



Associated Curriculum Overview

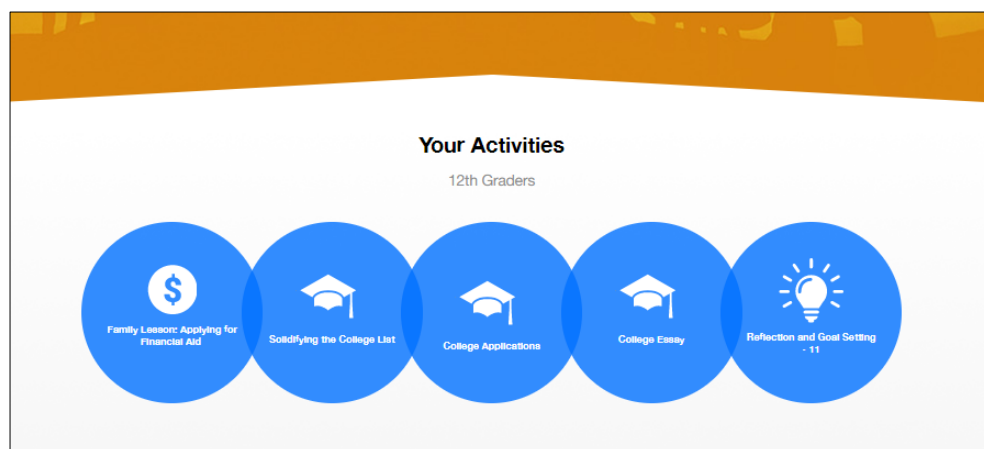
An in-depth guide to the lesson plans related to the associated 6th – 12th grade curriculum on CaliforniaColleges.edu

When students sign in to their accounts on CaliforniaColleges.edu, their personalized landing page displays a series of blue bubbles, each containing a grade-appropriate activity that will walk them step by step through the development of a postsecondary plan. By clicking on any of the blue bubbles, students access worksheets that may be completed independently or in a classroom or workshop setting.

Each grade-level activity is associated with a lesson plan to support integration of CaliforniaColleges.edu into instructional time. Lesson plans usually include a trackable activity, such as completing an assessment or favoriting (♥) careers, supplemented by related research, classroom-based discussions, and/or presentations that help deepen students' understanding. Many lesson plans and student worksheets are aligned with Common Core literacy skills, encouraging students to research and synthesize information, determine relevance, and communicate information in both verbal and written formats. They are also designed to help students develop 21st century skills necessary for success in higher education and the workforce.

The lesson plans offer a variety of delivery methods for optimal learning, including:

- Individual work
- Partner work
- Small group work
- Platform content research with recommended worksheet completion
- Student presentations
- Family or support network involvement
- Part of a lesson plan series



Lesson Plans

The following Lesson Plans make up CCGI's 6th – 12th grade college and career planning curriculum.

6th Grade

Welcome to CaliforniaColleges.edu: Platform Exploration (6.1)

Goal: Students will become familiar with CaliforniaColleges.edu.

Associated Activities: My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Fall

Students are provided with an introduction to the CaliforniaColleges.edu platform and learn how to navigate the site. Students are encouraged to find their task list, the [College Search Tool](#), and the [Major Search Tool](#).

What Do I Like?: Interest Profiler (6.2)

Goal: Students will evaluate their personal interests and explore matching career options.

Associated Activities: Interest Profiler, Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Fall

Students are guided through the completion of the [Interest Profiler](#) assessment, as well as associated activities like reviewing fact sheets for suggested careers, favoriting (♥) careers of interest, and ensuring that students' saved careers are visible within [My Plan](#).

College 101: An Introduction (6.3)

Goal: Students will learn about the systems of higher education, become familiar with key vocabulary, and begin creating their college list.

Associated Activities: Favorite (♥) Colleges, My Journal

Delivery Method(s): Platform content research with recommended worksheet completion

Recommended time of Year: Spring

With a focus on research, students are instructed to read about systems of higher education, take notes, look up terms, and create a four-part timeline of the application process that begins in middle school and ends in 12th grade.

