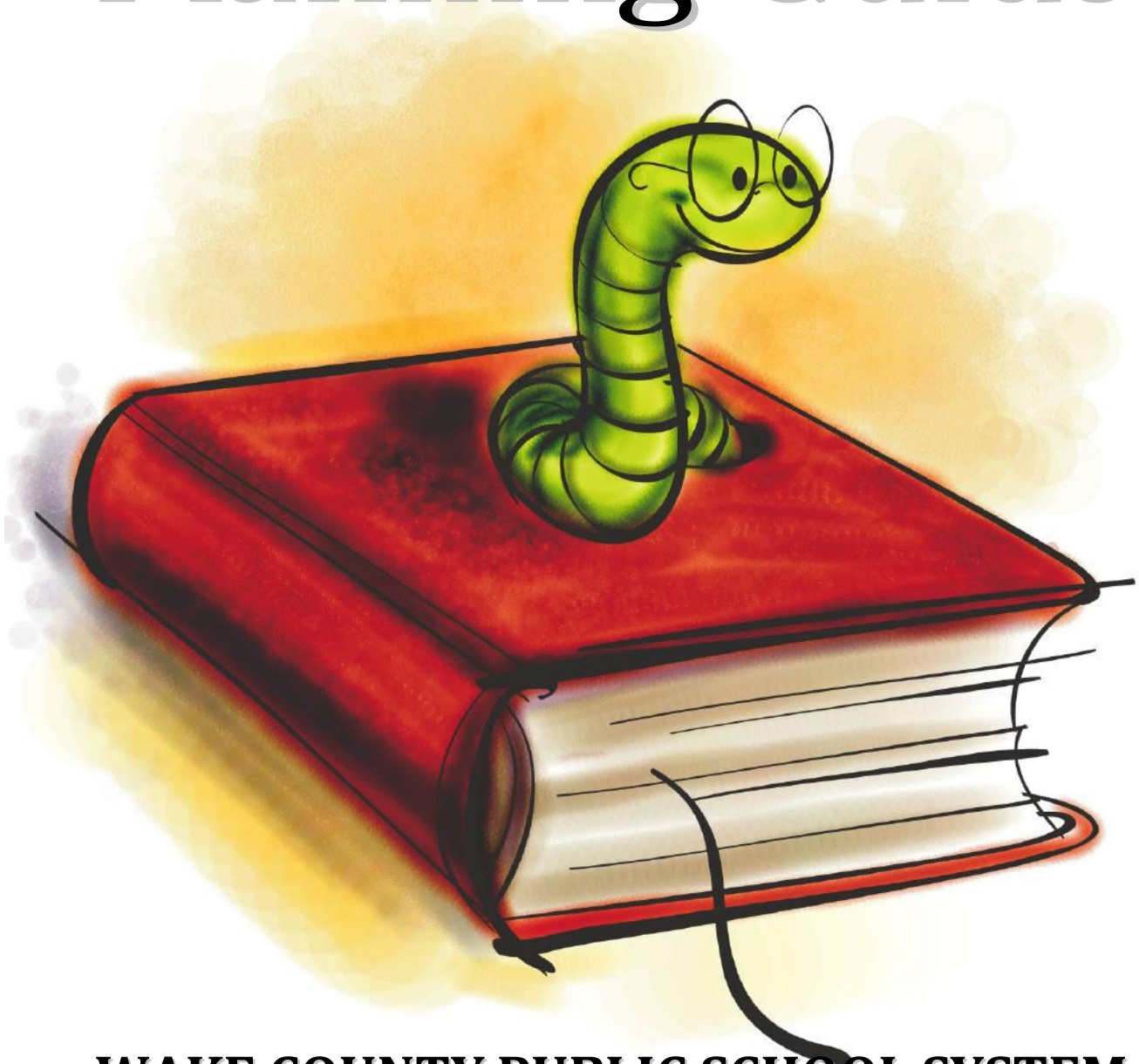


Class of 2018 Planning Guide



WAKE COUNTY PUBLIC SCHOOL SYSTEM
2014-2015 Freshman Planning Guide

Welcome to High School!



Dear Student,

You are about to begin four of the most memorable years of your life. We want to make sure these memories are filled with an abundance of learning, life-long friendships, personal growth, career knowledge, and goal setting. As you begin your first year in high school, please remember that you have a support system of counselors, teachers, and administrators to help you make great strides, find success in the most difficult tasks, and enjoy this wonderful experience!

School counselors will be available to assist you with academic and personal issues as well as to address your concerns about life after high school. During the school year, they will visit your classrooms and work with you individually or in groups. We hope to make your transition to high school a smooth and enjoyable one.

This Freshman Planning Guide has been designed especially for you – The Class of 2018. It contains information essential for you to know as a new high school student in the Wake County Public School System. Read it, take notes, highlight important details, complete the fun activities, and refer to it throughout the school year.

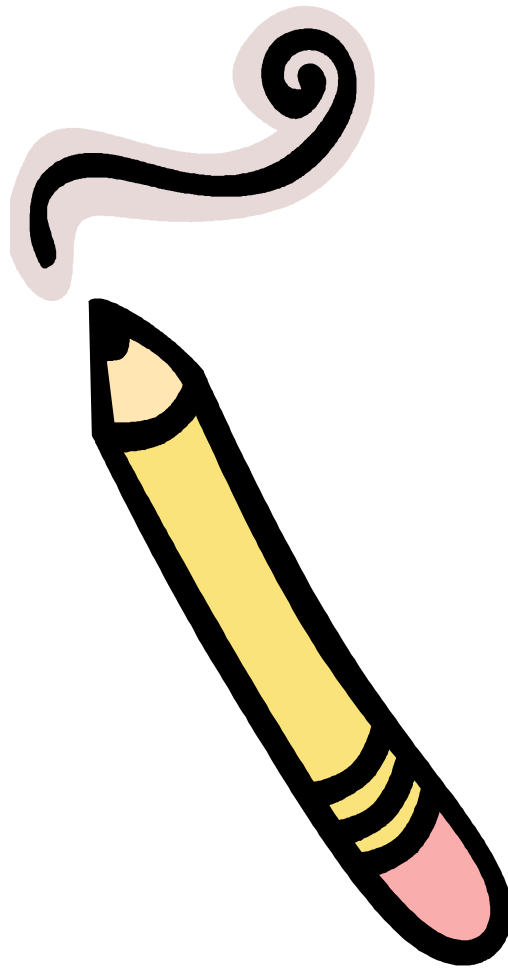
We wish you the best of luck!

Student Services Staff

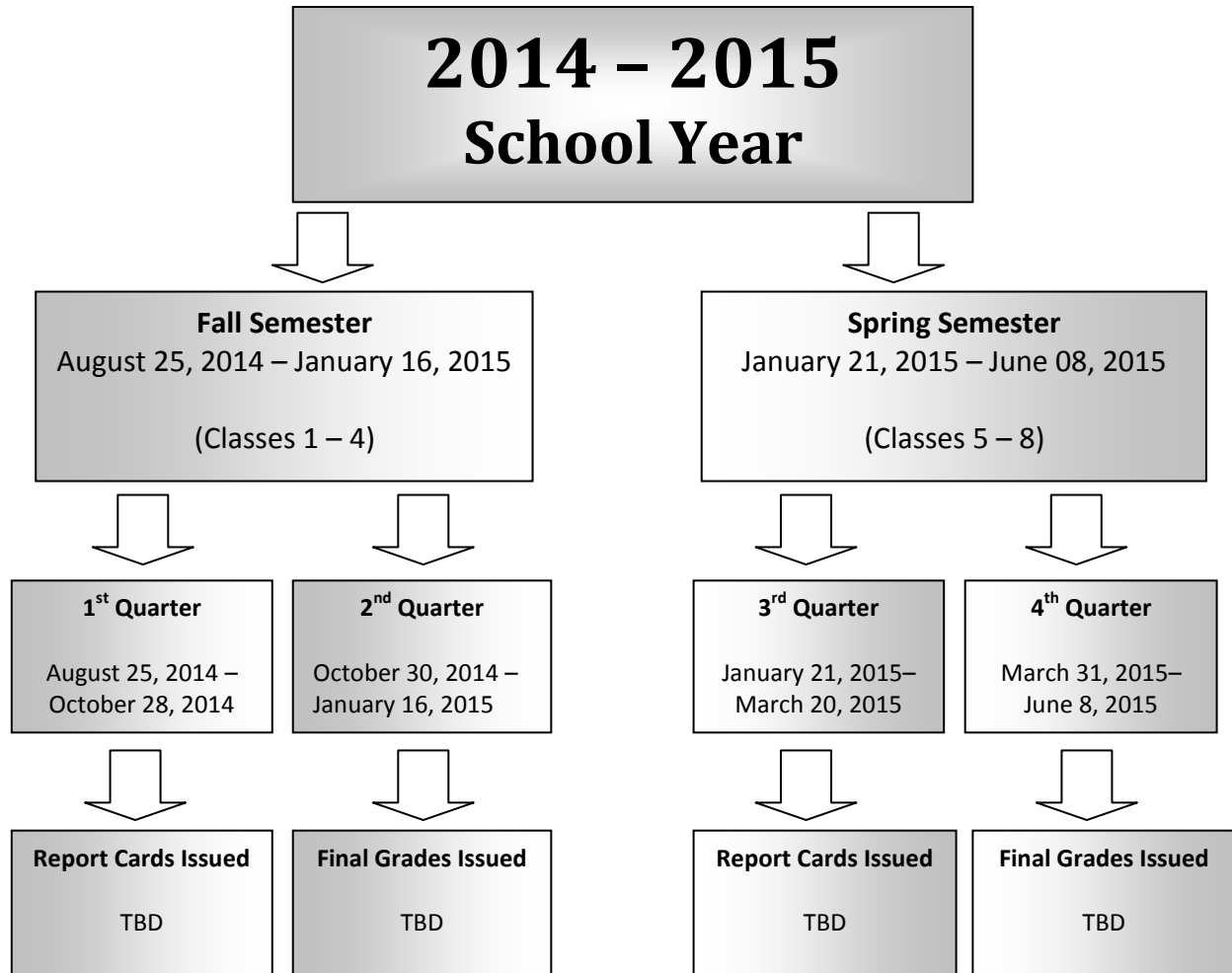
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Academics



The Block Schedule



Things to Remember

Exams

Exams will be given during the final days of each semester.

Attendance

Attendance is extremely important in high school. Students that attend a school on a block schedule should keep in mind that missing one school day is like missing two days of schoolwork. If you must be absent, submit a signed note from a parent or guardian within two school days. It is your responsibility to make up the work you miss. *If you receive more than 10 absences in a semester course, or 20 absences in a year long course, you may be subject to failing that course due to attendance.

General Information

Graduation Requirements *

Wake County Public School System's high schools utilize a 4 by 4 Block schedule, with the exception of Broughton, Enloe and Millbrook. This allows students to earn eight credits each year of high school. With thoughtful planning, students may access additional courses in the Arts, World Languages, Career and Technical Education, and JROTC to complete requirements for more than one Course of Study.

- Graduation from Apex, Athens Drive, Broughton, Cary, East Wake AEG, East Wake ES, East Wake HS, East Wake IT, Fuquay-Varina, Garner, Heritage High, Holly Springs, Knightdale, Green Hope, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Wake Forest, and Wakefield High Schools requires completion of a minimum of 26 credits.
- Students at Broughton High School must complete twenty-five hours of community service per year. Students at the East Wake High Schools may have additional graduation requirements.
- Students at Enloe, Longview, Phillips, Wake Early College of Health and Sciences, Wake NC State University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and CTE High School, entering 9th grade before 2009-10 must successfully complete 20 credits in order to graduate. Students entering 9th grade in 2009-2010 must complete 21 credits to graduate. Students entering ninth grade for the first time in 2012-2013 and beyond and are following the Future-Ready Core must complete 22 credits to graduate.
- Students who attend Southeast Raleigh Magnet High School must acquire four science credits. Students who entered 9th grade before 2009-2010 must complete 20 credits to graduate. Students who enter 9th grade in 2009-2010 and beyond must complete 26 credits to graduate.
- Students in the Occupational Course of Study at all high schools must complete 22 credits to graduate.
- The Wake County Schools Board of Education approved additional high school exit standards requiring students entering the ninth grade for the first time in 2006-2007 and beyond to pass three EOC assessments in Common Core Math I, Biology, and English I. These exit standards apply to students following the Career Preparation, College/Technical Preparation, College/University Preparation, or Future-Ready Core 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 diploma type in order to earn a diploma and must meet the graduation requirements that were in effect the year they entered ninth grade for the first time.

