Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_  
  
**Unit 4, Day 3:  
Summer Program “Best Fit” Philosophy**

* CRSWBAT define the term “best fit” and explain how it relates to selecting a summer program
* CRSBAT evaluate scholar case files and explain which program those scholars are best suited for

**Life Is Not Fair**  
  
What is the hardest decision you have ever had to make? Describe that situation. What happened? What did you decide? What were the consequences (good or bad) of that decision? Please respond in a minimum of 6 complete sentences.

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**Get Fit (Introduction to New Material)**1, What does the term “best fit” mean? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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| Financial | Academic | Social |
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2. Why is the concept of a “best fit” school positive? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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3. Why do you think it might be hard for scholars in their senior year to choose a “best fit” school over   
 their dream school?  
  
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1. What could happen if a scholar decides to attend a school that isn’t a “best fit” school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
     
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2. What advice would you give to someone who is considering choosing a school that isn’t a “best fit” school?   
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3. According to the US Census Bureau, only 8% of low income scholars graduated college in six years. What is the connection between that statistic and the concept of “best fit” schools?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Have A Fit (Guided Practice)  
  
Directions:** Scholars will use their brilliant minds to read and annotate the Summer Program profiles and scholar profiles. Using their new knowledge of the “best fit” concept, they will select the program that is the “best fit” for each of these scholars and explain what lead them to believe that program was the “best fit.”

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| Pre-College Summer Program | | Program Profile |
| 1 | Penn State Summer Science | Penn State Summer Science has two programs they run each summer: and engineering program called Rockets, Race Cars and Robots and a Science Leadership program. The cost of the program is $500 per person, but scholars at AF AHS could go for $50 and school would pay for the rest. Scholars in each program get to explore the world of engineering and work with Penn State science professors. Additionally, this is an overnight program that lasts 1 week. AF AHS is poised to send between 8-10 scholars. |
| 2 | MITES ( MIT Engineering Summer Program) | The MIT MITES program is one of the most competitive summer programs in America. Scholars from all over the world compete for the very small number of spots that the program has to offer. If you are admitted to the program, there is no cost to attend and the program lasts 6 weeks. Selected students build self-confidence in their ability to be successful in a demanding academic atmosphere, and have a chance to work with and befriend individuals of different racial, ethnic and other backgrounds |
| 3 | US Coast Guard AIM Program | The AIM program is a one-week summer program that gives scholars the chance to see if the Academy is right for them, and if they have what it takes to succeed. If scholars are selected, they will experience the rigor, discipline, and rewards of the Coast Guard Academy personally, just like a cadet, for one week in July following your junior year in high school. Scholars meet faculty and staff, learn about their academic, military, and athletic programs, talk with cadets who have sailed the Eagle, flown aircraft, and started their leadership journey, and meet with Coast Guard professionals who are protecting our nation right now. Tuition for the program is $400.00 but academic scholarships are available. |
| 4 | Bryn Mawr Summer Arts (Young women only!) | Bryn Mawr is a renowned all-women’s liberal arts college in Bryn Mawr, PA (a lovely community northwest of Philadelphia).The campus boasts collegiate gothic architecture and beautiful lawns, and it is walking distance to Bryn Mawr’s main street. Facilities include a newly renovated gymnasium and pool, campus center, main dining hall, classrooms and computer lab, and performance spaces. Tuition is $2,195 but the AF AHS discount means that scholars can attend the program for $1,000.00 and they will receive assistance with that cost. Bryn Mawr participants will choose two classes per session and split their time evenly between both; classes include creative writing, modern dance, fashion sketching, public art, fashion reMix, acting & improvisation, story arts & illustration, toy design and 'zine workshop. |
| 5 | Ithaca College Summer Program | In Ithaca's residential pre-college summer program, high school students experience college life and college-level courses while living in a safe environment. The College has two program offerings, each with courses designed and reserved expressly for pre-college students. There is a one-week session ($1,280.00) and a three-week session ($4,280.00). Financial aid is available for both sessions. Most importantly, their summer college alumni report they were better prepared for a successful transition to college. And many students appreciate the opportunity to earn college credit in their academic courses. Credits earned during the three-week summer college program are accepted at Ithaca College and normally transferable to other colleges. |
| 6 | Howard Summer Program | **Office of Student Services.** This Office conducts three programs for high school students: the Minority Scholars Program, a joint effort with the University of Maryland (College Park) in which students receive college credit for a computer programming course taught at Maryland and an introduction to engineering course taught at Howard; and the Howard University [METCON Program](http://www.howard.edu/ceacs/services/precollege/metcon/default.htm) and the [MESCO Program](http://www.howard.edu/ceacs/services/precollege/mesco/default.htm) in which students work in engineering-related areas at the National Oceanic and Atmospheric Administration, and the Department of Energy; and PEPCO, sponsors of the program. Each program costs $5,000.00 per session and no financial aid is offered. |

