Class of 2021
Planning Guide

WAKE COUNTY PUBLIC SCHOOL SYSTEM
2017-2018 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 2021. 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
Exams

Exams will be given during the final days of each course.
Non-Traditional WCPSS Instructional Calendars 2017-2018

Exams

Exams will be given during the final days of each course.
Graduation Requirements

Wake County Public School System’s high schools utilize a 4 by 4 Block schedule, with the exception of Broughton, Enloe, Garner, and Millbrook. Broughton, Enloe, Garner, and Millbrook operate on a 4-period A/B schedule. These schedules allow students to earn eight credits each year of high school. The chart below lists the number of credits required for graduation for each high school as well as any additional graduation requirements.

<table>
<thead>
<tr>
<th>HIGH SCHOOL</th>
<th>SCHEDULE</th>
<th>NUMBER OF CREDITS REQUIRED FOR GRADUATION</th>
<th>ADDITIONAL GRADUATION REQUIREMENTS</th>
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<td>4 Science + Graduation Project</td>
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<tr>
<td>Wake Young Women’s Leadership</td>
<td>4x4 Block</td>
<td>22</td>
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</table>

Students in the Occupational Course of Study at all high schools must complete 22 credits, required work hours, and present a career portfolio to graduate. Students entering 9th grade in 2013-14 and prior must earn a total of 900 work hours. Students entering in 2014-15 and later must earn a total of 700 work hours. The Occupational Course of Study is available at all high schools except Phillips, Wake Early College of Heath and Sciences, Wake STEM Early College, Wake Young Women’s Leadership Academy, Wake Young Men’s Leadership Academy, North Wake College & Career Academy and Vernon Malone College & Career Academy.

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. A chart listing specific course requirements for graduation can be found on p. 8.

NC Math 1 is a graduation requirement for all students. The only exception to this requirement is for students that 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 the mathematical content in NC Math 1 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 student’s IEP.
General Information

Students who complete all graduation requirements receive a diploma at graduation. Beginning with the graduating class of 2014-2015, students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

High School Diploma Endorsement Information

Students who complete all graduation requirements receive a diploma at graduation. Beginning with the graduating class of 2014-2015, students have the opportunity to earn Endorsements to their High School Diploma (GCS-L-007). Students must meet all requirements set forth in State Board Policy GCS-N-004 “State Graduation Requirements” related to earning a high school diploma. Endorsements identify a particular area of focused study for students. Students may earn a Career Endorsement, a College Endorsement, a Global Languages Endorsement, and/or a North Carolina Academic Scholars Endorsement. The requirements for each type of endorsement are listed on the following pages.

### High School Diploma Endorsement Information

**Career Endorsement Requirements**

- Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course aligned with the student’s post-secondary plans.
- Student has completed a CTE concentration in one of the approved CTE Cluster areas ([http://www.ncpublicschools.org/cte/curriculum/](http://www.ncpublicschools.org/cte/curriculum/))
- Student has earned an unweighted GPA of at least 2.6.
- Student has earned at least one industry-recognized credential.

**College Endorsement Requirements**

**Option 1: College Endorsement**

- Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements or meets the North Carolina Community College System’s Multiple Measures Placement policy.
- Student has earned an unweighted GPA of at least 2.6.

**Option 2: College/UNC Endorsement**

- Student has completed the Future Ready Core mathematics sequence of NC Math 1, NC Math 2, NC Math 3 (or Algebra I, Geometry, Algebra II) and a fourth math course that meets the University of North system Minimum Admission Requirements.
- Student has completed three units of science including at least one physical science, one biological science and one laboratory science course, which must include either physics or chemistry.
- Student has completed two units of a world language.
- Student has earned an unweighted GPA of at least 2.5.

