



FRESHMAN and SOPHOMORE PARENT INFORMATION NIGHT

St. John Paul II Catholic High School

Keys to Success at all grade levels

- Believe in Yourself
- Be Organized
- Time Management
- Strive for Success in All Classes
 - Attendance
 - Being Prepared
 - Engaged in class
 - Complete Homework
- Read to Learn
- Study Smart
- Reduce Test Anxiety
- Get Help When Needed
- Communication

Much of what you see on this slide will be seen again and again throughout the presentation.

First, we must believe that we can succeed. Whether it is on the athletic field or in the classroom, the more we believe we can succeed the more successful we will likely be.. Students often have a lot of negative self-talk. “My friends are smarter than I am. I am a horrible test taker. I can never get higher than a 70 in Science. I will never make it on the Varsity team.” We need to be sure we are modeling for them and teaching that positive self-talk can lessen anxiety and can increase success. I recently shared with 9th grade students a 25 year Harvard Study that showed 99% of student success is determined by who they surround themselves with. If they surround themselves with positive, successful teens they are more likely to be successful and positive as well.

Being organized helps students feel they are on top of things and everything runs much smoother. This is something that many 9th and some 10th grade students still struggle with. I have shared with all 9th grade students that they have 45 min for lunch and can take some of that time to be sure all papers from their first two classes are in proper places before they go to their last two classes. With good time management students will find they have time to do things they need to do and still be able to do the things they want to do. They need to use class time and lunch time to get some work done especially if they have after school activities. If this is your expectation they may follow through. I have tried and will continue to encourage them to use their free time wisely!

Success in classes comes from attending class every day, adapting to different teachers and different teaching styles, being prepared for each class, participating and being engaged, always doing ALL the homework and turning it in on time, taking responsibility for their grades, keeping parents involved. Attendance is important. If students miss class then they have to teach themselves. When they miss class they will typically have two days to turn in all missed assignments. (Day 1 of the two days is the day

they return to school). They do not have an unlimited amount of time to complete missed work, It is their responsibility to find out what it is they missed. The teacher is not responsible for reminding them to ask.

Adapting to different teachers and teaching styles can be difficult when they have 8 different teachers for the first time, but this not only brings them success in school but success in careers. They need to be prepared for each class. Do they have the right books and notebooks in their backpack for each day. what about their calculator? Did they complete the homework assigned? Do they have paper, pencils, and pens? Is their personal device fully charged? It still amazes me that their phones are fully charged but their computers are dead before the end of the first class of the day. They need to be and remain engaged, free of distractions, and not disruptive in classes.. Just showing up for class isn't enough. When students are engaged in class they are more likely to remember more, time passes faster, and they will have less to learn on their own. Asking questions and participating in class discussions is key to retaining the information. Encourage them to speak up and ask questions. This seems to be harder in 9th grade than in 10th grade. Complete all Homework because it counts for a grade. Some teachers grade for accuracy and others grade for completion. I tell students all the time that if they just write down some answers without being sure it is correct does not help them. They won't know how to do the work that they will see on a test in the near future. They should always complete homework for accuracy. ALSO so important and students don't believe me. Do A day homework on A days and B day homework on B days. If they wait to do homework until the night before it is due they will not be able to fix it or ask questions if they have some. Completing it when it is assigned, helps them retain the information and gives them time to get help if needed. They need to take responsibility for their grades. If they don't do well on a test, why is that? Did they really put forth the effort of studying for it? Did they complete all their homework? Did they review their notes and study guides? These are questions that they can ask themselves to explore how they can do better next time. There is always going to be that one test that they just didn't do the best on regardless of their studying and efforts and that is okay as long as they can honestly answer they tried their very best and prepared the best they could. Keeping parents involved. The more you are interested without seeming as if you are nagging the more they are going to share. They are trying to be more independent and don't want to admit they need you more than they want to admit. Just be ready to listen to them, that is sometimes what they need the most.

Hopefully they will ask for help when needed. Do not wait until it is too late to seek assistance. The week before midterms is too late. Check on their grades on a regular basis if you see something that needs to be addressed please do so. Encourage them to ask for help. Tutoring is available and it is free! We have National Honor Society and Mu Alpha Theta students who provide peer tutoring, usually during Flight Time (Lunch time) and all teachers offer office hours either before school, after school or during lunch. Encourage them to advocate for themselves if they are too nervous to ask a teacher for some tutoring time then help them to write an email asking for help. They can come to the guidance office and I will gladly help them sign up for peer tutoring. If they find the peer tutor isn't a good match for them they just need to let me know and I will seek out someone else.

Communication: I will communicate with parents frequently through FACTS or Gmail. I communicate with students through Google Class of page and their school email account. It may be for a High Five and it may be for a concern I have. If I email a student about some missing assignments or zeros, I give them the opportunity to fix it and make necessary changes but if I see it more frequently then I reach out to student and parents to try to come up with a plan to fix the problems.

