

COLLEGE

IS IN MY FUTURE

Self Awareness, Study Skills, College Success



College Awareness Curriculum



Creating college bound communities

Dear 8th Grade Teachers,

The goal of this curriculum is to prepare your students to develop a high school plan that will put them on a pathway to college. The curriculum provides college knowledge, skill development in note-taking and test-taking skills, and more experience planning from lofty career dreams to the next steps in their high school plan.

Section 1 helps students develop their dreams and understand the importance of college in their future dreams. Students will gain a new perspective on some of the famous people they know as they learn how college was a part of the career dreams of the stars. Students also will develop responses for bullies and others who might distract them from their college track. Your students will get to hear more about their pathways to success.

In the second section, students will learn more about careers through an interactive game of matching careers, skills and salaries. They will have a chance to rethink their future dreams.

Section 3 provides study skills and memory tricks to help them study in high school and college. Students will also learn how to manage their time.

Section 4 is packed with important life-long study skills that will help them all through high school and college. This section provides step-by-step, hands-on experience with Cornell note-taking, turning notes into matrices to organize information, and how to write an outline. This approach can be used to write essays in the future. The PowerPoint provides you with an opportunity to teach college knowledge while students learn to take notes and write up what they learn in a solid essay format. You may want to use this unit in other portions of your curriculum.

Section 5 is the culmination of the week, teaching students about college preparation classes and helping them gain all the knowledge they will need to fill out their four-year college plan. There also are a number of supplementary activities on test-taking and study habits in the back of the book that you may choose to use later.

This curriculum provides the skills and knowledge students need to stay on a pathway to the college and career of their dreams! It provides you with valuable insights in teaching a number of useful life-long skills.



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Materials:

Importance of College Education student activity on page 4 in this workbook (page 2 in the student workbook)

School Dynamics student activity on page 5 in this workbook (page 3 in the student workbook)

Successful People cards

Goals:

Students will learn the importance of a college education and how to respond appropriately to certain situations they may encounter.

Time:

60 minutes

Instructions:

Worksheet: The Importance of College and Successful People cards

1. Successful people: Tell the students that you want them to see the following pictures. Ask them to raise their hands if they know the name of the individual or in what fields they work.
2. Now display the pictures of the famous people.
3. After having shown all of the pictures, ask the students:
 - What do all these people have in common? (College is the answer we are looking for.) Let students guess until a student gives the correct answer or after a few guesses give them a few hints and then provide the correct answer. Then proceed to ask whether the student knows what college/university any of these famous people attended. After having a couple of students try to guess the colleges/universities make the statement "Did you know that..." and give facts of those famous people that the students related to the most.
For example, "Did you know that...Adam Sandler attended New York University and graduated with a bachelor's of fine arts in drama; Barry Bonds attended Arizona State University and graduated with a bachelor of arts in criminal justice?"
4. Students may state that there are some famous people that did not finish college and are successful. (In case students do not mention this, then you should.) You can use Ashton Kutcher as an example. Ashton attended the University of Iowa, where he majored in biochemical engineering. He left the university when he had a contract with a prestigious modeling company in New York. Sean John Combs (aka P. Diddy) is another example of a person who became successful after attending college. Combs attended Howard University and did not leave until he successfully created his own music label. Nevertheless, these two individuals have stated that they have been able to apply the skills they learned in college in their careers.
5. Point out that every famous person whose picture you have shown to the class made going to college their plan "A" and their music, acting, athletic, (blank) career their plan "B" or vice versa. In addition, you can emphasize that many famous individuals use what they learned in college to support their acting, athletic, or singing careers or as a backup in case they get injured and they can no longer play their professional sport. Ask students to share how mathematics would be helpful to a rapper. How would English be helpful to an athlete? Why would an actor want to know history? The emphasis is that all famous people need to be proficient in English and mathematics so they can know what their contract specifies, how much money they are going to get paid, and for how long before they sign it. Tell students, "Do what successful people do, make college your plan "A" and (fill in various careers students have stated) as plan "B." Emphasize the importance of being able to rely on something else so that if your other goal does not become a reality or you are no longer able to do that goal you at least have a college degree to help you

through that rough time.

6. Have students turn to page 2 in their workbooks and have them answer the following questions:
 - What would they like to become when they grow up?
 - How will they accomplish this goal?
 - What college would they like to attend?
 - What would they like to study when they go to college?

Worksheet: School Dynamics (30 minutes)

1. Tell students, “So, now you know what you have to do to get ready for college. You’re taking the right classes, you’re studying hard, turning in your homework. Suddenly, someone who isn’t doing as well gets jealous. They try to get you off track.” Ask, “How do you stay on track when someone is trying to get you off track? The numbers tell us that four out of every ten in this class will get off track by ninth grade. Today, we’re going to come up with some ways to respond to those who might try to get us off track from being the successful people we can be.” Have the students turn to the “School Dynamics” activity on page 2 of their workbooks. Divide the students into groups. Have the groups write down in their booklets how they would respond/react to the following detractors:
 - A) **Gang-banger** - You are hanging around with your friends. All of a sudden some individuals come and tell your friend to join their gang or else they will beat him/her up. What would you advise your friend to tell them that would be an appropriate way to say “No”?
 - B) **Bully** - You are at recess/break and people are making fun of your friend because he/she is too heavy or maybe too skinny. What would be an appropriate way for your friend to tell them to stop? In case they do not stop, who would be an appropriate person your friend can tell?
 - C) **Slouch** - Your friend is turning in his/her homework to the teacher and a student makes fun of him/her for doing it and calls him/her a nerd. What can your friend tell that student who is making fun of him/her?
 - D) **Goof-off** - You are in your English class and another student does not let your friend pay attention to the teacher with his/her constant talking. What appropriate advice would you give your friend?

As you go over the scenarios, ask students if there is a better nickname for this kind of detractor. If appropriate, change the nickname. Have students report their responses back to the class. Write responses on the board. After having all the responses written on the board, the class will select the best responses. Now it is time to practice responding.

2. **Group response** - Now you (the teacher) will play one of these characters. Say, “I’m a gang-banger” and act out the scenario. Point to a team or section of the class. That team or section has to respond with the best response the class has chosen. This will give them a chance to practice yelling it out together.
3. **Around the world** - Next, tell the class that they are going to play a game called “Around the world.” Have all the students sit down. Select one student to stand up behind the person sitting to the side of him. You then ask a question from one of the four scenarios given earlier to the students and the first student to answer correctly will move on to the next person. The person who did not answer quickly and correctly will have to take a seat. The winner moves on to stand behind the next student and the scenario continues.

This is another activity that you can use as a “sponge” activity to soak up time as students are getting ready for recess or cleaning up after projects throughout the year.

1) What would you like to become when you grow up?
(Movie star, famous singer, athlete, chef, designer, business owner,
lawyer, doctor, mechanic, beautician, etc...)

2) How will you accomplish this goal?

3) What college would you like to attend?

4) What would you like to study when you go to college?



Write down how you would respond/react to the following scenarios:

A) You are hanging around with your friends. All of a sudden, some individuals come and tell your friend to join their gang or else they will beat him/her up. What would you advise your friend to tell them that would be an appropriate way to say "No"?

B) You are at recess/break and people are making fun of your friend because he/she is too heavy or maybe too skinny. What would be an appropriate way for your friend to tell them to stop? In case they do not stop, who would be an appropriate person your friend can tell?

C) Your friend is turning in his/her homework to the teacher and a student makes fun of him/her for doing it and calls him/her a nerd. What can your friend tell that student who is making fun of him/her?

D) You are in your English class and another student does not let your friend pay attention to the teacher with his/her constant talking. What appropriate advice would you give your friend?

Materials:

Your Dream Career activity on page 8 in this workbook (page 4 in the student workbook)

Large white paper and color markers to write the **K-W-L** activity and save until the end of the curriculum

A set of 20 career match cards for each group (pages 9-28 in this workbook)
-preparation – print out enough copies of the career cards for each group (3-5 students) to have a set. Cut the cards up and put one full (20) or half (10) set in plastic bags or envelopes.)

Goals:

Get students to think about their future dreams. Review what students already know and draw on prior knowledge about college and careers. Get them excited about getting ready for high school and beginning their own preparation for college. Prepare them for the week-long curriculum. Learn a little more about how much college they will need for different careers.

Time:

60 minutes total (3 20-minute activities)

Instructions:

Worksheet: Your Dream Career

1. What are your dreams?

Ask students, “Close your eyes and imagine you life in 10 years. What job will you be doing? Will you be a doctor, lawyer, nurse, plumber, electrician, computer engineer, business owner? Think about what you really enjoy doing most in school, out of school, on weekends.” Open your eyes and turn to page 4 in your workbook. Write down three things you enjoy and why and think about what job might allow you to do some of what you enjoy. Write down one or two careers you might want to have.

2. K-W-L (20 minutes)

Write on a large white paper the following three columns:

Know	What to Learn and Do	Learned

K-W-L Instructions: What do you already know about preparing for college? What questions do you have? What do you want to be doing now to prepare for college? Ask students: “What do you need to learn to prepare for college? Spend 10-15 minutes finding out what they know and what they want to learn. Prompt them with questions like – Do you know how college students take notes and study for tests? Do you know what courses you have to take in high school to be ready for college? Do you know how much college you need to be a nurse? Other careers?

Leave the learned column blank to come back and fill in after day five of the curriculum.

3. Career Match Cards (20 minutes)

- Divide the students into teams of 2 to 4, depending on the size of the class. Give each group a bag or a rubber banded pack of career titles, education needed and job descriptions for 20 careers. (If you want to shorten the activity put only half of the careers - 10 - in each bag.) Explain to students that they are to try to correctly match the title, education needed and job description for each career as quickly as possible.
- When a team thinks it has completed the matches, the team members should raise their hands to have you check to see if they have done the matches correctly.
- Give the students 15 minutes and then end the game. Give each team 1 point for each correct match. (If a career is matched completely correctly, they will receive 3 points for that career.)
- Announce the winning group and hand out prizes if desired.
- Go through each of the careers and review the correct answers with the class.



YOUR DREAM CAREER

Have you ever thought about what your dream job looks like? There are thousands of different careers to choose from and there is no one career that is perfect for all people. So how do you know which one is right for you?

A good way to start your search for the perfect career is to think about the things that interest you.

What activities do you enjoy? What is it about them that you like? List at least three activities. Include things you like to do both in and out of school.

I enjoy: _____

because: _____

I enjoy: _____

because: _____

I enjoy: _____

because: _____

List possible careers:

Urban Planner

Average Pay: \$45,000-\$100,000 per year

Education: Bachelor's degree, more \$ with a master's or doctorate



Job Description:

These workers make long and short-term decisions about the management and development of towns.

Their primary aim is to find the balance between the need for housing, industrial development, agriculture, recreation, transportation networks and the environment, to allow appropriate development to take place.

Skills:

Ability to work well with a variety of people. They need to take into account the views of a wide range of people. Participating in interest groups is a key aspect of the worker's role. Requires using information technology systems such as CAD (computer-aided design) or GIS (geographical information systems).

Life on the Job:

They often travel to inspect the features of land under consideration for development or regulation, including its current use and the types of structures on it. Those who are involved in site development inspections spend most of their time in the field. Although most have a scheduled 40-hour workweek, they frequently attend evening or weekend meetings or public hearings with citizens' groups. They may experience the pressure of deadlines and tight work schedules, as well as political pressure generated by interest groups affected by proposals related to urban development and land use.

Biologist

Average Pay: \$50,000-\$88,000 per year

**Education: Master's degree;
more job opportunities and higher pay with a doctorate**

Job Description:

Study living organisms and their relationship to their environment. They research problems dealing with life processes and living organisms. Most specialize in some area such as zoology (the study of animals) or microbiology (the study of microscopic organisms).

Skills:

Ability to work independently or as part of a team and be able to communicate clearly, both orally and in writing. Those doing field research in remote areas must have physical stamina. They also must have patience and self-discipline to conduct long and detailed research projects.

Life on the Job:

Usually work regular hours in offices or laboratories and generally are not exposed to unsafe or unhealthy conditions. Those who work with dangerous organisms or toxic substances in the laboratory must follow strict safety procedures to avoid contamination. Many in this field – such as botanists, ecologists, and zoologists – take field trips that involve strenuous physical activity and primitive living conditions. Work in the field may involve working in warm or cold climates, in all kinds of weather. In their research, they may dig, chip with a hammer, scoop with a net, and carry equipment in a backpack. They also may climb, stand, kneel, or dive.

Graphic Designer

Average Pay:
\$29,000-\$69,000 per year
Education: Bachelor's degree

Job Description:

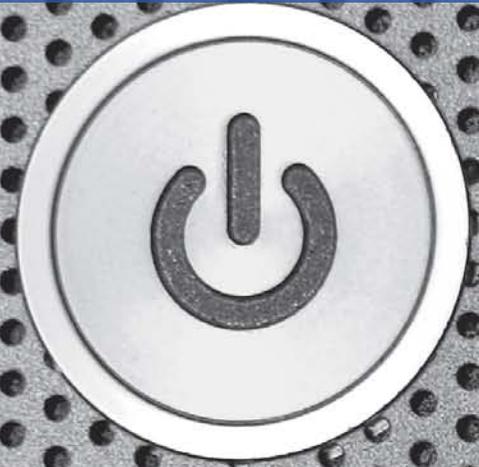
Decide the most effective way of getting a message across in print, electronic, and/or film media using a variety of methods such as color, type, illustration, photography, animation, and various print and layout techniques. Develop the overall layout and design of magazines, newspapers, journals, corporate reports, and other publications. Produce promotional displays, packaging, and marketing brochures for products and services. Design distinctive logos for products and businesses. Also develop material for Internet Web pages, interactive media, and multimedia projects. Also may produce the credits that appear before and after television programs and movies.

Skills:

Need to be familiar with computer design software. Also must be creative and able to communicate ideas in writing, visually, and verbally. Because consumer tastes can change quickly, they need to read well, be open to new ideas and influences, and quickly react to changing trends. Problem-solving skills, paying attention to detail and the ability to work independently and under pressure also are important traits. People in this field need self-discipline to start projects on their own, to budget their time, and to meet deadlines and production schedules. Good business sense and sales ability also are important, especially for those who freelance or run their own business.