Math I (formerly Algebra I) is a graduation requirement for all students. The only exceptions to the Math I (formerly 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 Math I (formerly Algebra I) and above. 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 who complete all graduation requirements receive a diploma at graduation. Beginning in 2015, graduating students will be eligible to earn one or more diploma endorsement (GCS-L-007). 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 complete all IEP requirements.

*Future-Ready Core graduation requirements are on the following pages and can also be found on North Carolina's Department of Public Instruction website at:

<http://www.ncpublicschools.org/gradrequirements>



Future Ready Core Course of Study Graduation Requirements

FUTURE READY CORE For Ninth Graders Entering in 2013-2014		
Content Area	Course Name	Credit(s)
English	English I,II,III,IV	4
Mathematics	Common Core Math 1***, Common Core Math 2, Common Core Math 3 OR Algebra 1***, Geometry, Algebra 2 AND 4th Math Course to be aligned with the student's post high school plans.* <i>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass Common Core Math 1, Common Core Math 2, and two other application-based math courses.</i>	4
Science	A Physical Science course, Biology, & an Earth/ Environmental Science course	3 (4)
Social Studies	World History (or AP World History), American History 1: The Founding Principles & American History II (or AP US History & One Additional Social Studies Elective), and Civics & Economics	4
World Language	None Required (Not required for graduation. Required to meet Minimum Application Requirements, MAR, for the UNC System.)	0
Health & Physical Education	Healthful Living	1
Specific Electives	2 Elective credits of any combination from either: <ul style="list-style-type: none"> • Career and Technical Education (CTE) • Arts Education • World Languages 4 Elective credits strongly recommended (Four course concentration) from one of the following: <ul style="list-style-type: none"> • Career and Technical Education (CTE) • JROTC • Arts Education (e.g. dance, music, theater arts, visual arts) • Any other subject area (e.g. mathematics, science, social studies, English, or cross disciplinary) 	6
Other	Non – Specified WCPSS	4 (3)
Total Credits Required		26, 22*
() Denotes elective credits needed for Southeast Raleigh High School. * Denotes credits needed for Enloe, Longview, Phillips, Wake Early College of Health and Sciences, Wake NC State University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone CTE High School.		
Additional Graduation Requirements <ul style="list-style-type: none"> • Broughton High School students must complete 25 hours of community service per year. • East Wake High Schools may have additional graduation requirements. • Four science credits are required, for graduation, at Southeast Raleigh Magnet High School. • Two World Language credits are required for most college admissions. 		

***N.C.G.S. 115C-81(b) allows exceptions for students who have an IEP (Individualized Education Plan) that identifies them as Learning Disabled in math and states that the disability will prevent them from mastering Algebra I and above.

End-Of-Course Tests, VOCATS, & Final Exams



End-Of-Course exams (EOCs) are designed by the state to measure your achievement in a particular subject area. The exam is cumulative and covers the material you will learn throughout the course. EOCs are averaged as 25% of your final grade and are mandatory for the following courses:

1. Biology
2. Common Core Math 1
3. English II

VOCATS - Career and Technical Education (CTE) post assessments are exams administered at the conclusion of each CTE course. These exams cover material you will learn throughout the course. All CTE post assessments are averaged as 20% of your final grade.

NC Final Exams are measures of student learning. These exams are standardized and will be in place for most other, with the exception of EOC and VOCATS, courses in high school. These exams will be standard across the state and will be averaged as 20% of your final grade.

Teacher Made exams will be administered for all courses without an EOC, VOCATS, or NC Final Exams. These exams will be averaged as 20% of your final grade.



Promotion to the 10th Grade

Apex, Athens Drive, Broughton, Cary, East Wake School Of Arts, Education & Global Studies, East Wake Engineering Systems, East Wake Health Science, East Wake Integrated Technology, Fuquay-Varina, Garner, Green Hope, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, Wake Forest-Rolesville, Wake Young Men's Leadership Academy, Wake Young Women's Leadership Academy, and Wakefield High School:

You must earn six (6) credits to be promoted to the 10th grade on the block schedule.

- 1 credit must be English I
- 2 credits must be in Math, Science, or Social Studies
- 3 additional credits must be earned

Enloe, Longview, Phillips, Wake Early College of Health and Sciences, Wake NC State University STEM Early College, Wake Young Women's Leadership Academy, Wake Young Men's Leadership Academy, and Vernon Malone CTE High School:

You must earn four (4) credits to be promoted to the 10th grade.

- 1 credit must be English I
- 2 credits must be in Math, Science, or Social Studies
- 1 additional credits must be earned

Attendance

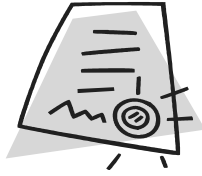
Learning Happens In School



- ▶ **Wake County policy dictates that a student, absent for more than 10 days in a semester class or 20 days in a yearlong class, can be assigned a grade of FF indicating failure due to excessive absences. This number, 10 or 20, includes both excused and unexcused absences.**
- ▶ **2 absences in a block scheduled class are like missing 4 days of learning.**

Transcript Sample

(Learn to translate on the following page)



08/07/2009

Transcript (NC)

Page: 1 of 2

STUDENT INFORMATION

Name:
Address:

Student Id:

Student No:

Birthdate:

Gender:

Graduation: (Undefined)

Course Of Study: CP (S) 2004/05 (Intended)

SCHOOL INFORMATION

County:

School No:

Grades: 09,10,11,12

Accreditation: State & SACS

College Board Code:

L.E.A.: Wake County
(919)850-1605

CREDIT HISTORY

Grade	Course	Mark	Quality Points Weighted	Quality Points Unweighted	Earned Credits	Previous School	Flags
Grade: 09 2007/08							
20232XY	ALGEBRA I (HS CRED)	A				920694	UE
Grade: 09 2008/09							
10215XS	ENGLISH I (HONORS)	A	5.0000	4.0000	1.0000		U
20305XS	GEOMETRY (HONORS)	B	4.0000	3.0000	1.0000		U
53152XS	THEATRE ARTS I	A	4.0000	4.0000	1.0000		
40245XS	WORLD HISTORY (HONORS)	B	4.0000	3.0000	1.0000		U
20245XS	ALGEBRA I (HONORS)	A	5.0000	4.0000	1.0000		U
30205XS	BIOLOGY (HONORS)	A	5.0000	4.0000	1.0000		U
90112XS	HEALTHFUL LIVING I	A	4.0000	4.0000	1.0000		U
10512XS	SPANISH I	A	4.0000	4.0000	1.0000		U
Grade: 10 2009/10							
30405XS	EARTH SCIENCE (HONORS)						UP
10225XS	ENGLISH II (HONORS)						UP
10522XS	SPANISH II						UP
90152XS	WEIGHT TRAINING & CONDITIONING I						S
20667XS	ADVANCED PLACEMENT STATISTICS						S
20705XS	PRE-CALCULUS (HONORS)						US
40805XS	PSYCHOLOGY (HONORS)						US
95302XS	SPORTS MEDICINE I						S

UNIVERSITY OF NORTH CAROLINA BOARD OF GOVERNORS MINIMUM ADMISSION REQUIREMENTS REMAINING

ENGLISH III	ENGLISH II
ENGLISH IV	ADVANCED MATH
PHYSICAL SCIENCE	LIFE/BIOLOGICAL SCIENCE
US HISTORY	SPANISH(I)

PERFORMANCE INFORMATION

Cumulative GPA Total Points are Calculated as of the end of	08/07/2009
Cumulative GPA Weighted: 4.3750	Total Points Weighted: 35.0000
Cumulative GPA Unweighted: 3.7500	Total Points Unweighted: 30.0000
Class Rank (06/16/2009): 56 of 752	Total Credits: Earned 8.0000 Potential 8.0000

TESTING INFORMATION

No Data For Student

AWARD/ACHIEVEMENTS AND EXTRA-CURRICULAR ACTIVITIES

No Data For Student

Translating your Transcript



Student Information: Your name, address, birth date, and other demographic information are at the top.

School information: This is contact information for the high school you will graduate from.

Credit History: High school credits attempted are listed here. Also listed are your grades and quality points earned. This information is used to calculate your grade point average. Honors and AP/IB courses will earn more quality points on the weighted scale than non-Honors and AP/IB courses.

*Important definitions: The **weighted grade point average** is calculated using quality points for your letter grade that include additional points for honors classes and AP / IB courses. The **unweighted grade point average** simply calculates the letter grade using a standard quality point system for all courses, regardless of the level.*

(Find out how grade point averages are calculated on the next page.)

University of North Carolina Board of Governors

Minimum Admission Requirements Remaining: This area of the transcript will tell you what core courses you still have to take in order to graduate from high school and meet the minimum requirements for UNC admission. This does not include your College Tech Prep pathway courses or IB course requirements.

Performance Information: This area will show your class rank, weighted and unweighted grade point averages, as well as credits attempted and earned.

Testing Information: This area will show you the testing data on record for you since enrollment in WCPSS.

Curriculum Related Work Experience & Award/Achievements and Extra-Curricular Activities: These areas are not utilized at this time.

Calculating a Grade Point Average

Quality Point Distribution

Grade	Standard Course	Honors Course	AP / IB Course
A	4	5	6
B	3	4	5
C	2	3	4
D	1	2	3
F	0	0	0



Steps to calculate your GPA

1. Use the scale above to assign quality points to each final grade you earn. The unweighted GPA, does not consider the level of course completed, and you would use only the standard course scale in this calculation. The weighted GPA, considers the level of course completed, and you would use the scale that corresponds to the level of course completed in this calculation.
2. Calculate the sum of the quality points for all courses completed (Add up all of the quality points to get the total).
3. Divide the total by the number of credits attempted.
4. You now have your GPA!

Example

Final Grades:

English 1 Honors (A), Earth Science (B), Algebra 1 Part 1 (B), Algebra 1 Part 2 (A), World History Honors (A), Healthful Living (B), Drafting (B), Computer Applications (B)

Unweighted GPA:

1. A=4.0, B=3.0, B=3.0, A=4.0, A=4.0, B=3.0, B=3.0, B=3.0
2. $4+3+3+4+4+3+3+3 = 27$
3. $27/8=3.375$
4. 3.375 is your unweighted GPA

Weighted GPA:

1. A=5.0, B=3.0, B=3.0, A=4.0, A=5.0, B=3.0, B=3.0, B=3.0
2. $5+3+3+4+5+3+3+3 = 29$
3. $29/8=3.625$
4. 3.625 is your weighted GPA

Wake County Public School System determines official grade point average based on final grades. Your grade point average is calculated and is reported on your transcript both weighted and unweighted. Students are ranked from highest to lowest GPA using cumulative weighted grades. Class rank for senior honors is calculated through the 3rd nine weeks of the senior year.

UNIVERSITY OF NORTH CAROLINA SYSTEM ADMISSION REQUIREMENTS

While these are minimum requirements in the UNC system, some campuses require a more competitive transcript for final admission. Students admitted to the UNC system will have to show a **minimum** of 2.5 high school grade point average and at least an **800** on the SAT or a **17** on the ACT. Private colleges may have different admission requirements. Students should consult their school counselors and college websites for further information.

