

# COLLEGE

## IS MY FUTURE

Self Awareness, Study Skills, College Success



College Awareness Curriculum



## Dear 7th Grade Teachers,

This curriculum is designed to give you a variety of activities that will help your seventh grade students learn more about college and career pathways. Mathematics, reading and writing skills are developed as students use the curriculum. Your students will learn life-long study habits and goal setting skills that will be useful in whatever they do in the future. There are suggestions to adapt the work with English learners in both whole class and small group settings.

In the first section, students learn about the value of education, different college degrees and the financial difference college degrees can make. They have an opportunity to expand their ability to read graphs and to use mathematics skills as they add up monthly finances.

In Section 2, students expand their knowledge of careers and the skills and education that are needed for different jobs. They will learn to identify specific job qualifications and understand what kinds of jobs require a college education.

In Section 3, students will learn that going to college is not about being smart, it's about working hard. "Dedication equals opportunity" is the theme of this lesson. Students also learn to not give up. They learn to ask for help if they can't do something alone. Working hard is an important life-long ethic that will serve them well.

Section 4 is designed to have your students learn from actual college students. This is the day to have students learn to ask good questions of college students and invite undergraduates into the classroom to answer their questions. There is information students can read if a panel is not available.

Finally, students will learn to set goals and make good decisions. The branching tree graphic organizer will help them think about the choices they make and look to the future to see what the outcomes might be. Making good, thoughtful choices is another life-long skill that will serve the students well.

All of this curriculum is designed to give students information, skills and knowledge that will set them on a pathway to college and explore a career of their dreams.







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# Section 1:

## The Value of Education Lesson Plan

### Materials:

The More You Learn the More You Earn – overhead transparency  
The Value of Education Monthly Income – overhead transparency  
The Value of Education – overhead transparency

### Goals:

Students will understand the financial significance of completing high school and earning a college degree. Students will understand the relationship between education, earnings, and buying power. Students will also expand their ability to read graphs.

### Time:

40-45 minutes

### Instructions:

#### Worksheet: The More you Learn the More you Earn

1. Have students look at the “The more you learn the more you earn” graph. Tell the students that this graph uses information from the 1999 U.S. Census to list average salary figures for people with different levels of education. Explain that the U.S. Bureau of the Census collects information from all U.S. households every 10 years.
2. Review graph reading skills to be sure that the students understand that the vertical axis of the graph refers to the millions of dollars of earned income in a person’s lifetime (lifetime = 40 working years) and that the horizontal axis refers to a person’s completed educational level. Write the following sentence frames on the board: If I (drop out of high school) I will earn an average of \_\_\_\_ per month. If I finish a bachelor’s degree I will earn \_\_\_\_ (per year). If I receive a Master’s degree I will earn \_\_\_\_ (in my lifetime) compared to – if I dropped out of high school. With a high school diploma I will earn \_\_\_\_ compared to the \_\_\_\_ I could earn with a bachelor’s degree. Have students practice filling in these frames as a whole class.
3. Assign each student two education levels by having them number off (1-7) for high school dropout through professional degree. Each one chooses a second education level two levels up from their original assignment and must create a sentence about what they would earn at one level compared to the other level, using the sentence frames on the board.

#### Worksheet: The Value of Education

4. Instruct the students to turn to “The Value of Education” on page 3 in their workbooks. Remind the students that the more schooling they complete, the higher their earnings are likely to be.
5. Announce that it’s time to go shopping! Instruct the students to review the list of items to buy and to mark the ones they would like to purchase for the year. Items listed as “needs” are not optional. Read through the items, explaining which categories are required and which they can choose. Each item has a range. The students are to indicate how much they would spend on each item, based on the indicated range. (Point out the need to align decimal points in the vertical columns when adding the amounts.) For example, if they own a house, their monthly expenses would be larger than

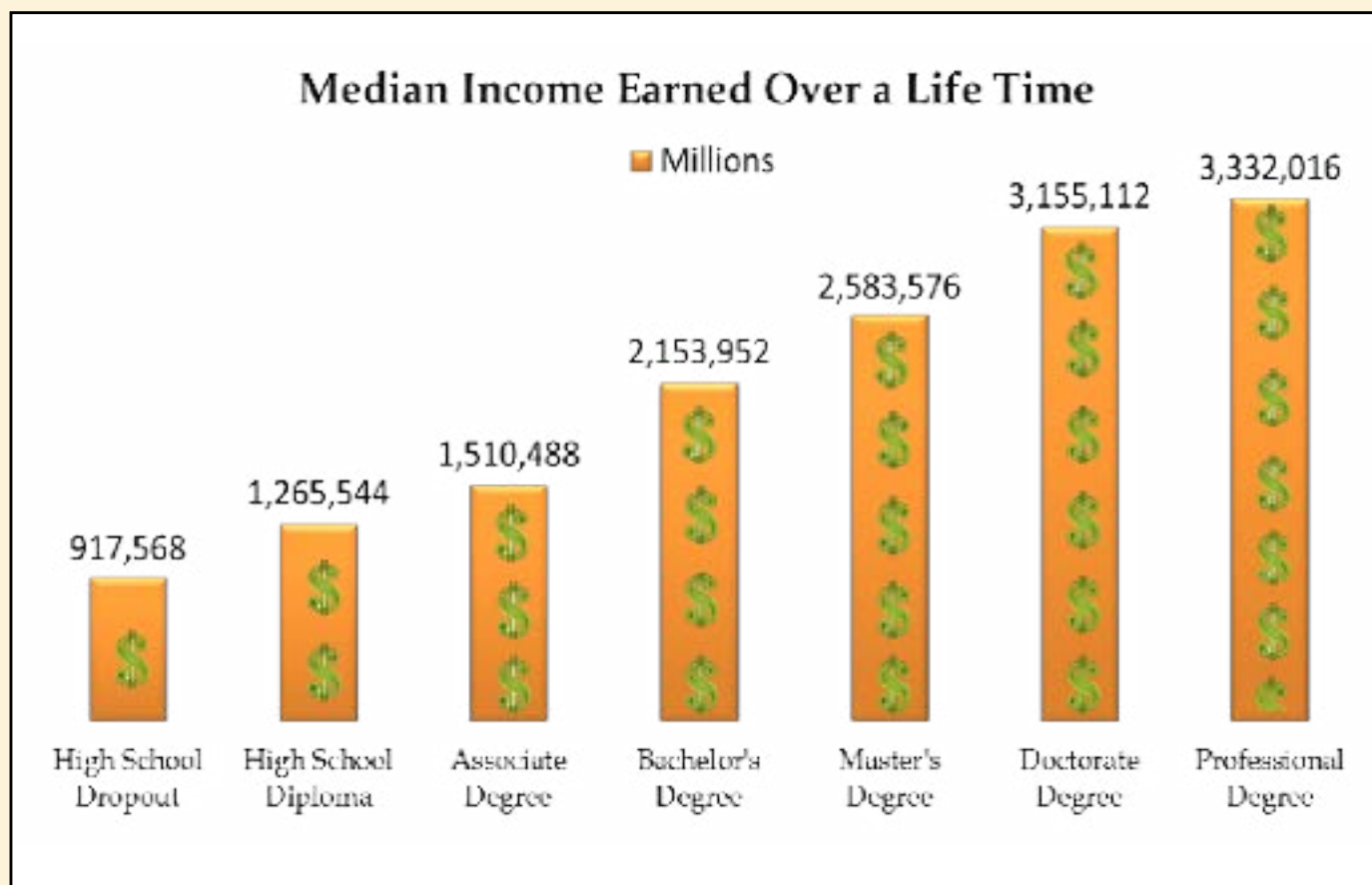
# Section 1:

## The Value of Education Lesson Plan

if they rented or lived with their parents. Have the students indicate an amount that they would spend for each item. Then have them add up all of their purchases for each category. Then, they should add the subtotals from the needs and the optional sections. Instruct them to then place the total in the “My Total Monthly Expenses” space on the right-hand side of the worksheet.

6. Have students number off from 1-7. Each number is assigned to the degree level on The Value of Education Monthly Income overhead slide. For this activity, the students have the possibility of achieving a high school diploma, associate, bachelor’s, master’s, doctorate or a professional degree. Have the students write the monthly salary associated with the degree they have been assigned, based on their number. Students now subtract their purchases from their monthly salary. If their monthly income didn’t cover all of their expenses, have them decrease their monthly expenses until they are able to afford everything they need. This may mean that they cannot purchase all of the optional items and will have to choose the ones most important to them. The students with higher levels of education will be able to afford more purchases than the students with lower levels of education. Discuss the findings with the students and refer back to the graph if necessary.
7. Instruct the students to write a few sentences on their findings.

# THE MORE YOU LEARN THE MORE YOU EARN. GO TO COLLEGE. IT PAYS!



Over a lifetime of work (from ages 25 and over), a college graduate, on average, makes almost a million dollars more than a high school graduate. An advanced college degree (5+ years of college) means that you are likely to earn even more. Check out the table below. (Salary information based on U.S. Bureau of Labor Statistics 2013 data, reflects median earnings.)

	High School Dropout	High School Diploma	Associate Degree	Bachelor's Degree	Master's Degree	Doctorate Degree	Professional Degree
Median Monthly Income	\$1,888	\$2,604	\$3,108	\$4,432	\$5,316	\$6,492	\$6,856
Median Annual Income	\$22,656	\$31,248	\$37,296	\$53,184	\$63,792	\$77,904	\$82,272
Median Life (ages 25 & over)	\$917,568	\$1,265,544	\$1,510,488	\$2,153,952	\$2,583,576	\$3,155,112	\$3,332,016



# The Value of Education

# Monthly Income

1. High School Dropout - \$1,888
2. High School Diploma - \$2,604
3. Associate degree (A.A.) - \$3,108
4. Bachelor's degree (B.A.) - \$4,432
5. Master's degree (M.A.) - \$5,316
6. Doctorate degree (Ph.D.) - \$6,492
7. Professional degree - \$6,856+  
(lawyer, doctor, architect, accountant)

(Salary information based on U.S. Bureau of Labor Statistics)



**Directions:** Some of the things listed are “needs,” meaning that you cannot live without them. Other items are “optional,” meaning that you would like them, but do not need them to live. Please put a check mark next to any of the items that are listed under the “optional” section that you would want. Then indicate next to each section how much you would spend in each category per month. Be sure to line up the decimals.

## NEEDS

All cost ranges reflect costs for one person per month.

- ✓ A place to live (0-\$6,000.00) ..... \$ \_\_\_\_\_  
Rent/ Mortgage/ Living with parents
- ✓ Gas/Electricity/Water Bills (\$0-\$250.00) ..... \$ \_\_\_\_\_
- ✓ Transportation (0-\$1,000.00) ..... \$ \_\_\_\_\_  
Own new/used car/truck, walk, car pool, etc.
- ✓ Laundry (\$0-\$50.00) ..... \$ \_\_\_\_\_  
Cost of doing laundry and laundry supplies
- ✓ Groceries (\$100.00-\$500.00) ..... \$ \_\_\_\_\_  
Milk, bread, eggs, etc.
- ✓ Hygiene Supplies (\$0-\$500.00) ..... \$ \_\_\_\_\_  
Toilet paper, toothpaste, shampoo, etc.
- Needs Subtotal ..... \$ \_\_\_\_\_

## OPTIONAL

All cost ranges reflect costs for one person per month.

- ☐ Health Insurance (\$0-\$400.00) ..... \$ \_\_\_\_\_  
\$0 if provided by your job
- ☐ Cell phone or land line phone (\$50.00-\$100.00) ..... \$ \_\_\_\_\_
- ☐ Car Insurance (\$0-\$300.00) ..... \$ \_\_\_\_\_  
If you lease or own a vehicle
- ☐ Hair Cut (\$0-\$350.00) ..... \$ \_\_\_\_\_  
Includes cutting, dying and styling hair
- ☐ New Clothes (\$300.00-\$600.00 PER YEAR) ..... \$ \_\_\_\_\_  
Shoes, accessories, etc.  
Annual Expense ÷ 12 (months in a year) = monthly expenses:
- ☐ Pet Expenses (\$150.00-\$500.00) ..... \$ \_\_\_\_\_  
Veterinarian, food, supplies, etc.
- ☐ Cosmetics (\$0-100.00) ..... \$ \_\_\_\_\_  
Cologne, perfume, hand lotion, makeup, etc.
- ☐ Entertainment (\$100.00-\$800.00) ..... \$ \_\_\_\_\_  
Movies, music, cable, Internet, going out to eat, etc.
- ☐ Vacation trip to \_\_\_\_\_ (\$300.00-\$10,000.00) ..... \$ \_\_\_\_\_
- ☐ Furniture (\$300.00-\$10,000.00) ..... \$ \_\_\_\_\_  
Annual Expense ÷ 12 (months in a year) = monthly expenses:
- ☐ Other ..... \$ \_\_\_\_\_
- Optional Subtotal ..... \$ \_\_\_\_\_

## RESULTS

Monthly Earnings =

\$ \_\_\_\_\_

(Write monthly earnings based on your level of education)

Total Monthly

Expenses =

\$ \_\_\_\_\_

(Add subtotals from the Needs and Optional sections.)