Life on the Job:

Employed by advertising, publishing, or design firms, they generally work regular hours in comfortable settings. Those who freelance often work from home and generally are hired on a job-by-job basis. They frequently adjust their workday to suit their clients' schedules and deadlines.



Occupational Therapist

Average Pay: \$45,000-\$67,000 per year

Education: Master's degree



Job Description:

Help people improve their ability to perform tasks in their daily living and working environments. Work with individuals who have conditions that are mentally, physically, developmentally, or emotionally disabling. Help them to develop, recover, or maintain daily living and work skills. Their goal is to help clients have independent, productive, and satisfying lives.

Skills:

Must have excellent written and verbal communication skills. It is essential to be able to listen carefully and critically analyze.

Life on the Job:

This occupation works in hospitals and other health care and community settings. Workers usually work a 40-hour week.

In large rehabilitation centers, they may work in spacious rooms equipped with machines, tools, and other devices generating noise. The work can be tiring, because they are on their feet much of the time. Those providing home health care services may spend time driving from appointment to appointment. They also face hazards such as back strain from lifting and moving clients and equipment. These workers often become supervisors.

Stockbroker

Average Pay: \$69,200 per year

Education: Bachelor's degree

Job Description:

Assist investors – from individuals with a few hundred dollars to large institutions with millions to invest – to buy or sell stocks, bonds, and shares in mutual funds, insurance annuities, or other financial products. In addition, many clients seek out these agents for advice on investments, insurance, tax planning, estate planning, and other financial matters.

Skills:

Must be knowledgeable about economic conditions and trends. Employers seek applicants who have considerable sales ability, good interpersonal and communication skills, and a strong desire to succeed. Some employers also make sure that applicants have a good credit history and a clean criminal record. Self-confidence and an ability to handle frequent rejections are important ingredients for success.

Life on the Job:

Most agents work in offices under fairly stressful conditions. They have access to “quote boards” or computer terminals that continually provide information on the prices of securities. When sales activity increases, due perhaps to unanticipated changes in the economy, the pace can become very hectic.

Workers who have been doing the job for a while usually work a standard 40-hour week. Beginners who are seeking customers usually work longer hours. Most new workers spend a great deal of time learning the firm's products and services and studying for exams in order to qualify to sell other products, such as insurance and commodities. Most accommodate customers by meeting with them in the evenings or on weekends.



Journalist

Average Pay: \$31,000-\$100,000 per year

Education: Bachelor's degree minimum

Job Description:

Gather information, prepare stories, and make broadcasts that inform people about local, State, national, and international events; present points of view on current issues; and report on the actions of public officials, corporate executives, interest groups, and others who exercise power.

Skills:

Must have excellent written and verbal communication skills. It is essential that they are able to listen carefully and critically analyze what they hear.

Life on the Job:

Should be dedicated to providing accurate and impartial news. Accuracy is important, both to serve the public and because untrue statements can lead to lawsuits. A nose for news, persistence, initiative, poise, resourcefulness, a good memory, and physical stamina are important, as is the emotional stability to deal with pressing deadlines, irregular hours, and dangerous assignments. Broadcast reporters and news analysts must be comfortable on camera. All reporters must be at ease in unfamiliar places and with a variety of people. Positions involving on-air work require a pleasant voice and appearance.



Judge

Average Pay: \$93,000-\$141,000 per year

Education: Bachelor's degree and law degree

Job Description:

Apply the law and supervise the legal process in courts according to local, State, and Federal statutes.

Skills:

Must have excellent written and verbal communication skills. It is essential that they are able to listen carefully and critically analyze what they hear.

Life on the Job:

Preside over court cases concerning every aspect of society, from traffic offenses to disputes over the management of professional sports to issues concerning the rights of huge corporations. They must ensure that trials and hearings are conducted fairly and that the court safeguards the legal rights of all parties involved.

They do most of their work in offices, law libraries, and courtrooms. Work in these occupations presents few hazards. Most wear robes when they are in a courtroom. They typically work a standard 40-hour week, but many work more than 50 hours per week.

Health Inspector

Average Pay: \$40,000-\$65,000 per year

Education: Associate degree; higher pay with bachelor's degree

Job Description:

Inspect businesses and public areas to ensure the safety of workers and the general public.

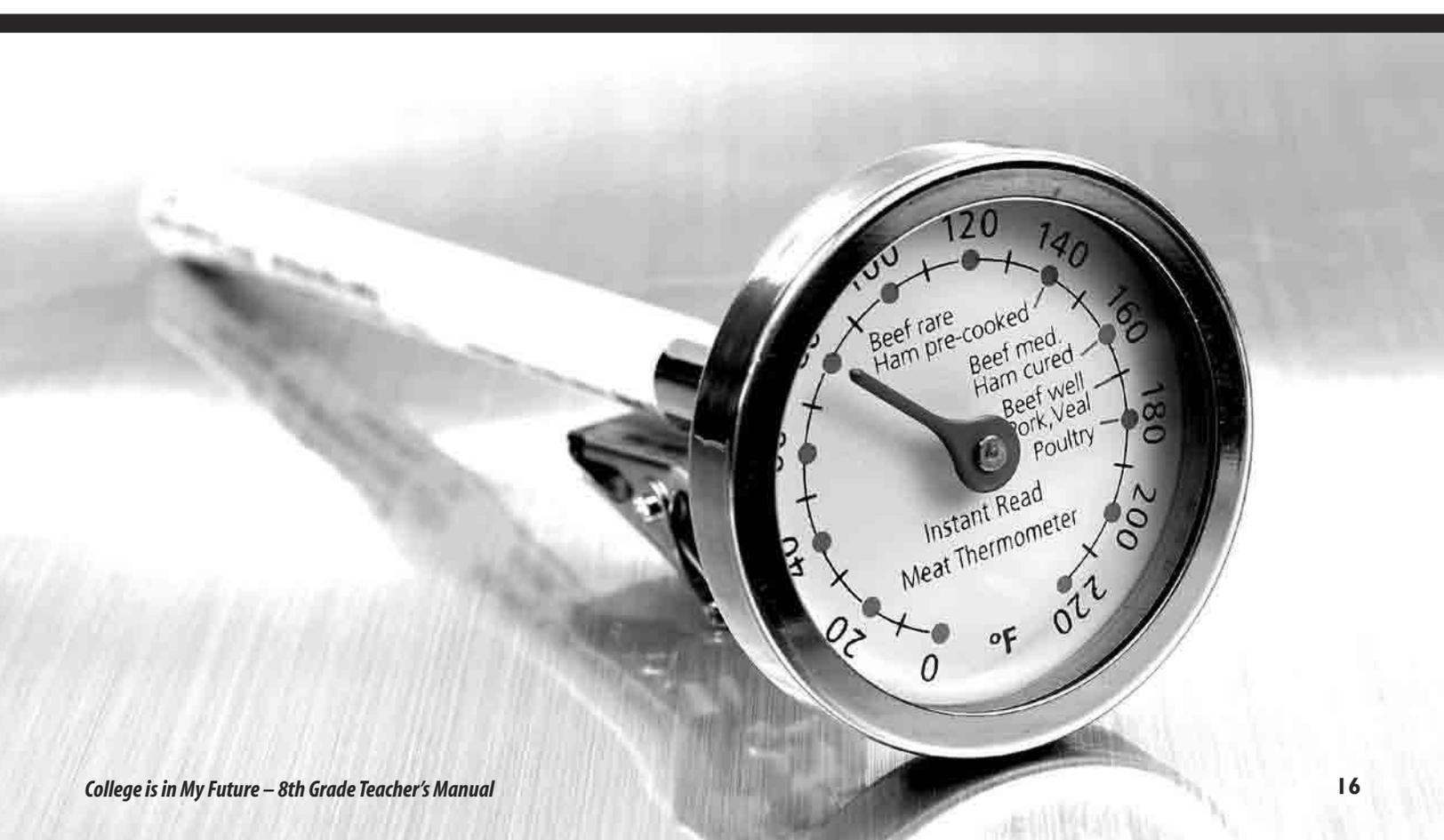
Skills:

In general, people who want to enter this occupation should be responsible, like detailed work and should be able to communicate well.

Life on the Job:

This occupation works with many different people in a variety of environments. Their jobs often involve considerable fieldwork; some travel frequently. Many occupational health and safety specialists and technicians work long and often irregular hours.

Occupational health and safety specialists and technicians may be exposed to many of the same physically strenuous conditions and hazards as industrial employees, and the work may be performed in unpleasant, stressful, and dangerous working conditions. They may find themselves in an adversarial role if the management of an organization disagrees with the recommendations for ensuring a safe working environment.





Engineer

Average Pay: \$45,000-\$100,000 per year

Education: Bachelor's degree; higher pay with a master's or doctorate

Job Description:

Apply the principles of science and mathematics to solve technical problems. Employment opportunities can be found in all aspects of industry ranging from manufacturing to construction. Specialties include aerospace, agricultural, biomedical, chemical, civil, electrical, environmental, mechanical and nuclear.

Skills:

Should be creative, inquisitive, analytical, and detail-oriented. Workers in this field should have the ability to work as part of a team and to communicate well, both orally and in writing. Communication abilities are important because these workers often interact with specialists in a wide range of fields.

Life on the Job:

Most work in office buildings, laboratories, or industrial plants. Others may spend time outdoors at construction sites and oil and gas exploration and production sites, where they monitor or direct operations or solve on-site problems. Some travel extensively to plants or worksites.

Most work a standard 40-hour week. At times, deadlines or design standards may bring extra pressure to a job, requiring them to work longer hours.

Editor

Average Pay: \$43,890

**Education: Bachelor's degree;
more job opportunities with a master's degree**

Job Description:

These workers review, rewrite, and edit the work of writers. They may also do original writing. Duties may include planning the content of books, technical journals, trade magazines, and other publications. They also decide what material will appeal to readers, review and edit drafts of books and articles, offer comments to improve the work, and suggest possible titles. In addition, they may oversee the production of the publications. In the book-publishing industry, the primary responsibility is to review proposals for books and decide whether to buy the publication rights from the author.

Skills:

Must be able to express ideas clearly and logically and should love to write. Creativity, curiosity, a broad range of knowledge, self-motivation, and perseverance also are valuable. They must demonstrate good judgment and a strong sense of ethics in deciding what material to publish. They need tact and the ability to guide and encourage others in their work. The ability to concentrate amid confusion and to work under pressure is essential. Familiarity with electronic publishing, graphics, and video production equipment increasingly is needed. Use of electronic and wireless communications equipment to send e-mail, transmit work, and review copy often is necessary. Online newspapers and magazines require knowledge of computer software used to combine online text with graphics, audio, video, and animation.

Life on the Job:

Some work in comfortable, private offices; others work in noisy rooms filled with the sound of keyboards and computer printers, as well as the voices of writers tracking down information over the telephone. They work any number of hours necessary to meet a deadline. As a result, they must be willing to work evenings, nights, or weekends to prepare for a publication deadline. Those who prepare morning or weekend publications and broadcasts also may regularly work nights and weekends.

Detective

Average Pay:
\$26,000-\$75,000 per year

Education: Bachelor's degree; higher pay and more opportunities with a master's degree

Job Description:

Gather facts and collect evidence for criminal cases. Some are assigned to task forces to combat specific types of crime. People depend on them to protect their lives and property.

Skills:

Personal characteristics such as honesty, sound judgment, integrity, and a sense of responsibility are especially important. Continuing training helps them to improve their job performance. Annual training is received in self-defense tactics, firearms, use-of-force policies, sensitivity and communications skills, crowd-control techniques, relevant legal developments, and advances in enforcement equipment.

Life on the Job:

They conduct interviews, examine records, observe the activities of suspects, and participate in raids or arrests. They usually specialize in investigating one of a wide variety of violations, such as homicide or fraud. They are assigned cases on a rotating basis and work on them until an arrest and conviction occurs or until the case is dropped.



Chemist

Average Pay: \$56,060

Education: Ph.D.; a few companies hire people with a master's degree or bachelor's degree

Job Description:

Everything in the environment, whether naturally occurring or of human design, is composed of chemicals. These scientists search for and use new knowledge about chemicals. Their research has led to the discovery and development of thousands of products. Research on the chemistry of living things spurs advances in medicine, agriculture, food processing, and other fields.

Skills:

Must have a good understanding of science and mathematics. Workers in this field should like working with their hands and performing laboratory experiments and computer modeling. Perseverance, curiosity, and the ability to concentrate on detail and to work independently are essential. Some understanding of other areas including business and marketing or economics, is desirable, along with leadership ability and good verbal and written communication skills.

Life on the Job:

They usually work regular hours in offices and laboratories. After a material is sold, some help customers tailor the material to suit their needs. Some do their work in chemical plants or outdoors—while gathering water samples to test for pollutants, for example. Some are exposed to health or safety hazards when handling certain chemicals, but there is little risk if proper procedures are followed.



Buyer

Average Pay:
\$54,000-\$94,000 per year
Education: Bachelor's degree

Job Description:

Shops for goods to be resold by a company in a store and attempts to determine which items consumers will like and buy.

Skills:

Purchasing professionals consider price, quality, availability, reliability, and technical support when choosing suppliers and merchandise. They try to get the best deal for their company, meaning the highest quality goods at the lowest possible cost to their companies. In order to accomplish these tasks successfully, they study sales records and inventory levels of current stock, identify foreign and domestic suppliers, and watch for changes affecting the supply of, and demand for products and materials.

