

COLLEGE AND CAREER ACTIVITIES (6TH GRADE)

COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

TEACHER GUIDE:

ACTIVITY	RESOURCES	TIME
ACTIVITY 1: EXPLORING CAREERS PART 1: PREPARE FOR THE FUTURE	<ul style="list-style-type: none"> • 8 1/2 X 11 in paper • Student worksheets: Student Activities worksheet 	20 mins
ACTIVITY 1: EXPLORING CAREERS PART 2: HUMAN CAPITAL	<ul style="list-style-type: none"> • Future Path slides presentation pdf or (www.dallasfed.org/educate/navigate) • Future Paths career cards, cut apart pdf or (www.dallasfed.org/educate/navigate) • Student worksheets: Student Activities worksheet and Human Capital • Access to the internet via a computer, Chromebook, laptop, IPAD, etc. • Essay Writing Writer's Checklist • Career Planning Document 	20 mins
ACTIVITY 2: EXPLORING CAREERS PART 1: LEARNING ABOUT YOURSELF	<ul style="list-style-type: none"> • My Next Move (O*Net Profiler): http://www.mynextmove.org/explore/ip • Student Lesson Worksheet • Access to the internet via a computer, Chromebook, laptop, IPAD, etc. 	25 mins
ACTIVITY 2: EXPLORING CAREERS PART 2: YOUR CAREER	<ul style="list-style-type: none"> • Student worksheets: Student Activities worksheet and Explore: Your Career • My Next Move (O*Net Profiler): http://www.mynextmove.org/explore/ip • Access to the internet via a computer, Chromebook, laptop, IPAD, etc. 	25 mins
ACTIVITY 2: POSTSECONDARY EDUCATION PART 3: HOW DO I GET THERE?	<ul style="list-style-type: none"> • Video: Different Types of Postsecondary Education http://www.ownyourownfuture.com/7th/find/ • Student worksheets: Student Activities worksheet and A Matter of Degrees 	20
ACTIVITY 3: WHAT ABOUT COLLEGE? PART1: WEXPLORE MY COLLEGE	<ul style="list-style-type: none"> • Student worksheets: Student Activity Sheet' and Explore forms - My College, Gallery Walk Notes, and What I Learned • Large paper or poster boards • Markers • Access to the internet via a computer, Chromebook, laptop, IPAD, etc. 	45 mins

ACTIVITY 4 – EXTENSION ACTIVITIES (OPTIONAL): CAREER EXPLORATION FOR MIDDLE SCHOOL STUDENTS CAREER PORTFOLIO: GRADES 6TH AND 7TH	<ul style="list-style-type: none"> • Career Exploration for Middle School Students • Career Portfolio: Grades 6th and 7th guide (pdf) 	1-5 days
MIDDLE GALAXY GAME	Explore career possibilities and what sorts of knowledge and skills you will need, all by playing a game! Bonus? Learn information on what high school "endorsement" you need along the way. https://texasoncourse.org/middle-galaxy-about	As needed

ACTIVITY 1: EXPLORING CAREERS

PART 1 PREPARE FOR THE FUTURE

Overview:

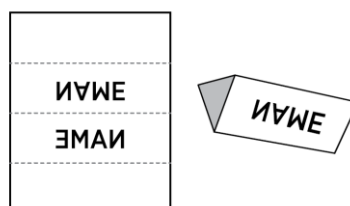
The idea that education affects earning potential seems straightforward, but the data tell a powerful story. Workers with more education have a higher median salary and a lower unemployment rate. Economists attribute this to the role of education in developing human capital—a person’s knowledge, talent, experience and skills. People invest in their human capital by going to school, pursuing additional training and acquiring skills. Because workers who develop their human capital increase their productivity, they are generally paid more.

To learn about the education and skills related to a particular job, a student can use the Occupational Outlook Handbook, produced by the U.S. Bureau of Labor Statistics. The handbook, an online guide to hundreds of careers, describes the median pay and working conditions of the jobs. It also includes the typical education required at the entry level, along with projections for the growth of the occupation over the next decade. The Occupational Outlook Handbook can be found at www.bls.gov/ooh/.

Introduction Activity:

Procedure

1. Review the Career Bound diagram.
2. Tell students that they will create name tents for display on their desks for the day.
3. Demonstrate how to produce a name tent using a sheet of construction paper. Tell the students to watch but not to start their name tent.
 - Fold the piece of construction paper in half by placing the shorter edges (8”) together.
 - Crease the center fold. The folded paper should measure 8” x 5.5”.
 - Open the paper to 8” x 11”.
 - Fold the bottom 8” edge to the middle crease. Crease the fold.
 - Open the paper to 8” x 11”.
 - Fold the top 8” edge to the middle crease. Crease the fold.
 - The paper should now have four sections, each measuring approximately 2.75” x 8”.
 - With the folds facing you, count down three rectangles from the top of the paper. Print your first name in large letters in the rectangle.
 - Turn the paper upside down. Again count down three rectangles and print your first name in large letters in the rectangle.
 - Fold the paper to create a tent with the name displayed on both sides.