Total Money

Left Over =

\$ \_\_\_\_\_

(Subtract your total monthly expenses from your monthly earnings.)

## MONTHLY INCOME RESULTS:

- **Money Left Over:**  
You have extra money left over after your monthly expenses are paid. You can either save the money or spend it on other things.
- **Your Monthly Income Didn't Cover your Monthly Expenses:**  
You don't earn enough money to cover all of your monthly expenses. You must decrease your optional items until you get to a point where you can pay for everything you need.

### Materials:

The Job/Career Hunt Is On Worksheet- pages 9-10 in this workbook (pages 4-5 in the student workbook)

The Job/Career Hunt is On- overhead transparency

Where Can You Learn Job-Related Skills worksheet on page 12 of this workbook (page 6 of the student workbook)

### Goals:

Students will learn how to identify and understand specific job qualifications and criteria. Students will be able to recognize and understand the relationship between education and employment options.

### Time:

25-35 minutes

### Instructions:

#### Worksheet: The Job/Career Hunt is On

1. Ask the students the following questions:
  - When you are ready to work, how will you find a job?
  - What are some ways people find jobs?
  - What would you want to know about a job before you apply?
  - What might an employer want to know about you?
2. Separate the class into groups of four and have them review the “The Job/Career Hunt Is On” on page 4 & 5 of the student workbook.
3. In groups, have the students discuss which job they would like to apply for and why.
4. After a few minutes, ask for volunteers to share the job they chose and their reasons with the rest of the class.
5. After a few students share, ask the students the following questions:
  - What information did you look for in the want ads when deciding what job you wanted to apply for?
  - What was the most confusing information to understand?
  - What information was missing?
  - What else did you want to know about the job?
6. Have the students assign each student in their groups a number from 1 to 7. Write the following information on the blackboard; or use the educational option overhead transparency provided.
  1. Dropped out of high school
  2. Graduated from high school
  3. Attended a community college or completed an Associate’s degree (A.A.)
  4. Graduated from college with a Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) degree
  5. Graduated with a Master of Arts (M.A.), a Master of Fine Arts (M.F.A.), Master of Science (M.S.),
  6. Doctorate (Ph.D.) or a
  7. Professional degree (M.B.A, J.D, M.D.)

# Section 2: The Job/Career Hunt Is On Lesson Plan

7. Have the students find out how much education they have according to their numbers (1-7).  
Direct them to “The Job/Career Hunt is on” worksheet on page 4 in the student workbook to look at the want ads. They must find at least two jobs they are qualified to apply for with the amount of education they have.
8. While the students are working in their groups, monitor their discussions. When the groups are finished, ask the students to look at the ads for the jobs that they are qualified to apply for.
9. Ask for volunteers to share with the class the job/career they qualified to apply for and how they felt if they were limited to apply to certain types of jobs.
10. When the groups finish with the above task, have the class respond to the following questions through whole-class discussion or writing.
  1. Who had the most choices in your group (no names, i.e. the person with...)?
  2. Who had the fewest choices?
  3. How did people’s choices differ?
  4. Were there other jobs you wanted but couldn’t apply for because you didn’t have enough education?
  5. How did it feel to be the person who dropped out of high school?
  6. How did it feel to have a college education?

## **Worksheet: Where Can You Learn Job-Related Skills?**

1. Have the students refer to “Where Can You Learn Job-Related Skills?” worksheet on page 6 in their workbooks.
2. Review the different ways and the types of institutions and the degrees that can be obtained in each.
3. Have the students share with the whole class the types of jobs they can obtain based on their level of education or the type of degree that they obtain.



# THE JOB/CAREER HUNT IS ON!

## Job vs. Career

A **job** is work that you do to earn money; you probably do not have a real passion for what you are doing. Most likely there is no real opportunity for you to move up in the work place.

A **career** is work that you do because it is important to you. A career gives you the opportunity to challenge yourself and be promoted, or move up in your field. You may work for different employers but always with the same goal in mind.

### Receptionist

*Answer phone calls, take messages, attend meetings, take notes, run various errands for Director. High school diploma required.*

Full-time: Monday-Friday

\$13.00 hourly

\$27,050 yearly

### Lawyer

*Energetic, hard-working and dependable lawyer needed for downtown firm. Law degree required.*

Full-time: Monday-Friday

\$62.93 hourly

\$130,880 yearly

### Restaurant Server

*Nice friendly person with at least two years experience needed. No high school diploma required.*

Full-time: Wednesday-Sunday

\$9.95 hourly

\$20,710 yearly

### Nurse

*Must have a nursing license and be registered in California. Must work at night. Opportunity for day shift will open soon. Must be personable and dependable.*

Full-time: Monday-Friday

\$43.97 hourly

\$91,450 yearly

### Hotel Housekeeper

*Help wanted to clean three stories of rooms everyday. Must be reliable and trustworthy. No high school diploma required.*

Full-time: Monday-Friday

\$10.49 hourly

\$21,820 yearly

### Hair Stylist

*Valid California hair stylist license required. At least two years of experience. Must be reliable.*

Part-time: Thursday-Saturday

\$12.88 hourly

\$12,364 yearly

### Teacher

*Valid California credential authorizing service as a math teacher required. Five years of college required.*

Full-time: Monday-Friday

Salary Range- \$39,417-\$65,880

### Professor

*An opening to teach economics to undergraduate students and conduct research on the subject. Ph.D. in global economics required.*

Full-time: Monday-Friday

Salary Range: \$67,500-\$128,300

### Cashier

*One year's experience preferred. Must be trustworthy and have good customer service skills. High school diploma required.*

Part-time: Wednesday-Sunday

\$9.79 hourly

\$9,398 yearly



Here are some more jobs that people are hiring for...

