The goal of S4C is to improve career and college readiness and completion for students in Santa Cruz County, so that every student succeeds.

At the 7th Grade College and Career Summit students will find connections to the school work they are doing now to future college and career possibilities. They will gain an understanding of their college and career aspirations, confidence to achieve goals and specific steps for their pathway to success. Students will arrive on campus prepared for the day’s activities and enter eighth-grade with a clearer sense of intention, a plan, options available to pay for college and excitement for their future.

The pilot 7th Grade College and Career Summit took place in Spring 2013. The pilot included 300 students from a selection of middle schools from across Santa Cruz County who were welcomed to the UCSC campus. Students learned about such topics as Crime Prevention and Community Safety, Game Design as a Tool for Learning, Engineering Solutions to Community Problems, The goal of the pilot was to provide an opportunity for students to explore the college majors most relevant to their interests, and to see first-hand what their future studies might look like.

There was pre- and post-event curriculum that generated robust involvement and allowed measurement of the impact. Student outcomes in the pilot were positive, and the event was subsequently expanded to include every single seventh grader.

In Spring 2014, the full program launched and all 3,000 seventh-grade students in Santa Cruz County visited either UCSC or CSUMB. In preparation for their visits, students studied the UCSC Partnership Center’s College is in My Future curriculum. While on the college campuses, students, teachers, and parent volunteers learned about admissions requirements, ways to prepare for college, and engaged with current college students in a panel format before attending a closing session to review what they had learned throughout the day.

Feedback from the 2014 events has been incorporated into the planning process, and suggestions for improvement are being implemented to continuously improve student outcomes for the 2015 program.

Among a number of positive outcomes, pre- and post-event survey results showed:

- A 9.6% increase in students who know they must take and pass A-G courses to attend a California public university
- A 13.7% increase in students knowing the steps needed to accomplish their career goals
- Students overall perceptions of college were improved, or as one student put it: “college is cool, college is important, college is useful.”
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 possibilities. The curriculum has been developed and aligned following common core standards in a format that meaningfully engages students in the learning process.

In the first lesson, students will learn about the college admissions requirements. They will have an opportunity to expand their knowledge on the different subject areas required for college so that they can begin to prepare themselves.

In the second lesson, students start to learn that education beyond high school is a big investment for their future. They will learn how to develop a savings plan by using math skills to calculate and determine how much money they can potentially save. They will also learn about the different sources of financial aid available to help them pay for college.

In the third lesson, 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 the fourth lesson, students will learn to set goals and make good decisions. They will be able to visualize a successful and productive future for themselves, and will begin to understand the relationship between goal setting and achieving their future dreams.

In the fifth lesson, students will have the opportunity to share their individual goals and plans with their peers. This fun and interactive lesson will allow students to ask each other questions and learn from each other’s interests.

There are many ways to implement the curriculum by either completing one lesson a week or doing all the lessons in one week. We would like all students to complete the first three lessons in the week prior to the seventh grade summit. Lessons four and five can be optional depending on your time. The supplemental resources will give you the opportunity to access additional information to assist you with the delivery of the lessons.
Table of Contents

Vocabulary Terms and Definitions ........................................................ i-ii
Lesson 1-College Admissions Requirements
   A-G College Admissions Requirements Lesson ............................. 1
   A-G Handout ............................................................................. 2
   A-G Worksheet .......................................................................... 3

Lesson 2-Paying and Saving for College
   Saving for College Lesson .......................................................... 4
   College Savings Forecast Worksheet ......................................... 5
   Paying for College Lesson .......................................................... 6
   Financial Aid Quiz Worksheet ..................................................... 7
   Financial Aid Quiz Answer Key .................................................... 8

Lesson 3-Career Exploration
   Career Exploration Lesson .......................................................... 9
   Career Pathway Exploration Table ............................................. 10
   Career Exploration Worksheet ..................................................... 11
   Imagine It Think It Do It ............................................................. 12
   Imagine It Think It Do It Worksheet ........................................... 13

Lesson 4-Imagining My Future
   10 Years Later Lesson ............................................................... 14
   10 Years Later Worksheet .......................................................... 15

Lesson 5-Getting to know you
   Ice Breaker Bingo Lesson .......................................................... 16
   Ice Breaker Bingo Worksheet ...................................................... 17

Supplemental Resources for Teachers
   College and Career Resources 1 ............................................... 18
   College and Career Resources 2 ............................................... 19

Credits ............................................................................................. 20
Vocabulary Terms and Definitions

**ACT/SAT:** A college entrance test that students must take to attend a four-year college.

**CAHSEE:** Test you need to pass to get your high school diploma.

**Anatomy:** The study of the structure of living things such as bones and muscles.

**Associate Degree:** A degree you receive after a two-year college program such as a community college or junior college.

