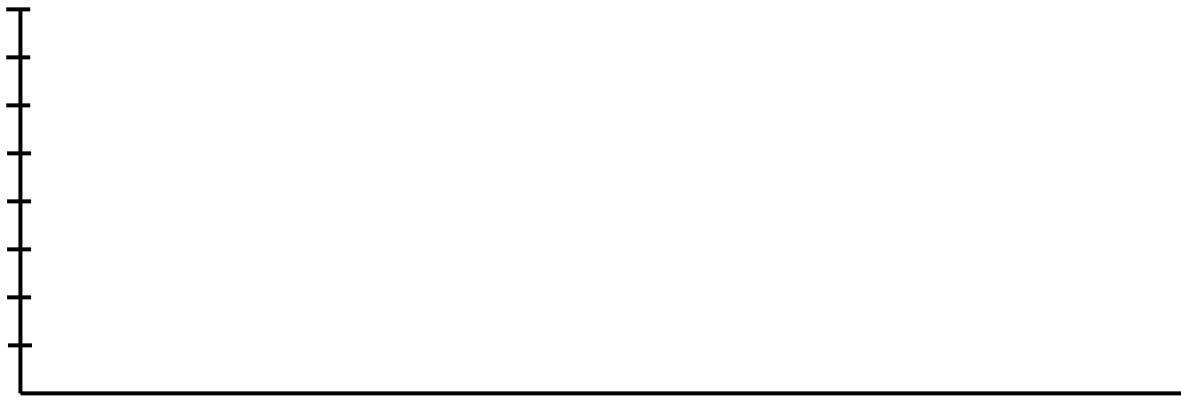
Use the class average that your teacher displays to answer the following questions.

1. In which topic or topics is your class closest to the Critical Level?
2. In which topic or topics is your class farthest from the Critical Level?
3. Which topic(s) do you predict that you scored closest to the Critical Level?
4. Which topic(s) do you predict that you scored farthest from the Critical Level?

Part 2: Analyze Your Scores on Topics

Read your MDTP student letter.

1. What do you notice?
2. What do you wonder?
3. Create a segmented bar graph of your performance for each topic like the one that your teacher modeled for you. Be sure that your graph clearly illustrates your score, the Critical Level, and the total items for each topic.



Part 3: Reflect on Your Performance

1. What does it mean to meet an MDTP Critical Level?
2. How many Critical Levels did you meet?
3. In which Topic(s) did you meet the Critical Level?
4. In which Topic(s) are you close to meeting the Critical Level?
5. In which Topic(s) do you feel you need to improve?
6. What can you do in your math class to help improve your learning of math?
7. What study habits could you use to help you improve your learning of math?
8. Write a pledge or goal to yourself that includes the actions you will take during the next school year to improve in the topics you listed above.

Use the link below to access a Google Form where you will record your reflections from Questions #1-8. <https://goo.gl/forms/FCWYh71KGBLkxDZr2>

Mapping Santiago's Journey

In this session, you will inspect a map and answer questions about Santiago's Journey to the Pyramids. The map is located on the last page of this packet.

1. What do you notice about this map?
2. What do you wonder about this map?
3. According to Google Maps, the present-day distance from Al Fayoum Oasis to the Great Pyramid is 123 km (76.4 mi). Use your map to determine an appropriate scale for this distance.
Scale: _____ = _____
4. Use your scale to calculate the distance of Santiago's Journey from Tangier to The Great Pyramid. Show your work below.

5. According to Google Maps, the present-day distance from Tangier, Morocco to the Great Pyramid is 4308 km (2726.9 mi). How does this distance compare to the distance you calculated in Question 4?



6. What do you conclude about the orientation of this map?

Map of Santiago's Travels



Map image provided by Romina Perez • Image Reference: http://platonline.com/studentwork/conde_dedeyla/pages/map.html

Pyramid Math and 3-D Models

Santiago's Personal Legend took him on an expedition to the pyramids. When he arrived, he was in awe of the magnificence of the pyramids and dropped to his knees in tears.

Santiago was amazed by the height of the Great Pyramid of Giza (Khufu) which is the largest and oldest of the three pyramids in Giza. Khufu was constructed around 2,560 BC and stood 146.5 meters (481 feet) tall. It was the tallest man-made structure in the world for about 4,000 years. Today, the pyramid stands 137 m tall due to deterioration at the top.



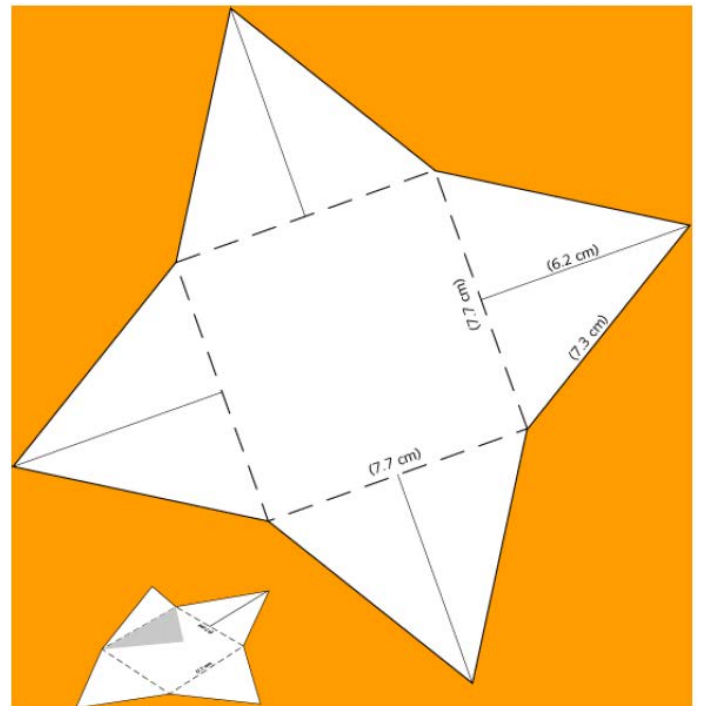
Image taken from
<http://www.ancientegyptonline.co.uk/great-pyramid.html>

