

Learning Outcome

Students will learn about goal setting and the importance of high school graduation requirements to determine if they are on track to graduate.

NC Guidance Essential Standards Alignment: I.SE.2.2; EI.C.1.2; RED.CR.3.3; EI.CR.4.1

Introduction

First, define what a Grade Point Average is and ask a volunteer to explain how it is calculated. Second, ask another volunteer to explain the term “Future-Ready Core.” Third, discuss the importance of setting academic goals and working towards achieving those goals.

Activity

1. Ask students to turn to the August activity. Tell students to write down their current GPA, which course of study they are in, and projected year of graduation, major accomplishments in 9th grade, and their goals for what they want to do when they graduate from high school. Ask a few students to share some of their goals with the class.
2. Tell students to write a few things they would like to accomplish during their sophomore year (e.g., what they would like to improve on such as grades, athletic skills, friendships, musical abilities, etc.) Ask them to follow up on these goals by writing down what it will take to accomplish them.
3. Have students break into small groups and allow them to brainstorm ideas of what they will need to do during their sophomore year to accomplish their goals.
 - Encourage students to look at the UNC Minimum Course Requirements table in this activity.
4. If you have more than 20 minutes for the lesson and your students have access to the Internet, introduce students to the High School Planning tool on CFNC.org. Ask them to fill in their grades from freshman year. Have them select which colleges they may be interested in and ask them to note what their specific course requirements are so they can plan accordingly.
 - There is a Student Planner Timeline for 10th grade on CFNC.org.
5. Have students refer to the UNC Minimum Course Requirements table to complete the chart in this activity.

Wrap Up

Ask each student to share one goal that he or she plans to accomplish before the end of sophomore year. Emphasize that people work at different paces and that it is normal for students to have different goals.

Learning Outcome

Students will learn about the PSAT, how to prepare for it, and how to use the results.

NC Guidance Essential Standards Alignment: RED.CR.3.3

Introduction

Explain that the Preliminary SAT (PSAT) measures verbal reasoning, as well as critical reading, writing, and mathematical skills. The test is divided into five sections and takes two hours and ten minutes to complete. The test allows students to familiarize themselves with the types of questions found on the SAT and provides valuable feedback on areas where students might benefit from additional study or practice. Inform students of when the PSAT will be offered.

Activity

1. If your students have access to the Internet, ask them to go to CFNC.org, click the "Plan" tab, click "For College," and then click the "College Test Prep" link. Here, they will be given pointers on each section of the test, along with an option to take a sample test.
2. If you do not have access to a computer, you can access CFNC prior to the lesson and print out some of the tips about each section of the test, along with some sample questions. You can also download copies of CFNC's "College Entrance Tests" on the Helping You Plan link at CFNC.org/PS.
3. Tell students to turn to the September activity and work on the sentence completion and math questions.
4. Once students have completed the sample questions, talk about which types of questions seemed easy or challenging. Discuss ways students can improve test-taking skills and study for the PSAT. Encourage students to share their ideas with the rest of the class.
5. Have student volunteers read the "Tip" aloud, as well as the sections on preparing for the PSAT, Student Search Service, and National Merit Scholarships.

Wrap Up

First, ask students to write down what areas they believe they need to improve on when preparing for the PSAT, as well as areas about which they feel confident. Second, tell students to write down different study and test-taking strategies that they plan to use.

Learning Outcome

Students will discover how to choose extracurricular activities that will add depth to the high school experience and help build a stronger resume or college application.

NC Guidance Essential Standards Alignment: RED.CR.1.2; RED.CR.1.3; EI.CR.1.2

Introduction

Ask, “Why is it important to have activities outside of school?” Discuss reasons why extracurricular activities are helpful, including:

- You can build skills, explore areas of interest, and discover new talents.
- You can get to know other students outside of class.
- You can help other people.
- You can gain self-confidence.
- You can gain experience that will be useful in your future career.

Then, ask volunteers to share how they maintain a balance between school and their extracurricular activities.