**Aquatic Biology:** Study the ecology and behavior of plants, animals, and microbes living water; however, instead of focusing on salt water, aquatic biology majors study freshwater inland lakes, ponds, rivers, creeks, and wetlands.

**Bachelor Degree:** A degree you receive after a four-year college program.

**Career:** A career is an occupation or profession (usually requiring special training) that a person follows for a period of time in their life.

**Career Pathway:** Career pathways are small groups of occupations within a career cluster. Occupations within a pathway share common skills, knowledge, and interests. An example would be Health Sciences to include, nursing, physical therapy, etc.

**Civics:** The study of the rights and duties of citizenship.

**Chemistry:** A science that deals with the structure and properties of substances and with the changes that they go through.

**College:** A school in the U.S. that you go to after high school; a school that offers courses leading to a degree (such as a bachelor's degree or an associate’s degree).

**Community College:** Two-year college in your community.

**Community Service:** Volunteering in the community.

**Credits:** Units you earn for passing classes.

**Debt:** Debt is money that is borrowed from a person, bank, or other source, with a promise to repay the debt, most times with interest (a charge for borrowing the money).

**Disciplines:** Training, activity or exercise that develops or improves a skill.

**Economics:** A science concerned with the process or system by which goods (toys, cars) and services (oil change, going to the doctor, using a bank) are produced, sold, and bought.

**Electives:** Classes you take to complete your high school requirements such as Art, Drama, Construction Technology.

**Financial Aid:** Financial aid helps students and their families pay for college expenses such as tuition and fees, room and board, books and supplies, and transportation. There are many types of financial aid such as grants, scholarships, work study, and loans.
Vocabulary Terms and Definitions

**Future career growth:** Future career growth is a plan to advance within a chosen career which may include additional training and education to move up in an organization, to obtain more responsibility, and make more money.

**Graduation Requirements:** Classes and requirements you need to pass to graduate from high school.

**GPA:** Grade Point Average, how well you are doing in school.

**Grants:** A grant is money given to a student by an organization (including the federal or state government, or a college) for college. The student must meet certain requirements (such as family income). A student must apply for a grant but the funds do not have to be paid back.

**Loans:** A loan is an amount of money that is borrowed. The money needs to be repaid with in a specific period of time with interest (a percentage of the amount of money borrowed).

**Major:** the main subject students study in college.

**Marine Biology:** The study of organisms in the ocean or other marine bodies of water.

**Personal Statement:** An essay of who you are, your skills, and goals.

**Physics:** A science that deals with matter and energy and the way they act on each other in heat, light, electricity, and sound.

**Physiology:** A science that deals with the ways that living things function.

**Preparatory:** Preparing for something.

**Room and board:** "Room" is the term for renting a living space in college. "Board" is a term for the cost of food.

**Savings Account:** A bank account used to save money over a period of time. You can add or withdraw money at any time.

**Savings Plan:** A plan to save money for one or more specific purposes such as college, buying a car, travel.

**Scholarships:** A scholarship is free money given to a student for their education and is based on the student’s need. Scholarship dollars are not expected to be paid back.

**Sociology:** The study of social behavior, social institutions, and social relationships.

**Transcript:** The official list of all your grades and classes you receive in high school.

**Tuition:** Tuition is a sum of money charged a student to attend each college course. This fee is usually charged for each class, for each semester.

**UC and CSU:** 4-year public universities in California

**Work-study:** Work-study is a college program that helps students earn money by working part-time while attending college.
College Admissions Requirements

Materials:
A-G Handout
A-G Worksheet

Goals:
Students will learn about the college admissions requirements.

Time:
20 minutes

Instructions:
1. Review the A-G Handout with the students.
2. Explain the importance of familiarizing themselves with the requirements.
3. Let them know that students wishing to go to a four year university, such as a University of California (UC) or California State University (CSU) must complete a sequence of courses in high school known as the A-G. Provide students with examples of UC and CSU campuses such as UCSC and CSUMB.
4. After the discussion pass out the A-G Worksheet to the students.
5. Have the students match the A-G with the corresponding requirement.
<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>2 yrs</td>
</tr>
<tr>
<td>English</td>
<td>4 yrs</td>
</tr>
<tr>
<td>Math</td>
<td>3 yrs</td>
</tr>
<tr>
<td>Lab Science</td>
<td>2 yrs</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2 yrs</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 yr</td>
</tr>
<tr>
<td>College Prep Elective</td>
<td>1 yr</td>
</tr>
</tbody>
</table>

**History**

- 2 years required
- One year of World History, Cultures, and Geography. The second year consists of one year of U.S. History or one-half year of U.S. History and one-half year of civics or American Government.