### Psychologist

*Will work with underage children from various backgrounds. Requires M.A. in child psychology.*

Full-time: Monday-Friday

\$34.72 hourly to start

\$72,220 yearly to start

### Mechanic

*Level three mechanic needed at M & O Auto Repair. Must have at least one year of experience. Associate of Arts degree in mechanics required.*

Full-time: Monday-Friday

\$25.88 hourly

\$53,830 yearly

### Computer Programmer

*Create, modify, and test the code, forms, and script, that allow computer applications to run. Bachelor's degree required.*

Full-time: Monday-Friday

\$37.63 hourly

\$78,260 yearly

### Civil Engineer

*Perform engineering duties in planning, designing, and overseeing construction and maintenance of building structures and facilities such as roads, railroads, airports, bridges, harbors, power plants, water, and sewage systems. Master of Science degree in civil engineering required.*

Full-time: Monday-Friday

\$36.57- \$48.10 hourly

\$76,070- \$100,040 yearly

### Bank Teller

*Must be personable and reliable. Will work front window. High school diploma required.*

Full-time: Tuesday-Saturday

\$12.40 hourly

\$25,790 yearly

### Architect

*Opening to design homes in Hollywood, California. Master's degree and architectural license required.*

Full-time: Monday-Friday

\$37.83 hourly

\$82,720 yearly

### Doctor-Surgeon

*Performs surgery to prevent and correct injuries, deformities and diseases, or to improve patient function, appearance or quality of life. Requires a degree in medicine from an accredited school and license to practice.*

Full-time: Monday-Friday

\$110.84 hourly

\$230,540 yearly

### Grocery Clerk

*Responsibilities include: bagging, stocking, and loading cars. No high school diploma required.*

Full-time: schedule changes regularly

\$11.75 hourly

\$24,440 yearly

### Firefighter

*Will work for the City Fire Department. Must be certified and have a high school diploma or its equivalent.*

Full-time: Sunday-Thursday

\$23.00 hourly

\$47,850 yearly

# The Job/Career Hunt Continues...

# The Job/Career Hunt Is On!

Directions: Use the level of education assigned and be prepared to discuss which jobs you qualify to apply for.

1. Dropped out of high school
2. Graduated from high school, may have attended a community college
3. Completed an Associate's degree
4. Graduated from college with a Bachelor of Arts (B.A) or a Bachelor of Science (B.S.)
5. Graduated with a Master's of Fine Arts (M.A.), Master's of Science (M.S.)
6. Doctorate degree (Ph.D.) or a
7. Professional degree (law, medicine, dentistry, etc.)



# Where Can You Learn Job-Related Skills?

## APPRENTICESHIP/ ON-THE-JOB TRAINING

A person working for another in order to learn a trade. Sample jobs include electrician, plumber, carpenter, photographer, or machinist.

## HIGH SCHOOL

Upon completion, you earn a high school diploma or General Educational Development (GED). Sample jobs include food service worker, bank teller, or file clerk.

## COLLEGE/ UNIVERSITY (4-year)

Prepares you in any area of study to guide your ability to make informed decisions. You receive a Bachelor's degree upon completion of the college or university graduating requirements. Sample jobs include accountant, journalist, teacher, social worker, or graphic designer.

## VOLUNTEER EXPERIENCE

## COMMUNITY OR JUNIOR COLLEGE (2-year)

Allows you to take general education courses (math, science, writing, etc.) to transfer to a 4-year university or college. In addition, upon completion of requirements you can receive an Associate degree. You can also earn a technical or vocational certificate. Sample jobs include computer programmer, legal assistant, police officer, or bookkeeper.

## VOCATIONAL AND TECHNICAL

Schools offer instruction in one or more skilled trades or occupations (especially in the manual, health care, and computer technology trades). Students earn a certificate of completion. You also can learn technical or vocational occupations. Sample jobs include dental assistant, power plant operator, car mechanic, or real estate agent.

## GRADUATE/ PROFESSIONAL SCHOOL (1-4 years)

Expands your knowledge in a specific area, making you an expert in that field. You receive a Master's degree, doctorate, or professional degree upon completion of the college or university graduation requirements. Sample jobs include lawyer, doctor, counselor, architect, pharmacist, or veterinarian.

## SOCIAL EXPERIENCES



# Section 3: Dedication Equals College Lesson Plan

## Materials:

Dedication Equals College activity on page 7 of the student workbook

## Goals:

This activity will motivate students to not give up so easily, request help from teachers and/or peers when needed, and have a clear understanding that they can achieve anything if they have the will and determination.

## Time:

25-35 minutes

## Instructions:

### Worksheet: Dedication Equals College

Have the students, as an entire class, fill in the (BLANK) with the word that they feel would make the statement true. You don't have to be (BLANK) (Answer: smart) to go to college! Working hard, doing your homework, listening to your teachers and putting effort in school will enable you to go to college. After the students fill in the (BLANK), have them solve the following algebraic problems. Have the students find the value for the symbols that are missing.

$$\text{Drop} = 4$$

$$\text{Diamond} = 8$$

$$\text{Square} = 3$$

$$\text{Star} = 7$$

$$\text{Sun} = 12$$

$$\text{Star} = 9$$

$$\text{Triangle} = 6$$

$$\text{Book} = \underline{\hspace{2cm}}$$

$$\text{Cross} = \underline{\hspace{2cm}}$$

$$\text{Mouse} = \underline{\hspace{2cm}}$$

$$1. (\text{Triangle} + \text{Star}) \div \text{Square} = (\text{Diamond} + \text{Star} + \text{Square}) \div \text{Drop} =$$

$$2. \frac{(\text{Sun} + \text{Star} + \text{Diamond} + \text{Star} + \text{Square})}{\text{Square}} = \text{Book}$$

$$3. \frac{(\text{Book} + \text{Diamond} + \text{Star})}{\text{Square}} = \text{Cross}$$

$$4. \left( \frac{\text{Book}}{\text{Sun}} + \frac{\text{Diamond}}{\text{Sun}} \right) - \frac{\text{Cross}}{\text{Sun}} = \text{Mouse}$$