Activity

1. Tell students to turn to the October activity. Invite a volunteer to read Adem Tepedelen’s story about how an extracurricular activity prepared him for his current job. Ask another volunteer to read the tip in the orange box at the bottom of the page.
2. Tell students to write their current extracurricular activities in the space provided in this activity.
3. Ask students to complete the second column, which asks them to list other activities that they might consider doing in the future. Invite students to share their ideas with each other.
4. Divide students into groups based on their career interest areas (the sixteen national career clusters are listed in the career section of CFNC.org). To get started go to CFNC.org/9-10. In their small groups have them log into CFNC and click on Plan for a Career, Explore Careers section. Have students select their Career Cluster and then click “Volunteering and Recreation.” Here, students will be able to see a list of volunteering and recreational activities that are related to their interest areas.
5. Ask a student to read the paragraph in the activity on volunteering. Have all students write down a few volunteer activities and a few recreational activities in which they are interested. Homework can be assigned for them to gain further information on specifically where they can volunteer in their region.

6. If you have more than 20 minutes and your students have Internet access, ask them to go to CFNC.org/9-10 and read Adem's full story.

Wrap Up

Encourage students to keep a journal of their volunteering experience – writing down what they did, what they liked, etc. As a homework assignment, you can ask students to complete one of the recreational activities that they learned about and share the experience with the class during a later lesson.

Learning Outcome

Students will learn the importance of, and gain tips on, developing key habits including persistence, striving for accuracy, and questioning and posing problems.

NC Guidance Essential Standards Alignment: RED.SE.1.1; P.SE.1.2; RED.C.1.1; RED.C.1.2; EEE.C.1.2; EI.CR.4.2

Introduction

Tell students to turn to the November activity and invite a volunteer to read the introductory paragraph under “Habits of Mind.” Ask students whether they agree with the description of a “successful student.”

Activity

1. Ask another volunteer to read the second paragraph, labeled “Persisting.” Encourage students to share ways they can be persistent in the classroom. For example, if they get overwhelmed, they should ask for help. Read the orange “Tip” box at the bottom of the page.
2. Have students identify what it means to be accurate and precise in their work. For example, they should correct misspellings, turn in a clean and neat copy of an assignment, etc.
3. Divide students into pairs and ask them to read the “Striving for accuracy and precision” paragraph. They should then work together to identify the six errors in the paragraph about digital cameras. Review the correct answers with the class:
 - “Camera” should be plural in the first sentence.
 - There is no period at the end of the second sentence.
 - “Of” is spelled “off” in the third sentence.
 - “Not” is spelled “ont” in the third sentence.
 - “Too” should be spelled “to” in the third sentence.
 - “Popular” is spelled “poplar” in the fourth sentence.
4. Ask students to share ways they can improve accuracy and be precise in both schoolwork and extracurricular activities. Record ideas on the board and invite students to write any that appeal to them in the space provided in their activity.
5. Invite a volunteer to read the “Questioning and posing problems” paragraph. Have students work with their partners to complete the matching activity at the bottom of the page.
6. Review the correct answers to the matching activity:
 - Hypothetical: “How much wood could a woodchuck...”
 - Alternative Point of View: “When we read a biography...”
 - Connections: “What is the relationship between...”
 - Support of Current Evidence: “What research data...”

7. If you have more than 40 minutes for the lesson and your students have access to the Internet, tell them to visit CFNC.org/9-10 to access an article about improving critical thinking skills. Students can work in groups to complete the activity, which involves applying a 13-step critical thinking method to examine a news story about extraterrestrials.

Wrap Up

Ask students, “What are the best types of questions to ask when you are trying to solve a problem?”

Learning Outcome

Students will learn about the opportunities to earn college credit while in high school including AP, Cooperative Innovative High Schools, and Career & College Promise.

NC Guidance Essential Standards Alignment: EI.C.1.2; EI.CR.3.2; EI.CR.4.1; I.CR.4.1

Introduction

Ask your students, “Can you think of any advantages of taking college classes while you are still in high school?” Explain that one major advantage is that if students complete college courses at no cost during high school, they will not need to pay as much to earn a college degree. Tell students that there are several options for how high school students can earn college credits before they graduate.

