



LOS ANGELES UNIFIED SCHOOL DISTRICT REFERENCE GUIDE

TITLE: College Awareness Experiences for Elementary Students in Grades Pre-K Through 5/6 During the Annual LAUSD College Month in October

NUMBER: REF-3971.6

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DATE: September 28, 2017

PURPOSE: The purpose of this Reference Guide is to provide information about college awareness experiences during the Los Angeles Unified School District’s (LAUSD) annual *College Awareness Month* in October. Though October marks the official start of College Awareness Month, the following recommended activities are meant to be completed throughout the school year.

MAJOR CHANGES: This Reference Guide replaces REF-3971.5, of the same title, issued October 7, 2015. It reflects updated information.

BACKGROUND: Los Angeles Unified School District (LAUSD) students come from a wide variety of cultural, economic, ethnic, linguistic, racial, and socio-economic backgrounds. It is essential that all elementary schools prepare our diverse students for postsecondary career and college opportunities, beginning with kindergarten. To support this goal, each school has been asked to develop and/or enhance a strong college-going culture. To ensure that all students will graduate ready for college and career, the District’s minimum graduation policy requires successful completion of the a-g course sequence for the Class of 2018, as well as meeting the districtwide goal of 100% attendance.

INSTRUCTIONS: The following guidelines apply:

I. INTRODUCTION

LAUSD is committed to providing all students, Pre Kindergarten to Grade 12, with a rigorous academic program that prepares them for college and career. This includes students enrolled in special education, English Learner (EL) and Standard English Learner (SEL) programs. The district maintains an instructional emphasis that encompasses Pre- Kindergarten to Grade 12 and beyond. The promotion of a districtwide college-going culture will support students to be aware and ready to enter their choice of postsecondary options of college and career. Therefore, the District is

ROUTING

Local District Superintendents
Administrators of Instruction
Directors
Operations Administrators
Counseling Coordinators
College Counseling
Coordinators
Elementary School Principals
Assistant Principals
APEIS
Coordinators
Teachers



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encouraging all students to participate in appropriate college and career awareness activities and experiences, designed for each grade level.

II. COLLEGE-GOING CULTURE

A college-going culture provides the environment, attitudes and practices in schools that create access to postsecondary education. The school establishes clear expectations for all students. Even more important is helping students believe they have great opportunities and paths available to them that lead to a successful adult life. In partnership with the University of California, Los Angeles (UCLA), the District identified the following principles of a college-going culture.

A college-going culture exists when the following elements are present on all school campuses, in classrooms and school offices:

- College Talk – clear communication about what it takes to get to college
- Clear Expectations – the explicit goals of preparing students for a full range of post-secondary options is clearly defined
- Information and Resources – students have access to information and resources related to college
- Curriculum – school makes a commitment to provide the resources necessary for every student to be prepared to meet grade level standards, every year in every classroom
- Faculty Involvement – faculty integrates college information into regular classroom activities
- Family Involvement – family members must have the opportunities to gain knowledge about the college planning process
- College Partnerships – college-related activities and academic enrichment programs raise awareness of and aspirations toward college

III. COLLEGE MONTH ACTIVITIES

Every elementary school will plan college and career awareness experiences to be integrated into the academic program within the school day for all students. To facilitate school planning, the Division of Instruction is providing sample activities appropriate for elementary students. Grade-level college and career awareness lessons have been developed to allow for timely student access to self-discovery and postsecondary planning, and are listed in the following attachments:

Attachment A: Pledge Activity for All Elementary School Students
Attachment A1: *Student Education Pledge*



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Attachment B: PreK-K Grade Lesson Overview
Attachment B1: *Career Web* handout

Attachment C: 1st Grade Lesson Overview
Attachment C1: *Dream Big* handout

Attachment D: 2nd Grade Lesson Overview
Attachment D1: *Map of California*
Attachment D2: *Pennant*

Attachment E: 3rd Grade Lesson Overview
Attachment E1: *Fruiter Model* handout
Attachment E2: *I am Ready for College* handout

Attachment F: 4th Grade Lesson Overview
Attachment F1: *Career Comparison Chart*

Attachment G: 5th Grade Lesson Overview
Attachment G1: *College Research* handout

Attachment H: Additional College and Career Awareness Activities
for Elementary School Students

ASSISTANCE: For assistance and more information, contact your Local District College Counseling Coordinator or the Office of Academic and Counseling Services at (213) 241-7510.



