Facilitator's Guide: Grade 10 2010-11

ROADS to SUCCESS
Connecting Students to their Futures

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UNIT

1

INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

Students review RTS course requirements, grading system, and classroom procedures, and examine how the program will be different from last year.

Introduction 2: Teambuilding

Students analyze how class goals relate to them individually, and participate in a teambuilding activity designed to demonstrate the importance of respect, responsibility and teamwork.

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PLANNING PYRAMID

GRADE 10, Unit 1, Introduction

Some Students Will:

- Volunteer for classroom jobs.

Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered in tenth grade differ from their ninth grade topics.
- Demonstrate appropriate workplace behavior.

All Students Will:

- Locate the Portfolio pages in their student handbooks, and describe their purpose.
- Know when the class meets and identify at least one topic that will be studied.
- Describe 3 workplace behaviors expected in this class and know the consequences for not observing these rules.
- Know procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.

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Culture and Procedures

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

I. Warm Up: Name Tents and Welcome (5 minutes)

II. Procedures (10 minutes)

III. RTS in the 10th Grade (10 minutes)

IV. College and Careers Quiz! (10 minutes)

V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 1, Roads to Success Overview
  - Student Handbook page 2, RTS 9th Grade vs. 10th Grade
  - Student Handbook page 3, College and Career Quiz
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW, Introduction 1: Cultures and Procedures
  - Facilitator Resource 2, Name Tent Directions
  - Facilitator Resource 3, Procedures
  - Facilitator Resource 4, College and Career Quiz Answer Key
  - Facilitator Resource 5, RTS 9th Grade vs. 10th Grade Answer Key
  - Facilitator Resource 6, Venn Diagram: 9th vs. 10th Grade
  - Facilitator Resource 7, Grade 9: Student Handbook Table of Contents (class set on heavy card stock)
- ❑ Colored 4 x 6-inch index cards
- ❑ Family Intro Letters (one class set, see **RTS Program Manual**)

OBJECTIVES

During this lesson, students will:

- Recognize the purpose of participation in Roads to Success.
- Understand how their performance will be evaluated.
- Practice the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, turning in and returning work, and taking attendance.

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OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete a short quiz to pique their interest in some of the topics that will be covered during the year. Lastly, they will examine how the program will be different from last year.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Facilitator Resource 2, Name Tent Directions**
  - **Facilitator Resource 3, Procedures**
  - **Facilitator Resource 6, Venn Diagram: 9th vs. 10th Grade**
  - **Student Handbook page 2, RTS 9th Grade vs. 10th Grade**
  - **Student Handbook page 3, College and Career Quiz**
- ❑ Make copies of **Facilitator Resource 7, Grade 9: Student Handbook Table of Contents.** (one class set)
- ❑ Before this lesson, establish procedures for storing handbooks; entering and exiting the classroom; turning in and returning work; and taking attendance, so that you are prepared to provide students with answers to each of the statements on **Facilitator Resource 3, Procedure.**
- ❑ In advance of the lesson, create a Family Intro Letter, and decide on an orderly procedure for distributing copies. (See **Program Manual** for a sample letter.)

BACKGROUND INFORMATION

"Why am I here?" and "What is expected of me?" Over the course of this lesson and the one that follows, students should be able to answer these questions for themselves.

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In combination, the first two lessons should pique student interest in the program; establish basic expectations, rules, and procedures; and create opportunities for you and your students to learn something about each other.

VOCABULARY

Portfolio: a record of accomplishments and achievements, including samples of best work. In Roads to Success, this means career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

"We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board or chart paper or an overhead. Pick the spot that will be the easiest for you to implement). **It will be in this spot every class. You will need to write your answers on a _____.** (This could be an index card, blank sheet of paper, or Student Handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) **Each class you will have ____** (probably around three) **minutes to complete this assignment. I will be collecting it every class.** (If you decide to do that.) **Are there any questions?"**

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW**.)

Questions:

1. What is the purpose of Roads to Success?
2. How do you think this year in Roads to Success will be different from what you did in 9th grade?

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[After the students have finished, they can create their Name Tents and discuss their answers from the DO NOW.]

For **Activity II, Procedures,** you may choose to practice these procedures by demonstrating incorrect behavior for each procedure. Students will observe your behavior and explain how accurately (or inaccurately) you completed the tasks. Then have students model each procedure correctly.