**Global Languages Endorsement**

- The student shall earn a combined 2.5 GPA for the four English Language Arts courses required for graduation.
- The student shall establish proficiency in one or more languages in addition to English, using one of the options outlined below and in accordance with the guidelines developed by the North Carolina Department of Public Instruction.
  - Pass an external exam approved by the North Carolina Department of Public Instruction establishing “Intermediate Low” proficiency or higher per the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale.
  - Complete a four-course sequence of study in the same world language, earning an overall GPA of 2.5 or above in those courses.
  - Establish “Intermediate Low” proficiency or higher per the ACTFL proficiency scale using the Credit by Demonstrated Mastery policy described in GCS-M-001.
- Limited English Proficiency students shall complete all the requirements above and reach “Developing” proficiency per the World-Class Instructional Design and Assessment (WIDA) proficiency scale in all four domains on the most recent state identified English language proficiency test.
North Carolina Academic Scholars Endorsement

Students who complete the requirements for this academically challenging high school program are named North Carolina Academic Scholars and receive special recognition, including as a seal attached to their diplomas. Students must:

- Complete all the requirements of the North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>English I, II, III, IV</td>
</tr>
<tr>
<td>Math</td>
<td>4</td>
<td>NC Math 1, 2, 3, and a higher level math course with NC Math 3 as prerequisite.</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>Physics or Chemistry, Biology, and Earth/Environmental Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
<td>World History, American History I &amp; II, and American History: The Founding Principles, Civics &amp; Economics</td>
</tr>
<tr>
<td>Healthful Living</td>
<td>1</td>
<td>Health and Physical Education</td>
</tr>
</tbody>
</table>

**Electives**

- Two (2) elective credits in a second language required for the UNC System
- Four (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, any other subject area

Three higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as:
- AP / IB
- Dual or college equivalent course
- Advanced CTE/CTE credentialing courses
- On-line courses
- Other honors or above designated courses

OR

Two higher level courses taken during the junior and/or senior years which carry 5 or 6 quality points, such as:
- AP / IB
- Dual or college equivalent course
- Advanced CTE/CTE credentialing courses
- On-line courses
- Other honors or above designated courses

**And**

Completion of The North Carolina Graduation Project

**Total Credits** 25 OR 24+ NCGP

Students engaging in Extended Content Standards can earn 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](http://www.ncpublicschools.org/gradrequirements)
### Graduation Requirement Information

<table>
<thead>
<tr>
<th>CONTENT AREA</th>
<th>Available for Ninth Graders 2000 and beyond</th>
<th>For Ninth Graders Entering in 2012-13 and Later</th>
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<tbody>
<tr>
<td><strong>OCCUPATIONAL Course of Study Requirements</strong></td>
<td>(Selected IEP students excluded from EOC Proficiency Level requirements)</td>
<td><strong>FUTURE-READY CORE</strong></td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>4 Credits OCS English I, II, III, IV</td>
<td>4 Credits I, II, III, IV</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 Credits OCS Intro. to Mathematics, OCS Algebra I, and OCS Financial Management</td>
<td>4 Credits NC Math 1, NC Math 2, NC Math 3, and a 4th Math Course to be aligned with the student’s post high school plans. <em>In the rare instance a principal exempts a student from the FRC math sequence, the student would be required to pass NC Math 1 and NC Math 2 and two other application-based math courses.</em></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>2 Credits OCS Applied Science and OCS Biology</td>
<td>3 Credits A Physical Science course, Biology, Earth/Environmental Science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>2 Credits OCS American History I and OCS American History II</td>
<td>4 Credits World History (or AP World History), American History I: The Founding Principles and American History II (or AP US History + one additional Social Studies elective), and American History: Founding Principles, Civics &amp; Economics</td>
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<tr>
<td><strong>World Language</strong></td>
<td>Not required</td>
<td>Two credits required to meet minimum application requirements for UNC system.</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>1 Credit Health/Physical Education*</td>
<td>1 Credit Health/Physical Education*</td>
</tr>
<tr>
<td><strong>Specific Electives</strong></td>
<td>Occupational Preparation: 6 Credits: Occupational Preparation I, II, III, IV Elective credits/completion of IEP objectives/Career Portfolio required</td>
<td>6 Credits required 3 Elective credits of any combination from either:  - Career and Technical Education (CTE)  - Arts Education  - World Languages 4 Elective credits strongly recommended (four course concentration) from one of the following:  - 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)</td>
</tr>
<tr>
<td><strong>Career Technical Education</strong></td>
<td>4 Credits CTE electives</td>
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<tr>
<td><strong>Additional Electives</strong></td>
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<tr>
<td><strong>Total</strong></td>
<td>22 Credits</td>
<td>26 Credits</td>
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</table>

*Refer to Number of Credits Required in the Graduation Requirements Chart Provided on Page 6.
End-Of-Course Tests, VOCATS, Other State Required Exams, & 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. NC 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.

