

### Learning Outcome

Students will recognize how the decisions they make during high school can affect post-secondary and employment opportunities. Students will gain skills for making better decisions.

**NC Guidance Essential Standards Alignment:** RED.C.1.2; EEE.C.2.2; I.C.2.2; EI.CR.1.1; EI.CR.3.2; P.CR.4.1; I.CR.4.1

### Introduction

Begin the class by asking students to share decisions they have made and perhaps times they did not make decisions – which is also a decision! Ask questions such as, “How did you feel when you were faced with that choice?” and “What led you to make that decision?” Briefly discuss and process these experiences.

### Activity

1. Tell students to turn to the August monthly activity. Ask a volunteer to read the short passage about the man and the wise old sage. Ask your students to describe how the passage relates to their own lives. Have them record their answers in the activity.
2. Ask the students to imagine their life ten years into the future. How old are they? Where do they think they will live? What year will it be? Will they be working at a particular job? Attending college? Running their own businesses? Students should record these responses on their activity pages.
3. Ask the students to think of two decisions they can make today that can bring them closer to their goals and two decisions that might take them further away from their goals. Remind students to record their responses in the spaces provided.
  - Tell students, “Don’t worry if you don’t know your exact future. During the next few months, these activities will help you learn more about yourself and explore careers and options you had never even thought about. The smartest move for you as freshmen is to make decisions that keep options for your future open rather than close doors.”
4. Instruct students to read the Six Steps to Better Decision-Making. Ask students, “Think about a decision you need to make in the next month. How will these six steps help you?”
5. If you have more than 20 minutes for the lesson and your students have access to the Internet, ask them to go to [CFNC.org/9-10](http://CFNC.org/9-10) and try the Career-O-Matic.
6. Have students work individually or in pairs to complete the Academic Decisions scenario. With one remaining class to schedule, the students must choose between an Honors Biology class (I) or Easy Elective (III). Write both the advantages and disadvantages for both classes – a pro and con list of both Honors Biology and an Easy Elective class. Discuss which class the students chose, and why.
  - Encourage your students to consider other challenging courses besides Honors Biology. Such classes may include more work but remind students that it is beneficial for them to challenge themselves academically.

7. If you have more than 40 minutes for the lesson, it may be helpful to have various job or college applications on hand for students to peruse. If your students have access to the Internet, they can visit the online college applications at [CFNC.org](http://CFNC.org).
  - Ask students to locate the questions about convictions, pending criminal charges, and disciplinary actions on these applications. Remind your students that they will need to provide honest answers when they apply for colleges and jobs, or else their offers of college admission or employment could be revoked.

### **Wrap Up**

Discuss the experience of completing the many activities above and ask the students what they gained from the activity, what they liked most, and what parts were challenging.

**Learning Outcome**

Students will gain awareness of different learning styles and complete the Learning Style Inventory on CFNC.org.

**NC Guidance Essential Standards Alignment:** P.C.1.2; EI.CR.4.1

**Introduction**

Begin the class by asking the students how they prefer to study – do they make flash cards, study in groups, read class notes, or draw charts?

**Activity**

1. Tell students to turn to the September monthly activity and take the sample test from the Learning Style Inventory to discover more information about their personal learning styles.
2. Ask the students to consider their current study strategies. Are there adjustments to be made? Tell students to consider the following questions from the activity and write answers in the spaces provided:
  - What is the environment like where you typically study?
  - What time of day do you do your homework?
  - How do you typically prepare for a test?
3. Invite volunteers to share their responses. If a student suggests that a particular strategy works well – such as studying at a desk or doing homework in the early evening – ask her or him to explain why.
  - Remind your students that certain strategies work well for some people but not for others, so differing opinions do not mean that one person is right and another is wrong.
4. If you have more than 40 minutes for the lesson and your students have Internet access, tell them to go to [CFNC.org/9-10](http://CFNC.org/9-10) and use the “Learning Style Inventory” link to complete the entire assessment. This will provide students with lists of study tips that fit their individual learning styles.
5. Tell your students to use the results of their Learning Style Inventory to create lists of preferences (ex., “sits at the front of the class; likes quiet surroundings while studying; enjoys group discussion in study groups”) in their activities. Also, ask students to record a response to the question, “Do you have any new ideas about changes you should make?”