### Instructions Continued:

1. (5 minutes) Give the students 5 minutes to try to solve the first problem on their own. Many of the students will feel confused and/or that the problem is too difficult to even try to solve. The goal is for students to understand that even though something might seem difficult initially, if they learn the steps they need to follow, ask for help, and don't give up, nothing is as difficult as it appears.
2. (10 - 12 minutes) Now work the first problem with the entire class. After having gone over the first problem, ask the students (by a raise of hands) how many understood how to solve the problem on their own. Why was it difficult? What could have made it easier to solve?
3. (5 - 7 minutes) Have the students complete the second problem independently. (If needed, students should not be discouraged from asking one of their peers for help).
4. (5 - 7 minutes) Work on this problem with the entire class.
5. (5 - 7 minutes) Have students work on problem number 3 on their own for a couple of minutes. It does not really matter whether or not the students were able to finish the problem or if they got it right or wrong. The important thing about this entire activity is to point out how much time students dedicate to trying to solve these problems before giving up and doing other things.
6. Ask the students how many hours they dedicated to learning how to ride a bike. Have the students raise their hands if it took them less than an hour, less than 3 hours, less than a day, less than a week, less than a month, less than a year.
7. Ask the students how many hours they dedicated to playing a video game they like playing. Have the students raise their hands if it took them less than an hour, less than 3 hours, less than a day, less than a week, less than a month, less than a year.
8. Ask the students if they felt that once they learned the basic skills to ride a bike or to play the video game everything became easier.
9. The message we want you to stress with students is that by constantly practicing, never giving up, and asking for help when needed they became pros in that video game or riding a bike. The same thing will happen with their school work.
10. Ask the students to raise their hands if:
  - They felt that the math problems were difficult?
  - They requested help from the teacher or fellow classmate to solve the math problems?
  - Did they give up easily or keep on trying until they solved the problem?
  - Once I solved the first problem with the entire class, did the rest of the problems seem relatively easy?
  - What does this activity show us? (Emphasize that they all can be good in math, science, literature, and/or art if they just apply themselves. If they have the determination they can achieve/become anything they want. College is a reality for them, the only question is how determined are they to go to college/become that famous singer, actor, chef, lawyer, mechanic, carpenter, etc.)
  - After this activity all students should be motivated to not give up so easily, request help from teachers and/or their peers when needed, and have a clear understanding that they can achieve anything they set their mind to accomplish. You don't have to be smart to go to college! Working hard, doing your homework, listening to your teachers and putting effort in school will enable you to go to college.

### Class Discussion. Have the students discuss the following:

1. Why it is important to ask for help when you need it?
2. What is the proper way to ask for help?
3. Why it is so important to not give up?
4. Now that you know not to give up so easily, how much time are you going to dedicate to do your homework and to school?



# Section 3:

## Think You Can't Go to College Lesson Plan

### Materials:

Think You Can't Go to College worksheet on page 16 in this manual (page 8 in the student workbook)

How to Get on the Path to College worksheet on page 17 in this manual (page 9 in the student workbook)

Large sheets of white paper for every two students.

### Goals:

Students will learn that they can go to college and that there are things they can do to prepare for college and get on a college pathway.

### Time:

50 minutes

### Instructions:

#### **Worksheets: Think You Can't Go to College and How to Get on the Pathways to College**

1. Have students turn to the "Think You Can't Go to College?" and "How to Get on the Pathways to College" worksheets in the student manual. Have students work in pairs. Assign students a scenario to start reading. When they finish reading their assigned scenario, they should continue reading. (The idea is to give them enough time to read half of the tips, yet have all of the tips read by different students in the class.)
2. Assign students to work in pairs and make a poster about one of the tips. Tell them they will be sharing the poster with the class. Their job is to help the class understand the assigned tip. Posters should be creative in getting across the assigned tip. Tell them they have 15 minutes to make the poster. They will then have a few minutes to get feedback before they finish their final posters. Give them a five-minute warning. Alternatively, the posters can be assigned as homework.
3. Have students share their posters with the pair of students next to them. Once they have given each other feedback, give them another 10 minutes to finish their posters. Put the posters up around the class.
4. Have pairs share their posters with the whole class until the class is over. Any students who haven't shared can be put on a list to share over the next few days, whenever time allows. If the poster was assigned as homework, have pairs present their posters with the whole class the next day.

# Think you can't go to college? **Yes, you can!**



**College is too hard for me!**

**NOT YOU, TOO!** Most students worry about not being good enough for college, so you're not alone. One idea: In high school, don't just study....learn how to study! Most good students have strategies for studying. Once you learn how to study, chances are you'll do fine. Still need help? Professors and tutors are available to help.



**I've been in school for 12 years. That's enough! I just want a good job.**

**GIVE COLLEGE A CHANCE!** It's not like high school or junior high. For one thing, in college you pick a major (a subject area that you want to learn about). Just remember...the best jobs and salaries go to college graduates.



**I can't go to college! No one in my family has ever gone.**

**YES, YOU CAN!** In every family someone has to be the first. Why not you? True, being first can be hard. You might have to explain to your family why college is important to you. On the other hand, being the first from your family to go to college might be a source of pride for you and your family.



**I can't go to college! I don't know what I want to do with my life.**

**JOIN THE CROWD!** Thousands of college freshmen don't know what they want to major in or what career they want. That's how college helps. It exposes you to all sorts of subjects you've never heard of before. College is a great place to learn more about careers you'll love for life.



**I can't go to college! I am an immigrant with no legal documents.**

**YES, YOU CAN!** Tell your middle and high school counselor that you want to go to college. Let them know that you want to know what classes to take, what you need to do to apply, and how you can contact a college representative. People from all over the world attend college whether or not they are U.S. citizens. Colleges do not discriminate and they welcome students from different ethnic backgrounds and cultures.