**English**

- 4 years required
- Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

**Math**

- 3 years required, 4 years recommended
- Three years of college preparatory mathematics that includes Algebra I, Algebra II, and Geometry. Integrated Math I, Integrated Math II. Pre-calculus, Calculus or Math Analysis is highly recommended. Middle school Algebra can be considered.

**Lab Science**

- 2 years required, 3 years recommended
- Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: Biology (which includes Anatomy, Physiology, Marine Biology, Aquatic Biology, etc.), Chemistry, and Physics.

**Foreign Language**

- 2 years required, 3 years recommended
- Two years of the same language other than English. Such as Spanish I, Spanish II, or French I and French II. Foreign language taken in middle school can be considered.

**Fine Arts**

- 1 year required
- One year, including dance, drama/theater, music, or visual art.

**College Prep Elective**

- 1 year required
- One year (2 semesters) of college prep elective is required, chosen from advanced Visual and Performing Arts, History, Social Science, Sociology, Economics, English, advance Math, laboratory Science, and language other than English.
### Match the A-G’s

<table>
<thead>
<tr>
<th>Column</th>
<th>Requirement</th>
<th>Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 Year</td>
<td>History</td>
</tr>
<tr>
<td>B</td>
<td>2 Years</td>
<td>English</td>
</tr>
<tr>
<td>C</td>
<td>2 Years</td>
<td>Math</td>
</tr>
<tr>
<td>D</td>
<td>3 Years</td>
<td>Science</td>
</tr>
<tr>
<td>E</td>
<td>1 Year</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>F</td>
<td>2 Years</td>
<td>Visual Performing Art</td>
</tr>
<tr>
<td>G</td>
<td>4 Years</td>
<td>College Prep Elective</td>
</tr>
</tbody>
</table>

### Correspondence

- **A**
  - History
  - 1 Year Required
  - Art, Drama or Ceramics

- **B**
  - 2 Years Required
  - Spanish 1 & 2
  - French 1 & 2

- **C**
  - 2 Years Required
  - Biology & Chemistry

- **D**
  - 3 Years Required
  - Algebra 1/Int. Math I
  - Geometry/Int. Math II & Algebra 2/Int. Math III

- **E**
  - 1 Year Required
  - Economics or Sociology

- **F**
  - 2 Years Required
  - World Civ. & US History

- **G**
  - 4 Years Required
  - English 1, 2, 3 & 4
Saving for College

Materials:
College Savings Forecast Worksheet

Goals:
Students will learn how to save money for college, and have an understanding that there is money for college.

Time:
30 minutes

Instructions:
1. Tell the students that college is an important investment in their future.
2. Explain to students that although college may seem expensive, there is always a way to pay for college and to not let the cost of college keep them from reaching their goals.
3. Inform students that there are three important things to remember when planning and paying for college that will be covered with the following activities.
4. Pass out the College Savings Forecast sheet and review it with the students. Have the students complete it and fill in the blanks.

Discuss the following questions with the students:

1. Why is saving for college important?
2. How can you begin to save for college?
3. Based on your results how much would you be able to save by the time you enter college?

5. Please make sure the worksheet goes home with the students and have the students discuss their savings plan with their parents/guardians.

Answer Key

<table>
<thead>
<tr>
<th>Age you begin Saving</th>
<th>$20 per Month to age 18</th>
<th>$30 per Month to age 18</th>
<th>$50 per Month to age 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>$4,320</td>
<td>$6,480</td>
<td>$10,800</td>
</tr>
<tr>
<td>5 Years Old</td>
<td>$3,120</td>
<td>$4,680</td>
<td>$7,800</td>
</tr>
<tr>
<td>10 Years Old</td>
<td>$1,920</td>
<td>$2,880</td>
<td>$4,800</td>
</tr>
<tr>
<td>15 Years Old</td>
<td>$720</td>
<td>$1,080</td>
<td>$1,800</td>
</tr>
</tbody>
</table>
College Savings Forecast

It’s not too late to start saving for college! Even saving a little over time can increase the likelihood of you going to college.

Do you have a savings account? Look at what can happen when you save just $20, $30, $50 or $100 a month from now to age 18. Use your math skills to fill in the missing $ amounts in the table below.

Think it through:
About how much could you save each month if you started now?_________________________
How much would you have by the time you enter college?______________________________

Talk to your parents!
Tell them how much you’ve decided to save each month and ask if they would be willing and able to contribute to your savings. See if they’d be interested in setting up a savings plan for you.

