

My First College List: (7.1)

Goal: Students will learn about different types of colleges through collaborative research and presentations in order to identify options that align with their career goals, academic goals, and lifestyle preferences.

Recommended Preparation for Students

The recommendation is for students to complete **6th-10th Grade Module 1: Paying for College** before starting this lesson. By learning about financial aid before exploring or researching colleges, students will place less emphasis on the price tag and more emphasis on other factors, like careers, college preferences, majors, and credentials.

The module consists of two lessons: **Intro to Financial Aid** and **The Cost of College**. By completing the lessons, students gain an understanding of:

- The most common kinds of financial aid.
- Direct versus indirect costs associated with attending college.
- How financial aid makes college cost less.

Lesson Time Options

This lesson requires one 45-60 minute class period.

Student Materials

- Chromebook/Laptop
- Internet Access
- Worksheet

In This Packet

This packet includes everything you need to complete the lesson.

- Educator Guide
- Student Worksheet

Standards

The literacy skills of Common Core can be broken down into sections – reading, writing, and speaking and listening (language skills are outside of the focus of CaliforniaColleges.edu). In the lesson, students will practice the following skills:

Common Core Skill	Practiced in this Lesson
Reading for Information	CCR-Reading 1, 2, 4, 7; Reading Information- 1, 2, 4, 7
Narrative Writing	CCR-Writing 3, 7, 9; Writing 3, 7, 8, 9
Speaking and Listening	CCR – Speaking and Listening 2, 4, 5; Speaking and Listening – 2, 4, 5

21st Century Skills

Students in today's classrooms are learning not only academic skills and content, but how to be productive members of global communities. There are work habits, experiences, and skills that students need to develop to be ready for higher education and careers.

21 st Century Skill	Practiced in this Lesson
Critical Thinking	X
Digital Skills	X
Internet Research	X
Presentation Skills	X

My First College List: Educator Guide

Goal: Students will learn about different types of colleges through collaborative research and presentations in order to identify options that align with their career goals, academic goals, and lifestyle preferences.

Recommended Preparation

- **Remind students to complete 6th-10th Grade Module 1: Paying for College before doing this lesson.**
- Review the **Student Worksheet**. The worksheet provides clear instructions for students to complete the lesson. Determine how you will use the worksheet.
- **Review Colleges**. You will find these listed [HERE](#) in the Educator Guide and can adjust them as necessary.

Getting Started

- You may print the **Student Worksheet** for students or embed the link in the materials you share with students.

Bell Work (5 minutes)

- As the bell rings, give students 5 minutes (timed) to complete the bell work.
 - What does college mean to you? What happens at college? Why do we encourage students to go to college? Is college near home or far away? How long do you stay at college?
- As they work, assign groups of roughly four students each; have students form their groups as soon as they complete the bell work.

Activity 1: College Exploration (20 minutes)

1. Assign each group one of these colleges: Cuesta Community College, California State University Long Beach, UC Berkeley, Stanford University, Amherst College, Bates College, University of Texas, University of Washington, Saddleback Community College, San Bernardino Valley College.
2. Students will use CaliforniaColleges.edu to examine the college's profile and take notes on its various traits.
3. Give students 10 minutes (timed) to complete this work, learning more facts about the college if they have extra time. Direct students to assign these roles within their groups: reader, summarizer, notetaker, and presenter. The reader will read the information about your college aloud, the summarizer will summarize the information for the notetaker, the notetaker will complete the chart below, and the presenter will present the information to the class.
4. Have presenters from each group share their college's information with the class. Ask students to make note of anything that sticks with them from each college.
5. Direct students to complete the **My College Preferences** worksheet on their own.

Activity 2: College and Career Connections (20 minutes)

1. Students will begin by reviewing **My Career Plan**. If students do not have any careers on their list, instruct them to spend a few minutes using the **Career Search Tool**.
2. Students should choose their favorite career and examine the education necessary to attain it.

- If you are comfortable doing so, outline for students the various types of degrees – AA, BA, BS, MA, MS, JD, MD, PhD, etc. For more information on these options, visit **CaliforniaColleges.edu** and read **Degrees and Certificates**, located under **College**.
- 3. The career factsheet connects students to the **College Search Tool** where students will find colleges that offer majors associated with careers students have favorited. Students may add additional filters to narrow down search results.
- 4. If time remains, students should look at the colleges their targeted search turns up and add the ones they like to **My College Plan**. The goal should be for each student to have three to five colleges on their list.
- 5. Set a timer for five minutes before class ends.

Reflection (5 minutes)

- Direct students to **My Journal** to respond to the prompt indicated in the student worksheet (*prompt #14: "Which colleges, from presentations or your research, appealed to you the most? Had you heard of this college before today? Do you have a better idea now of the kind of college you want to attend, and how to look for it?"*). You may also assign an alternative prompt.
- Optional: direct students to upload their completed worksheet to **My Documents**, found under **My Plan**.

My First College List: Student Worksheet

Goal: You will learn about different types of colleges through collaborative research and presentations in order to identify options that align with your career goals, academic goals, and lifestyle preferences.

Part I: Introduction – Bell Work

What does college mean to you? What happens at college? Why do we encourage students to go to college? Is college near home or far away? How long do you stay at college?

