

Free the college track: whos in, whos out essay sample

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In this movie clip, large comprehensive high schools give their best resources to those who were “born smart” that those who intend to “get smart.” Teachers have always demanded the “born smart” to take several classes such as AP classes. While comprehensive high schools are supposed to serve the needs of the students. However, the needs are defined by those who intend to go to college. Teachers tend to be bias towards the born smart and have these students take senior level courses, advance placement courses, honor’s courses.

Maleena’s twin brother, Trevor who represents the “get smart” population has not been well-served by teacher’s during high school. His brother performed really well early on, however he lost interest in high school and was considered a lower achiever and he was kept off to college track. Trevor was given courses that did not stress him or the school and no one has expected so much from him. While students have the right to be prepared to college because the time to decide to go to college is when one has finished high school. He was given low-level courses and has come to see himself as not a college material. Therefore, he doesn’t aspire for a higher level of education because he already internalized the idea as part of his identity that he will not go to college.

The people who needs the resources the most are the least likely to get them because the decisions are sometimes based on those who are worthy of the limited resources and the one who gives the best return of investment. The “get smart” may represent a potentially good investment. However, the “born smart” model creates a self-fulfilling prophecy that the smart students are the only people who could produce a good quality.