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ATTACHMENT A

*Los Angeles Unified School District
Division of Instruction*

Pledge Activity for All Elementary Students

GOAL	Students will complete a <i>Student Education Pledge</i> in which they state why education is important to them and what it is they pledge to do in order to be the best student possible. You may want to prepare an education pledge of your own as a model for students
GRADE LEVEL/S	PreK-5/6
DURATION	30-40 minutes
OBJECTIVES	-Students will explore the importance of maintaining responsibility to themselves -Students will complete their own Student Education Pledge and prepare it for display
RESOURCES	-Lesson Handouts: <i>Student Education Pledge</i> -Supplies: Scissors, glue, 8x10 colored paper

Steps:

1. Opening
 - a. Discuss why education is important and how it will help a student's future
 - b. (Optional) Prepare an education pledge of your own to model for students
2. Share and discuss with students some or all of the following:
 - a. Identify individuals and resources that will help them
 - b. Visualizing the road to their future
 - c. Identify the student they are and hope to become, and what they need to do to stay on the right path
 - d. What habits and skills it will be important to develop
 - e. Explore the benefits of college
 - f. Imagine the challenges and transitions they will make and how to make good decisions
3. Distribute the Student Education Pledge handout and read the instructions
4. Allow students time to complete their handout
5. Students may paste it onto a piece of colored paper for display
6. Allow some or all students to share their pledges with the class
 - a. You may choose to create a bulletin board on which to display the pledges



Student Education Pledge

A large, scroll-shaped form with a black outline and rounded ends. The top and bottom edges are curved, and the left and right edges are straight. The form is divided into three sections by horizontal lines. The top section is a small, shaded, semi-circular area. The middle section is a large, empty rectangular area. The bottom section is a small, shaded, semi-circular area. The text "This pledge belongs to" is centered in the top section. The text "In order to be the best student I can be, I pledge to" is centered in the middle section. The text "My education is important to me because" is centered in the bottom section.

This pledge belongs to

In order to be the best student I can be, I pledge to

My education is important to me because

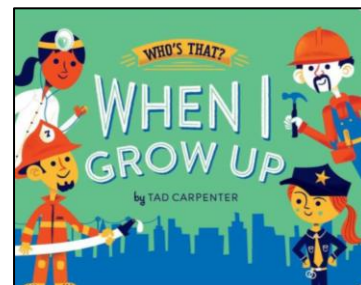


Jobs in My Community Pre-K, Kindergarten Lesson

GOAL	Student will begin understanding and appreciating different types of jobs and careers
GRADE LEVEL/S	Pre K-Kindergarten
DURATION	30-40 minutes
OBJECTIVES	- Students will learn about specific jobs and occupations in the home and community -Students will identify careers using images
RESOURCES	-Magazines -Books -Digital camera -Career Web chart

Steps:

1. Gather students for circle time. Tell the students you are going to be talking about work and the different jobs people do
 - a. Ask students to brainstorm jobs they or others do at home
2. Ask students to identify jobs that they already know about. Can they identify jobs of people at school? What are some jobs they see in their community?
3. Ask students what jobs their family members have (i.e. mom, dad, aunt, uncle, older siblings)
4. Begin by introducing a book about different jobs and explain that today they will be thinking about different types of jobs and what they do
 - a. A suggestion is *When I Grow Up* by Tad Carpenter
5. Gather students in a circle and play “Who am I?”
 - a. Hold up images of people doing different jobs and giving clues about the job they perform, and have students guess who they are
 - b. Have students connect pictures of tools, clothing/uniforms, and vehicles associated with different careers
6. Have students select an occupation they would be interested in from the pictures
 - a. If possible use a digital camera to superimpose the student’s face on their chosen occupation picture
 - b. Students write a sentence explaining why they chose a particular occupation and share out to the class
7. Encourage students to talk to others at home about the jobs they do
 - a. Complete the *Career Web* handout and share with the class the information they discovered