- 4. Tell students that each of them will produce a name tent, but there will be different rules. Divide the students into four groups and describe the rules for each group as follows. Tell them to wait to start their name tent.**
- Group 1 will remain seated to produce the name tents. They may use both hands.
 - Group 2 will remain seated to produce the name tent, but they must keep their dominant hand—the hand with which they write—behind their back. They can only use their nondominant hand—the hand with which they do not write—to produce the name tent.
 - Group 3 will remain seated to produce the name tent, but they must keep their nondominant hand—the hand with which they do not write—behind their back. They can only use their dominant hand—the hand with which you do write—to produce the name tent.
 - Group 4 will produce the name tent while standing up and using only the nondominant hand to produce the name tent. They must keep their dominant hand behind their back. They may not use the desk, table, chair or floor. They may not work with another student.
- 5. Distribute a piece of construction paper and a marker to each student. Remind students that each group must fold name tents according to the rules described. Students should raise their hands individually when they have finished their name tents. Tell students to begin.**
- 6. After most students have finished, ask everyone to stop producing name tents and discuss the following questions:**
- Did any students find it very difficult to produce name tents? Why? *Students in Groups 2 and 4 had the most difficulty. They found that using their nondominant hand was challenging. Standing and folding with the nondominant hand made it nearly impossible.*
 - In general, which group finished most quickly? Why? *Group 1 was able to use both hands and was able to remain seated and use the table.*
 - In general, which group of students took the longest time to finish? Why? *Group 4 took the longest and had the name tents that were the hardest to read. Students in this group had to use only the nondominant hand and stand. They also did not get to use tools, such as the desk or floor.*
 - What makes using your dominant hand so much easier? *Students have been practicing writing since they were very young. They have been trained to write with their dominant hand.*
 - Did using the table make a difference? *Without tools and equipment, such as the desk or floor, the task was more challenging.*
- 7. Introduce the idea of human capital to the students. Use the following information to guide the discussion:**
- Human capital is the knowledge, talent, experience and skills that people possess.
 - People are able to invest in their human capital by going to school, pursuing additional training and developing skills.
 - Workers who develop their human capital are more productive.
 - Productivity is also increased by using tools and equipment.

Closure

8. **Remind students that Group 1—the group that used their dominant hand and the table—produced the name tents faster and at a higher quality than the other groups.** They were more productive. Explain that people with more skills, education and training tend to be more productive and, as a result, earn higher incomes.

ACTIVITY 1: EXPLORING CAREERS

PART 2: HUMAN CAPITAL

Procedure

1. Have students define “human capital” in their own words. Write the definition on the Human Capital form – “Human capital is....”
2. Tell students to brainstorm five skills or talents that they currently possesses. Write them in the appropriate space. Encourage students to think about interests and talents broadly, including school subjects that they like, hobbies, extracurricular activities, etc. After they identify these skills or talents, ask them to think about ways they could develop these skills and talents through education, training and experiences. Write the ideas on the same page in the box labeled “The Road Ahead.”
3. Tell students that one very important reason to continue their education after high school is to develop skills, increase their human capital and potentially increase their lifetime earnings.

Closure

4. Closure: _____

ACTIVITY 2: EXPLORING CAREERS

PART 1: LEARNING ABOUT YOURSELF

Overview:

Students will use the O*NET Interest Profiler to help find out what their interests are and how they relate to the world of work. The O*NET Interest Profiler can help students decide what kinds of careers they might want to explore.

For this activity, students will need access the internet via a computer, Chrome Book, laptop, IPAD, etc.

Procedure

1. **Students will follow the directions provided on the student worksheet for this activity.**
2. **After students complete the survey, students will answer questions and record relevant information over their research:**
 - Write down the occupations that match their interests
 - Read about Job Zones
 - Select occupations that match their interests by job zone
 - Record research in the Career Planning Document

Closure

3. **Closure:** _____

ACTIVITY 2: EXPLORING CAREERS

PART 2: YOUR CAREER

Students will select one career and complete the Explore: Your Career form. You can give each student their individual worksheet or make classroom sets.

Procedure

1. **Review the sections of the My Next Move website (Careers) that students will use to research the career that they selected.** There are 974 careers for them to choose from. Students will click any title to see more information. They can also see just the Bright Outlook careers, Green careers, or careers with Registered Apprenticeships:
 - **What they do:** contains information about the duties associated with the job and might contain information about specializations within the field. Students should use this information to complete “Explain what you do.”
 - **One the job, you would:** contains details about the typical workplace tasks related to the career. Students should use this information to complete “Describe your tasks.”

- **Education:** contains information about required training, education and licenses. Students should use this information to complete “How much education will you need?”
 - Less than high school
 - High school diploma or equivalent (such as a GED)
 - Some college, no degree
 - Postsecondary non-degree award
 - Associate degree
 - Bachelor’s degree
 - Master’s degree
 - Doctoral or professional degree

- **Job Outlook:** contains the median and range wage/salary for the career, along with comparisons to state and local salaries, and job outlook. Students should use this information to complete “How much will you earn?”
 - Remind students that half of all workers in the career earn more than the median wage and half earn less.
 - Students should compute median weekly wage by dividing the annual pay by 52.

2. Students can also watch the career video in this link.

Closure

3. Closure: _____

ACTIVITY 2: EXPLORING CAREERS

PART 3: HOW DO I GET THERE?