Your task is to create a scaled-down model of The Great Pyramid. The scale of your model is 1 cm = 30 m.

Part 1: Construct a Model

(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

1. Construct a net for the pyramid using the dimensions in the figure below. Make sure to measure accurately and draw 90 degree angles for the square and the heights of the four triangles. Label the dimensions on your net exactly as shown in the figure.
2. Cut out the net. Fold each triangle along the dotted lines towards the center of the base to make a pyramid. The dimensions should be on the inside of the model.
3. Calculate the actual dimensions of Khufu using the scale of the model.
4. Write the actual dimensions on the blank side (outside) of your model for the base, the triangle height (slant height), and the pyramid edge (triangle hypotenuse).

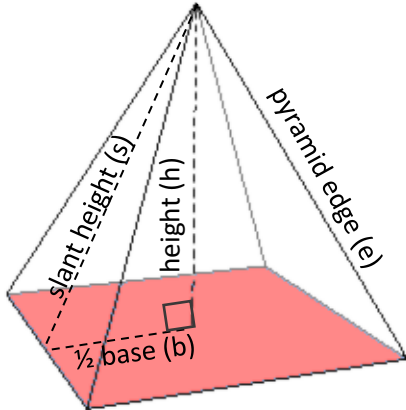


Part 2: Use the Scale to Calculate Heights

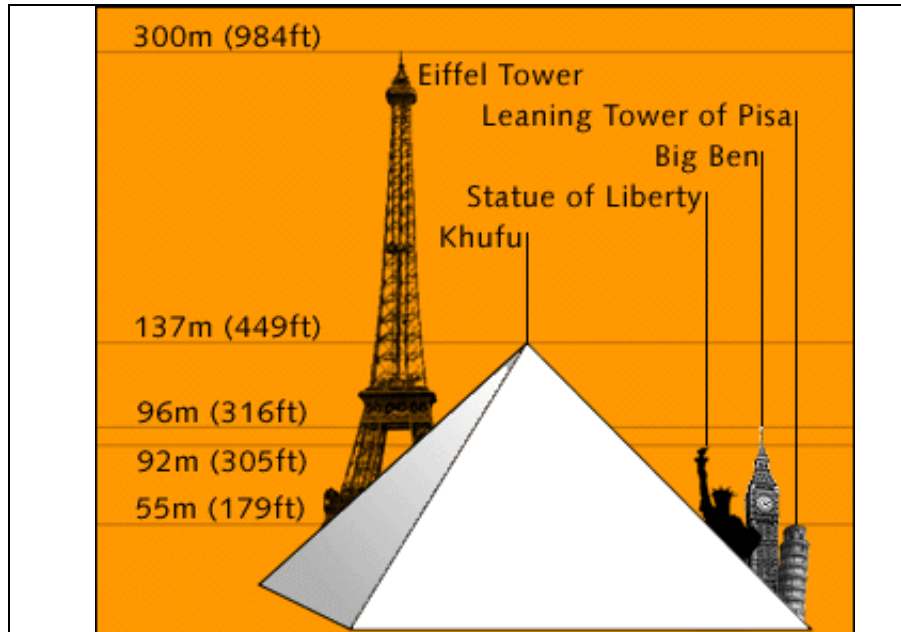
(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

1. Construct the model by lining up each of the sides and taping each into place.
2. Measure the height of the pyramid. Use the scale 1 cm = 30 m to calculate the actual height. How does the height from your calculations compare to the height given in the problem statement on the previous page?
3. Challenge: Using the figure below, how would you calculate the height of the pyramid mathematically (without taking a measurement)?
 - a. Calculate the height using your method. Use a calculator and round your answer to the nearest (0.1).

- b. How does your measurement compare to your calculation?



4. Use the same scale to calculate the scaled-down heights of each structure in the figure below. Round your answers to the nearest (0.1), and record your answers in the table below.



Object	Actual Height	Scaled Height (1 cm = 30 m)
Khufu (current height)	137 m	
Statue of Liberty	92 m	
Big Ben	96 m	
Leaning Tower of Pisa	55 m	
Eiffel Tower	300 m	
Sear's Tower (not shown)	443 m	
Average person	1.7 m	