Activity:

1. Ask students to turn to the December monthly activity. Have student volunteers read the paragraphs on Career and College Promise (CCP) and Advanced Placement (AP).
2. Tell the students which of these options are available in your school district (your school’s website or student services department should be able to provide you with this information) so they can write them down on their activity sheet.
3. Ask students if they know a high school student who is earning college credit, and if so, can they share what the older student experienced.
4. If you have more than 20 minutes for the lesson and your students have access to the Internet, ask them to go to CFNC.org/9-10 and watch a video about eLearning.
5. Have students write down a list of college courses they would be interested in taking in high school in the space provided in their activity.
6. Ask students to read the section about Online Learning. If you have 40 or more minutes for the lesson and your students have Internet access, ask them to explore the following websites:
 - North Carolina Virtual Public School: www.ncvps.org
 - Career and College Promise: www.dpi.state.nc.us/ccp/
 - eLearning NC: www.elearningnc.gov
7. Give students a copy of the “Online Learning” publication to take home to their families. Free copies can be downloaded from CFNC.org/PS.

Wrap Up

Ask students, “Which options for taking college classes in high school seemed most appealing to you?” Encourage students to speak with their school counselor about these.

Learning Outcome

Students will explore their interests and learn how they can turn them into careers by completing the Interest Profiler on CFNC.org.

NC Guidance Essential Standards Alignment: RED.CR.1.3; P.CR.1.1; EEE.CR.2.1; EEE.CR.2.2; RED.CR.3.3

Introduction

Ask students, “What jobs do you think would be *interesting*? How do you know?” Explain that it is important for people to find a career that matches their interests.

Activity

1. Ask students to think of the most boring thing they have ever done and imagine doing that for eight hours a day, 40 hours a week, for the next 40 years. Tell them that is why it is so important to explore career options and make an informed choice. Say, “There are thousands of career possibilities, most of which you’ve never even heard of. Does anyone know what a “biotechnology business director” does? What about a “knowledge engineer?”
2. Tell students to turn to the January activity and ask a volunteer to read the text in the light blue box.
Abilities: What are you good at?
Interests: What do you like to do?
Values: What is important to you?
Outlook: Which careers will be in demand?
Encourage students to consider these four factors as they explore careers.
3. Have students complete the circle diagram exercise in this activity, which asks them to circle six or seven words that they find appealing. Have them write some careers they’re considering. Then, tell students to look at the career diagram’s six categories and see which part of the diagram they circled the most words.
4. If you have more than 20 minutes for the lesson and your students have access to the Internet, instruct them to go to CFNC.org/9-10 for a link to the Interest Profiler. Have students complete the Interest Profiler (15-20 minutes for 180 questions) and then divide into groups based on their interests.
5. Instruct students to write their top two personality types and several related careers into the table on the second page. Tell students to use CFNC.org to identify the educational requirements for each career and record that information, as well.

Wrap Up

Have students select two of the careers that they wrote down in this activity and find colleges offering degree programs that could prepare them for those careers. If there is no time to complete this exercise during the lesson, they can do it at home and hand in a list for credit.

Learning Outcome

Students will learn about opportunities to explore the world of work, such as job shadowing, part-time work, volunteering, and more. Students will begin a resume on CFNC.org.

NC Guidance Essential Standards Alignment: RED.SE.3.1; EEE.SE.3.1; EI.C.1.2; RED.CR.2.1; P.CR.2.2

Introduction

Have students think about where they will be in 15 years, how old will they be, and what they think they will be doing? Ask students to think about what it would be like to work instead of going to school. Tell them to think about their ideal job, and ways that they could begin learning more about that job, or even gain practical experience.

Activity

1. Ask volunteers to read each of the paragraphs on ways to learn more about work (PT job, volunteering, job shadowing, interviewing). Have students get into groups and brainstorm ways that they could learn more about careers of interest while they are still in high school.
2. In those same groups, ask students to think of some courses that they could take to help them increase their knowledge base about their interest. (E.g., future mechanics could take a course at the community college, and someone who wanted to work with children could take CPR from the YMCA.)
3. Ask students to think about the steps involved in applying to a job, and invite those who have already applied for jobs to talk about what was involved.
4. Ask students what they have done to explore careers and how it was helpful, or not helpful. Encourage students to think about what they could do over the summer to help them with their career goals.
5. Ask, “What should you put on your resume?” Talk about the importance of creating a resume that is truthful and concise. If you have more than 20 minutes for the lesson and your students have access to the Internet, ask them to use the Resume Builder tool at CFNC.org/9-10 to begin creating their own resume.
6. Talk with students about the interview process and role-play mock interviews.
7. Give students their free copy of Exploring Careers available for download under the Helping You Plan link at CFNC.org/PS.

