

Movin' On Up...



An 8th Grader's Guide to High School Transition



Educator's Resource Guide

WCPSS

Office of Counseling and Student Services

www.wcpss.net



Dear Educator,

The transition from middle to high school can be challenging for all students. So that 8th graders can look forward to “movin’ on up” stress-free, major changes in academic and social expectations should be known prior to the first day of high school. In an effort to help educators prepare for this key responsibility, we have compiled Movin’ On Up... An 8th Grader’s Guide to High School Transition. This valuable tool may be used in group or individual settings, and maybe altered to fit your school’s goals and student needs. Topics such as extra-curricular activities, CFNC, and a host of fun class activities are sure to actively engage your students and make them aware of the differences, the challenges, and the great adventures that await them in HIGH SCHOOL!

Good luck,

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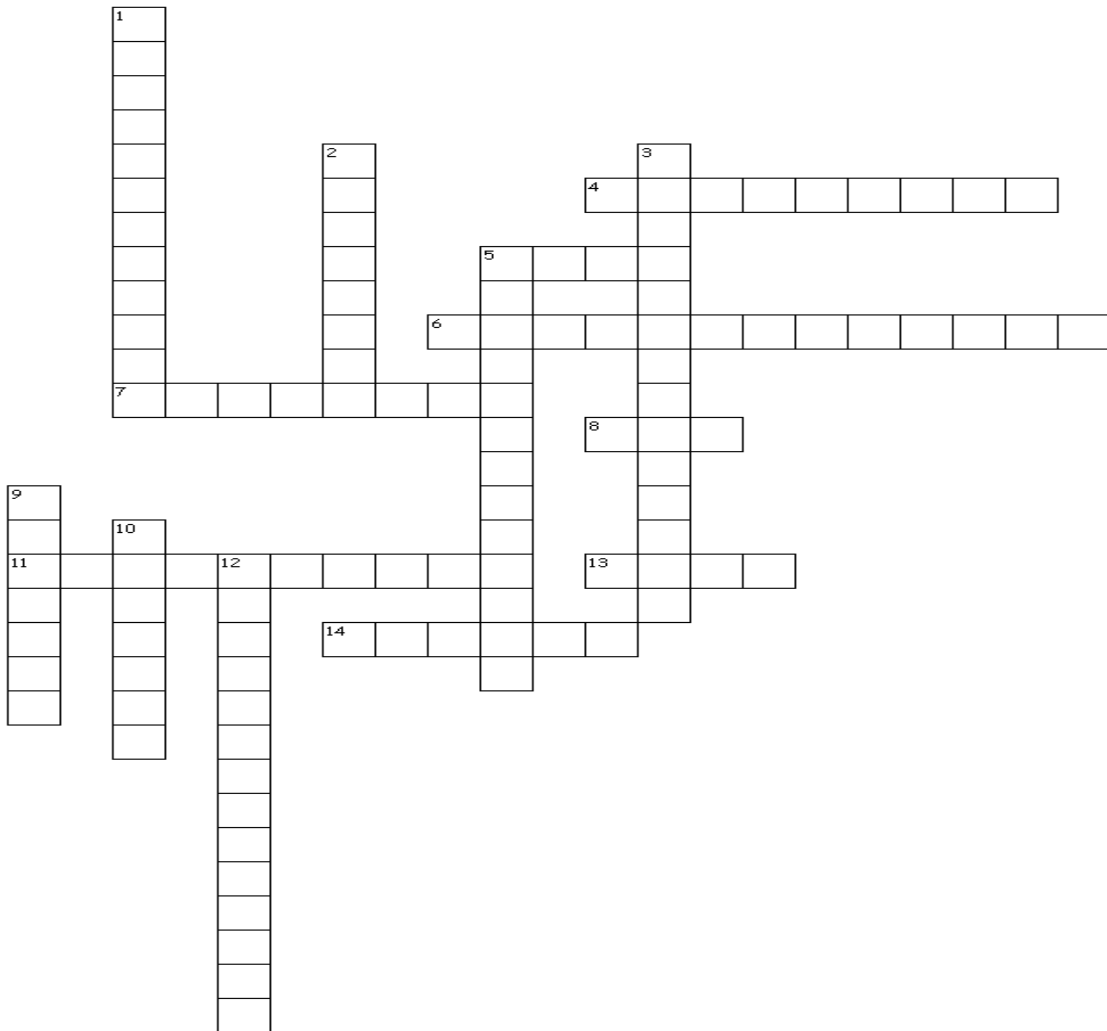
I. High School Terms



GLOSSARY OF HIGH SCHOOL TERMS

ACT	American College Test - entrance requirement for many colleges
AG	Academically gifted services
AP course	Advanced Placement - College level course taught in high school
Block	Class period lasting 90 minutes
CFNC	College Foundation of NC - information on college and career planning
Course of Study	Specific classes a student must take and pass to complete graduation requirements
Credit	Unit earned upon successfully completing a high school course
CTE	Career and Technical Education
Elective course	Non-required course that is chosen because of student interest
EOC tests	End-of-Course tests administered at the end of specific high school courses
Extra-Curricular Activities	Activities programs that may meet outside of the regular school day
GPA	Grade point average; computed based on number of courses taken and grades earned in those courses
Honors course	Course designed to challenge the highly motivated student
IB	International Baccalaureate - Academically rigorous program similar to AP
Interim reports	Reports that may be issued at the mid-point of each quarter
Paideia	An interdisciplinary approach that encourages students to think across subject areas and curriculum boundaries
Pathway	Cluster of courses in a specific area such as the arts or CTE
PSAT	Preliminary Scholastic Aptitude Test - practice test for the SAT; also used to qualify for National Merit Scholarship when taken as a Junior
Quality points	Points assigned to letter grades at each course level, used to compute grade point average (GPA)
Required course	Course that must be taken to fulfill graduation requirements
SAT	Scholastic Aptitude Test - entrance requirement for many colleges
SAT II	Subject tests within the SAT - required for some college admissions
Standard course	General course that follows the NC Standard Course of Study
Transcript	Report of your grades, attendance, GPA, immunizations and demographics

Let's See What You Remember...



Across

4. Comparison of students' grades
5. College Foundation of NC
6. Points given to a letter grade
7. Tests at the end of some courses
8. American College Test
11. Report of grades, attendance, etc.
13. Preliminary Scholastic Aptitude Test
14. Unit earned for completing a course

Down

1. Designed for motivated students
2. Advanced Placement course
3. Non-required course
5. Classes needed for graduation
9. Cluster of courses in one area
10. Class across curriculum areas
12. Follows NC Standard Course of Study

FIND THE HIDDEN MESSAGE

H P S I E K G H S T E C H O O S L I S S
T S G A C S R E A R C S T F T A F V T C
I A Y O T G R J G A N G R A Z T U R A O
D T L V T E U U Z N F H N U U G O T K U
E B R Y T M Q Q O S C D H Y O P P N V R
R A L U C I R R U C A R T X E C A Z P S
C J G L A L D W E R E V N R D R P A E E
Q Y L P M L J E D I D V M J S E T A F O
Y O B N J L D C B P T I I S T H A H N F
B T L K L X O F D T R E A T W E N K C S
I S G U N U N S O E V L G A C U P D A T
U E D E R K G Z T H C H Y J U E T L C U
X T N S E K Y N T N N K E F W L L G Q D
U C E S T N I O P Y T I L A U Q D E V Y
D O A W E S R U O C S R O N O H X J V V
V E I B D L E S T V N N B A Z D I E A Y
S V S Z K O I E A Q Q S C I T X G D C Y

ACT
APCOURSE
BLOCK
CFNC
CLASSRANK
COURSEOFSTUDY
CREDIT
ELECTIVECOURSE
EOCTEST
EXTRACURRICULAR
HONORSCOURSE
INTERIMREPORTS
PATHWAY
PSAT
QUALITYPOINTS
SAT
STANDARDCOURSE
TRANSCRIPT

II. Academic Life



Academic Information Lesson Plan

Objective: Give students information about graduation requirements, courses of study, promotion and retention, course credits, and grade point average.

Materials:

- Graduation requirements, promotion requirements, courses of study requirements, and GPA chart provided here.
- Example report cards for each student (4 to 5 samples representing different ranges of GPA's).
- Example transcript with the course and number of credits included for each student. Four different examples of transcripts (1 that does not have 26 credits, 1 that does have 26 total credits, but only 3 English credits, 1 that has 26 total credits and 4 English credits, but does not have 4 math credits, and 1 that meets college/university prep requirements).
- "Introduction to High School Math" worksheet.
- Example transcripts provided in appendix

Lesson Plan:

Step 1: Transcript Activity

As students enter the classroom, hand them an example transcript with the course and number of credits included (example: English- 4 credits) and tell them to go to their desk and remain standing.