**I can't go to college, because I can't afford it.**

**YES, YOU CAN!** Many students get financial aid to help pay for their college education, and most of that aid is based on their family's need. You can apply for financial aid, scholarships, grants and loans. Grant money is given for free by the government. Private donors give scholarships to help pay for college. Work-study is money set aside that you would work for. Loans are money that are given that you later would have to pay back. Applying for financial aid is as simple as filling out a form or writing a letter. This means that the less money you have, the more aid you most likely would qualify for.



**I can't go to college because I just won't fit in.**

**NOT SO!** Most colleges have students from many backgrounds. Homesick? Need a hand? Look for people with your interests or your background in different student groups. But remember, college is a great place to meet all kinds of people with different lifestyles and backgrounds. The more people you understand and feel comfortable with, the better prepared you'll be for the future ahead.

# How to get on the path to college!

## Know that YOU CAN go to college even if you are the first in your family to go.

**When it's time to apply, ask your counselor or teacher how** to complete the college admissions application. Remember they have already been through the process and can walk you through it.

**You do not need to know what career you want to study** in college as soon as you get there. You can take classes in many different subjects in order to figure out what you like most. Most students change their majors two to three times while in college.

**You can create your own path by making it your personal goal.** After you set your goal, strategize how to get there. Listen in class, get good grades, join school clubs/sports, volunteer in non-school activities, etc.

**Don't be afraid that college will be too hard for you.** If you do well in high school and take those skills with you to college, you are already on the right path. If you find that once you are in college your classes are difficult, all you have to do is ask for help. The majority of students in college go to tutoring sessions or join student groups in order to learn what is necessary.

**Remember what you have learned early in the book:** the more education you have, the more opportunities you will have to get a good paying career that you actually enjoy doing. Plus, college is about more than the pay. It's all the fun you will have meeting new people, living in a different place, and learning things that you had never imagined were possible.

**Ask your school counselor for information on different colleges as well as the college entrance exams** such as the Scholastic Aptitude Test (SAT) and American College Test (ACT). The earlier you start researching and visiting colleges, the easier it will be when you apply to college.

# Section 4:

## College Panel Presentation Lesson Plan

### Materials:

College Panel Presentation Question & Answer Worksheet on page 19 of this workbook (page 10 of the student workbook)

1 index card per student

### Goal:

Students will have the opportunity to hear the experiences of current college students and to ask them questions.

### Time:

45-50 minutes

### Instructions:

1. Explain to the students that college students will be coming to their classroom to talk to them and answer their questions about college and what the college students did to help themselves reach their goal of attending college.
2. Instruct students to turn to the “College Panel Presentation Q & A” on page 10 in their workbooks and read the question topics.
3. Review what constitutes an appropriate question and the types of questions that are not appropriate to ask the panel. For example, ask “How many hours do you study?” or “What do you do for fun?” Instruct students to write two questions they would like to ask the college students. Give each student one index card and ask them to choose one of the two questions to write on the card.
4. When the college student panel arrives, ask the college students to introduce themselves and say what college/or university they attend, what career/major they are pursuing and what they did in middle school and high school that helped them prepare for college.
5. Allow your students to ask questions. During the times when no one has a question, select a question from one of the index cards.
6. To close, ask the college students to each share with your students one thing they wish they had known when they were in middle school that would have better prepared them for high school and/or college.

**NOTE:** *When GEAR UP is no longer at your school, contact our office at least two weeks in advance to arrange a student panel at (831) 459-1816.*



**Directions:** You will receive information from college students about their experiences. This is your chance to find out what it is like to be a college student. Write down at least two questions from the categories in the box below that you would like the college students to answer.

Choosing a College  
Preparing for College  
Paying for College

Careers  
Classes and Majors  
College Life

Question 1:

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Question 2:

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# College Panel Presentation Question & Answers Activity

# Section 4: Alternative Activity

## University Life from a Student's Perspective

### Materials:

University Life from Students' Perspectives worksheet on page 21 in this workbook (page 11 in the student workbook)

### Purpose:

Students will learn and gain insight about different students' experiences and perspectives on university life.

### Time:

Can vary depending on available time

### Instructions:

1. Have the students read the stories from the "University Life from Students' Perspectives" worksheet in the student workbook. You can dedicate an entire class period or 10-30 minutes to this activity as students can read one or all of the stories in class and then have a class discussion or have them respond to the questions as homework.
2. Have a group discussion or have students answer the questions on a page and then have a group discussion about the student's answers.

Discuss and/or write about the following questions  
(questions apply to all 3 stories):

- What are some of the barriers and/or challenges that each of these undergraduate students had to overcome in order to attend college?
- What are some of the barriers and/or challenges that you might face in order to go to college? How would you address them?
- Why did they decide to pursue a college education? How will this help them and their family in the long run?
- What or who impacted their decision to go on to college?
- What are some of the things that they all have in common?
- Can you relate to any of them and why?
- What are some of the things that you learned from their experiences?



# University Life from Students' Perspectives

## Juan Manuel Anguiano's Story

My life has changed in different ways. I was born in the United States, but after a few months after my birth, my mother, having a job as a principal of a preschool in Mexico, decided to return to Mexico. I was raised in Mexico and most of my knowledge and memories are from the other side of the frontier. At the age of sixteen, I decided to come to the land of opportunities, the United States. I didn't speak English, but I was never afraid to try. I graduated from Soledad High School two years after I arrived in the United States, speaking just enough English to pass the test required by the state in order to be able to graduate from high school. With not much support from school, but with a lot of courage on my part, and with my family in my heart, I decided to go to college without knowing what it was all about. Now after being in the United States for three years, I'm a student at Hartnell Community College, an instructor of Mexican Ballet Folklore, and with the opportunity that the GEAR UP program at the University of California at Santa Cruz provided me, I'm a tutor at Fairview Middle School. Something that I could say about life is that it doesn't matter what your goals are, what matters is all of the things that you do in order to accomplish them. Leaving family, friends, and valuable things could hurt, but everything will be re-compensated.