ORGANIZATION

use a planner, calendar or agenda daily

you will stay on top of due dates and not forget to study for that exam

pack your lunch and backpack the night before

you won't forget to put that homework assignment into your folder for class and you will save yourself time in the morning.

get plenty of rest, set your alarm and don't hit the snooze

Turn off the screen time at least one hour before bed time. If you wake up on time, you won't be tardy for your first class and you won't feel rushed

teens don't rely on others to manage your time

BONUS POINTS! You show how responsible you are becoming and earn your parents trust.

Again and very important; so important we talk about it twice! Organization is key to success. Using a planner to record all assignments, tests, practices, games/matches or meets will help them stay on top of the work and stay organized. Parents should check it out from time to time at the High School level few teachers are checking to be sure student are keeping a calendar or planner. This is a student and parent task. Is your child scheduling study time, are they keeping track of due dates? Getting into the habit of keeping a planner and checking off the items completed pays off in the end! Keeping study guides, notes, graded papers can be beneficial when preparing to study for exams. Preparing the night before makes mornings less chaotic or stressful. Get plenty of rest. According to physicians at John Hopkins teens need more sleep than they did when they were 10. They actually need 9-9.5 hours of sleep. Why? Because they are going through second developmental stage of cognitive maturation. Additional sleep supports their developing brain and physical growth spurt. It can also protect against serious consequences such as depression.

COMMUNICATION



Teachers welcome questions about assignments, lessons, or tests. It is best for students to talk to their teachers in person and again if they are not ready to do that, because they are shy or uncomfortable, then they should email them. Parents are invited to google classrooms but unfortunately do not see the daily postings. If you are noticing they are receiving zeros in a class or having work marked as missing or scoring low on tests ask your child to open up their google classroom so that you can see that they are on track and completing assignments that must be submitted through Google Classroom. So often a student uploads an assignment and forgets to click on submit or they do not label their assignments and submit the wrong paper or a blank page to the teacher.

Always, always reach out to your child's teacher if you have any concerns or questions about grades or assignments. If you have other concerns reach out to me.

Be sure they are checking their email often- students can add it to their smartphone!!! I have told them that an email to a teacher isn't the same as texting they need to keep it professional. They need to include a subject line, start with a salutation and use the teachers name.

I recommend to students email questions early, do not wait until the due dates to ask questions. Please encourage them to email the teacher if they are going to be absent so they get information on missed assignments. Remind them to email their teacher if they will be turning in something late and once it is submitted in Google Classroom to let the teacher know. When they turn something in late it doesn't go to the top of Google Classroom it may be at the bottom and teachers aren't going hunting for it if they don't know to look for it.

The Study Cycle

1

PREVIEW

Before class, skim the chapter, note headings and boldface words, review summaries and chapter objectives, and come up with questions to ask.

2

ATTEND

GO TO CLASS! Pay attention, ask questions and take meaningful notes.

3

REVIEW

Within 24 hours of class, review notes, fill in gaps and develop any last questions you may have.

4

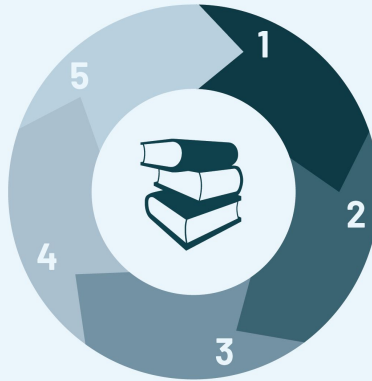
STUDY

- Intense Study Session- 3-5 short study sessions per day
- Weekend Study Session- read notes from the week and make connections.

5

ASSESS

Check yourself! Ask:
• Am I using effective study methods?
• Do I know material well enough to teach others?



Content from
LSU Center for Academic Success

**READING
ISN'T
STUDYING**

Reading is only part of the study cycle. We must read to understand. Students need to slow down during reading to get complete comprehension of new knowledge. If the text is difficult encourage them to read it aloud.

First step of the study cycle is PREVIEW: This step is to take a look at what they will be learning about. They should be reading the the introductions and summaries that contain key information. Skim through the unit and take note of Headings, subheadings and bolded words (vocabulary). They could start their notes for the unit when they are previewing.

ATTEND: Attending is so important we mention it multiple times. The more they are present the less they have to teach themselves. They should be sure they are taking notes in class. There are several style of note taking they should do what works best for them. They should not be trying to write down every word the teacher is saying. They should be active listening for key words and facts.

REVIEW: They should be going back over their notes nightly. I remind students they always have homework even when they tell me they finished it in class. They should be previewing for the next class and review from their classes that day. As they review they may find they have more questions to ask. If they find they cannot read their notes they should then rewrite them. Highlight important facts/dates that the teacher mentioned. Reviewing the day of helps them to remember more.

