

Learning Outcome

Students will discuss the value of setting goals instead of just letting things happen, as well as record several goals to complete during the school year.

NC Guidance Essential Standards Alignment: RED.SE.3.1; EEE.C.1.2; RED.CR.1.3; RED.CR.3.3; EI.CR.3.2; EI.CR.4.1

Introduction

Tell students the following: “Welcome to the 8th grade! You are only one year away from high school, so this year we will be using this planner to help you pick the right classes for grades 9-12, prepare for college or other training after high school, and start thinking about careers. To help you accomplish these goals, you will also learn to use the online resources on CFNC.org.

Activity

1. Ask a volunteer to read the first two paragraphs of the Fortune Teller activity out loud.
2. Working in small groups, students should complete the activity (what they will become, where they will live, hobbies, etc.) in their individual activities, and share their results with their fellow group members.
3. Have some student volunteers reveal their “fortunes.” Discuss how well these fortunes fit with their current career goals.
4. Read the “Thinking about Your Future” out loud and have students offer suggestions of choices that shape people’s lives to write in the following list.
5. Direct students to the Career-O-Matic at CFNC.org/MS and allow them to spin a couple times for some funny examples of careers. From here, lead students into the real career options. Explain how real careers need real preparation, then transition into the topic of the necessity of goal setting for the career you want.
6. Have students write down two goals for the coming year and the steps it will take to get there. Explain how these simple goal setting exercises can form good habits that will impact their career success.

Wrap Up

Ask students to imagine their lives five years from now. What will they be doing? Where will they be? How do they plan to get there? Most things in life won’t just happen: you won’t just fall into a great college and you probably won’t just be randomly offered an awesome job. If you want these things, it will take some preplanning and goal setting. College means getting good grades, taking entrance tests, and filling out applications. Good jobs take good grades, professional resumes, impressive applications,

successful job interviews, in addition to a lot of effort and time. Suggest to students that they should start thinking early about what they want and how they should make goals to get them to where they want to be. Given this information, have students write a one-page reflection paper on their five-year plan.

Learning Outcome

Students will learn to recognize the value of challenging yourself and doing your best. They will also understand that dreams for the future can motivate current performance in school.

NC Guidance Essential Standards Alignment: EI.C.1.2; RED.CR.1.2; EEE.CR.1.1; EI.CR.1.1; EEE.CR.3.1; EEE.CR.3.2; EI.CR.3.2; P.CR.4.2

Introduction

Ask students, “How prepared do you want to be for college and the future?” Tell them that this will depend, in large part, on how motivated they are in seeking out information, developmental opportunities, and extracurricular activities. So how can *someone* get motivated?

Activity

1. Have a volunteer(s) read the scenario of Rob and Chelsea.
2. Ask students to work in small groups to answer the three questions in their activity. Have them designate a leader in each small group who will report their answers back to the class.
3. Have students rate themselves on excelling using the survey in their activity. Ask volunteers to share their results and areas of improvement.
4. Ask a volunteer to read the scenario out loud and get into small groups to answer the questions; have them write down the answers in their activity in the designated spaces:
 - a. If you could have your choice of any job, which one would you pick?
 - b. What would you enjoy about this job?
5. Question students if they know what classes they should take in high school and in college to prepare for their “dream job”.
6. Let students know that the table in this activity lists high school classes that are useful for people entering several different careers. Have them circle any subject that they see three or more times.
7. Ask students if they made a lot of circles. Point out that even though these jobs are very different, people take many of the same classes to prepare for them. Most of these classes are considered “advanced” because you will need teacher recommendations to take them.

Wrap Up

Have students go to CFNC.org/MS to view career clusters and the courses they might need to take to reach their career goals. Talk with students about challenging themselves (when appropriate) with advanced math classes like Calculus. Review with students the chart on the unemployment rate and weekly earnings. Note that the higher the degree a person attains, the less likely he or she is to be unemployed and the more likely he or she is to earn a higher wage.

Tell students that it's important to be prepared for the future when it comes time to make big decisions about colleges and careers. There's no such thing as starting too soon for motivating yourself! Think about what you want in life and make sure that you have the grades and experience it takes to get you there. Anything is possible, but ultimately, you will have to make it happen for yourself in order to be a success.

Learning Outcome

Students will become aware that people learn differently and will complete the Learning Style Inventory on CFNC.org to learn about how they learn best.

NC Guidance Essential Standards Alignment: RED.CR.1.3; RED.CR.3.3

Introduction

Ask students to complete the sample of CFNC’s Learning Styles Inventory in the activity, which focuses on study skills.

Activity

1. Write the five categories from the Inventory on signs and place them around the room. Read each of the questions aloud. For each question, students should walk to the sign that corresponds to the answer they chose.
 - a. Share with students that everyone learns differently and they need to pay attention to their individual preferences, not those of their friends.
2. Ask students to write responses to the three short-answer questions in the activity, which ask about study environment, homework, and test preparation.
 - a. Tell students to answer the question, “Are there any adjustments you should consider?” for each of these topics.
 - b. Encourage students to consider their preferences from the Learning Style Inventory when making adjustments.
3. Invite students to visit CFNC.org/MS and complete the full Learning Style Inventory. Advise students to consider the tips that are provided in their summary charts.