## Mikala Penson Story

Although my parents did not graduate from college, they always pushed me to be independent and not be influenced by my surroundings. I was raised in Orange County then lived in south central Los Angeles for more than half of my life. I lived a normal life... school, family, friends, and food. At the age of 5, I decided I wanted to be a doctor after reading about Ben Carson, but when I got to high school, I realized that becoming a doctor meant going to college. I had a small problem though... I was scared to go away to college, or go to college at all for that matter. I heard the routine many times before, elementary then middle school, then high school then off to college. My goal was to do well in school so that I could get out of Los Angeles, and see other places in the world. I focused, even with all the normal drama growing up, and not always the best at home life, because in the end, I am the one who has control of my life. I realized that everything I did and do, is my own decision. When I was a senior in high school things looked bleak. I didn't go to the best high school, so a lot of things about college didn't really come up until the last minute. A recruiter came to my high school from UC Santa Cruz, and that was the first time I heard about college. I decided to apply, and my next goal became to get into college. I knew that being close to home, might be distracting with many friends who did not go to college still in Los Angeles. I decided to go away for college once I was accepted, and am glad that I made that decision. Now that I am in my fourth year at UC Santa Cruz as a major in Anthropology and a minor in Biology, I realize that I made the right choice for myself. I want more in life than to just work for someone else. I want to be in control of my own life, and I know with God is on my side, and that I can do it. My goal is to graduate with a degree in Anthropology, and go on to Medical School and become a pediatrician. Even now, I sometimes struggle with focusing, and balancing school, friends, and family. But trust me, it is possible, and it definitely can be done. More than anyone else, you have to believe in yourself, no matter what circumstance you are in. Just like I do everyday.

## Edgar Ivan Alcaraz's Story

I come from a town in which your chances for obtaining a higher education are low. Most young adults decide to drop out of high school to enter the work field in order to provide the necessary income for their families. This creates a never-ending cycle within our community. My family was no exception and they too had to sacrifice my brothers' and sisters' education so that they could work. I had no doubt in my mind that I was going to be part of this cycle, up until the point where I met a representative from the Early Academic Outreach Program. It is through them that I became aware of the benefits and the necessary steps to obtaining a higher education. It is then that I realized that my family would benefit more if I pursued a higher education. I no longer saw myself settling for a low paying job that did not utilize my skills. Early in life I discovered that I was good with numbers and in high school my favorite subject was mathematics but I also liked working with people. It is then that I came to the conclusion that I would pursue a career in Business Management. I am now entering my junior year at the University of California at Santa Cruz and have maintained a good academic standing while working two jobs. I consider myself a hard-working, determined young man who has accomplished many goals in life but yet has more to accomplish.

# Section 5: Setting Goals and Making Choices Lesson Plan

## Materials:

Goal Setting and Making Choices worksheet on page 24 in this manual (page 12 in the student manual)

Ten Years Later- activity on page 25 in this workbook (page 13 in the student workbook)

Ten Years Later- overhead transparency

## Goals:

Students will learn to set goals for their future and make choices. They will learn how to use a graphic organizer (branching tree) to help them think through choices. Students will also be able to visualize a successful and productive future for themselves. They will also understand the relationship between goal setting and achieving their future dreams.

## Time:

45 minutes

## Instructions:

### Worksheet: Goal Goal-Setting and Making Choices

1. Write up on the board: Things I Want (High Road) and Things I Don't Want (Low Road)

Write a few things on the board under each category. Have students brainstorm ideas for each of these categories.

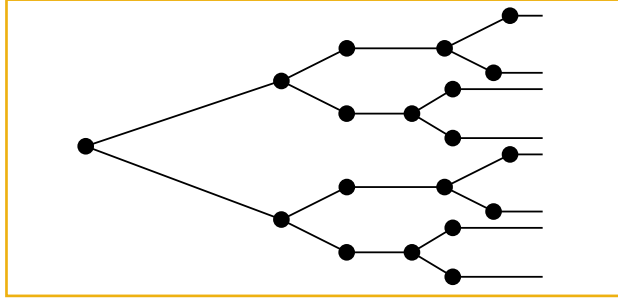
Things I Want (High Road)	Things I Don't Want (Low Road)
Own a nice car	Never having money
Have a job I enjoy going to every day	Being in jail
Have the freedom to travel wherever I want	Being on drugs
Go to college	Boring job
Make over \$50,000 per year	

2. Break students into groups of three. Tell them they all need one pen for the group and one copy of the worksheet. When you say, "go" they pass the pen and paper. Tell them they have to each write an idea under "Things I want" or "things I don't want" when you say stop they have to stop and count how many ideas they have. They then have to pick the top three.
3. Ask each group to give one idea so you can write them on the board. Once you have a good list on "wants" and "don't wants" then introduce the branching tree graph.



## Branching Tree

1. Tell students, “Now that we have a list of things you want in your life and things you don’t want. Let’s think about how the choices we make each day get us closer to the things we want, or lead us toward things we don’t want. What motivates you to choose one or the other? What are the things that help you decide to study? What are the things that get in the way of your studying? Do you ever think about the consequences of your choices? If I study, what will happen in my future? If I don’t study today – what will happen in my future? What we are going to look at today is a way to think about how the choices you make every day will create your future.”
2. Draw the sample branching tree on the board.



3. Now say, “OK, let’s look at the branching tree and follow the consequences as we make different choices.” With the branching tree on the board have students determine a goal and then the choices and the steps toward the future goal. Then go back and have them create a scenario of where taking the wrong choices might lead.
4. Have them work in groups of three, again assigning roles (facilitator, recorder, reporter) with a branching tree blank template. Have each group create both the positive and negative scenarios. Walk around the room and help them think about the impact of each choice and where it might take them.
5. Now have the reporters share out what the group created. Discuss the implications, pointing out how often students have to make the right choice. It happens every day.
6. Now say, “Choose a goal – it could be college, a career, a house – whatever you want to choose for your future. Write it on a piece of paper and hold it up when you are done. Then write a short essay on the goal you have and the kinds of choices you will have to make along the way to stay on track for that goal. Tell me about the things you will have to turn down as well as the things you will need to choose to reach your goal.”

## Worksheet: Ten Years Later

7. Instruct the students to turn to the “Ten Years Later” worksheet on page 13 in their workbooks. Tell the students that for homework they are to imagine that they are 28 years old and they are writing to an old friend from school. Based on some of their previous lessons and discussions, ask the students to take a moment to visualize their dreams and goals for the future. As an example, fill out the blank transparency with your own experience and path and then have them complete the Ten Years Later writing activity.
8. Ask the students to share their letters with their neighboring classmates the next day or with their parents.