Life on the Job:

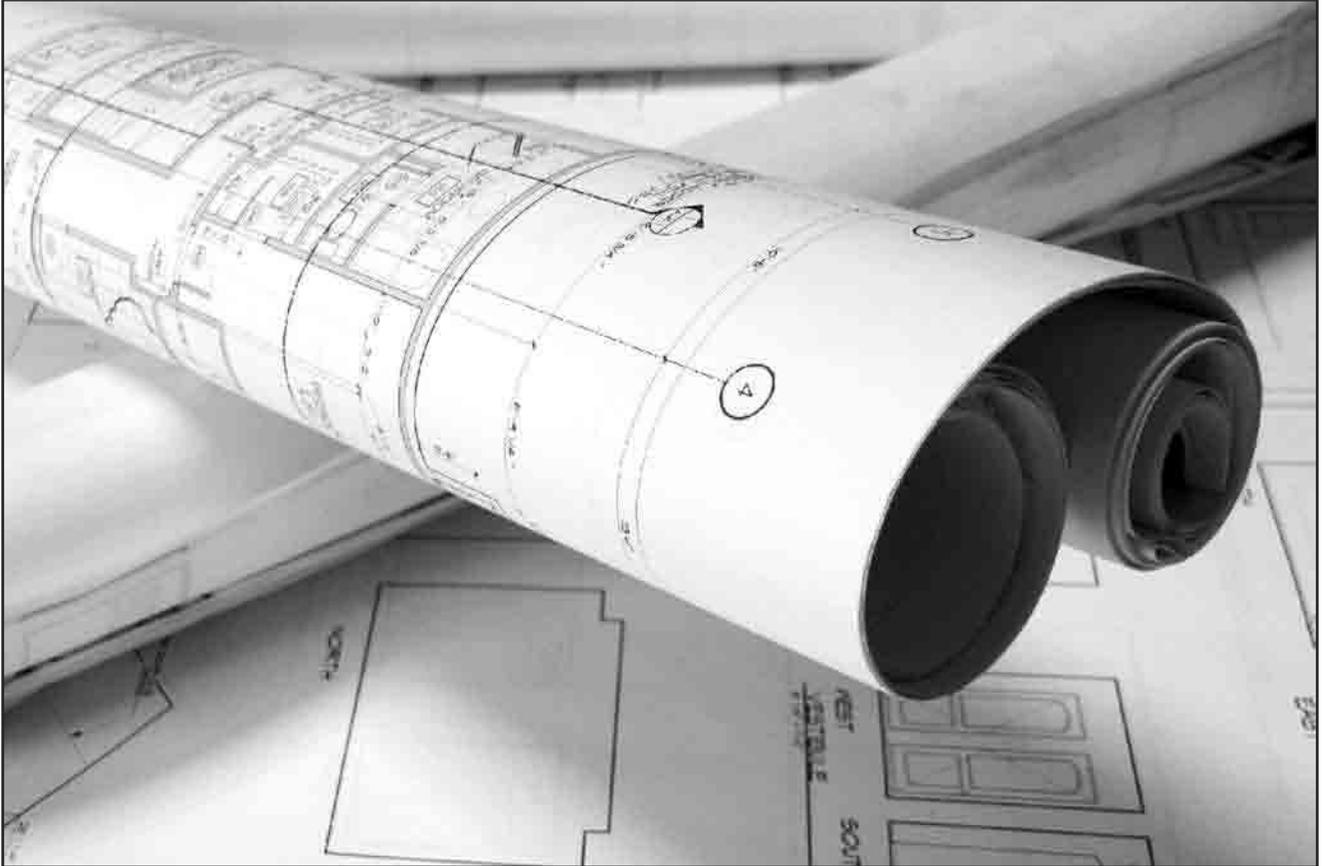
Most work is done in comfortable offices. They frequently work more than the standard 40-hour week because of special sales, conferences, or production deadlines. They often work under great pressure. Because wholesale and retail stores are so competitive, they need physical stamina to keep up with the fast-paced nature of their work. Many travel at least several days a month, often outside the United States.



Architect

Average Pay: \$57,000-\$100,000 per year

Education: Bachelor's degree , master's degree, and professional license



Job Description:

Design the look of buildings and ensure they are safe to live in and use.

Skills:

Must be able to communicate their ideas visually to their clients. Artistic and drawing ability is helpful, but not essential. Good communication skills, the ability to work independently or as part of a team, and creativity are important qualities. Computer skills also are required for writing specifications, for two- and three-dimensional drafting, and for financial management.

Life on the Job:

This occupation usually works in a comfortable environment. Most of their time is spent in offices talking with clients, developing reports and drawings and working. However, they often visit construction sites to review the progress of projects. Although most work approximately 40 hours per week, they sometimes have to work nights and weekends to meet deadlines.

Hydrologist

Average Pay:
\$40,000-\$85,000 per year

Education: Bachelor's degree;
higher pay and more job opportunities
with a master's degree

Job Description:

Study the quantity, distribution, circulation, and physical properties of underground and surface waters.

Skills:

Must have excellent communication skills, because they usually work as part of a team with other scientists, engineers, and technicians. Strong oral and written communication skills also are essential, because writing technical reports and research proposals and communicating technical and research results to company managers, regulators, and the public are important aspects of the work.

Life on the Job:

Most entry-level workers spend the majority of their time in the field, while more experienced workers generally devote more of their time to office or laboratory work. Many beginning workers often take field trips that involve physical activity. Field work may involve working in warm or cold climates, in all kinds of weather. In their research, they may dig or chip with a hammer, scoop with a net, come in contact with water, and carry equipment in a backpack. Travel often is required to meet with prospective clients or investors. Those in laboratories may conduct tests, run experiments, record results, and compile data.



Public Relations Consultant

Average Pay: \$43,000 per year

Education: Bachelor's degree

Job Description:

Provide information to the public and media such as television and newspapers, on behalf of companies, government organizations, nonprofit groups and individuals such as celebrities and professional athletes.

Skills:

Must have excellent written and verbal communication skills.

Life on the Job:

Some work a standard 35- to 40-hour week, but unpaid overtime is common. Occasionally, they must be at the job or on call around the clock, especially if there is an emergency or crisis. Their offices are busy places; work schedules can be irregular and frequently interrupted. Schedules often have to be rearranged so that workers can meet deadlines, deliver speeches, attend meetings and community activities, and travel.





Nutritionist

Average Pay: \$63,760 per year

Education: Bachelor of science degree

Job Description:

Plan food and nutrition programs and supervise the preparation and serving of meals. They help to prevent and treat illnesses by promoting healthy eating habits and recommending dietary changes, such as the use of less salt for those with high blood pressure or the reduction of fat and sugar intake for those who are overweight.

Skills:

Good communication skills are necessary in order to communicate with clients. Interested high school students should take courses in biology, chemistry, mathematics, health, and communications.

Life on the Job:

Most work full-time and work a regular 40-hour week, although some work weekends. About 1 in 4 worked part-time in 2004. They usually work in clean, well-lighted, and well-ventilated areas. However, some work in warm, congested kitchens. Many are on their feet for much of the workday.

Computer Software Designer

Average Pay: \$59,130 per year

Education: Bachelor of science degree

Job Description:

Design, develop and test the software and systems that enable computers to perform their many applications using the principles and techniques of computer science, engineering, and mathematics.

Skills:

Must have strong problem-solving and analytical skills. They also must be able to communicate effectively with team members, other staff, and the customers they meet. Because they often deal with a number of tasks simultaneously, they must be able to concentrate and pay close attention to detail.

Life on the Job:

These workers normally work in well-lighted and comfortable offices or laboratories in which computer equipment is located. Most work at least 40 hours a week; however, they also may have to work evenings or weekends to finish projects or solve unexpected technical problems.

As they try to improve computers for users, they interact with customers and co-workers. Some spend much of their time away from their offices, frequently traveling overnight to meet with customers. They call on customers in businesses ranging from manufacturing plants to financial institutions. As networks expand, these workers use modems, laptops, e-mail, and the Internet to provide more technical support and other services from their main office, connecting to a customer's computer remotely to identify and correct developing problems.

Social Worker

Average Pay: \$57,860 per year

Education: Bachelor's degree

Job Description:

A profession for those with a strong desire to help improve people's lives. These workers help people function the best way they can in their environment, deal with their relationships, and solve personal and family problems. They often see clients who face a life-threatening disease or a social problem, such as inadequate housing, unemployment, a serious illness, a disability, or substance abuse. They also assist families that have serious domestic conflicts, sometimes involving child or spousal abuse.

Skills:

Must be emotionally mature, objective, and sensitive to people and their problems. They must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers.

Life on the Job:

Usually work a standard 40-hour week; however, some occasionally work evenings and weekends to meet with clients, attend community meetings, and handle emergencies. Some, particularly in voluntary nonprofit agencies, work part-time. They usually spend most of their time in an office or residential facility, but also may travel locally to visit clients, meet with service providers, or attend meetings. The work, while satisfying, can be emotionally draining. Understaffing and large caseloads add to the pressure in some agencies. To tend to patient care or client needs, many hospitals and long-term care facilities are employing these workers on teams with a broad mix of occupations, including clinical specialists, registered nurses, and health aides.





CEO

CHIEF EXECUTIVE OFFICER

Average Pay: \$77,420 per year

Education: Requirement varies from bachelor's degree to doctorate, depending on company

Job Description:

All organizations have specific goals and objectives that they strive to meet. These workers devise strategies and formulate policies to ensure that these objectives are met. They formulate policies and direct the operations of businesses and corporations, public sector organizations, nonprofit institutions, and other organizations.

Skills:

Must have excellent personal skills. An analytical mind able to quickly assess large amounts of information and data is very important, as is the ability to evaluate the relationships between numerous factors. They also must be able to communicate clearly and persuasively. Other critical qualities include leadership, self-confidence, motivation, decisiveness, flexibility, sound business judgment, and determination.

Life on the Job:

They typically have spacious offices and numerous support staff. Long hours (including evenings and weekends) are standard for most, but their schedules may be flexible. Substantial travel between international, national, regional, and local offices to monitor operations and meet with customers, staff, and other executives often is required of managers and executives. Many also attend meetings and conferences sponsored by various associations. They are under intense pressure to succeed; depending on the organization, this may mean earning higher profits, providing better service, or attaining fundraising and charitable goals. Those in charge of poorly performing organizations or departments usually find their jobs in jeopardy.

Materials:

Study Skills on pages 33-34 in this workbook (pages 5-6 in the student workbook)

Test-Taking Strategies on page 35 in this workbook (page 7 in the student workbook)

Sample Test on page 36 in this workbook (page 8 in the student workbook)

Goal:

Students will learn tips on test-taking, organizing and managing their time and a few memory tricks to help them be successful in memorizing information.

Time:

60 minutes. (30 minutes for the mnemonic devices and 30 minutes for the test-taking skills.)

Instructions:

Worksheet: Study Skills

1. Tell students that “Today we are going to cover several memory devices and tricks to help you perform better on tests. If you’re going to get to college, you’re going to have to take a lot of tests and do well. You’ll need some tricks that good students use. To use these tricks successfully, you have to practice them.”
2. Tell students that doing well in school is not a matter of being smart, but a matter of working hard and using good study skills. Ask, “Do you have to be smart to go to college?” Answer, “No, you just have to work hard.” If something is hard for you work a little harder. The better the study skills are, the more successful the student. Students with good study skills do better on tests, make studying easier, build confidence, and improve their grades.
3. Memory tricks: This section will provide memory tricks to help memorize information as well as tips on test-taking, organizing, and managing time. You may want to review some of these periodically throughout the year. Tell students that our brains are like computers. Both have the ability to save information that can be used at a later time. Just like a computer, we refer to the information that we store as memory. In school, students are required to memorize information regularly for tests. Whether the test is multiple choice, short answer, or essay, students rely on their memories in order to do well on tests.

Three Steps to Memory Success

1. Students should repeat the information out loud in their own words. This will allow them to hear the information, rather than just seeing it in print.
2. Students should repeat the information in their heads several times until they can remember it.
3. After they have repeated the information in their heads several times, then they should write the information on a piece of paper. Repeat steps 1-3 as many times as necessary until they can write it down without looking.

Section 3: Study Skills Lesson Plan

Mnemonics

Mnemonic Devices (pronounced neh-MAHN-icks) work by helping students connect the information they are trying to learn with something simpler or with information that is familiar to them or using an invented sentence in which the first letter of each word is a cue to an idea they will need to remember. For example, to remember how to spell the word mnemonic, students could learn the following sentence:

My **n**ice **e**agle **m**oved **o**ver **n**ear **i**ts **c**up.

Acronyms are another mnemonic device. An acronym is an invented combination of letters to help students remember a word or idea. Acronyms are a great way to remember items like the “Order of Operations” (the necessary steps involved to solve a mathematical problem) or the order of the first six Presidents of the United States (Washington, Adams, Jefferson, Madison, Adams, Johnson, or WAJMAJ).

For example, the letters below, which spell “**TEAM**,” can help students remember the concept of team.

- T** Together
- E** Everyone
- A** Achieves
- M** More

Another way to remember is for students to make a mental picture of what they want to learn. Tell the students, “you have probably heard the saying, ‘A picture is worth a thousand words.’ Research shows that pictures are easier to remember than words alone. This is probably why people usually remember a person’s face but may forget his or her name.”

For example, let’s say students are trying to memorize the definition of the Spanish word *cabina telefonica*, which means phone booth. Have them picture a cab trying to fit into a phone booth. Therefore, on the test when they see the word *cabina telefonica*, they would remember the meaning “phone booth” because of the mental image of a cab trying to squeeze into the phone booth.

A useful algebraic mnemonic device: **Please Excuse My Dear Aunt Sally**. How does this mnemonic device help students solve this problem in algebra $(12 \div 4) + 3^2 \times 4 = X$? To solve this problem students have to remember the following order of operations for algebra.

1. Just like in writing, students work from left to right.
2. Calculations in Parentheses (point to parentheses) are done first. When students have more than one set of brackets or parentheses, they calculate the inner brackets first.
3. Exponents (point to exponents or radicals) must be done next. (Show students what exponents are by writing several on the board.)
4. Multiply and Divide in the order the operations occur.
5. Add and Subtract in the order the operations occur.

Section 3: Study Skills Lesson Plan

Tell students that the way they will remember the order for all of these steps is by remembering the following mnemonic:

Parentheses

Exponents

Multiply

Divide

Add

Subtract

Now have them apply a mnemonic device to help them remember the Order of Operations:

Example:

Please **P**arentheses

Excuse **E**xponents

My **M**ultiply

Dear **D**ivide

Aunt **A**dd

Sally **S**ubtract

You may also use another acronym if it helps you better...

Pink **E**lephants **M**ay **D**estroy **A** **S**nailed

Now have students try using their acronym for the Order of Operations on a math problem!

Applying an algebraic equation to a math problem

$(12 \div 4) + 3^2 \times 4 = X$	Rule 2: Parentheses
$3 + 3^2 \times 4 = X$	Rule 3: Exponent
$3 + 9 \times 4 = X$	Rule 4: Multiply or Divide as they appear
$3 + 36 = X$	Rule 5: Add or Subtract as they appear
$39 = X$	Answer

Group Activity

Now divide the students into small groups. As a group, have the students decide which memory trick – mnemonic device, acronyms, or a mental picture – they would use to memorize the following. Inform them that they will be presenting the memory trick that the group decides to use for each exercise to the whole class.