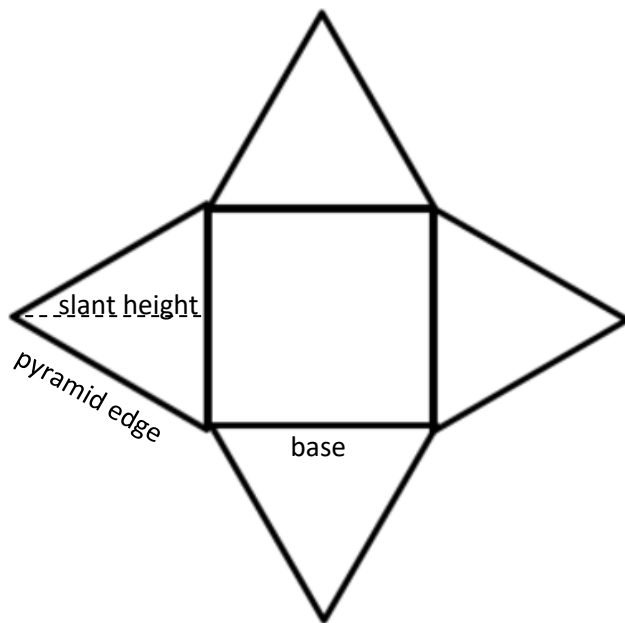
Pyramid Math – Building a Scaled Model

Now that you have created a model of The Great Pyramid Khufu with assistance, your new task is to create model of one of the other two pyramids, Khafre or Menkaure, given their actual dimensions.

(Source: <http://www.pbs.org/wgbh/nova/pyramid/geometry/index.html>)

Task

Create a net for one of the two pyramids below. You must determine your own scale and clearly define the scale on your model.



Khafre

- Base: 214.5 m for each side of the square base
- Height: 143.5 m
- Slant height: 143 m
- Pyramid edge: 178.9 m

Menakaure

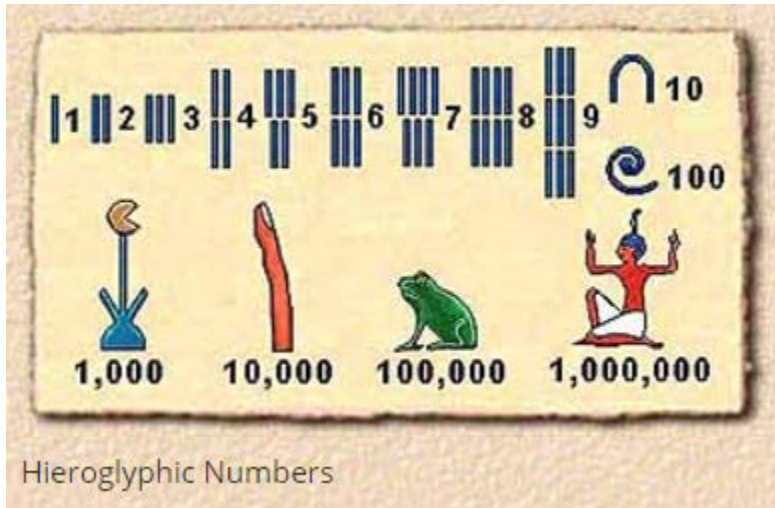
- Base: 110 m for each side of the square base
- Height: 68.8 m
- Slant height: m
- Pyramid edge: m

Reflection

1. What scale did you use for your pyramid?
2. Why did you choose this scale?
3. What did you find challenging about creating this model?
4. What recommendations would you make to a classmate if they were absent on this day and need to construct a pyramid at home?

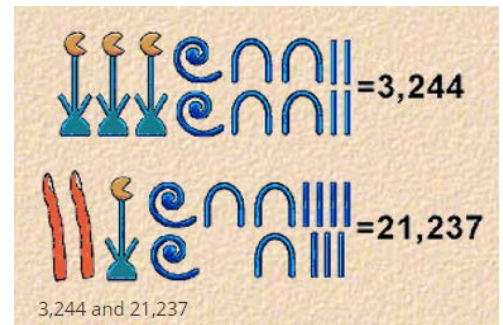
Santiago's Journey and Egyptian Math

In Santiago's time, the Egyptians used the base ten decimal system (which is the same as ours) and numbers were expressed in hieroglyphs or picture drawings. The ancient Egyptians were possibly the first civilization to practice and excel in science and mathematics. They used the seven figures shown below to express their base ten decimal system. (Lesson references are taken from: <https://discoveringegypt.com/egyptian-hieroglyphic-writing/egyptian-mathematics-numbers-hieroglyphs/>.)

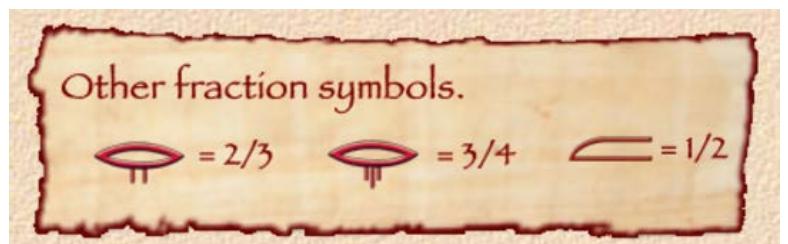
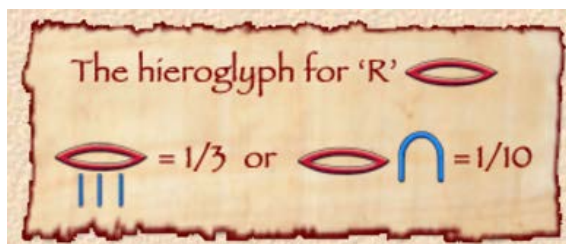


- 1 is a single stroke
- 10 is the drawing of a heel mark or the hoof mark of cattle
- 100 is the drawing of a coil of rope or a rolled up scroll
- 1,000 is a drawing of a lotus flower
- 10,000 is the drawing of a bent finger
- 100,000 is the drawing of a tadpole or a frog
- 1,000,000 is the drawing of the god Heh with his arms in the air

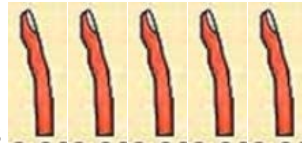
Reading and writing Egyptian numbers is like our current conventions. Egyptians draw figures for the higher numbers first and descend from left to right stacking the like terms in rows if needed. Look at the figure at the right, and verify that the hieroglyphs and the written numbers are equivalent.