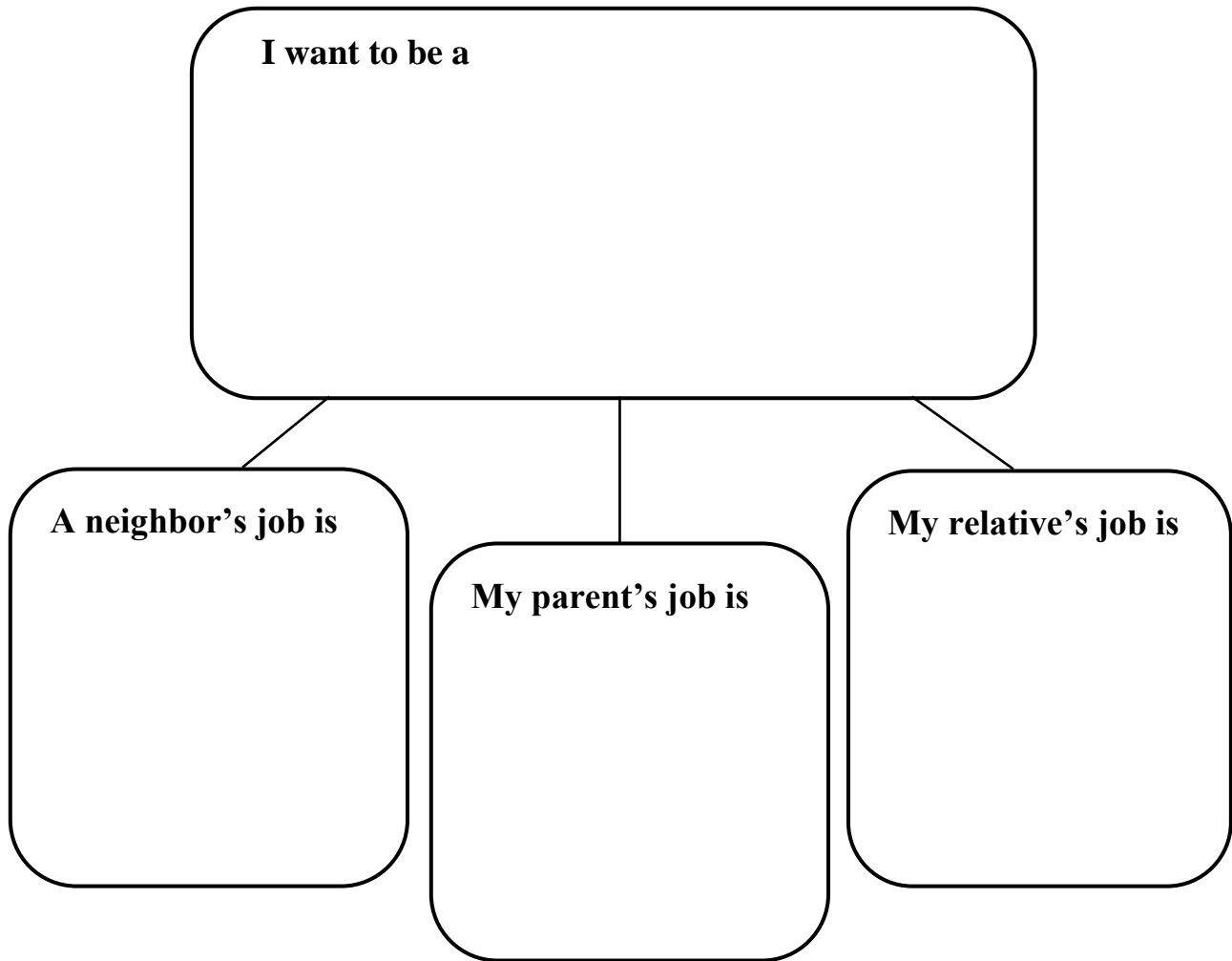


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8. Ask for professionals from your community to volunteer and present to the students or during a “Career Day”