-Ask students that do not have 26 total credits to sit down. Explain to the class that they will need 26 credits to graduate from high school (an average of almost 7 out of 8 classes per year for four years).

-Ask students that do not have 4 English credits to sit down. Explain to the class that they will need to pass English every year to graduate. At this point, tell them if they are still standing they will at least graduate high school.

-Next, ask students that do not have 4 math credits to sit down. Explain to the class that the people that just sat down may graduate from high school in the following courses of study: College/Tech Prep, Career Prep, or Occupational Prep, but will not have the requirements to go to a 4-year college upon graduating from high school.

-Finally, ask students that do not have at least 2 years of a foreign language on their transcript to sit down. Explain to the class that students that want to go to college will need at least two years of foreign language to meet minimum graduation requirements.

-The remaining students will be college/university prep high school graduates.

-Following the activity, use the example student transcripts provided in the appendix to further discuss courses of study, GPA, class rank, etc.

Step 2: Grade Point Average Activity

Use the Grade Point Average chart provided to explain to students the concept of a grade point average and what it means. Make sure they understand that they receive different amounts of quality points based on their letter grade in each subject, and may receive more points for Honors, AP, and IB classes. Give each student a sample report card and ask them to calculate their GPA. Make sure there are several different report cards to show the ranges of their GPA's. Ask a couple of students to share their GPA's with the class and how they got them.

Step 3: Introduction to High School Math

Give each student an “Introduction to High School Math” worksheet (provided) to complete in class. Circulate the room to answer any student questions.

Step 4: Plan for High School Success

Explain to students that when they register for high school in the spring they will need to complete a 4-year plan to take with them to their respective high schools. Have the students fill out a tentative 4-year graduation plan (included). Have students start on their 4-year plans in class and take them home to complete them and get them signed by their parents. This activity will need to be completed only after students have access to courses that will be available to them in high school or a program planning guide.

Introduction to High School Math

Everything you need to know about promotion and retention in high school, graduation requirements, grading, and calculating your Grade Point Average is answered in the following simple math problems that will prepare you for high school. Use the information in the charts and sheets provided to you to answer the following questions.

Promotion/Retention

1. Sally passes 6 out of her 8 classes to give her 6 course credits at the end of her freshmen year. If she does the same thing every year in high school, will she have enough credits to graduate?
2. At the end of his senior year, Eddie has 4 English credits, 3 Math credits, and no foreign language credits. Which course of study does Eddie need to be in to graduate high school?
3. John has 4 English credits, 4 Math credits, 3 Science credits, and 3 Social studies credits to go along with 2 credits in Spanish. In which course of study is John likely participating?

Grading

1. Anne has a 100, 90, and a 77 for her first 3 homework grades to give her a homework grade average of 89. Last night she forgot about a homework assignment and her teacher gave her a 0. What is her new homework average?

Grade Point Average

Letter Grades	Standard Courses	Honors	AP/IB
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

The GPA chart above shows the number of quality points given for each letter grade in high school. Use the GPA chart to calculate the following students' Grade Point Average.

Ricardo

Honors English C
Algebra I B
Honors Earth Science A
World History B

Ricardo's GPA_____

Heather

AP English B
Advanced Geometry D
Advanced Biology A
World History C

Heather's GPA_____

Grade Point Average (GPA) Table

The following table represents the amount of quality points that make up a student's GPA for standard, honors, and AP/IB classes

Letter Grades	Standard Courses	Honors	AP/IB
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0

WCPSS GRADUATION REQUIREMENTS

The majority of the WCPSS high schools utilize a 4 by 4 Block Schedule. This allows students to earn eight credits each year of high school. * (Enloe and Broughton use different schedules.) With thoughtful planning, students may access more courses in the arts, computer studies, journalism, or healthful living. They may deepen their understanding of science, mathematics, or social studies by adding additional courses in these disciplines; enrich their English studies; or complete longer sequences in second languages. Also, they may use elective studies in career - technical education to complete requirements for more than one Course of Study. The following information provides specific graduation credit requirements:

- Graduation from Apex, Athens Drive, Broughton, Cary, East Wake, Fuquay-Varina, Garner, Green Hope, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, and Wakefield High Schools requires completion of 26 credits to graduate.
- At Enloe, Longview, Phillips, and Southeast Raleigh High Schools, students must successfully complete 20 credits in order to graduate.
- Students at Broughton High School must also complete twenty-five hours of community service per year.
- Students who attend Southeast Raleigh High School must acquire four math credits, four science credits, and complete a senior project. Individual schools may have additional requirements.
- Freshmen starting in 2006-07 will be required to complete a Graduation Project with in the four years of high school.
- For the Occupational Course of Study, 22 credits are required at all high schools.
- The North Carolina State Board of Education approved new high school exit standards requiring students entering the ninth grade for the first time in 2006-2007 and beyond to pass five EOC assessments (Algebra I, Biology, English I, Civics & Economics, and U.S. History) and to successfully complete a graduation project. The exit standards will only apply to students following the Career Preparation, College/Technical Preparation, or College/University Preparation courses of study. Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).

Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. Students must meet the graduation course and testing requirements that were effective the year they entered ninth grade for the first time; however, the total number of credits required for graduation may increase after the ninth-grade year. All credits must be earned in grades nine through twelve.

Algebra I is a graduation requirement for all students. The only exceptions to the Algebra I requirement are for students who are enrolled in the Occupational Course of Study or have an Individual Education Program (IEP) that identifies them as Learning Disabled (LD) in math and states that the disability will prevent them from mastering Algebra I. Once a student is exempt, the exemption holds until the student exits public school. Documentation of the exemption will be written in a *present level of performance statement* on the IEP. Students at Wake County Public School System high schools also must meet established competency criteria. All students must demonstrate proficiency of computer skills through state testing. This assessment shall begin at the eighth grade. A student with disabilities shall demonstrate proficiency by the use of a portfolio if this method is required by the student's IEP. In addition, students who have not demonstrated proficiency in reading and/or mathematics on the 8th grade End-of-Grade test(s) must pass the High School Competency Test(s) or an equivalent exam.

Students who complete all graduation requirements and pass the North Carolina Competency Tests receive a diploma at graduation. Students who satisfy all graduation requirements but fail the Competency Tests will receive a certificate of achievement and will be allowed to participate in graduation exercises. Special needs students (excluding Academically Gifted students and pregnant students) who do not satisfy all graduation requirements will receive a graduation certificate and be allowed to participate in graduation exercises if the students complete twenty credits by general subject area and completes all IEP requirements.

PROMOTION REQUIREMENTS

High school students shall be promoted by attaining credits that are earned through successful completion of specific required courses as illustrated in the following (Note: The appropriate English credit is required for promotion each year.):

Apex, Athens Drive, Cary, East Wake, Garner, Green Hope, Knightdale, Leesville Road, Millbrook, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – Class of 2005 (Students entering ninth grade for the first time in 2001-2002)

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4
10	English II, one credit in mathematics, one in social studies, and one in science	8
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	14

Apex, Athens Drive, Cary, East Wake, Garner, Green Hope, Knightdale, Leesville Road, Millbrook, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – Class of 2006 (Students entering ninth grade for the first time in 2002-2003) and beyond.

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4
10	English II, one credit in mathematics, one in social studies, one in science, and two additional credits	10
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	16

Apex, Athens Drive, Cary, East Wake, Garner, Green Hope, Holly Springs, Knightdale, Leesville Road, Millbrook, Panther Creek, Sanderson, Wake Forest-Rolesville, Wakefield High Schools – beginning with the Class of 2007 (Students entering ninth grade for the first time in 2003-2004)

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6
10	English II, one credit in mathematics, one in social studies, one in science, and two additional credits	12
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

Middle Creek High School – Class of 2005 (Students entering ninth grade for the first time in 2001-2002)

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4
10	English II, one credit in mathematics, one in social studies, one in	10

	science, and two additional credits	
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	16

Middle Creek High School – beginning with the Class of 2006 (Students entering ninth grade for the first time in 2002-2003)

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6
10	English II, one credit in mathematics, one in social studies, one in science, and two additional credits	12
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements.	18

Enloe, Longview, Phillips, and Southeast Raleigh High Schools – Class of 2005 (Students entering ninth grade for the first time in 2001-2002) and beyond

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and one additional credit	4
10	English II, one credit in mathematics, one in social studies, and one in science	8
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	14

Broughton* and Fuquay-Varina High Schools – Class of 2005 (Students entering ninth grade for the first time in 2001-2002) and beyond

From Grade	Promotion Criteria	Credits
9	English I, two credits in the areas of mathematics, social studies, or science, and three additional credits	6
10	English II, one credit in mathematics, one in social studies, one in science, and two additional credits	12
11	English III and enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements	18

***Twenty-five hours of community service is required each year for promotion to the next grade at Broughton.**

Students should check with their counselors for information on additional promotion requirements.