Other State Required 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 Other State Required Exams. These exams will be averaged as 20% of your final grade.

Promotion to the 10th Grade

Apex, Apex Friendship, Athens Drive, Broughton, Cary, East Wake, Fuquay-Varina, Garner, Green Hope, Heritage, Holly Springs, Knightdale, Leesville Road, Middle Creek, Millbrook, Panther Creek, Rolesville, Sanderson, Southeast Raleigh, Wake Forest, 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

Longview, Phillips, North Wake College and Career Academy, Wake Early College of Health and Sciences, Wake STEM Early College, Wake Young Men’s Leadership Academy, Wake Young Women’s Leadership Academy, and Vernon Malone College and Career Academy:
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

Enloe:
You must earn four (5) credits to be promoted to the 10th grade.
- 1 credit must be English I
- 2 credits must be in Math, Science, or Social Studies
- 2 additional credits must be earned
Wake County policy 6000.8 indicates that at the secondary level cumulative absences above ten (10) in a block course (twenty (20) in a full-year course) are excessive. After five (5) days of accumulated absences in one or more block courses, (ten (10) in a full-year course) there will be school-determined, expectations-based intervention to help the student improve his or her attendance. The intervention will involve parents. After ten (10) days of accumulated absences in a block course (twenty (20) in a full-year course) and failure to meet previously-determined expectations, the student will be subject to failure, retention, or summer school.

Two (2) absences in a block scheduled class are like missing 4 days of learning.
### Transcript Sample

(Learn to translate on the following page)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Mark</th>
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<th>Unweighted</th>
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</tbody>
</table>

### PERFORMANCE INFORMATION

Cumulative GPA Weighted: 4.375C
Cumulative GPA Unweighted: 3.500C
Class Rank: 36 of 75

### 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

10-Point Grading Scale (New Fall of 2015)

<table>
<thead>
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<th>Grade</th>
<th>Standard Course</th>
<th>Honors Course</th>
<th>AP / IB Course</th>
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<td>A</td>
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<td>4.5</td>
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<tr>
<td>B</td>
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<td>3.5</td>
<td>4</td>
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</table>

Quality Point Distribution

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/Environmental Science (B), Foundations of NC Math 1 (B), NC Math 1B (A), World History Honors (A), Healthful Living 1 (B), Drafting 1 (B), Creative Writing 1 (B)

Unweighted GPA:

1. A=4.0, B=3.0, A=4.0, 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=4.5, B=3.0, B=3.0, A=4.0, A=4.5, B=3.0, B=3.0, B=3.0
2. 4.5+3.0+3.0+4.0+4.5+3.0+3.0+3.0=28
3. 28/8=3.5
4. 3.5 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.
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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
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</thead>
</table>
| **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***                                          | • 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  
• NC Math 1, 2, 3, and one credit beyond NC Mathematics 3 |
| *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),  
• One (1) credit in United States History ** |
| **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 2020 – You will need at minimum** 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](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 by visiting: [http://www.northcarolina.edu/prospectivestudents](http://www.northcarolina.edu/prospectivestudents)

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. Admission to the NC Community College system is available to undocumented students with limitations. Undocumented students must pay out-of-state tuition. Additional details can be found by visiting: [http://www.nccommunitycolleges.edu/sbcccode](http://www.nccommunitycolleges.edu/sbcccode) (1D SBCCC 400.2)

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. [http://www.maldef.org](http://www.maldef.org)
   - Hispanic Scholarship Fund. [https://www.hsf.net/](https://www.hsf.net/)
   - El Pueblo- Raleigh, NC 4 North Blount Street, Raleigh, NC; (919) 835-1525. [www.elpueblo.org](http://www.elpueblo.org)

** Check with your school counselor for additional updates.
NCAA Initial Eligibility Requirements

The NCAA has established a central clearinghouse to certify athletic eligibility to Division I and II institutions. Students who intend to participate with or without a scholarship as a freshman in college, must register with and be certified as eligible by the NCAA Eligibility Center. Please note that initial-eligibility certification pertains only to NCAA requirements for participation in Division I or II athletics and has no bearing on admission to a particular Division I or II institution. Please note the following:

- It is best to register at the beginning of your sophomore year.
- Register online at www.eligibilitycenter.org. For Division III – Contact your Division III College regarding its policies on financial aid, practice and competition.
- For the latest NCAA Division I or II requirements, go to www.eligibilitycenter.org. Please note the differences for Division I students enrolling before August 1, 2016 and Division I students enrolling on or after August 1, 2016.