Once students think about WHO they are and WHERE they want to go, it is time to start planning HOW they will get there.

1. **The teacher will show the students the video:** Different Types of Postsecondary Education <http://www.ownyourownfuture.com/7th/find/> or mp4 version.

2. **Student will complete the worksheet, A Matter of Degrees:** (<http://www.ownyourownfuture.com/files/documents/college-degrees-explained-s.pdf>) explains the different types of college degrees—plus how they apply to your future career goals.

Closure

3. Closure: _____

ACTIVITY 3

PART 1: WHAT ABOUT COLLEGE?

Overview:

Education after high school is critical as workers develop skills that will enhance their employment opportunities. Post-secondary education can be found at technical institutions, two-year (community or junior) colleges and four-year colleges and universities. These institutions are broadly referred to as “colleges.” A variety of traits and characteristics differentiate these colleges, including geographic setting, school size, course offerings, costs, student population and campus life.

Information about a variety of colleges can be found on a College Board website called Big Future (bigfuture.collegeboard.org). The information is self-reported by the schools to the College Board. The website’s standardized reporting format and easy search feature facilitate comparisons, and every college profile contains a link to the institution’s website, where more in-depth information can be found.

Students will learn basic terms used to describe colleges and will conduct research on different types of institutions. Research findings can be presented on posters, and students can participate in a gallery walk to analyze common characteristics of different colleges.

Procedure

- 1. Remind students they have researched various careers and identified the education required. This activity is about the types of schools where students can pursue education after they graduate from high school.**
- 2. Tell students that they will be conducting research about a college. Have students turn to “What About College” form. Discuss each term and tell students that these are important words that will help them analyze college options:**
 - **My School**
 - *The official name of the institution*
 - **Two-year or four-year**
 - *Two-year schools offer associate degrees and workforce certification programs and are sometimes called junior or community colleges. Four-year schools offer bachelor’s degrees, as well as graduate degrees in many cases.*
 - **Public or private**
 - *Public schools are colleges or universities that are administered by a local or state government and receive funding from government sources. Private schools are administered by a private organization and receive the majority of their funding from tuition, fees and donations to the school.*
 - **Six-year graduation rate (only four-year schools)**
 - *Most bachelor degrees are designed to be completed in four years of full-time studies. Since many students take more than four years to complete a bachelor’s degree, the website offers a statistic that shows the percentage of students who complete a bachelor’s degree within six years of enrollment.*
 - **Location**
 - *The city where the campus is located*
 - **Commuter or residential**
 - *A commuter school has a majority of students who live off-campus and travel to the school for courses and other activities. A residential school has a majority of students who live on-campus in dorms or other housing.*

- **Team name (mascot)**
- *Most schools have a mascot or a team name.*
- **Tuition and fees (in-state)**
- *An indicator of the cost of attending the school (Students will learn more about costs in Unit 4.)*
- **Number of undergraduates**
- *The total size of the institution*
- **Ethnic diversity**
- *The relative size of different ethnic groups enrolled at the school*
- **Gender ratio**
- *A comparison of the number of males and females enrolled at the school*
- **Student-faculty ratio**
- *The number of students per faculty member can be an indication of the average size of a class.*
- *Classes might be much larger or smaller than this ratio.*

3. Display www.bigfuture.collegeboard.org. Demonstrate the website by entering the name of a college or university in the search bar and selecting the institution from the search results.

Note: Select a school that is familiar to students or choose the school that the teacher attended.

On the school profile, point out the tabs on the left side. Tell students that the information about the school that they will be researching can be found in one of these sections.

- At a Glance (name of school, private or public, two-year or four-year, location, six-year graduation rate)
- Deadlines (not used in this research project)
- Majors and Learning Environment (student-faculty ratio)
- Campus Life (number of undergraduates, gender ratio, ethnic diversity, commuter vs. residential)
- Applying (not used in this research project)
- Paying (in-state tuition and fees)

4. Allow students to select a college to research or assign a school to each student. Tell students to write the information that they find for each category on the “My College” form.

Note: It is helpful if students select a variety of types of institutions, including private and public, two-year and four-year. If students have difficulty identifying colleges, the teacher could produce a list of schools and allow students to pick from the list. The search feature on the website allows the user to produce a list of all colleges in one or more states.

5. Have students produce a poster to communicate information about the school they selected.

If Time Allows. Complete Steps 6-11

6. Display posters in three groups—private four-year schools, public four-year schools and two-year schools.

- Group students in teams of two to four. Have groups conduct a gallery walk and compare the information about the various types of colleges. Have students record common characteristics of each type of college on the chart on the “**Gallery Walk Notes**” form.

Closure

- Discuss student observations using the information below and student notes. Students should use the “**What I Learned About...**” form to take notes during the discussion.
- Discuss the common characteristics of **private four-year colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
 - Higher graduation rates
 - Smaller student-faculty ratio
 - Tuition and fees are higher
- Discuss the common characteristics of **public four-year colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
 - Larger campuses
 - Lower tuition and fees
 - More commuter students
- Discuss the common characteristics of **community colleges** discovered during the gallery walk. Have students brainstorm advantages and disadvantages to this type of school. Answers might include, but are not limited to:
 - Much lower tuition and fees
 - Flexible schedules
 - Usually commuter campuses
 - Offer workforce certifications, such as technical studies, medicine and cosmetology

Assessment

- Assess student-created poster for accurate representation of data and neatness of student work. Use the **What About College** rubric.