STUDY: Make sure they have a routine down for each day. Study time, family time, etc. They don't need to have long study sessions they can break it into increments that they are best able to manage to remain focused. For some this is about 30 minutes and then they need a break. At this stage it may be about 4 or 5 - 30 min sessions a day to complete everything. Being sure to review and study on a daily basis keeps them from having to do a "cram" or marathon study session before a test. When is the best time for them to study? We know it isn't at 10:30pm. For some it may be 5:30 am for others it may be 6 pm. You know your teen best. Help them make good choices about routine and study time.

ASSESS: They should check themselves. Can they answer the essential questions in the chapter. Do they know the vocabulary? Can they teach you the lesson? It is also important that they are checking in with themselves to determine if how they are studying is working for them. Do they need to make some changes?

REWARD: It is important that they reward themselves when they do all their work or when they do well on test. It is important that you are rewarding them as well. Reward from you doesn't have to be big. It can be a high five or a few extra minutes of screen time. Again you know your child, you know what they are capable of. They won't always bring home the top grades or score the highest on a test but did they really give it their best effort. Did they put in the study time? If so, help them to see it is okay not to always get an A on every assignment or every test as long as they tried their very best. 9th grade can be hard to accept this since they know every grade on the transcript counts and they may not have had to try very hard before to see great results.

MANAGING STRESS



MODEL THE BEHAVIOR

DON'T AVOID ACTIVITIES

VALIDATE THEIR EXPERIENCE

TEACH SIMPLE COPING SKILLS

Stress and anxiety is what I see in teens the most. They worry about their family, friends, appearance, homework, their future, what people think of them, and unexpected changes. If you are the parent of an anxious child, you are not alone. Anxiety is the most common mental health condition of childhood and adolescence. According to the [CDC](#), 1 in 5 children aged 13-18 will have a serious mental health disorder, with the median age of onset of anxiety being six years old. It's normal for children to feel occasional anxiety. Knowing that your child struggles with intense fear can cause deep anguish and make you feel helpless. Giving your child strategies to battle anxiety can reduce tensions and help your child (and you) feel empowered.

Some ways to calm your anxious child.

1. Model the behavior

Staying calm is an important skill for any parent and especially important when raising an anxious child. In addition, we are our kids' model for how to face hard things. Anxiety can make kids and teens irritable and angry. And, let's face it, over time, that behavior can be frustrating for the entire family. Anxiety is a survival mechanism designed to allow us to act swiftly in a scary or threatening situation. It doesn't respond to logic, reason . . . or yelling. Model the behavior you want to see. First, learn as much as you can about anxiety and the various ways it manifests cognitively, emotionally, and physically. Second, learn about your child's *specific* anxiety triggers and help them to recognize those triggers for him or herself. And, finally, resolve to model the behaviors you wish to see. For example, when you are feeling upset or anxious, show them that it's okay to pause, walk away if needed, and return when you are feeling calm. You can even demonstrate breathing exercises openly, or loudly announce to everyone in the room that you are getting out for some fresh air. When life gets chaotic, it's important to ground ourselves and frequently revisit the lessons we are attempting to teach our kids.

2. Don't Avoid Activities

Avoidance, inflexibility, and resistance are common behaviors associated with anxiety. Children who experience anxiety will often express “what if” statements when concerned about bad things happening to them or someone they love. Other symptoms of anxiety are more subtle or internal. For example, your child may complain about headaches, stomach pain, or mental fog. All of those symptoms can lead your child to avoid. They may avoid school, friends, family gatherings, a calculus exam, or that sports team tryout. While it's tempting to rescue them from a situation that is causing them intense fear, facing those fears is one of the best lessons your child can learn. Besides, avoidance ultimately intensifies anxiety over time. It's essential that you encourage your child to do hard things. When you refuse to allow your child to quit or avoid something that makes them anxious, you are demonstrating confidence in your child and his or her ability to get through life's toughest hurdles. Their ability to face their fears will be a gift that will last through adulthood.

3. Validate Their Experience

In addition to encouraging your child to face their fears, it's important to communicate empathy and support. Begin by validating their experience. Consider the following statements of support:

- That sounds really hard.
- I'm here for you.
- I'm so sorry this is so tough for you.
- I see you working really hard on this.
- What can I do to support you?

In addition, as your child is facing that challenge *while* feeling anxious, consider saying: “I know how tough this is for you. But, remember that even though you feel discomfort, you can handle this. This feeling won't last forever.”

When your child has completed the task, it's time to celebrate! Provide positive reinforcement by sharing how proud you are.