For **Activity III, College and Careers Quiz,** you may choose to have students complete this activity in pairs. You can then go over the answers as a class by filling in the correct answer using an overhead projector or chart paper.

For **Activity IV, RTS in the 10th Grade,** if you have students who are new to the program you may want to pair them with veteran students to help sort the topics.

During the first months of school, if time permits, feel free to have students share information from their Name Tents with the class. If you choose this option, make sure to let students know ahead of time that the information on their cards may be shared with the class.

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ACTIVITY STEPS

I. Warm Up: Name Tents & Welcome (5 minutes)

1. [Meet the students at the door and give each student a 4 x 6-inch index card. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart paper. (See **Facilitator Resource 2, Name Tent Directions**) While students are writing on their cards, pass out the binders to all of the students.]

2. [Introduce yourself, give the name of the course and tell them when and how often the class meets. Since these students have already been in the program for two years, ask the students to predict what they think they will be learning this year.]

   Write the following questions on the board, overhead, or chart paper:
   * What is the purpose of Roads to Success?
   * How do you think this year in Roads to Success will be different from what you did in 9th grade?

II. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** We only have one day a week together. If we're going to accomplish our goals we have to be completely organized - just like a well-run business. Let's talk about a few ways to make this happen.

2. [Put **Facilitator Resource 3, Procedures** on an overhead. Go over each procedure, instructing the students to follow along as you write them on the overhead. (See **Implementation Options** for suggestions.)]

III. RTS in the 10th Grade (10 minutes)

1. [Display **Student Handbook page 1, Roads to Success Overview** on the overhead projector and instruct students to turn to this page in their handbook. Give students a minute to scan these two pages and then ask students who have been in the program before to briefly explain one of the three sections: Your Mission, Your Grade, or Your Portfolio. Explain to students that this review will teach new students (and refresh for old students) the basics about Roads to Success. Keep this discussion to no more than five minutes.]

2. **SAY SOMETHING LIKE**: Most of you have already completed at least a year with Roads to Success, which means that you are already familiar with the program. You most likely found some parts of the program similiar from year to year, while other

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units were completely new. Who can list one thing they remember learning in RTS last year? [Allow students to respond and list on chart paper or the board.]

Today we are going to figure out how this year in RTS will be different from what you learned last year.

3. [Assign pairs. Display **Student Handbook page 2, RTS 9th Grade vs. 10th Grade** on an overhead or recreate it on chart paper. Instruct students to turn to this page in their handbook. Have a volunteer read the directions at the top of the page. Then pass out copies **Facilitator Resource 7, Grade 9: Student Handbook Table of Contents** to each student. Explain that this table of contents along with the table of contents in their current student handbook will help them complete this assignment. Model one example together.

   Write the phrase "Job Application" on the board or overhead. Give students 30 seconds to scan the 9th and 10th grade Table of Contents. Then ask them where they think this activity should go and allow students to respond. Since this topic is only covered in 9th grade, you would write "9th" next to it (Model this on the overhead). If students seem to need more practice, model one more example.

   Write the phrase "Informational Interview" on the board or overhead. Ask them if this topic was covered in grade 9. (They may refer to their grade 9 Table of Contents for confirmation. Then ask them to locate this topic in the grade 10 Table of Contents. Since this topic is only covered in 10th grade, you would write "10th" next to it (Model this on the overhead). If students seem to need some more practice, model one more example.]

   Instruct the students that they will have the next 5 minutes to sort the rest of the topics with their partners.

   After the five minutes is up, come back as a class and go over the answers. Display **Facilitator Resource 6, Venn Diagram: RTS 9th vs. 10th Grade** on the overhead projector.]

   SAY SOMETHING LIKE: This graphic organizer is called a Venn Diagram. You will notice that a Venn Diagram is made up of two overlapping circles, creating three separate categories. The left side is labeled 9th grade, and the right side is labeled 10th grade. The two circles overlap in the middle; this area includes information that fits

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into both topics. Where would you put a topic that belongs only in 10th grade? [Allow students to respond.] Exactly. A topic that fits only in 10th grade would have to go into the circle all the way to the right.

[Call on volunteers to read off their answers and write the correct answers in the Venn Diagram. Instruct students to fix any incorrect answers on **Student Handbook page 2, RTS 9th Grade vs. 10th Grade** as you go over them.]