7th Grade

My First College List (7.1)

Goal: Students will create a list of colleges based on career goals, academic goals, and lifestyle preferences.

Associated Activities: Favorite (♥) Careers, Favorite (♥) Colleges, My Journal

Delivery Method(s): Small group work

Recommended Time of Year: Fall

Using visual representations of college campuses, students research information related to the campus, answer questions related to their personal interests, and then make connections between career and college plans. *Requires educator prep (printing and cutting).

Finding Meaningful Experiences and Activities (7.2)

Goal: Students will begin tracking their activities and considering what experiences will benefit them most.

Associated Activities: My Experiences, Favorite (♥) Majors, My Journal

Delivery Method(s): Individual work, partner work

Recommended time of Year: Fall

First, students are guided through the process of adding an experience on the platform. Then, students read an excerpt from an article about choosing extracurricular activities and are encouraged to document their activities and reflect on how those activities highlight their best qualities.

My Future Alma Mater – College Research (7.3)

Goal: Students will complete an in-depth research project on a college of their choice.

Associated Activities: Favorite (♥) Colleges, My Journal

Delivery Method(s): Platform content research with recommended worksheet completion, student presentation, part of a lesson plan series

Recommended Time of Year: Spring

This is the first lesson in the My Future Alma Mater series, in which students complete a multi-day research project and presentation. In Lesson 7.3, students utilize the [College Search Tool](#), their personalized college list ([My College List](#)), and a worksheet to complete a poster project about a college that interests them.

My Future Alma Mater – College Presentation (7.4)

Goal: Students will present their college research and find colleges that match their preferences.

Associated Activities: Favorite (♥) Colleges, My Journal

Delivery Method(s): Platform content research with recommended worksheet completion, student presentation, part of a lesson plan series

Recommended Time of Year: Spring

This is the second lesson in the My Future Alma Mater series, in which students complete a multi-day research project and presentation. In Lesson 7.4 students hang the posters they completed in Lesson 7.3, complete a gallery walk, and reflect on five posters that they find compelling.

Introduction to SMART Goals (7.5)

Goal: Students will learn how to craft a SMART goal.

Associated Activities: My Goals, My Journal

Delivery Method(s): Individual work, partner Work

Recommended Time of Year: Spring

Students learn what a SMART goal is and how to construct one, then reflect on the utility of SMART goals.

8th Grade

How Do I Learn? (8.1)

Goal: Students will learn about their learning style and access practical tips to help them succeed academically.

Associated Activities: Learning Styles Inventory, My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Fall

Students are guided to complete the [Learning Styles Inventory](#), reflect on the results, and complete a reflective writing activity in their [Academic Journal](#).

Family Lesson: My Aspirations (8.2)

Goal: As students begin preparing for high school, they will think about what will foster independence and prepare them for life after high school.

Associated Activities: My Journal

Delivery Method(s): Individual work, family or support network involvement

Recommended Time of Year: Fall

Students write a reflection in their [Career Journal](#) about who they want to be as an adult, then complete a checklist to discover more about their aspirations. Students are encouraged to share their story with a trusted adult and talk about the transition to high school.

Growth Mindset (8.3)

Goal: Students will explore perceptions and the relationship between intelligence and effort, then consider how self-perceptions support growth and learning.

Associated Activities: Survey (not trackable), My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Spring

Students complete a “Mindset Quiz” and learn about the relationship between intelligence and effort. Students are directed to read an article, watch a video on YouTube about neuroplasticity, respond to questions, and share with a partner.

Planning Courses for High School (8.4)

Goal: Students use the Academic Planner to plan courses for high school.

Associated Activities: Academic Planner, My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Spring

Students first reflect on personal aspirations, then learn about A-G course requirements, career pathways, and graduation requirements. Then, students use the [Academic Planner](#) to plan their high school course work.

Reflection and Goal Setting - 8 (8.5)

Goal: Students will reflect on the year and create SMART goal for the future.

