

Los Angeles Unified School District
College & Career Readiness Activities
Elementary Pre-K – 2nd Grade

As we kick off College and Career Awareness month, the Division of Instruction is proud to mark the event by presenting the following list of suggested activities by grade level, and included other ideas to promote awareness of the paths to post-secondary success. A college-going culture comprises the environment, practices, attitudes, and high expectations that schools set, along with the nurturing of our students' belief that there are paths available to each of them leading towards attainment of a post-secondary education. The district is united in its purpose to provide each student access to a rigorous and broad curriculum grounded in essential academic disciplines, with electives and enrichment courses that prepare each student for the complexity and demands of college and the 21st-century workforce. It is essential that, as they progress through school, students are prepared for post-secondary educational programs and exposed to a diversity of career and college opportunities.

Pre-K - Kindergarten

- Cut out pictures from magazines of people in different occupations. Students select an occupation they would be interested in from the pictures.
 - Using a digital camera superimpose the student's face on their chosen occupation picture.
 - Students write a sentence explaining why they chose a particular occupation and share out to the class.
- Volunteer professional visits the class and reads the book "*Career Day*" by Anne Rockwell and brings visuals from their own profession to share with the class
- Students create a tree map of their chosen career describing what they do, their equipment/dress and who they help
- Investigate careers on wheels by utilizing images from magazines or images gathered from the internet. Students will learn about vehicles used in different careers (fire, police, cement, UPS etc.).

1st Grade

- Students learn about "college + career readiness" characteristics and a word wall is created of the vocabulary words associated.
- A volunteer college student reads the book "*I Know I Can*" by Wendy Rouillard and then shares why it is important to have high educational aspirations.
- Students create a self-portrait of themselves as a graduate in a cap and gown. Students attach their responses to sentence stems on "Imagining My Future" that describe the characteristics that will help then graduate from high school and go to college. The writing will be attached to the bottom of the portrait.
- Students create a full body cutout "All About Me" identifying their college and career readiness characteristics on their way to college.

2nd Grade

- As a class students create a community map indicating the colleges and universities.
- Each student receives a name of a college in California and creates a pennant decorating one side to representing the college and writes an explanation of why it is important to go to college on the other side.
- The students post their pennant around a map of California and using a string and pin they indicate where their college is located on the map.
- Students create a bookmark advertising their college or university.

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Elementary 3rd – 5th Grade

3rd Grade

- Students revisit and expand the traits and dispositions associated with college and career readiness and complete Frayer Model graphic organizers to apply their understanding by generating examples and non-examples, identifying actions, explaining importance of the attribute and creating images that illustrate the meaning of the words.
- Students will learn about the importance of goal setting. The teacher can read *“Aim for the Stars”* by Doris & Duane Burke and Dawn Framer or *“I Know I Can”* by Veronica Chapman.
- Students identify their college and career goal and identify the traits and dispositions needed to attain the goals.
- Students self-identify the attributes that are their strengths and those that they find challenging.
 - Students then identify an attribute and the steps they will take to improve.

4th Grade

- Students search online for jobs and careers on sites like Kids.gov or CareerOneStop.
- Students select a job and record the job title, qualifications and salary for the specific job.
 - Students then research the education, skills, personal qualities, and experience they would need to fully qualify for the positions.
 - Students then create a road map to steps to get to their chosen career.

5th Grade

- Students conduct a “college fair” by researching a college or university and displaying their findings of facts and information on a science board.
 - Information may include: type, size, location, costs, entrance requirements, academic focus area, highlighted programs, famous alumni, campus features, mascot, rivalries, athletic teams, etc.
 - The following websites provide information of various colleges:
 - www.collegeboard.com
 - www.collegebound.net
 - www.collegeview.com
 - www.embark.com
- Students are given the opportunity to tour a local college campus, hear a presentation and eat lunch in the dining hall.