**Wrap Up**

Ask your students, “Based on what you learned today, are there any changes that you are planning to make?” Invite students to share their learning styles with a parent or other important adult.

**Learning Outcome**

Students will receive tips for improving study habits, including taking effective notes, active reading, and increasing their vocabulary.

**NC Guidance Essential Standards Alignment:** I.SE.2.2; EEE.C.1.2; I.C.2.2

**Introduction**

Remind students that midterm grades are approaching! Ask the class to reflect on their past study habits, including any changes that were made after the September lesson. Discuss the studying approach (amount, style, and timing) that took place before an exam or test that had a positive outcome and compare this with any approach that led to a disappointing result.

**Activity**

1. Ask students to turn to the October monthly activity and complete the “Study Habits for Success” quiz in the activity. Tell students that three different study habits are addressed in the quiz, so they should consider whether they gave themselves low ratings in any of these three areas:
  - #1-2 ask about note-taking
  - #3 asks about reading
  - #4-5 ask about vocabulary
2. Start with note taking skills; invite volunteers to share what works and why. How did they invent their note-taking system? Ask your students to read the section on note-taking at the bottom of this activity and discuss the suggested tips, including organizing notes by course, putting dates on pages, varying writing styles, using underlining and asterisks, and using the abbreviations that appear in the "Practice Active Reading" section (w/, b/c, e.g., +).
  - Remind students that abbreviations are helpful when taking notes, but should not be used when writing papers!
3. Tell students to complete the “Practice Active Reading” section in this activity with a partner. Ask each pair to share keywords that they identified, as well as their answer to the question, “What is the problem that the author is describing?”
4. Invite a volunteer to read the green sentence in the “Increase Your Vocabulary” section (“California accrued...”). Ask another student to paraphrase the sentence using the definitions in the activity. Remind students that they will need vocabulary skills for English classes and college entrance tests.
5. If you have more than 20 minutes for the lesson and your students have Internet access, tell them to go to [CFNC.org](http://CFNC.org), Plan for College, College Test Prep, and try the vocabulary builder.

**Wrap Up**

Let students know they can find more tips on successful studying at [CFNC.org/9-10](http://CFNC.org/9-10).

### Learning Outcome

Students will complete and interpret the Do What You Are personality inventory (based on Myers- Briggs) on CFNC.org.

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

### Introduction

Ask students for their definition of personality. After sharing, discuss the definition of personality listed in the November activity. Do students feel that anything is missing in that definition? Why or why not?

### Activity

1. Using the activity, ask students to sign their name using the hand they normally write with, and then with the other hand. Ask, “How did it feel using the hand you don’t normally use?” Students will likely say that one hand was more comfortable to write with than the other was. Well, personality is the same way; we are more comfortable doing things that we prefer. For example, a people-person might feel very comfortable in a large group of people, while a more reserved person might rather be alone.
2. Have students describe their personality using the spaces provided in their activity for this month. Have them share their description with someone who knows them to see if their friend/partner agrees.
3. Have students take the sample personality test on page 2 of the activity. So, are they an introvert (someone who is recharged with time alone) or an extravert (someone who is recharged with time around people)?
4. Do What You Are is based on the Myers-Briggs Type Indicator (MBTI) personality theory. If you are familiar with the MBTI, you can explain the different types and have students guess their four-letter personality preferences. If you are not familiar with the MBTI, then just have students take the inventory and review their results with them. The results are very comprehensive. You might want to take the assessment yourself to become more familiar with the results.
5. Students can take the Do What You Are inventory at [CFNC.org/9-10](http://CFNC.org/9-10). Students will need to have a CFNC account to take the Do What You Are inventory. Follow the instructions online or call 866-866-CFNC for assistance in helping students set up accounts.
6. After students take the assessment, have them record their strengths and blind spots in their activity.
7. Before they leave, tell students that much like the way the appearance of your handwritten name was affected by which hand wrote it, your personality type influences your success, aptitude and enjoyment of the career you will choose. Inform them that next time, we will look at some new careers that might be a good match based on your personality.

## Wrap Up

You can do many extended activities for this lesson by breaking students into small groups according to personality types, and asking them how they would respond given the following scenarios. Not everyone in the group has to agree, but they can use each other to generate ideas.