Career Web



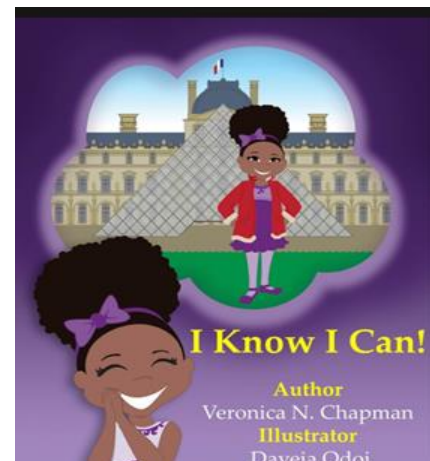


College and Career Readiness 1st Grade Lesson

GOAL	Students will understand the importance of having high expectations and going to college
GRADE LEVEL/S	1 st Grade
DURATION	40-50 minutes
OBJECTIVES	-Students begin the process of understanding what college means -Students will make connections between college and career and set a career goal
RESOURCES	-Chart paper -Book "I Know I Can!" - <i>Dream Big</i> Handout

Steps:

1. Explain to students that they are starting a lesson about college
2. Begin by reading a book about having high expectations
 - a. If possible, have a college student volunteer to read aloud to the students
 - b. There are many books that would work:
 - i. One suggestion is "*I Know I Can*" by Wendy Rouillard
3. Lead a College Word Wall
 - a. Introduce words that are associated with college
 - b. Write the word on chart paper
 - c. Guide students into what the word means
 - i. Use pictures and realia to formulate a kid-friendly definition
 - d. Students write down the word and create an image of the vocabulary word
 - e. Repeat process with the next word
4. Have students brainstorm behaviors and character traits of a good student. Chart responses
 - a. Help students make connections between how these habits and traits will make them college and career ready
5. Distribute the *Dream Big* handout
 - a. Ask students complete the handout by identifying things they want to achieve, both in the short term and long term
 - i. Set career goals, education goals, personal goals
 - ii. Identify goals students want to achieve this year





Dream Big
These are things I want to achieve...

A large, empty rounded rectangular box with a black border, intended for writing a dream.A large, empty rounded rectangular box with a black border, intended for writing a dream.A large, empty rounded rectangular box with a black border, intended for writing a dream.A large, empty rounded rectangular box with a black border, intended for writing a dream.A large, empty rounded rectangular box with a black border, intended for writing a dream.

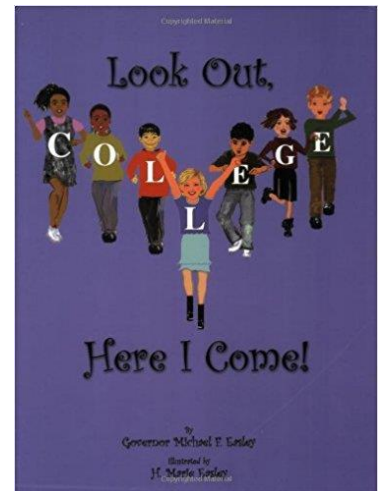


College Awareness for 2nd Grade

GOAL	Students will learn the importance of going to college and gain awareness of the many colleges in their community and the state
GRADE LEVEL/S	2 nd Grade
DURATION	40-50 minutes
OBJECTIVES	-Students begin to become aware of different types of colleges and the many college choices in their community
RESOURCES	- Book “ <i>Look Out College, Here I Come!</i> ” By Michael F. Easley - Paper pennants - California map - String or yarn - Pins

Steps:

1. Ask students if they know anyone who is going to college or went to college. Let students know that there are many college campuses in California
2. Begin reading the book, *Look Out College, Here I Come!*
 - a. While reading, pause to discuss the importance of setting goals and trying our best
3. After finishing the book, ask why the students in the story were going to college
 - a. Discuss some of the occupations the students in the book were preparing for by going to college
 - b. Have students share what they would like to be when they are older, and tie the necessity of learning more about careers and going to college
 - c. Share your own journey to college
4. Explain to students that in California there are 4 types of colleges and universities:
 - a. Community Colleges (2 year) – about 110 of them
 - b. California State Universities (4 year) – 23 of them
 - c. University of California (4 year) – 10 of them
 - d. Private Universities (4 year) – 77+
5. As a class, students will create a community map indicating the location of colleges
 - a. Give each student a name of a college in California and create a pennant
 - i. On the pennant, students will complete the following sentence “I’m going to college to become a _____.”
 - ii. Students may decorate their pennant adding illustrations or school colors
 - b. The students post their pennant around a map of California, and using a string and pin indicate where their college is located on the map.