Expressions for fractions were also with unit fractions being most predominant. The hieroglyph for 'R' was used as the word 'part'. 'R' was used as the numerator and placed in front or on top of the figures that were used for the denominators. See the fraction figures draw below. Fractions that are written next to each other represent addition.



Use Egyptian numbers to answer the questions below.






1. Santiago reached Al-Fayoum Oasis of the famous palm trees. How many trees does this represent?

1. The distance that Santiago traveled from Al Fayoum Oasis to the Great Pyramid is 123 km. Write this distance using Egyptian numbers.

2. When Santiago viewed The Great Pyramid, the height was 146.5 meters. Write this height using Egyptian numbers.




3. If Santiago traveled 4308 kilometers from Tangier, Morocco to the Great Pyramid, how far was the total round trip (returning to Tangier)? Write this distance using Egyptian numbers.






4. At the battle of Al Fayoum, Santiago was promised  piece of gold for every  invading tribesmen killed. There were  tribesmen who invaded the Oasis and all but one (the commander) were killed.

a. Use Egyptian numbers to represent the number of tribesmen killed.

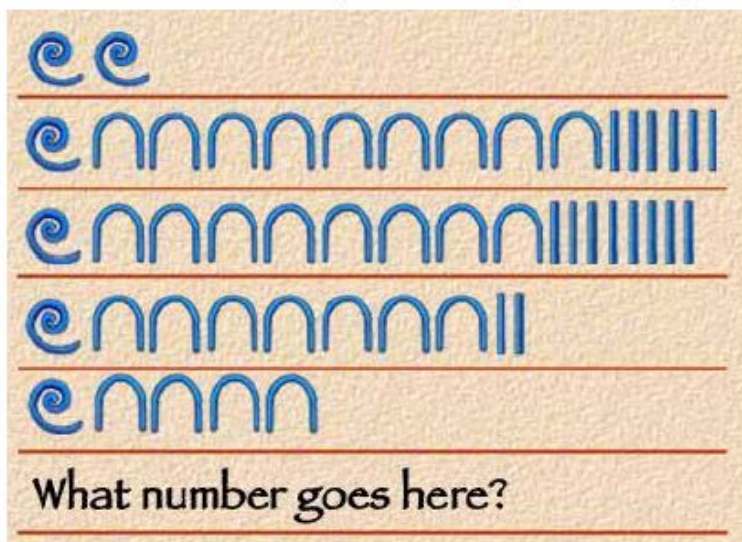
b. Later that day, the commander was killed. How many pieces of gold did Santiago receive for the killed tribesmen?

c. Write the total number of gold pieces that Santiago received using Egyptian numbers.

5. If  pyramids have  bricks, how many bricks are needed to build  pyramids. Write the total number of bricks using Egyptian numbers.

6. If  bucket of food feeds  camels for  days, how many buckets are needed to feed  camels for  day? Write the total number of buckets using Egyptian numbers.





7. Challenge: Write each row using regular numbers. What number goes at the end of this pattern? Write this number using Egyptian numbers.



What number goes here?

Your Egyptian Math Story

Today, you will write your own number story using Egyptian numbers about Santiago's Person Legend. But first, sharpen your skill with the challenge problem below (taken from: <https://discoveringegypt.com/egyptian-hieroglyphic-writing/egyptian-mathematics-numbers-hieroglyphs/>).

1. A man borrows  donkeys to use for transporting goods. To repay the loan, the man must repay the lender  deben of copper every month per donkey. The man uses each donkey for  days per month for transporting his goods and earns  deben of copper per donkey per day for this work. How many deben of copper does the man make per month?

Show all your work. Write your answer using regular and Egyptian numbers.

2. Create your own Egyptian math story problem. Your problem must include at least three parts with at least two different operations (addition, subtraction, multiplication, or division).

The context of your story problem should be authentic to the story ***The Alchemist*** and should be fictitious. This list provides some examples of content that you can use: distance, desert, gold, camels, sheep, tribesmen, palm trees, pyramids, bricks, sand, and crystals. This is not a complete list, please feel free to be creative.

All numbers in your story must be written using Egyptian numbers and must be school appropriate. When you finish with your story, members from your class will solve it.