For most current NCAA Approved Core Course list, go to www.eligibilitycenter.org

If you have questions about NCAA eligibility, please contact the NCAA initial-eligibility Center toll free at 877-262-1492, or website at www.eligibilitycenter.org. This website contains a “Guide for the College-Bound Student-Athlete,” that can be ordered.

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

<table>
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<tr>
<th>GPA (Aid &amp; Practice)</th>
<th>GPA (Competition)</th>
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<th>ACT</th>
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#### 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. You must have a cumulative 1.5 GPA (or a 2.0 GPA from the previous semester). 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.

1\textsuperscript{st} Obtain a firm job offer.

2\textsuperscript{nd} 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.

3\textsuperscript{rd} The completed YEC must be signed by the youth, parent, and employer in order to be valid.

4\textsuperscript{th} Completed and signed certificates must be given to the employer on or before the first day of work.

5\textsuperscript{th} The employer must verify the youth’s age, proposed job duties, and any restrictions noted on the certificate.

6\textsuperscript{th} 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:

WCPSS Driver’s Education Course Information

Age - At least 14 ½

Cost - $65
The Wake County Public School System will provide a $65.00 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://jordandriving.com/fee-waiver-for-driver-education/

Class Time - 30 hours completed during non-school time

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

*Driving Permit Quiz – Are you ready?

Answer the following questions by circling Yes or No.

Are you 15 years old and currently enrolled in school? Yes No

Have you successfully completed 30 hours of class instruction? Yes No

Have you successfully 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, and have your Driver’s Education Certificate, then you are eligible to receive a Driver’s Eligibility Certificate from your school. Please visit the WCPSS Driver’s Education Website to ensure you have all documentation needed before you visit a local DMV.

**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**

TAking steps toward College

What to do your freshman year

1. All courses taken for high school credit, and documented on your transcript, will count in the eyes of college admissions counselors. Start thinking in terms of GPA (Grade Point Average). You should become familiar with the academic profile(s) of the college(s) of interest. What does a typical admitted Freshmen look like in terms of data? GPA, Class Rank, SAT/ACT Scores, etc. 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 a 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.cfcn.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.
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.bls.gov/ooh  
www.campuscareercenter.com  
www.careerbuilder.com  
www.cfnc.org  
www.monster.com  
www.myfuture.com  
www.myfuture.com  
www.onetonline.org

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.