Assessment Rubric

Student Name	Included	Not Included			
My School					
Two-year or four-year					
Public or private					
Six-year graduation rate (only four-year schools)					
Location					
Commuter or residential					
Team name (mascot)					
Tuition and fees (in-state)					
Ethnic diversity					
Number of undergraduates					
Gender ratio					
Student-faculty ratio					
Overall Presentation (including neatness and creativity)	1	2	3	4	5

Extension Activity

13. Have students create a PowerPoint using information from research for presentation or electronic distribution.

Here is an additional sources for the college and career ready generation:

Looking for good info? Get the scoop on college by asking these questions about classes, resources, campus life and, oh yes, how to pay for it all.

Top things to ask... (<http://www.ownyourownfuture.com/files/documents/top-things-to-ask-s.pdf>)



ACTIVITY 4 (OPTIONAL): CAREER EXPLORATION FOR MIDDLE SCHOOL STUDENTS CAREER PORTFOLIO: GRADES 6TH AND 7TH

These activities may take 1-5 class periods.

COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 1: EXPLORING CAREERS

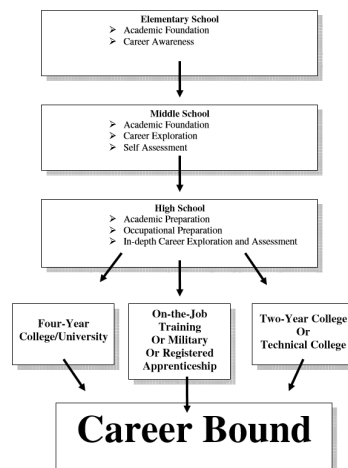
PART 1: PREPARE FOR THE FUTURE

Overview

Now is the time to start thinking about who you are, where you want to go, and how you want to get there. This guide can help you make decisions you will face in middle school, high school, and beyond high school. Middle school is the time to:

- learn about yourself (values, strengths, weaknesses, interests)
- explore careers
- gain academic foundation in math, science, language arts, and social studies

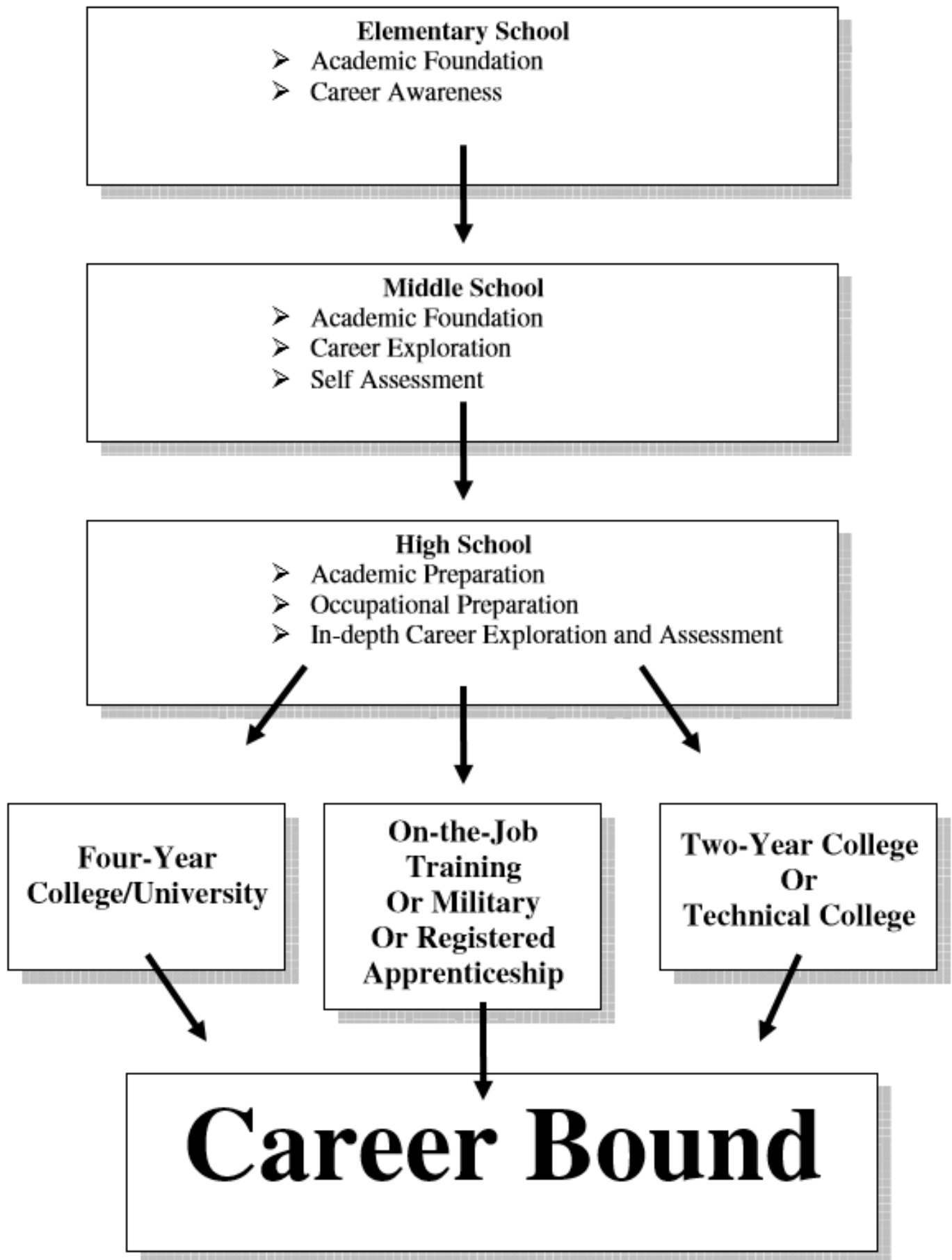
On the next page is a graphic that reveals what steps successfully prepare you for your FUTURE CAREER. Reflect on the similarities and differences in the level of educational progress.