<table>
<thead>
<tr>
<th>Age you begin Saving</th>
<th>$20 per Month to age 18</th>
<th>$30 per Month to age 18</th>
<th>$30 per Month to age 18</th>
<th>$100 per Month to age 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>$4,320</td>
<td>$___</td>
<td>$10,800</td>
<td>$___</td>
</tr>
<tr>
<td>5 Years Old</td>
<td>$___</td>
<td>$4,680</td>
<td>$___</td>
<td>$15,600</td>
</tr>
<tr>
<td>10 Years Old</td>
<td>$1,920</td>
<td>$___</td>
<td>$4,800</td>
<td>$___</td>
</tr>
<tr>
<td>15 Years Old</td>
<td>$___</td>
<td>$1,080</td>
<td>$___</td>
<td>$3,600</td>
</tr>
</tbody>
</table>
Paying for College

Materials:
Financial Aid Quiz Worksheet

Goals:
Students will learn about the sources of financial aid available.

Time:
30 minutes

Instructions:
1. Explain to students that education beyond high school is a big investment, and often families and students think that it is out of their reach.
2. Fortunately, there is financial aid available to help students pay for college expenses. Applying for financial aid maybe complicated, but there is help available. Re-assure the students that it is completely free and there is lots of free money available.
3. Handout the Financial Aid Quiz Worksheet and tell the students they will take a short test. Tell them not to worry, the test will not be graded.
4. Give the students 10 minutes to complete the quiz.
5. Discuss the following questions:
   a. Was the quiz easy?
   b. Were you familiar with the questions?
6. Now walk the students through the answers while touching on the different points.
### Financial Aid Quiz

For each statement below, bubble in the circle “T” for True or “F” for False.

<table>
<thead>
<tr>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Only students with the best grades qualify for financial aid.</td>
<td>T</td>
</tr>
<tr>
<td>2. College is not worth the debt. It’s better to go directly to work after graduating from high school.</td>
<td>F</td>
</tr>
<tr>
<td>3. Applying for financial aid may be complicated, but there is help available.</td>
<td>T</td>
</tr>
<tr>
<td>4. Over the course of a lifetime, a high school graduate can earn as much as a college graduate.</td>
<td>T</td>
</tr>
<tr>
<td>5. The earlier I begin to think about paying for college the better.</td>
<td>T</td>
</tr>
<tr>
<td>6. Money is available to almost every student who attends college.</td>
<td>T</td>
</tr>
<tr>
<td>7. I need to pay someone to help me apply for financial aid.</td>
<td>F</td>
</tr>
<tr>
<td>8. I need to apply for financial aid during my senior year in high school.</td>
<td>F</td>
</tr>
<tr>
<td>9. The US Government provides more than $146.5 billion a year in grants, loans and work-study.</td>
<td>T</td>
</tr>
<tr>
<td>10. Grants and scholarships are also called “Free Money”.</td>
<td>T</td>
</tr>
<tr>
<td>11. Work-study will provide me the opportunity to get a part-time job on my college campus.</td>
<td>T</td>
</tr>
<tr>
<td>12. Loans are offered to students or parents and they must be repaid.</td>
<td>T</td>
</tr>
<tr>
<td>13. Financial aid covers tuition, books, room and board.</td>
<td>T</td>
</tr>
<tr>
<td>14. Scholarships have to be paid back.</td>
<td>F</td>
</tr>
<tr>
<td>15. I can only receive financial aid for one year.</td>
<td>F</td>
</tr>
</tbody>
</table>
Financial Aid Quiz (Answer Key)

1. Only students with the best grades qualify for financial aid.  
   **False.** Inform the student that financial aid, including grants and loans, is “need-based,” and is awarded based on a family’s ability to pay for college.

2. College is not worth the debt. It’s better to go directly to work after graduating from high school.  
   **False.** Generate the discussion about learning, having more/job career options, and creating more opportunities for themselves. Let them know that college is an investment in their education.

3. Applying for financial aid may be complicated, but there is help available.  
   **True.**

4. Over the course of a lifetime, a high school graduate can earn as much as a college graduate.  
   **False.** A college graduate will earn almost twice as much.

5. The earlier I begin to think about paying for college the better.  
   **True.**

6. Money is available to almost every student who attends college.  
   **True.**

7. I need to pay someone to help me apply for financial aid.  
   **False.** Don’t be fooled you can get free help from your counselors and/or other support programs at your high school.

8. I need to apply for financial aid during my senior year in high school.  
   **True.**

9. The US Government provides more than $146.5 billion a year in grants, loans and work-study.  
   **True.**

10. Grants and scholarships are also called “Free Money”.  
    **True.**

11. Work-study will provide me the opportunity to get a part-time job on my college campus.  
    **True.**

12. Loans are offered to students or parents and they must be repaid.  
    **True.**

    **True.**

14. Scholarships have to be paid back.  
    **False.** Scholarships do not have to be paid back. Can also be called “gift aid.”

