

**Learning Outcome**

Students will assess where they stand relative to their goals, record important senior year deadlines, and discuss the importance of senior grades.

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

**Introduction**

Ask students to write down their current GPA, their best SAT/ACT score, and their course of study in their activity for the August monthly activity (top right corner). Ask volunteers to say what they plan to do after high school, and then have students record their answers – including timeline – in their activity.

Ask students if they believe they are on track to reach their goals and what they need to do this year to get ready.

**Activity**

1. Have students brainstorm in small groups of students with similar interests and goals about what they need to do during their senior year to reach their goals.
2. For ideas, have students review the High School Planner publication (available for free at [CFNC.org/PS](http://CFNC.org/PS)) or, if you have Internet access, take them to the online version of the student planner on [CFNC.org](http://CFNC.org).
3. It is so important that students are aware of deadlines, so make sure they are writing down that information to share with parents/guardians.
4. If you have Internet access, have students complete their planner information, including colleges they are interested in attending, to see if they meet admissions requirements. See *Tips for Your Senior To-Do List* in this month’s activity.
5. Have your students read the section entitled “Calculating GPA” in their activity and use this information to calculate their expected GPA for the current term.

**Wrap Up**

Have students write a paragraph on their plan for reaching their goal – whatever that may be – after high school. Discuss some ways they could boost their grades. Explain that, at many colleges, GPA is one of the two most important factors for admissions besides College Entrance Tests (SAT/ACT). Check out the section on Senior Slackitis and see how many seniors have this condition. Explain to students that the senior year is important and not to slack off now.

### Learning Outcome

Students will gather information needed to apply to college, complete a practice college application, and learn how to write a college admissions essay. Students will also learn about North Carolina College Application Week, which is held in November.

**NC Guidance Essential Standards Alignment:** I.C.2.2; P.CR.2.1

### Introduction

Ask students to share what they think the college admissions process is like. In other words, how do colleges pick students? Many students may not be aware that some colleges are more selective than others. Even community colleges with open door policies can be selective about admission into certain programs – like nursing, for instance.

### Activity

1. Discuss the Open Door vs. Selective diagram in the activity for September. Emphasize that they can receive a great education at all types of colleges. The key is to find the best fit for them and to know how competitive admission is at the college(s) where they apply. Ask students where they would plot the college(s) they are considering on this diagram.
2. Have students find out what the admission requirements are for the college(s) they are interested in. Using the diagram in the activity, where would students plot their college(s)?
3. Introduce students to the NC Residency Determination Service ([ncresidency.org](http://ncresidency.org)), and note that much of the information required to compete RDS is also needed for the FAFSA. It's a good idea to do this at the same time in October.
4. Next, have students visit the Application Hub on [CFNC.org](http://CFNC.org). Show them how they can complete online applications and request their official high school transcripts electronically (free to all NC public high school students and graduates).
5. Let your students know what activities will be happening at your school during NC College Application Month at your school, and guide them to [CFNC.org/cam](http://CFNC.org/cam) to learn more.
6. Students need to be prepared to write a personal statement or essay for some applications. Have students review the publication, "Writing Your Admissions Essay." You can download this publication at [CFNC.org/PS](http://CFNC.org/PS).

## 6. Wrap Up

Have students write a personal statement and essay using the following prompts, or actual prompts from the college in which they are interested in applying:

Personal Statement – In 250 words or less, tell us how you handle adversity?

Essay – What are your thoughts about global warming? (100 words)

If students enter this personal statement in their portfolio on CFNC.org, you can have online access to them the Professional Tools.

**(FAFSA) Learning Outcome**

Students will become familiar with the financial aid process and the FAFSA, including when to apply and how to get help on FAFSA Day.

**NC Guidance Essential Standards Alignment:** EI.CR.4.2

**Introduction**

Financial Aid is a tricky concept for many people to master. New tools, however, are available to assist students and parents (and YOU) in learning the process of applying for financial aid. The more you know about financial aid, the easier it is to complete the process! Ask students if they know what the FAFSA is. Do they know what those letters stand for? It is the FREE Application for Federal Student Aid and it is, indeed, FREE.