Associated Activities: My Goals, My Journal

Delivery Method(s): Individual work, partner work, platform content research with recommended worksheet completion

Recommended Time of Year: Spring

Students start by reflecting on what they learned about college and career during their 8th grade year. Then, they create a SMART goal for academic achievement during their first year of high school, switch with a partner to edit their SMART goal, and write a reflection in their [Academic Journal](#).

9th Grade

Success, School, Self (9.1)

Goal: Students will use their career goals to begin to create a long-term educational plan.

Associated Activities: My Goals, Favorite (♥) Careers, My Tasks, My Journal

Delivery Method(s): Individual work, platform content research with recommended worksheet completion

Recommended Time of Year: Fall

Students create a SMART goal for high school related to academics, college, or career. Then, they read about careers, review their [My Career Plan](#), and complete charts to outline saved and related careers, as well as required education and related programs and majors for those careers. Students review and edit their SMART goal and create tasks based on their outlines, then end with a reflection in their [Career Journal](#).

Time and Time Management (9.2)

Goal: Students will discover the importance of time management skills and begin to apply these skills to their own lives.

Associated Activities: My Tasks, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Fall

Students complete a chart listing everything they did over the course of one week and compare with a partner, then learn about using [My Tasks](#) for time management, and write a reflection in their [Academic Journal](#).

Past and Future Me: Career Investigation (9.3)

Goal: Students will complete a career assessment and find careers.

Associated Activities: Interest Profiler, Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work, partner work, platform content research with recommended worksheet completion, part of a lesson plan series

Recommended Time of Year: Spring

This is the first lesson in the Past and Future Me series, in which students use career assessment results to connect their interests to academic planning and goal setting. In Lesson 9.3, students complete the [Interest Profiler](#), then complete a chart to identify career goals and related college goals, as well as the steps they need to take to achieve those goals.

Past and Future Me: Revised High School Plan (9.4)

Goal: Students will plan their high school courses.

Associated Activities: My Goals, Academic Planner, My Journal

Delivery Method(s): Individual work, partner work, platform content research with recommended worksheet completion, part of a lesson plan series

Recommended Time of Year: Spring

This is the second lesson in the Past and Future Me series, in which students use career assessment results to connect their interests to academic planning and goal setting. In Lesson 9.4, students reevaluate their [Academic Planner](#) to ensure that the courses selected are in line with their goals.

Past and Future Me: Reflection and Annual SMART Goal Development (9.5)

Goal: Students will reflect on their career and college exploration this year and set a clear goal for the future.

Associated Activities: (♥) Colleges, (♥) Majors, My Goals, My Journal

Delivery Method(s): Individual work, partner work, platform content research with recommended worksheet completion, part of a lesson plan series

Recommended Time of Year: Spring

This is the third lesson in the Past and Future Me series, in which students use career assessment results to connect their interests to academic planning and goal setting. In Lesson 9.5, students review their [College List](#) and the degrees and majors offered at each saved college, and create a goal that will make them a better college applicant.

Family Lesson: My School's Resources (9.6)

Goal: Students and parents will learn about resources and routines.

Associated Activities: My Journal

Delivery Method(s): Individual work, family or support network involvement

Recommended Time of Year: Spring

Students sit down with a parent or guardian for an hour and research a list of items related to academics, college, career, financial aid, and personal development on both CaliforniaColleges.edu and the student's school website. Then, students discuss what they have learned with their parent or guardian and write a reflection in their [Academic Journal](#).

10th Grade

Resources for Finding a Career (10.1)

Goal: Students will take the Multiple Intelligences assessment and use the results to consider new careers.

Associated Activities: Multiple Intelligences, Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work, platform content research with recommended worksheet completion

Recommended Time of Year: Fall

Students are instructed to complete the [Multiple Intelligences](#) assessment, review the results, and write down five careers on a chart. Students then research those careers with the [Career Search Tool](#), reflect on how their assessment results relate to each career, and save careers that might be a good fit.