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Middle School

6th Grade

- Participate in a self-assessment survey identifying personality traits and interests
 - California Career Zone is a site where students can take a self-assessment of their interests, explore occupations, fields of study, colleges and access training at <https://www.cacareerzone.org/>.
 - Students make connections between their interests and careers.
- Students learn about the varying degrees associated with different jobs and careers.
 - Students will create a list of varying jobs categorizing them into job families (Such as architecture and engineering; community and social service; art, design and entertainment; legal; healthcare etc.)
 - Students will then categorize and sort jobs and careers that require a two-year college (Associates degree), four-year college (Bachelor's degree) and More than four-years (Graduate degree)
- Students identify a career of interest and create a resume that includes the college and degree they plan to attain and their knowledge, skills and experiences

7th Grade

- Students will be given the opportunity to tour a local college campus, hear an admissions presentation and eat lunch in the dining hall.
- Students will learn about different types of colleges (liberal arts, universities, technical institutes, professional schools, historically black colleges and universities, Hispanic-serving institutions, women's colleges, tribal colleges etc.)
- Students will learn about the different requirements of California State Universities (CSU), University of California (UC) and private universities.
 - Students will create a Venn diagram to compare and contrast the institutions
- Students will be provided the opportunity to view college admission videos to different campuses.
- Students will complete the college common application including the college essay and write "teacher evaluation" describing their academic and personal characteristics that make them a good candidate.

8th Grade

- Students will create a plan that outlines their four years of high school. This plan will include: goals, key milestones, courses and credits needed, a calculation of their predicted GPA, an identification of the behaviors and dispositions needed to be college and career ready, and the additional community service, extra-curricular activities colleges look for in potential applicants. Students will include their college application from the 7th grade.
- Students will learn about the A-G course requirements and how to calculate their GPA
- Students will take a survey on their learning style, identifying their preferred learning modalities and identify aids that can help them be successful in their courses.
 - Students will outline the steps they will take to ensure they have the support to successfully complete their courses and stay on-track for graduation.
- Alumni return to present how to best prepare for high school and college.

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High School

9th Grade

- Students participate in a local college tour, listen to a presentation on programs and highlighted activities on the campus and the requirements for admission. Student would also have the opportunity to ask questions and interview volunteer students attending.
 - If possible student might attend and experience an event on campus such as: an athletic event, theatre or musical performance, an art showcase, class lecture etc.
- Students investigate different career technical education (CTE) pathways by investigating websites like California Career Café at <http://www.cacareercafe.com/> that help students connect their interests and strengths to jobs and careers or introducing different career videos by Next Vista for Learning at <http://www.nextvista.org/collection/lightbulbs/careers/> or the Road Trip Nation Series <https://roadtripnation.org/>.
 - Students choose their CTE pathway during their 9th grade year.
- Students identify a career of interest and create a resume that includes the college and degree they plan to attain and their knowledge, skills and experiences.
- Students conduct an interview of a person in their chosen career field either in person or over the phone.
 - Summarize the interviewees' responses.

10th Grade

- Students are introduced to the college essay prompts and choose one of the prompts to write their essay. The following are a sample of the 2015-16 writing prompts:
 1. Some students have a background, identity, interest, or talent that is so meaningful that they believe their application would be incomplete without it. If this sounds like you, then please share your story.
 2. The lessons we take from failure can be fundamental to later success. Recount an incident or time when you experienced failure. How did it affect you, and what did you learn from the experience?
 3. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, or an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
 4. Discuss an accomplishment or event, formal or informal that marked your transition from childhood to adulthood within your culture, community, or family.
- All 10th grade students will participate in taking the Preliminary Scholastic Aptitude Test (PSAT).
- Encourage students to take Advanced Placement courses and/or participate in college courses through concurrent enrollment opportunities.