COURSES OF STUDY

The following charts provide specific information to guide in selecting a Course of Study and in choosing the appropriate courses. Students must satisfy all course, credit, and testing requirements for at least one Course of Study in order to earn a diploma. ***Note: Elective and Total credits will increase each year until increased local graduation requirements are fully implemented in 2007..*

CAREER PREP Course of Study Requirements		COLLEGE TECH PREP Course of Study Requirements	
Meets minimum graduation requirements and is designed to prepare students for entry-level career choices and admission to a community college		Meets higher academic standards and prepares students for admission in highly technical fields of study at a community college	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English English I, II, III, & IV	4
Mathematics Three courses to include Algebra I	3	Mathematics Algebra I, Geometry, and Algebra II OR Algebra I and Technical Math I and II OR Integrated Mathematics I, II, & III	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Biology Earth/Environmental Science A Physical Science related to career pathway	3
Social Studies World History Civics & Economics U. S. History	3	Social Studies World History Civics & Economics U. S. History	3
Second Language Not required		Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1

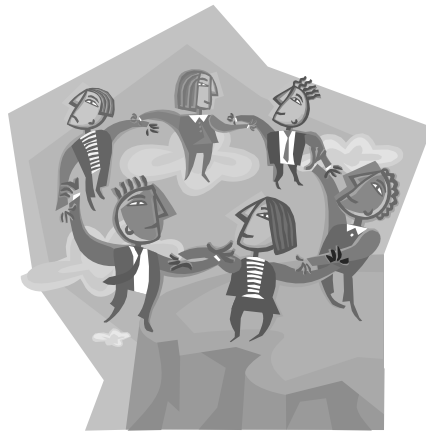
<p>Arts Education Select courses appropriate for an arts education pathway to include a designated capstone (advanced) course.</p> <p>(Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended for students not selecting an arts education pathway.</p> <p style="text-align: center;">OR</p> <p>Career-Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course.</p> <p style="text-align: center;">OR</p> <p>JROTC Select courses appropriate for a JROTC pathway to include a designated capstone (advanced) course.</p>	4	<p>Career-Technical Education Select courses appropriate for a CTE career pathway to include a designated capstone (advanced) course.</p>	4
<p>Electives</p>	4 – 2005 6 – 2006 8 – 2007 & beyond	<p>Electives</p>	4 – 2005 6 – 2006 8 – 2007 & beyond
<p>Total*</p>	22 – 2005 24 – 2006 26 – 2007 & beyond	<p>Total*</p>	22 – 2005 24 – 2006 26 – 2007 & beyond
<p>Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.</p>		<p>Arts Education (Dance, Music, Theatre Arts, Visual Arts) At least one credit in an arts discipline as an elective is recommended.</p>	

COLLEGE/UNIVERSITY PREP Course of Study Requirements Meets the highest level of academic standards and fulfills the minimum course requirements for admission to UNC Institutions		OCCUPATIONAL Course of Study Requirements This Course of Study is appropriate for certain students who receive Special Education services. It prepares students to enter competitive employment.	
Course	**No. of Credits	Course	**No. of Credits
English English I, II, III, & IV	4	English Occupational English I, II, III, & IV	4
Mathematics Algebra I, Geometry, Algebra II, and a higher level course for which Algebra II is a prerequisite OR Integrated Mathematics I, II, III, and a credit beyond Integrated Mathematics III (For students entering ninth grade for the first time prior to 2002-2003, the requirement is three credits, which are Algebra I, Geometry, and Algebra II or a higher level course for which Algebra II is a prerequisite OR Integrated Mathematics I, II, & III.)	3 – 2005 4 – 2006 & beyond	Mathematics Occupational Mathematics I, II, & III	3
Science Biology Earth/Environmental Science A Physical Science	3	Science Occupational Life Skills Science I & II	2
Social Studies World History Civics & Economics U. S. History	3	Social Studies Occupational Social Studies I & II	2
Second Language Two credits in the same language	2	Second Language Not required	
Computer Skills A specific course is not required. Students must demonstrate proficiency of computer skills through state testing.		Computer Skills Computer proficiency as specified in IEP	
Healthful Living Education Healthful Living I	1	Healthful Living Education Healthful Living I	1
Career-Technical Education Not required		Career-Technical Education Career-Technical Education electives	4
Electives	6 – 2005 7 – 2006	Occupational Preparation Occupation Preparation I, II,	6

	9 – 2007 & beyond	III, & IV Completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment	
		Additional Requirements Elective credits, completion of IEP objectives, and a career portfolio are required.	
Total*	22 – 2005 24 – 2006 26 – 2007 & beyond	Total*	22

***Broughton, Enloe, Garner, Longview, Phillips, and Southeast Raleigh High Schools may have different and/or additional requirements. Students should check with their counselors for specific subject area and elective requirements.**

III. Non-Academic / Co-Curricular Activities



Student Feud: Understanding Non-Academic/Co-Curricular Activities

Student Feud is a fun activity that can be used with rising ninth graders to help them understand non-academic/co-curricular activities in high school. This is a great classroom guidance activity that will create an exciting, learning atmosphere for students and instructor.

Lesson Plan:

Materials:

1. Use heavy paper (construction or poster board) to create game labels. The game labels should have the names of the categories, the answers, and the questions. Create these in advance so that when you enter the classroom you will simply have to post with tape and turn when the students say the correct answer.
2. A buzzer will be used to allow students to chime in when they have the correct answer.
3. Additional poster board for team names
4. Create an information sheet (The information sheet should give detailed information about the categories the students will be learning about). Give students the information sheets. Review the information sheets and allow students to scan/study the information sheets briefly before starting the game. (An instructor's information sheet has been included to help you create your own information sheet).

Categories, Questions, and Answers

1. Game categories should include: Clubs, sports, driver's education, lunch, and worker's permit.
2. Create questions based on the categories. Use the information sheet included to help create questions.

Organizing Game:

1. Explain the game and the similarity to Family Feud to the students (see included game instructions).
2. Allow them to break-up into teams (create even teams, if possible).
3. Allow the team to select a team captain and a team name.
4. Place the team name on the additional poster board you brought to the class and allow students to post in front of their team location.
5. Sit a desk at the front of the class in order to setup the buzzer.

Let's get started:

1. You can decide to tape all of the different categories and answers on the board at the beginning of the game or do them individually.
2. Call the first person from the teams up to the buzzer and begin...

Information Sheet: Non-Academic/ Co-Curricular

Clubs and athletics are considered co-curricular and/ or non-academic. There are eligibility requirements to participate in these activities. Those high school requirements include:

- 85% attendance in the previous semester
- Under 19 on or before October 16th of that particular school year
- Must pass three of four classes during the previous semester (block schedule)
- Must maintain 1.5 overall GPA (per semester)
- Must not be convicted of a felony
- Must live in the school district and enroll no later than the 15th day of the present semester
- Visit these high school websites to get specifics about the clubs and/ or sports they offer and other information:

www.apexhigh.com

<http://athensdrivehs.wcpss.net/>

<http://broughton.wcpss.net/>

<http://caryhs.wcpss.net/>

<http://ewhs.wcpss.net/>

<http://enloehs.wcpss.net/>

<http://fvhs.wcpss.net/>

<http://garnerhs.wcpss.net/>

<http://greenhopehigh.wcpss.net/>

<http://hollyspringshs.wcpss.net/>

<http://knightdalehs.wcpss.net/>

<http://leesville.org/>

<http://longview.wcpss.net>

<http://middlecreekhs.wcpss.net/>

<http://mhs.wcpss.net/>

<http://panthercreekhs.wcpss.net/>

<http://sandersonhs.wcpss.net/>

www.srhs.net/

<http://healthscienceec.wcpss.net/>

<http://wfrhs.wcpss.net/>

www.wakefieldhs.net/

Driver's Education:

Age Requirement: Students must be 14 ½ before they can begin driver's education. (Keep in mind that in many cases priority is given to older students first).

Class Times: Driver's education classes are typically taught each month after school for a total of three weeks (often times school have summer driver's education programs).

Driving Time: Students must complete 30 hours of classroom time before becoming eligible for the driving portion (These hours include six hours of drug and alcohol

prevention). The oldest student in the class drives first. Students receive six hours of behind the wheel time.

Academic Requirements: Students must pass 3 of 4 classes each semester and be currently enrolled in school to obtain driver's permit.

Driving/ Learner's Permit: At the age of 15, a student may obtain a driving permit after completing the Driver's Education requirements. Students must have a Driver's Eligibility Certificate (this certificate shows successful completion of the classroom portion as well as meeting academic requirements).

