

Transcript/GPA/Post Graduation

9th graders

2018-19

Objective: To help all students understand the impact of coursework on GPA and the impact of GPA and other factors (character, involvement, commitment) on post graduation goals, namely attending a college/university)

Questions:

What is a transcript? Why is it important?

What is a GPA?

What is class rank?

What GPA did most of the incoming freshmen at UNC-Chapel Hill have this year?

How does excelling in all of your courses impact your GPA? Your future plans?

Powerpoint presentation

GPA-How it is computed, the difference between weighted and unweighted GPA

Distribute Student Transcripts: Students compute individual GPAs.

Show university GPA criteria slide. Students share out: what are your thoughts when you see these numbers? Are you where you want to be? what is your goal?

Action: Create one action that will get you closer to their goal GPA. Put it on a sticky note.

GPA game: Game portrays how getting accepted to college is not just about GPA; other factors weigh in to make an applicant competitive

Think/Pair/Share/ Admissions Scenarios: Students will break up into groups of 4 or 5; each group draws a scenario; each group discusses why or why not the applicant would be accepted to a competitive college/university; each group shares out its findings.

Wrap-up:

Discuss how students are building their transcript/GPA NOW, this semester. All that they do in class and out of class impacts what they will do when they graduate----How they act, the attention and focus they give to their coursework, the commitment and passion that they give to extracurricular involvement.

Admissions scenarios:

Student 1 has high grades, low SAT/ACT scores, excellent character and is respectful to all of her peers and teachers. She has been in the J-M musical all four years and sings in the choir at church. Her weighted GPA is a 4.5. She writes a college essay about how her experience singing in the choir at church and singing in the J-M musicals has helped her to grow in confidence and to be ready to face new challenges at college.

Student 2 has very high ACT/SAT scores but he is not motivated to do the work in his classes. His weighted GPA is 3.0. He was a member of HOSA for freshman year, participated in Leo Club for sophomore year, Art Club junior year and PEPSC senior year. He chooses not to challenge himself with honors and AP courses. He spends most of his time outside of school playing video games.

Student 3 is not focused in her courses freshman through junior year, plays around in her classes, is not motivated to complete assignments and is absent a lot. She has poor grades as a result and a 2.5 GPA. Senior year she decides it is time to step it up. She does well in her classes, gets a job and gets involved in the Leo club.

Student 4 helps to take care of his younger siblings at home while his parents work in the evening. He works hard in the classroom and does his homework after his siblings go to bed. He manages to maintain a 4.0 weighted GPA and his ACT/SAT scores are solid. He loves playing the saxophone in Mr. Harper's Jazz band, and he practices it as much as he can on the week-ends. He is kind to his peers, parents and teachers.

Student 5 is not focused her freshman and sophomore years. Often she is in the Student Services office participating in mediation with other students. As a result of her lack of focus, her grades are low. Junior year, her science teacher encourages her to get involved in the J-M robotics club. She discovers she is very passionate about helping to program the robot. She begins to excel in her math and science classes and improves in her other courses. She attends a summer enrichment program in which girls stay at a university and focus on an engineering project. When she applies to college, her GPA has improved to a 3.0 and her ACT/SAT scores are good.

Student 6 is disappointed when she comes to J-M as a 9th grader and there is no dance club. She approaches Mr. Crayton and gets approval to start one. She gets the help of other students and together they keep the club going all four years until she graduates. She helps to inspire students to love dance and to continue the club after she leaves. She is a good student who works hard in the classroom to get her work done and who studies at home for tests. Her GPA is a 4.0 and her ACT/SAT scores are not at the top but they are good. She writes her college essay about how meaningful it is to inspire others to love dance.

Student 7 will be the first person in his family to go to college. This is a lot of pressure on him and at times he stresses out, especially during his junior year when he is taking challenging honors and AP courses, working at Food Lion and is very committed to the J-M HOSA club. His goal is to be a nurse practitioner and he is excelling in the Nurse Fundamentals course where he gets to work with patients at a nursing home. His GPA is 3.5 and he is a very enthusiastic person to whom everyone looks to for help.