Wrap Up

Ask every student to write five statements, each describing a personal learning style and a specific strategy to implement in the future. For example, a student could write, “I am a visual learner, so I will pay attention to the diagrams that my math teacher writes on the board.”

Learning Outcome

Students will learn about several differences between middle school, high school, and college with regards to scheduling, homework, and independence. They will gain tips on successful transitioning and learn that high school and college can be fun.

NC Guidance Essential Standards Alignment: RED.CR.3.2

Introduction

Ask volunteers to share what they have learned about high school from older siblings or acquaintances. Then, ask students to read aloud some of the quotes from high school students that are in the activity.

Activity

1. Ask students what they feel is the biggest differences between middle school and high school. Allow several students to answer aloud, and then have all students record an answer in the activity.
2. Have a student read the “Tips for Rising 9th Graders” list from the box in this month’s activity feature.
3. Ask students to identify their future high school and, if you are in a computer lab, locate its website online. Have them record the address in the activity for future reference.
4. Tell students to read the paragraph about “block” scheduling and answer questions they might ask about it. Read over the Lunch Time box in the activity and discuss with students how this will be different from middle school.

Wrap Up

Encourage students to visit CFNC.org/MS and watch the video of Rhonda describing her college life. Explain that Rhonda never actually says where she attends school, but they can find the answer by watching very closely. Encourage students to guess which school Rhonda attends.

Learning Outcome

Students will use the Career Finder tool on CFNC.org to identify two specific careers of interest and explore relevant HS courses and whether education beyond high school would be needed.

NC Guidance Essential Standards Alignment: RED.CR.1.2; RED.CR.1.3; P.CR.1.1; EI.CR.1.1; RED.CR.2.1; EEE.CR.2.1; EEE.CR.2.2; RED.CR.3.3; EI.CR.3.2

Introduction

Ask the students to pretend that an announcement was just made that school will be canceled tomorrow! Ask students what they would do with their free time.

Activity

1. Have students break into small groups to discuss what they will do on their unexpected day off.
2. Have students write three or four answers to that question. Ask them if they wrote down anything that they wouldn't like to do. You can say that they probably thought of things that were interesting to them. Have some volunteers say what they would do on their day off, then note any similarities or differences. Let students know that what they like/dislike plays an important role in their exploration of careers as well.
3. After students have completed the short survey in the activity, have them work within their groups to discuss their answers, record their strongest "yes", and guess which careers go with that interest.
4. If you have computer access, have students complete the 14 questions from the Career Finder on Choices Explorer. Go to CFNC Bridges Planning Tools in Career Center on CFNC.org, log in, choose Choices Explorer, and look for the link that says, "Start with a quick quiz."
5. Help students evaluate their list of top twenty careers, and then have them choose two careers for completion of the chart in the activity.

Wrap Up

Provide construction paper and have students create a mini poster with information about the career they think fits them most.

Ask students to review all the careers listed around the room by other students and choose five that could be interesting for them. Share with students a story (yours maybe?) about finding/choosing a career that fits. Suggest that students research any new careers they learned about today.

Learning Outcome

Students will identify and learn more about different types of jobs and what is involved in searching for a compatible career.

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

Introduction

Discuss with students that today they will learn why it is important to want a career that fits YOU and not what someone else chooses for you.

Activity

1. Ask students to get into small groups and have each student pick a career for the person to their right. Next, have each student write down the career that was chosen for them and ask them to share it with the class. Ask them if they would be happy doing that job, or having that career. Emphasize that it can be better to explore and choose your own career than have one chosen for you.
2. Explain that we are all different and that some people like working with numbers, with colors, with music, with other people, outside, by themselves, in new and faraway places, or close to home. To get started on exploring careers, have students work through the Career Clusters activity. Students will need Internet access for these activities.
3. Now have students complete the exercise called “Jon’s Work Blog” and have them answer the related questions in the activity.
4. If time allows, have them explore “Career Videos” and “Career Profiles,” as well.

Wrap Up

Ask students to evaluate their findings with the Career Cluster activity and think about what types of jobs might suit their interests and appeal to them. Ask them to think about if they know anyone currently in that career (somebody local? somebody famous?). How could they find out more about what is involved with this career?

Learning Outcome

Students will discuss the importance of their upcoming high school registration and that there are specific courses they must take for high school graduation, as well for admission to college. Students will gain awareness of what colleges require for admission and the importance of taking rigorous courses.

NC Guidance Essential Standards Alignment: RED.C.1.2; I.C.2.2; RED.CR.3.3; EI.CR.3.2; I.CR.4.1

Introduction

Start by asking the class what they think would be the most important skill for someone to work on who is preparing for a swimming competition (answer: swimming), or for trying out for a basketball team (answer: basketball). Ok, those were obvious; but what about someone preparing to go to college? The answer is academic preparation. Tell students that today we will discuss registering for your high school courses, as well as being on track for graduation and admission to college.