**Activity**

1. Have students go to [CFNC.org/PS](http://CFNC.org/PS) and click the Paying for College link under the Videos section. Then, ask them to watch the 2-minute FAFSA Overview video. Discuss some of the highlights of the video.
2. Tell students that FAFSA day is held every October on a Saturday (see date and details at [CFNC.org/fafsaday](http://CFNC.org/fafsaday)) and financial aid professionals and other volunteers will be available to assist students and parents/guardians with the forms. Information about registering for FAFSA Day is available at [CFNC.org](http://CFNC.org).
3. Tell students that financial aid may be awarded for different reasons (need-based, merit-based, other) and there are many different ways to save for college. Direct them to the tips detailed in this month's activity. After students complete the FAFSA, they will receive an award letter from the colleges to which they were admitted.
4. Have students answer the questions in the "Quiz Yourself" exercise at the end of this activity. Determine how many questions the students answered correctly and note any trouble spots you may want to discuss later.

**Wrap Up**

Have students share the video with their parents. If their family does not have Internet access, have their parent sign off on this monthly activity to indicate that they have read it. Also, you may have students bring in their registration receipt for FAFSA Day to make sure that parents are aware this opportunity is available to them.

### Learning Outcome

Students will learn about the different college entrance tests, which test they need to take, the registration deadlines for those tests, and tools for preparing for the ACT and SAT.

### NC Guidance Essential Standards Alignment: EI.CR.4.1

### Introduction

Ask students, “What are some examples of college entrance tests?” Then, ask students to share what they know about these tests?

### Activity

1. Ask three volunteers to read the descriptions of the SAT, ACT, and NC Community Colleges tests in the activity.
2. If you have Internet access, have students check out College Test Prep on CFNC.org. Encourage students to try sample questions from each of the tests.
  - Ask students, “What differences did you notice between the types of questions on each test?” If students do not have access to the Internet, ask them to complete the sample SAT and ACT questions on the handout at the end of this lesson plan. Review the correct answers: 1) **A**; 2) **B**; 3) **A**; 4) **C**; 5) **E**; 6) **B**; 7) **C**
  - Remind students that they can find comprehensive sets of sample questions in the College Test Prep section of CFNC.org.
3. Request that students visit CFNC.org, identify colleges that interest them, view the “Admissions” sections of those colleges’ pages, and identify the entrance test requirements.
  - Encourage students to list colleges, test requirements, registration deadlines, and test dates in the space provided.
  - Ask, “Did you notice a difference between the community colleges and four year schools?”
4. Invite students to read CFNC’s “College Entrance Tests” publication, which is available from the Helping You Plan link at CFNC.org/PS.

### Wrap Up

Ask students, “Do you think that you would prefer to take the SAT or ACT, or are you still undecided?” Encourage students to share the reasons for their preference (or lack thereof).

September Activity Handout  
**SAT Questions**

1. The first eighteen miles of the Boston marathon, though downhill, are followed by a series of ---; the --- terrain makes the event far more difficult than other races.

- (A) inclines . . varied
- (B) slopes . . condescending
- (C) intersections . . consecrated
- (D) hills . . uniform
- (E) curves . . slippery

2. Candles are a relaxing addition to an evening, they are also dangerous, though, and should never be left unattended.

- (A) an evening, they are also dangerous, though, and
- (B) an evening; they are also dangerous, though, and
- (C) an evening, they are dangerous, though, and
- (D) an evening, they are also dangerous though, and
- (E) any evening, they are also dangerous, though, and

3. If  $n = 1 - 2$ , what is  $1/n + n^3$ ?

- (A) -2
- (B) -1
- (C) 0
- (D) 1
- (E) 2

4. If  $x-y=m$  and  $x+y=n$ , then  $nm=$

- (A)  $x^2+y^2$
- (B)  $(xy)^2$
- (C)  $x^2-y^2$
- (D)  $y^2-x^2$
- (E)  $x^2-xy$

**ACT Questions**

5.  $(1/3)x + y = 5$   
 $3x + y = 13$

What is the value of  $x + y$ ?

- (A) 1
- (B) 3
- (C) 4
- (D) 5
- (E) 7

6. A common habit among many human observers of the animal kingdom is defining patterns of animal behavior in human terms, describing those organisms that have come under our scrutiny as though they were human.

- (A) NO CHANGE
- (B) those creatures that
- (C) those organisms who
- (D) those creatures who

7. The following table describes a meta-analysis of studies that examined the effectiveness of five aminoglycoside antibiotics.

Antibiotic	Cure rate	N of Studies	Nephrotoxicity rate
Amikacin	0.65	11	0.10
Gentamicin	0.70	23	0.15
Netilmicin	0.70	13	0.08
Sisomicin	0.80	7	0.15
Tobramycin	0.66	9	0.14

Suppose doctors use the ratio of the cure rate divided by the toxicity rate as a measure of the usefulness of the antibiotic. Which would have the highest ratio?