Family Lesson: Paying for College (10.2)

Goal: Students will discuss college plans and how to pay for college.

Associated Activities: My Journal

Delivery Method(s): Individual work, family or support network involvement, part of a lesson plan series

Recommended Time of Year: Fall

Students are instructed to create a list of people they know who are in college, create a task to conduct three to four interviews about paying for college, schedule and conduct interviews with the people they wrote down, then reflect on the experience.

Career Research Project: Career Research (10.3)

Goal: Students will conduct career searches focused on their career pathway or industries that interest them.

Associated Activities: Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work, partner work, part of a lesson plan series

Recommended Time of Year: Spring

This is the first lesson in the Career Research Project series. Students are given a detailed explanation of the [Career Search Tool](#) and are instructed to conduct searches using various filters. Based on the results, students will save careers, then write a reflection in their [Career Journal](#).

Career Research Project: College Research (10.4)

Goal: Students conduct college searches and learn about certificates, associate degrees, and bachelor's degrees.

Associated Activities: Favorite (♥) Colleges, My Journal

Delivery Method(s): Individual work, part of a lesson plan series

Recommended Time of Year: Spring

This is the second lesson in the Career Research Project series. Students begin linking their [Career List](#) with the degrees needed for that career. They look at the [Career List](#) they established in Lesson 10.3, understand the education level needed for that career, find colleges that offer those degrees, and navigate to the [Degrees and Majors](#) tab within the college factsheets to gain more information. Students continue to find and save colleges, then complete a [College Journal](#) entry. Finally, students use the information they found to make an argument about the best path for attaining their career goal.

Career Research Project: Conclusion (10.5)

Goal: Students will reflect on their career and college exploration activities and connect their aspirations to their current academic progress.

Associated Activities: Academic Planner, My Journal

Delivery Method(s): Individual work, partner work, part of a lesson plan series

Recommended Time of Year: Spring

This is the third lesson in the Career Research Project series. Reflecting on their career choices in Lesson 10.3 and college research from Lesson 10.4; students look at their [Academic Planner](#) and evaluate if their career aspirations are aligned with their academic interests. Students then spend time on the [Academic Planner](#) and complete a [Career Journal](#) entry.

Reflection and Goal Setting - 10 (10.6)

Goal: Students will reflect on their year and create a SMART goal for the future.

Associated Activities: My Goals, My Tasks, Academic Planner, My Journal

Delivery Method(s): Individual work, platform content research with recommended worksheet completion

Recommended Time of Year: Spring

Students reflect on what they learned about college and career during their 10th grade year, create a SMART goal that will help them build career experience before leaving high school, and switch with a partner to edit their SMART goal. Then, students add related tasks to [My Tasks](#), review their CSU and UC eligibility, and write a reflection in their [Career Journal](#).

11th Grade

Researching Postsecondary Options (11.1)

Goal: Students explore their postsecondary options and examine how college fits into their future.

Associated Activities: Favorite (♥) Careers, Favorite (♥) Majors, Favorite (♥) Colleges, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Fall

Students conduct a career search and focus on the education level needed for various careers, navigate to view colleges, and build up their [My College Plan](#). Students then receive further instruction on personalizing their college list and write a reflection in their [College Journal](#).

Planning to Meet Deadlines (11.2)

Goal: Students use task management tools to plan to reach their aspirations.

Associated Activities: My Tasks, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Fall

After reading a page about using the task list, students work with a partner to determine the difference between a task list and a calendar. Then, students review tasks related to college and academic planning, personalize a college application plan in [My College Plan](#), and write a reflection in their [College Journal](#).

Family Lesson: Resiliency (11.3)

Goal: Students will reflect on their sense of self and consider two important questions: When the going gets tough, how do I react? Who do I turn to?

Associated Activities: Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work, family or support network involvement

Recommended Time of Year: Fall

Beginning with a journal, students reflect on several questions about resiliency, then complete a checklist of statements about how they handle obstacles. Students are then encouraged to identify a trusted adult with whom they can share their journal entry and checklist responses and have a supportive discussion.