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High School

11th Grade

- Counselors and teachers assist students in their college search by providing time and support to access information on colleges.
- Students will learn about the costs for college, available financial aid, scholarships, grants and loans.
 - Visit the Federal Application for Student Aid (FAFSA) website www.fafsa.ed.gov and find out how to complete the FAFSA.
 - Investigate the Dream Act information, resources and application process at <https://dream.csac.ca.gov/>.
- Students will visit the College and Career Center for their college of choice.
 - Students learn what components make up the cost to attend college (tuition, housing, food, transportation, books etc.)
 - Students will identify at least two scholarship opportunities and select one to complete a scholarship form which includes writing their scholarship essay, documenting and compiling a list of their school organizations, extra-curricular activities, volunteer/community services, internships and work experiences.
 - The following websites provide useful information on scholarships:
 - www.collegeboard.com
 - www.fastweb.com
 - www.scholarshiphelp.org
- High school alumni will share their road to college, their experience in college and how they figured out how to pay for it.
- Help students review their PSAT scores and identify academic strengths and weaknesses and identify ways to improve the areas that need attention before they take the SAT or ACT.

12th Grade – Final Steps

- Counselors and teachers assist students in finding post-secondary programs that match student qualifications, career interests and future goals.
- Counselors and teachers provide assistance to students completing college applications.
 - Students create a checklist of application deadlines and required documents.
 - Students complete applications online for Cal State, UC and Common Application schools and request any additional college applications from admissions offices.
 - School will publicize important dates and application deadlines and assist with application fee waivers.
- Students will prepare a personal overview about themselves such as grades, GPA, activities and personal attributes.
 - Students will provide the personal overview when making requests for letters of recommendation for admission and scholarship applications.
- Students will write their college admission and scholarship essays.
- Counselors will provide information on the FAFSA and Dream Act and assist students and their families with the completion of the applications.
- Counselors will provide information on scholarships and grants and assist student in completing applications.
- Students will review and verify their transcript is correct and request transcripts be sent
- Watch for college acceptance letters and financial award letters
 - Counselors will provide guidance on analyzing college letters that list important deadlines, information on housing, financial aid and orientation and may request additional documentation.

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Additional Ideas for Building College and Career Culture

Bulletin Boards – Hallway and Door Decor

- Create a bulletin board that displays a card with each teacher’s name and the college he or she attended and identify with pins and string the location of the college on a map of the United States.
- Each classroom can adopt a college and decorate their classroom door in the college colors highlighting information about their college.
 - Door decorating contest
- Create college banners and pennants to display.
- Create a bulletin board of students’ college and career dreams and aspirations.
- Create a “Wall of Fame” displaying former students and the colleges they attended.

Career Day

- Volunteer parents and community members come to the school to share information on their jobs, careers, and the education, skills and experience required for their jobs. Students are given the opportunity to make a connection between their academic pursuits and potential professional endeavors in the future.
- Students backwards map the educational requirements of specific careers.

College and Career Traits and Dispositions

- Introduce the traits, attributes and dispositions that indicate college and career readiness.
- Have students identify behaviors and attitudes that are associated with college and career readiness.
- Have students identify their own attributes that demonstrate college and career readiness.
- Students can create a portfolio demonstrating the traits and attributes of college and career readiness.

College Night/Fair

- Invite college admissions representatives to your school to meet one-on-one with high school students (and parents) to talk about their respective colleges and answer questions.
- Sponsor a “college night” to provide parents and students with information about preparing for and attending college. Review information about graduation requirements and financial aid.

College Portfolio

- Students create a college and career portfolio of work that includes important documents and information reflecting their journey to college and career readiness.

College Spirit Day

- College T-shirt Day – students and staff might wear college t-shirts or college wear and have conversations with students about college and career readiness traits and dispositions.
- Students identify and match mascots to their correct college and possibly have a local college mascot visit the school and conduct a rally with students.

Interview

- Assign students to interview someone in the school community to better understand paths that lead to college or career. To prepare for the assignment, students should brainstorm and prepare questions to ask. Information from interviews may be used for an oral presentation or writing assignment.

Locate Colleges

- Give pairs of students an outline map of the United States. Have students identify at least one college or university for each state other than state colleges.
- Ask students to use a map of their city and to plot out the route to three colleges or universities in the area.

Mentors

- College students or recent graduates volunteer to mentor students and act as a role model to encourage and support their social-emotional and academic growth.

Share Your College Experience

- Teachers and staff share with their classes their road to college, the college(s) they attended, experiences and degrees earned.