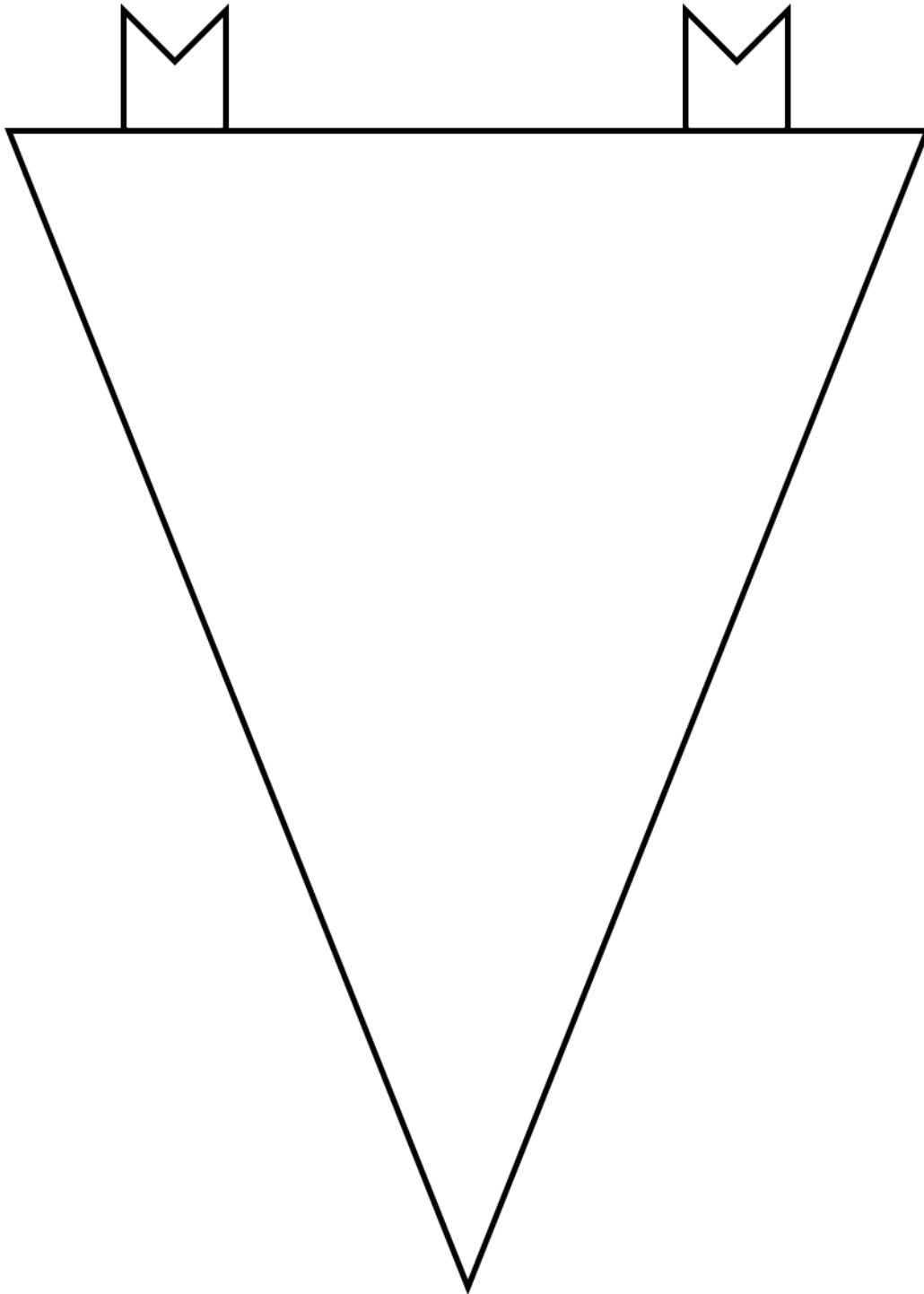


California





Pennant



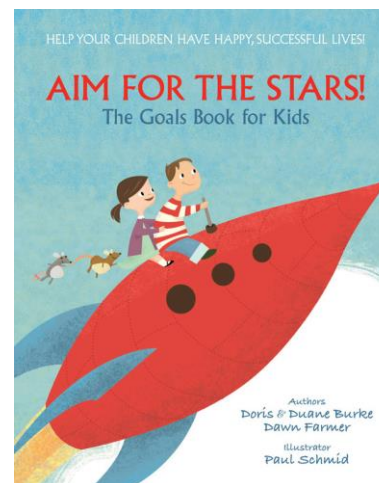


College Awareness for 3rd Grade

GOAL	Students will develop an understanding of terms associated with college and the importance of goal setting
GRADE LEVEL/S	3 rd Grade
DURATION	60 minutes
OBJECTIVES	-Students will develop an understanding of terms associated with college and make connections between the concepts -Students will compare examples and non-examples -Students will identify traits and dispositions needed to attain their goals
RESOURCES	- Book “Aim for the Stars!” - College Vocabulary Words - <i>Fruyer’s Vocabulary Model</i> Template - <i>I’m Ready for College Sensory Figure</i>

Steps:

1. Students will learn about the importance of goal setting
 - a. Read the book *Aim for the Stars* by Doris and Susan Burke and Dawn Frammer
2. Introduce college vocabulary words to the students
 - a. Some suggested words to choose from: achieve, diploma, grit, application, desire, believe, resilient, commitment, semester, goal, graduate, dedication, mascot, studious, scholarship, persistent, resourceful, motivated, responsible, scholarly, inquisitive
 - i. Choose up to 10 words
3. As a class discuss each word and its definition