The idea that education affects earning potential seems straightforward, but the data tell a powerful story. Workers with more education have a higher median salary and a lower unemployment rate. Economists attribute this to the role of education in developing human capital—a person’s knowledge, talent, experience and skills. People invest in their human capital by going to school, pursuing additional training and acquiring skills. Because workers who develop their human capital increase their productivity, they are generally paid more.

Directions

1. The teacher will provide you with the necessary instructions and resources to complete the “Prepare for Your Future” introduction activity (creating name tents):



COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 1: EXPLORING CAREERS

PART 2: HUMAN CAPITAL

Directions:

- The teacher will provide you with the necessary instructions and resources to complete “Human Capital” activity. You will use this information to complete the Human Capital form.

Human capital is...

My Top Five
List five skills or abilities that you already have. These might include what you learned in school or in a hobby that you are passionate about.

- 1.
- 2.
- 3.
- 4.
- 5.

The Road Ahead
How do these skills help you build a strong future?

- 1.
- 2.
- 3.

COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 2:

PART 1: INTEREST PROFILER LEARNING ABOUT YOURSELF

STEP 1: What are your career interests?

Overview: Learning about Yourself

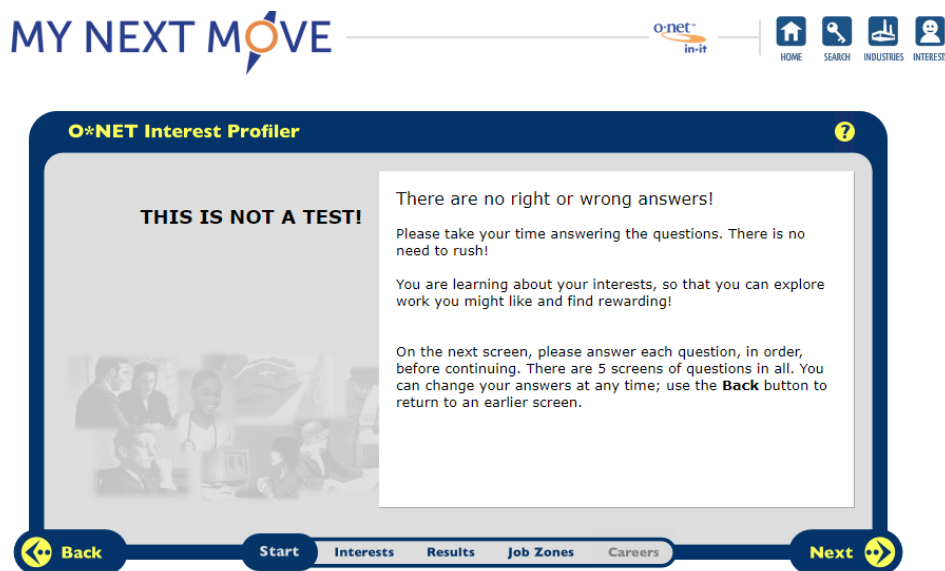
Interest Profiler: Learning about yourself can be done by looking at the Career Choice Process described below. Use this process to learn who you are, what you want, and how you want to get there.

Directions

Who am I?

Before you can determine your career and education choices, you need to know what is important to you (values), recognize your strengths and weaknesses, and identify your interests and abilities. Use O*NET Interest Profiler online to learn more about your career interest.

1. **Take the O*NET Interest Profiler online:** <http://www.mynextmove.org/explore/ip> (60 questions)



Your interests can help you find careers you might like to explore. The more a career meets your interests, the more likely it will be satisfying and rewarding to you.