Exercise #1: College Admission Requirements

A-G Requirements:

Have them find a memory trick that they can use to remember the types of classes that they need to take while in high school to be eligible for college admissions.

Social Studies, English, Math, Lab Science, Language other than English, Visual and Performing Arts, College Electives

Possible Answer: Sally eats macaroni liver lunch very cold

Exercise #2: Science

Order of the Planets in Outer Space:

Have them find a memory trick to help them remember the order of the planets from nearest to farthest from the sun.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Possible Answer: My very earthy mother just served us nine pizzas

Exercise #3: United States Geography

Have them find a memory trick to help them remember the most populous cities in Indiana. The cities are listed in your workbook in order from highest to lowest with regards to their population size.

Indianapolis, Fort Wayne, Evansville, South Bend, Gary

Possible Answer: Insects from everywhere seem gross

To conclude this section, share with the class that they can use these memory tricks in all of their classes and to remember information for tests.

Study Skills Student Activity

There are many things that you can do in order to improve your study skills. The better your study skills are, the more successful you will be as a student. You will do better on tests, studying will become easier for you and you will feel more confident.

This section will give you tips on how to prepare for tests, how to organize and manage your time and a few memory tricks to help you be successful in memorizing information.

Memory

Our brains are like computers. Both have the ability to save information that can be used at a later time. Just like a computer, we refer to the information that we store as memory. In school, you are required to memorize information regularly for tests. Whether the test is multiple choice, short answer, or essay, you will rely on your memory in order to do well on the test.

Three Steps to Memory Success

1. *Repeat* the information *out loud* in your own words. This will allow you to hear the information, rather than just seeing it in print.
2. *Repeat* the information *in your head* several times until you can remember it.
3. After you have repeated the information in your head several times, then *write* the information *on a piece of paper*. Do this as many times as necessary. After several times you should be able to write it down without looking.

Other Memory Tricks

Other tricks can be used to memorize things. Below are three tricks.

1. *Mnemonic Devices* (pronounced neh-MAHN-ick) work by helping you connect the information you are trying to learn with something simpler or with information that is familiar to you or an invented sentence in which the first letter of each word is a cue to an idea you need to remember. For example, to remember how to spell the word mnemonic, you could learn the following sentence:

My nice **e**agle **m**oved **o**ver **n**ear **i**ts **c**up.

2. *Acronyms* are another trick used. An acronym is an invented combination of letters to help you remember a word or idea. Acronyms are a great way to remember items like the “Order of Operations” (the necessary steps involved to solve a mathematical problem) or remembering the order of the Presidents of the United States, or planets in the universe.

For example, the letters below, which spell “**TEAM**,” can help you remember the concept of team.

T Together
E Everyone
A Achieves
M More

3. Another way to remember is to make a *mental picture* of what you want to learn. You have probably heard the saying, “A picture is worth a thousand words.” Research shows that pictures are easier to remember than words alone. This is probably why you usually remember a person’s face but may forget his or her name.

For example, you are trying to memorize the definition of the Spanish word *cabina telefonica* which means phone booth. You can picture a cab trying to fit into a phone booth. Therefore, on the test when you see the word *cabina telefonica* you would remember the meaning “phone booth” because of the mental image of a cab trying to squeeze into the phone booth.

Study Skills Continued...

Group Exercise

Once your teacher has grouped everyone into small groups, as a group decide what memory trick – *mnemonic device*, *acronyms*, or a *mental picture* – you will use to memorize the A-G college admission requirements, the order of the planets in outer space and the most populous cities in Indiana. Be prepared to present the memory trick that you decided as a group to use for each concept to the whole class.

Exercise #1: College Admission Requirements

A-G Requirements:

Find a memory trick that you can use to remember the types of classes that you need to take while in high school to be eligible for college admissions.

Social Studies, English, Math, Lab Science, Language other than English, Visual and Performing Arts, College Electives

Exercise #2: Science

Order of the Planets in Outer Space:

Listed below are the names of the planets in order from nearest to farthest from the sun. Find a memory trick to help you remember the order of the planets.

Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

Exercise #3: United States Geography

Find a memory trick to help you remember the most populous cities in Indiana. The cities are listed below in order from highest to lowest with regards to their population size.

Indianapolis, Fort Wayne, Evansville, South Bend, Gary

(Note- there is an additional more extended supplement on improving test-taking skills on page 78 of your manual. This lesson is one short section on strategies to use during a test.) Refer students to the test-taking strategies on page 7 in their workbooks, and then have them take the sample test.

Here are five tips to improve your test-taking:

1. Take a deep breath and relax before starting.
2. Read all of the directions before you take the test.
3. During the test, answer all of the easy questions first and then go back to the hard ones.
4. If you don't know the answer, eliminate the choices you know are incorrect and choose from among the remaining answers.
5. If you have time left over, go back and check your answers and correct them when possible.

Apply those strategies while you are taking the test that you are going to be taking shortly.

After the test, discuss why they should read all of the questions before answering.

Turn to the test in your workbook. Have everyone together take a collective deep breath and remind them to relax.

When students finish, review the test-taking tips. Discuss which ones they applied and how the tip was useful and which ones they forgot to apply. Remind them that these tips will help them get better scores on their tests.

Final activity: K-W-L

Put up the paper on K-W-L that you created on the first day. Review what students knew and wanted to know. See if you have covered their questions. Now have students tell you what they have learned about college and careers. List those on the board.



Directions: Read all the questions carefully first before starting the test and choose the best answer. Underline the answer if you're using a pen and circle the answer if you're using a pencil. If you have a question quietly raise your hand and wait for the teacher to come to your desk.

1. How many years of English do you need to take in high school to meet the A-G requirements?

- a) one b) two c) three d) four

2. How many University of California campuses are there in the state?

- a) 10 b) 6 c) 23 d) 12

3. How many years of mathematics are recommended in high school to make you most competitive for college?

- a) one b) four c) three d) two

4. American history will meet which of the requirements for college?

- a) A b) D c) F d) G

5. Read the following and answer the questions:

It is important that your counselor know that you want to go to college. You need to tell your counselor you want to be taking A-G courses so that you will qualify for college. A-G requirements may differ from one high school to another. The high school has to send the courses in to the University of California to have them approved. Oceanography might be an approved A-G course at one high school and not at another. Before you sign up for a course, it is important to find out if it is on your high school's A-G approved list. An English course, for example that is an English as a Second Language class does not meet the requirement for A-G. Ask your counselor for a copy of the list and use the number on the course to check to see if the course is on an approved A-G course.

1. The best title for this paragraph would be:

- a) Why go to college?
b) Getting into A-G classes
c) Why take A-G classes?
d) English is A-G

2. Who approves courses to be on the A-G list?

- a) high school counselors
b) the University of California
c) the high school principal
d) you

6. Do not answer questions one and two.

Materials:

PowerPoint presentation of *Why Go to College* and *Which College is Right for You?*

Additional resources on Cornell note-taking at: (computer and projector) or put on transparency

<http://rkenedy.info.yorku.ca/online-links/critical-skills-for-students/cornell-note-organization-format/>

Copies of matrices and outline templates

Paths to College Student Summary on page 46 of this workbook (page 10 of the student workbook)

UC, CSU, Private and CC Maps on pages 47-50 of this workbook pages 11-14 of the student workbook)

Purpose:

Students will learn how to use the Cornell note-taking system so they can take better notes starting now. Students will gain knowledge about why they should go to college and about the college choices they will have. Students will learn how to use a matrix to outline and how to write an essay from a matrix or outline.

Time:

60 minutes plus (You may want to assign some of this as homework or allow an additional class period for the outline and essay portion.)

Instructions:

1. Cornell note-taking skills

Step One: Show students how to draw a line down the paper leaving a column to the left for summarizing notes.

BIG IDEAS

Why college

Key words

\$\$

NOTES

Why go to college?

Is college right for you?

Step Two: During the lecture: Write the main idea and supporting points below. Skip lines to show the end of one idea and beginning of the next. Capture the general ideas. Use abbreviations.

Step Three: Read through your notes immediately after the lecture and write the important ideas on the left side with key words.

Section 4: Note-Taking Skills Lesson Plan

2. Use the PowerPoint on College Systems as the lecture students will listen to and take notes on:

Stop after the slide on (more money) and ask – What have you written so far? Do you need to write everything that is written here? (No.) What is the point of this slide? (More college = more money earned.) Then you could write a couple of degree = salary examples.

On the next slide, you will ask, “If you go to high school, how many hours does it take to earn \$10,000? What if you go to college?” Etc. Does this slide make the same point as the last? More college means more money earned in less time. (Yes.) It shows the same idea but with different detail. Note some of those details.

Proceed through the slide show, stopping and checking occasionally. Remind students not to write every word. Give samples of symbols and abbreviations they might use \$ = for money. \$\$ = more money CC= community college, etc.

After the slide show:

- 3. Have students pair up and share their notes and allow them to fill in missing notes.**
- 4. Show this matrix on a transparency.** (This matrix is on page 9 in the student workbook.)

	UC	CSU	Community College System
What are some facts about this system?			
What would I need to do to prepare for this system?			
Why would I choose this system?			

5. Have students brainstorm from their notes what might go in each of these boxes.

Tell them that creating a matrix is a good way to use notes to write an essay.

Now, on the board, choose either the vertical axis or the horizontal axis for topic sentences for paragraphs. Brainstorm with students what might be a good topic sentence for each of these, then have them write one paragraph using either the notes on the board or their own notes that gives details for that specific paragraph.

Example: It is important to start early to prepare for the UC System. You need to take a whole set of courses in high school called A-G courses. You need to start now to get good at math so you can pass all the math and science courses. You need to have a high grade point average. You also need to do some community service.

6. Ask students to turn to the “Note-Taking Activity” on page 9 in their workbooks (this activity is on page 41 of the teacher’s edition).
7. Tell them from their notes they will need to write an introductory paragraph on “Why go to college?” with a transition sentence (explain that a transition sentence moves the reader from one paragraph to the next) that moves from “why go to college” to the three state college systems. Students also will write a concluding paragraph from their notes on “Which college is right for you?”
8. Students can be given a sample outline and asked to write an outline for their essay before they write the essay.
9. Explain that an outline is an organized way of writing brief notes to plan what you are going to write. Have the students use the bottom portion of the “Note-Taking Activity” on page 9 of their workbooks (this activity is on page 41 of the teacher’s manual).

Sample Outline from Matrix

I. Introduction –Why go to college?

- a. Money- give details
- b. Other reasons

II. What are the college systems in California and what do they have to offer?

- a. – under each system address the three questions on the matrix
- b. –
- c. –

III. Conclusion – What college would I choose and why?

- a. –
- b. –

BLANK outline template for worksheet

To be done as a handout to fill in:

Sample Outline (This sample outline is on page 9 in the student workbook.)

Sample

I. Introduction – What is the big topic?

- a.
- b.
- c.

II. Body – Choose three main ideas to cover. Under each main idea, give three supporting details.

- a.
- b.
- c.

III. Conclusion

Provide a point that wraps up everything you said above and/or provides an inspiring or personalized ending to the essay.

When your students have finished this series of activities, they will have learned how to use a matrix and how to write an outline and essay based on it. These are life-long skills that will serve them well. However, they will only remember them if you have them reflect on the process and, even better, if they teach it to someone else. Going beyond the time allowed in this curriculum, encourage your students to share this process with other students.

Section 4: Note-taking Skills Lesson Plan

	UC	CSU	Community College System
What are some facts about this system?			
What would I need to do to prepare for this system?			
Why would I choose this system?			

Sample

I. Introduction – What is the big topic?

- a.
- b.
- c.

II. Body – Choose three main ideas to cover. Under each main idea, give three supporting details.

- a.
- b.
- c.

III. Conclusion

Provide a point that wraps up everything you said above and/or provides an inspiring or personalized ending to the essay.

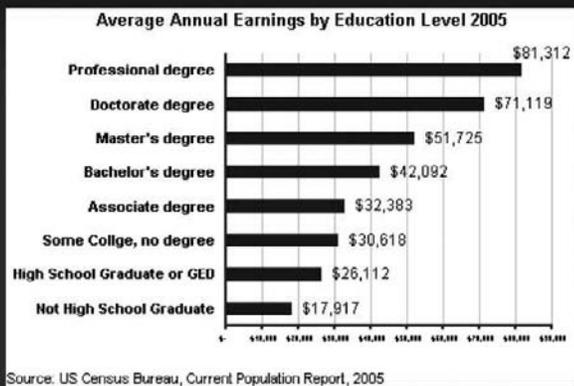
Why go to college? & Which college is right for you?

1

Good Reasons to Go to College

2

More Education = More Money



3

To make \$10,000...

Wage	High School Diploma \$10/hr	Bachelors Degree \$30/hr	PhD \$100/hr
Hours Needed to make \$10,000	1,000 hours	334 hours	100 hours
Time Needed In months	8 months	2 months	3 weeks

4

It's not just about the money

- More education = more choices
- You are more likely to have a job you enjoy

Remember:

Most people work 8 hours per day, 5 days per week for 40 years.

5

In college you get new ideas and meet interesting people.

College helps you to think about the world you live in.

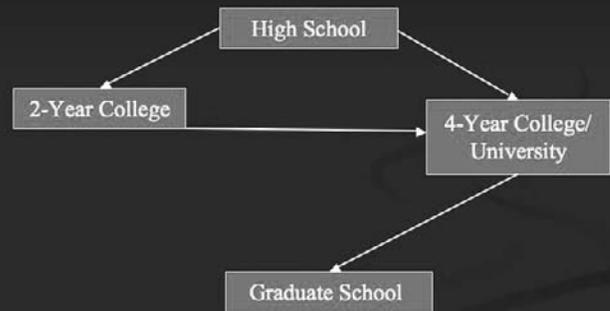
College introduces you to people from different locations, different cultural backgrounds and different interests.

6

Which college is right for you?