 - a. Help students visualize the meaning of each word
 - i. Ask them what it sounds like, looks like and feels like
 - ii. For example, the word achieve...
 - Does it look like working hard or only playing games?
 - Does it sound like “I can’t do this,” or “This is hard but I am not going to give up”
 - Does it feel like you are proud of yourself, or does it feel like you are disappointed?
4. Have students write the new term on the *Fruyer’s Vocabulary Model* handout
 - a. With a partner or in groups have students brainstorm behaviors/characteristics, examples, and non-examples of the term
 - b. Direct students to place words and phrases in the appropriate sections
 - c. Continue until all terms have been completed





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5. Students complete the *I am Ready for College Sensory Figure* of a high school graduate, and identify the traits and dispositions needed to attain the goal of being prepared for college



Fruyer Model

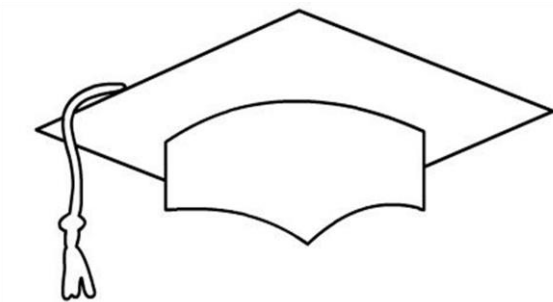
A diagram of the Fruyer Model, which is a square divided into four quadrants by a central circle. The quadrants are labeled: top-left "Examples", top-right "Definitions", bottom-left "Non-Examples", and bottom-right "Characteristics".