15. I can only receive financial aid for one year.  
    **False.** Financial aid is available for more than one year. All you need to do is re-apply to renew your financial aid.
Career Exploration

Materials:
Career Pathway Exploration table, Career Exploration worksheet, internet access.

Goals:
Students will have the opportunity to discuss and research careers in a field that interests them.

Time:
45 minutes

Instructions:
1. Tell the students they will be exploring careers during this lesson. Encourage them to explore careers they have not previously researched.
2. Inform students that the next step in career planning is to find out more information about the careers that are of interest and to see how they fit.

Briefly discuss the following questions with the students:
1. What does the word career mean?
2. What does career exploration mean?
3. Why is it important to begin exploring careers now?

3. Hand out the Career Pathway Exploration table and review it with the students. Have the students circle at least five careers that sounds interesting to them.
4. Make sure the students know that there are many more careers that are not listed on the sheet. If they know of other careers they are interested in, have them write them down and identify the pathway in which they think it would go.
5. Tell students they are to pick one of the careers they circled on the Career Pathway Exploration table that interests them. They should then research the career using California Career Zone or additional career exploration sites in order to complete the Career Exploration worksheet.
6. After students have had time to complete the worksheet, ask for volunteers to share what they have learned.
7. Talk about whether they became more or less interested in the career after researching it.
# Career Pathway Exploration Table

From the pathways below, circle those careers that sound interesting to you. If you think of other careers that are not on the list add them to the list.