Bring it All Together

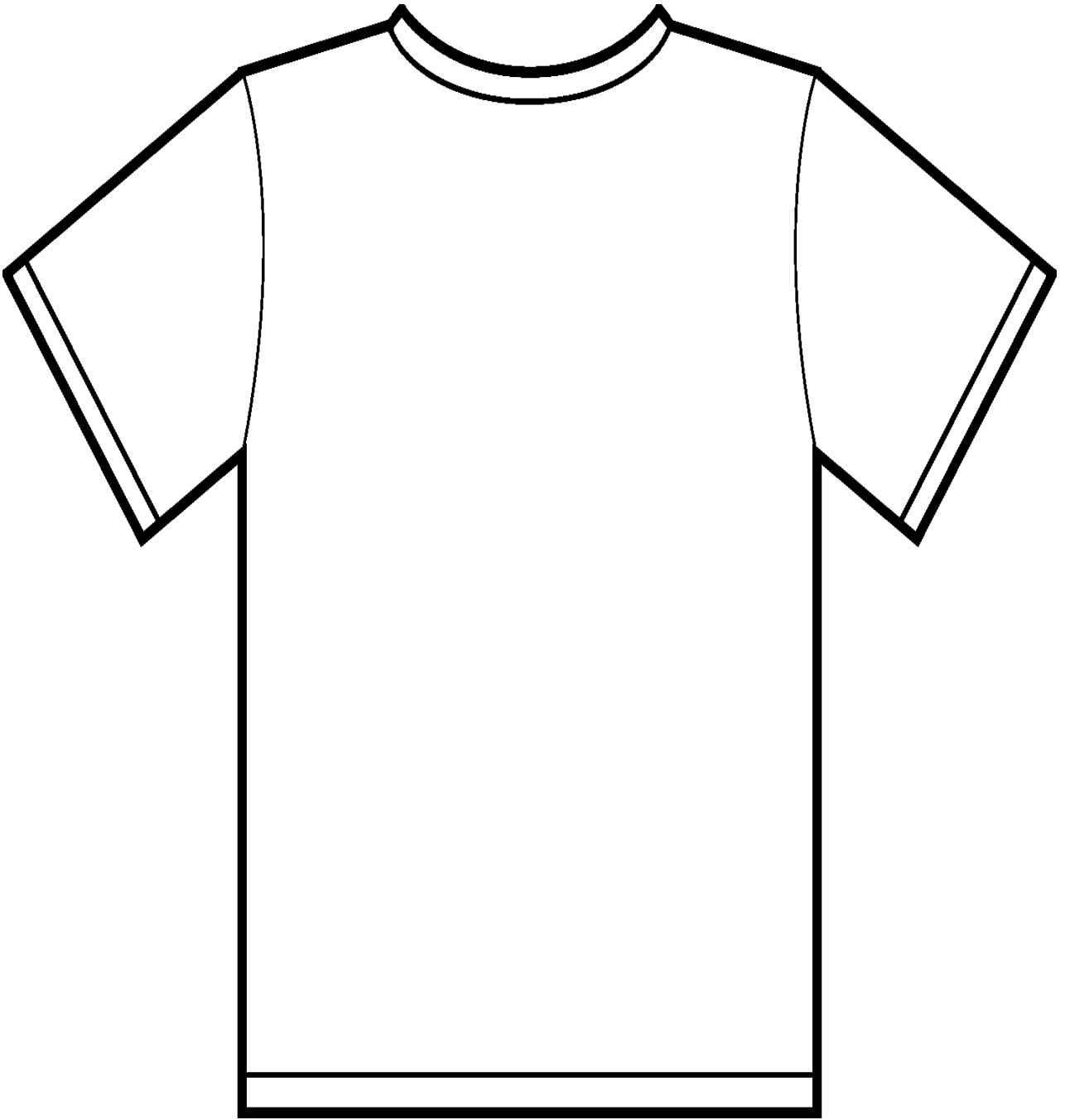
Culminating Task: Build a 3D Model of Choice

Work with a partner to create a 3D Model of a well-known man-made monument (national or global). You will need to research the dimensions of your monument, create a scale, calculate the dimensions of your model, and build the model.

Create all your calculations and sketch of the net of your model below. When you have a finished draft, your teacher will provide you with paper for your actual model.

The 10 Superpowers as defined by *Life is Good*

Superpower	Definition	How do you exemplify it?
1. Openness	Openness is transformative, allowing us to discover new ways of being and acting by withholding judgments and preconceptions.	
2. Courage	Courage is our inner resolve to try new things.	
3. Simplicity	Simplicity sheds unnecessary complications and distractions.	
4. Humor	Humor is a universal connector allowing us to laugh with each other and relax as we shed inhibitions.	
5. Gratitude	Gratitude is the practice of taking stock of the many things that are good, right and working in our lives.	
6. Fun	Fun is the irresistible spark that connects and inspires us to feel truly united and alive.	
7. Compassion	Compassion is an act of connecting and sharing in the hard stuff, helping ease the pain, heal the hurt and right the wrongs.	
8. Creativity	Creativity enables us to reach beyond conventional thinking to make things better.	
9. Authenticity	Authenticity is knowing who you are and acting like it.	
10. Love	Love is the most powerful force in the world.	



Life is Good

Calculating Your Academic GPA

Three steps to calculating your Academic GPA:

1. Write the number that corresponds to each letter grade.
2. Add the points from all the classes.
3. Divide the result by the total number of classes.