Obtaining License: After holding the permit for one year (which includes continuously meeting the academic requirements), the student may then go to DMV to in hopes of obtaining a driver's license.

Lunch:

In high school, lunch can be a big part of your social life. At many schools, juniors and seniors are allowed to leave campus for lunch if they have maintained good grades in ninth and tenth grade. Ninth and tenth grade students stay on campus for lunch. Many high schools have two or three lunches. Your lunch may depend on your schedule or building location during third period.

Strategies for enjoying lunch:

- Use lunch time wisely (This may be a good time to makeup or retake assignments, study, see your counselor, or go to the library)
- Eat lunch with a variety of people (sometimes eat with close friends and other times eat with people you barely know)
- Use lunch time to relieve school stress or anxiety

Worker's Permit:

Students under the age of sixteen (16) are not eligible to work without a youth employment certificate (worker's permit). Students can access a worker's permit from one of the following:

- Internet: www.dol.state.nc.us/wh/youth_instructions.htm
- Department of Social Services (or one of their satellite offices)
- Some high schools may have them available in the Student Services office

When workers permit is received:

- Student and parent sections must be completely filled out upon receipt of employment.
- Employer must fill out necessary sections and sign.
- When worker's permit is completed, student must take two copies of form and birth certificate to the Department of Social Services.
- Student will be asked to sign form in front of issuing officer.
- Completed worker's permit will be given back to student.
- Student must turn in copy of completed worker's permit to employer.

Never seen Family Feud before... Instructions

Preparation:

Prior to going into the classroom, take the time to organize your thoughts on how the game will go. If everything is setup, the game can be fun and exciting. In preparation, create category cards that resemble the game board from Family Feud (a picture of the game board is included in the lesson plan to help visualize the game). In addition, create the answer cards that will go immediately under the corresponding categories. Also, create your index cards that will have your questions on them. It may be beneficial to number the question index card that corresponds with the category and answer(s) to eliminate confusion. Determine how long the game will last based on the amount of time you have in the class (that will help guide the game).

Instructions:

As facilitator you are responsible for helping the students setup their teams and team names. Although questions are provided, feel free to create more or create your own questions. You will also need to setup the buzzer station. Lastly, create your category and answer boards on the chalkboard.

Keep in mind that the game will not be exactly like Family Feud because the teams are larger, there is not any money involved, and these are eighth graders, not adults!

A student from each team will come up to the buzzer station. You will read the question from your index card. It is one of the students at the buzzer stations responsibility to chime in within three seconds. Once they chime in and give the answer, if it is correct, they can return to their team. The next person on the team can give the next answer on the list. If there is only one answer on the list, then the next person from each team will come up to the buzzer station. If a person chimes in to answer, but get's the answer incorrect then the other student has three seconds to chime in and answer. Students should receive 5 points for each question correct. You will continue with the process until the game is finish (time has expired).

Here are some game questions based on category. Keep in mind you may want to create your own:

Category: Clubs/ Sports:

Question: What are the eligibility requirements to participate in a club and/ or sport in high school?

The six answers can be found under Clubs and Athletics on the attached information sheet

Category: Driver's Education

Question: What are the six steps to obtaining your license?

The six answers can be found under Driver's Education on the attached information sheet

Category: Lunch

Question: What are the three strategies to enjoying lunch?

The three answers can be found under Lunch on the attached information sheet.

Category: Work Permit

Question: What are the three ways to obtain a worker's permit?
The three answers can be found on the attached information sheet.

Question: What are the steps to completing a worker's permit?
The six answers can be found on the attached information sheet.



IV. Tips for Survival



Tips for Survival/Success

Opening Activity (optional) Discussion Guide/Handout for students

Opening Activity: Puzzle Pieces (This activity will get students into groups.)

Make 8 different puzzles (using 8 different colors) with the following topics:

1. School Schedule
2. Follow the school policies and procedures
3. Homework
4. Connecting with Adults
5. Resources
6. Meeting new people
7. Handling Pressure
8. What can your parents do to help?

Laminate each sheet (so you can reuse the pieces for every classroom group) and cut apart the pieces of each puzzle so you have enough total pieces for every student in the largest class you will be visiting. (You will probably only need to cut each puzzle into 3-4 pieces.) As the students arrive, give them each a puzzle piece. When you ask them to start, they will find the other people who have matching puzzle pieces and get their puzzle together as quickly as they can. The first team to correctly assemble their puzzle wins! (Give each winning team member a small prize if you wish.) Remember to collect all the pieces so you can reuse them!

Have each group share their results with the entire class. Give each group a piece of butcher paper, and ask them to brainstorm their topic for 5 minutes – make sure they record their thoughts on the paper! After 5 minutes, start with group one and ask each group to share their comments. Counselor will use information below to add in additional information as each group shares. Give a copy of the handout at the end of the class.

Tips for High School Success

School Schedule

- Enloe: 7 period day; each period lasts about 50 minutes. Offer yearlong and semester electives.

- Broughton: A/B day (8 courses: 4 meet on A day, 4 meet on B day.)
Days alternate all yearlong; Offer yearlong and semester electives

A Day

90-minute course
90-minute course
90-minute course
90-minute course

B Day

90-minute course
90-minute course
90-minute course
90-minute course

- Other High Schools: Block Schedule – take four classes each semester.

First Semester

1. 90-minute class
2. 90-minute class
3. 90-minute class
4. 90-minute class

Second Semester

1. 90-minute class
2. 90-minute class
3. 90-minute class
4. 90-minute class

Know the school policies and procedures

- Dress code is the same in all Wake County Schools
- Attend school and class on a regular basis
- When absent, make up all missing assignments
- Treat others with respect
- Know the rules of your school and follow them
- Remember – WCPSS has a no-tolerance policy for gang-related activity, alcohol/drugs, and fighting

Homework

- Homework includes written assignments, reading, reviewing class notes, studying for tests, completing projects, and previewing the next lesson
- Plan to spend an average of 2-3 hours/night on homework
- Plan to use weekends for homework as well
- Know each teacher's homework policies
- Make sure you complete it and turn it in on time

Connecting with Adults

Develop a positive relationship with your teachers at the beginning of the year.

- Come to class on time
- Come to class prepared
- Turn in all work on time
- Exhibit positive behaviors
- Ask appropriate questions

Learn self-advocacy skills

- Learn how to talk with a teacher when you have individual questions and concerns
 1. Talk to them about individual concerns before or after class, during lunch, or before or after school, NOT during instructional time
 2. Be respectful
 3. E-mail them questions
- Ask for extra help when you need it.
- Introduce yourself to counselors, administrators, and other school staff

Meeting New People

- Attend summer orientation programs offered at the high school
- Introduce yourself to people who sit around you in your classes
- Sit with different people at lunch rather than the same crowd every day
- Get involved in clubs
- Take courses that will also require involvement after school: band, chorus, dance, drama, newspaper, orchestra, yearbook, etc.
- Community service projects provide a fun way to meet new people
- Take on leadership roles in clubs, student council, etc.

Handling Social Pressure

- Find friends with similar values and beliefs
- Be assertive – tell friends what you want/don't want out of the relationship
- Don't use alcohol or other drugs
- Learn to handle conflict in a positive way
- Talk with a trusted adult about situations that make you uncomfortable (bullying, sexual harassment, dating pressures, etc.)

What can your parents do to help?

- Assist you with organization – you will have more to do in high school! They should check your homework agenda so they will know what you have to do each week.
- Keep a master calendar of assignments, tests, projects, and extracurricular activities at home so the family will know what you are doing.
- Be aware of your grades each week in each class
- Be a SPAN user so they look at grades and attendance on a regular basis and can e-mail teachers if problems arise
- Provide transportation to after school activities, sports practices, games, and dances.
- Chaperone activities at school – without them, the activities may not happen!
- Volunteer at school