7

Paths to College



8

Types of Colleges

- 2-year Community College
- 4-year Public College/University
- 4-year Private College/University

9

2-Year Colleges (Community Colleges)

- Award Associate degrees or certificates of study
- Can prepare students for transferring to a 4-year college or university
- Provide technical training in specific occupations (bookkeeping, culinary arts, automotive repair)
- Most have an open admissions policy, requiring only a high school diploma
- Most are non-residential; students live off-campus
- Students can attend part-time or full-time
- Most public 2-year colleges have very low fees

10

CA Community Colleges



4-Year Colleges/Universities

- Award four-year (Bachelor) degrees
- Most do not offer Associates Degrees
- Many also award Master's degrees, and PhDs
- Some offer degrees in Law and Medicine
- There are both public and private 4-year colleges
- Have specific requirements for admittance: classes, tests, GPA and extra curricular activities

12

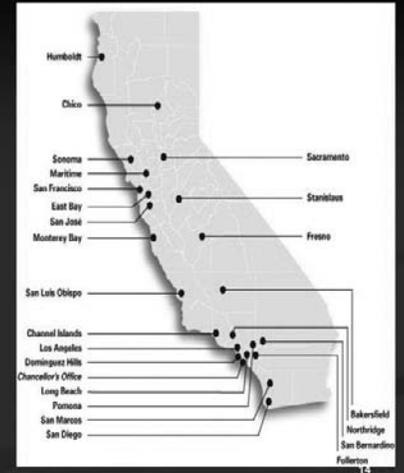
California's 4-year public colleges and universities

- California State University (23 campuses)
- University of California (10 campuses)

13

CSU

The 23 campuses of California State University



UC

The 10 campuses of the University of California



15

76 Nonprofit Independent Colleges and Universities

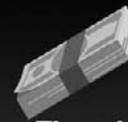
- Award BA/BS degrees
- Many offer graduate degrees (Masters, PhD)
- Some are specialized in areas such as art, design, and science.
- Some are affiliated with religious organizations
- Some are all female or all male (not coed)
- Some offer graduate programs only
- Each has its own entrance requirements – find out early what they are.

16

Things to think about when choosing a College

- **Size:** What is the total student population? How big are the typical freshman courses?
- **Location:** How far is the college from home? Is it in a rural, urban, suburban setting? What is the area surrounding the campus like?
- **People:** Who are the students and where do they come from?
- **Academics:** What majors are available? Who teaches the courses? What is the academic reputation of the college.
- **Social Opportunities:** What clubs and teams are available? Are there fraternities and sororities?
- **Cost:** What is the total cost of attendance, including tuition, room and board, books? What kind of financial aid is available?

17



Financial Aid

There is financial aid to help you pay for college. The types of financial aid are:

- **GRANTS:** Money the government gives you for free.
- **SCHOLARSHIPS:** Money that private donors and universities give you for college.
- **WORKSTUDY:** Money set aside for you to work at a job on the college campus
- **STUDENT LOANS:** The only type of financial aid that you have to pay back when you are finished with college.

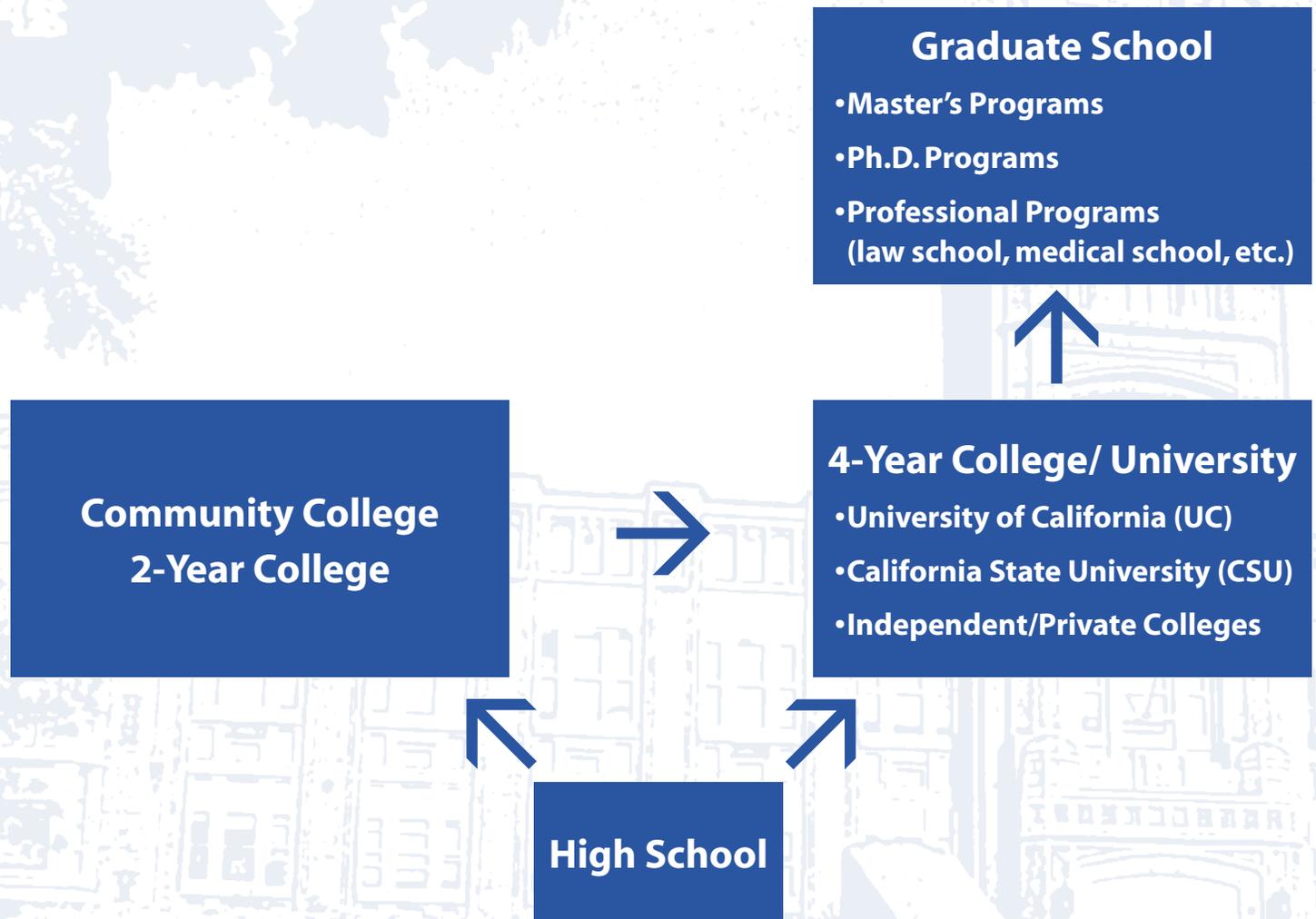


Steps to college

- Take the required College Prep Classes called the A-Gs
- Try to get As and Bs in all of your classes
- Prepare for and take the SAT or ACT and two SAT subject tests.
- Get involved in high school by joining teams or clubs
- Volunteer
It looks great on your college application and you'll be helping your community

Which College is Right for You?

Paths to College



Things to think about when choosing a college:

- ▶ **Academics:** What majors are available? What is the academic reputation of the college?
- ▶ **Academic Help:** Are there academic support programs that will provide tutoring if you need it?
- ▶ **Size:** How many students attend the school? How big are the typical freshman courses?
- ▶ **Location:** How far is the college from home? Is it in a rural, urban, suburban setting? What is the area surrounding the campus like?
- ▶ **Living:** Do most students live on or off campus? Are there dorms available for all freshmen students to live in?
- ▶ **People:** Who are the students and where do they come from?
- ▶ **Social Opportunities:** What clubs are available? What sport teams?

The 10 UC Campuses

Degrees awarded:

Bachelor's degrees

Master's degrees

Ph.D.s

Professional degrees



University of California

To Attend a UC

- ✓ Fulfill the A-G requirement while in high school.
- ✓ Graduate from high school.
- ✓ Earn as many As and Bs as possible - to be eligible to apply, you will need a minimum GPA of 3.0.
- ✓ Take either or both the SAT or ACT test.
 - Take the PSAT during your **sophomore** year of high school to practice for the SAT.
 - Take the SAT or ACT test during your **junior** year - the lower your GPA, the higher SAT/ACT scores (the tests you take for college) you will need.
 - Take two SAT subject tests in your choice of subjects.
- ✓ Apply for financial aid to help you pay for your college education. The types of financial aid that are available are:
 - Grants are money that the government gives you for free.
 - Scholarships are money that private donors give to you to pay for college.
 - Work-study is money set aside for you to work for, and loans are money that you are given that you have to pay back (usually *after* you graduate from college).

The 23 CSU Campuses

Degrees awarded:
Bachelor's degrees
Master's degrees



To Attend a CSU

- ✓ Fulfill the A-G requirement while in high school.
- ✓ Graduate from high school.
- ✓ Earn as many As and Bs as possible - to be eligible to apply, you will need a minimum GPA of 2.0.
- ✓ Take either or both the SAT or ACT test.
 - Take the PSAT during your **sophomore** year of high school to practice for the SAT.
 - Take the SAT or ACT test during your **junior** year - the lower your GPA, the higher SAT / ACT scores (the tests you take for college) you will need.
- ✓ Apply for financial aid to help you pay for your college education. The types of financial aid that are available are:
 - Grants are money that the government gives you for free.
 - Scholarships are money that private donors give to you to pay for college.
 - Work-study is money set aside for you to work for and loans are money that you are given that you have to pay back (usually *after* you graduate from college).

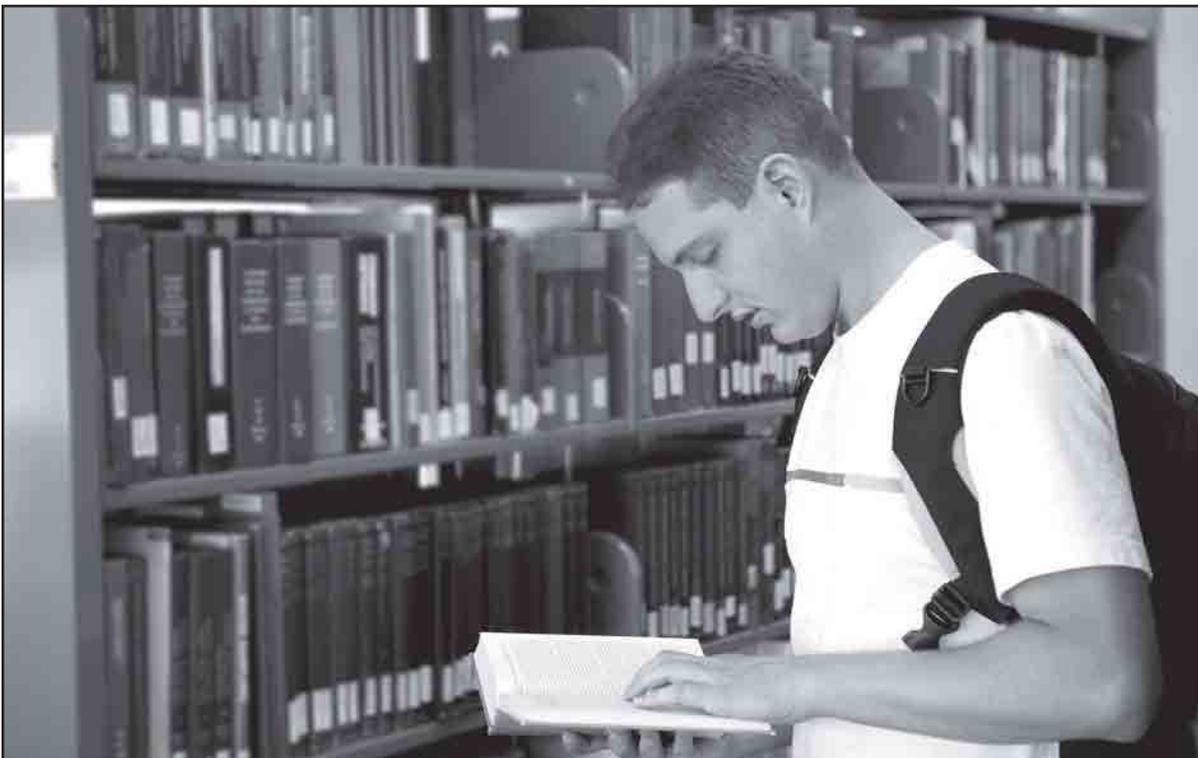
75 Independent College/ University Campuses

Degrees awarded: Bachelor's degrees

Many also award: Master's degrees and professional degrees

To Attend an Independent College/University

- ✓ Take college prep classes (the A-Gs) while in high school.
- ✓ Check with the college you want to attend to find out the classes and GPA you need. (Each university has its own requirements)
- ✓ Take either or both the SAT or ACT test, depending on the university requirements.
 - Take the PSAT during your **sophomore** year of high school to practice for the SAT
 - Take the SAT or ACT test during your **junior** year – the lower your GPA, the higher SAT/ACT scores (the tests you take for college) you will need.
- ✓ Graduate from high school.
- ✓ Apply for financial aid to help you pay for your college education. The types of financial aid that are available are:
 - Grants are money that the government gives you for free.
 - Scholarships are money that private donors give to you to pay for college.
 - Work-study is money set aside for you to work for and loans are money that you are given that you have to pay back (usually *after* you graduate from college).



Materials:

A-G PowerPoint presentation on pages 54-55

A-G requirements on page 56 (page 15 in student workbook) - overhead transparency

Goals:

Students will become familiar with the courses needed for admission to four-year public universities in California (the A-Gs) and will understand the importance of these courses.

Time:

60 minutes

Instructions:

1. Refer students to the A-Gs graphic on page 15 in their workbooks.
2. Instruct students to use the Cornell note-taking method to take notes on the important information you are going to provide them.
3. Teach students about the A-Gs (optional A-G PowerPoint and transparencies provided):

Why are the A-Gs important?

- The A-Gs are 15 classes they must take in high school to be eligible for admission to any University of California or California State University campus (all 4-year public universities in California).
- Students must take the minimum number of approved courses in each subject area. If they are missing even one course, they are not eligible to attend a CSU or UC directly following high school graduation.
- Students who do not complete the A-Gs go to a community college for two years and then transfer to a 4 year university after taking a series of courses at the community college.
- Students who plan to go to a community college first or aren't sure they want to go to college should still take the A-Gs to keep their options open.

A-Gs vs. High School Graduation Requirements:

- The classes that meet the A-G requirement are different at each high school.
- Most of the A-G courses are also required for high school graduation but completing the high school graduation requirements does not mean they have met the A-G Subject Requirement.
- They must pass the A-G courses with a C or better even if their high school considers a D a passing course for high school graduation.