UNC SYSTEM MINIMUM ADMISSION REQUIREMENTS

Six (6) credits in **language**, including

- Four (4) credits in **English** emphasizing grammar, composition, and literature, and
- Two (2) credits of a **language other than English**

Four (4) credits in **mathematics*** in any of the following combinations:

- Algebra I and II, Geometry, and one credit beyond Algebra II
- Algebra I and II, and two credits beyond Algebra II, or
- Integrated Mathematics I, II, and III and one credit beyond Integrated Mathematics III
- Common Core Math I, II, III, and one credit beyond Common Core Mathematics III

*It is recommended that prospective students take a mathematics credit in the twelfth grade.

Three (3) credits in **science**, including

- At least one (1) credit in a life or biological science (for example biology),

Two (2) credits in **social studies**, including,

- One (1) credit in United States History **

**An applicant who does not have a credit in U.S. history may be admitted on the condition that at least three (3) semester hours in that subject will be passed by the end of the sophomore year.

Class of 2018 – You will need at least a 2.5 GPA and an 800 SAT or 17 ACT.



INFORMATION FOR UNDOCUMENTED STUDENTS

1. For individuals interested in discussing paths to citizenship, contact Wake County Human Services, Legal Aid, or the other resources in the resource guide listed below.
2. Consider acquiring an Individual Taxpayer Identification Number (IRS Form W-7) to begin paying taxes. This can be done at Centro para Familias Hispanas located at 2013 N. Raleigh Blvd, Raleigh. (919) 873-0094; <http://www.cpfhraleigh.org>
3. Admission to the UNC system public universities is available to undocumented students with limitations. Undocumented students must pay out-of-state tuition. Additional details can be found at www.northcarolina.edu and type “undocumented” in the search box.
4. Private colleges are independent of the UNC system. Each individual private or independent college or university in N.C. makes its own decision regarding admission of undocumented students.
5. Community College admission of undocumented students is permitted, but those students must pay out-of-state tuition (effective July 2010). Additional details can be found in the NC Community College State Board Code Chapter 2—0301.
<http://www.nccommunitycolleges.edu/Legal/SBCCCode.htm>
6. Paying for college: Only documented students are eligible to receive federal financial aid through the FAFSA form. Private scholarships and other sources of money may be available to undocumented students. Read the residency requirements of the scholarship or financial resource for qualifications.
7. Resources for information on pathways to citizenship, access to healthcare and education, ESL classes, and much more:
 - N.C. Society of Hispanic Professionals – (919) 467-8424
 - WCPSS Hispanic/Latino Outreach and Prevention Services – (919) 858-3227
 - Mexican American Legal Defense and Educational Fund www.maldef.org
 - Hispanic Scholarship Fund: www.hsf.net
 - El Pueblo- Raleigh, NC 4 North Blount Street, Raleigh, NC; (919) 835-1525 www.elpueblo.org
 - Mexican Consulate in NC: 336 E. Six Forks Rd - Raleigh, NC 27609 (919) 754-0046;
<http://consulmex.sre.gob.mx/raleigh/>
 - Wake County Human Services Latino Resource Guide: This is an depth guide of resources which contains legal, social, education, career, health, clothing, housing, and other community resources for Spanish speaking families. Last updated August, 2011.
http://www.wakegov.com/NR/rdonlyres/B2CD652F-C64C-496E-BFCA-FBBB5C52E7A4/0/updated2011community_resource_guide.pdf

**** Check with your school counselor for additional updates.**



Divisions I and II Initial-Eligibility Requirements

Core Courses

- **NCAA Division I and Division II require 16 core courses.**
- **NCAA Division I requires 10 core courses** to be completed **prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.

Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- **Division I --** Athletics Aid & Practice Eligible (Minimum SAT 1010, Minimum ACT 86)
Competition Eligible (Minimum SAT 1080, Minimum ACT 93)
- **Division II --** Minimum SAT 820, Minimum ACT 68
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Division I --** Athletics Aid & Practice Eligible (GPA 2.0)
Competition Eligible (GPA 2.3)
- **Division II –** GPA 2.0
- **Be sure** to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** GPA required to receive athletics aid and practice **on or after August 1, 2016**, is 2.000 (see Sliding Scale for Additional Information).
- **Division I** GPA required to be eligible for competition **on or after August 1, 2016**, is 2.300 (see Sliding Scale for Additional Information).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

Divisions I & II Initial Eligibility Requirements

NCAA Division I Sliding Scale

GPA (Aid & Practice)	GPA (Competition)	SAT	ACT
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63

GPA (Aid & Practice)	GPA (Competition)	SAT	ACT
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

Division I

16 Core Courses

- 4 years of English
- 3 years of Mathematics (Algebra 1/ Common Core Math 1 or higher)
- 2 years of natural / physical science (1 year of lab if offered by HS)
- 1 year of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, foreign language, or comparative religion / philosophy).



Division II

16 Core Courses

- 3 years of English
- 2 years of Mathematics (Algebra 1/ Common Core Math 1 or higher)
- 2 years of natural / physical science (1 year of lab if offered by HS)
- 3 years of additional English, Mathematics, or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above, foreign language, or comparative religion / philosophy).

Extra-Curricular Activities



Sports & Clubs



GET INVOLVED – JOIN AT LEAST ONE CLUB OR SPORT THIS YEAR

Sports



REMEMBER... Schoolwork is **ALWAYS** important! To be eligible to participate in a sport during the succeeding semester, you must earn passing grades in five (5) subjects for traditional schedule schools, three (3) for block schedule schools, or six (6) for schools on an A/B schedule. In addition, you must have at least eighty-five percent (85%) school attendance. For information on sports offered at your school, visit the website's Athletics or Sports link.

Clubs



What sparks your interest?

There are clubs that focus on academics, hobbies, leadership, culture, community service, and much more!

Some clubs require an application, interview, or prerequisite; however, many are open to all interested students. For information on clubs offered at your school, visit the website's Club or Student link to view the list of club and club sponsors.



Part-Time Employment

It is great to have a part-time job. You can gain a lot from this experience.

- Responsibility
- Money management
- Time management
- Social interaction
- Teamwork

Just be sure that your schoolwork does not suffer.

If you are considering a part-time job, just follow these simple steps.

- 1st Obtain a firm job offer.**
- 2nd You must complete a youth employment certificate.**
The form can be found online at www.nclabor.com. Once you are on the website you should visit the Youth Work Permit link and become familiar with the process before completing the permit at the bottom of the page.

*This process works best when completed at the employer's location to ensure accuracy of job descriptions and ABC permit requirements.
- 3rd The completed YEC must be signed by the youth, parent, and employer in order to be valid.**
- 4th Completed and signed certificates must be given to the employer on or before the first day of work.**
- 5th The employer must verify the youth's age, proposed job duties, and any restrictions noted on the certificate.**
- 6th The certificate must be maintained by the employer for two years after employment ends or until age 20, as appropriate.**

*Error messages or questions should be addressed to a program assistant at (919) 807-2796 (Raleigh) or toll-free (N.C. only) 1-800-NC-LABOR (1-800-625-2267). The call center is open Monday through Friday. More detailed information is available at:

www.nclabor.com/wh/factsheets/joint_state_fed.htm.

Driver's Education



Your questions answered

***Driver Education Course**

Age - At least 14 ½

Cost - \$55 – The Wake County Public School System will provide a \$55.00 reduction in fee for Driver Education instruction to students who are currently receiving a free or reduced lunch. More information can be found by visiting:
http://www.jordandriving.com/how_register.html

Class Time - 30 hours completed during non-school time

Driving Time - 6 hours (upon the completion of class)

***Driving Permit Quiz**

Answer the following questions by circling Yes or No.

Are you 15 years old and currently enrolled in school?	Yes	No
Have you completed 30 hours of class instruction?	Yes	No
Have you completed 6 hours behind the wheel?	Yes	No
Have you passed 70% of your courses (3 of 4 courses on Block)?	Yes	No

Congratulations! If you answered "YES" to all questions then you may receive a Driver's Eligibility Certificate and obtain a Driving Permit.



****Don't forget, there is a lot more to driving than just DRIVING... Be responsible.**



License - After holding the permit for one year you may then go to the DMV to obtain a DRIVER'S LICENSE. ☺

After High School

THINK ABOUT IT





Post-Secondary Education has become extremely competitive. You will need to start planning TODAY if you desire a college option in your future. There are several details to keep in mind over the next few years.

- Build your resume. Get involved in clubs, sports, community activities/employment, and volunteer projects. Participate in summer programs and step up for leadership roles. All of these additions will contribute to a very impressive resume.
- Make a connection with your teachers and counselors. For most colleges, recommendation letters must be submitted with your application packet. Your teachers and counselors will likely need to assist you in completing this task. Be sure that you are known and respected by them so that they will have good things to say about you (i.e. mature, responsible, focused, leader among peers).
- Challenge yourself. If you are excelling in your academic level courses, take the honors level next year. If you are breezing by in your honors level courses, make preparations to enroll in AP courses during your junior and senior years. As you choose your courses, know your strengths and limitations. Share them with parents and teachers as you make the decisions that are best for you.

There are numerous opportunities for you to take courses based on your interests. To be competitive, you may want to take more than the minimum requirements in math, science, and foreign language. Depending on your college major, additional courses in English, social studies and career and technical education may also be beneficial.

- Do the research. After you have realized your potential career interest(s), begin searching for colleges that have an excellent program in that particular field. Find out the department requirements for undergraduate admissions. Research the school environment, the teacher/student ratio, the graduation rate, and job placement. Take a campus tour and prepare a list of simple questions to ask students, professors, and staff members about their experience at the college.
- Share your plans with your family. To avoid unpleasant surprises and unfulfilled expectations, communicate with your family throughout this process. Share your interests, needs, and other reasons for making your choices.

What do colleges look for?

*Students who have taken the most rigorous courses their high school offers *Students who have high SAT/ACT scores and grade point averages *Students who are active in their school organizations / clubs, community, and school athletic programs *Students who participated in these activities from grade 9 through 12 * Students who take on leadership roles in school clubs / organizations.

Helpful Websites

www.collegeboard.com, www.princetonreview.com, www.cfnc.org, www.embark.com, www.collegeview.com,
www.petersons.com, www.fastweb.com, www.fafsa.ed.gov, www.ncaa.org

TAKING STEPS TOWARD COLLEGE

WHAT TO DO YOUR FRESHMAN YEAR

1. Even your ninth-grade A's—and D's—will count in the eyes of college admissions counselors. Start thinking in terms of GPA (Grade Point Average). For example, a 3.0 is a B average. For most students, a 3.0 is a good goal to aim for—it will get you in to a lot of colleges. But if you are thinking of NC State, UNC Chapel Hill, or Duke, you'd better set your sights higher! **Here's how:** If you're tempted to blow off a homework assignment, or turn in less than your best effort, think of that assignment being attached to your **college application**. It will be—in the course grade on your final transcript. **Each and every course affects your final GPA!!!**
2. Explore clubs and activities in and outside of school that will offer you the chance to develop your unique interests and abilities and your leadership skills. Consider becoming a volunteer in your community. Too often, students wait until junior or senior year and then hurriedly—and unconvincingly—pad their resumes. Colleges want to see passion and commitment.
3. Visit your school counselor and map out a four-year plan that will meet college entrance requirements and put you into the most challenging courses you can handle. Now is the time to start preparing to take Advanced Placement (AP) courses.
4. Ask your coach about NCAA requirements.
5. Explore careers and talk to your parents and your counselor about your interests and goals. Meet with the Career Development Coordinator at your high school to explore your interests and abilities and to get the latest on the 21st century working world.
6. Read for pleasure over the various breaks and over the summer. **Reading is the most crucial skill you will need for college success!** Increasing your vocabulary will also raise your SAT/ACT scores, opening the doors of more selective colleges. **Read every day.**
7. **Start Today!**

CFNC's Student Planner Timeline

Student Planning Timeline - Your Timeline to Planning for College

This Student Planning Timeline will serve as your year-by-year guide to ensure that you are doing everything you can in high school to prepare yourself for college. As early as 9th grade there are important things you can do to make yourself the best candidate you can possibly be for college admission.