Resources

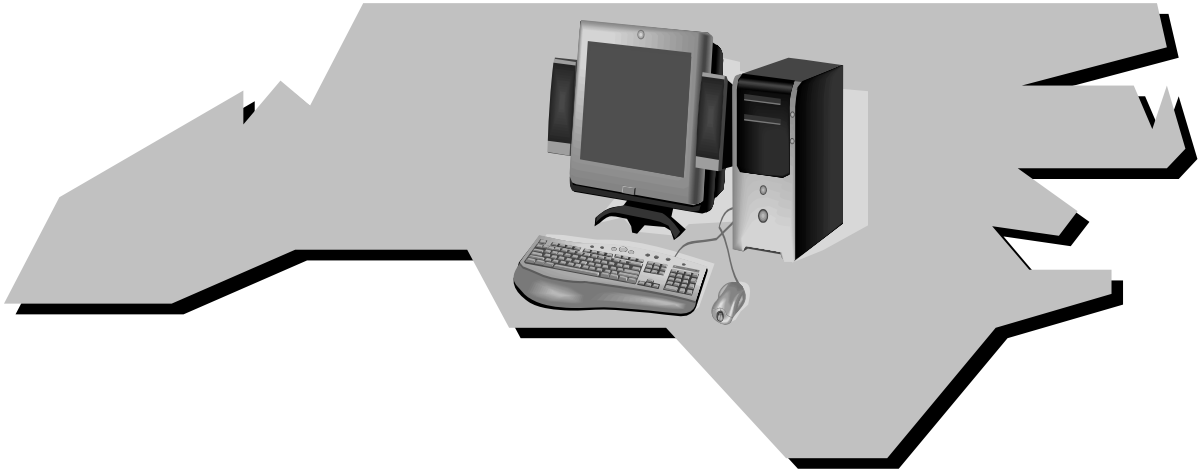
- Teachers – can help you with academic issues, give you study tips, and provide extra tutoring if needed.
- Counselors – can help you with academic issues, choosing courses each year, college and career planning, social issues, emotional issues, family problems, and alcohol and other drug problems.
- Administrators – can help you with lockers, cafeteria issues, theft reports, bullying issues, sexual harassment issues, and conflicts with other students, etc.
- School Resource Officer – can help you with theft reports, bullying issues, family violence issues, sexual harassment issues, legal issues, etc.
- Tutoring services – are provided at many high schools. Check with your teacher and counselor for information.
- Media Center specialists – can help you find resources for research, computer access, etc.
- Computer Labs – are available for student use at most high schools. Ask your teacher or the Media Specialists for information.
- Career Development Coordinator – can help you with career assessments, finding a part – time job, worker’s permit, job shadowing, scheduling appointments with military recruiters, internships, and apprenticeships

Been There, Done That. Advice from Current Freshmen Students!

- Be very organized. I learned that just throwing my stuff into a binder really made me crazy and I lost stuff, only to later find it. Have separate binders, folders, and homework folders and be faithful to them!
- Study for all of your tests. Some tests you may think will be a breeze turn out to be extremely difficult, is it's better to just be prepared.
- Don't procrastinate! You may think "well, I have two days to do it...", but when that last day rolls around and you can't hang out with friends you hate it.
- Get involved. Sports, clubs, and activities are fun, look good to colleges, give you a chance to meet new people, keep you out of trouble, and get you out of the house!
- Do all of your homework. I sometimes didn't and it really affected my grades. It counts a lot more than you think.
- Study right after class so it stays in your brain.
- Listen to your teachers. They actually do know more than you even if you think they don't.
- Ask questions and ask for help when you need it. I was shy with all of my teachers for most of the year and I wish I would have talked to them more. I realized that they are really cool the last week of school.
- Definitely write all of your homework down. Sometimes you think you will remember and you totally forget by lunch.
- Also write down your grades. If you write them down, there are no surprises when report cards come out.
- Give your progress reports to your parents. If you don't, the teacher calls home and they just find out anyhow.
- Choose your friends wisely. They influence you and you may not realize it until you do something you would not have if you were not hanging out with them.
- Challenge yourself. Take classes that make you think and don't take the easy road out.
- Stay active. If you can't concentrate go run outside or do something healthy to clear your mind, but make sure you get back to work.
- Read over the summer. If you can find out what books you are reading beforehand, it is helpful to do plus it will be easier when you reread them during the school year. Reading also makes you smarter.
- Make friends in all of your classes and get their phone numbers. Even if you don't hang out with them, it is helpful in case you forget your homework assignment or need help studying for a test.
- Creativity is important, but always try to think about what the teacher wants or is asking for. If you are not sure, ASK!
- Come to class prepared. I don't know why people come to math without a pencil. That is just dumb.
- Be mature because you are coming into high school and the teachers don't treat you like you are still in middle school. Things that just got you reprimanded in middle school can get you suspended in high school.

- Follow the dress code, if you don't, you have to change into something stupid and everyone knows why. Sometimes they even send you home to change and then your parents get really mad at you.
- Remember that this year counts. If you mess up to bad then you may not get into college. If you are falling behind, get help.
- Get good grades. Even if you don't think you want to go to college you may change your mind or if you don't have money for college you could get a big scholarship and be able to go. But you can't if you have bad grades. Plus I learned that if you want to go straight to work after high school they sometimes look at your grades and might not hire you if they are bad. It is good to just get good grades.
- Live it up! Balance school and friends and have fun. These are going to be the best years of your life before you have to go into the real world and pay bills and have a real job and stuff. High school is awesome.

V. Utilizing CFNC



Utilizing CFNC

Each 8th grade social studies class will be scheduled for a period in the computer lab.

Divide students into 5 groups by handing out color squares—blue, orange, pink, purple, green--as they enter the lab. They will find a matching color square on a computer monitor, with colors grouped together.

Teacher Input: All students will be guided to set up their personal CFNC account and be introduced to account benefits (My CFNC). (Order cards from CFNC for students to record their login information.)

Student Activity: Each group will then explore the CFNC tab that corresponds to their group color. Each group will develop 4-5 questions that can be answered at their assigned tab. Each question will be written on a sheet of chart paper.

Each group will take turns posing its question(s) to the class and individuals will compete to find the answer first, using the appropriate CFNC link. The winner will get a prize (pencil, homework folder, WMS folder, etc.) Do as many rounds of group questions as time allows.

Closing: Students will be encouraged to use the Student Planner throughout 8th grade for college preparation activities.

Supplemental CFNC Activity:

Using the cfnc.org website, students will work in groups to identify true and false statements. False statements will be rewritten correctly. (Each group could be given 4-5 statements, with groups reporting their responses to the class.)

True/False Pretest about Post Secondary options.

1. Tuition fees at private colleges are less than at public colleges.
2. All college scholarships are based on academic performance.
3. College acceptance is based on your academic performance in Grades 9-12.
4. A community college offers a two year program.
5. Community college tuition fees are less than tuition fees at public colleges.
6. Most colleges require that students include an SAT score in their application.
7. Some private colleges have easier admission requirements than public colleges.
8. Public colleges and universities are supported by tax dollars.
9. Students can complete a college transfer program at a community college and complete the requirements for a four year degree at a college or university.
10. Students can drop out of high school and enlist in the military to finish school and get postsecondary training.
11. The college redirection program refers to students changing their college major.
12. Tuition fees at out of state public colleges are generally equivalent to in-state public colleges.
13. Only four year public colleges and universities are included at cfnc.org.
14. Extra-curricular involvement is not a factor in college admission.
15. Most community colleges have an open door admissions policy.
16. Four year colleges and universities do not require second language courses for admission.
17. Colleges and universities supported by religious groups are considered public colleges.
18. CFNC.org has free test preparation courses for SAT and ACT.
19. Financial aid based on special talents, achievement, or skills of the student is referred to as merit-based aid.
20. Need-based financial aid is based on what a student's family states that they are willing to pay for tuition.

Appendix



Time Flies When You're...

How do you spend your time? Fill in this worksheet with what you do in a normal school week. Use the results to figure out where you might have some extra time. See how you can improve your schedule.

How many hours a day do you:	Daily Total	Frequency	Weekly Total
Sleep (yes, include naps)?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Spend in school?	<input type="text"/>	x <input type="text"/> 5 =	<input type="text"/>
Study or do homework?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Watch TV?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Spend online or on the computer?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Talk on the phone?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Work at a job?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Commute to and from work and/or school?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Participate in extracurriculars (e.g., sports)?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
Prepare and eat meals?	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
<input type="text"/>	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
<input type="text"/>	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
<input type="text"/>	<input type="text"/>	x <input type="text"/> 7 =	<input type="text"/>
TOTAL HOURS			<input type="text"/>

Time Management Tips for High School Students

It's 10:00 -- Do You Know Where Your Homework Is?

Does it seem like there's never enough time in the day to get everything done? Feel like you're always running late? Here are some tips for taking control of your time and organizing your life.

1. Make a "To Do" List Every Day.

Put things that are most important at the top and do them first. If it's easier, use a planner to track all of your tasks. And don't forget to reward yourself for your accomplishments.

2. Use Spare Minutes Wisely.

Get some reading done on the bus ride home from school, for example, and you'll kill two birds with one stone.

3. It's Okay to Say "No."

If your boss asks you to work on a Thursday night and you have a final exam the next morning, realize that it's okay to say no. Keep your short- and long-term priorities in mind.

4. Find the Right Time.

You'll work more efficiently if you figure out when you do your best work. For example, if your brain handles math better in the afternoon, don't wait to do it until late at night.

5. Review Your Notes Every Day.

You'll reinforce what you've learned, so you need less time to study. You'll also be ready if your teacher calls on you or gives a pop quiz.