Regular Classes	Honors or AP Classes	Points
A=4	+1	5
B=3	+1	4
C=2	+1	3
D=1	0	1
F=0	0	0

Example for 1 Six Class Semester with 1 AP Course

Class	Grade	Points
10 th Grade English	A	4
Spanish 2	B	3
Math 2	A	4
AP World History	B	3+1=4
Biology	B	3
P.E.	A	4

Number of points divided by the total number of classes = GPA

$\frac{\text{Number of Points}}{\text{Total Number of Classes}}$	$\frac{18}{5}$	= 3.6
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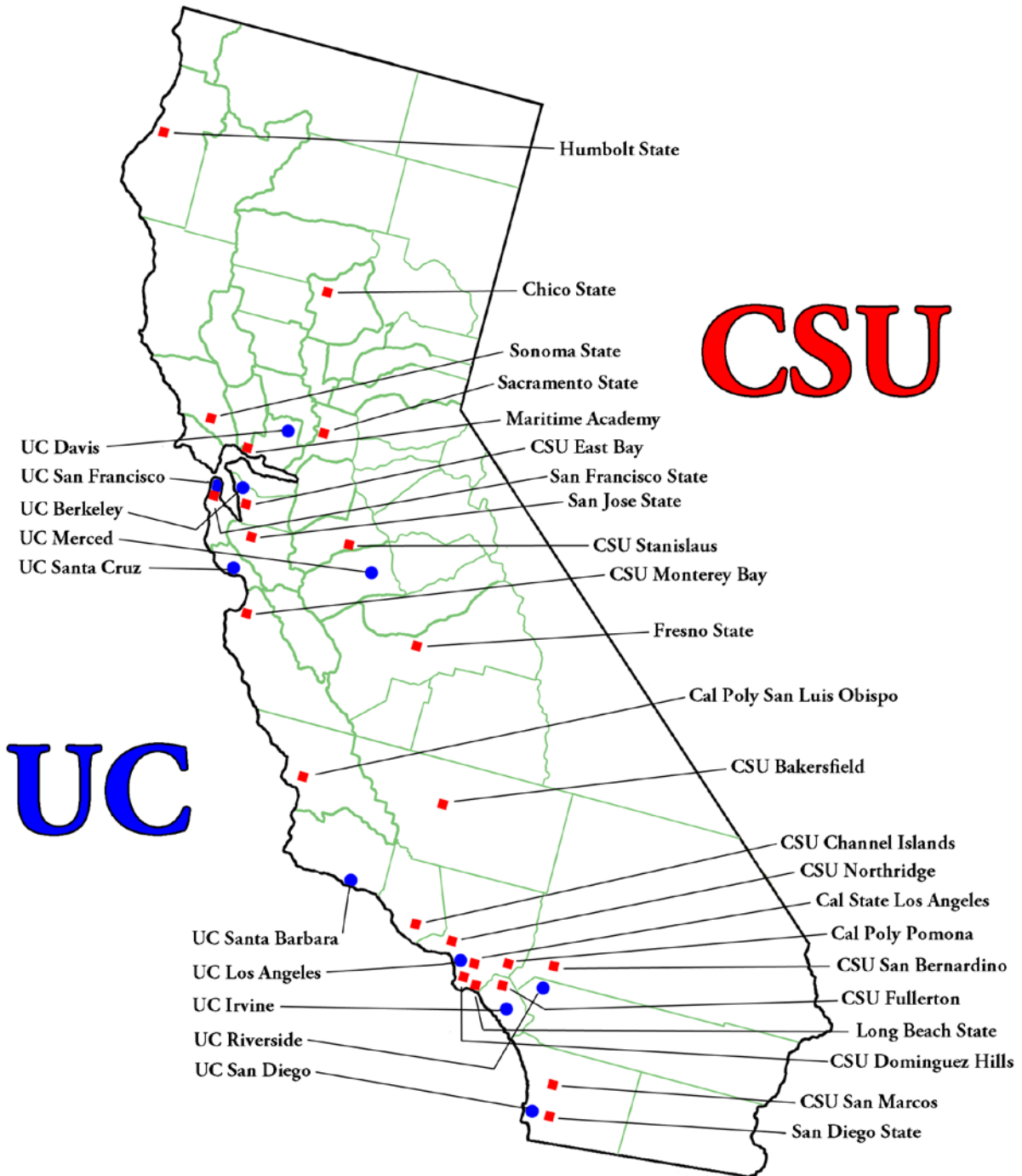
A Week in the Life of _____ !!!

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8	:00 am							
	:30 am							
9	:00 am							
	:30 am							
10	:00 am							
	:30 am							
11	:00 am							
	:30 am							
12	:00 pm							
	:30 pm							
01	:00 pm							
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03	:00 pm							
	:30 pm							
04	:00 pm							
	:30 pm							
05	:00 pm							
	:30 pm							
06	:00 pm							
	:30 pm							
07	:00 pm							
	:30 pm							

Mapping Your Journey to College: It's all about You

- Creating your roadmap to college.
- Developing your roadmap to college.
- Exploring your journey to college.
- Realizing your journey to college.
- Achieving your journey to college.
- Discovering your path to college.
- Shaping your path to college.
- Inspiring your adventure to college.
- Aspiring to achieve your dreams.

Mapping My College Tour



Matched Pairs

In Matched Pairs students are given a card and then go around the room and find the person who has the “match.” Once they have found their match, they stand to the side of the room. When all the pairs are matched up, each pair will read their cards to the class. This can be done with definitions or with sentence completion. One of each has been provided for you. The MyJTC matched pair is based on definitions and The Alchemist matched pair is based on sentence completion. You can add more or create your own to fit your needs. The cards for printing can be found in the student packet.