4. Teach Simple Coping Skills

Before your child can successfully face his or her anxiety, first, he or she will need to learn anxiety management coping skills. The goal is not to rid your child of their anxiety—it's just not possible. The goal is to help them to learn to manage it so it doesn't limit their life. Therefore, encourage your child to practice some different coping skills the next time he or she feels anxious. One powerful skill is journaling. Encourage your teen to write down anxiety triggers, scary thoughts, uncomfortable feelings, and—what they feel grateful for. And, yes, it can be done on their phone. Regardless of age, teach your child to breathe in a calm, relaxed way. Consider this breathing protocol that I teach my own kids: *Breathe in through the nose for a count of four. Hold for a count of four. Then slowly breathe out from the mouth for the count of four.*

Other coping techniques include . . .

- Taking a 15 minute walk out in nature
- Taking a bath or a shower
- Listening to calming music
- Having a long chat with a friend or a loved one
- Positive self talk can be life changing.
- Reminding themselves that this is temporary and that they're going to make it through

Remember, coping strategies don't completely eliminate anxiety, but they do help to manage it.

5. Teach Positive Self-Talk

Much has been said about positive thinking and that's because it actually works. Kids who are anxious tend to engage in negative thought patterns and critical self-talk. The negative and critical talk often center around how they "can't handle this" or all the "awful" things that will happen. These statements actually reinforce anxiety. Adopting the right mindset is key. Did you know that it takes 17 seconds to create a new positive thought? When intrusive or fearful thoughts occur, encourage your child to replace them with positive thoughts.

Here are some examples:

- I feel nervous but I am okay.
- I'm frightened but that doesn't mean I am not safe.
- I can do hard things.
- I'll be so proud of myself after I conquer this.

Thinking, expressing, and visualizing positive ways to manage life's various obstacles promotes a resilient mindset. Encourage your child to practice this exercise multiple times per day for two weeks and see if they notice a shift.

A question I am often asked by parents is, "*When should I worry about my child's worry?*" My answer is this: When anxiety shifts from being mildly annoying to causing significant interference in major areas of your child's academic or social life.

Ongoing and debilitating anxiety can be harmful. Left untreated, anxiety often persists into adulthood and can lead to school failure, depression, or despair. If you suspect that your child may be struggling with an anxiety disorder, it's important to address it early. Start by speaking with your child's pediatrician or seeking a referral to a mental health specialist.

Remember a little anxiety, especially test anxiety, is normal. It can actually heighten alertness and help teens to focus on the task at hand. It should pass within a short period of time of starting the test. If it is lingering they need to go through the coping skills which should give them a calm and focus. If it is causing interference in academics or social life seek professional help.



WHY PARENTS SHOULD TEAM UP WITH TEACHERS

Why parents should team up with teachers is because it takes a village! Know what your child is working on in class and know important dates for projects and tests. As I said before you will not see what they are seeing in Google Classroom. Ask your child to show you their planner and their Google Classrooms they could have up to 10 Google Classrooms to follow.. They may still need your help in organizing and time management depending on their maturity level and executive functioning skills. It is important that you are involved early on as they will want more and more independence as they get older. Don't be afraid to reach out to teachers to get questions or concerns answered.

REMEMBER...

They can advocate for themselves.

You should still advocate for them (sometimes).

Teachers WANT to help.

It is important that they are building their self-advocating skills. In 3-4 short years they will be going off to college and you won't be able to talk to the professors, admissions director or financial aid officer for them. Teach them now! If they are telling you they have asked for help but you aren't seeing an improvement, reach out to the teacher and check in with him or her. We have often heard that "Johnny" told mom he signed up for tutoring and went every week but is still failing the class. When is reality Johnny signed up every day each week but showed up only once. **One of the chief goals of high school is to lead your student toward independence.**

In my experience, parents of high schoolers are tempted toward two extremes. They either over-involve themselves, never allowing their child to develop the skills of self-advocacy, OR they back away completely and miss some key opportunities to link arms with and support their child. The truth is, there will be times, even with your high school senior, that you may need to speak up on their behalf. It shouldn't happen all the time, but when your high schooler has made the attempt to speak up for themselves, either with a coach or a teacher, it is okay to step into the conversation and simply ask the question, "How can I help?" **Very few things will benefit your son or daughter like establishing a true partnership with his or her teachers.**

QUESTIONS YOUR KIDS ARE ASKING...

WHERE DO I BELONG?

WHY CAN'T I...

HOW CAN I MATTER?

WHAT WILL I DO?



Freshmen are looking for a new tribe, a place to belong. Maybe they'll find a group that has similar interests, maybe they'll gain some new interests and find a group that way. No one knows what will happen. So, what do they need to hear from you? They need to hear they are accepted no matter what. I often have Freshmen in my office in tears, usually girls, because the friend group they had in middle school is no longer their friend group in High School. Help them through this tough transition. As adults we know this is part of growing but for them it seems like High School will never be fun.

As they get older they begin defining and clarifying their values. So, listen carefully to them and encourage their questions.