<table>
<thead>
<tr>
<th>Training Requirements</th>
<th>Agriculture &amp; Natural Resources</th>
<th>Art &amp; Communications</th>
<th>Business, Marketing &amp; Information Systems</th>
<th>Engineering &amp; Technology</th>
<th>Home, Health &amp; Recreation</th>
<th>Social, Human &amp; Government</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional</strong></td>
<td>Park Ranger</td>
<td>Photojournalist</td>
<td>Business Administration</td>
<td>Aeronautical Engineer</td>
<td>Physical Therapist</td>
<td>Social Worker</td>
</tr>
<tr>
<td>4+ years college</td>
<td>Landscape Architect</td>
<td>Newspaper Reporter</td>
<td>Accountant</td>
<td>Architect</td>
<td>Registered Nurse</td>
<td>Librarian</td>
</tr>
<tr>
<td></td>
<td>Veterinarian</td>
<td>Animator</td>
<td>Investment Broker</td>
<td>Electrical Engineer</td>
<td>Dentist</td>
<td>Military Officer</td>
</tr>
<tr>
<td></td>
<td>Agriculture Inspector</td>
<td>Conductor</td>
<td>Computer Programmer</td>
<td>Mechanical Engineer</td>
<td>Social Worker</td>
<td>Speech Pathologist</td>
</tr>
<tr>
<td></td>
<td>Agricultural Engineer</td>
<td>Film Editor</td>
<td>Financial Analyst</td>
<td>Computer Science Engineer</td>
<td>Pharmacist</td>
<td>Occupational Therapist</td>
</tr>
<tr>
<td></td>
<td>Farm Manager</td>
<td>Periodical Editor</td>
<td>Management Consultant</td>
<td>Engineer</td>
<td>Psychologist</td>
<td>City Planner</td>
</tr>
<tr>
<td></td>
<td>Biologist</td>
<td>Advertising</td>
<td>Sales Representative</td>
<td>Automotive Engineer</td>
<td>FBI Agent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water Resource Manager</td>
<td>Technical Writer</td>
<td>Purchasing Agent</td>
<td>Civil Engineer</td>
<td>Firefighter</td>
<td></td>
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<tr>
<td></td>
<td>Conservation Scientist</td>
<td>Author</td>
<td>Financial Planner</td>
<td>Industrial Engineer</td>
<td>Paramedic</td>
<td></td>
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<tr>
<td></td>
<td>Agricultural Research Scientist</td>
<td>Journalist</td>
<td>Human Resources Officer</td>
<td>Technology Teacher</td>
<td>Police Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zoologist</td>
<td>Film Director</td>
<td>Hospital Administrator</td>
<td></td>
<td>Bus Driver</td>
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<tr>
<td></td>
<td>Range Manager</td>
<td>Singer</td>
<td>Business skills Teacher</td>
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<tr>
<td></td>
<td>Teacher</td>
<td>Musician</td>
<td>Hotel manager</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Geologist</td>
<td>Music Teacher</td>
<td>Bank Examiner</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Agricultural Advisor</td>
<td>Free-Lance Artist</td>
<td>Computer Systems-Analyst</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Museum Curator</td>
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<tr>
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<td>Free-Lance Writer</td>
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<td>Art Restoration</td>
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<tr>
<td><strong>Semi-Professional</strong></td>
<td>Animal Health Technician</td>
<td>Graphic Artist</td>
<td>Draftsperson</td>
<td>Draftsperson</td>
<td>Dental Hygienist</td>
<td>Firefighter</td>
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<tr>
<td>Community College</td>
<td>Wildlife Technician</td>
<td>Fashion Designer</td>
<td>Surveyor</td>
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<td>Recreation Leader</td>
<td>Paralegal</td>
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<td>and/or Technical</td>
<td>Landscape Contractor</td>
<td>Interior Designer</td>
<td>Automotive Technician</td>
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<td>Chef</td>
<td>Mental Health Worker</td>
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<tr>
<td>School; High School</td>
<td>Forestry Technician</td>
<td>Actor/Accent</td>
<td>Aircraft Mechanic</td>
<td></td>
<td>EEG/EGK Technician</td>
<td>Legal Assistant</td>
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<td>plus 1 or 2 years of</td>
<td>Florist</td>
<td>Camera Operator</td>
<td>Engineering Technician</td>
<td></td>
<td>Medical Assistant</td>
<td>Residential Counselor</td>
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<tr>
<td>college</td>
<td>Ornamental Horticulture</td>
<td>Recording Engineer</td>
<td>Carpenter</td>
<td></td>
<td>Surgical Technician</td>
<td>Flight Instructor</td>
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<td></td>
<td>Soil Technologist</td>
<td>Set Designer</td>
<td>Electrician</td>
<td></td>
<td>Hospital Lab Aid</td>
<td>Flight Attendant</td>
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<tr>
<td></td>
<td>Florist</td>
<td>Photographer</td>
<td>Plumber</td>
<td></td>
<td>Physician Assistant</td>
<td>Emergency Medical Technician</td>
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<tr>
<td></td>
<td></td>
<td>Choreographer</td>
<td>Mechanic</td>
<td></td>
<td>Dental Assistant</td>
<td>Paramedic</td>
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<td></td>
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<td>Printer</td>
<td>General Contractor</td>
<td></td>
<td>Medical Lab Technician</td>
<td>Police Officer</td>
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<td>State Manager</td>
<td>Welder</td>
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<td>Licensed Vocational Nurse</td>
<td>Beauician</td>
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<td></td>
<td></td>
<td>Florist</td>
<td>Building Inspector</td>
<td></td>
<td>Nurse</td>
<td>Library Technician</td>
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<tr>
<td></td>
<td></td>
<td>Dancer</td>
<td></td>
<td></td>
<td>Caterer</td>
<td>Bus Driver</td>
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<tr>
<td><strong>Entry Level</strong></td>
<td>Nursery Worker</td>
<td>Floral Designer</td>
<td>Auto Body Repair</td>
<td>Psychiatric Aide</td>
<td>Postal Clerk</td>
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<td>Tree Pruner</td>
<td>Photo Processor</td>
<td>Machine Shop Assistant</td>
<td>Hospital Orderly</td>
<td>Library Clerk</td>
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<tr>
<td></td>
<td>Logger</td>
<td>Disc Jockey</td>
<td>Assistant</td>
<td></td>
<td>Security Guard</td>
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<td></td>
<td>Wild-lands Firefighter</td>
<td>Potter</td>
<td>Painter</td>
<td></td>
<td>Child Care Provider</td>
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<tr>
<td></td>
<td>Fish Hatchery Worker</td>
<td>Merchandise Displayer</td>
<td>Construction Laborer</td>
<td></td>
<td>Playground Leader</td>
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<tr>
<td></td>
<td>Dog Groomer</td>
<td>Stage Technician</td>
<td>Electronic Assembler</td>
<td></td>
<td>Instructional Aide</td>
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<tr>
<td></td>
<td>Farm Machine Operator</td>
<td>Model</td>
<td>Bicycle Mechanic</td>
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<td>Seamstress/Tailor</td>
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<td></td>
<td>Animal Caretaker</td>
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<td>Lifeguard</td>
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</tbody>
</table>

Santa Cruz County ROP
Career Exploration Worksheet

Directions:
Refer to your Career Pathway Exploration table. Choose one career that you circled that interests you. Using the internet answer the following questions:

Career Name: _____________________________________________

Why did you choose this career? _________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

What does a person with this career do?__________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

What education would you need for this career? _________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

How much money would you make with this career?______________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

What is the future career growth? Will it become more or less ______________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

Why would you be good at this career? __________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Imagine it Think it Do it

Materials:
Imagine it Think it Do it (ITD) worksheet

Goals:
Students will think about their dream job/career. They will begin working on a plan to get them closer to achieving their career goal.