Wrap Up

Ask students to talk about their experience in writing a resume, and ask them to write five small goals that will help them get the job of their dreams.

Learning Outcome

Students will learn admissions requirements of one to two selected colleges and gain awareness of the UNC minimum course requirements.

NC Guidance Essential Standards Alignment: P.CR.2.1; RED.CR.3.3

Introduction

Talk to students about the UNC minimum course requirements and some typical requirements for out-of-state colleges. Ask students to think about the typical admissions requirements for universities and community colleges.

- You can download a copy of CFNC’s “UNC Minimum Course Requirements” publication from the Helping You Plan link at CFNC.org/PS.

Activity

1. Ask students to turn to the March activity and read the section on college admissions. This will help them understand why some colleges are more selective than others, and help them understand why it is important for them to do well in high school.
2. Ask students to share what they think the college admissions process is like. In other words, how do colleges pick students? Some students may not be aware that some colleges are more selective than others are. Even community colleges with open door policies can be selective about admission into certain programs – like nursing, for instance.
3. Have students find out admission requirements for the college they are interested in and then write down the average GPA, freshman test scores, and other features of that college. Where would students plot their college(s) using the continuum in the activity? Emphasize that they can get a great education at all types of colleges. Just because a college is more selective, does not mean it is a better choice for them.
4. Encourage students to use their CFNC portfolio to keep up with their extracurricular activities, honors and awards, and grades. This information will make it easier to use CFNC.org to apply for colleges, since it will be transferred to college applications as they begin to create them.

Wrap Up

Ask students to list the things that they like about each of the two colleges they selected and compare the two campuses based on what they are looking for in a college.

Learning Outcome

Students will become familiar with the average cost of college for the different types of colleges in North Carolina, other expenses besides tuition, and ways to pay for college (including North Carolina's 529 Plan).

NC Guidance Essential Standards Alignment: EI.C.1.2

Introduction

Ask students to think about how much money they make in their current job, if they have one, and to consider what it would be like if they had to pay for all of their living expenses, college courses, and books. Give them the Pop Quiz that asks students to name three colleges and how much it would cost to attend for one year.

Activity

1. Have students complete the Match Them Up exercise so they can become familiar with words associated with college costs.
2. Once students have guessed their college costs, ask them to CFNC.org/9-10 to view NC colleges and choose the colleges that they are interested in, paying attention to the cost of each one.
3. Ask students to compare the cost of a community college with a public university and a private university.
4. Have students watch the podcast at CFNC.org/9-10 to hear a financial aid director talk about ways to pay for college.
5. Ask students to brainstorm ideas to help pay for college.
6. Have students use the different tools and calculators in Pay section of CFNC.org.
7. Talk about the definitions for grants, scholarships, loans, and work-study.
8. Talk about how they can start saving money now, and what they have saved money for in the past.

Wrap Up

Discuss with students ways they can talk with their parents about setting up a 529 plan or looking into other college savings and loan programs.

Learning Outcome

Students will discuss the importance of visiting colleges, making the best of their time on their visits, and researching several colleges of interest.

NC Guidance Essential Standards Alignment: RED.CR.3.3

Introduction

Ask students if they have had the opportunity to visit any colleges and if so, where? What did they think about the campus? What did they like or dislike? Let students know that they can also request materials from the colleges that they are interested in by visiting the colleges' websites or at CFNC.org.

Activity

1. Talk with students about how college can be a large investment of time and money. Ask them if they would buy a car without looking at it. Why should they go to a college they have not seen?
2. Talk about the different ways to visit colleges, such as going alone, going as a group, going with parents, or taking online virtual tours.
3. Ask, "What are some advantages or disadvantages to looking at campuses over the summer?"
4. Have students get into groups and discuss the things that they are looking for in a college.
5. Ask students to share their preferences with the class and talk about their most important and least important preferences.
6. Have students visit CFNC.org /9-10 to look up different schools and to find out when they offer tours.
7. Have them identify three places that they would like to visit on each campus they tour.

Wrap Up

Have students share where they are interested in going and where on those campuses they would like to visit. Students can also talk with each other about making a trip to visit colleges that have captured their interest.

- Emphasize that colleges, like people, are different. Visiting is crucial when making a decision about which college to attend.