As your child becomes comfortable in high school they begin to want to lead something. They want to be a part of something bigger than themselves. The question they're asking in this phase is: "How can I matter?" You can answer this question by leaning into their desire to lead and make choices for themselves. Give them responsibility on a consistent basis, step back, and watch how they handle the situation they're in.

During this time of transition, your teenager needs to hear, "I love you today," "We can handle tomorrow," and "Let's think together about your best next step." They think they are ready for you to step back and let them do it on their own. Truthfully they still need you as much or more than they did when they were in 7th grade.

SOCIAL MEDIA



- Help your child review their online profiles to decide if posts and content represents them well.
- Talk about the importance of good digital reputation for their future academic and career opportunities.

Part of me wishes that social media would just fade away and the other part of me sees how useful it can be if used with discretion and maturity.

Use of technology should be a privilege. Parents set the time limits. Consider having a central location for recharging computers, phones and Ipads, tablets that is not in your child's bedroom; it could be parent bedroom. This allows you to control their use in the evening. The number of teens that will tell me they are on the phone at 1 or 2 am amazes me! I am glad they are this honest with me but I am not sure how they are carrying on through the day with the lack of sleep they are getting. Remember in teen years lack of proper sleep could lead to depression. I know that athletes need films to show coaches and many colleges/coaches use social media to follow student athletes. I encourage athletes to have their films for coaches to view but also encourage them to delete all other social media. Too many students have lost scholarships for not too favorable posts even from their younger years. I always tell the students that their best friend today may not be their best friend tomorrow and something they snapped to that person may be the talk of the hallway tomorrow. Please, please be sure you know all of the apps they are using on their phones, tablets, and computers. Know who they are conversing with and when. Again, I don't know many teens who are paying their own phone and internet bills so use of these is a privilege not a right.



WHAT WE ARE WORKING ON

NAVIANCE

Web based college and career readiness program that helps students reach their goals.

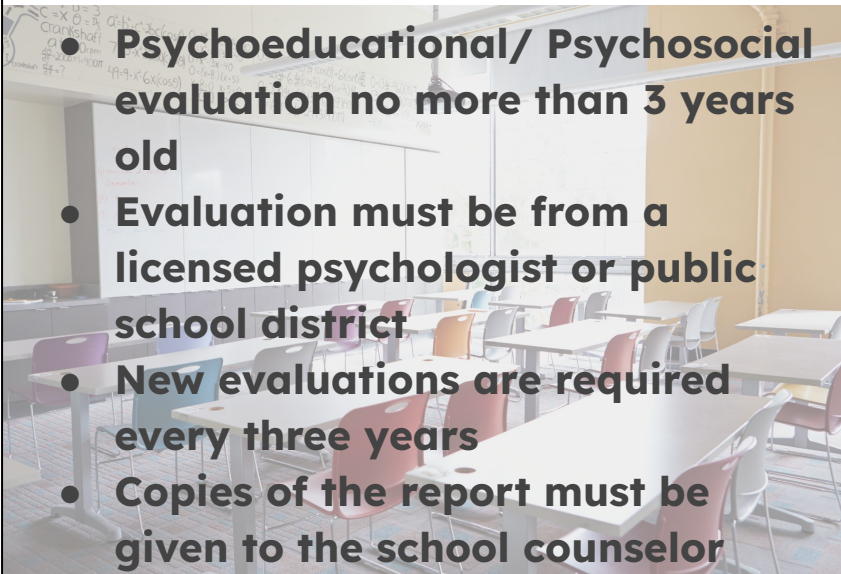
SERVICE HOURS

Announcements for opportunities that we hear about are posted to Google Classrooms and x2vol. The goal is to get at least 25 hours each year.

GPA

From day 1 of 9th grade, grades count! Semester grades only appear on the transcript. Each quarter is 40% of the semester grade and the midterm or final is 20% of the grade.

Students in 9th grade have already created their Naviance and x2vol accounts. In Naviance we will be setting yearly goals, personal, academic and spiritual. We will be starting to research careers based on their interest inventory, personality traits, and learning style. They will begin looking at colleges. 10th grade students will begin to complete their resumes, updating goals, highlight some colleges they are considering. Naviance is available for parents as well, if you would like for your account to be set up send me an email and you can be connected to your student account. You will be able to see what it is they are considering for careers or colleges. Watch for future dates for parent workshop on navigating Naviance. All Freshmen and Sophomores have been logged into x2vol and shown how to log their hours. They must complete 100 hours total. 20 hours will be completed with the school wide service days (5 each year). They will have a minimum of 4 and up to 8 opportunities to complete another 4-5 hours at each opportunity through the House System on Saturdays They can sign up with any of the houses, it doesn't have to be their house. As of day 1 of 9th grade we are working on GPA. It is important, it is the first thing that colleges see when a student applies.