- At a party, do they wait for others to approach them or are they social butterflies? (EI)
- When deciding to do something for the first time, do they approach it analytically or do they ask other people first, to determine how their decision might affect others? (TF)
- When they are cooking something, do they follow the recipe or make it up as they go? (SN)
- When studying or taking tests, do they study with others or alone? (EI)
- When they have a deadline, do they get their work done right before the deadline or a day or more beforehand? (JP)

**Learning Outcome**

Students will gain awareness of the relationship between results on the Do What You Are personality inventory (based on Myers-Briggs) and careers.

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

**Introduction**

Remind students about the Do What You Are assessment. Today, students will look at the careers that might be a good fit for their personality preferences.

**Activity**

1. Referencing the activity for this month, ask students to rewrite their four-letter personality type in the spaces provided. Then, have students look at the boxes below and circle the four boxes that match their four letters. Ask students if these descriptions adequately describe the way they work.
2. Ask students to answer the question, “If you see that a career is popular among people with your personality type, should you: A) pick a career because it must be the perfect one for you, or B) try to learn more about the career because it may be a good fit.” The answer should be B; we want students to research and explore.
3. Have students examine their Do What You Are score report at CFNC.org. Tell them to scroll through their report to the section labeled "Potential Careers and Majors for You to Consider." The list of careers is divided into career clusters (which are groups of jobs that are similar to each other). Have students write in their activity which careers they might like and then explore what field of study is required for those careers. Write the field of study next to the career.
4. Have students put a star beside the career they might like to explore more in the future.

**Wrap Up**

Ask students to find three colleges that offer fields of study/majors that would prepare them for the careers they found using their Do What You Are results. Students can use CFNC.org to find colleges based on academic programs or majors, as well as other preferences.

**Learning Outcome**

Students will complete real-life math and communication activities to recognize the connection between schoolwork and careers.

**NC Guidance Essential Standards Alignment:** RED.CR.2.1; EEE.CR.3.1; EI.CR.3.2; P.CR.4.2

**Introduction**

Ask students how many of them watch CSI on TV. Now, ask how many students like math. Probably most students either watch, or at least have heard of CSI. Some of them may watch other shows dealing with science or forensic science. Many students may say they do not like math. Let students know that the math and communication skills they are learning in high school can be used in real life later on, such as in forensic science – the science used to solve cases on CSI.

**Activity**

1. Have students work in small groups to solve the real-life math crime mystery. The answer is located at [CFNC.org/9-10](http://CFNC.org/9-10). Have them record their answers in their activity so they can report to the class what they think the answer is.
2. Have volunteers read the real life example of the Cartoon Animator. Have small groups solve the problem of how many people to hire to work on a commercial. The answer is at the bottom of the page.
3. Have a volunteer read the Dental Hygienist’s scenario in this activity and have students record their answers in the activity. Suggested answers are on [CFNC.org/9-10](http://CFNC.org/9-10).
4. If you have more time and Internet access, students can explore more real life scenarios on Choices Explorer by going to [CFNC.org/9-10](http://CFNC.org/9-10) and following the link.

**Wrap Up**

Ask students about what things they have learned in school that they will use later. Encourage students to provide examples of skills they have learned and how they will apply them in real life. Next, have students list the classes they are taking this semester on a piece of paper. They should list at least one career or real life situation that would require a skill from the course. Invite students to share the results. In groups of two, have students write a “Real-Life” problem, drawing on skills from a class they have right now. Collect the students’ problems or prompts and share them with the class, inviting the class to solve them.



**Learning Outcome**

Students will learn what is printed on a high school transcript, the importance of their transcript, how to use CFNC's four-year planner to keep track of courses, and how to calculate GPA.

**NC Guidance Essential Standards Alignment:** EEE.CR.1.1; RED.CR.3.3; EI.CR.4.1

**Introduction**

Invite volunteers to answer the question, "What is included on your high school transcript?" Most students will know that a transcript includes grades, so ask whether they know what type of grades (does it include interim reports? nine-week grades? semester grades? final grades?).