When evaluating your admissions application, colleges consider a wide variety of information including your grade point average (GPA), class rank, standardized test scores, extracurricular activities, and advanced-level coursework.

The following points are things you should keep in mind throughout your high school experience if you want to go to college:

- Plan early and work hard to keep your options for college open.
- Take responsibility for your grades and your learning.
- Challenge yourself academically. Grades are important, but colleges also pay attention to the difficulty of your coursework. If you want to apply to a selective college, take AP, honors or college-level courses, if available.
- Know deadlines and meet them! This is extremely important, whether it's a deadline for testing or submitting an admissions application or filing financial aid information.

This may seem obvious, but you must stay on top of submission dates because different schools have different deadlines. You may want to create a special calendar to keep track of test dates, due dates and deadlines concerning college.

To find out what you need to do each year, just click on the appropriate grade level in the left-hand navigation. The Student Planning Timeline also provides information about entrance requirements to the community college system and North Carolina's public and private colleges and universities so you can double-check that you're on target for the college of your choice.

9th Grade - Freshman Year

The grades you earn in the 9th Grade are 1/3 of your GPA used for college admissions so it's important to apply yourself and do your best. Now is the time to explore career interests and plan with your family to meet college expenses. It's also time to plan your course work to prepare to meet college entrance requirements.

Things to Do in 9th Grade:

- Attend an orientation session at your new school.
- Meet with your high school counselor.
- Create your free [My CFNC Account](#) at CFNC.org, if you haven't already. Develop a CFNC [High School Planner](#) and enter grades, awards, honors, etc.
- "Invite" your counselor to your online High School Planner.
- Make sure you are on schedule to meet college entrance requirements.
- Challenge yourself academically. Slightly lower grades in challenging courses are better than higher grades in easy courses.
- Choose electives carefully, ensuring that they don't replace the college-preparatory courses you need.
- Explore career possibilities in the CFNC.org [Career Center](#).
- Start thinking about which colleges suit your career interests.
- Use the CFNC website to "tour" lots of college campuses.
- Talk with your family about a college savings plan and explore savings options at CFNC.
- Create a file to keep:
 - Copies of report cards,
 - A record of honors and awards, and
 - Lists of extracurricular activities, clubs or sports involvement at school, volunteer work, community service, and paid employment.
- Explore the [College Test Prep](#) section at CFNC.org.

10th Grade - Sophomore Year

Grades are important, but colleges also look for well-rounded students with well-developed interests. Think quality - rather than quantity - when planning your extracurricular activities and expand your horizons through clubs, work, or volunteer activities.

Things to Do in 10th Grade:

- Meet with your school counselor to review your course load and make sure you are satisfying high school graduation and college entrance requirements.
- Update your [High School Planner](#) at CFNC.org.
- Explore the [College Test Prep](#) section at CFNC.org to study for standardized tests.
- Take the PSAT in the fall. The PSAT is excellent practice for taking the SAT, and this year your scores will not count for National Merit Scholarship consideration.
- Continue to explore career interests and information.
- Visit college campuses and "tour" colleges in the [College Fair](#) section at CFNC.org. Talk with family and friends about their educational choices.
- Continue saving for college.
- Participate in academic enrichment programs.
- Choose programs, summer workshops, and camps with a specialty focus such as computers, dance, drama, design, art, sports, media, science, music, etc.
- If you are interested in attending a selective college, register for AP, honors, and advanced courses for 11th grade, if available.

11th Grade - Junior Year

It is extremely important to maintain good grades in your junior year. You should also challenge yourself academically because colleges pay attention to the difficulty and diversity of your coursework. The more rigorous your high school curriculum is, the better prepared and more qualified you are for college. Continue to research careers that interest you and find colleges that suit your future goals.

General Things You Should Do This Year:

- Meet with your school counselor to:
 - Review your academic record and strengthen any weaknesses or problem areas.
 - Ensure that you are on track for high school graduation and college entrance requirements. Remember that different colleges have different requirements, so you will need to check with specific schools as you become interested in them.
- Enroll in honors, AP, and advanced courses, if possible.
- Take SAT preparation courses, or study for the SAT and/or ACT in the [College Test Prep](#) section in CFNC.org's "Student Planner."
- Update your [High School Planner's](#) grades, test scores, honors, awards, etc.
- Attend college fairs and college planning sessions with your parent or guardian.
- Attend financial aid information sessions at your high school or local college.
- Research specific schools: Check admissions requirements against your credentials and begin to determine realistic choices.
- Visit college campuses and meet with admissions officers. Remember to call ahead for an appointment.
- Watch for open house events at colleges you would like to visit.
- Review the online application process at CFNC.org.
- Continue saving for college and researching financial aid opportunities.

Fall Semester

- Find out schedules and get registration forms for standardized tests, such as the PSAT, SAT I, SAT II: Subject Tests, and ACT.
- Take the PSAT in October (it's required for several national scholarships and is especially important for National Merit Scholarships).
- Student athletes should talk with their coaches about procedures to indicate interest in college-level athletics.

Spring Semester

- Register for the SAT. Find out if any SAT II: Subject Tests are required by colleges you are considering.
- Register for and take the ACT, if desired.
- Take the SAT I and, if appropriate, take SAT II: Subject Tests. Colleges generally like to have at least two SAT I test scores.
- If you have a clear "first choice" college, decide if you are going to apply for early decision or early action. Be aware that if you are accepted for early decision, you are likely committing yourself to attend that school.
- Select courses for your senior year that strengthen your academic record and ensure that you meet College Entrance Requirements.
- Identify and ask teachers to write a letter of recommendation for your college applications and scholarships.
- Take the Advanced Placement exam for any AP course you have completed. If you score well, you may receive college credits.
- Check your transcript at the end of the year to make sure it is correct.
- Register with the NCAA Eligibility Center if you plan on playing a Division I or II sport in college. Send your transcript to the NCAA Eligibility Center at the end of junior year.
- Use spring break or summer vacation to tour college campuses. Have questions prepared in advance and take notes on your visits.
- Explore careers by taking a summer job or internship in your field of interest.

12th Grade - Senior Year

It's very important to stay organized and on top of things this year, especially application requirements and deadlines. Review your efforts so far, make any necessary adjustments, and continue to make the best grades you can.

Fall Semester

- Review courses with your school counselor to make sure you are meeting high school graduation and entrance requirements for the colleges that interest you.
- Update your High School Planner with new grades, test scores, honors, awards, etc.
- In early September, register for the SAT or ACT, if needed. Colleges like to see senior year SAT I scores.
- Prepare your online applications at CFNC.org. Compose any essays that need to be included in your applications.
- Continue saving for college.
- Schedule a time to meet with your school's financial aid advisor.
- Search and apply for scholarship money in the Paying for College section of CFNC.org.
- Be sure to consult with your school counselor about scholarship opportunities.
- Contact teachers, counselors or references to write letters of recommendation for you, if needed.
- Attend college fairs, college planning sessions, and financial aid information sessions.
- Visit college campuses that are a good match with your credentials and career interests.
- Narrow your choice of colleges. Many students select three to five schools to apply to - their "dream" school, their "safety" school, and two to three other choices.
- Check with the financial aid office of schools you are applying to for:
 - Specific information on scholarships and costs for tuition, fees, room and board;
 - Any institutional or additional financial aid forms (such as CSS/Financial Aid PROFILE) that may be required.
- Double-check your transcript to make sure all the information is correct.
- Have your official high school transcript sent to schools where you are applying. You may use the College Foundation of NC website to send your transcript. (www.cfnc.org)
- Apply for early decision/early action programs if you have a clear first-choice college.

- Complete the FAFSA (Free Application for Federal Student Aid) as close to January 1 as possible; most colleges recommend submitting between January 1 (the first day it is accepted) and February 15th. You can do this online at CFNC.org in the "Online Applications" section. Note that in order to submit the FAFSA, your family's tax information should be completed for the previous year (estimation is allowed). The FAFSA will generate a Student Aid Report (SAR), which will determine your eligibility for federal aid, as well as for most other forms of financial assistance. Carefully check your SAR when it arrives to make sure that it is complete and accurate.
- Student athletes should send their transcript to the NCAA Clearinghouse for eligibility certification.

Spring Semester

- If you have taken college level courses during high school have those transcripts sent to schools where you are applying.
- If you are planning to attend a community college, take the ASSET, COMPASS or Accuplacer test.
- Compare acceptance letters for financial aid and scholarship offers.
- Apply for loans, if needed.
- If you are not accepted into your school of choice, submit your name to the College Redirection Pool at CFNC.org so that other colleges can recruit you.
- Decide which school you will attend by May and accept their invitation to become a student!
- Pay a nonrefundable deposit for freshman tuition, if required, to hold your spot.
- Ask your school counselor to send your final high school transcript to the college you will attend.
- After deciding on a school, let the other schools that offered you admission know that you will not be enrolling.
- Take exams for any AP or college level courses you've completed.

Summer

- Continue to explore careers by taking a summer job or internship in your field of interest.
- Attend a summer orientation program at your new college, if available.
- Meet with your college's academic advisor, if possible.
- Enjoy academic enrichment activities.
- Secure student health insurance, if needed.
- Apply for a loan for a computer, if needed.

Fall

- **Success! All your hard work has paid off, and you are now a college student. Congratulations!**

CFNC College Checklist



9th Grade -- Set Your Sights on College

1. Take courses that challenge you.
2. Concentrate on making good grades.
3. Meet with your school counselor.
4. Create a free CFNC account to record your courses, activities, and more.
5. Explore career interests at CFNC.org.
6. Research ways to save and pay for college

10th Grade -- Keep Your Focus

1. Pursue extracurricular interests, such as dance, sports, clubs, or community service.
2. Review your goals for the future with your counselor.
3. Update your CFNC planner.
4. Start using the free SAT and ACT test prep at CFNC.org.
5. Take the PSAT for practice.
6. Talk with family and friends about their educational choices.
7. "Tour" colleges online at CFNC.org.
8. Register for AP, honors, and advanced courses, if available.

11th Grade -- The Critical Year for Success

1. Review your academic plan with your counselor.
2. Get schedules for college entrance and placement tests.
3. Use the free SAT and ACT test prep at CFNC.org.
4. Take PSAT in October (you may qualify for National Merit Scholarships).
5. Check entrance requirements for colleges that interest you.
6. Keep your CFNC planner updated.
7. Attend college fairs and financial aid workshops.
8. Visit colleges.
9. Research scholarships, grants, and loans at CFNC.org.
10. Talk with coaches about college sports and scholarship eligibility.
11. Register and take SAT, ACT, and/or AP tests.
12. Narrow down your list of colleges.
13. Find a summer job or internship in your field of interest.

Continued ...



12th Grade (Fall) -- Don't Let Up

1. Review courses, graduation requirements, and scholarship opportunities with your counselor.
2. Update your CFNC planner.
3. Select three to five colleges—a dream school, a safety school, and others in between.
4. Track application and financial aid deadlines for colleges.
5. Take the first SAT or ACT offered this fall.
6. Write, edit, proofread, and rewrite your admissions essays **early**.
7. Ask teachers, counselors, or references to write letters of recommendation.
8. Attend college day and participate in College Application Week, if available.
9. Complete online college applications at CFNC.org before the deadlines.
10. If your high school participates, use CFNC.org to send your official high school transcript to colleges.
11. Send in any other college applications.
12. Check with college financial aid offices for school-specific scholarship information and forms.
13. Student athletes send transcripts to NCAA Clearinghouse for eligibility certification.
14. Remind parents to plan to prepare tax information soon after January 1 for your financial aid applications.