6. Get a Good Night's Sleep.

Running on empty makes the days seem longer and your tasks seem more difficult.

7. Communicate Your Schedule to Others.

If phone calls are proving to be a distraction, tell your friends that you take social calls from 7:00 to 8:00 p.m. It may sound silly, but it helps.

8. Become a Taskmaster.

Figure out how much free time you have each week. Give yourself a time budget and plan your activities accordingly.

9. Don't Waste Time Agonizing.

Have you ever wasted an entire evening by worrying about something that you're supposed to be doing? Was it worth it? Instead of agonizing and procrastinating, just do it.

10. Keep Things in Perspective.

Setting goals that are unrealistic sets you up for failure. While it's good to set high goals for yourself, be sure not to overdo it. Set goals that are difficult yet reachable.

Consider these tips, but personalize your habits so that they suit you. If you set priorities that fit your lifestyle, you'll have a better chance of achieving your goals.

Setting Goals

Identify a goal and YOUR PURPOSE!

When you begin evaluating your life,

- Whether it is day-to-day details...
- Whether it is a short-term project...
- Whether it is a long-term project...

GOALS WILL HELP YOU SEE YOUR PURPOSE CLEARLY!

What is a GOAL?

A goal is what you aim or strive to attain.

We all have special gifts. We need to consider them and work with them to attain good things.

WHY SET GOALS?

As humans we all are given energy to take care of ourselves. It is easy to become overwhelmed by activities unless you begin *to MAKE CONSCIOUS DECISIONS!*

You may set short-term goals like:

- I will earn passing grades.
- I will get a part-time job.
- I will make new friends.

You may set long-term goals like:

- I will get along with my family.
- I will do what is necessary for me to become a nurse.
- I will learn to study better.

Goals incorporate a few things like:

- Priorities.
- Time management.
- A schedule.
- Flexibility.

What are some of your short-term goals?

What are some of your long-term goals?

High School Survival Quiz

1. What does GPA stand for?
 - a. Grade Point Advantage
 - b. Grade Policy Average
 - c. Get Points Annually
 - d. Grade Point Average

2. How many years does it typically take to graduate from high school?
 - a. 3
 - b. 4
 - c. 5
 - d. 6

3. How many days can you be absent before you automatically fail?
 - a. 10
 - b. 20
 - c. 30
 - d. 40

4. Why do schools have a dress code policy?
 - a. To maintain a safe, orderly, and decent environment where students have fewer distractions and can focus on schoolwork.
 - b. To control your life.
 - c. To keep you warm during the colder winter months.
 - d. To ensure that you only wear what the principal wants you to.

5. What is the point of homework?
 - a. To make sure you have no life outside of school.
 - b. To make you think, work, and learn outside of the school environment to help you become educated, lifelong learners.
 - c. To give you something to do in case you get bored.
 - d. To maintain a high GPA.

6. If you don't have homework to do for a grade you should:
 - a. Party
 - b. IM your friends all night
 - c. Sleep
 - d. Review old materials you have, work on a future project, read related material, and brushen up on your educational skills.

7. School counselors can help you with:
 - a. Any personal, academic, career, or social issue you are having.
 - b. Your graduation plan
 - c. Any conflicts you are having with a teacher, friend, or at home
 - d. All of the above

8. If you are having trouble in a class you should:
 - a. Act out and get sent to the office.

- b. Complain to your parent/s so they talk to the teacher.
 - c. Talk to the teacher yourself and ask for help.
 - d. Do nothing; you will never have to know that stuff anyhow.
9. To get into college you need:
- a. A balance of a good GPA, SAT scores, extracurricular activities and/or sports, and a good attendance record starting the FIRST day of your freshmen year.
 - b. Wealthy parents who can influence the admission committee.
 - c. A 4.0 GPA and perfect SAT score.
 - d. To worry about it your junior year.
10. High School is all about:
- a. Having fun
 - b. Learning
 - c. Meeting new people
 - d. All of the above

High School Cyber Hunt

Directions: Check out your high school website to answer the following questions!

The name of my high school is_____.

My high school mascot is_____.

My high school colors are_____.

My high school day starts at_____.

My high school day is over at_____.

My high principal's name is_____.

My high school counselors name is_____.

My high school is located in_____.

My high school has _____ (number) activities and/or clubs I can join.

I will look into joining the following two activities and/or clubs:

1. _____.

2. _____.

My high school has _____(number) of sports teams.

I might look into trying out for the _____ team. (It's OK if you don't play a sport!)

The most interesting thing about my high school is_____

I need _____(number) of credits to graduate.

I **WILL** graduate in the year of _____!

Human Tic-Tac-Toe

1. This game is an interactive way to cover information on any topic. Looking over the handout that will be given to students on the topic or topics to be covered, write questions on note cards and place them in a bag. Laminate the cards so they can be used numerous times. You will need approximately 30 questions to have a fun game!
2. Arrange the chairs in three rows of three chairs set up like a tic-tac-toe board.
Chair Chair Chair

Chair Chair Chair

Chair Chair Chair
3. Divide the room in half, and give each student sitting on one half of the room a laminated card with an X on it and each student on the other half of the room a laminated card with an O on it. It helps to have all the X's on one color of paper and all the O's on a different color of paper. Explain the rules of tic-tac-toe (sometimes they don't all know them).
4. Decide which team will go first, and have the first student on the team pull a question from the bag and hand it to you. The counselor reads the question out loud to the entire group, and the student who picked the question has 30 seconds to answer. **The student may use any printed material passed out earlier, but may not get help from teammates!** If the student answers correctly, he/she moves to the "board" and begins the tic-tac-toe game. If the student answers incorrectly, the first person on the other team gets 10 seconds to answer the same question for the "steal". If the answer is correct, he/she may be seated on the board. (The counselor is teaching during the game by providing more detail to the student answers.)
5. The counselor alternates between teams with questions, and students who answer correctly continue to sit in the proper place on the board to help their team get tic-tac-toe.
6. No team member may play a second time before all team members play the first time.
7. While teammates are not allowed to help an individual answer a question, they are allowed to advise each other on where to sit on the board.
8. Once seated on the board, a student may not move.
9. All decisions by the judge (you) are final.
10. When a team gets tic-tac-toe, mark down a win for the team on the board and then start a new game beginning where you left off on the winning team.

Some games are over very quickly, some take a long time, and sometimes the cat wins the game. The team with the most winning games is the grand winner. Provide each student on the grand winner team a small prize – a pencil? Candy?

Have fun!

Lotus Diagrams –

Lotus diagrams are use to help students organize their thoughts/questions on a subject.

For example, the counselor is going to conduct a classroom lesson on academics in high school. Post a large diagram (example below) with only the middle box written in. Ask the students to come up with questions/concerns surrounding the word academics, and put the answers in the numbered boxes. Distribute your handout that provides general information on high school academics that the students can use for this assignment. Divide the class into smaller groups and give each team a blank diagram. Assign one of the words to each team, and have them come up with information on that topic to share with the class. As each group shares, add details.

First diagram to be completed as a group:

1. Homework	2. GPA	3. Courses to take
8. Projects	Academics	4. Are teachers hard?
7. Grades	6. Colleges	5. Tests

Sample of a completed group diagram (notice that they don't have to fill in every space):

1. Turn it in on time.	2. Ask each teacher about their policies	3. Will spend an average of 2 -3 hours/night
	Homework	4. Plan to use weekends for homework as well.
	6. Homework provides you a chance to practice	5. Homework includes reading, reviewing notes, projects, written work, and studying for tests

Plus-Delta Evaluation

At the end of any classroom guidance session, have the students complete their plus/delta forms, another quality tool. The students write down the things they liked and didn't like about the day's lesson. You can then use the comments to improve the lesson and address student concerns.