2. Write down your interest scores (RIASEC score):

Realistic _____

Investigative _____

Artistic _____

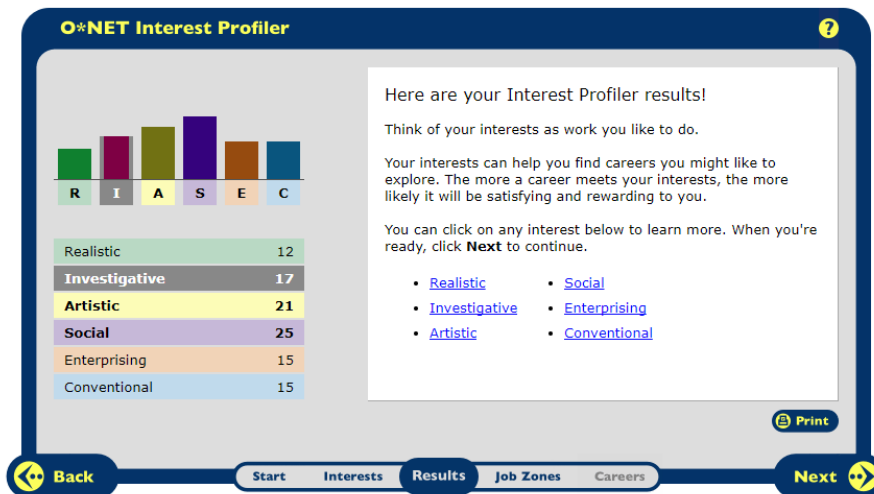
Social _____

Enterprising _____

Conventional _____

MY NEXT MOVE

o-net
in-it



You can click on any interest (Realistic, Social, etc.) to learn more. When you're ready, click **Next** to continue.



Action Item(s): Before moving on to Step 2 Job Zones, do the following:

(√) Complete:

- Write down your interest scores above in the Career Planning Document provided by your teacher.
- If possible, print your results: In group settings, you can identify your printed copy with your name.

Printed for: (Type your Name before printing)

PART 1: JOB ZONES

STEP 2: How much education, training, and experience do I need to do the job?

OVERVIEW: Where am I going: Interests + Job Zones = Careers

Once you know WHO you are, you are ready to begin thinking about where you are going (exploring careers that you might enjoy). Career exploration does not mean you need to lock yourself into one

career, but rather is it looking at many various career opportunities for your future. Spend as much time as you can learning about all the careers that interest you.

Directions

1. **Pick a Job Zone.** Different careers need different amounts of preparation.

Using your Job Zone and your interests, the Interest Profiler will help you identify and explore careers that might be right for you.



2. **When picking your Job Zone, you can choose your future Job Zone. Choose the Job Zone that matches the amount of experience, education, and training you plan to get in the future.** Don't worry about making the wrong choice; you can explore a different Job Zone later.



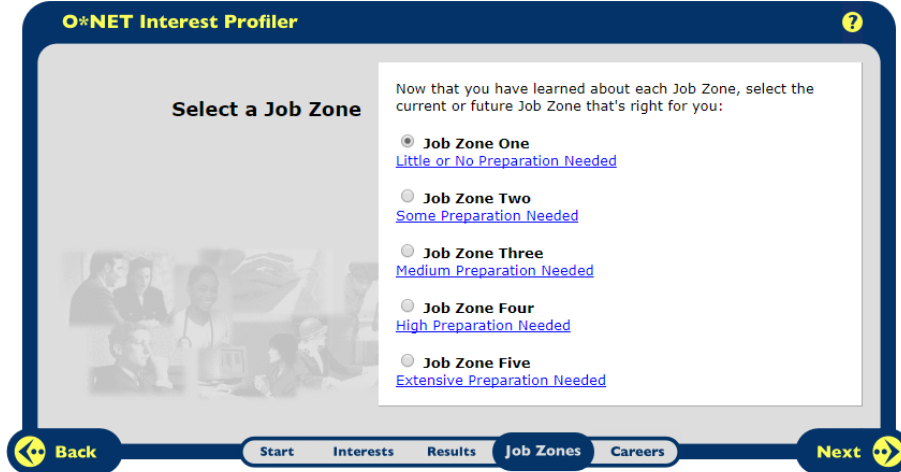
3. **Explore the Job Zones : Select each Job Zone below to read more about the experience, education, and training needed.** Read carefully to find the Job Zone that's right for you. You click on the Job Zone to learn more. When you're ready, click Next to continue.



Action Item(s): Before moving on to Step 3 Careers, do the following:

(√) Complete:

- Read about Job Zones below.



PART 1: CAREERS

STEP 3: Which careers do I want to explore?

Now that you have learned about each Job Zone, select the current or future Job Zone that's right for you:

- **Job Zone One**
Little or No Preparation Needed
- **Job Zone Two**
Some Preparation Needed
- **Job Zone Three**
Medium Preparation Needed
- **Job Zone Four**
High Preparation Needed
- **Job Zone Five**
Extensive Preparation Needed

On the next screen, you will see careers related to your Interest Profile in your chosen Job Zone.