Examples	Definitions
Non-Examples	Characteristics



**I am Ready for College
Sensory Figure**

Sees



Thinks

Says



Hears

Does

Feels

I am going to college to become a _____



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ATTACHMENT F

College Awareness for 4th Grade

GOAL	Students will connect their areas of interest to different careers. Students will explore and learn about different career options
GRADE LEVEL/S	4 th Grade
DURATION	60 minutes
OBJECTIVES	Students will gain an understanding of their interests and make connections to possible careers Students will learn about the different occupations and the education requirements
RESOURCES	Access to a computer for each student <i>Career Comparison</i> handout

Steps:

1. Let students know that there are several websites that provide information on careers. Today, they will be investigating the Virginia Clear View website
 - a. Have students log in to <http://vacareerview.org/k5/check-it/kids-search/>
 - b. Distribute the *Career Comparison* handout
 - i. Students will complete the handout as they explore the website
 - c. The home screen asks the question of how you would like to search
 - i. Ask students to choose an area of interest and write it on their comparison chart
 - ii. Have students click on the box next to their area of interest
2. The *Interests* page lists twelve activities/areas that may be of interest to the students
 - a. Have students select and click on one area of interest
 - b. A list of careers associated with that area of interest appears
 - i. Have students choose one career to investigate by clicking on the name of the career
 - ii. Add the name of the career into your comparison chart
 - c. Have students read the descriptions on the *What They Do* tab
 - d. Students should list key job tasks on the comparison chart
3. Have students click on the *Fast Facts* tab to find out the education requirements for that career
 - a. Have students record their findings on the comparison chart
4. Ask students to think about all the job duties. How do they relate to the subjects they study in school?
 - a. On the handout, have them explain how the job duties relate to reading, writing, math, science history
 - i. Encourage students to make connections to two or more subjects



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5. Assign students to create an information brochure about their favorite career
 - a. Have students share and present their brochures to the class
 - i. Close the lesson with a class discussion of how what they are learning in school prepares them for their future careers



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ATTACHMENT F1

Career Comparison Chart

Interest	Occupation	Key Job Tasks	Education/Training
Explain how the job duties relate to reading, writing, math, science or history (Connect to two or more subjects).			
Interest	Occupation	Key Job Tasks	Education/Training
Explain how the job duties relate to reading, writing, math, science or history (Connect to two or more subjects).			



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Interest	Occupation	Key Job Tasks	Education/Training

Explain how the job duties relate to reading, writing, math, science or history (Connect to two or more subjects).

Interest	Occupation	Key Job Tasks	Education/Training

Explain how do the job duties relate to reading, writing, math, science or history (Connect to two or more subjects).

Identify your favorite career. Create an informational brochure describing that career.



College Awareness for 5th Grade

GOAL	Students conduct a “college fair” by researching a college or university and displaying their findings of facts and information on a science board
GRADE LEVEL/S	5 th Grade
DURATION	120 minutes (plus time to put their display boards together)
OBJECTIVES	-Students will research information on one college and have the opportunity to explore information about other colleges located across the country
RESOURCES	-Poster display board -Computer and access to the internet - <i>College Research</i> handout

Steps:

1. Students are assigned (or may select) a college of their choice
2. Using the *College Research* handout, students gather information regarding their college
 - a. Students conduct their research using college websites
 - b. Students could also send an email or letter to the college requesting information
3. Students organize their research onto the poster display board, along with any additional college gear, banners, photos, or support materials
4. Students prepare an informative oral presentation about their college and what makes that university special
 - a. Set up the college fair on tables in a multi-purpose room or classroom and invite other grade-level classes and parents to attend



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ATTACHMENT G1

College Research

Name of College:
Location (city, state):
Distance from current school site (miles):
Public or Private:
Admissions Requirements:
Logo or Mascot:
School Colors:
Size (How many students attend?):
Cost:



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Sports Teams – Clubs - Organizations:

History:

Interesting programs or majors:

Mission:

Vision:

Fun Facts:



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ATTACHMENT H

*Los Angeles Unified School District
Division of Instruction*

Additional College and Career Awareness Activities for Elementary School Students

Bulletin Boards – Hallway and Door Decor

- Create a bulletin board that displays a card with each teacher’s name and the college they attended, arranged around a map of the United States. Identify with pins and string the location of each college
- 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 member come to the school to share information on their jobs and careers and the education, skills and experience requirements. Students are given the opportunity to make a connection between their academic pursuits and future professional endeavors
- 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 Spirit Day

- College t-shirt Day – students and staff might wear college t-shirts and paraphernalia, 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



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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 act as mentors and role models, to encourage and support students' 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, their experiences and degrees earned