Financial Aid Vocabulary (11.4)

Goal: Students will develop vocabulary related to financial aid and also complete the Expected Family Contribution (EFC) Calculator.

Associated Activities: Favorite (♥) Colleges, My Journal

Delivery Method(s): Individual work, partner work, platform content research with recommended worksheet completion

Recommended Time of Year: Fall

Students are instructed to work in pairs, look up and define 13 terms found on the platform's [Vocabulary](#) list, and discuss spending habits. Students are then guided to complete the Estimated Family Contribution (EFC) Calculator on the FAFSA4caster, document completion of the EFC in [My Financial Aid Plan](#), and write a reflection in their [Financial Aid Journal](#).

Who Are You? (11.5)

Goal: Students will complete the Do What You Are assessment and carefully review their results to better understand who they are right now.

Associated Activities: Do What You Are, Favorite (♥) Careers, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Spring

Students complete the [Do What You Are](#) assessment, write down five career matches from the results list, review information related to each career, and share reflections with a partner. Students end by completing a [Career Journal](#) entry.

Family Lesson: Home After High School (11.6)

Goal: Students will consider what “home” means after they begin to think about their options after high school.

Associated Activities: My Journal

Delivery Method(s): Individual work, family or support network involvement

Recommended Time of Year: Spring

Students complete several checklists containing statements related to postsecondary education, housing, financial support, and feelings, then complete a [College Journal](#) entry. Finally, students are encouraged to share their reflections with someone in their support network.

Writing Your Best Resume (11.7)

Goal: Students will learn about components of a resume and begin to build their own.

Associated Activities: My Experiences, My Documents: Resume, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Spring

Students begin by reading an article to learn about job preparation, discuss with a partner, and add activities to [My Experiences](#). Students are then guided through creating a resume and uploading it to [My Documents](#), and finish with a [Career Journal](#) entry.

Scholarships (11.8)

Future Release – CCGI will curate a scholarship database to ensure students only get high quality matches and reliable information.

Goal: Students will learn about scholarships and begin to build their scholarship list.

Associated Activities: Favorite (♥) Scholarships, My Journal

Delivery Method(s): To be determined

Recommended Time of Year: Spring

Students will understand the difference between need-based and merit-based scholarships. Then, students will use the [Scholarship Search Tool](#) to find and favorite scholarships that are a good match based on their college and career interests.

Reflection and Goal Setting - 11 (11.9)

Goal: Students will learn and reflect upon their year and create a SMART goal for the future.

Associated Activities: My Goals, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Spring

Students first discuss their discoveries during the year with a partner, then create a [College Goal](#), add items to [My Tasks](#), and finish with a [College Journal](#) entry.

12th Grade

College Applications (12)

Goal: Students can launch college applications and track submission dates in My Plan.

Associated Activities: Application launch (CCC Apply, FAFSA), links to applications (Cal State Apply, UC Apply, Common Application), My College Plan

Delivery Method(s): Platform content research with recommended worksheet completion

Recommended Time of Year: Fall

This activity does not include a lesson plan. Instead, it is a resource packet for students applying to college and tracking this process from within their accounts on CaliforniaColleges.edu.

Family Lesson: Applying for Financial Aid (12.1)

Goal: Students will discuss the intricacies of applying for financial aid with parents or guardians, then start their applications.

Associated Activities: FAFSA Launch, My Journal

Delivery Method(s): Individual work, family or support network involvement

Recommended Time of Year: Fall

Students begin by writing a [Financial Aid Journal](#) entry, then complete a checklist to consider their personal need for financial aid. Students are then informed about parents' ability to create a California Colleges.edu account, and are encouraged to sit down with their parent or guardian to review information about the FAFSA, Dream Act, California College Promise Grant (formerly known as the BOG waiver), and Chaffee Grant, and apply for financial aid.

Solidifying the College List (12.2)

Goal: Students will methodically finalize their college application list.