- (A) Amikacin
- (B) Gentamicin
- (C) Netilmicin
- (D) Sisomicin

NOTE: This sheet does not include every type of question that appears on the SAT and ACT. Visit [CFNC.org](http://CFNC.org) for a complete description of both tests' content.

**Learning Outcome**

Students will complete the Interest Profiler on CFNC.org and explore selected careers online through reading interviews, watching videos, and reading blogs.

**NC Guidance Essential Standards Alignment:** RED.CR.1.2; RED.CR.1.3; P.CR.1.1; EI.CR.1.1; EI.CR.1.2; RED.CR.2.1; EEE.CR.2.1; EEE.CR.2.2; P.CR.2.2; EI.CR.2.1; RED.CR.3.3; EI.CR.4.1

**Introduction**

Ask students to raise their hands if they know what they want to do for a career after high school. See if a few students will share their career plans with the class and tell the class how they decided on that career. Everyone comes to their decision in a different way, but it is important to consider one's abilities, interests, values, and expected job outlook when exploring careers.

**Activity**

1. Have students examine the career diagram on the left hand side of this month's activity. Ask them to circle several words they find appealing, and then write down the names in their planner. Students are to write down the areas (e.g. Enterprising and Social) where they have circled the most words. Students should also write down the three careers that are most appealing to them.
2. If you have Internet access and more than 20 minutes, then have your students go to [CFNC.org/11-12](http://CFNC.org/11-12) for a link to the Interest Profiler. The Interest Profiler should take most students 10-20 minutes to take, but you should allow some time to explore careers by reading interviews, watching videos, and reading blogs on the different jobs that match their work interests. This can be done across two class periods if necessary. Students should explore at least two careers.
3. Have student write down their top two personality types according to the Interest Profiler (e.g., Realistic and Investigative). Ask students if the types they chose for themselves match or are similar to the types from the Interest Profiler assessment.
4. Ask students to write down any of the careers that match their interest that they may not have thought of before, but may be interested in after having done some exploration.

**Wrap Up**

Have students write down a career goal and five steps it will take for them to get there, including how many years they will need to go to college and what type of training is necessary. Remind students that they don't have to know the exact career they are going to pursue after high school, but it is helpful to have some idea of what they'd like to do. For example, if you really like math and science and are considering medical school or nursing, you might look for colleges that have both of these programs. Suggest to students not to be discouraged if their college path looks really long; it can be better to do what you really want to do even though it may take longer to get there, than to spend several years doing something you don't enjoy.

### Learning Outcome

Students will learn strategies for selecting the right college for them, including variables such as career aspirations, campus visits, distance from home, and costs.

**NC Guidance Essential Standards Alignment:** EEE.C.2.2; I.C.2.2; EI.CR.4.1

### Introduction

Some of your students will absolutely know what college they want to go to, and may already have applied, but some of your students need some help narrowing down their choices. It's fine to apply to more than one college; in fact, you can encourage them to apply to a few colleges – a couple that they are "safe" options and one or two "reach" colleges. One way to decide on a college is to determine if it meets your criteria (e.g., location and program of study).

### Activity

1. Have students complete the "Academics, College A, College B, College C" table in this activity. If students have already applied, have them write down the colleges to which they applied. If students haven't applied, have them find three colleges on [CFNC.org/11-12](http://CFNC.org/11-12). They can follow the links to find colleges.
2. Students will put check marks in the spaces when a college meets a specific criterion. If they REALLY like that criterion, then they can make more than one check mark. Students will total the check marks at the bottom of the page. Using the career information obtained in last month's exercise, make sure students indicate whether the college of their choice has the program in which they are interested.
3. Ask students to share which college stands out in their list, and why.
4. Tell students that they can apply to college online at [CFNC.org](http://CFNC.org). If you have Internet access, you can show them this part of the website and encourage them to update their portfolio and planner information, since this information is transferred to online applications. They will only have to enter their personal information once, no matter how many applications they complete.

### Wrap Up

Show students how to access the "Finding the Right College for You" publication from the Helping You Plan link at [CFNC.org/PS](http://CFNC.org/PS) for students to take home to review and share with parents. This publication is available free at [CFNC.org](http://CFNC.org). If your school can arrange to do some campus visits, that would be great! Some students, however, are not able to visit colleges for a number of reasons. If you have students who are considering college, but aren't able to take a campus tour, then recommend that they go to [CFNC.org](http://CFNC.org) and take a "virtual tour." Every college in North Carolina has information about their campus, academics, and more! If you need assistance, call 866-866-CFNC.