Activity

1. Have a couple of volunteers read the second and third paragraphs about preparation and working hard in classes, and what a college education can do for earnings over the long term.
2. Let students know that soon they will be registering for their 9th grade courses and let them know that they will be the first class entering under the “Future Ready Core”; explain what that means. Go over the chart that details units required to graduate.
3. Inform students of the “Early College” option and point interested students in the right direction for more information. If Early College isn’t an option for your students, then let them know about another option called the Career & College Promise program. This program allows interested and prepared students to earn up to two years of college credit without paying any tuition.
4. For college-bound students, discuss college entrance requirements and the Minimum Course Requirements (MCR) chart.

Wrap Up

Discuss with students the options of “honors” and AP classes and the benefits of taking these courses. Have students write a paragraph about the benefits of taking challenging classes. Tell students to go to College Fair at CFNC.org to learn more about specific requirements for various colleges.

Learning Outcome

Students will use their portfolio on CFNC.org to document their extracurricular activities, volunteer work, and awards. They will also become familiar with all of its functions.

NC Guidance Essential Standards Alignment: P.CR.2.1; P.CR.4.1

Introduction

Tell students that today we are going to learn how to use your portfolio on CFNC.org to keep track of high school courses, extracurricular activities, volunteer work, and any awards that you have won.

Activity

1. Ask a volunteer the following questions:
 - a. How do you spend your time outside of school? (Go through a list with students and listen for their ideas.)
 - b. Take five minutes and use the tables in the activity to record your extracurricular activities, volunteer work, and any awards that you have won.
2. Inform students that if they enjoy their extracurricular activities and volunteer work, they should continue doing them for a few more years. Colleges want students who can stay committed to their activities outside of school.
3. Tell students that their college applications will include a section that looks like the left-hand page. Have them imagine that they are seniors in high school. Which of the following scenarios sounds better?
 - a. You must spend a lot of time remembering your activities and awards from the past several years and writing them onto your applications.
 - b. A list of your extracurricular activities, volunteer work, and awards automatically transfers onto your applications because you have used your portfolio on CFNC.org to keep track of them throughout high school.

Wrap Up

Remind students that sometimes it's hard to remember what you've been doing the past few years, especially when a lot has gone on and you are trying to recall things you did four to five years ago. That's why you want to make sure to keep a record as you go, so that you have the information right there when you need it. Say to the students that by using your portfolio on CFNC.org, you won't even have to copy and paste it into a college application – it will automatically be added when you open an online application on CFNC.org, saving you time and memory for more important things...like actually *doing* extracurricular activities and volunteer work!

Learning Outcome

Students will become familiar with the characteristics of two- and four-year colleges, as well as the differences between community colleges, public universities, and independent colleges.

NC Guidance Essential Standards Alignment: RED.SE.3.1; RED.CR.4.1

Introduction

Pop Quiz! Ask students to take the short quiz titled NC College Trivia in the activity. Afterwards, have them to check their answers on the next page. Let them share their results and how well they did. Explain to students that there are three types of colleges in North Carolina. Have students read and identify each type of college and record the differences between them.

Activity

1. Divide students into three teams and assign each team a type of college in North Carolina.
2. Instruct the groups that their job is to promote and “sell” their type of college to the rest of the class. Give them a time limit (15 minutes) to construct a campaign for their school type using the information from the chart, being sure to include pros for the type of school assigned as well as pointing out cons of the other two types.
3. Have each group present their campaign to the class, allowing for debate among students from all the groups and at the end of each presentation.
4. Close with the students revisiting the activity and listing the different ways of earning a Bachelor’s degree.

Wrap Up

If online access is available, have students explore the Campus Tours section of the CFNC website and list one school of each type. Have students identify which type of college they would like to apply to and why.

Learning Outcome

Students will describe different types of college costs (tuition, books, etc.), find costs of several colleges, and gain awareness that college is affordable because of the many ways to pay for college including savings, scholarships, work, and loans.

NC Guidance Essential Standards Alignment: EI.C.1.2

Introduction

Let students know that this lesson will help raise awareness of a few of the ways to pay for college and some of the additional costs that are involved, as well as general prices for private, public, and community colleges.

Activity

1. One difference between public middle/high school and college is that you'll have to pay for college. Have students do the matching exercise in the activity. Talk about approximately how much money will be needed for each of these categories.
2. Tell the students to go to CFNC.org and click Plan, then click Plan for College and have them find the tuition cost for one year of college at three different schools. Have students write down the school names and amounts.
3. Read aloud the five different ways to pay for college. Give students examples or explain the options in more detail if they need clarification.
4. Have a volunteer read aloud the "Paying for College" section and have students do some brainstorming for the best ways for them to pay for college when the time comes.

Wrap Up

Inform students that as you can see, there are many different ways to go about making college affordable. Depending on what kind of college and what kind of degree you want, college can cost widely differing amounts, so it's important to know how much money you will need and how you can get it before the bills actually arrive. Students, parents, and educators can call 1-866-866-CFNC toll-free, or visit Paying for College at CFNC.org, for more information on paying for college.