This Website is provided as a public service by the Office of the Secretary of Defense, Defense Human Resources Activity, Joint Advertising, Market Research and Studies (JAMRS) Program.
Resources
GOT SUPPORT?
<table>
<thead>
<tr>
<th>School Name</th>
<th>Website URL</th>
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<th>Area Code</th>
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<tbody>
<tr>
<td>Apex High School</td>
<td><a href="http://wcpss.net/apexhs">http://wcpss.net/apexhs</a></td>
<td>(919) 387-2208</td>
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<td>Apex Friendship High School</td>
<td><a href="http://www.wcpss.net/apexfriendshiphs">http://www.wcpss.net/apexfriendshiphs</a></td>
<td>(919) 290-2077</td>
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<td>Athens Drive High School</td>
<td><a href="http://www.wcpss.net/athensdrivehs">http://www.wcpss.net/athensdrivehs</a></td>
<td>(919) 233-4050</td>
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<td>Broughton High School</td>
<td><a href="http://www.wcpss.net/broughtonhs">http://www.wcpss.net/broughtonhs</a></td>
<td>(919) 856-7810</td>
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<tr>
<td>Cary High School</td>
<td><a href="http://www.wcpss.net/caryhs">http://www.wcpss.net/caryhs</a></td>
<td>(919) 460-3549</td>
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<td>East Wake High School</td>
<td><a href="http://www.wcpss.net/eastwakehs">http://www.wcpss.net/eastwakehs</a></td>
<td>(919) 365-2625</td>
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<td>Enloe High School</td>
<td><a href="http://www.wcpss.net/enloehs">http://www.wcpss.net/enloehs</a></td>
<td>(919) 856-7918</td>
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<td>Fuquay Varina High School</td>
<td><a href="http://www.wcpss.net/fuquayvarinahs">http://www.wcpss.net/fuquayvarinahs</a></td>
<td>(919) 557-2511</td>
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<td>Garner High School</td>
<td><a href="http://www.wcpss.net/garnerhs">http://www.wcpss.net/garnerhs</a></td>
<td>(919) 662-2379</td>
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<td>Green Hope High School</td>
<td><a href="http://www.wcpss.net/greenhopehs">http://www.wcpss.net/greenhopehs</a></td>
<td>(919) 380-3700</td>
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<td>Heritage High School</td>
<td><a href="http://www.wcpss.net/heritagehs">http://www.wcpss.net/heritagehs</a></td>
<td>(919) 570-5600</td>
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<td>Holly Springs High School</td>
<td><a href="http://www.wcpss.net/hollyspringshs">http://www.wcpss.net/hollyspringshs</a></td>
<td>(919) 577-1444</td>
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<td>Knightdale High School</td>
<td><a href="http://www.wcpss.net/knightdalehs">http://www.wcpss.net/knightdalehs</a></td>
<td>(919) 217-5350</td>
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<td>Leesville High School</td>
<td><a href="http://www.wcpss.net/leesvilleroadhs">http://www.wcpss.net/leesvilleroadhs</a></td>
<td>(919) 870-4250</td>
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<td>Longview High School</td>
<td><a href="http://www.wcpss.net/longview">http://www.wcpss.net/longview</a></td>
<td>(919) 856-7691</td>
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<td>Mary E. Phillips High School</td>
<td><a href="http://phillipshs.wcpss.net/">http://phillipshs.wcpss.net/</a></td>
<td>(919) 856-7710</td>
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<td>Middle Creek High School</td>
<td><a href="http://www.wcpss.net/middlecreekhs">http://www.wcpss.net/middlecreekhs</a></td>
<td>(919) 773-3838</td>
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<tr>
<td>Millbrook High School</td>
<td><a href="http://www.wcpss.net/millbrookhs">http://www.wcpss.net/millbrookhs</a></td>
<td>(919) 850-8787</td>
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<tr>
<td>North Wake College and Career Academy</td>
<td><a href="http://www.wcpss.net/northwakecca">http://www.wcpss.net/northwakecca</a></td>
<td>(919) 694-8650</td>
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<tr>
<td>Panther Creek High School</td>
<td><a href="http://www.wcpss.net/panthercreekhs">http://www.wcpss.net/panthercreekhs</a></td>
<td>(919) 463-8656</td>
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<td>Rolesville High School</td>
<td><a href="http://www.wcpss.net/rolesvillehs">http://www.wcpss.net/rolesvillehs</a></td>
<td>(919) 554-6303</td>
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<td>Sanderson High School</td>
<td><a href="http://www.wcpss.net/sandersonhs">http://www.wcpss.net/sandersonhs</a></td>
<td>(919) 881-4800</td>
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<td>Southeast Raleigh High School</td>
<td><a href="http://www.wcpss.net/southeastraleighhs">http://www.wcpss.net/southeastraleighhs</a></td>
<td>(919) 856-2800</td>
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<td>Vernon Malone College and Career Academy</td>
<td><a href="http://www.wcpss.net/vernonmalonecca">http://www.wcpss.net/vernonmalonecca</a></td>
<td>(919) 856-8119</td>
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<tr>
<td>Wake Early College of Health and Sciences</td>
<td><a href="http://www.wcpss.net/healthscienceec">http://www.wcpss.net/healthscienceec</a></td>
<td>(919) 212-5800</td>
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<td>Wake Forest High School</td>
<td><a href="http://www.wcpss.net/wakeforesth">http://www.wcpss.net/wakeforesth</a></td>
<td>(919) 554-8611</td>
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<tr>
<td>Wake STEM Early College High School</td>
<td><a href="http://www.wcpss.net/stemec">http://www.wcpss.net/stemec</a></td>
<td>(919) 515-2255</td>
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<td>Wake Young Men’s Leadership Academy</td>
<td><a href="http://www.wcpss.net/wakeyoungmen">http://www.wcpss.net/wakeyoungmen</a></td>
<td>(919) 431.2244</td>
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<tr>
<td>Wake Young Women’s Leadership Academy</td>
<td><a href="http://www.wcpss.net/wywla">http://www.wcpss.net/wywla</a></td>
<td>(919) 508.9088</td>
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<tr>
<td>Wakefield High School</td>
<td><a href="http://www.wcpss.net/wakefieldhs">http://www.wcpss.net/wakefieldhs</a></td>
<td>(919) 562-3600</td>
<td></td>
</tr>
</tbody>
</table>
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? ________________________________________