**Learning Outcome**

Students will describe how college is different academically than high school, including the importance of study skills, syllabi, asking professors questions, and getting help through tutors or learning labs.

**NC Guidance Essential Standards Alignment:** RED.SE.1.1; I.SE.2.2; P.C.1.2; I.C.1.1; I.C.2.2; EI.CR.4.1; EI.CR.4.2

**Introduction**

Ask students in your class how many hours a day they typically study for school or do homework. Ask the class if there are students who don't have to study to do well in school. Some students we've talked to said they didn't have to study to do well in high school, but really struggled in college when they found they did need to study to get good grades. Most students will need to study for a few hours for each of their classes every day. For example, if you have five classes and you have three of them MWF and two on TTH, it may seem like you have a lot of free time; but that time will need to be taken up with reading, doing homework, meeting with study groups outside of class, in addition to any work hours you have and any clubs, sports, activities in which you are involved.

**Activity**

1. Ask volunteers to read each of the key differences of being a college student vs. being a high school student.
2. Discuss these topics and others that students might have learned of from an older sibling, parent, or other important adult.
3. Have some student volunteers read the tips to remember for college success. Remember to mention some of your own experiences as a college student. What are some personal examples you feel comfortable sharing here?
4. Ask students to work in small groups to determine what some of the biggest adjustments will be for them in college, related to academics. Have students suggest some strategies in dealing with those adjustments. Write them down on this month's activity sheet.
5. If you have Internet access, go to [CFNC.org/11-12](http://CFNC.org/11-12) to find out what college students said about adjusting to college. There also are some articles on tips for studying here.

**Wrap Up**

Assist students in creating a sample "week in the life of me as a college student" for their assignment. Students should include class times, due dates, study times, and other things they think they may be doing in college. As you grade these, think about your typical weeks in college and give students feedback on how realistic their calendars are.

**Learning Outcome**

Students will examine the kind of financial aid award letters they may receive from colleges, learn how to interpret them, and learn how they can be used to guide decisions.

**NC Guidance Essential Standards Alignment: I.C.2.2**

**Introduction**

Students should be familiar with the financial aid process and the FAFSA by now. The next step will be to learn more about the financial aid award letters that they will be receiving in the next few months from the colleges to which they have been accepted. In the meantime, students and parents can use North Carolina’s Financial Aid Estimator at [CFNC.org](http://CFNC.org) (look under the Pay tab for the Financial Aid Calculator) to get an idea of what to expect.

**Activity**

1. Have students turn over their activity sheet and ask for volunteers to come up and write on the board all the things that might be included in the cost of college attendance. Afterwards, look at the monthly activity for March and compare. Did they miss anything?
2. Quiz students on terms like Expected Family Contribution (EFC) and Student Aid Report (SAR).
  - Ask students what will happen if their EFC is \$3,500 for the academic year, but their family doesn’t have that much money to put toward college. Tell students that they might consider a loan or local scholarship in addition to the financial aid package they have been awarded. Outside aid, however, cannot exceed the college’s cost of attendance.
3. Watch the YouTube video on Better Ways to Pay for College on [CFNC.org/11-12](http://CFNC.org/11-12). Discuss how students feel about borrowing money and those commercials that advertise loans up to \$40,000 a year. You may want to do some math-oriented exercises to determine the monthly payment on this type of loan. For example, if a student were to borrow \$40,000 a year for four years, the total debt would be \$160,000. These kinds of lenders typically have a higher interest rate, so let’s say the interest payment is 6.8%. Have students figure how much their monthly payment would be and how much interest they would accrue over the life of the loan. In this case, the monthly payment would be \$465 for 118 months and you would be paying \$14,997 in interest over the life of the loan, so \$54,997 total (\$40,000 loan + \$14,997 interest). As the interest rate goes up, so does the monthly payment, months it takes to pay back, and total interest paid. Use the calculators in Paying for College at [CFNC.org](http://CFNC.org) to learn more. Encourage students to look for low interest loans and smaller loan amounts.
4. If you have Internet access, have students go to [CFNC.org/11-12](http://CFNC.org/11-12) and take the Financial Literacy 101 course to learn more about money issues. This activity can be as long or as short as you need it to be; students can return and pick up where they left off.