Personal Education Plans

- **Psychoeducational/ Psychosocial evaluation no more than 3 years old**
- **Evaluation must be from a licensed psychologist or public school district**
- **New evaluations are required every three years**
- **Copies of the report must be given to the school counselor**

We cannot provide as many accommodations as students would receive in a public school or a specialized school setting but in my opinion our teachers do an awesome job in providing assistance to students with different learning exceptionalities. I know many parents do not want their child to be labelled at Specific Learning Disabled (SLD) or ADHD, etc. because they fear this may stop them from being admitted into a specific college or university. The diagnosis does not follow them to college. Students have to self report/ advocate for themselves at the College Office of Students with Disabilities. We must have documentation from a school psychologist, private psychologist or psychiatrist that gives us evaluation results and diagnosis to provide a student with a Personal Education Plan and to request accommodations for standardized testing. The most common requested accommodation is time plus one half.

We are not likely to get approval from ACT or College Board for extra time if a student does not have a documented learning exceptionality that was diagnosed before 10th grade. Both agencies ask us the first time the student was diagnosed and if they have received accommodations in the classroom on tests prior to the year we apply. For this reason please we encourage you to get accurate updated evaluations. The requirement is to have updated evaluations every three years.

Graduation Requirements- 28.5 credits



ENGLISH

4 credits



MATHEMATICS

4 credits- *Geometry, Algebra 1, Algebra II are required and at least one other math beyond Alg II*



SCIENCE

4 credits- *Biology, Chemistry and Physics are required*



SOCIAL STUDIES

4 credits



THEOLOGY

4 credits



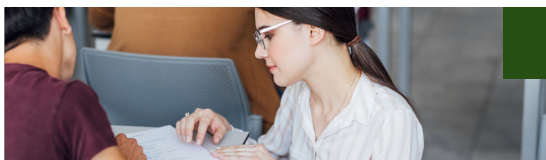
OTHERS

PE, Career Prep A & B, Health, Fine Art, and 3 other Electives

Students should be taking the most rigorous courses they can be successful in. For some this is Regular level courses with a few Honors. For others it could be all Honors and for some it could be Honors with Advanced Placement or Dual Enrollment

We want all students to be successful academically. We want them to challenge themselves but not at the expense of them getting a poor grade in class. They should take the course at a level that they can still be successful in. They are all required to have 28.5 credits for graduation and have the opportunity to earn at least 32 credits. This allows for students to take study hall classes in 10th-12th grade. If they are taking two or more Advanced Placement courses they will welcome a Study Hall to get work completed while at school and not have as much homework.

Preparing for College Entrance Exams ACT/SAT



Classes

What students are learning prepares them for these exams.

PSAT 8/9 & PSAT/ NMSQT

Measures what they are already learning. Shows them if they are on track for College and what they need to improve on. They have time to do this.



ACT/SAT

Tests for college admissions, course placement at college and scholarships.

The PSAT 8/9 and PSAT/NMSQT are given at school in October. October 24 this year. These are computer based now. Students should be downloading the bluebook app on their computers. It can be downloaded on a Windows or Mac device or on an iPad. It cannot be downloaded on their personal chromebooks. We have encouraged them all to download it now so that they can begin to practice the exam and see how it is formatted.

CollegeBoard and Khan Academy have teamed up to provide free online practice for the SAT. Students should create their accounts and submit their score report to get a personalized study plan to improve their scores.

More and more colleges are test optional, some are requiring test scores for scholarships and course placement. It is important to prepare for these exams and do well on them.

Freshmen do not need to take an ACT or SAT at this time. If they decide to take Dual Enrollment courses after Sophomore year they may need scores for signing up for particular courses. Sophomores can take either the ACT or SAT or both if they are finishing Algebra II. The first time students take the exam look at as a baseline don't get to upset if the score is lower than colleges would want to see. The first test will show them the skills they need to work on before taking the test again.

Dual Enrollment

Calhoun
UAH
Alabama University Early College

Pros

- Exposure to college level courses
- Prepare for college success
- Shows rigorous course on HS transcript

Cons

- Curriculum is professor driven
- Cost is more than the cost of AP Exam
- Grade even if poor stays on transcript

Dual Enrollment vs Advanced Placement

Pros

- College level curricula
- Standardized curriculum
- Easy to integrate into HS schedule
- Shows rigorous courses on transcript
- Prepare for college success
- Wider transference of credit

Cons

- College credit while widely given is based on Exam score

Advanced Placement

AP Biology, Chemistry, Physics 1
AP English Lang and Comp, English Lit and Comp
AP World Hist, US History, European History, US Gov't
AP Calculus AB

Both Dual Enrollment and Advanced Placement have their pros and cons. Both could potentially earn students college credit.

Dual Enrollment allows for students to take courses that are not offered at the High School. Credit is awarded upon successful completion of the course. The time frame of classes at the college do not always coincide with with the HS schedule, making it difficult to attend in-person classes unless they enroll in evening classes. Two professors teaching the same course may emphasis different curricula.