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|  | Scholar | Scholar Profile |
| A | **Zane** | Zane is at the top of his class with a perfect 4.0 GPA. He is a member of the Black Society Engineers, president of his class and he volunteers at his church every weekend. He knows that he needs to do a summer program, but he is not sure how he feels about leaving New Haven for the summer. He is looking to have a summer experience that connects him with science and other people who are passionate about science. |
| B | **Angela** | Angela has always been very focused on her path to college. She has a 3.5 GPA, runs cross country and volunteers at a nursing home on the weekend. She is very diligent about making sure that she is using her free time wisely, so her resume will show colleges what a dedicated scholar she is. She knows that pre-college summer programs will be an important part of her resume as well, but is worried because they are so expensive. She baby-sits her brothers and sisters most days after school and doesn’t know how much she would be able to fundraise; she knows she needs a program that would offer some financial aid. Her dream summer program would be at Howard University. |
| C | **Devon** | Devon is a great scholar who is eager to apply to the summer program at Johns Hopkins. He has a lot of family in Maryland and would love it if he could go to a summer program AND spend time with them. He has been fundraising all year and has saved up enough to go to almost any summer program. Unfortunately, he is denied admission to Johns Hopkins this summer. |
| D | **Jimmy** | Jimmy is a member of his school’s Science Honor Society and loves volunteering on the weekends to tutor younger scholars in science. He has a fun, whacky personality and has always loved building things and experimenting in all different scientific fields. He wants to do a summer program, but he knows that he can’t be gone for too long because he has to get a summer job to help his family. He’s heard of the MIT MITES program and would really love to go. |
| E | **Carla** | Carla has a 3.1 GPA and is a very diligent scholar. Last summer, she attended a pre-college program where she had the opportunity to study psychology and learn French, which she really enjoyed. This year, her mom is pushing her to continue doing academic summer programs, and has especially been urging Carla to work on her writing skills. Carla wants to please her mom but has always wanted to try new and different things. She has been going to dance classes for years but has never pursued that as anything more than a hobby. |
| F | **Mike** | Mike is a student who has always been told “he can do better.” He has a 2.9 GPA, is on the JV basketball team at school and gets detention every other week for little things. He knows he’s a pretty good person but he just feels like he has always been lacking the direction and discipline to work toward anything in particular. He would like to find something that could make him feel as though he is working with purpose. |

**Fit\*Tastic Practice (Independent Practice)**

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| Letter/Program | Number/Scholar | Reason (3 complete sentences per answer; please remember to address the “best fit” aspects of the choice you make) |
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\*\*Scholars should tear this sheet from the back of their packet and turn it in separately\*\*

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_\_  
  
**Unit 4, Day 3:  
Summer Program “Best Fit” Philosophy**

**Exit Slip**

1. What does the term “best fit” mean? How does it relate to selecting a “best fit” summer program? Please answer in two complete sentences.  
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2. Why is it sometimes a struggle for scholars to see what is the “best fit” for them? Please answer in two complete sentences.   
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3. What are the benefits of the “best fit” selection model? How can this be a positive impact on a scholar’s life? Please answer in two complete sentences.  
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