IV. College and Career Quiz (10 minutes)

1. **SAY SOMETHING LIKE:** Although we are going to spend a lot of time learning about jobs – how to choose them, find them, and get them – that's not all we're going to learn about this year. Right now I want you all to turn to **Student Handbook page 3, College and Career Quiz** to see how much you know already about some of the things we will be studying this year.

2. [Read instructions (and each question, if needed) aloud, giving students a moment to answer each on their own before discussing the answer as a class. **Facilitator Resource 4, College & Career Quiz Answer Key,** includes the questions and correct answers for each. (See **Implementation Options** for suggestions.)]

V. Wrap Up: Review with a Surprise! (10 minutes)

1. [Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute **Family Intro Letters**. Ask for three volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course.]

2. [Tell them that next week we will be learning about and practicing some of the behaviors necessary for success in the workplace and the Roads to Success program.]

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DO NOW
Introduction 1: Culture and Procedures

Directions: You will have three minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

1. What is the purpose of Roads to Success?

_____

_____

_____

2. How do you think this year in Roads to Success will be different from what you did in 9th grade?

_____

_____

_____

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NAME TENT DIRECTIONS

You will have TWO minutes to complete the tasks below.

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/ activity**.
- Then place your card on your desk with the name side facing away from you.

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Procedures

1. ENTERING THE CLASSROOM

- _____
  _____
- _____ will take the attendance.

2. BINDER

- Binders will be stored _____.
- Passing out and returning binders:
  _____
  _____
  _____

3. TURNING IN and RETURNING WORK

- Where and how do I turn in work?
  _____
  _____
- Work will be returned to me…
  _____
  _____

4. EXITING THE CLASSROOM

_____
_____

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College & Careers Quiz Answer Key

How much do you already know about planning for your future? Read each question and circle the best answer.

1. Who should take the PSAT?
   a. Only students who are certain that they want to go to college
   b. No one. The PSAT is a waste of time.
   c. Everyone. It's a good opportunity to practice test-taking regardless of whether or not you're planning on going to college.

   Answer: C. Like them or not, tests are everywhere and learning how to take them well will help you to succeed in getting to where you want to go. The PSAT, which we'll be learning much more about soon, is a great opportunity not only to get practice taking college admissions tests like the SAT and the ACT, but will also give you an opportunity to practice taking tests in general.

2. Which of the following should you **not** expect of your first (or even second or third) job?
   a. You will gain experience that you can use to get a better job in the future.
   b. It will help you figure out what you want to do (or at least what you don't want to do!) later in life.
   c. It will be your dream job.

   Answer: C. Many entry-level jobs aren't very exciting, but they can give you valuable experience, skills, and references that will help you to get closer to your actual dream job.

3. When should you start thinking about what you are going to do after graduating from high school?
   a. The summer after you graduate.
   b. Starting now.
   c. If you don't have a plan yet, it's already too late.

   Answer: B. Chances are, especially if you've had Roads to Success before, that you've been thinking about your future for quite a while now. But now that you're starting your second year of high school, the choices that you make about what classes you take, the tests you take, and the grades you earn, start to become even more important in determining your path after high school.

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RTS 9th Grade vs. 10th Grade Answer Key

Topics for BOTH grades

- Financial Aid for College
- Setting Goals
- Identifying Interesting Careers
- Job Interview Tips
- Career Values

Topics for only 9th grade

- Creating a Public Service Announcement (PSA)
- Job Application
- Employee Rights and Responsibilities
- Monthly Budget
- Tips for Builiding Credentials

Topics for only 10th grade

- PSAT/ACT PLAN Practice Tests
- Informational Interviews
- College Visit
- Career Clusters
- Examining Cell Phone Contracts