12th Grade (Spring) -- Finish Strong

1. Apply at www.pin.ed.gov to get an ID number to sign your FAFSA.
2. Complete and submit FAFSA at www.fafsa.gov as soon as possible after January 1.
3. For help with your FAFSA, sign up at CFNC.org for a February FAFSA Day near you.
4. If not accepted by your college of choice, find new options through the College Redirection Module at CFNC.org.
5. Compare admission acceptance letters and financial aid packages.
6. Submit your enrollment deposit to hold your spot at the college you choose.
7. Apply for education loans, if needed.
8. Make sure your final high school transcript is sent to your college (goes automatically if CFNC.org sent earlier).
9. Send in any early college credit course transcripts (community college, middle college).
10. Take exams for any AP or college-level courses completed.
11. For community college admission, take the ASSET, COMPASS, or ACCUPLACER test.

Career

When considering your career options, you must be aware of your interests, talents, and abilities. Career planning is not just putting together a great resume and sending it out to businesses in the area, but it is researching the fields that interest you and gaining valuable experience while you are in high school. Experience may come from Career and Technical Education electives, employment, volunteering, job shadowing, and internships. Contact your school's Career Development Coordinator to assist you.

Helpful Websites

www.cfnc.org

www.monster.com

www.careerbuilder.com

www.myfuture.com

www.campuscareercenter.com

Military



GO TO www.todaysmilitary.com

Decisions about the future are never easy. But if **you're considering the Military**, nothing can help you more than having access to the right information. That's exactly the purpose of this site – to help you find the answers to the questions and concerns you have.

Military Careers - There are over 4,100 different officer and enlisted jobs offered by the Military today, for both full-time and part-time duty. Find out more about careers in the Military.

How To Decide - Did you know that there's a test that can actually help you figure out if your natural talents and abilities mesh with life in the Military? Learn more about the ASVAB test and what it measures.

Military Life - Everything you wanted to know about training, on- and off-duty life, installations, and more. Take a closer look at life in the Military.

Qualities For Life - Learn about the qualities for a successful life—and meet people who acquired them while in the Military.

Official Military Services - Official information about the Services that comprise the U.S. Military.

Have Service-Specific Questions? - If you already have a specific branch of the Military in mind, you might want to get in touch with an Advisor in your area.

Your Future - Explore possibilities for life after high school.

FAQs - Read answers to the most common questions you may have.

Resources GOT SUPPORT?



Know Your Resources ...

Find Your WCPSS High School. Browse the Website. Call with Questions.



Apex High School	http://apexhs.wcpss.net/	(919) 387-2208
Athens Drive High School	http://athensdrivehs.wcpss.net/	(919) 233-4050
Broughton High School	http://broughton.wcpss.net/	(919) 856-7810
Cary High School	http://caryhs.wcpss.net/	(919) 460-3549
East Wake HS of Arts, Education and Global Studies	http://ewhs.wcpss.net/	(919) 365-2642
East Wake HS of Engineering Systems	http://ewhs.wcpss.net	(919) 365-2629
East Wake HS of Health Science	http://ewhs.wcpss.net/	(919) 365-2652
East Wake HS of Integrated Technology	http://ewhs/wcpss.net/	(919) 365-2625
Enloe High School	http://enloehs.wcpss.net/	(919) 856-7918
Fuquay Varina High School	http://fvhs.wcpss.net/	(919) 557-2511
Garner High School	http://garnerhs.wcpss.net/	(919) 662-2379
Green Hope High School	http://greenhopehigh.wcpss.net/	(919) 380-3700
Heritage High School	http://heritagehs.wcpss.net/	(919) 570-5600
Holly Springs High School	http://www.hollyspringshigh.org/	(919) 577-1444
Knightdale High School	http://knightdalehs.wcpss.net/	(919) 217-5350
Leesville High School	http://leesville.org/	(919) 870-4250
Longview High School	http://longview.wcpss.net	(919) 856-7691
Mary E. Phillips High School	http://phillipshs.wcpss.net	(919) 856-7710
Middle Creek High School	http://middlecreekhs.wcpss.net/	(919) 773-3838
Millbrook High School	http://mhs.wcpss.net/	(919) 850-8787
Panther Creek High School	http://panthercreekhs.wcpss.net/	(919) 463-8656
Rolesville High School	http://rolesvillehs.com/	(919) 554-6303
Sanderson High School	http://sandersonhs.wcpss.net/	(919) 881-4800
Southeast Raleigh High School	http://www.srhs.net/	(919) 856-2800
Vernon Malone College and Career Academy	http://ctehs.wcpss.net/	(919) 856-8119
Wake Early College of Health and Sciences	http://healthscienceec.wcpss.net/	(919) 212-5800
Wake Forest-Rolesville High School	http://wfrhs.wcpss.net/	(919) 554-8611
Wake NCSU STEM Early College High School	http://stemec.wcpss.net/	(919) 515-2255
Wake Young Men's Leadership Academy	http://youngmen.wakeacademy.org/	(919) 431.2244
Wake Young Women's Leadership Academy	http://girls.wakeacademy.org/	(919) 508.9088
Wakefield High School	http://wakefieldhs.wcpss.net/	(919) 562-3600

You have a support system at your school to help you succeed!
Aside from your great teachers, make a note of others who will assist you.

WHO IS YOUR...

Principal?	_____
Assistant Principal?	_____
Assistant Principal?	_____
Assistant Principal?	_____
Assistant Principal?	_____
Homeroom/Advisory Teacher?	_____
Dean of Student Services?	_____
9 th Grade School Counselor?	_____
Student Assistance Program Counselor?	_____
Career Development Coordinator?	_____
Student Services Receptionist?	_____
School Psychologist?	_____
School Nurse?	_____
School Resource Officer?	_____
Front Office Receptionist?	_____
Media Specialist?	_____
Custodian?	_____
Food Services Supervisor?	_____

Do you know who these acronyms represent?

AP –
SAP –
CDC –
SRO –

Create. Explore. Utilize.

CFNC.org

Helping you plan, apply, and pay for college



My CFNC	Plan	Apply	Pay	Save (NC 529)
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Access Your Account

Access Your Account

Username:

Password:

[FORGOT YOUR USERNAME](#)
OR [PASSWORD?](#)
[CREATE MY CFNC ACCOUNT](#)

Check It Out

[Financial Aid Primer](#)
[eLearningNC.gov](#)
[Financial Literacy](#)
[My CFNC Story](#)

CFNC Events

Webinars, Seminars, and Training
Classes on a Variety of Subjects.
[Learn More/Register](#)

News & Notes

[College Board Study Praises CFNC](#)
[CFNC Wins National 'Best Practices' Award For Electronic High School Transcripts System](#)
[NC 529 Plan Offers New Federally-Insured Deposit Account Option](#)

Hot Topics



- [Apply to College](#)
•You can apply for admissions online to 110 NC colleges and universities, AND request your official electronic high school transcript. Get started today!
- [SAT/ACT? Test Prep Help](#)
•Need to get ready for the SAT or ACT? Use our free Test Prep tool to practice your test-taking skills. It's easy on CFNC!
- [September is College](#)

Welcome to the new CFNC.org

[Watch a brief video to learn more about the new look of CFNC.org](#)

Featured Resources



GEAR UP North Carolina

[GEAR UP North Carolina](#) GEAR UP North Carolina is committed to helping students reach their full potential and go to college!



North Carolina's National College Savings Program

[NC 529 Plan](#) North Carolina's 529 plan can help make college more affordable.



Paws in Jobland Join PAWS for a fun way to learn about jobs

Creating a CFNC Account

Step by Step Instructions

How to Create a "My CFNC" Account

Step 1: Go to www.CFNC.org

Step 2: Click on "Create My CFNC"

Step 3: Fill in the information. See examples below and read the hints (in the green type) to help you fill in the information correctly.

Account Information

First name:

Middle name:

Last name:

Date of birth: mm/dd/yyyy

If the month or day you were born is a single number, you must put a 0 before the number. (Ex: May is 05)

E-mail address*:

Daytime telephone*: (Area code) Phone number
Work or after school number (###) ###-####

Evening telephone*: (Area code) Phone number
Home phone number (###) ###-####

** At least one of the above means of contact must be completed. You must fill in your E-mail address or one of the two phone numbers to successfully complete the account.*

Street:

City:

State:

Zip code:

Country:

Int'l postal code: Skip this box if you live in the US.

Current grade level:

Turn Over

Username and Password

IMPORTANT: Do not use spaces or punctuation in your username or password. Both your username and password need to be between 5 and 12 characters long. Create a username that is unique to you. Do not use a username that others may also use, such as "Babygirl" or "Monstertruck."

Username: Correct

Username: Incorrect

Password:

Password (again):

Question:

Answer:

Create a question and answer that are easy for you to remember.

[Create My Account](#)

IMPORTANT: If you do not see the words:
"Your secure CFNC account has been created,"
scroll down the page to find out what is wrong.
The area that needs attention will be highlighted in red.

**Make sure you write down your username and password
and keep it in a safe place.**



Helping You Plan, Apply, and Pay for College

www.CFNC.org

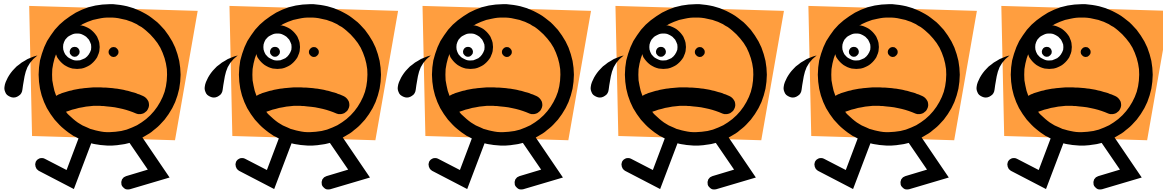
866-866-CFNC

Servicios en español disponibles

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Things to Remember

1. Record your CFNC Log In Information.
2. Use Password & Security Question that you will remember from year to year.
3. CFNC encourages all users to request a CFNC email account.



Test Anxiety- Conquer your fears!!

Test Anxiety is common among college students! It is normal to feel some level of anxiety or stress regarding upcoming exams, papers or presentations. Most people can reduce anxiety levels through preparation.

Start work even in small amounts and a feeling of control will come from your activity. Procrastinate and you will only feed your anxiety and worry!

These articles may help you develop strategies for successfully dealing with "normal" test anxiety.

Some Facts Psychologists Know About...

Test and Performance Anxieties

Source: The University of Cincinnati

Many students experience some nervousness or apprehension before, during, or after an exam. This kind of anxiety can be a powerful motivator. However, some students experience test-related anxiety to such a degree that it can lead to poor performance and interfere with their learning.

Symptoms of test anxiety

- Physical - headaches, nausea or diarrhea, extreme body temperature changes, excessive sweating, shortness or breath, light-headedness or fainting, rapid heart beat, and/or dry mouth.
- Emotional - excessive feelings of fear, disappointment, anger, depression, uncontrollable crying or laughing, feelings of helplessness
- Behavioral - fidgeting, pacing, substance abuse, avoidance
- Cognitive - racing thoughts, 'going blank', difficulty concentrating, negative self-talk, feelings of dread, comparing yourself to others, difficulty organizing your thoughts.

During exams, do you...

- feel like you "go blank"?
- become frustrated?
- find yourself thinking "I can't do this" or "I'm stupid"?
- feel like the room is closing in on you?
- feel your heart racing or find it difficult to breathe?
- suddenly "know" the answers after turning in the test?
- score much lower than on homework or papers?

When performing, do you...

- become distracted?
- feel overwhelmed?
- miss important cues from your surroundings?
- "go blank" and forget what you are supposed to do?
- have distracting thoughts of failure or a poor performance?
- perform more poorly than in practice?
- If you answer "yes" to some of these questions, you may be experiencing test or performance anxiety.

What causes test anxiety?

Test anxiety can develop for a number of reasons. There may be some prior negative experience with test taking that serves as the activating event. Students who have experienced, or have a fear of, blanking out on tests or the inability to perform in testing situations can develop anticipatory anxiety. Worrying about how anxiety will effect you can be as debilitating as the anxiety itself. This kind of anxiety can build as the testing situation approaches, and can interfere with the student's ability to prepare adequately. Lack of preparation is another factor that can contribute to test anxiety. Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Student's who are forced to cram at the last minute will feel less confident about the material covered than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover, and knowing all the information has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude.

