Lesson Plan: California's College Options

Objective: Students will review details about the CCC, CSU, and UC systems and be introduced to the A-G requirements in order to reflect on how academic habits prepare them for high school and postsecondary options.

ASCA Standards	
B-LS 5.	Media and technology skills to enhance learning
B-LS 7.	Long- and short-term academic, career, and social/emotional goals
B-LS 9.	Decision-making informed by gathering evidence, getting others' perspectives, and recognizing personal bias
B-SMS 5.	Perseverance to achieve long- and short-term goals
College and Career Readiness Anchor Standards	
W.CCR.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
AVID Standards	
6.OK.ACP.4	Articulate the importance of long-term academic plans as a part of goal setting and achievement
7.OK.ACP.4.a)	Reflect on how academic plans and course completion support progress toward desired major
8.OK.ACP.4.b)	Plan for a successful transition to the next step in the academic journey

Lesson Duration

This lesson can be completed in one 45-60 minute class period or broken into several 20- or 30-minute smaller lessons.

Student Materials

- Chromebook/laptop
- Internet access
- California's College Options Student Worksheet
    - Instructional tip: The student worksheet is designed to complement the lesson; it is a fillable PDF that can be used electronically or printed.

Educator Materials

- The A-G Requirements chart
    - Instructional tip: Use this chart as a reference as you introduce this lesson to your students.

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Educator Script/Introduction:

"Today you will learn about California's college systems and what each system requires in order for you to be able to attend after high school."

Warm-Up (5 minutes)

— Instruct students to make a list of academic habits that support success in middle school, and beyond, in the California's College Options Student Worksheet.

- Instructional tip: Consider asking students to share, with a partner or in small groups, their responses to the prompt. You might also ask volunteers to share out with the class.
- Instructional tip: Consider recording students' responses (on a whiteboard, in a document, etc.) and asking students to sort these by category: attendance, effort, grades.

Reading Guide: California College Options (25 minutes)

— Instruct students to read CaliforniaColleges.edu article titled California College Options and respond to the questions in the **Reading Guide** section of the **Student Worksheet** by matching the options from the **Answer Key** to the **Facts About California Colleges**.

Answer Key

A. Admission requirements

B. 116

C. 2.5

D. California Community Colleges (CCC)

E. 22

F. 9

G. High school graduate

H. Association of Independent California Colleges and Universities (AICCU)

I. C-

J. California State University (CSU) and University of California (UC)

K. A-G Requirements

L. 3.0

Facts About California Colleges	**Answer**
1. The _____ are California's public 2-year college system.	**D.**
2. The _____ and _____ are California's public, 4-year college systems.	**B.**
3. The _____ includes more than 80 private, non-profit colleges in California.	**J.**
4. There are _____ California Community College campuses.	**H.**
5. There are _____ California State University (CSU) campuses.	**E.**

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6. There are _____ undergraduate University of California (UC) campuses.	**F.**
7. The California Community Colleges (CCC) will admit any _____. There aren't specific GPA requirements to enroll.	**G.**
8. To qualify for admission to the CSU and UC, students must complete a specific set of 15 courses during high school. These are known as the _____.	**K.**
9. Only classes where you earn a grade of _____ or better can be used to meet A-G requirements.	**I.**
10. To qualify for admission the CSU requires a high school GPA of _____ or better.	**C.**
11. To qualify for admission, the UC requires a high school GPA of _____ or better.	**L.**
12. The colleges that are part of the AICCU each have their own _____.	**A.**

Personal Application (15 minutes)

— Instruct students to review the The A-G Requirements chart.

— Direct students to respond to the questions in the chart in the **Student Worksheet**.

Prompt	**Response**
How have your academic habits (including attendance, effort, and grades) been during middle school?	
Now that you've reviewed the A-G requirements, what do you think you need to continue doing in order to succeed in high school and beyond?	
What do you need to change about your current academic habits so that you can prepare yourself to have many options after high school?	

- Instructional tip: Consider asking students to share, with a partner or in small groups, their responses to the second and third prompts (keep in mind that students' responses to the first prompt may be too personal to share). You might also ask volunteers to share out with the class.

Reflection/Exit Ticket

— Collect students' completed worksheets.

Extension of Learning

— Review the high school graduation requirements of the high school(s) your students are likely to attend.

- Instructional tip: This information will need to be obtained in advance of this lesson.

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