Directions

1. Click the Next button to continue to Careers.

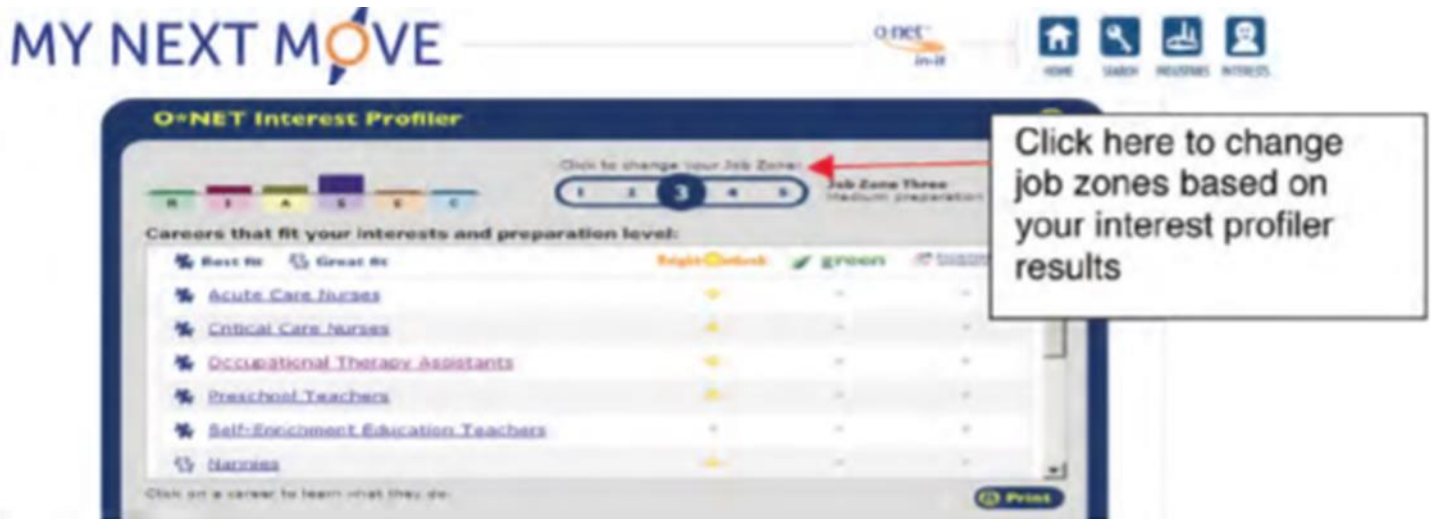
Have you thought about how much education or training you want to take to prepare for your career? Some careers take longer to prepare for than others. On MyNextMove website (<https://www.mynextmove.org/>), each O*NET career is in one of five Job Zones.

Careers in Job Zones 1 and 2 typically require a high school education. You may also want to consider careers in Job Zone 3 and above that require training after high school.

Consider all of the options:

- Registered apprenticeship
- Community college
- Four-year college
- Technical training, Job Corps.

2. Click on a career to learn what they do.



You can print out a list that explains the five Job Zones here: <http://www.mynextmove.org/explore/jobzones>.

Of the occupations matching your interests, which ones do you want to learn more about? Here are some examples based on Interest Profiler results in Step 1 for Job Zone 3 and 4 (medium preparation [e.g. associate's degree]):

Job Zone	Occupation	Occupation
3	Occupational Therapy Assistants	Critical Care Nurses
4	Elementary School Teacher	Rehabilitation Counselor

Remember: The more education and training you have (for example: industry certifications, associate's degree) the more money you are likely to earn over your lifetime.

3. Complete the Career Planning Document.

- Write down the occupations that match your interests in the Career Planning Document.
- For each of the career choices that you want to explore further, print out the one-page occupation profile from MyNextMove website and attach it to your Career Planning Document.



Interest Scores

Realistic	Investigative	Artistic	Social	Enterprising	Conventional

Occupations for further exploration

Job Zone	Occupation	Occupation	Occupation
1			
2			
3			
4			
5			

Occupation Research

Occupation	Low range of pay	Average pay	Upper range of pay	Education/Training Required	General Occupational Outlook	Local Projected Openings

ACTIVITY 2: EXPLORING CAREERS

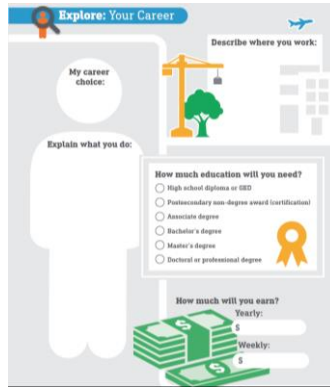
PART 2: YOUR CAREER

Directions

1. You will select one career and complete the Explore: Your Career form.
2. On the My Next Move website (Careers) you will research one career that you selected. There are 974 careers for them to choose from. Click any title to see more information. You can also see just the Bright Outlook careers, Green careers, or careers with Registered Apprenticeships:
 - **What they do:** contains information about the duties associated with the job and might contain information about specializations within the field. You should use this information to complete “Explain what you do.”
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 - High school diploma or equivalent (such as a GED)
 - Some college, no degree
 - Postsecondary non-degree award
 - Associate degree
 - Bachelor’s degree

- Master's degree
 - Doctoral or professional degree
- **Job Outlook:** contains the median and range wage/salary for the career, along with comparisons to state and local salaries, and job outlook. You should use this information to complete “How much will you earn?”

3. You can also watch the career video in this link.



Additional suggestions for career exploration:

- Use the Occupational Outlook Handbook online at <https://www.bls.gov/ooh/>.
- Use the Texas Career Check/Explore Careers/Occupation Information online at Occupational Outlook Handbook online at <http://www.texascareercheck.com/ExploreCareer/OccupationInfo>.
- Ask your parents, relatives, friends' parents, and teachers about careers.
- Work experience such as summer jobs, apprenticeships, internships, and job shadowing can show you some careers you like and dislike.
- Volunteer work can give you valuable life experience and skills, a chance to meet interesting people, and help you explore career options.
- Search the internet for information on careers.