## Wrap Up

Have students write a 1-page reaction paper about financial aid, financial aid award letters, smart borrowing practices, and any insights they might have had while taking the Financial Literacy 101 course. Students can also use the Budget Calculator at [CFNC.org](http://CFNC.org) (under the Pay tab and Financial Aid Calculator) to see how their \$465 a month (hypothetical) student loan payment impacts their lifestyle.

**Learning Outcome**

Students will learn more about jobs, list the parts of a good cover letter and resume, and develop their own resume at CFNC.org.

**NC Guidance Essential Standards Alignment:** RED.SE.3.1; EI.SE.3.1; I.SE.3.2; I.CR.2.2; I.CR.3.1

**Introduction**

Ask students if they have a resume. If you have some students who answered ‘yes’, ask them why they created one and what it is like to use a resume. If you don’t have students who have a resume, then ask the class what a resume is and what it is used for in the world of work. Explain that even if they are not planning to go to work after graduation, it is likely that they will want a part-time job during college. Students may also have to complete an application and submit a cover letter with their resume. Once the interview is over, students will need to send a thank you note to their prospective employer.

**Activity**

1. Have students review the four job ads in the April monthly activity. Have students get into small groups based on their choice. For example, all the vet techs should be in the same group, etc. Have students work together to answer the questions in their planner. Have them choose a group leader to report their findings back to the whole class at the end of this activity. Students will answer what the employer thinks the candidate should have on their resume in terms of education, skills, experience, and personal qualities. Have a large group discussion.
2. Have volunteers read about cover letters, applications, references, interview, and thank you letters. If possible, have a career counselor from your school, local community college, or college/university come in and do a mock interview in front of the class with you or with a brave volunteer from your class.
3. Tell students that it is important to jot down names, dates, etc., prior to creating their resume. They can get started by using the space in their activity to indicate all the places they have worked or volunteered and what they did there. They might also think of people they can list as a reference, including previous or current employers and other people who can say something about their work or volunteering history. If they have specialized skills such as operating a machine or even a computer, encourage them to include that in their list, as well as any honors or awards they might have received. Have students look at the sample cover letter and resume here and show them yours if you feel comfortable sharing.
4. If you have Internet access, take your students to [CFNC.org/11-12](http://CFNC.org/11-12) to access links to Getting Ready to Work. Students can create their own resume, practice interviewing skills, and create cover letters and thank you notes.

## **Wrap Up**

Have students bring in a copy of their cover letter, resume, and thank you letter when they complete them. Discuss what it was like to create these documents. Pass them around for a critique.

**Learning Outcome**

Students will learn about the importance of money management, personal budgeting tips for life after high school, and average starting salaries in North Carolina.

**NC Guidance Essential Standards Alignment:** I.SE.2.2; EEE.C.2.2; EEE.C.2.3; I.C.2.2; I.CR.4.1

**Introduction**

Ask students to share how they manage their money now. Some students work or get an allowance. Do their parents help them manage their money? Do they do it on their own? When they are out on their own beyond high school, who will manage their money then? You may want to ask students about credit cards too and how they manage their debt.

**Activity**

1. Have students take a few minutes to create a budget for May. Have them write down how much income they expect this month and where that money will come from. The example in the book is \$150 from a job at the local grocery store. Have them total their income. Then on the right column have them write down all their “bills.” These could be clothing expenses, car insurance, etc. Have students write down all their expenses and then subtract that from their total income. Ask students if they have any money left over and what they might do with that money (Save it? Spend it?).
2. If students want a more detailed budget sheet, they can go to [CFNC.org/11-12](http://CFNC.org/11-12). Also, try Reality Check in the Plan for a Career section of [CFNC.org](http://CFNC.org); it's an online interactive budget tool.
3. Have some volunteers read the tips on managing money in the monthly activity for May (create a budget, think before you spend, spend wisely, and save for the future). Ask the class what are some other tips they might have for managing money or strategies they currently use.
4. Many students don't relate the amount of money they will realistically bring home to the kind of lifestyle they would like to have. Some students want a fancy car or big house, but are looking at careers that don't support that kind of lifestyle. Have students get in small groups to guess what the average hourly wage and yearly income in North Carolina, and then examine annual take home pay for different careers, determine monthly pay, and start subtracting possible expenses. What kind of car can they realistically afford, for example, on that income?

**Wrap Up**

Have students share their reactions and/or ask questions regarding information from the podcasts and videos from item 4 in this activity. Students may be asked to turn in their budget sheets from item 2 in this activity, if you prefer.