Associated Activities: Academic Planner, Favorite (♥) Colleges, My Journal

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Fall

Students review their academic progress, learn about eligibility requirements, and assess their CSU and UC eligibility. Students then complete a self-analysis for each public institution of higher education in California, refine their [College List](#), and find the [College Applications](#) tab for the colleges on their list. Students finish with a [College Journal](#) entry.

College Essays (12.3)

Goal: Students will carefully think through topics to write about in college essays.

Associated Activities: My Documents: College Essay

Delivery Method(s): Individual work, partner work

Recommended Time of Year: Fall

Students review an article to learn about college admission essays, watch videos, and take notes about what they learn. Then, students work with a partner to answer questions and further reflect on college essay topics.

Planning for Community College Bound Students (12.4)

Goal: Students will learn about their options at California Community Colleges and gain insight on the steps involved in applying to and enrolling at one.

Associated Activities: Career Search Tool, My Journal, CCC Apply

Delivery Method(s): Individual work, platform content research with recommended worksheet completion

Recommended Time of Year: Spring

Students are guided through the review of content pages related to Associate Degree for Transfer, priority registration, and financial aid options for community college bound students. They use the [Career Search Tool](#) to identify which level of postsecondary credential (certificate, associate, or bachelor's) they will need to enter their chosen field, and then select colleges based on the availability of relevant programs of study. They are then guided through the process of launching the CCC Apply application from within their account on CaliforniaColleges.edu.

Planning for 4-Year Bound Students (12.5)

Goal: Students become familiar with and review logistics and tasks to complete before transitioning to college.

Associated Activities: My Tasks, My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Spring

Students begin by using the Vocabulary list on CaliforniaColleges.edu to become familiar with key terms that will help them seamlessly navigate the transition to college. Then, they manage their tasks in [My Tasks](#) to ensure they are on track to meet key deadlines and input additional tasks based on the emails and mail they have received from their college. Finally, using either their financial aid award letter or the college factsheet on CaliforniaColleges.edu, students enter their expenses into a chart and then enter any financial aid awards to see a clear picture of how much they can expect to pay for college. Students finish with a [College Journal](#).

Reflection and Goal Setting - 12 (12.6)

Goal: Students will reflect upon their year and create a SMART goal for the future.

Associated Activities: My Goals, My Tasks, My Journal

Delivery Method(s): Individual work

Recommended Time of Year: Spring

Students reflect on their 12th grade year and discuss how they feel with a partner, develop a career goal, add appropriate steps for reaching their goal to [My Tasks](#), then finish with a [Career Journal](#).

Lesson Plans – Quick Reference

The chart below provides a convenient snapshot of the CCGI curriculum.

6 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
Welcome to CaliforniaColleges.edu: Platform Exploration (6.1)	My Journal	Fall
What Do I Like?: Interest Profiler (6.2)	Interest Profiler, ♥ Careers, My Journal	Fall
College 101: An Introduction (6.3)	♥ Colleges, My Journal	Spring

7 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
My First College List (7.1)	♥ Careers, ♥ Colleges, My Journal	Fall
Finding Meaningful Experiences and Activities (7.2)	My Experiences, ♥ Majors, My Journal	Fall
My Future Alma Mater: College Research (7.3)	♥ Colleges, My Journal	Spring
My Future Alma Mater: College Presentation (7.4)	♥ Colleges, My Journal	Spring
Introduction to SMART Goals (7.5)	My Goals, My Journal	Spring

8 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
How Do I Learn?: A Learning Styles Assessment (8.1)	Learning Styles Inventory, My Journal	Fall
Family Lesson: My Aspirations (8.2)	My Journal	Fall
Growth Mindset (8.3)	Survey (not trackable), My Journal	Spring
Planning Courses for High School (8.4)	Academic Planner, My Journal	Spring
Reflection and Goal Setting - 8 (8.5)	My Goals, My Journal	Spring