Lack of confidence, fear of failure, and other negative thought processes may also contribute to test anxiety. The pressure to perform well on exams is a great motivator unless it is so extreme that it becomes irrational. Perfectionism and feelings of unworthiness provide unreasonable goals to achieve through testing situations. When a student's self-esteem is too closely tied to the outcome of any one academic task, the results can be devastating. In these situations, students may spend more time focusing on the negative consequences of failure, than preparing to succeed.

What are Test and Performance Anxieties?

Anxiety is a natural human response to a threatening situation. Anxiety is a form of the "fight-or-flight" response-the body and mind become alert and prepare for attack or to escape from a threat. Test and performance anxieties describe responses specific to evaluative situations-situations in which you are being observed or evaluated by others. The primary "threat" in these situations is the possibility of failure and loss of esteem. Depending on the intensity of the anxiety response, the emotional, behavioral, and cognitive components of anxiety can interfere with your ability to perform the task at hand (e.g., test score, athletic or artistic performance). If you experience test or performance anxiety, you are not alone-approximately 20% of US college students experience symptoms of test anxiety and most athletes and artists experience performance anxiety at some point in their careers.

Test or performance anxiety typically occurs:

1. In the presence of a difficult, threatening or challenging situation,
2. When you believe that you are inadequate or incapable of meeting the challenge, and,
3. You fear the consequences of possible failure.

Alertness and Anxiety

In order to perform well in a challenging situation, you must be psychologically and physically alert. You certainly won't perform well on an exam or in an event if you are nearly asleep! Some degree of alertness is essential for optimal performance. Increasing alertness is the idea behind "psyching up"- and it works - in many cases, psyching up enhances performance. The problem is that when the intensity of alertness gets too high, we often begin to feel nervous and tense and experience anxiety. At this level, anxiety becomes distracting and performance declines - we get "psyched out." For optimal performance, you need to keep your alertness at an intermediate level - psyched up, but not psyched out!

Optimal Alertness

So, how do you know when you are "up" enough, but not too much, for an exam or performance? When psyched up, you'll be able to focus on the task at hand and performance will feel natural.

When psyched out and anxiety takes over, you may experience:

- distracting thoughts of failure
- an inability to pick out important environmental cues
- becoming distracted by irrelevant environmental cues
- interpreting the results of physical arousal (muscle tension, heart rate, respiration) as signs of fear
- excessive muscle tension
- attempting to avoid or escape the situation
- giving up

Some Tips For Reducing Test Anxiety

Fortunately, there are several things that can be done to make test anxiety more manageable:

- **Preparation** - develop good study habits, spreading studying over several days; ask for additional help when needed; eat good foods, get adequate rest, and exercise to build energy; attend class regularly and complete all assignments in a timely manner; make and take practice tests
- **Keep a positive attitude** - develop reasonable expectations; do not allow your grades to become dependent on the outcome of one exam; avoid negative and irrational thoughts about catastrophic results; set up a system of rewards for dedicated studying and good test performance; encourage yourself
- **Relaxation techniques** - deep breathing exercises, imagery and visualization, and muscle relaxation techniques can help to increase focus and concentration; don't arrive too early or get distracted by others preparing for the test; check to make sure you have everything you will need
- **Learn good test-taking skills** - do not panic if you can't remember something right away; answer questions you know well first, and then go back to other ones; read questions and directions carefully before you begin; outline essays before you begin to write; keep short-answers short; don't spend a lot of time reviewing answers

Additional Coping Strategies

The techniques for dealing with test or performance anxiety can be divided into 5 basic principles:

1. **Be healthy:** If you are physically and emotionally exhausted, your body and mind are less able to tolerate stress and anxiety. You can improve your resistance to anxiety by getting adequate rest, eating appropriately, and taking care of your physical health. If you find you don't have time to be healthy, consider seeking assistance with time management.
2. **Be prepared:** Practice... practice... practice... study... study... study. Sounds a bit repetitive, but nothing can help reduce anxiety like confidence. In fact, if you over-prepare a bit, your responses become more automatic, and your performance will be less affected by anxiety. Preparation for an exam may include improving your study and test-taking skills. Be on time and have all the "tools" you may need for an exam (e.g., #2 pencils, calculator, pen). Finally, learn and practice the anxiety management techniques in the following points 3-5.
3. **Practice the performance:** The time limits of an exam, the tied score of a game, or the audience at your performance-all are stimuli that increase your level of alertness and add to your experience of anxiety. If you practice under similar conditions, you'll become less sensitive to these stimuli. For an exam, work through a practice exam (or two!) under the same time constraints that will exist when you take the exam (don't look at your notes, create as many conditions of the actual exam as possible). For an athletic or artistic performance, practice with distractions or with an audience. For conditions that you cannot actually reproduce, create them in your mind-close your eyes and "see" the audience in the seats, give the play-by-play of the last seconds of a tied game. Imagination is a powerful tool-it can help you be less anxious when reality hits!
4. **Regulate your alertness level:** In cases of anxiety, the goal is to lower your level of alertness. Some of the most effective ways involve altering your physical responses like breathing and muscle tension.

- **Deep breathing:** When anxious, we often take shallow breaths. We feel like we aren't getting enough air, and get more anxious. If you focus on breathing deeply and slowly, this cycle is interrupted and the body and mind begin to relax. To learn to breathe deeply, place your hand on your stomach and inhale in a way that makes your abdomen expand. As you exhale, your abdomen should move inward. Practice taking 10-15 slow deep breaths in a row, 2-3 times per day-training your body to breathe deeply and relax. Then, during a stressful situation, focus on taking 2-3 deep breaths, and your body will relax.
- **Progressive muscle relaxation:** We also tense our muscles when anxious. Consciously relaxing your muscles will help your body and mind relax. Practice muscle relaxation during deep breathing by focusing on a particular muscle group (e.g., shoulders) and alternatively tensing and relaxing the muscle. Then, focus on releasing all of the tension in the muscle, repeating "relax" in your mind. Add muscle relaxation to deep breathing in a stressful situation.
- **Reduce distractions:** Distractions are additional stimuli that increase alertness. Explore ways to reduce the distractions in your immediate environment, e.g. sit in a back corner of the room, take a sweater so you aren't distracted by being cold, change seats if you are distracted by the person sitting next to you.
- **Rituals:** Rituals are repetitive behaviors that give us a sense of familiarity, help us focus, and reduce anxiety. The basketball player who bounces the ball three times before shooting a free-throw has a ritual. You may already have some rituals-getting a drink of water just before an exam or using a particular pencil or pen. Just a note of caution-make sure your rituals are not harmful or distracting to yourself or others (tapping your pencil 10 times before each question may annoy your classmates!).
-
- 5. **Control the fear:** The underlying source of test or performance anxiety is the fear of failure. Pay attention to what you are thinking and saying to yourself in anxious situations. This self-talk will likely reflect an expectation or fear of failure. You can begin to control this fear or change the expectation by changing your self-talk.
 - **Positive self-talk:** Purposefully filling your mind with positive statements about yourself and your abilities can offset or crowd-out the negative self-talk. Even if you don't believe the positives, say them anyway-"I'm ready...I can do this...Do it!" Determine the most important positive messages for yourself by writing down your 3-4 most common negative thoughts (e.g., "I can't do this"). Next, write down the opposite for each statement ("I can do this"). Repeat the positives to yourself daily for at least two weeks, and again just before and during the test or performance.
 - **On-task self-talk:** Counter distractions and help yourself focus on the task at hand by telling yourself what to do-talk yourself through the task step-by-step, and tell yourself you're succeeding! Thinking about past mistakes or future consequences is not helpful. Keep your mind focused on the present-one thing at a time!
 - **Gaining perspective:** Sometimes the negative thoughts people have in stressful situations focus on potentially drastic consequences of failure. In most cases, these drastic consequences are much more severe than the reality of the situation-this is called catastrophizing. Focusing on such catastrophic consequences increases anxiety and interferes with performance. It is important to recognize that one mistake does not equal failure and that one bad performance does not mean you're worthless. Take some time to evaluate the most likely consequences of your performance. If you find that you tend to catastrophize, develop some phrases that are more realistic and repeat these phrases to yourself prior to and during the exam or performance. An example might be "This is just one exam."

This information was printed from the site <http://www.campusblues.com/test.asp>. Find out information on public speaking, shyness, stress, abuse, medical health and more issues that matter to you at www.campusblues.com.

Test Taking Tips for Math



You already have a lot of knowledge stored in your memory. The problem is pulling out the correct information when you need it. Picture your brain like a giant filing cabinet full of file folders and the hard part is remembering the headings on the file folders.

1 Know how to distinguish between the various types of problems. This is the hardest part.

2 Most math texts have chapter tests at the end of each chapter. Try one problem from each section. Make a note of their differences. Write down the first step to each problem -- this is usually the hardest to remember.

3 Go back to the section in the text where you are having difficulty. Follow the examples making sure you understand each step. This takes time.

4 Reading a math book is not like reading a novel. It goes slowly. It may take you 20 minutes to go through one example problem.

5 Don't leave preparing for a test to the last minute. Make sure you leave time to ask questions in class AFTER you have studied.

6 Do as many problems as you can until you feel comfortable with the material.

7 In the class session a day or so BEFORE the test, ask the teacher to please point out any major similarities or differences among the various types of problems you will encounter on the test.

8 Get the phone number of someone in your class who won't mind if you call them with questions.

9 If possible, form a small study group with members from your class and meet periodically during the semester.

10 Math is a cumulative subject. You REALLY need to understand today's material to understand the material the next day. Ask questions immediately in class as soon as you don't understand anything. Don't just "let it go".

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It's All Greek To Me:

Study Tips for Students in Foreign Language

- ❖ Stay after school for tutoring
- ❖ Practice consistently
- ❖ Complete homework assignments
- ❖ Use the buddy system, develop study groups
- ❖ Ask any questions for clarification before you leave class
- ❖ Come to class with questions from your homework assignment
- ❖ Stop by after school – sometimes just a word or two helps clear up a problem
- ❖ Don't be shy about asking for help if you are fuzzy about a point – probably others are too
- ❖ Use your textbook and glossary to review important points
- ❖ Review your class notes
- ❖ Be alert in class and get down the essential points – and understand them!!

Bona Fortuna – Good Luck!!

Improving Your Study Skills

Get Organized

- Make sure you have all of your supplies in one place at home.
- Write down your assignments in your agenda each day.
- Record all of your tests and long-term assignments in your monthly view in your agenda.
- Have a notebook with dividers for each of your classes. Make sure they have pockets in them for papers until you can punch holes in them.
- Date all your class notes and keep them in chronological order in your notebook.
- Pack your book bag at night and make sure you have all homework needed for the next day to avoid the morning panic.

Spend Your Time Wisely

- Budget your time – write out a weekly schedule and plan for time to complete homework/review notes/study.
- Complete harder homework assignments first.
- Remember to take short breaks during your study time.
- Try to study at the same time and in the same place every day.
- Use the time you normally waste. Any free time at the end of class, the bus ride home, time before school, etc. should be used for extra study time. Also use time that you may have used for the computer, video games and texting your friends. These time killers can add up and your day will be over before you know it.