How students can make sure they take all the A-Gs:

- Use the Individual Academic Planner
- Each year, students should always check with their counselors to make sure the courses they are taking meet the requirement. For example, an arts class that the high school offers, may or may not meet the F requirement.

- The UC Doorways website has a list of A-G classes for all California High Schools at: <https://doorways.ucop.edu/list/>

Exceeding the A-Gs

- The A-Gs are just the minimum
 - Whenever possible, students should try to take the extra recommended year of math, laboratory science and foreign language.
 - Take Honors courses and Advanced Placement (AP) courses when possible. Honors courses are “weighted” which means they are worth an extra grade point - an A=5 grade points, a B= 4 and C=3. It may be helpful to review how to calculate their GPA. AP courses are also weighted and also offer students the opportunity to take an AP course for college credit. If for example, a student takes English IV AP in high school and passes the exam, they will be able to skip the equivalent year of English in college.
4. Distribute the Individual Academic Plans and instruct students to use the planner when meeting with their counselor.
 5. Lead the students in a game of A-G Jeopardy using either the PowerPoint and or transparency version. Students may use their notes and workbook.

Instructions for A-G Jeopardy Game

Transparency Version:

1. Divide the students into three teams and determine which team will go first. The first team to act selects a category and point amount from the Jeopardy Game overhead. Cross off this square so it can't be selected again. Read the question that corresponds to that box.
2. The first team member to raise his/her hand gets the first try at answering the question. If he/she answers correctly, the points on the box are added to that team's score. If he/she answers incorrectly, the points on the box are subtracted from that team's score.
3. The team that answered the last question correctly has control of the board and selects the next category and point amount.
4. Proceed until all boxes have been selected. To complete the game, play Final Jeopardy (transparency provided).
5. Teams are allowed to risk from 0 to all of their points on Final Jeopardy. Allow one minute to formulate their answer as a team.
6. Teams should write their answer down because all teams have the opportunity to answer this question and get the amount of points risked added to or subtracted from their final score. Add up points and announce the winning team.

Additional Instructions for PowerPoint Version:

1. The game is played in Slide Show mode. (Select Slide Show, View Show from menu.)
2. After a team selects a box (subject and point value), click on the point amount - not the surrounding box. This will bring up the corresponding question.
3. When the question has been answered, click again any place on the screen to display the correct answer.

Section 5:

A-G College Admissions Requirements Lesson Plan

4. When a box has been selected, the point amount will turn yellow to indicate it has been played. Click on the “scores” box to go to the scoreboard screen.
5. Add or subtract the points into the black box on the group’s podium. Click “Play the Game” to return to the game board.
6. The PowerPoint version includes one “Daily Double.” The team members who choose this box can wager as much as they want, up to their total points.
7. The Final Jeopardy box is included on the side of the game board.
 - a. Clicking on the box will bring up the subject slide. Teams should place their wagers after seeing the subject of the Final Jeopardy question.
 - b. Clicking the mouse in any area of the subject slide will cause the actual question to be displayed.
 - c. Clicking the mouse in any area of the question slide will cause the answer to be displayed.

This game then becomes a good sponge activity in your class to soak up time when you have a few extra minutes. Continue to have your students use these skills throughout the year.

Optional A-G PowerPoint Presentation/Transparency

What are the A-Gs?

- 15 high school classes you must take to go directly to a UC or CSU from high school.
- The classes that will prepare you to succeed in college.
- The only classes used to calculate your GPA when you apply to a UC or CSU.

1

What you need to know

- Without the A-Gs you can't even apply to a 4 year public university in California
- Close doesn't count – you must take them all!
- They are college preparatory classes so you should take them all even if you plan to go to a private or out of state school.

2



- They are not the same as the graduation requirements.
- You must earn a C or better in these classes.
- A-Gs can change from year to year and are not the same at each high school - ask your College Facilitator or Academic Counselor which classes meet the requirements at your high school.

3



Social Science

2 years required

A

4



English

4 years required

B

5



Math

3 years required

4 years recommended

C

6



D

Laboratory Science
 2 years required
 3 years recommended

7



E

Language Other than English
 2 years required
 3 years recommended

8



F

Visual and Performing Arts
 1 year required

9



G

College Prep Elective
 1 year required

10

Remember...

- Meeting the A-G requirement doesn't mean taking extra classes – it means taking the right classes.
- **Not all classes are A-G classes.** Make sure you take the right classes by asking your counselor every time you sign up for new classes.
- **Close doesn't count** – be sure to take them all!

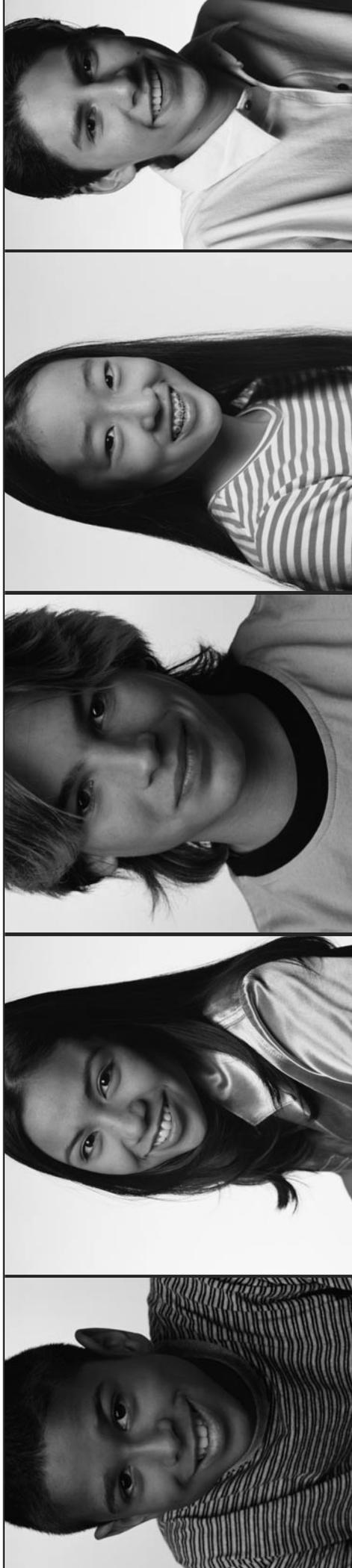
11

Going above and beyond the A-Gs

- Honors
 - Worth an extra grade point
- AP – Advanced Placement
 - Worth an extra grade point
 - You can take a test afterward to earn college credit.

12

A	B	C	D	E	F	G
HISTORY/ SOCIAL SCIENCE 2 years required	ENGLISH 4 years required	MATH 3 years required 4 years recommended	LABORATORY SCIENCE 2 years required 3 years recommended	LANGUAGE OTHER THAN ENGLISH 2 years required 3 years recommended	VISUAL AND PERFORMING ARTS 1 year required	COLLEGE PREP ELECTIVE 1 year required



A-G

High School Courses Required for University Admission

Instructions for A-G Jeopardy Game

Transparency Version:

1. Divide the students into three teams and determine which team will go first.
2. The first team to act selects a category and point amount from the Jeopardy Game overhead.
3. Cross off this square so it can't be selected again.
4. Read the question that corresponds to that box.
5. The first team member to raise his/her hand gets the first try at answering the question.
6. If he/she answers correctly, the points on the box are added to that team's score.
7. If he/she answers incorrectly, the points on the box are subtracted from that team's score.
8. The team that answered the last question correctly has control of the board and selects the next category and point amount.
9. Proceed until all boxes have been selected.
10. To complete the game, play Final Jeopardy (transparency provided).
11. Teams are allowed to risk from 0 to all of their points on Final Jeopardy.
12. Allow one minute to formulate their answer as a team.
13. Teams should write their answer down because all teams have the opportunity to answer this question and get the amount of points risked added to or subtracted from their final score.
14. Add up points and announce the winning team.

Additional Instructions for PowerPoint Version:

15. The game is played in Slide Show mode. (Select Slide Show, View Show from menu.)
16. After a team selects a box (subject and point value), click on the point amount - not the surrounding box. This will bring up the corresponding question.
17. When the question has been answered, click again any place on the screen to display the correct answer.
18. When a box has been selected, the point amount will turn yellow to indicate it has been played.
19. Click on the "scores" box to go to the scoreboard screen.
20. Add or subtract the points into the black box on the group's podium.
21. Click "Play the Game" to return to the game board.
22. The PowerPoint version includes one "Daily Double". The team who chooses this box can wager as much as they want up to their total points.
23. The Final Jeopardy box is included on the side of the game board.
 - a. Clicking on the box will bring up the subject slide. Teams should place their wagers after seeing the subject of the Final Jeopardy question.
 - b. Clicking the mouse in any area of the subject slide will cause the actual question to be displayed.
 - c. Clicking the mouse in any area of the question slide will cause the answer to be displayed.

Questions and Answers for the Transparency Version of the Jeopardy Game

Point Value	Q/A	A-G Years	CSUs and UCs	True or False?	Which A-G could it be?	College Knowledge	Short for What
100	Q	The number of years required to meet the "D" requirement (Laboratory Science)	The number of California State University (CSU) campuses.	True or False? PE is a College Prep Elective.	Which A-G could it be? Biology	The first degree you'll earn when you graduate from a 4 year university.	GPA is the abbreviation of
	A	2 years (3 years recommended)	23	False PE does not meet the G requirement.	D Laboratory Science	B.A. (Bachelor of Arts) Or B.S. (Bachelor of Science)	Grade Point Average
200	Q	The number of years required to meet the "G" requirement (College Prep Elective)	The number of University of California campuses.	True or False? You need a grade of "C" or higher in all A-G classes.	Which A-G could it be? Algebra II	The name for the subject area you chose to study in college.	CSU is an abbreviation for
	A	1 year	10	True "D"s and "F"s do not count.	C Mathematics	Major	California State University
300	Q	The number of years you must take a language other than English to meet the "E" Requirement	Name two of the 10 University of California campuses	True or False? By taking French 1 and Spanish 1, you'll meet the "E" requirement.	Which A-G could it be? Spanish II	Some students chose to attend the first 2 years of college at a _____ and then transfer to a 4 year university.	UC is an abbreviation for
	A	2 years (3 years recommended)	UC Berkeley, UC Davis, UC Irvine, UC Santa Barbara, UC Santa Cruz, UC Los Angeles, UC San Diego, UC Merced, UC Riverside, UC San Francisco	False You need two years of the <u>same</u> language	E Language other than English	Community College	University of California
400	Q	The number of years required to meet the "C" requirement (math) and the	The series of classes you must take to go from high school to a CSU or a UC.	True or False? All high school science classes meet the D requirement.	Which A-G could it be? US History	Money to help pay for college is called _____. Hint: Examples include	The CP in English CP is an abbreviation for
	A	3 years required and 4 years recommended	A-Gs or A-G Subject Requirement	False You should always check with your counselor to see if a class is an A-G.	A History/Social Science	Financial Aid	College Prep
500	Q	The A-G requirement that requires the most classes/years to complete	Two of the 23 California State University (CSU) campuses	True or False? You should take the A-G classes in your first year of college.	Which A-G could it be? Drawing and Painting	Name one test required for college admission.	The AP in AP Biology is an abbreviation for
	A	English 4 years required	Bakersfield, Channel Islands, Chico, Dominguez Hills, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Maritime, Monterey Bay, Northridge, Pomona, Sacramento, San Bernardino, San Diego, San Francisco, San Jose, San Luis Obispo, San Marcos, Stanislaus, Sonoma	False A-G classes are taken in High School.	F Visual and Performing Arts	SAT or ACT and SAT Subject Tests	Advanced Placement

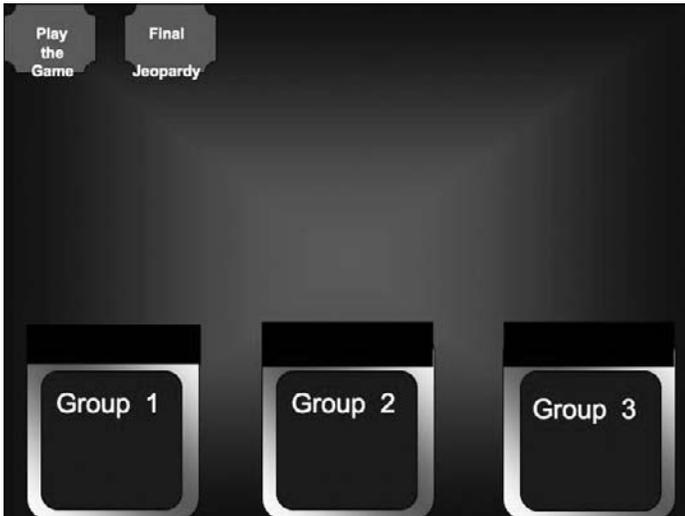
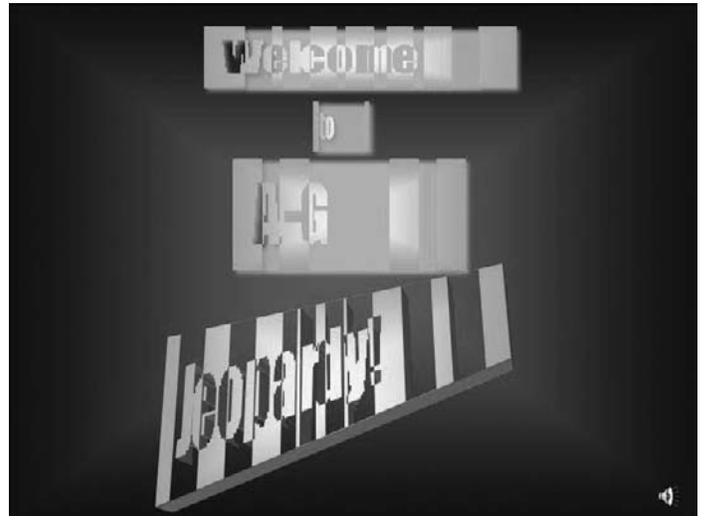
Jeopardy Game Transparency

Short for what?	100	200	300	400	500
College Knowledge	100	200	300	400	500
Which A-G could it be?	100	200	300	400	500
True or False?	100	200	300	400	500
CSUs and UCs	100	200	300	400	500
A-G Years	100	200	300	400	500