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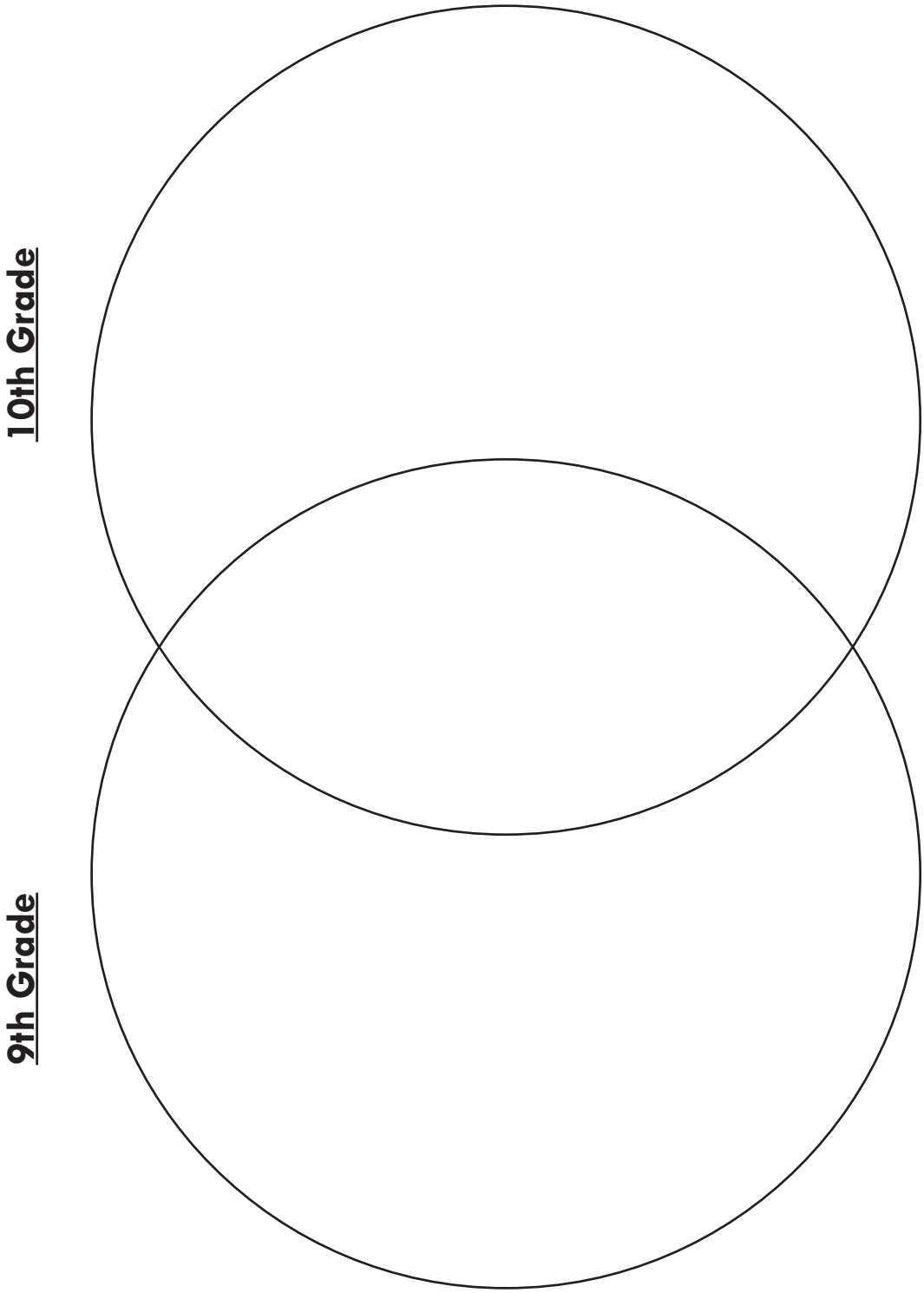
Venn Diagram: RTS 9th Grade vs. 10th Grade



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GRADE 9: STUDENT HANDBOOK TABLE OF CONTENTS

UNIT 1: INTRODUCTION

Introduction 1: Culture and Procedures
- Roads to Success Overview

Introduction 2: Teambuilding
- Respect, Responsibility and Teamwork
- Our Destination

Introduction 3: Autobiography
- Autiobiography

UNIT 2: SETTING GOALS

Setting Goals 1: Setting Goals
- SMART Goals Record Sheet
- Setting SMART Goals
- Ninth Grade Goals Reflection

Setting Goals 2: High School Matters
- Dear David

UNIT 3: CAREERS

Careers 1: Interest Inventory
- IHaveAPlanIowa.gov Basic Directions
- What is IHaveAPlanIowa.gov?

Careers 2: Finding Careers That Fit
- What Do You Like to Do?
- IHaveAPlanIowa.gov Directions

Careers 3: Career Report
- Sample Career Report

Careers 4: Day on the Job
- A Day in the Life
- A Day in the Life: Reflection on the Life of a _____.

Careers 5: Work and Values
- My Values

Careers 6: A Career For You
- Career Assessments
- A Job for You?