Closure

4. **Closure:** _____

COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 2: POSTSECONDARY EDUCATION

PART 3: HOW DO I GET THERE

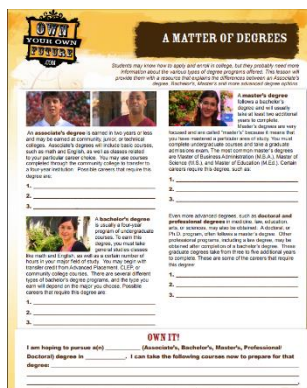
OVERVIEW: How do I get there?

Once you think about WHO you are and WHERE you want to go, it is time to start planning HOW you will get there. If you keep your career goal in mind, it will help you plan what classes you want to take and what activities you want to participate in. Here are some questions for you to think about to help you determine your plan for high school and after high school:

- Go to a four-year college?
- Go to a technical college?
- Go to a two-year college?
- Go in to the military to receive training and/or a college degree?
- Go to a technical college and then to a four-year college for a Bachelor of Applied Science degree?
- Go to a registered apprenticeship program?
- Go directly into the work force for on-the-job training?
- Consider the Tech Prep process in high school?
- Consider the apprenticeship program in high school?

Directions

1. **Watch the video:** Different Types of Postsecondary Education
<http://www.ownyourfuture.com/7th/find/>.
2. So, which degree is right for you? **Write your answers on the “A Matter of Degrees” form.** This worksheet (<http://www.ownyourfuture.com/files/documents/college-degrees-explained-s.pdf>) explains the different types of college degrees—plus how they apply to your future career goals.



COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 2: POSTSECONDARY EDUCATION (CONTINUED)

PART 3: HOW DO I GET THERE

Closure

3. Closure: _____

Remember to:

- Keep your options open.
- Learning is a life-long process.
- Take advantage of every learning opportunity.

Extension

Here is an additional sources for the college and career ready generation:

Looking for good info? Get the scoop on college by asking these questions about classes, resources, campus life and, oh yes, how to pay for it all.

Top things to ask... (<http://www.ownyourownfuture.com/files/documents/top-things-to-ask-s.pdf>)



COLLEGE AND CAREER READINESS SOCIAL STUDIES LESSON

STUDENT WORKSHEET (6TH)

ACTIVITY 3: WHAT ABOUT COLLEGE


PART 1: EXPLORE MY COLLEGE

Directions


1. Use the chart below to review general facts about college:

The infographic is a vertical layout with a light gray background. It features several sections: a map of the US with text about the number of colleges; a checkmark and an X icon with text about college advantages and disadvantages; a 'Career Path' section for HVAC with a play button icon, a student testimonial, and wage/growth statistics; and a 'Think About This' section with a downward arrow icon, text about degree-earning schools, and two pie charts showing the distribution of 4-year vs 2-year schools and private vs public schools. A silhouette of a building with a flag is on the right.


 There are more than 4,500 colleges in the United States. Every college is unique and meets the needs of its students.


 From cost to class size, from student body to extracurricular activities, there are advantages and disadvantages to every college.



Career Path  **Heating, Ventilation and Air Conditioning (HVAC)**

As a senior in high school, I didn't know exactly what an HVAC tech was, but after talking with my career counselor, this sounded like a great fit for me. I like working with my hands, solving problems and fixing machinery. The community college offers a 16-month program that prepared me for my state exam and certification. Every day my job is different—new locations, new problems. I enjoy the challenge and one day hope to open my own business.

 **Median Wage: \$43,640**
Expected Job Growth 2012–2020: 21%

Think About This 

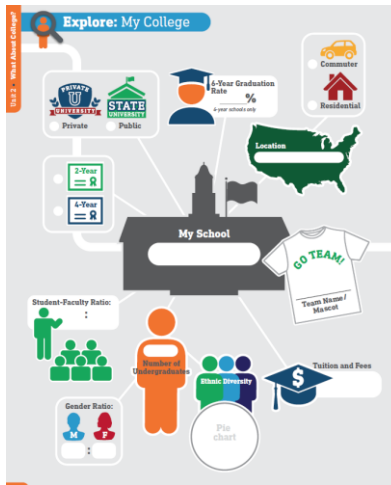
In 2011, there were 4,599 schools in the U.S. where students could earn a degree.

Category	Percentage
4-Year	62%
2-Year	38%

Category	Percentage
Private	64%
Public	36%

http://nces.ed.gov/programs/digest/d12/tables/dt12_005.asp

2. For your next activities you will use College Board's [college search tools](#) to start exploring colleges, careers, majors, and campus life. The teacher will provide you with the necessary instructions and resources to complete the “My College, Gallery Walk and What I Learned...” forms.



If time permits complete:

Gallery Walk Notes

Private University	Public University	Community College																		
<table border="1"> <thead> <tr> <th>Common Characteristics</th> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Common Characteristics	Advantages	Disadvantages				<table border="1"> <thead> <tr> <th>Common Characteristics</th> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Common Characteristics	Advantages	Disadvantages				<table border="1"> <thead> <tr> <th>Common Characteristics</th> <th>Advantages</th> <th>Disadvantages</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Common Characteristics	Advantages	Disadvantages			
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Explore: What I Learned About...

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