**Activity**

1. Invite students to refer to the February activity, which shows a transcript of a fictional student named Gabrielle Godwin. Review each section of the sample transcript and ask students whether they are surprised by any of the information that is included there.
2. Explain that a grade point average (GPA) is an important part of a student's transcript because it provides an indication of the student's academic performance over their entire high school career. If students are unfamiliar with the term GPA, tell them that it is a number calculated by adding points for *the final grades* that they earn in every course. Ask a volunteer to explain how many points each letter grade is worth.
  - If your school offers extra GPA points for Honors and AP classes, ask another volunteer to identify how many extra points can be earned.
3. Tell students to look at the "Calculate Your GPA" box and ask, "Why does Matt only have a GPA of 3.0 when he earned 3 A's and 1 B?" (The answer is because he also got a D!) Tell students to re-calculate Matt's GPA as if he had earned another B instead of a D. Ask a volunteer to share the new GPA and compare it.
  - If you have more than 20 minutes for the lesson then present students with a second scenario, "What if Matt skipped P.E. frequently and got an F in that class? What would his GPA be now?"
4. Using the same "Calculate Your GPA" box, ask students to enter their predicted grades on the lines next to their subjects for the current semester. Next, instruct students to calculate their predicted GPA. Ask the students, "What could you do at this point in the year to get the highest grades possible and boost your GPA?"
  - If you have more than 20 minutes for the lesson, ask students to experiment with how their GPA would be affected if they earn: 1) an extra C, 2) an extra F, or 3) an extra A.

5. Tell students that, although admissions requirements vary at colleges in North Carolina, many colleges do have required courses that they expect all students to take in high school. Inform students that they can make sure that they are on track by using their CFNC Portfolio. The planner will automatically compare the courses each student has taken with the admission requirements of NC colleges.

### **Wrap Up**

Quiz students by asking: “What is included on your high school transcript?”

**Learning Objective**

Students will view a timeline for applying to college and gain awareness of the factors that determine admission, including grades, test scores, and extracurricular activities.

**NC Guidance Essential Standards Alignment:** RED.SE.3.1; EI.C.1.2

**Introduction**

Invite volunteers to respond to the following prompt: “Imagine that you woke up tomorrow and were the president and founder of a college. Assume you have space at your college for 4000 students but 6000 students applied to come to your college. How would you choose who can attend?”

**Activity**

1. Tell students to turn to the March activity and respond to the short-answer questions on the first page. Ask volunteers to share their responses.
  - If students have difficulty answering the second question, describe some of the problems that could occur if colleges admitted everyone: classes would be too large, eating and living spaces would be too crowded, and the college could not provide financial aid to most of its students.
2. Compare students’ responses to the first question with the criteria that colleges typically consider: GPA, extracurricular activities, placement tests (at community colleges), and SAT or ACT scores (at four-year colleges). Have students review the timelines at the end of this activity and encourage them to share this with their parent or other important adult.
3. Have students make a list of their academic achievements, extracurricular activities, and any other accomplishments that they would want a college to see. Ask them to rank their activities in order of personal significance (what means the most to them?).
4. If you have more than 20 minutes for the lesson, tell your students to get into pairs and talk about the activities on their list. Encourage the students to ask questions about each other’s activities (ex., “Why is the Environmental Club important?”, “You have class president listed here, tell me more about that.”)
5. Ask a volunteer to read the paragraph which begins “Some colleges are 'open door' . . .” Emphasize that all of NC’s community colleges are open door, which means that they will admit any high school graduate who applies (although certain majors may have admissions requirements).
6. Read the statement: “Two important things to remember are that 1) if you decide to go to college, there is one for you, and 2) just because a college is selective does not mean it is the best for you.” Ask students whether they understand and agree with this statement.

7. Ask students to complete the boxes on GPA, standardized test scores, and extracurricular activities. If you have more than 40 minutes for the lesson and your students have Internet access, instruct them to try the sample questions in the SAT, ACT Test Prep section of CFNC.org.  
\*You can also download free copies of CFNC's "College Entrance Tests" by visiting CFNC.org and selecting "Resources/Videos." Make sure you allow 10 business days for delivery. You can view this and other publications at CFNC.org.

### **Wrap Up**

Encourage students to put all their classes and activities in their CFNC portfolio while they have things written down.

**Learning Outcome**

Students will learn the definitions of different college degrees (e.g. AA, BA, MA, JD, PhD) and the types of colleges that offer each degree.

**NC Guidance Essential Standards Alignment:** RED.CR.1.2; EEE.CR.2.1; EI.CR.4.1

**Introduction**

First, ask volunteers to share careers in which they are interested. Second, ask those students to answer the question, “What type of degree would prepare you for that career?”