With Advanced Placement the curriculum is standard regardless of where you take the course. There are many supplemental test preps available. Colleges only see the grade earned in the course on High School transcript. It is up to the student to report their test scores. Most colleges/universities award credit for 3 or higher on test. Some colleges require 4 or higher depending on the course. Successful students in AP could potentially enter college as sophomore. Highly selective colleges are more likely to award credit for AP over DE.

Dual Enrollment

- Complete 9th grade
- 2.5 overall unweighted GPA
- Approval of Headmaster/ School Counselor'
- English/Math courses require scores from ACT or Accuplacer
- Meet established college placement criteria before enrolling
- Complete Application for enrollment

Calhoun Community College

- Complete 10th grade
- 2.9 overall unweighted GPA
- Approval of Headmaster/School Counselor
- Test scores (ACT or SAT) required for some course enrollment
- Complete Application for enrollment

UAH

- Complete 9th grade
- 3.0 overall unweighted GPA
- Approval of Headmaster/School Counselor
- Appropriate test scores for enrolling in some courses
- Complete Application for enrollment

UA Early College

Students can take Dual Enrollment courses at Calhoun, UAH, or UA Early College. Benefits of Dual Enrollment are: Students begin to earn college credit while they are still in high school. May qualify for scholarship through Calhoun and UAH for dual enrollment to lower cost of tuition. Students must earn a C or higher in courses to remain enrolled in DE courses. Things to consider: Students are in courses with adults, courses are not modified for the high school dual enrollment students. Some class discussion may make high school students feel uncomfortable. Students must advocate for themselves. The course grade stays on the college transcript forever. Not all colleges/universities accept dual enrollment credit often the credit is only recognized within the institution it was earned in. It is important to be sure you are speaking to the admissions office at the college you are dual enrolling in and at the college/ university to plan to attend after HS graduation to check on transferring of credits.

TIMELINE

Freshmen

- Prepare for PSAT 8/9- Oct
- Set up Naviance and x2vol accounts
- Take most rigorous courses you can be successful in
- Seek help if struggling in a class

Sophomores

- Prepare for the PSAT/NMSQT
- Use Naviance to begin selecting your colleges and career choices
- Update your 4 year plan
- Take the most rigorous courses you are capable of

- Volunteer (service hours) for at least 25 hours
- Complete a four year plan
- Begin thinking about career choices and college choices
- Set Goals for yourself
- Visit with College Admissions Representatives/ Attend College Fairs
- BE INVOLVED in sports, clubs or other extracurricular activities

- Seek help if needed in any class
- Stay involved in sports/ clubs or extracurricular activities
- Visit College Campus and attend College Fairs
- Update your Goals.
- Volunteer for at least 25 hours
- Take an ACT or SAT at the end of year if you are in Algebra II

The most important things that both Freshmen and Sophomores should be doing is: 1 Trying their very best in all classes, 2. Seeking help when needed. 3. Setting personal academic and spiritual goals for themselves. 4. Getting involved in activities without overextending themselves. 5. Completing at least 25 hours of community service. I will be helping all Freshmen create their 4 year plan this year. I will work with Sophomores to update their 4 year plan.

Grade Point Average (GPA)