Time:
20 minutes

Instructions:
1. This activity can be completed in class or assigned as homework.
2. Ask students to close their eyes and imagine their dream job/career. (Based on the Career Exploration Activity.) Walk them through the imagery of what it looks like? What are they doing? How are they living?
3. Once the students have a picture of it, ask them to open their eyes.
4. Pass out the ITD worksheet and review it with the students, and have them fill it out.
5. When the students are done, ask for a few volunteers to share out loud what their dream job/career is.
6. Spend some time discussing what students can do to reach their career goals.
7. Have the students take the worksheet home and create a collage showing pictures of their career.
1. What career pathway did you choose?

   

2. What is the career you chose?

   

3. What is the education level required for that job or career?

   

Check what you are willing to do to learn more about your career choice:

- Interview someone with this job
- Do volunteer work related to this dream career.
- Research different places to get the education and/or experience needed for this job in your area
- Take classes to learn more about the skills needed for this dream job
- Create an information packet about your job including the salary, job duties, description, education needed, suggested high school subjects, etc.
- Find out what businesses or establishments employ people with your dream job in your area or state

List 3 things you can start working on this month to help you get closer to your dream career.

What classes do you need to take in high school to help you reach your career goal?

In order to reach your career goal, do you need to...

- Get better grades?
- Take harder classes?
- Take college entrance exams?
- Take a foreign language?
- Go to college?
- Improve writing skills?
- Improve math skills?
- Take computer classes?
- Graduate from high school?
10 Years Later

Materials:
10 Years Later Worksheet

Goals:
Students will 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:
30 minutes

Instructions:
1. This activity can be completed in class or assigned as homework.
2. Hand out the “Ten Years Later” worksheet and review it with the students.
3. Tell the students they are to imagine that they are 28 years old and are writing to an old friend from school.
4. Based on some of their previous discussions, ask the students to take a moment to visualize their dreams and goals for the future. As an example, share your own experience and path.
5. Have them complete the Ten Years Later worksheet.
6. Ask the students to share their letters with their neighboring classmates or with their parents.
Ten Years Later

Directions:
Imagine that you are 28 years old and are writing a letter to an old friend from school. Fill in the blanks keeping in mind your dreams and goals for the future.

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 ___________________________ and ___________________________. 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,
Ice Breaker Bingo

Materials:
Ice Breaker Bingo Handout

Goals:
Students will have the opportunity to share individual goals and plans with their peers to get them thinking about the future.

Time:
30 minutes

Instructions:
1. Give each student the Ice Breaker Bingo Handout.
2. Explain to the students how to play the game. The purpose of the game is to have the students circulate the room to find peers who match the descriptions in the bingo squares. When a match is found, the player writes the name of the individual in the square. Different names must be used in each square.
3. The first player that fills a row with names, s/he yells “Bingo!”
4. Check and identify the individuals in the different squares.
5. Continue the game for a second round, with the new goal of filling the entire card. (Can also set a time-limit and then award the person who comes the closest to filling the entire card.)
6. When a player has filled the entire card, s/he yells “Bingo!”
7. Check the entire card, identifying the individuals in the different squares by having them stand up or raise their hand.

Discuss the following questions with the students:
1. Explain to students that although they might not be thinking about their future goals it’s important to start learning about current interests.
2. Ask to see what they learned from one another.
# Ice Breaker

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<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Does Volunteer work</td>
<td>Would like to go out of state for college</td>
<td>Is a 7th grade student</td>
<td>Speaks more than 1 language</td>
<td>Has been on the honor roll at school</td>
</tr>
<tr>
<td>Has a leadership role in his/her school</td>
<td>Wants to be a lawyer</td>
<td>Wants to attend a small college</td>
<td>Wants to be a writer</td>
<td>Has parents or brothers/sisters who attended college</td>
</tr>
<tr>
<td>Wants to be a teacher</td>
<td>Was born in a country other than U.S.</td>
<td>Has visited a college campus</td>
<td>Participates in at least one extracurricular activity at school</td>
<td></td>
</tr>
<tr>
<td>Has moved in the last two years</td>
<td>Plays on a sports team</td>
<td>Wants to be an actor/actress</td>
<td>Wants to attend a college/university</td>
<td>Wants to attend a large university</td>
</tr>
<tr>
<td>Plays a musical instrument</td>
<td>Studies (does homework) at least an hour at night</td>
<td>Has parents who did not attend college</td>
<td>Is the oldest in his/her family</td>
<td>Wants to be a doctor or scientist</td>
</tr>
</tbody>
</table>
# College and Career Resources 1

Teachers may find the following websites useful in obtaining supplemental information. Keep in mind that website addresses frequently change.