FAFSA	Free Application for Federal Student Aid: application for financial aid that must be completed by all seeking federal funds to help pay for college or the university.
Personal Statement	An autobiographical narrative essay that is an important part of the college application process. It provides a way to share how events in your life have shaped who you are.
Competitive Eligibility	Achieving beyond the minimum eligibility for the CSU/UC to being competitive with top achievers by completing AP courses, more than the minimum 15 A-G courses, and meeting other requirements.
Scholarships	A payment made to support a student's education, awarded on the basis of academic or other achievement.
Loans	A sum of money that is expected to be paid back with interest.
College Readiness	Being ready for credit bearing courses at the CCC, CSU or UC based on test scores and completion of the A-G requirements.
College Eligible	Being fully eligible to enter the CSU or UC based on completion of the A-G requirements.
Remediation	Assistance given students in order to achieve expected competencies in core academic skills such as English and Math
CSU	California State University: A system of 23 campuses that grant Bachelor’s, Masters and some Doctoral degrees.
UC	University of California: A system of 10 campuses that grant Bachelor’s, Masters and some Doctoral degrees.
CCC	California Community Colleges: A system of 109 two year campuses that grant AA degrees and prepare students to transfer into 4 year programs
K-12	The compulsory education system in CA that encompasses Kindergarten to 12 th grade.
Transition	Moving from the system of K-12 education to the system of post-secondary education.
Post-secondary	Education beyond the high school level, especially education at the college or university level.
IHE	Institute of Higher Education which is commonly thought of as systems that grant AA, BA, MA or Ph.D. degrees
SAT/ACT/PSAT	Tests that are used for college admissions and merit-based scholarships.
Grants	Funds provided in a financial aid packet that do not have to be paid back.

Pell Grants	The largest source of federally funded financial aid grants that are awarded solely based on your financial need (academic grades and extra-curricular activities aren't a factor).
Cal Grants	A Cal Grant is money for college you don't have to pay back. To qualify, you must meet the eligibility and financial requirements as well as any minimum GPA requirements.
A-G Requirements	The CSU/UC minimum requirements of 15 courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course to meet any subject requirement.
Advanced Placement	Courses that are rigorous, college-level classes at the high school in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize.
Weighted GPA	Calculated by adding extra points for honors or AP courses, a weighted GPA can lead to a GPA that is beyond 4.0.
CTE	Career Technical Education that integrates rigorous and relevant career and technical education (CTE) and academics that prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.
Linked Learning	An education approach that integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.

<p style="text-align: center;">FAFSA</p>	<p>Free Application for Federal Student Aid: application for financial aid that must be completed by all seeking federal funds to help pay for college or the university.</p>
<p style="text-align: center;">Personal Statement</p>	<p>An autobiographical narrative essay that is an important part of the college application process. It provides a way to share how events in your life have shaped who you are.</p>
<p style="text-align: center;">Competitive Eligibility</p>	<p>Achieving beyond the minimum eligibility for the CSU/UC to being competitive with top achievers by completing AP courses, more than the minimum 15 A-G courses, and meeting other requirements.</p>
<p style="text-align: center;">Scholarships</p>	<p>A payment made to support a student's education, awarded on the basis of academic or other achievement.</p>

<p>Loans</p>	<p>A sum of money that is expected to be paid back with interest.</p>
<p>College Readiness</p>	<p>Being ready for credit bearing courses at the CCC, CSU or UC based on test scores and completion of the A-G requirements.</p>
<p>College Eligible</p>	<p>Being fully eligible to enter the CSU or UC based on completion of the A-G requirements.</p>
<p>Remediation</p>	<p>Assistance given students in order to achieve expected competencies in core academic skills such as English and Math</p>

<p style="text-align: center;">CSU</p>	<p style="text-align: center;">California State University: A system of 23 campuses that grant Bachelor's, Masters and some Doctoral degrees.</p>
<p style="text-align: center;">UC</p>	<p style="text-align: center;">University of California: A system of 10 campuses that grant Bachelor's, Masters and some Doctoral degrees.</p>
<p style="text-align: center;">CCC</p>	<p style="text-align: center;">California Community Colleges: A system of 109 two year campuses that grant AA degrees and prepare students to transfer into 4 year programs</p>
<p style="text-align: center;">K-12</p>	<p style="text-align: center;">The compulsory education system in CA that encompasses Kindergarten to 12th grade.</p>

<p>Transition</p>	<p>Moving from the system of K-12 education to the system of post-secondary education.</p>
<p>Post-secondary</p>	<p>Education beyond the high school level, especially education at the college or university level.</p>
<p>IHE</p>	<p>Institute of Higher Education which is commonly thought of as systems that grant AA, BA, MA or Ph.D. degrees</p>
<p>SAT/ACT/PSAT</p>	<p>Tests that are used for college admissions and merit-based scholarships.</p>

<p style="text-align: center;">Grants</p>	<p style="text-align: center;">Funds provided in a financial aid packet that do not have to be paid back.</p>
<p style="text-align: center;">Pell Grants</p>	<p style="text-align: center;">The largest source of federally funded financial aid grants that are awarded solely based on your financial need (academic grades and extra-curricular activities aren't a factor).</p>
<p style="text-align: center;">Cal Grants</p>	<p style="text-align: center;">A Cal Grant is money for college you don't have to pay back. To qualify, you must meet the eligibility and financial requirements as well as any minimum GPA requirements.</p>
<p style="text-align: center;">A-G Requirements</p>	<p style="text-align: center;">The CSU/UC minimum requirements of 15 courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area. A grade of C or better is required for each course to meet any subject requirement.</p>