PowerPoint Version of the Jeopardy Game

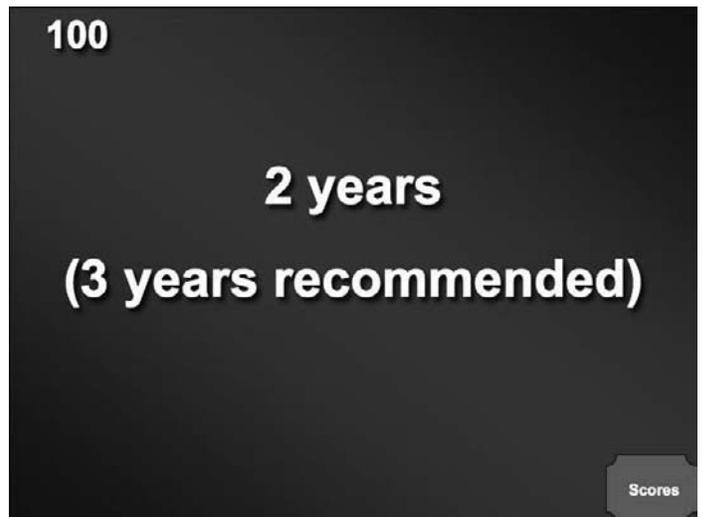
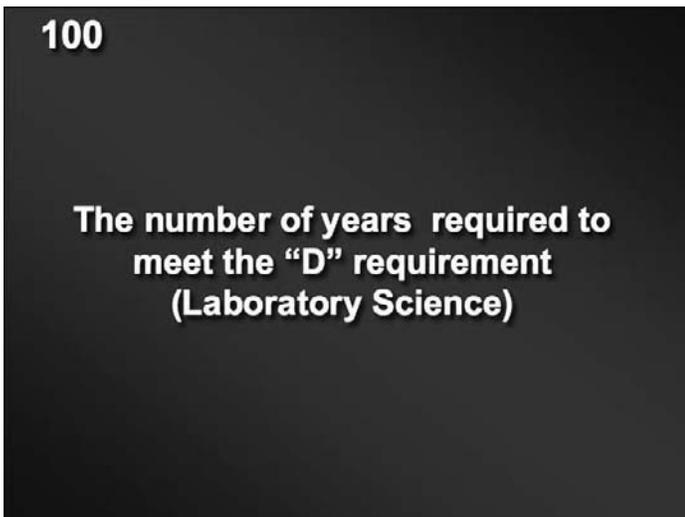
Instructions for operating the game:

1. The game is played in Slide Show mode (select Slide Show, View Show from menu)
2. After a team selects a box (subject and point value), click on the **point amount** - not the surrounding box. This will bring up the corresponding question.
3. When the question has been answered, click again any place on the screen to display the correct answer.
4. When a box has been selected, the point value will turn yellow to indicate it has been played.
5. Click on the "scores" box to go to the scoreboard screen.
6. Add or subtract the points to the black box on the group's podium.
7. Click "Play the Game" to return to the game board.
8. There is one "Daily Double". The team who chooses this box can wager as much as they want to, up to their total points.
9. The Final Jeopardy box is included on the side of the game board.
10. Clicking on the box will bring up the subject slide. Teams should place their wagers after seeing the subject of the Final Jeopardy question.
11. Clicking the mouse in any area of the subject slide will cause the actual question to be displayed.
12. Clicking the mouse in any area of the question slide will cause the answer to appear.



A-G Years	CSUs and UCs	True or False?	Which A-G could it be?	College Knowledge	Short for what?
100	100	100	100	100	100
200	200	200	200	200	200
300	300	300	300	300	300
400	400	400	400	400	400
500	500	500	500	500	500

Buttons on the right: Play the Game, Final Jeopardy, Scores



200

The number of years required to meet the “G” requirement (College Prep Elective)

200

1 year

Scores

300

The number of years you must take a language other than English to meet the “E” Requirement

300

2 years
(3 years recommended)

Scores

400

The number of years required to meet the “C” requirement (math) and the number of years recommended.

400

3 years required
and
4 years recommended

Scores

500

The A-G requirement that requires the most classes/years to complete

500

English
4 years required

Scores

100

The number of California State University (CSU) campuses.

100

23

Scores

200

The number of University of California campuses.

200

10

Scores

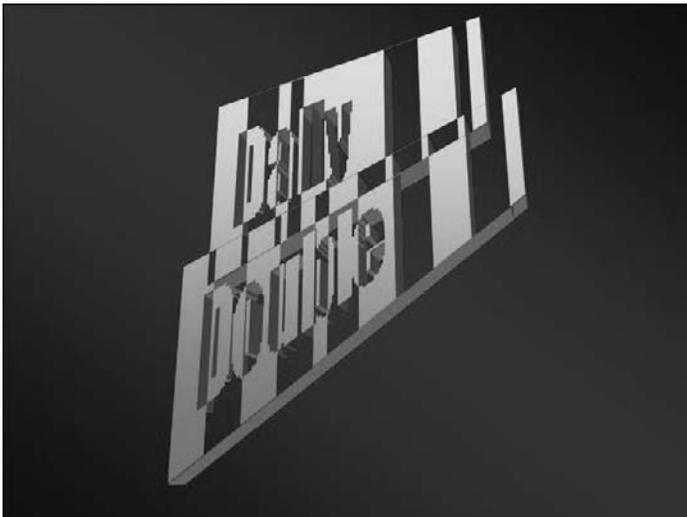
300

Name two of the 10 University of California campuses

300

**UC Berkeley, UC Davis, UC Irvine,
UC Santa Barbara, UC Santa Cruz,
UC Los Angeles, UC San Diego,
UC Merced, UC Riverside,
UC San Francisco**

Scores



400

The series of classes you must take to go from high school to a CSU or a UC.

400

**A-Gs
or
A-G Subject
Requirement**

Scores

500

Two of the 23 California State University (CSU) campuses

500

CSU

**Bakersfield, Channel Islands, Chico,
Dominguez Hills, East Bay, Fresno,
Fullerton, Humboldt, Long Beach, Los
Angeles, Maritime, Monterey Bay,
Northridge, Pomona, Sacramento, San
Bernardino, San Diego, San Francisco,
San Jose, San Luis Obispo, San Marcos,
Stanislaus, Sonoma**

Scores

100

True or False?

PE is a College Prep Elective.

100

False

**PE does not meet the G
requirement.**

Scores

200

True or False?

**You need a grade of "C" or
higher in all A-G classes.**

200

True

"D"s and "F"s do not count.

Scores

300

True or False?

**By taking
French 1 and Spanish 1, you'll
meet the "E" requirement.**

300

False
You need two years
of the same language

Scores

400

True or False?
All high school science classes
meet the D requirement.

400

False
You should always check with
your counselor to see if a class
is an A-G.

Scores

500

True or False?
You should take the A-G classes
in your first year of college.

500

False
A-G classes are taken in
High School.

Scores

100

Which A-G could it be?
Biology

100

D
Laboratory Science

Scores

200

Which A-G could it be?
Algebra II

200

C
Mathematics

Scores

300

Which A-G could it be?
Spanish II

300

E
Language other than English

Scores

400

Which A-G could it be?
US History

400

A

History/Social Science

Scores

500

**Which A-G could it be?
Drawing and Painting**

500

F

Visual and Performing Arts

Scores

100

**The first degree you'll earn when
you graduate from a 4 year
university.**

100

**B.A. (Bachelor of Arts)
Or
B.S. (Bachelor of Science)**

Scores

200

**The name for the subject area
you chose to study in college.**

200

Major

Scores

300

Some students chose to attend the first 2 years of college at a

and then transfer to a 4 year university.

300

Community College

Scores

400

Money to help pay for college is called _____.

Hint: Examples include scholarships, grants and loans.

400

Financial Aid

Scores

500

Name one test required for college admission.

500

**SAT or ACT
and SAT Subject Tests**

Scores

100

GPA is the abbreviation of

100

Grade Point Average

Scores

200

**CSU is an abbreviation for these
campuses**

200

California State University

Scores

300

**UC is an abbreviation for these
campuses**

300

University of California

Scores

400

IAP is an abbreviation for

400

Individual Academic Planner

Scores

500

BA is an abbreviation of what
type of degree?

500

Bachelor of Arts
degree

Scores



The A-G requirement

Scores

Final
Jeopardy
Question

List the 3 math classes you'll need to pass with a C or better to meet the "C" requirement.

Algebra 1
Geometry
Algebra 2

Scores

Never give up!

What separates an “A” student from a “D” student? Are the “A” students naturally smarter? No! Students who earn A’s and B’s have figured out a little secret...*They never give up!* You can learn anything if you try hard enough. Some things may take a little more practice than others but if you keep at it, you will succeed.

Study smart

So you’ve decided to put forth the effort – great! Now it is time to learn the skills that will prepare you for success in middle school, high school, and college. A great place to start is by practicing the note-taking, study and test-taking skills in this book.

Get organized

Do you ever forget to study for a test? Have you ever left a book at school that you needed to complete an assignment? If so, you need to get organized! Review the tips in this book and say goodbye to disorganization!

Take the right classes

Make sure to take all of the A-G requirements in high school so that you’ll have the most choices of colleges after you graduate from high school. These courses are also the ones that will give you the knowledge and skills you’ll need to do well in school. Each year when you meet with your counselor, ask which of your classes are A-Gs and keep track of them in your Individual Academic Planner.

Explore your options!

Learn about the choices you have for higher education including:

- The University of California
 - California State University
 - Independent/Private Colleges and Universities
 - Community Colleges
- Each is different and one is right for you!

Ask your counselor for more information or visit these Web sites:

<http://www.californiacolleges.edu/>

This site is a great place to start. You can compare colleges from all of the systems based on what you want in a college. The site also includes college and career search questionnaires to help you start planning your future today.

<http://www.ucop.edu/pathways/>

Want to find out more about one of the University of California (UC) campuses? This Web site has links to all the UC campuses and explains the UC admission requirements.

<http://www.csumentor.edu/>

Interested in one of the California State University (CSU) campuses? This Web site is all about the CSUs. It includes campus information and admission requirements.

<http://www.aiccu.edu/>

This Web site has links to the private colleges/universities in California. Each private school has separate admissions requirements so follow the links to the college you are interested in to find out what you need to do to prepare.

<http://www.cccco.edu/>

Want to find out more about a community college? This Web site has links to all of them.

Section 5: Curriculum Student Survey Lesson Plan

Materials:

8th Grade Curriculum Student Survey located on pages 74-75 in this workbook (pages 17-18 in the student workbook.)

Goals:

This survey will help us assess what the students have learned and the knowledge they have retained from this curriculum. This survey will also help us to improve our curriculum.

Time:

10-15 minutes

Instructions:

1. Ask the students to think about what they have learned from the *College Is In My Future* curriculum. Ask for student volunteers to share their ideas with the class. Write the students' contributions on the board. Tell them that all of these ideas are important in pursuing their college goals.
2. Ask the students to turn to the survey on pages 17 and 18 in their workbooks and complete it.
3. Point out to the students that this is not a test. The information they provide will help us improve the curriculum.
4. Let the students know they do not need to write their name on the survey.
5. Tell the students that all of the questions are important and that there are no wrong answers.
6. When the students have finished, ask them to tear out the survey and collect them from all of the students.
7. Please clip or band them together, and return them to your GEAR UP College Facilitator at your school.

College is in My Future – GEAR UP/EAOP College Awareness Curriculum

8th Grade Curriculum Survey

Please complete the following survey. The information you give us will help us improve the curriculum.

School: _____ Teacher's Name: _____

Grade: _____ Gender: Female Male

1. Has anyone from your school ever spoken with you about college requirements (SAT or ACT tests) or the courses that you need to take in high school to prepare for college?

a. Yes b. No

2. Has anyone from your school ever spoken with you about the financial aid available (money you can apply for) to help your family pay for college?

a. Yes b. No

3. What is the highest level of education that you plan to get?

___ a. Less than high school

___ b. High school diploma only

___ c. Associate degree from 2-year community college (A.A.)

___ d. Bachelor's degree from 4-year college or university (B.A., B.S.)

___ e. Master's degree (M.A., M.S.)

___ f. Doctoral or professional degree (Ph.D., J.D., M.D.)

4. Do you think that you could afford to attend a public 4-year college using financial aid, scholarships, and your family's resources (family wages or savings)?

___ a. Definitely

___ b. Probably

___ c. Not Sure

___ d. Probably Not

___ e. Definitely Not

5. What career or profession would you like to have when you finish school?

6. Do you know how much education you need for this career?

a. Yes b. No

7. The A-G Requirements are classes you must take and pass in order to:

___ a. Graduate from high school

___ b. Graduate from college

___ c. Go to a 4-year college or university

___ d. Graduate from middle school

Survey continues on the following page

College is in My Future – GEAR UP/EAOP College Awareness Curriculum 8th Grade Curriculum Survey

8. To become a lawyer, you must earn this degree:

- a. Master’s degree (M.A./M.S.)
- b. Bachelor’s degree (B.A./B.S.)
- c. Associate’s degree (A.A.)
- d. Doctorate degree (Ph.D.)
- e. Professional degree

9. Is it important to graduate from high school? Why or why not?

- a. Yes b. No

10. Do you think it is important for you to study Language Arts? Why or why not?

- a. Yes b. No

College is in My Future – GEAR UP/EAOP College Awareness Curriculum

8th Grade Teacher Curriculum Survey

1. After completing the college awareness curriculum, my students have a better understanding of the value of a college education.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

2. After completing the college awareness curriculum, my students have a better understanding of the connection between a college education and their future career options.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

3. The college awareness curriculum helped my students understand that it is possible for them to go to college.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

4. After completing the college awareness curriculum, my students have a better understanding of how job skills are acquired.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Survey continues on the following page

College is in My Future – GEAR UP/EAOP College Awareness Curriculum

8th Grade Teacher Curriculum Survey

5. I received adequate training from the College Facilitator on how to deliver the college awareness curriculum.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

6. The College is in My Future Curriculum is a worthwhile use of class time.

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Materials:

Test-Taking Skills Assessment on page 80 in this workbook (page 19 in the student workbook)

Test-Taking Tips on page 81 in this workbook (page 20 in the student workbook)

Tactics for Studying and Preparing for Tests on page 82 in this workbook (page 21 in the student workbook)

How Well are you Managing your Time worksheet on page 83 in this workbook (page 22 in the student workbook)

Study Tips on page 84 in this workbook (page 23 in the student workbook)

Study Plan on page 85 in this workbook (page 24 in the student workbook)

Goal:

Students will learn tips on how to manager their time as well as take and prepare for tests. They will also develop a study plan and tactics on how to study and better prepare for tests.