9th 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 –
# 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.

<table>
<thead>
<tr>
<th>1. Know how to distinguish between the various types of problems. This is the hardest part.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>6. Do as many problems as you can until you feel comfortable with the material.</td>
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<tr>
<td>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.</td>
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<tr>
<td>8. Get the phone number of someone in your class who won't mind if you call them with questions.</td>
</tr>
<tr>
<td>9. If possible, form a small study group with members from your class and meet periodically during the semester.</td>
</tr>
<tr>
<td>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 &quot;let it go&quot;.</td>
</tr>
</tbody>
</table>

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It’s All Greek To Me:

Study Tips for Students in World 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.

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

<table>
<thead>
<tr>
<th>Visual Question #</th>
<th>Score</th>
<th>Auditory Question #</th>
<th>Score</th>
<th>Kinesthetic Question #</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>4</td>
<td></td>
<td>7</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
<td>8</td>
<td></td>
<td>10</td>
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<tr>
<td>9</td>
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<td>12</td>
<td></td>
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<tr>
<td>14</td>
<td></td>
<td>20</td>
<td></td>
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<td></td>
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<td>17</td>
<td></td>
<td>23</td>
<td></td>
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<td>21</td>
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<td>25</td>
<td></td>
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<td></td>
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<tr>
<td>22</td>
<td></td>
<td>26</td>
<td></td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>30</td>
<td></td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>

**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 aids 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:

- Clear and Understandable
- Realistic
- Achievable

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

Personality Types

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

*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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Photojournalist</td>
<td>Computer/ office machine installer</td>
<td>Surgeon</td>
</tr>
<tr>
<td>Florist</td>
<td>Hotel clerk</td>
<td>Dental assistant</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>Sales representative</td>
<td>Physical therapist</td>
</tr>
<tr>
<td>Jeweler</td>
<td>Stock clerk</td>
<td>Nurse</td>
</tr>
</tbody>
</table>

Human Services
Hair stylist
Firefighter
Police officer
Food service 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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigative reporter</td>
<td>Paralegal</td>
<td>Physician</td>
</tr>
<tr>
<td>Composer</td>
<td>Researcher</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Advertising/ writer</td>
<td>Military analyst</td>
<td>Medical assistant</td>
</tr>
<tr>
<td>TV producer</td>
<td>Computer security analyst</td>
<td>Pharmacist</td>
</tr>
</tbody>
</table>

Human Services
Police detective
Librarian
College Professor
Lawyer

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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scriptwriter</td>
<td>Advertising account rep.</td>
<td>Plastic surgeon</td>
</tr>
<tr>
<td>Photography</td>
<td>Computer game developer</td>
<td>Dental lab technician</td>
</tr>
<tr>
<td>Graphic artist</td>
<td>Web master</td>
<td>Prosthetist</td>
</tr>
<tr>
<td>Musician</td>
<td>Sales rep.</td>
<td>Orthodontist</td>
</tr>
</tbody>
</table>

Human Services
Teacher
Chef
Cosmetologist
Architect

Industrial & Engineering
Architectural drafting specialist
Painter
Robotics
Upholsterer