<p>Advanced Placement</p>	<p>Courses that are rigorous, college-level classes at the high school in a variety of subjects that give students an opportunity to gain the skills and experience colleges recognize.</p>
<p>Weighted GPA</p>	<p>Calculated by adding extra points for honors or AP courses, a weighted GPA can lead to a GPA that is beyond 4.0.</p>
<p>CTE</p>	<p>Career Technical Education that integrates rigorous and relevant career and technical education (CTE) and academics that prepares youth and adults for a wide range of high-wage, high-skill, high-demand careers.</p>
<p>Linked Learning</p>	<p>An education approach that integrates rigorous academics that meet college-ready standards with sequenced, high-quality career-technical education, work-based learning, and supports to help students stay on track.</p>

Matched Pair for The Alchemist

It's the possibility of having a dream come true	that makes life interesting.
Everyone, when they are young	knows what their destiny is.
It prepares your spirit and your will, because there is one great truth on this planet:	whoever you are, or whatever it is that you do, when you really want something, it's because that desire originated in the soul of the universe. It's your mission on earth.
The Soul of the World	is nourished by people's happiness.
He had to choose between something he had become accustomed to	and something he wanted to have.
It's called the principle of favorability. When you play cards the first time,	you are almost sure to win. Beginner's luck.
When someone makes a decision, he is really diving into a strong current	that will carry him to places he had never dreamed of when he first made the decision.
The closer one gets to realizing his destiny,	the more that destiny becomes his true reason for being.
No matter how many detours and adjustments it made,	the caravan moved toward the same compass point.
When a person really desires something,	all the universe conspires to help that person to realize his dream.
We are afraid of losing what we have,	whether it's our life or our possessions and property.
People learn early in their lives,	what is their reason for being.
...there is a force that wants you to realize your destiny;	it whets your appetite with a taste of success.
They are called Urim and Thummim.	The black signifies 'yes' and the white 'no'.
And, above all, don't forget	to follow your destiny through to its conclusion.
'The secret of happiness is to see all the marvels of the world,	and never to forget the drops of oil on the spoon.
...he realized that he had to choose between thinking of himself as the poor victim or a thief	and as an adventurer in a quest of his treasure.
And, maybe it wasn't what they were teaching me,	but what I was learning from them.
But you know that I am not going to Mecca.	Just as you know you are not going to buy your sheep.
...people need not fear the unknown	if they are capable of achieving what they need and want.
In his pursuit of his dream,	he was constantly subjected to tests of his persistence and courage.
If I am really a part of your dream	you'll come back one day.
If you pay attention to the present,	you can improve upon it.
Life really is generous to	those who pursue their destiny.

<p>It's the possibility of having a dream come true</p>	<p>that makes life interesting.</p>
<p>Everyone, when they are young</p>	<p>knows what their destiny is.</p>
<p>It prepares your spirit and your will, because there is one great truth on this planet:</p>	<p>whoever you are, or whatever it is that you do, when you really want something, it's because that desire originated in the soul of the universe. It's your mission on earth.</p>
<p>The Soul of the World</p>	<p>is nourished by people's happiness.</p>

<p>He had to choose between something he had become accustomed to</p>	<p>and something he wanted to have.</p>
<p>It's called the principle of favorability. When you play cards the first time,</p>	<p>you are almost sure to win. Beginner's luck.</p>
<p>When someone makes a decision, he is really diving into a strong current</p>	<p>that will carry him to places he had never dreamed of when he first made the decision.</p>
<p>The closer one gets to realizing his destiny,</p>	<p>the more that destiny becomes his true reason for being.</p>

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We are afraid of losing what we have,	whether it's our life or our possessions and property.
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College Making it Happen: Match Up

Architect	A Bachelor's Degree (at least four years); probably a Master's Degree (two years beyond the Bachelor's Degree)
Auto Mechanic	A vocational school certificate or an Associate's Degree from a community college (at least two years of college); concentration in mathematics
Banker	A Bachelor's Degree in a social science or business (at least four years); probably a Master's Degree (two years beyond the Bachelor's Degree)
Doctor or Dentist	After a Bachelor's Degree in a science field and a four-year graduate program that results in a medical degree (M.D.) or Degree in Dental Surgery (D.D.S.)
Electrician	Concentration in mathematics and physics for a vocational school certificate or an Associate's Degree from a community college (at least two years of college)
Fashion Designer	Vocational school certificate or an Associate's Degree from a community college(at least two years of college)
Firefighter	Vocational school certificate or an Associate's Degree from a community college (at least two years)
Film or Video Maker	A Bachelor's Degree from a college or university (at least four years)
Graphic Designer/ Computer Technician	A Bachelor's Degree from a college or university (at least four years); concentration in computer sciences
Lawyer	After a Bachelor's Degree in a social science field, a three-year graduate program that results in a Juris Doctor (J.D.)
Nurse	Concentration in science for an Associate's Degree from a community college (at least two years) for a Licensed Vocational Nursing (LVN) Degree or a Bachelor's Degree for a Registered Nursing Degree from a college or university (at least four years)
Pilot	At least a Bachelor's Degree (at least four years)
Police Officer	Vocational school certificate of an Associate's Degree or a Bachelor's Degree (at least two - four years)
School Teacher	A Bachelor's Degree (at least four years) and a teaching credential from a college or university.
Video Game Programmer	A Bachelor's Degree (at least four years) or vocational training (at least two years); a concentration in art and computer sciences

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