

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## GAINING POWERFUL ADVANTAGE with a GOOD GPA

Dear Parent or Family Partner,

We are learning about high school and how doing well in 9<sup>th</sup> grade and having a good Grade Point Average (GPA) is important for my future in high school and beyond. I hope you enjoy this activity with me.

This assignment is due \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Student Signature

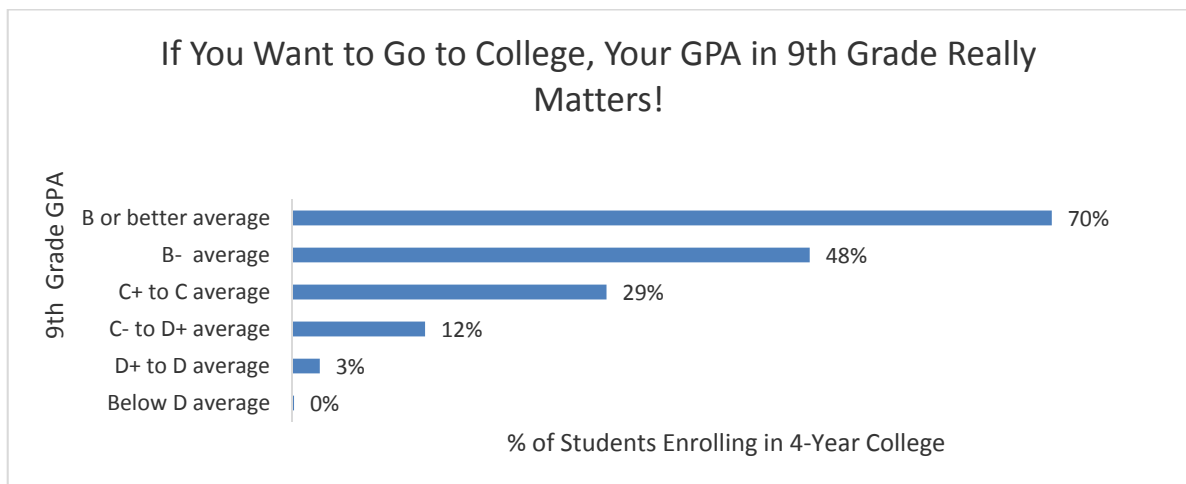
### **PROCEDURE**

1. Pretend you have a cousin named Cary who is in 8<sup>th</sup> Grade, but will soon enter high school. Cary wants to go to a four-year college to get a degree and prepare for a high-paying career. Unfortunately, Cary recently developed the habit of skipping some classes and assignments. As a result, his report card grades have not been good.

Carefully examine the data in the chart below with a family partner.

**Who is working with you?** \_\_\_\_\_

The graph displays real data from a big city showing the percentage of 9<sup>th</sup> graders who went on to graduate from high school and entered a 4-year college, depending on their average grades in 9<sup>th</sup> grade.



### **FAMILY DISCUSSION**

Look over the graph and discuss the following questions with your family partner. YOU write an answer to each question that you and your family partner agree is true.

1. **To have a good chance of making it into a 4-year college, what Grade Point Average (GPA) does a 9<sup>th</sup> grader need to earn?**

\_\_\_\_\_

\_\_\_\_\_

2. **What data in the graph would convince a student who is satisfied with earning a C or C+ to exert greater effort to improve these grades?**

\_\_\_\_\_

\_\_\_\_\_

## TRY THIS

**E-mailing Cary:** You plan to e-mail Cary to explain why it is important to earn good grades in his 9<sup>th</sup> grade courses. **Talk with your family partner and plan what you might say.**

A. Write down two main points that you want to make in your e-mail to Cary.

- \_\_\_\_\_
- \_\_\_\_\_

B. Now YOU write your e-mail to Cary. Make a strong argument that explains why he must earn good grades in 9<sup>th</sup> grade if he wants to go to college. Include **at least one finding from the graph on page 1 to persuade him to put forth the effort needed to meet his goal of college enrollment.** State clearly one or two actions you think that Cary should take to improve his grades. Then, summarize your argument in a concluding sentence.



**From:** 'Me'

**To:** 'Cary'

**Subject:** So you want to go to college

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**Check your work. Circle YES or NO on each line.**

- |   |     |    |
|---|-----|----|
| a. Did you tell Cary why you are e-mailing him?                 | YES | NO |
| b. Did you give details to support your ideas?                  | YES | NO |
| c. Do you have a concluding sentence?                           | YES | NO |
| d. Did you proofread your spelling and look up difficult words? | YES | NO |
| e. Did you check your punctuation?                              | YES | NO |

C. Read your e-mail aloud to your family partner.

**ASK:** How can I make this e-mail clearer and more persuasive?

**YOU:** write the suggestion(s) here: \_\_\_\_\_

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## HOME-TO-SCHOOL COMMUNICATION

Dear Parent or Family Partner,

Please give me your reactions to this activity. Write YES or NO for each statement.

1. \_\_\_\_\_ My teen understood the homework and was able to discuss it.
2. \_\_\_\_\_ My teen and I enjoyed the activity.
3. \_\_\_\_\_ This assignment helped us learn about the importance of the GPA in high school starting in 9<sup>th</sup> grade.

Comment: \_\_\_\_\_

Parent Signature: \_\_\_\_\_