

11th Grade Road to and Through College III

Scope & Sequence

2026-2027

RTTC III Course Vision

The 11th Grade Road to and Through College (RTTC III) course is designed to move students from general college awareness to strategic college readiness through a structured progression of systems, skill-building, and application practice. Over the course of the year, students build the knowledge, habits, and artifacts necessary to become competitive college applicants while developing a clear and actionable postsecondary plan.

The course begins by establishing the foundation for success, including the habits, mindsets, and systems required to operate as a college-ready student. Students engage in routines such as Grade Monitoring with Action Planning to monitor academic performance, set goals, and take ownership of their progress. They also develop a clear understanding of what makes a strong college applicant and how their current performance connects to future opportunities.

ACT preparation is embedded throughout the course using a “just-in-time” model aligned to key testing milestones. Instruction is strategically sequenced ahead of the Fall district ACT and the Winter and Spring national administrations to ensure students engage in registration, goal setting, and targeted skill development at the most critical moments. Each cycle is driven by student data, requiring students to analyze prior performance, set measurable goals, and create individualized test day action plans. This repeated cycle builds both skill and strategy, positioning students to increase scores and expand college options.

In parallel, students develop clarity on their college pathways through intentional exploration of match and fit. They analyze transcripts, evaluate admissions criteria, and build a well-balanced Great College List (GCL) that reflects both aspiration and realistic opportunity. Students are expected to justify their college selections with evidence, ensuring their lists are aligned to their academic profile and long-term goals.

As the year progresses, the course shifts from exploration to production through the College Application Lab and Quality Application Campaign (QAC). Students actively create and refine core application artifacts, including resumes, personal statements, and college lists. Collegiate Summer Experience Program (CSEP) applications serve as an initial application experience, allowing students to practice the full process in a structured and supported environment. Through feedback cycles and revision, students strengthen the quality of their work and build readiness for senior year application demands.

The course culminates in financial aid literacy, where students develop the ability to evaluate the cost of college, understand financial aid options, and compare financial aid packages. This ensures students are prepared not only to apply to college, but to make informed decisions about affordability and long-term success.

Throughout all units, key skills are intentionally reinforced, including goal setting, progress monitoring, self-reflection, professional communication, and self-advocacy. By the end of RTTC III, every student will have a well-developed and balanced college list, foundational application materials, and a clear understanding of the steps required to successfully navigate the college application process in their senior year.

The RTTC III curriculum is designed for an A/B Day schedule (every other day instruction). For campuses that are allocated for daily instruction, there are unit extension options available for each unit in Curriculum Corner.

Required Instruction (Embedded in Unit 1)

In alignment with Texas Education Code requirements, **CPR/AED and Peace Officer** interaction instruction will be delivered during Unit 1. These lessons are embedded within the unit to ensure all students receive and complete required instruction and documentation early in the school year.

RTTC III Skills & Topics:

Unit Title	KEY CONCEPTS FROM UNIT
Foundations for RTTC III 8 Instructional Days Unit End Date: September 11 th , 2026	<ul style="list-style-type: none"> • What Makes a Strong College Applicant • Habits of Successful Students • Establishment of Grade Monitoring with Action Planning • Junior Success Blueprint • Integration of required CPR/AED and Peace Officer instruction
Match & Fit (Part 1) 6 Instructional Days Unit End Date October 2 nd , 2026	<ul style="list-style-type: none"> • Why college? • Transcripts • Match • Fit • Great College Lists (GCLs) • Case Studies (ED/EA)
Preparing for Fall ACT 8 Instructional Days Unit End Date: October 28 th , 2026	<ul style="list-style-type: none"> • Importance of the ACT and its impact on college access and opportunities • ACT registration process and key deadlines • ACT goal setting aligned to student baseline data • Test-taking strategies and test day preparation • Targeted skill intervention using Albert.io • Collaboration with ACT prep courses (if applicable) • Differentiated instruction based on student need
Match & Fit (Continued...) 8 Instructional Days Unit End Date: November 18 th , 2026	<ul style="list-style-type: none"> • Why college? • Transcripts • Match • Fit • Great College Lists (GCLs) • Case Studies (ED/EA)
Preparing for Winter ACT 6 Instructional Days Unit End Date: December 18 th , 2026	<ul style="list-style-type: none"> • Importance of the ACT and its impact on college access and opportunities • ACT registration process and key deadlines • ACT goal setting aligned to student baseline data • Test-taking strategies and test day preparation • Targeted skill intervention using Albert.io • Collaboration with ACT prep courses (if applicable) • Differentiated instruction based on student need
College Application Lab (Foundations for QAC) 15 Instructional Days Unit End Date: February 19 th , 2027	<ul style="list-style-type: none"> • College application process • CSEP research & applications • Evaluating college choices • Resume Draft • Personal Statement Draft • Teacher Letters of Recommendation
Quality Application Campaign A 7 Instructional Days Unit End Date: March 11 th , 2027	<ul style="list-style-type: none"> • Refined College Lists • Refined Resumes • Refined Personal Statements

Preparing for Spring ACT 7 Instructional Days Unit End Date: April 9 th , 2027	<ul style="list-style-type: none"> • Importance of the ACT and its impact on college access and opportunities • ACT registration process and key deadlines • ACT goal setting aligned to student baseline data • Test-taking strategies and test day preparation • Targeted skill intervention using Albert.io • Collaboration with ACT prep courses (if applicable) • Differentiated instruction based on student need
Quality Application Campaign B 8 Instructional Days Unit End Date: April 30 th , 2027	<ul style="list-style-type: none"> • Refined College Lists • Refined Resumes • Refined Personal Statements
Financial Aid Literacy 7 Instructional Days Unit End Date: May 25 th , 2027	<ul style="list-style-type: none"> • The Cost of College • Types of Financial Aid • College Cost Comparisons • Financial aid package comparisons • Financial aid application process • CSEP attendance & costs
Spiraled Skills Ongoing	<ul style="list-style-type: none"> • Monitoring Academic Performance (Grade Monitoring) • Reflecting on Learning—successes, failures, strengths, progress, and growth • Reflecting on Self—identity, values, interests, personal connection to college & career • Setting and Monitoring Goals (Grade Monitoring) • Reflecting on Learning, Strengths, Progress, & Areas for Growth • Articulating Future Goals • Professional Communication • Backwards Planning • Self-Advocacy