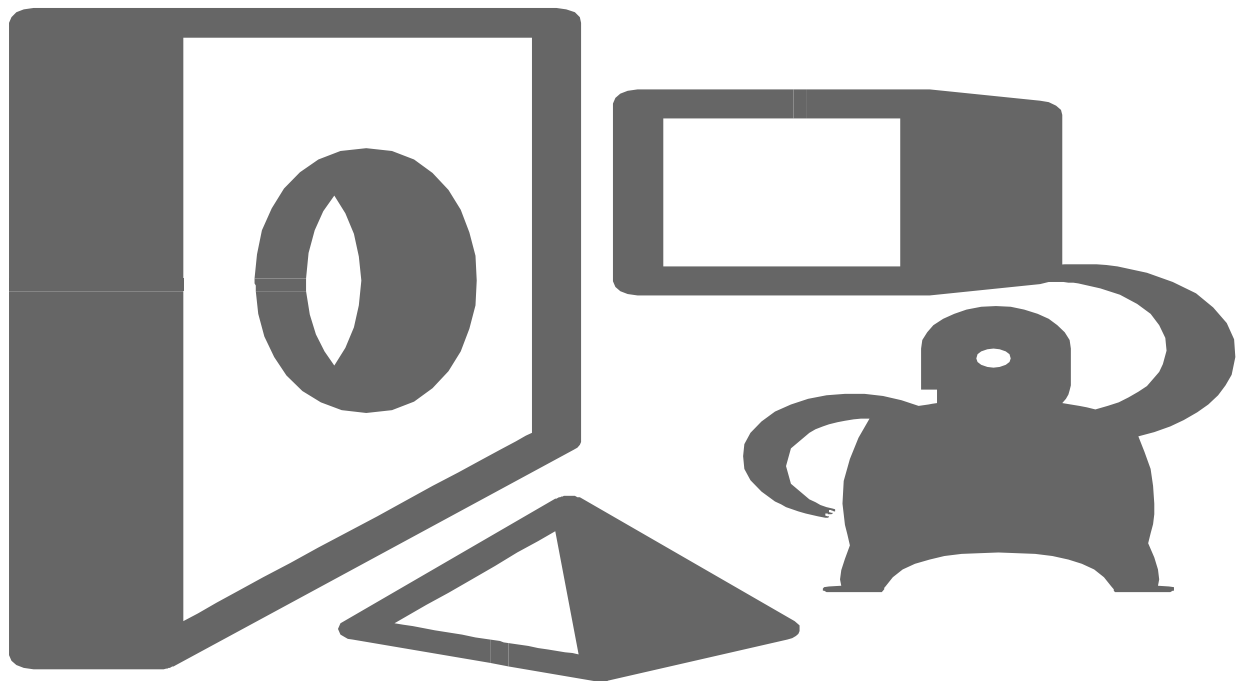
Taking/Reviewing Notes

- Be sure to date all of your notes and keep them in order. This makes it easier to prepare for studying.
- Make sure to emphasize important ideas by highlighting or underlining them.
- Review your notes NIGHTLY. Spend 10-15 minutes in addition to regular homework reviewing. This will help you better remember information and reduce the need to “cram” the night before a test.
- Make flash cards or study sheets from your notes. Use any extra time you have to review them during the day.

Tests & Quizzes

- Start reviewing when a test/quiz is assigned. Don't wait until the night before.
- Review all notes, quizzes, readings and flash cards/study sheets.
- Complete any test review given by the teacher.
- Try to think of questions the teacher might ask on the test/quiz.
- Don't “cram” – leaving studying until the night before increases anxiety and reduces the effectiveness of your time.
- Read all directions on the test, review questions before answering and RELAX.

Activities





Time Management

Evaluate how much effort you are putting into your school work. Fill in the schedule below.

TIME MANAGEMENT

Parents- Evaluate how much effort your student is putting into school work.
Sit with your student and fill in the schedule below.

Week of _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7AM							
8AM							
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							
7PM							
8PM							
9PM							
10PM							

WHAT IS YOUR LEARNING STYLE?

This inventory is to help you assess how you prefer to learn in the classroom. It can also be used to develop and strengthen other learning styles throughout school.

For each item, circle one of the responses that best applies to you:

(1) Never (2) Rarely (3) Sometimes (4) Frequently (5) Always

Responses & Questions

N R S F A

- | | |
|-----------|--|
| 1 2 3 4 5 | 1. I like using my hands when learning about something. |
| 1 2 3 4 5 | 2. I like seeing how a task is done before I try it. |
| 1 2 3 4 5 | 3. I would rather learn about the news listening to the radio than reading about it. |
| 1 2 3 4 5 | 4. I listen to the tone of the speaker's voice for the meaning. |
| 1 2 3 4 5 | 5. When someone is talking I get a lot out of how that person uses gestures. |
| 1 2 3 4 5 | 6. When people introduce themselves, I try to visualize their names. |
| 1 2 3 4 5 | 7. I would rather participate in an activity than watch others do it. |
| 1 2 3 4 5 | 8. I tune a radio more by sound than by numbers on the dial. |
| 1 2 3 4 5 | 9. When someone gives me a complicated problem, I prefer to see it on paper rather than hear about it. |
| 1 2 3 4 5 | 10. I prefer classes in which I am actively doing something. |
| 1 2 3 4 5 | 11. For me doing is learning. |
| 1 2 3 4 5 | 12. For me seeing is believing. |
| 1 2 3 4 5 | 13. I choose my clothes by the way they feel on me. |
| 1 2 3 4 5 | 14. I visualize events, places, and people. |
| 1 2 3 4 5 | 15. I depend upon the radio for keeping up with what's happening in the world. |
| 1 2 3 4 5 | 16. I like to explore objects by feeling their texture and shape. |
| 1 2 3 4 5 | 17. I would rather watch an athletic event than participate in one. |
| 1 2 3 4 5 | 18. I learn best when I discuss my ideas with others. |
| 1 2 3 4 5 | 19. I learn best from teachers who have distinctive voices, speaking and lecturing styles. |
| 1 2 3 4 5 | 20. I can tell more about people from hearing their voices than seeing them. |
| 1 2 3 4 5 | 21. I like reading books with pictures rather than books without them. |
| 1 2 3 4 5 | 22. I enjoy classes in which teachers use many visual aides. |
| 1 2 3 4 5 | 23. I would rather listen to CD's than read. |
| 1 2 3 4 5 | 24. I like classes with planned activities and experiments. |
| 1 2 3 4 5 | 25. I am fascinated by sounds. |
| 1 2 3 4 5 | 26. Listening to music is one of my favorite hobbies. |

- 1 2 3 4 5 **27.** The things I remember best are things in which I have participated.
- 1 2 3 4 5 **28.** In trying to remember where I left something I visualize where I placed it.
- 1 2 3 4 5 **29.** Learning only means something to me if I get a chance to try it.
- 1 2 3 4 5 **30.** When learning, I like to sit back, listen and absorb what is being said.

- From the Self- Exploration Inventories by James Lee and Charles Pulvino.

LEARNING STYLES SCORING GUIDE

Discover your learning style preferences below by adding the values you circled for each item according to the scoring key below:

Visual		Auditory		Kinesthetic	
Question #	Score	Question #	Score	Question #	Score
2	_____	3	_____	1	_____
5	_____	4	_____	7	_____
6	_____	8	_____	10	_____
9	_____	15	_____	11	_____
12	_____	19	_____	13	_____
14	_____	20	_____	16	_____
17	_____	23	_____	18	_____
21	_____	25	_____	24	_____
22	_____	26	_____	27	_____
28	_____	30	_____	29	_____
TOTAL _____		TOTAL _____		TOTAL _____	

Visual Learners: You like to learn by reading, watching and observing. You visualize often and learn best when you can see how things are done or how things are related. Visual aides are important in class (graphs and pictures) and you are usually a strong speller because you visualize words and can tell by the way a word looks that it is spelled wrong.

Auditory Learners: You like to learn by listening to lectures and discussions. You learn best when you participate in the discussion or respond to questions. Seminar and discussion classes are best for you as you like to have a chance to ask questions about what is discussed.

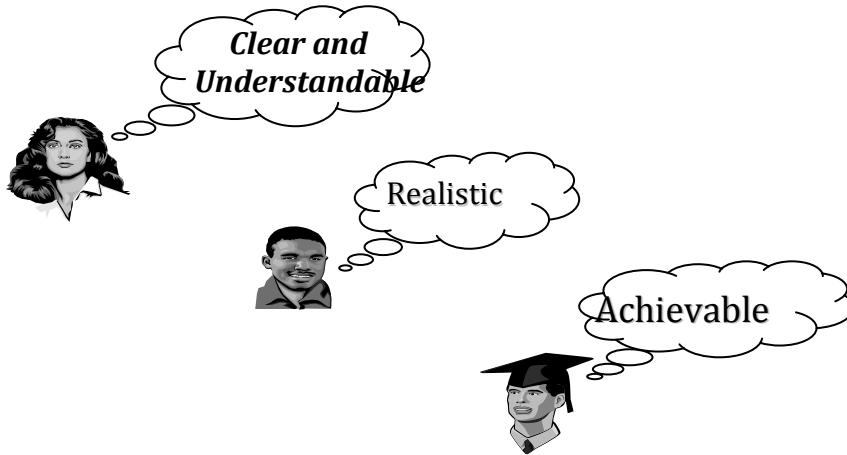
Kinesthetic Learners: You like to learn by doing. You do well in classes where you are using your hands to create and develop your ideas. Discussions and visual presentations may be confusing and you would much rather use a trial and error method of learning.

Set Your Goals



A GOAL is a task that you want to achieve over time.

A GOAL must be:



List a GOAL for each area:

My Academic Goal is _____

My Future Educational Goal is _____

My Career Goal is _____

My Personal Goal is _____

CAREER INTEREST INVENTORY

Circle the numbers of the activities or career fields that interest you.

- | | |
|---|--|
| 1.Work on a farm or help save a rainforest | 25.Work outside in a park |
| 2.Solve complicated math problems | 26.Research a law case |
| 3.Act in a movie or play | 27.Play an instrument |
| 4.Study social groups in society | 28.Work with children |
| 5.Interview strangers for the TV news | 29.Run for class office |
| 6.Learn about and study the economy | 30.Work after school to save money |
| 7.Study "how to" mechanic manuals | 31.Set up a stereo system |
| 8.Perform science lab experiments | 32.Read science fiction |
| 9.Manage an art gallery | 33.Write a short story, play, or novel |
| 10.Conduct a religious service | 34.Entertain at a party |
| 11.Bargain at a flea market | 35.Work in a politician's office |
| 12.Write up graphs or charts with statistics | 36.Enter documents into computers |
| 13.Build cabinets or furniture | 37.Build a jet aircraft model |
| 14.Study nature outdoors or trace the effects of pollution on the environment | 38.Use an electron microscope |
| 15.Write a movie screenplay | 39.Design a new line of clothes |
| 16.Lead a club or scout troop | 40.Read and discuss literature |
| 17.Buy merchandise for a store | 41.Debate political issues on TV |
| 18.Work 9am to 5pm in an office | 42.Keep accurate records of a business |
| 19.Operate heavy machines | 43.Repair a car engine |
| 20.Play chess | 44.Identify constellation of stars |
| 21.Work on art or music magazines | 45.Take pottery classes |
| 22.Get involved in a charity or community organization | 46.Work with senior citizens |
| 23.Do fast paced, high-pressure sales work | 47.Sell products on commission |
| 24.Design computer games and programs | 48.Budgeting or running a company |

Circle the numbers you checked on the chart below. On each line then total the numbers you circled. Put the total in the blank space at the end of each line.

<u>Personality Types</u>										<u>Total</u>
A. Doers	1	7	13	19	25	31	37	43		_____
B. Investigators	2	8	14	20	26	32	38	44		_____
C. Artists	3	9	15	21	27	33	39	45		_____
D. Helpers	4	10	16	22	28	34	40	46		_____
E. Enterprisers	5	11	17	23	29	35	41	47		_____
F. Detailers	6	12	18	24	30	36	42	48		_____

*From American Careers Volume 4

CAREER INTEREST INVENTORY RESULTS

In what two personality types did you score the highest?

A. Doers

If you like working with your hands, chances are you are a “Doer”. You like to build, tinker and fix things. Using tools comes naturally. You may prefer “doing” to “thinking” and concrete problems to abstract problems. Many doers grow up to have “hands-on” careers.

