



CAMPAIGN KIT 10 | COLLEGE

College Search Tools

Curriculum Unit

UNIT FOCUS College search tools can help build a list, but students should verify programs, admission, cost, deadlines, and support on each institution's official website.

Unit snapshot

Recommended setting: Advisory, college and career readiness, counseling seminar, or student success course

Time: 40-50 minutes, with an optional follow-up check-in

Student outcome: Each student identifies one verified next step connected to college search tools and names the owner of the information.

Learning objectives

- Explain the core purpose of college search tools in their own words.
- Separate stable guidance from details that must be verified.
- Choose and document an appropriate next action and follow-up date.

Lesson sequence

1. Launch (5 minutes): Ask what students already know or wonder about college search tools.
2. Model (8 minutes): Demonstrate how to find the information owner and identify the date on an official source.
3. Explore (15 minutes): Students review the key points and apply them to a realistic planning scenario.
4. Plan (10 minutes): Students complete the action sequence below and record what still needs verification.
5. Exit ticket (5 minutes): Students name one next step, one owner, and one check-back date.

Student action sequence

- Name the student's five most important search criteria.
- Use College Scorecard or College Navigator to identify possible institutions.
- Open each institution's website to verify the exact program and application route.
- Compare net price, support access, location, outcomes, and deadlines using consistent categories.
- Save the evidence, unanswered questions, and next contact for each option.

Teacher prompts

- Which part of this guidance is stable across settings?
- Which detail could change by student, school, program, employer, or date?
- Who owns the answer, and how will you document what you learn?

Access, differentiation, and extension

- Read key source language aloud and provide a plain-language summary.
- Allow students to respond orally, in writing, or through a counselor-supported planning conversation.
- Pair students for source navigation while requiring each student to record an individual next step.
- Extend the lesson by comparing two verified routes or resources and naming the decision criteria.

Facilitator boundaries

- Do not rely on rankings as the primary rule.
- Do not treat third-party estimates as institution commitments.

Do not promise eligibility, admission, placement, funding, timing, or program availability. Use current official sources and local policy before presenting a specific requirement as fact.

Sources and verification

Use the linked official sources to confirm current details before release or student use.

1. [Collegescorecard.Ed: Official Resource](#) | 2. [National Center for Education Statistics: Official Resource](#) | 3. [Delawarestudentsuccess: Official Resource](#)