UNIT 4: AD APPRENTICES

Ad Apprentices 1: Think Like An Advertiser
- Do Taglines Work?
- Ad Analysis Forms
- PSA Topics

Ad Apprentices 2: Setting Up Shop
- Sample Proposal
- Ad Agency Job Description Cards
- Backgrounders

Ad Apprentices 3: Target the Market
- Proposal Checklist
- Persuasive Techniques
- Keeping It Simple

Ad Apprentices 4: Planning and Storyboarding
- Ad Apprentice Pitch Outline
- Presentation Tips

Ad Apprentices 5: Presentation
- Judges' Rubric: PSA Evaluation Guide
- Peer Evaluation

UNIT 5: EDUCATION AFTER HIGH SCHOOL

Education After High School 1: Post-Secondary Options
- Education After High School Glossary
- Postsecondary Education Notes
- Postsecondary Options: Pros and Cons

Education After High School 2: One- and Two-Year Programs
- Careers with a Degree of Two Years or Less
- Pros and Cons for One- and Two-Year Schools
- Keeping Your Options Open!
- Examining One- and Two-Year Schools

Education After High School 3:
- Four-Year Programs

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My Choices
Education After High School 4:
The Cost of College
Education & Earnings
Fees Please!
Education After High School Glossary II
Education After High School 5:
Financial Aid
College Scholarships Awarded
Expected Family Contributions
Financial Aid Menu
Scholarships and Awards
Scholarship Scavenger Hunt
Check-up Questions
Scholarship Research
My Scholarships
Education After High School 6:
Entrance Requirements
What Schools Want
Recommended Courses for College
Questions for My School Counselor
Education After High School 7:
Building Credentials
You're Hired!
Tips for Building Credentials
Activities Checklist

UNIT 6: FINDING A JOB

Finding A Job 1: Jobs for Teens
Part-Time Jobs for Teens
Youth Employment Information
Local Jobs for Teens
Freelance Jobs for Teens
Finding A Job 2: Completing Applications
Job Application Tips
Sample Application
Finding A Job 3: Workplace Responsibilities
Case Study
What Every Teen Worker Needs to Know (Responsibilities)
First Job
Finding A Job 4: Workplace Rights
What Every Teen Works Needs to Know: Rights and Responsibilities
What Should You Do?

UNIT 7: MONEY MATTERS

Money Matters 1: Budgeting I
Monthly Budget Worksheet 1
Expenses Worksheet 1
Percentage Calculator
Money Matters 2: Budgeting II
Monthly Budget Worksheet 2
Expenses Worksheet 2

UNIT 8: PORTFOLIO REVIEW

Portfolio Review 1: Year in Review

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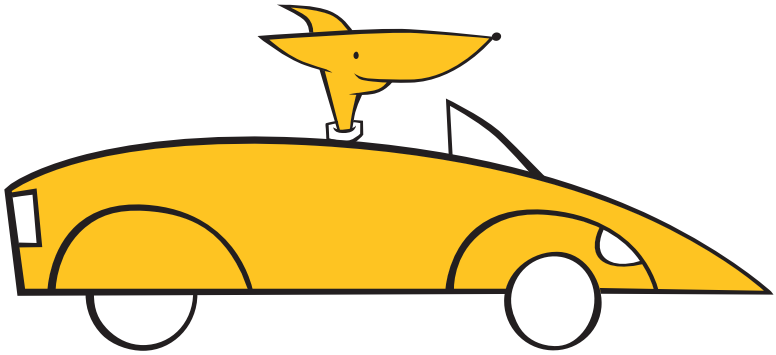
Roads to Success Overview



Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

  Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.
- Abide by Roads to Success Rules and Procedures.

Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed Portfolio is yours to take with you when you graduate from high school.

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RTS 9th Grade vs. 10th Grade

Directions: Below you will see a list of topics covered in Roads to Success. Some of the topics are covered only in 9th or 10th grade, while others are covered in both. If you think a topic is only covered in 9th grade, write **"9th"** next to it. If you think it is covered in only 10th grade, write **"10th"** next to it. And if you think the topic applies both grades, write the word **"both"** next to it.

Topics:

- Informational Interviews _____
- College Visit _____
- Tips for Building Credentials _____
- Career Values _____
- Job Application _____
- Identifying Interesting Careers _____
- Examining Cell Phone Contracts _____
- Employee Rights and Responsibilities _____
- Setting Goals _____
- Monthly Budget _____
- PSAT/ACT PLAN Practice Tests _____
- Job Interview Tips _____
- Career Clusters _____
- Financial Aid for College _____
- Creating a Public Service Announcement (PSA) _____

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College & Careers Quiz

How much do you already know about planning for your future? Read each question and circle the best answer.