Arts & Communications

Photojournalist
Florist
Interior decorator
Jeweler

Business/ Management

Computer/ office machine installer
Hotel clerk
Sales representative
Stock clerk

Health Services

Surgeon
Dental assistant
Physical therapist
Nurse

Human Services

Hair stylist
Firefighter
Police officer
Food service worker

Industrial & Engineering

Automotive technician
Electrician
Carpenter
Plumbing, heating, air repairer

Natural Resources/Agric.

Farmer
Gardner
Logger
Forestry worker

B. Investigators

Investigators are observant and curious. You have a feel for gathering and figuring out information. Most love science, math, or history. You may prefer to work more on your own than with others.

Arts & Communications

Investigative reporter
Composer
Advertising/ writer
TV producer

Business/ Management

Paralegal
Researcher
Military analyst
Computer security analyst

Health Services

Physician
Veterinarian
Medical assistant
Pharmacist

Human Services

Police detective
Librarian
College Professor
Lawyer

Industrial & Engineering

Engineer
Surveyor
Architect
Solar energy system designer

Natural Resources/ Agric.

Astronomer
Geologist
Biochemist
Geneticist

C. Artists

Artists are creative, imaginative and feel the need for self- expression. You love working freely and put emotion into your work. Artists may work with words and pictures or music and dance.

Arts & Communications

Scriptwriter
Photography
Graphic artist
Musician

Business/ Management

Advertising account rep.
Computer game developer
Web master
Sales rep.

Health Services

Plastic surgeon
Dental lab technician
Prosthetist
Orthodontist

Human Services

Teacher
Chef
Cosmetologist
Architect

Industrial & Engineering

Architectural drafting specialist
Painter
Robotics
Upholsterer

Natural Resources/Agric.

Landscaper
Marine biologist
Horticulturist\
Environmental analyst

CAREER INTEREST INVENTORY RESULTS (CONTINUED)

D. Helpers

You enjoy teaching people new skills or helping them with personal problems. You work well in groups and interact well with all kinds of people. Your communication skills are excellent.

Arts & Communications

Wedding coordinator
Politician
Interior decorator
Product designer

Business/ Management

Sales person
Personnel director
Travel agent
Office worker

Health Services

Psychiatrist
Nurse
Dietitian
Home health aide

Human Services

Social worker
Child care worker
Career counselor
Government worker

Industrial & Engineering

Maintenance worker
Safety inspector
Environmental engineer
Biomedical engineer

Natural Resources/Agric.

Civil engineer
Arborist
Ecologist
Botanist

E. Enterprisers

Enterprisers have strong leadership skills. You are competitive and like to persuade others to see things your way. Enterprisers often have the social skills of helpers and hands-on-skills of doers.

Arts & Communications

Reporter or radio announcer
Film/ TV reporter
Performer
Advertising/ PR executive

Business/ Management

Business owner
Company president
Financial, marketing provider
Administrative assistant

Health Services

Medical partner
Laboratory operator
Clinic operator

Human Services

Real estate agent
Restaurant owner
Housekeeping services
Non-profit agency director

Industrial & Engineering

Home improvement contractor
Repair service provider
Recycling provider

Natural Resources/Agric.

Farmer
Lawn service provider
Fishery operator
Dairy producer

F. Detailers

Detailers like to analyze facts and numbers. You like to operate business machines. A steady routine is preferable to risk taking and often prefer being part of large companies, though not always in leadership roles.

Arts & Communications

Publication editor
Production artist
Advertising manager
Computer drafting technician

Business/ Management

Accountant
Computer programmer
General manager
Word processing specialist

Health Services

Medical manager
Medical researcher
Laboratory Technician
Medical examiner

Human Services

Traffic technician
Emergency vehicle dispatcher
Reservation agent
Information specialist

Industrial & Engineering

Printing equipment operator
Engineering technician
Plumber/ other trade
Construction worker

Natural Resources/Agric.

Agricultural technologists
Food scientist
Biochemist
Environmental analyst

CFNC Worksheet

CFNC Username _____

CFNC Password _____ (optional)

Student Planner

List two ways to use the High School Planner:

1.

2.

My Career Key Scores:

Realistic =

Investigative =

Artistic =

Social =

Enterprising =

Conventional =

What are some occupations in my highest scoring areas? What education level is required?

	Occupation	Education Needed
1.		
2.		
3.		

College Fair

List a major that interests you: _____

Which colleges offer this major?

What is the largest college in NC by total enrollment? The smallest?

The Successful Student

Find words that are characteristics of a successful student.

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

ask questions	attend school daily	be positive
be respectful	be responsible	eat healthy
get lots of sleep	join clubs	join sports
manage time	monitor grades	never give up
set goals	show character	study hard
take notes	talk to parents	visit counselor



Freshman Class Scramble



These are some of the courses that you may take as a 9th grader. How quickly can you unscramble them?



$$\begin{array}{r} 10784.36 \\ 5 \overline{) 53921} \\ \underline{2719372} \end{array}$$

LHNSIGE

AHMT

LISCAO SUDESTI (2 wds.)

ICECSEN

UAHFLELTH INLGIV (2 wds.)

SNPISHA

FREHCN

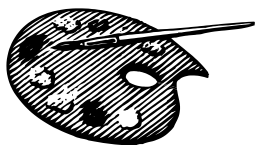
CPMOTREU NIAALPTICPSO (2 wds.)

ANDB

ENTE LGNIVI (2 wds.)

AVIUSL STRA (2 wds.)

IANLT



Gracias



Merci



Promote or Retain?

Directions: Put a check next to promote or retain. Calculate their grade point average.

CREDIT HISTORY							
Course		Mark	Quality Points		Earned Credits	Previous School	Flags
			Weighted	Unweighted			
Grade: 09 2007/08							
20212XS	ALGEBRA I WITH TECHNOLOGY:PART 1	D	1.0000	1.0000	1.0000		
30402XS	EARTH SCIENCE	F	0.0000	0.0000	0.0000		U
40242XS	WORLD HISTORY	D	1.0000	1.0000	1.0000		U
20222XS	ALGEBRA I WITH TECHNOLOGY:PART 2	F	0.0000	0.0000	0.0000		U
10212XY	ENGLISH I	C	2.0000	2.0000	1.0000		U
10602XS	GERMAN I	F	0.0000	0.0000	0.0000		U
90112XS	HEALTHFUL LIVING I	C	2.0000	2.0000	1.0000		U
95202XY	SEMINAR	D	1.0000	1.0000	1.0000		
Grade: 09 2008/09							
2023QX	ALGEBRA I-NCVPS	B	3.0000	3.0000	1.0000	NCVPS, NC	U

Promote _____

Retain _____

Calculate GPA

Course	Mark	Weighted	Unweighted	Credits	School	Flags
Grade: 09 2007/08						
30405XS EARTH SCIENCE (HONORS)	B	4.0000	3.0000	1.0000		U
90112XS HEALTHFUL LIVING I	C	2.0000	2.0000	1.0000		U
40242XS WORLD HISTORY	D	1.0000	1.0000	1.0000		U
20232XS ALGEBRA I	C	2.0000	2.0000	1.0000		U
64112XS COMPUTER APPLICATIONS I	C	2.0000	2.0000	1.0000		
10215XY ENGLISH I (HONORS)	F	0.0000	0.0000	0.0000		U
95202XY SEMINAR	B	3.0000	3.0000	1.0000		
54152XS VISUAL ARTS 1	B	3.0000	3.0000	1.0000		

Promote _____

Retain _____

Calculate GPA

CREDIT HISTORY							
Course		Mark	Quality	Points	Earned Credits	Previous School	Flags
Grade:			Weighted	Unweighted			
09	2007/08						
30402XS	EARTH SCIENCE	F	0.0000	0.0000	0.0000		U
90112XS	HEALTHFUL LIVING I	B	3.0000	3.0000	1.0000		U
53152XS	THEATRE ARTS I	C	2.0000	2.0000	1.0000		
20232X	ALGEBRA I	WP	0.0000	0.0000	0.0000		U
70352X	APPAREL DEVELOPMENT I	WP	0.0000	0.0000	0.0000		
20212XS	ALGEBRA I: PART I	F	0.0000	0.0000	0.0000		
30402XS	EARTH SCIENCE	B	3.0000	3.0000	1.0000		U
10215XY	ENGLISH I (HONORS)	F	0.0000	0.0000	0.0000		U
95202XY	SEMINAR	C	2.0000	2.0000	1.0000		
40245XS	WORLD HISTORY (HONORS)	C	3.0000	2.0000	1.0000		U
09	2008/09						
1021QX	ENGLISH I-NCVPS	B	3.0000	3.0000	1.0000	NCVPS, NC	U

Promote _____

Retain _____

Calculate GPA

CREDIT HISTORY							
Course		Mark	Quality Weighted	Points Unweighted	Earned Credits	Previous School	Flags
Grade: 09	2007/08						
20212XS	ALGEBRA I WITH TECHNOLOGY:PART 1	C	2.0000	2.0000	1.0000		
30402XS	EARTH SCIENCE	B	3.0000	3.0000	1.0000		U
90112XS	HEALTHFUL LIVING I	B	3.0000	3.0000	1.0000		U
20222XS	ALGEBRA I WITH TECHNOLOGY:PART 2	C	2.0000	2.0000	1.0000		U
10215XY	ENGLISH I (HONORS)	F	0.0000	0.0000	0.0000		U
95202XY	SEMINAR	C	2.0000	2.0000	1.0000		
54152XS	VISUAL ARTS 1	C	2.0000	2.0000	1.0000		
40242XS	WORLD HISTORY	C	2.0000	2.0000	1.0000		U

Promote _____

Retain _____

Calculate GPA

CREDIT HISTORY							
Course		Mark	Quality Weighted	Points Unweighted	Earned Credits	Previous School	Flags
Grade: 08	2006/07						
20232XY	ALGEBRA I	A				920450	UN
Grade: 09	2007/08						
64112XS	COMPUTER APPLICATIONS I	A	4.0000	4.0000	1.0000		
30405XS	EARTH SCIENCE (HONORS)	A	5.0000	4.0000	1.0000		U
54152XS	VISUAL ARTS 1	A	4.0000	4.0000	1.0000		
10215XY	ENGLISH I (HONORS)	A	5.0000	4.0000	1.0000		U
20305XS	GEOMETRY (HONORS)	A	5.0000	4.0000	1.0000		U
90112XS	HEALTHFUL LIVING I	A	4.0000	4.0000	1.0000		U
95202XY	SEMINAR	A	4.0000	4.0000	1.0000		
40245XS	WORLD HISTORY (HONORS)	A	5.0000	4.0000	1.0000		U

Promote _____

Retain _____

Calculate GPA

Calculating your GPA – An Exercise

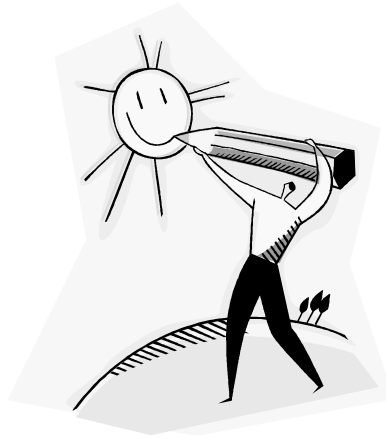


COURSE	FINAL GRADE	QUALITY PTS. (Weighted / Unweighted)
Algebra II (honors)	B	
AP English III	B	
Lifetime Sports II	A	
French III (honors)	C	
Chemistry	B	
US History (honors)	A	
AP US History	B	
Forensic Science	A	

What is this student's weighted GPA?

What is this student's unweighted GPA?

Enjoy High School



Success in high school comes from maintaining good grades, getting along with teachers and friends, keeping open communication with family members, and preparing for high school graduation. Then you can make good college and career decisions.



As you experience the most memorable years of your life, be sure to enjoy these times with your family and friends. Looking back on high school, it will bring a smile to your face to think of all the fun you had growing and learning!



***High school is what you make it...
Make it the best***



We wish you all the best -