Student #1

Page 1

06/19/2006

Transcript (NC)

Page: 1 of 2

STUDENT INFORMATION

Name:
Address:

Student Id:
Student No:
Birthdate:
Gender:

Contacts:

Graduation: 06/11/2006 (Actual)
Course Of Study: CPCT (3) 2000/01 (Achieved)

SCHOOL INFORMATION

Contact:

School No:
Grades: 09,10,11,12
Accreditation: State & SACS
College Board Code: 343225

L.E.A.: Wake County
(919)950-1606

CREDIT HISTORY

Grade	Course	Mark	Quality Points		Earned Credits	Previous School	Flags
			Weighted	Unweighted			
Grade: 09 2001/02							
90132XS	AEROBICS/PERSONAL FITNESS	D	0.5000	0.5000	0.5000		
30202XY	APPLIED BIOLOGY	C	2.0000	2.0000	1.0000		U
70352XY	CLOTHING/FASHION 1-2	D	1.0000	1.0000	1.0000		
00012XY	CURRICULUM ASST 9 (SP)	A	4.0000	4.0000	1.0000		
40052XY	ECC LEGAL & POLITICAL SYSTEMS	D	1.0000	1.0000	1.0000		U
10212XY	ENGLISH 9 (SP)	B	3.0000	3.0000	1.0000		U
90112XS	HEALTHFUL LIVING A	C	1.0000	1.0000	0.5000		U
50312XS	INTRO TO ART	C	1.0000	1.0000	0.5000		
20061XS	INTRO TO HIGH SCHOOL MATH	A	2.0000	2.0000	0.5000		
20082XY	MATH 9-SP	C	2.0000	2.0000	1.0000		
Grade: 10 2002/03							
20212X	ALGEBRA I: PART 1	F	0.0000	0.0000	0.0000		
90112XS	HEALTHFUL LIVING	C	1.0000	1.0000	0.5000		U
70652XY	CHILD DEVELOPMENT	B	3.0000	3.0000	1.0000		
00012XY	CURRICULUM ASSISTANCE (10)	B	3.0000	3.0000	1.0000		
30402XY	EARTH SCIENCE	F	0.0000	0.0000	0.0000		U
10222XY	ENGLISH II	D	1.0000	1.0000	1.0000		U
20202XY	INTRODUCTORY MATHEMATICS	B	3.0000	3.0000	1.0000		
30802XS	LABORATORY TECHNICIAN	B	1.5000	1.5000	0.5000		
10512XS	SPANISH I	D	0.5000	0.5000	0.5000		U
40242XY	WORLD HISTORY	F	0.0000	0.0000	0.0000		U
Grade: 11 2003/04							
20212XS	ALGEBRA I: PART I	F	0.0000	0.0000	0.0000		
10292XS	STUDY SKILLS & SCHOOL SUCCESS	B	1.5000	1.5000	0.5000		
20232XS	ALGEBRA I	F	0.0000	0.0000	0.0000		U
30402XY	EARTH SCIENCE	F	0.0000	0.0000	0.0000		U
10292XS	ENGLISH ELECTIVE	A	2.0000	2.0000	0.5000		
10232XY	ENGLISH III	C	2.0000	2.0000	1.0000		U
66002XY	PRINCIPLES OF BUSINESS & PERSONAL FINANCE	F	0.0000	0.0000	0.0000		
66152XY	SMALL BUSINESS/ENTREPRENEURSHIP	D	1.0000	1.0000	1.0000		
40242XY	WORLD HISTORY	D	1.0000	1.0000	1.0000		U
Grade: 11 2004/05							
20632XS	MATH ELECTIVE	C	1.0000	1.0000	0.5000		

06/19/2006

Transcript (NC)

Page: 1 of 2

STUDENT INFORMATION

Name :
Address :
:
:
Contacts :

Student Id :
Student No :
Birthdate :
Gender :
Graduation: 06/11/2006 (Actual)
Course Of Study: CP (4) 2002/03 (Achieved)

SCHOOL INFORMATION

Contact: [REDACTED]
[REDACTED]
L.E.A.: Wake County
(919)850-1606

School No: [REDACTED]
Grades: 09,10,11,12
Accreditation: State & SACS
College Board Code: 343225

CREDIT HISTORY

Grade	Course	Mark	Quality Points		Earned Credits	Previous School	Flags
			Weighted	Unweighted			
Grade: 09 2002/03							
20232XY	ALGEBRA I	C	2.0000	2.0000	1.0000		U
30405XY	EARTH SCIENCE (HONORS)	C	3.0000	2.0000	1.0000		U
40052XY	ECON LEGAL & POLITICAL SYSTEMS	C	2.0000	2.0000	1.0000		U
10215XY	ENGLISH I (HONORS)	C	3.0000	2.0000	1.0000		U
95012XY	JROTC/HEALTHFUL LIVING I	C	2.0000	2.0000	1.0000		
81102XY	MAGNET CHALLENGES OF ENGINEERING	B	3.0000	3.0000	1.0000		
10512XY	SPANISH I	D	1.0000	1.0000	1.0000		U
50822XY	TAP DANCE I	B	3.0000	3.0000	1.0000		
Grade: 10 2003/04							
90152XS	MAGNET WEIGHT TRAINING & CONDITIONING I	A	2.0000	2.0000	0.5000		
30205XY	BIOLOGY (HONORS)	C	3.0000	2.0000	1.0000		U
10292XS	ENGLISH ELECTIVE	A	2.0000	2.0000	0.5000		
10225XY	ENGLISH II (HONORS)	B	4.0000	3.0000	1.0000		U
50262XY	FINE ARTS ELECTIVE	C	2.0000	2.0000	1.0000		
20302XY	GEOMETRY	B	3.0000	3.0000	1.0000		U
95022XY	JROTC/HEALTHFUL LIVING II	B	3.0000	3.0000	1.0000		
10512XY	SPANISH I	B	3.0000	3.0000	1.0000		U
40242XY	WORLD HISTORY	B	3.0000	3.0000	1.0000		U
Grade: 11 2004/05							
10292XS	STUDY SKILLS & SCHOOL SUCCESS	B	1.5000	1.5000	0.5000		
20242XY	ALGEBRA II	C	2.0000	2.0000	1.0000		U
10237XY	AP ENGLISH III - LANGUAGE & COMPOSITION	C	4.0000	2.0000	1.0000		U
90152XS	BEGINNING WEIGHT TRAINING & CONDITIONING	A	2.0000	2.0000	0.5000		
51175XY	Modern Dance III (H)	B	4.0000	3.0000	1.0000		
30605XY	PHYSICS (HONORS)	D	2.0000	1.0000	1.0000		U
10522XY	SPANISH II	C	2.0000	2.0000	1.0000		U
40212XY	US HISTORY	C	2.0000	2.0000	1.0000		U
52332XY	VOCAL MUSIC IV-SPECIAL CHORAL ENSEMBLE	A	4.0000	4.0000	1.0000		
Grade: 12 2005/06							
90152XS	BEGINNING WEIGHT TRAINING &	A	2.0000	2.0000	0.5000		

Student # 2

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Page: 2 of 2
Student No:
School No:

Grade: 12 2005/06

40802XS	CONDITIONING						
40802XS	PSYCHOLOGY	A	2.0000	2.0000	0.5000		U
40252XS	BIBLE IN HISTORY	B	1.5000	1.5000	0.5000		U
90152XS	MAGNET WEIGHT TRAINING & CONDITIONING I	A	2.0000	2.0000	0.5000		U
20252XY	ADVANCED FUNCTIONS AND MODELING	D	1.0000	1.0000	1.0000		U
10247XY	AP ENGLISH IV - LITERATURE & COMPOSITION	D	3.0000	1.0000	1.0000		U
95622XY	HOMEROOM	P	0.0000	0.0000	0.0000		
51172XY	Modern Dance III	C	2.0000	2.0000	1.0000		
95202XY	TEACHER CADET	A	4.0000	4.0000	1.0000		
62332XY	VOCAL MUSIC IV-SPECIAL CHORAL ENSEMBLE	A	4.0000	4.0000	1.0000		

UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING

PHYSICAL EDUCATION(1)

PERFORMANCE INFORMATION

Cumulative GPA Total Points are Calculated as of the end of		06/08/2006		
Cumulative GPA Weighted:	2.8710	Total Points Weighted:	89.0000	
Cumulative GPA Unweighted:	2.5484	Total Points Unweighted:	79.0000	
Class Rank (06/15/2006):	343 of 494	Total Credits:	Earned 31.0000	Potential 31.0000

TESTING INFORMATION No Data For Student

AWARD/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

CURRICULUM-RELATED WORK EXPERIENCE No Data For Student

IMMUNIZATION INFORMATION No Data For Student

ATTENDANCE INFORMATION

Year	School	Grade	Days Present	Abs
2002/03				
2003/04		09	179	1
2004/05		10	177	3
2005/06		11	180	0
		12	179	1

PREVIOUS SCHOOLS INFORMATION No Data For Student

Signature of Principal or Designee Certifying This Transcript

Name: _____ Date: _____

06/19/2006

Transcript (NC)

Page: 1 of 2

STUDENT

Name:
Address:

Student Id:
Student No.:

Birthdate:
Gender:

Contact:

Graduation: 06/11/2006 (Actual)
Course Of Study: CP (4) 2002/03 (Achieved)

SCHOOL INFORMATION

Contact:

School No.:

Grades: 09, 10, 11, 12

L.E.A.: Wake County
(919)850-1606

Accreditation: State & SACS
College Board Code: 343225

CREDIT HISTORY

Course	Mark	Quality Points Weighted	Quality Points Unweighted	Earned Credits	Previous School	Flags
Grade: 09 2002/03						
40102X SOCIAL STUDIES ELECTIVE	A	2.0000	2.0000	0.5000	Non NC, TN	U
40242X WORLD CIVILIZATIONS	A	2.0000	2.0000	0.5000	Non NC, TN	U
20232X ALGEBRA I	A	4.0000	4.0000	1.0000	Non NC, TN	U
10212X ENGLISH I	A	4.0000	4.0000	1.0000	Non NC, TN	U
20305X GEOMETRY (HONORS)	A	5.0000	4.0000	1.0000	Non NC, TN	U
90112X HEALTHFUL LIVING I	A	4.0000	4.0000	1.0000	Non NC, TN	U
10802X LATIN I	A	4.0000	4.0000	1.0000	Non NC, TN	U
10812X LATIN II	A	4.0000	4.0000	1.0000	Non NC, TN	U
30102X PHYSICAL SCIENCE	A	4.0000	4.0000	1.0000	Non NC, TN	U
Grade: 10 2003/04						
30502X ACADEMIC CHEMISTRY	A	2.0000	2.0000	0.5000	Non NC, TN	U
10222X ENGLISH	A	2.0000	2.0000	0.5000	Non NC, TN	U
30502X ACADEMIC CHEMISTRY	B	1.5000	1.5000	0.5000	Non NC, TN	U
20245X ALGEBRA II (HONORS)	A	5.0000	4.0000	1.0000	Non NC, TN	U
40237X AP EUROPEAN HISTORY	B	5.0000	3.0000	1.0000	Non NC, TN	U
10222X AVERAGE ENGLISH	B	1.5000	1.5000	0.5000	Non NC, TN	U
10825X LATIN III (HONORS)	B	4.0000	3.0000	1.0000	Non NC, TN	U
90172X PHYSICAL EDUCATION ELECTIVE	A	4.0000	4.0000	1.0000	Non NC, TN	
Grade: 11 2004/05						
10292XS STUDY SKILLS & SCHOOL SUCCESS	A	2.0000	2.0000	0.5000		
10237XY AP ENGLISH III - LANGUAGE & COMPOSITION	B	5.0000	3.0000	1.0000		U
10837XY AP LATIN: LATIN LITERATURE	A	6.0000	4.0000	1.0000		U
20657XY AP STATISTICS	A	6.0000	4.0000	1.0000		U
40247XY AP WORLD HISTORY	B	5.0000	3.0000	1.0000		U
30205XY BIOLOGY (HONORS)	A	5.0000	4.0000	1.0000		U
10292XS ENGLISH ELECTIVE	A	2.0000	2.0000	0.5000		
40055XY HONORS CIVICS & ECONOMICS	A	5.0000	4.0000	1.0000		U
20705XY PRE-CALCULUS (HONORS)	A	5.0000	4.0000	1.0000		U
Grade: 12 2005/06						
90152XS MAGNET WEIGHT TRAINING & CONDITIONING I	A	2.0000	2.0000	0.5000		
10292XS ENGLISH ELECTIVE	A	2.0000	2.0000	0.5000		
20777XY AP CALCULUS AB/BC	B	10.0000	6.0000	2.0000		U

Student # 3

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Page: 2 of 2
Student No: [REDACTED]
School No: [REDACTED]

Grade: 12 2005/06							
10247XY	AP ENGLISH IV - LITERATURE & COMPOSITION	B	5.0000	3.0000	1.0000		U
30427XY	AP ENVIRONMENTAL SCIENCE	C	4.0000	2.0000	1.0000		U
10837XY	AP LATIN: VIRGIL	A	6.0000	4.0000	1.0000		U
95622XY	HOMEROOM	P	0.0000	0.0000	0.0000		
40818XY	IB PSYCHOLOGY	B	5.0000	3.0000	1.0000		U
40215XY	US HISTORY (HONORS)	A	5.0000	4.0000	1.0000		U

**UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS
MINIMUM ADMISSION REQUIREMENTS REMAINING**

PERFORMANCE INFORMATION

Cumulative GPA Total Points are Calculated as of the end of		06/08/2006	
Cumulative GPA Weighted:	4.6000	Total Points Weighted:	138.0000
Cumulative GPA Unweighted:	3.6333	Total Points Unweighted:	109.0000
Class Rank (06/15/2006):	58 of 494	Total Credits: Earned	30.0000 Potential 30.0000

TESTING INFORMATION No Data For Student

AWARD/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

CURRICULUM-RELATED WORK EXPERIENCE No Data For Student

IMMUNIZATION INFORMATION No Data For Student

ATTENDANCE INFORMATION

Year	School	Grade	Days Present	Abs
2004/05		11	177	3
2005/06		12	178	2

PREVIOUS SCHOOLS INFORMATION

School	College Board	NC Public School
Non NC Public School, TN		No

Signature of Principal or Designee Certifying This Transcript

Name: _____ Date: _____

RESOURCES

Postsecondary Planning Websites

The College Foundation of North Carolina

<http://www.cfnc.org>

ACT

<http://www.act.org>

College Resource Source

<http://www.townsend-outlook.com/>

College Fair Locations

<http://www.nacac.com/fairs.html>

Historically Black College and Universities

<http://www.hbcunetwork.com/>

College Prowler - College Guides for the Top 100 Colleges and Universities

<http://www.collegeprowler.com/>

All About College

<http://www.allaboutcollege.com/>

SAT/College Board

<http://www.collegeboard.com>

NCAA Clearinghouse

<http://www.ncaaclearinghouse.net/ncaa/NCAA/common/index.html>

US Coast Guard

<http://www.uscg.mil/USCG.shtm>

US Army

<http://www.uscg.mil/USCG.shtm>

US Marine Corps

<http://www.usmc.mil/>

US Air Force

<http://www.airforce.com/>

US Naval Academy

<http://www.usna.edu//homepage.php>

US Air Force Academy

<http://www.usafa.af.mil/>

Career Websites

America's Job Bank

<http://www.ajb.dni.us/>

College & Career Quest Exercise

<http://www.njsca.org/col/colquest.htm>

Virtual Job Shadowing

<http://www.virtualjobshadow.com/>

Career Centers around the Globe

<http://www.careerresource.net/carserv/>

Construct My Future

<http://www.constructmyfuture.com/>

My Future

<http://www.myfuture.com/>

Bridges

<http://www.bridges.com/>

The Career Key

<http://www.careerkey.org/english/>

Mental Health Websites

The National Eating Disorders Association

<http://www.edap.org/>

Adolescent Directory Online

<http://education.indiana.edu/cas/adol/counselor.html>

Advocates for Youth

<http://www.advocatesforyouth.org/>

Teen Pregnancy Prevention

<http://www.teenpregnancy.org/>

Anger Management for Teens

<http://www.safeyouth.org/scripts/teens/anger.asp>

Gang Reduction through Intervention, Prevention, and Education

<http://www.gripe4rkids.org/>

Depression in Teenagers
<http://www.psychologyinfo.com/depression/teens.htm>

Self Injury Information and Support
<http://www.selfharm.net/>

Face The Issue
<http://www.facetheissue.com/>

The Teen Wire
<http://www.teenwire.com/>

Academic Preparation Websites

Decision Making Model
<http://www.caps.ucsf.edu/capsweb/hotdecision.html>

The Big Six Study Skills
<http://www.big6.com/>

How to Study
<http://www.how-to-study.com/>

Test Yourself - Practice SAT and ACT
http://www.gocollege.com/testyourself/test_home.shtml

High School Websites

Apex High
<http://www.apexhigh.com/>

Athens Drive High
<http://athensdrivehs.wcpss.net>

Broughton High
<http://broughton.wcpss.net>

Cary High
<http://caryhs.wcpss.net>

East Wake High
<http://ewhs.wcpss.net>

Enloe High
<http://enloehs.wcpss.net>

Fuquay-Varina High
<http://fvhs.wcpss.net>

Garner High
<http://garnerhs.wcpss.net>

Green Hope High
<http://greenhopehigh.wcpss.net>

Holly Springs High School
<http://hollyspringshs.wcpss.net>

Knightdale High School
<http://knightdalehs.wcpss.net>

Leesville Road High
<http://www.leesville.org>

Longview High School
<http://longview.wcpss.net>

Middle Creek High
<http://middlecreekhs.wcpss.net>

Millbrook High
<http://mhs.wcpss.net>

Panther Creek High
<http://panthercreekhs.wcpss.net/>

Sanderson High
<http://sandersonhs.wcpss.net>

Southeast Raleigh High
<http://www.srhs.net>

Wake Early College of Health and Science
<http://healthscienceec.wcpss.net>

Wake Forest-Rolesville High
<http://wfrhs.wcpss.net>

Wakefield High
<http://wakefieldhs.net/>

NOTES