General Information

- 40/40/ 20
- Semester and Full Year
- Weighted
- Report card is not transcript

Semester 1

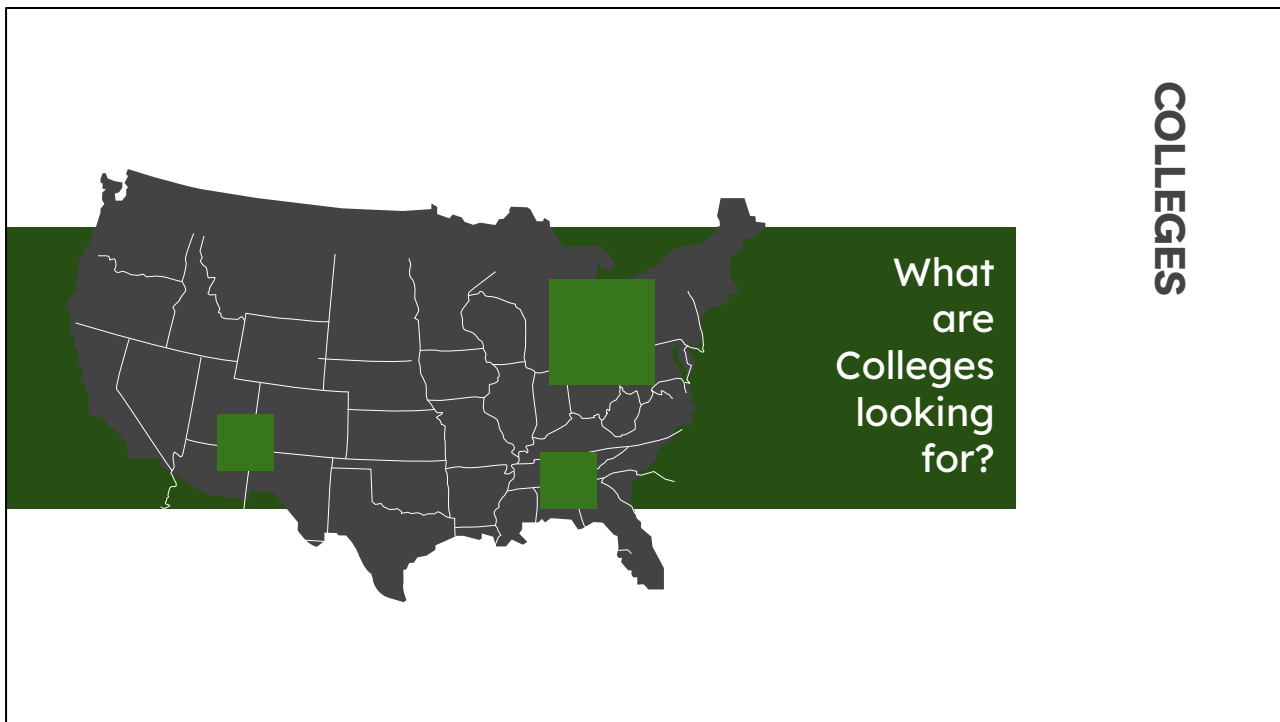
Course	Grade	Quality points
Geo Honors	70	2.0
Biology Hon	80	3.0
English Hon	75	2.25
World Hist H	59	0
Theology	90	4.0
PE	91	4.0
Band	92	4.0
Spanish 1	70	2.0
Total Quality Points 21.25/8= 2.656 GPA		

Semester 2

Course	Grade	Quality points
Geo Honors	72	2.0
Biology Hon	83	3.25
English Hon	90	4.0
World Hist H	80	3.0
Theology	90	4.0
PE	90	4.0
Band	91	4.0
Spanish 1	70	2.0
Total quality points: 26.25		
21.25+26.25=47.5/16= 2.968 GPA		

While on the report card at the end of the year you will see a yearly grade- This does not go on the transcript. We are on a 4.5 GPA scale which would be considered a weighted GPA. Each quarter grade is worth 40% of the final semester grade, the midterm or final exam is worth 20% of the final semester grade. Quality Points and GPA can be found in the Family/Student Handbook. It is most important that students are working to keep their GPA as high as possible.

COLLEGES



They want the well rounded, involved high school student that challenged themselves in High School and has good character traits.



- High School Curriculum and Performance
- College Application Essay
- Extra Curricular Activities and Involvement
- Enthusiasm for Attending that University/College
- Letters of Recommendations



**5 Things College are
looking at**

1. High achieving students should take on a challenging high school curriculum consisting of at least five core courses per semester. In fact, many colleges will recalculate GPA based only on core subjects alone, such as math, science, English, social studies, foreign languages, etc. It's also recommended to take AP and honors classes, as an advanced curriculum is preferred to straight A's in less challenging courses. Overall, college admissions typically value students with a difficult course load and grades that represent strong efforts and upward trending scores. But in addition to curriculum and grades, colleges may also look at students' scores on the SAT or ACT. While high scores on these exams do not compensate for low grades, colleges do value solid scores on the SAT or ACT, and like to see that they are consistent with high school grades
2. Not only should their essay reflect well-constructed writing, but it's their opportunity to tell their unique story. Students should be creative and present themselves in such a way that embodies the real person. Right now it is important that they are working on their writing skills!
3. Students can stand out by displaying passionate involvement in a few extracurricular activities, especially those that demonstrate leadership, initiative, and community impact. They should not overextend themselves by being involved in too many activities. Their grades or worse their mental health may suffer.
4. Students should proactively demonstrate their enthusiasm in attending the colleges they're interested in attending. They can do this through the college application essay or by directly connecting with admission representatives. This can be demonstrated with every campus visit and interview, and through ongoing contact with the admissions office. Schedule campus visits early!
5. Letters of recommendation can provide evidence of their intellectual curiosity, positive character traits, skills, and achievements. In addition to letters from educators and

1. counselors, recommendations from supervisors, coaches, or someone who knows them well can also be helpful, but only if it provides additional insight regarding their intellect, skills, talents, and character. Character plays a very important role in their letters of recommendation!

Resources

Woodburn Press: woodburnpress.com

Nemours Teen Health:

kidshealth.org/en/teens/take-notes.html

Centers for Disease Control and Prevention

www.cdc.gov/childrensmentalhealth/features/anxiety-depression-children.html

UNC learning center: [learningcenter.unc.edu/tips and tools/](http://learningcenter.unc.edu/tips-and-tools/)

College Board Big Future <https://bigfuture.collegeboard.org/>