**Directions:** Choose a facilitator, recorder, and reporter (If you numbered off, number one is the facilitator who will keep the group on track and make sure everyone contributes. Number two is the recorder who will write the responses. Number three will report out what the groups decides.)

# Goal Setting & Making Choices Activity

## Things I Want (High Road)

Own a nice car

Have a job I enjoy going to  
every day

Have the freedom to  
travel wherever I want

Go to college

Make over \$50,000 per  
year

## Things I Don't Want (Low Road)

Never having money

Being in jail

Being on drugs

Boring job

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# Ten Years Later

**Directions:** Okay, you have made it. It is now 10 years after your high school graduation. You have just found the e-mail address of a very close friend you had in high school. You haven't seen each other since graduation. How would you describe your life? What would you say in this letter? Fill in the blanks below.

Dear \_\_\_\_\_,

I can't believe it's been 10 years since our high school graduation! So many things have changed for me. After high school I \_\_\_\_\_ as I had planned. Presently, I am working as a \_\_\_\_\_. My job is located in \_\_\_\_\_. I am glad I get to wear \_\_\_\_\_ to work. The best thing about my job is that I get to \_\_\_\_\_. However, it is difficult to \_\_\_\_\_.

I live in the city of \_\_\_\_\_ in a(n) \_\_\_\_\_ that is really \_\_\_\_\_. I am making \$\_\_\_\_\_ a year and drive a \_\_\_\_\_. I am \_\_\_\_\_ and I have \_\_\_\_\_ children.

In my spare time, I \_\_\_\_\_, I even took up \_\_\_\_\_ and I've gotten good at it. When I get a vacation, I usually go to \_\_\_\_\_. The one thing I wish I could do is \_\_\_\_\_.

Over the years, the thing I've come to value most in people is \_\_\_\_\_. I am really happy with my life because \_\_\_\_\_.

Oh well, enough about me. Write back soon and tell me what has been going on in your life!

*Your friend,*





### 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 hard

So you’ve decided to put forth the effort – great! As you’ve learned in this workbook, the more education you have, the more money you will make. An education will open up so many opportunities for you that you’ve never imagined.



### Listen to advice

Now that you know what college life is about and some things that you can do to be successful in middle school and college, listen to the college student’s advice. They have gone through what you are going through and learned what it takes to get into college.



### Make the right choices

You have to make choices every day of your life...make sure you make the right choices. In the last section of the curriculum you learned some tools to help you think through your choices so you’ll know how to make good decisions. Use them.



### 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 schools in California. Each private school has separate admissions requirements so follow the links to the school 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:

7th Grade Student Curriculum Survey located on pages 28-29 in this workbook (pages 15-16 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 15 and 16 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

## 7th Grade Curriculum Survey

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

School: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ I am: 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 achieve?**
  - \_\_\_ 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. **With a college degree you will probably:**
  - \_\_\_ a. Earn more money than a person without a college degree
  - \_\_\_ b. Have more job choices than you would without a college degree
  - \_\_\_ c. Be promoted, or be able to "move up" in your career
  - \_\_\_ d. All of the above
  - \_\_\_ e. None of the above

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

## 7th Grade Curriculum Survey

**8. The first degree a student usually earns at a 4-year college or university is:**

- ☐ a. Master's degree
- ☐ b. Bachelor's degree
- ☐ c. Associate degree
- ☐ d. Diploma
- ☐ e. Doctorate/Professional degree

**9. To go to a 4-year college or university you must:**

- ☐ a. Have a lot of money
- ☐ b. Know exactly what you want to do for a career
- ☐ c. Know someone who has gone to college
- ☐ d. All of the above
- ☐ e. None of the above

**10. Is it important to you to graduate from high school? Why or why not?**

- a. Yes      b. No

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**11. Do you plan to go to college? Why or why not?**

- a. Yes      b. No

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

## 7th 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 Curriculum

### 7th 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

# Supplemental Job Match Lesson Plan

## Materials:

Job Match-overhead transparency  
Job Match Answers-overhead transparency

## Goal:

Students will understand the types of degrees they will need for certain types of jobs.

## Time:

15 minutes

## Instructions:

1. Have students turn to the “Job Match” worksheet on page 17 of their workbooks. Put the transparency on the overhead projector. On the board write the following sentence frames: To be a \_\_\_\_\_ you would need a \_\_\_\_\_. Ask them to raise their hands to take turns making sentences that match the correct degree with the job. Practice five or six with the whole class.
2. Have them work in groups of three and help each other make sentences and fill in the worksheet.
3. Give them a copy of the answer sheet to check their answers and discuss with the whole group.



# Supplemental Activity: Job Match

Directions: Match the job/career with the highest level of education needed. Draw lines from the jobs listed on the left to the corresponding level of education needed shown on the right side.

Food Service Worker

Bank Teller

Pharmacist

Graphic Designer

Computer Programmer

Pilot

Medical Doctor

Radio DJ

Hairdresser

Oceanographer

Lawyer

Emergency Medical Technician

Journalist

Bookkeeper

File Clerk

Firefighter

Counselor

Architect

Legal Assistant

Social Worker

High School Diploma

Vocational and Technical  
School

Associate degree  
(2 years/Community or  
junior college)

Bachelor's degree  
(4 years/University or  
College)

Master's degree  
(1-4 additional years after  
Bachelor's degree)

Doctorate or Professional  
Degree (4-8 additional years  
after Bachelor's or Master's)

# Supplemental Activity: Job Match

Directions: Match the job/career with the highest level of education needed. Draw lines from the jobs listed on the left to the corresponding level of education needed shown on the right side.

Food Service Worker

Bank Teller

Pharmacist

Graphic Designer

Computer Programmer

Pilot

Medical Doctor

Radio DJ

Hairdresser

Oceanographer

Lawyer

Emergency Medical Technician

Journalist

Bookkeeper

File Clerk

Firefighter

Counselor

Architect

Legal Assistant

Social Worker

High School Diploma

Vocational and Technical  
School

Associate degree  
(2 years/Community or  
junior college)

Bachelor's degree  
(4 years/University or  
College)

Master's degree  
(1-4 additional years after  
Bachelor's degree)

Doctorate or Professional  
Degree (4-8 additional years  
after Bachelor's or Master's)





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## Credits

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