**Activity**

1. Ask students to name types of degrees that they have heard of and record their answers on the board. Tell students to turn to the April activity and invite volunteers to read the description of each type of degree. After each description, ask, “What careers would a person be likely to enter after earning this type of degree?” Make sure that every degree in the activity is also written on the board.
2. Invite students to come to the board and write the number of years that they think each degree will take below the name of the degree. Next, review the correct answers:
  - a. Diplomas and certificates: Between 6 months and 2 years
  - b. Associate’s degree: 2 years
  - c. Bachelor’s degree: 4 years
  - d. Master’s degree: 2-3 years (after earning a Bachelor’s degree)
  - e. Professional degree: 3 or more years (after earning a Bachelor’s degree)
  - f. Doctoral degree: 3-5 years (after earning a Bachelor’s degree and a Master’s degree)
3. Prompt students to discuss this information with questions such as:
  - Why do you think some jobs require more years of college than others?
  - What are the characteristics or qualities of jobs that require several years of college?
  - What are the advantages and disadvantages of entering a career that requires 2 or fewer years of college? What about entering a career that requires several years of college?
4. Tell students to complete the matching exercise in this activity. Review the correct answers listed at the bottom of the page.
  - If you have more than 20 minutes and your students have access to the Internet, challenge students to find the one NC college that offers a “DVM.” If students have trouble guessing the “Program Group” that includes a DVM, they can find it under either “Agriculture, Food, and Natural Resources,” or “Health Science.”
  - Remind students that they are looking for a “DVM,” not one of the other types of veterinary degrees.

5. If you have more than 40 minutes for the lesson and your students have Internet access, invite them to use [CFNC.org](http://CFNC.org) to search for schools offering types of degrees that they want to earn. Encourage students to record the names of these schools for future reference.
6. Invite students to share the names of colleges that they are interested in attending. Remind them that they will need to see whether those schools offer the degrees for which they are looking. If your students have Internet access, tell them to go to [CFNC.org/9-10](http://CFNC.org/9-10) and follow the link to identify degrees that are offered at three different colleges. Tell students to record this information in their activity.

### **Wrap Up**

Ask volunteers to answer the question, “What type of degree do you think you should earn? Why?”

**Learning Outcome**

Students will learn different ways to qualify for a scholarship, including academic performance, need, and talent. Students will also gain awareness of the NC 529 college savings plan.

**NC Guidance Essential Standards Alignment:** EEE.C.1.2; EI.C.1.2

**Introduction**

Ask students, “How much does it cost to go to college? Any guesses?” Tell students that the cost depends on the type of college and assure them that financial aid can help them with expenses.

**Activity**

1. If you have more than 20 minutes for the lesson and your students have access to the Internet, have the students work in pairs to find the cost of attendance to three different colleges. They can start by following a link from [CFNC.org/9-10](http://CFNC.org/9-10). Students can then multiply each number by 1.12 (to adjust for inflation) to find the cost of attendance when they will be entering college after graduation from high school. Tell students to turn to the May activity and record this information in the space provided.
2. Tell students to look at the section "Qualifying for Scholarships" in the activity and write responses to the question, “What are you good at?”
3. Ask, “Who gets scholarships?” If students suggest that scholarships only go to “smart people” or “athletic people,” tell them that this is not true. Invite a volunteer to read the list of common reasons that people receive scholarships. Tell students to circle any that might apply to them.
4. Discuss the difference between need-based and merit-based scholarships. A scholarship awarded for the reasons listed in the green box is called a “merit-based scholarship.” Students can also apply for “need-based scholarships” – also called “grants” – if they do not have enough money for college.
5. If you have more than 40 minutes for the lesson and your students have access to the Internet, invite them to explore [CFNC.org](http://CFNC.org) to learn more about paying for college.
  - Tell students that they can also call 1-866-866-CFNC, Option 2, to speak with a CFNC representative about ways to save and pay for college.
6. Ask a volunteer to read the description of a 529 plan and encourage students to discuss college savings with their parents or guardians.
  - You can view CFNC’s “How Do I Pay For College” and “529 Plan” at [CFNC.org](http://CFNC.org), and order free copies by calling 1-866-866-CFNC, option 2. Make sure you allow 10 business days for delivery.

## **Wrap Up**

Invite students to share what they gained from the activity and encourage them to talk to a parent or other important adult about paying for college.