9 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
Success, School, Self (9.1)	My Goals, ♥ Careers, My Tasks, My Journal	Fall
Task and Time Management (9.2)	My Tasks, My Journal	Fall
Past and Future Me: Career Investigation (9.3)	Interest Profiler, ♥ Careers, My Journal	Spring
Past and Future Me: Revised High School Plan (9.4)	My Goals, Academic Planner, My Journal	Spring
Past and Future Me: Reflection and Annual SMART Goal (9.5)	♥ Colleges, ♥ Majors, My Goals, My Journal	Spring
Family Lesson: My School's Resources (9.6)	My Journal	Spring

10 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
Resources for Finding a Career (10.1)	Multiple Intelligences, ♥ Careers, My Journal	Fall
Family Lesson: Paying for College (10.2)	My Journal	Fall
Career Research Project: Career Research (10.3)	♥ Careers, My Journal	Spring
Career Research Project: College Research (10.4)	♥ Colleges, My Journal	Spring
Career Research Project Conclusion (10.5)	Academic Planner, My Journal	Spring
Reflection and Goal Setting - 10 (10.6)	My Goals, My Tasks, Academic Planner, My Journal	Spring

11 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
Researching Postsecondary Options (11.1)	♥ Careers, ♥ Majors, ♥ Colleges, My Journal	Fall
Planning to Meet Deadlines (11.2)	My Tasks, My Journal	Fall
Family Lesson: Resiliency (11.3)	♥ Careers, My Journal	Fall
Financial Aid Vocabulary (11.4)	♥ Colleges, My Journal	Fall
Who Are You? (11.5)	Do What You Are, ♥ Careers, My Journal	Spring
Family Lesson: Home After High School (11.6)	My Journal	Spring
Writing Your Best Resume (11.7)	My Experiences, My Documents: Resume, My Journal	Spring
Scholarships (11.8) <i>future release</i>	♥ Scholarships, My Journal	Spring
Reflection and Goal Setting - 11 (11.9)	My Goals, My Journal	Spring

12 th Grade		
Lesson Title	Associated Activities	Recommended Time of Year
College Applications (12)	Application launch (CCC Apply, FAFSA), links to applications (Cal State Apply, UC Apply, Common Application), My College Plan	Fall
Family Lesson: Applying for Financial Aid (12.1)	FAFSA Launch, My Journal	Fall
Solidifying the College List (12.2)	Academic Planner, ♥ Colleges, My Journal	Fall
College Essays (12.3)	My Documents: College Essay	Fall
Planning for Community College Bound Students (12.4)	Career Search Tool, My Journal, CCC Apply	Spring
Planning for 4-Year Bound Students (12.5)	My Tasks, My Journal	Spring
Reflection and Goal Setting - 12 (12.6)	My Goals, My Tasks, My Journal	Spring

Trackable Activities

Activities below are automatically trackable in educators' accounts and also saved in students' My Plan.

Topic Area	Trackable Activity	Associated Tool
Academic	Academic Plan Completed	Academic Planner
Academic	CSU Eligibility (partner districts only)	CSU Eligibility Tool
Academic	UC Eligibility (partner districts only)	UC Eligibility Tool
Career	Interest Profiler Completed	Interest Profiler
Career	Learning Styles Inventory Completed (middle school only)	Learning Styles Inventory
Career	Multiple Intelligences Completed (high school only)	Multiple Intelligences
Career	Do What You Are Completed (high school only)	Do What You Are
Career	Favorite (♥) Careers	Career Search Tool
College	Favorite (♥) Colleges	College Search Tool
College	Favorite (♥) Majors	Major Search Tool
College	College Applications Submitted	Cal State Apply & CCCApply articulations
Financial Aid	Favorite (♥) Scholarships (future release)	Scholarship Search Tool
Financial Aid	FAFSA Launched	FAFSA Launch
Financial Aid	EFC Completed (self-reported)	FAFSA4Caster (external tool)
Financial Aid	Financial Aid Award Comparison Tool Completed (self-reported)	College Options (external tool)
Other	Experiences Added	My Experiences
Other	Journals Added	My Journal
Other	Goals Added	My Goals
Other	Documents Uploaded	My Documents
Other	Tasks Completed	My Tasks