Natural Resources/Agric.
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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedding coordinator</td>
<td>Sales person</td>
<td>Psychiatrist</td>
</tr>
<tr>
<td>Politician</td>
<td>Personnel director</td>
<td>Nurse</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>Travel agent</td>
<td>Dietitian</td>
</tr>
<tr>
<td>Product designer</td>
<td>Office worker</td>
<td>Home health aide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Services</th>
<th>Industrial &amp; Engineering</th>
<th>Natural Resources/Agric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social worker</td>
<td>Maintenance worker</td>
<td>Civil engineer</td>
</tr>
<tr>
<td>Child care worker</td>
<td>Safety inspector</td>
<td>Arborist</td>
</tr>
<tr>
<td>Career counselor</td>
<td>Environmental engineer</td>
<td>Ecologist</td>
</tr>
<tr>
<td>Government worker</td>
<td>Biomedical engineer</td>
<td>Botanist</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter or radio announcer</td>
<td>Business owner</td>
<td>Medical partner</td>
</tr>
<tr>
<td>Film/ TV reporter</td>
<td>Company president</td>
<td>Laboratory operator</td>
</tr>
<tr>
<td>Performer</td>
<td>Financial, marketing provider</td>
<td>Clinic operator</td>
</tr>
<tr>
<td>Advertising/ PR executive</td>
<td>Administrative assistant</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Services</th>
<th>Industrial &amp; Engineering</th>
<th>Natural Resources/Agric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real estate agent</td>
<td>Home improvement contractor</td>
<td>Farmer</td>
</tr>
<tr>
<td>Restaurant owner</td>
<td>Repair service provider</td>
<td>Lawn service provider</td>
</tr>
<tr>
<td>Housekeeping services</td>
<td>Recycling provider</td>
<td>Fishery operator</td>
</tr>
<tr>
<td>Non-profit agency director</td>
<td></td>
<td>Dairy producer</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Arts &amp; Communications</th>
<th>Business/ Management</th>
<th>Health Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publication editor</td>
<td>Accountant</td>
<td>Medical manager</td>
</tr>
<tr>
<td>Production artist</td>
<td>Computer programmer</td>
<td>Medical researcher</td>
</tr>
<tr>
<td>Advertising manager</td>
<td>General manager</td>
<td>Laboratory Technician</td>
</tr>
<tr>
<td>Computer drafting technician</td>
<td>Word processing specialist</td>
<td>Medical examiner</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Services</th>
<th>Industrial &amp; Engineering</th>
<th>Natural Resources/Agric.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traffic technician</td>
<td>Printing equipment operator</td>
<td>Agricultural technologists</td>
</tr>
<tr>
<td>Emergency vehicle dispatcher</td>
<td>Engineering technician</td>
<td>Food scientist</td>
</tr>
<tr>
<td>Reservation agent</td>
<td>Plumber / other trade</td>
<td>Biochemist</td>
</tr>
<tr>
<td>Information specialist</td>
<td>Construction worker</td>
<td>Environmental analyst</td>
</tr>
</tbody>
</table>
The Successful Student

Find words that are characteristics of a successful student.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Mark</th>
<th>Credits</th>
<th>Previous School</th>
<th>Flags</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERB</td>
<td>A</td>
<td>4.0000</td>
<td>4.0000</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

**Promote**

**Retain**

**Calculate GPA**

<table>
<thead>
<tr>
<th>Course</th>
<th>Mark</th>
<th>Credits</th>
<th>Previous School</th>
<th>Flags</th>
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<td>4.0000</td>
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</tr>
</tbody>
</table>

**Promote**

**Retain**

**Calculate GPA**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</tbody>
</table>

**Promote**

**Retain**

**Calculate GPA**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>AVERB</td>
<td>A</td>
<td>4.0000</td>
<td>4.0000</td>
<td>1.0000</td>
</tr>
</tbody>
</table>

**Promote**

**Retain**

**Calculate GPA**
Calculating your GPA – An Exercise

<table>
<thead>
<tr>
<th>COURSE NAME</th>
<th>FINAL GRADE</th>
<th>QUALITY PTS. (Weighted / Unweighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NC Math 2 (Honors)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>AP English III</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Lifetime Sports II</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>French III (Honors)</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>American History 1 (Honors)</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Creative Writing 1</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Forensic Science</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

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 –