Now,

- Move to the group in which your teacher has placed you. Your group will be assigned one of the following colleges: Cuesta Community College, California State University Long Beach, UC Berkeley, Stanford University, Amherst College, Bates College, University of Texas, University of Washington, Saddleback Community College, San Bernardino Valley College.
- With your group, sign in to **CaliforniaColleges.edu** and navigate to **College** at the top of the page, then **College Search Tool**. Look up the college that your group has been assigned by typing its name in and clicking **Search**.

Part II: College Exploration

1. Assign these roles within your group: reader, summarizer, notetaker, and presenter. The reader will read the information about your college aloud, the summarizer will summarize the information for the notetaker, the notetaker will complete the chart below, and the presenter will present the information to the class.

Question	Your Answer
Is your college a two-year college or a four-year college?	
Is it in California or out-of-state?	
Is it rural, suburban, town, or urban?	
How many undergraduate students are there?	
What majors are offered?	
How much does it cost to attend?	
Is it difficult or easy to get in? <i>Note: A high GPA, higher test scores, and lower acceptance rate mean a school is more difficult to get into.</i>	

2. Once you are finished with the chart, the presenters of each group will take turns sharing their college's information with the class. Make note of anything that sticks with you from each college.
3. Return to your desk and complete **My College Preferences**.

My College Preferences

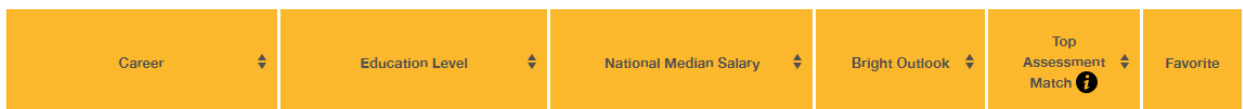
Complete the following chart individually.





Statements
<p>✓ Check One:</p> <p><input type="checkbox"/> I am interested in attending a two-year college</p> <p><input type="checkbox"/> I am interested in attending a four-year college</p> <p><input type="checkbox"/> I am interested in both</p>
<p>✓ Check One or More:</p> <p><input type="checkbox"/> I want to go to college in California</p> <p><input type="checkbox"/> I want to go to college out of California</p> <p><input type="checkbox"/> I want to go to college near my home</p> <p><input type="checkbox"/> I want to go to college away from home, but still in California</p> <p><input type="checkbox"/> I am not sure</p>
<p>✓ Check One or More:</p> <p><input type="checkbox"/> I want to go to school in an urban area</p> <p><input type="checkbox"/> I want to go to school in a suburban area</p> <p><input type="checkbox"/> I want to go to school in a town</p> <p><input type="checkbox"/> I want to go to school in a rural area</p> <p><input type="checkbox"/> I am not sure</p>
<p>✓ Check One or More:</p> <p><input type="checkbox"/> I want to go to a college with a large student population (more than 15,000 students)</p> <p><input type="checkbox"/> I want to go to a college with a medium student population (5,000-15,000 students)</p> <p><input type="checkbox"/> I want to go to a college with a small student population (up to 5,000 students)</p> <p><input type="checkbox"/> I am not sure</p>
<p>✓ Check One:</p> <p><input type="checkbox"/> I have a program/major(s) in mind that I might want to study. List the program/major(s):</p> <p><input type="checkbox"/> I am not sure what I want to study.</p>

Which of the schools you learned about seems like the best fit for you based on your college preferences? Why?

Part III: College and Career Connections

1. Make sure you are signed in to **CaliforniaColleges.edu** on your own account. Go to **My Plan** at the top of the page, hover on the text, then select **My Career Plan**.
2. Review your **Career List**. You may have careers there if you completed the **Interest Profiler** last year or have done other career exploration on **CaliforniaColleges.edu**.
3. If you do not have any careers on your list and/or your teacher instructs you to do so, continue your exploration by using the **Career Search Tool**. Go to **Career** at the top of the page, hover on the text, then click on **Career Search Tool**.
4. Use any one of the filters to find more careers. You can sort your list by clicking on the arrows in any of the columns.



5. When you find careers you want to favorite, click  and it will change to , saving it to **My Career Plan** in your **My Plan**.
6. Either from **My Career Plan** or from a career search results list, choose a career that aligns with your interests, desired lifestyle, and salary expectations. Click on the title to see the factsheet. Review the entire factsheet and then focus on the Education Level section.
 - What level of education do you need? What academic programs or majors would be the best fit?
7. Click on **View Colleges** next to any one of the majors. This will search colleges with that major. Review the college search list and  any colleges you want to explore more. You may refine your college search by clicking on additional filters to your search.
8. With the time remaining, examine the factsheets of the colleges your search turns up. Continue to  those colleges you like.

Part III: Reflect

- Go to **My Plan** and then **My Journal**. In the **College Journal** section, find **prompt #14**:
“Which colleges, from presentations or your research, appealed to you the most? Had you heard of this college before today? Do you have a better idea now of the kind of college you want to attend, and how to look for it?”
- Respond to the above prompt. Follow your teacher’s instructions if they assign a different prompt.