Time:

30 minutes

Instructions:

Worksheet: Test-Taking Skills Assessment

1. Have the students take the assessment on their own. Inform the students that there are no right or wrong answers.
2. Once the students have completed the assessment, go over the results with them and what they mean.
3. Inform the students that their results will show them how strong their test-taking skills are.

Worksheet: Test-Taking Tips

4. Inform the students that they may not realize that doing well on a test requires more than just knowledge of the tested materials. Learning the subject materials is the most important step in preparing for a test, but knowing the material and knowing how to take an exam will help them do well on their test.

Test-taking skills include their attitude and how to approach taking a test.

Knowing these skills will help them receive higher test scores, and be a great help when they are taking important tests in middle school, high school, and college.

5. Review the test-taking tips with the class.
6. Now have them work on the study and test-taking tactics worksheet. Ask them to jot down strategies that they will use or that they have used that have helped them be successful when preparing and taking tests.
7. Have a few students share what they wrote with the class.

Worksheet: Managing your Time

8. Have the student complete the managing and organizing their time worksheet in the student workbook
9. After they have completed this activity review the results with them and have them discuss the following questions:
 - What are some things that you do to manage your time well?
 - What are some things that you can do differently to better manage your time?

Worksheet: Study Tips

10. Now review the study tips with the class. Inform them that these tips will help them study better and develop good study habits.

Homework:

Have the students complete the “Study Plan Worksheet” in the student workbook at home on what they are going to do to better organize themselves and their time. Once they complete the plan, have them share it with their mom or dad and ask that their parents sign the Study Plan at the bottom of the worksheet, indicating that they will support them in carrying out their plan.

This is a test to assess your test-taking skills. Your results will show you how strong your skills are.

Supplemental Activity: Test-Taking Skills Assessment

	Always 1	Sometimes 2	Never 3
1. I have headaches or nausea before or during a test.			
2. My heart beats faster and my body shakes before and during the test.			
3. I am not able to sleep before the exam.			
4. I have difficulty remembering the answers and concentrating.			
5. I have difficulty making a choice or deciding on an answer.			
6. I have a problem with thinking clearly or reasoning out the answer, and my thinking is slow.			
7. I make mistakes on easy questions, and put the answers on the wrong places.			
8. I don't think I have the knowledge I need to pass this test.			
9. I feel nervous about the test because I didn't study as much as I should have and feel that I need more time to prepare for the test.			
10. I did badly on my last test and I am worried that I may fail again.			
Total			
	Never 1	Sometimes 2	Always 3
11. As soon as I learn that we are going to have a test, I begin preparing for the test.			
12. I ask the teacher about the types of questions that will be on the test and I study accordingly.			
13. I feel that I spend enough time studying the materials that I will need to know in order to do well on the test.			
14. Before beginning the test, I read the directions first and ask my teacher if I have any questions.			
15. During the test, I answer all of the easy questions first and then come back to the ones that are more difficult.			
16. For the questions that I do not know the answer, I eliminate the options that I know are <u>not correct</u> and then make an educated guess on the ones that are remaining.			
17. If I have time left over, I review my answers to make sure that I didn't make any mistakes and that I answered as many correct as possible.			
Total			
Grand Total			

Let's see how you did! If you scored

35-51 points **Great Job:** You are going into every test well prepared and feeling good. Keep up the good work! Take a look at the next page to learn other tips that you can use to do even better on your tests.

18-34 points **Okay:** You're doing alright, but can be doing a little more to better prepare yourself for a test so that you are not as nervous while taking a test. Take a look at the tips on the next page so that you can learn other ways to better prepare yourself for a test.

1-17 points **Need Improvement:** You may get very nervous when taking tests and may not be taking the time to prepare as much as you can in order to do well on tests. Study the tips on the next page carefully so that you can learn how you can better prepare yourself for a test.

Supplemental Activity: Test-Taking Tips

You may not realize that doing well on a test requires more than just knowledge of the tested materials. Learning the subject matter is the most important step in preparing for a test, but you may know the material and still be unprepared, because you really don't know how to take an exam. Test-taking skills include your attitude and how to approach taking a test. Knowing these skills will help you receive higher test scores and be a great help when you are taking important tests in middle school, high school, and college.

Below are some tips that will help you be better prepared for taking a test.

Before the test:

- When the teacher gives you a test, read the directions first and make sure that you understand and follow them. If you have questions, ask your teacher.
- Use your study skills to better learn the material that will be covered on the test.
- Be positive when you study. Think about you doing well and that you will not fail.
- Think of the test as a chance to show how much you have learned.
- Ask your teacher about the types of questions that will be on the test and study accordingly. The most common types of questions are: multiple choice, true-false, short answer, fill-in-the blank, matching, and essay questions.
- Make sure you have a good night's sleep the night before the test and eat a good breakfast on the day of the test.

During the test:

- Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as "I can do this."
- Don't panic even if you find the test difficult. Stay with your plan!
- During the test answer easy questions first and then come back to the ones you need more time to think about.
- When you do not know an answer on a multiple-choice test, eliminate the options that you know cannot be correct and take an educated guess on the remaining options.
- Don't worry about other students finishing the test before you do. Take the time you need to do your best.

After the test:

- If you have time remaining after you've finished the test, go over your answers to make sure you didn't make any mistakes. If you skipped questions, spend the remaining time trying to figure out the answers to those questions.
- Once you hand in the test, forget about it for the moment. There is nothing more you can do until the graded test is returned to you. Turn your attention and effort to new assignments and tests.
- When the graded test is returned to you, examine it to see how you could have done better. Learn from your mistakes and from what you did well. Apply this knowledge when you take the next test.
- You have to know the material to do well on a test. You have to control your test anxiety to show what you know.

How well are you managing your time?

Worksheet

Now, we are going to see how well you manage your time. Please answer the following questions:

Yes = 3

Sometimes = 2

No = 1

1. I have a place to study _____
2. I have regular time for studying each day _____
3. I write my homework assignments and tests in my planning organizer or monthly calendar _____
4. My study place contains all of the materials I need in order to study or to do my homework _____
5. I start working on my essays/research papers, planning and researching, as soon as they are assigned rather than waiting until the last minute _____
6. I bring my textbooks and homework materials home to be able to successfully complete my homework _____
7. I have a binder with dividers so that I can organize the materials for each of my classes. _____

Next, total your score:

(_____ Yes x 3) = _____

(_____ Sometimes x 2) = _____

(_____ No x 1) = _____

Total Points _____

Let's see how you did!

If you scored

15-21 Great: You have awesome study skills. Keep up the good work. Review the tips on the next page so you can learn other tips.

8-14 Okay: You have some good habits, but you can use a little improvement. Keep hitting those books, and pay attention to the study tips on the next page.

7 Need Improvement: You can use some help with your study habits. Use some of the tips on the next page to get you on the path to success.

Supplemental Activity: Study Tips

Here are some study tips to help you study better and develop good study habits. Check off the tips you are already using.

When & where to study

- A good study place:** One of the most important tips for effective studying is to have a productive place to study. Your study space should be available whenever you need it, free from interruptions and distractions and large enough to lay out your book, notebook and other study materials. Make sure your study space also has a comfortable chair, enough light to see well and is a comfortable temperature.
- Best time of day to study:** Pay attention to when you are the most alert. Do you learn better in the afternoon, evening or night? Decide if you do better studying directly after school or later at night and then make that your regular study time.
- Stick to a routine:** Make a study schedule for yourself. For example, “Monday-Thursday I will study from 7:00 p.m.-10:00 p.m. and on Sunday’s I will study from 7:00 p.m.-9:00 p.m. because I concentrate better at night when my little brothers are asleep.”

How to get organized

- Organize your school notes, work and assignments using a binder.** Have a divider for each class that you have. You should also have a notebook for each of your classes that you should use to take your notes.
- Write your tests, homework assignments in a daily planner or calendar.** Write when your homework assignments are due as well as when you’ll have tests. This will help you keep track of when your homework is due so that you turn it in on time. It will also help you remember when your tests are so that you plan your study time accordingly rather than studying at the last minute.

Tips of effective studying

- Take breaks from studying:** You do not have to study for three hours straight, give yourself a 3-7 minute break every hour. This will help you refocus if your mind starts wondering.
- Vary your study activity:** During your study time try alternating learning strategies so that you stay focused. For example, if you are reading silently, try reading out loud and taking notes.
- Put the information in YOUR words:** Test your understanding by explaining the subject to one of your friends using your own words.
- Store information in different ways:** Information is stored in the brain through sight, sound, and touch. When you study, store information with as many senses as possible. Don’t just read about it. Say it out loud. Hear it. Write it down. Draw it. Act it out. When you need the information (during the test, for example) you can retrieve it in many ways.
- Learn by teaching:** You can learn a lot by explaining the material to someone else. Chances are that’s why students who study in pairs or groups get better test grades. Ask your friends to test you and explain what you don’t understand.
- Look for solutions:** If you tried studying on your own and with a friend and you still do not understand the material you are learning, try something else; ask your teacher for help, look for a tutor, start a study group. The point is to look for a solution, don’t just give up!
- Reward yourself!** Give yourself a reward when you have successfully completed a task or have done well on a test such as calling a friend, eating a treat, talking a walk, etc.

Supplemental Activity: Study Plan Worksheet

Student's Name: _____

Directions: Complete the study plan worksheet below indicating what you are going to do to better organize yourself and your time. Once you have completed the plan, share it with your mom or dad and have them sign at the bottom of the worksheet indicating that they will support you in carrying out your plan.

My study place at home will be: _____

If I don't have my study place set up, I will have it set up by (indicate date):

The best time of day for me to study is: _____

My study routine will be:

On Monday I will study from _____ to _____

On Tuesday I will study from _____ to _____

On Wednesday I will study from _____ to _____

On Thursday I will study from _____ to _____

On Friday I will study from _____ to _____

I will begin implementing my study routine on: _____

I will vary my study activity by: _____

I will try to remember information by doing the following:

I will learn by teaching my study material to:

If I don't understand a problem, I will ask _____ for help.

When I finish, I will reward myself by: _____

If I don't have all of the school supplies I need to be successful in school (i.e. backpack, binder, daily organizer or calendar) I will purchase them on:

My son/daughter has reviewed his/her study plan with me. I will support him/her in carrying out his/her plan so that he/she is successful in school.

Parent Signature: _____ **Date:** _____

	UC	CSU	Community College System
What are some facts about this system?	-there are 10 campuses -you can earn a BA or BS degree there -you need a minimum GPA of 3.0 to apply	-there are 23 campuses -you can earn a BA or BS degree there -you need minimum GPA 2.0 to apply	-there are 109 campuses -All high school graduates can go regardless of GPA -ACT/SAT aren't needed
What would I need to do to prepare for this system?	-Earn a GPA of 3.0 or above in high school -Take the A-Gs -Study for and take the ACT or SAT test and 2 subject tests	-get a GPA of 2.0 or above in high school -take the A-Gs -study for and take the ACT or SAT test	-Take as many A-G classes possible -Do my best in high school
Why would I choose this system?	-it has the major I want to study -it has a good academic reputation -there are dorms on campus where I can live	-it has the major I want to study -it has sports or clubs I like -there are academic support programs available	-there is a campus near my house -A community college will help me get ready for a four year college -the fees are low

Sample Outline

I. Introduction – What is the big topic?

- The benefits of going to college
- The types of colleges in California and how to prepare for them
- The types of financial aid available

II. Body – Choose three main ideas to cover. Under each main idea, give three supporting details.

- There are many benefits to going to college
 - College graduates make more money
 - People with a college degree have more choices in the jobs they are qualified to do
 - In college you get to meet new people and learn new things
- There are 3 main types of colleges in California and each is different
 - 2-year community colleges
 - 4-year public colleges and universities
 - 4-year private college/universities

Students should begin preparing for college in middle school

 - Take the A-Gs
 - Take the SAT or ACT and 2 SAT subject tests
 - Participate in extra curricular activities and volunteer
-

III. Conclusion

Provide a point that wraps up everything you said above and/or provides an inspiring or personalized ending to the essay.

Whether they choose a 4-year public university, a private college or start at a community college, college graduates have more opportunities for a good paying, enjoyable career. Students should start preparing in middle school so that they will be ready to go to the college of their choice.

ANSWER SHEET

Directions: Read all the questions carefully first before starting the test and choose the best answer. Underline the answer if you're using a pen and circle the answer if you're using a pencil. If you have a question quietly raise your hand and wait for the teacher to come to your desk.

1. **How many years of English do you need to take in high school to meet the A-G requirements?**

a) one b) two c) three d) four

ANSWER D

2. **How many University of California campuses are there in the state?**

a) 10 b) 6 c) 23 d) 12

ANSWER A

3. **How many years of mathematics are recommended in high school to make you most competitive for college?**

a) one b) four c) three d) two

ANSWER B

4. **American history will meet which of the requirements for college?**

a) A b) D c) F d) G

ANSWER A

5. **Read the following and answer the questions:**

It is important that your counselor know that you want to go to college. You need to tell your counselor you want to be taking A-G courses so that you will qualify for college. A-G requirements may differ from one high school to another. The high school has to send the courses in to the University of California to have them approved. Oceanography might be an approved A-G course at one high school and not at another. Before you sign up for a course, it is important to find out if it is on your high school's A-G approved list. An English course, for example that is an English as a Second Language class does not meet the requirement for A-G. Ask your counselor for a copy of the list and use the number on the course to check to see if the course is on an approved A-G course.

1. The best title for this paragraph would be:

a) Why go to college?
b) Getting into A-G classes
c) Why take A-G classes?
d) English is A-G

ANSWER B

2. Who approves courses to be on the A-G list?

a) high school counselors
b) the University of California
c) the high school principal
d) you

ANSWER B

6. **Do not answer questions one and two.**

Sample Test

Funding for this college awareness curriculum provided by the U.S. Department of Education, Gaining Early Awareness and Readiness for Undergraduate Programs. GEAR UP is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Working with K-12 schools and districts; county offices of education; and other education, community, and business partners, GEAR UP partnership programs build college-bound communities through academic preparation and increased awareness about college-going pathways.

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Creating college bound communities

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