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th><strong>Type of Resource</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>California Career Zone</strong>&lt;br&gt;<a href="http://www.cacareerzone.org/">http://www.cacareerzone.org/</a></td>
<td>Career exploration &amp; planning system designed especially for students.</td>
</tr>
<tr>
<td><strong>Who Do U Want 2B?</strong>&lt;br&gt;<a href="http://whodouwant2b.com/student/pathways">http://whodouwant2b.com/student/pathways</a></td>
<td>This site includes information on California high school &amp; community college courses, career options, and financial assistance.</td>
</tr>
<tr>
<td><strong>My Next Move</strong>&lt;br&gt;<a href="http://www.mynextmove.org/">http://www.mynextmove.org/</a></td>
<td>This is an interactive tool for job seekers and students to learn more about their career options. This site is sponsored by the U.S Dept. of Labor/Employment and Training Administration.</td>
</tr>
<tr>
<td><strong>Career One Stop</strong>&lt;br&gt;<a href="http://www.careeronestop.org/">http://www.careeronestop.org/</a></td>
<td>Find tools to help job seekers, students, businesses and career professionals.</td>
</tr>
<tr>
<td><strong>Make Money Choices</strong>&lt;br&gt;<a href="https://www.cacareerzone.org/budget/">https://www.cacareerzone.org/budget/</a></td>
<td>This is an online budgeting exercise that offers a fun, but serious glimpse into the costs of living for students. They will learn to see the connection between occupational, education, and training choices and the lifestyles they desire.</td>
</tr>
<tr>
<td><strong>Assist</strong>&lt;br&gt;www2.assist.org/exploring-majors/Welcome.do</td>
<td>ASSIST is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. The site can also help you explore majors offered at UC &amp; CSU campuses. It provides several paths you can take to learn about specific majors.</td>
</tr>
<tr>
<td><strong>CSU Mentor</strong>&lt;br&gt;<a href="https://secure.csumentor.edu/planning/middle_school/">https://secure.csumentor.edu/planning/middle_school/</a></td>
<td>CSU Mentor is an online resource designed to help students and their families learn about the CSU system. Students can plan for college.</td>
</tr>
<tr>
<td><strong>University of California</strong>&lt;br&gt;www.universityofcalifornia.edu</td>
<td>Designed to help students learn about the UC system.</td>
</tr>
<tr>
<td><strong>Cappex</strong>&lt;br&gt;<a href="http://www.cappex.com/">http://www.cappex.com/</a></td>
<td>Designed to help students find the college they want and discover new colleges and scholarships. They get personalized college matches.</td>
</tr>
</tbody>
</table>
## College and Career Resources 2

Teachers may find the following websites useful in obtaining supplemental information. Keep in mind that website addresses frequently change.

<table>
<thead>
<tr>
<th>Name</th>
<th>Type of Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passport Cal State Monterey Bay <a href="http://eosp.csumb.edu/">http://eosp.csumb.edu/</a></td>
<td>The CSUMB passport will help students in 4th-12th grade plan their journey to California State University Monterey Bay. You will see all the programs, services and events that CSUMB has to offer.</td>
</tr>
<tr>
<td>Click on the Passport picture</td>
<td></td>
</tr>
<tr>
<td>College Is In My Future <a href="http://epc.ucsc.edu/college-pathways/college-is-future.html">http://epc.ucsc.edu/college-pathways/college-is-future.html</a></td>
<td>The <em>College is in My Future</em> curriculum helps create a college-going culture at partner middle schools.</td>
</tr>
<tr>
<td>Big Future <a href="https://bigfuture.collegeboard.org">https://bigfuture.collegeboard.org</a></td>
<td>This site promotes excellence and equity in education through programs for K-12 and higher education institutions, and by providing students a path to college opportunities, including financial support and scholarships.</td>
</tr>
<tr>
<td>California Colleges <a href="http://secure.californiacolleges.edu">http://secure.californiacolleges.edu</a></td>
<td>CaliforniaColleges.edu is the one-stop website for information about higher education in California for students, counselors, and parents.</td>
</tr>
<tr>
<td>Federal Student Aid <a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
<td>This site is a part of the U.S. Department of Education. It is a one-stop website for information on how to prepare for college, types of financial aid available, and how to apply for financial aid.</td>
</tr>
</tbody>
</table>
Credits

Some material has been excerpted or adapted from the following sources:

Website: http://www.ecmcfoundation.org/index.htm

Federal Student Aid. (2014).
Website: https://studentaid.ed.gov/prepare-for-college

National Association for College Admission Counseling,

Website: http://www.ucango2.org/index.htm

Santa Cruz County Regional Occupational Program

UCSC Educational Partnership Center, College is in My Future curriculum. (2007).

University of California, A-G Courses. (2014). Website:
http://admission.universityofcalifornia.edu/freshman/requirements/a-g-requirements/