1. Who should take the PSAT?
   a. Only students who are certain that they want to go to college.
   b. No one. The PSAT is a waste of time.
   c. Everyone. It's a good opportunity to practice test-taking regardless of whether or not you're planning on going to college.

2. Which of the following should you not expect of your first (or even second or third) job?
   a. You will gain experience that you can use to get a better job in the future.
   b. It will help you figure out what you want to do (or at least what you don't want to do!) later in life.
   c. It will be your dream job.

3. When should you start thinking about what you are going to do after graduating from high school?
   a. The summer after you graduate.
   b. Starting now.
   c. If you don't have a plan yet, it's already too late.

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The BIG Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

AGENDA

Approx. 45 minutes

I. Warm Up: Procedure Review (5 minutes)

II. Our Destination (15 minutes)

III. Gumdrop Towers (15 minutes)

IV. Wrap Up (10 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 4, Our Destination
  - Student Handbook page 5, Reflecting on the Structures Activity
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW, Introduction 2: Teambuilding
  - Facilitator Resource 2, Gumdrop Towers Directions
  - Facilitator Resource 3, Respect, Responsibility and Teamwork
- ❑ Uncooked spaghetti (20-40 pieces per group)
- ❑ Gumdrops (or marshmallows if gumdrops are not available), 10-15 per group
- ❑ Ruler

OBJECTIVES

During this lesson, students will:

- Practice classroom procedures that were introduced last week.
- Explain behaviors of Respect, Responsibility and Teamwork that are necessary in the Roads to Success classroom.

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OVERVIEW

In this lesson, students revisit the procedures from last week. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, students will participate in a teambuilding activity. They will use this activity to examine ways that they can demonstrate Respect, Responsibility and Teamwork in this course.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 4, Our Destination**
  - **Facilitator Resource 2, Gumdrop Towers Directions**
  - **Student Handbook page 5, Reflecting on the Structures Activity**
- ❑ You will need to make copies of the following handout:
  - **Facilitator Resource 3, Respect, Responsibility and Teamwork** (one per pair of students) You will need to cut the slips in half, so each student receives a half a sheet of paper.

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VOCABULARY

Interpersonal skills: how someone interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW**.)

Questions:

1. Explain the procedure for how to properly enter class.
2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

For **Activity II, Our Destination,** if you think students will struggle to complete all eight prompts, you may reduce the number they need to complete to 5 or 6 prompts.

For **Activity IV, Wrap Up,** if you need more time to discuss the reflection questions on **Student Handbook page 5, Reflecting on the Structures Activity,** you may skip **Facilitator Resource 3, Respect, Responsibility and Teamwork**. You may also choose to discuss the reflection questions as a whole class without breaking students into groups first.

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ACTIVITY STEPS

I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]

2. [Review and practice procedures learned last week. Remind students where to find these procedures in their student binders. If students have not correctly followed class procedures, have them re-enter the classroom and distribute the binders, take attendance, etc.]

II. Our Destination (15 minutes)

1. [Display **Student Handbook page 4, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]

2. **SAY SOMETHING LIKE:** Raise your hand if you recognize anything on this Student Handbook page. Who can explain to the class what these statements represent? [Allow students to answer.] That's right. These represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach. Today you are going to examine how these goals personally relate to you.

   [Have a different student read each of the **bolded** statements. Once all of the goals have been read and discussed, have a volunteer read the directions in the middle of the page. Using a personal example, model how to complete questions 1 and 2. Answer any questions the students may have. Then explain that they will have five minutes to complete this assignment.]

   [After five minutes, allow students to share their goals with a partner. If students feel comfortable (and time permits), you may choose to have a few volunteers share their answers with the class.]

III. Gumdrop Towers (15 minutes)

1. **SAY SOMETHING LIKE:** In this class you will be doing a lot of group work. There are three skills that will be very important when working in groups: Respect, Responsibility and Teamwork. In a few minutes you are going to participate in a teambuilding activity that will allow you to analyze the importance of these three skills in our class.

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2. [Divide the class into groups of four and pass out the spaghetti and gumdrops to each group. Ask the students not to touch the materials until you have given instructions. Display **Facilitator Resource 2, Gumdrop Towers Directions** on an overhead or on chart paper. Have a volunteer read the directions aloud as the rest of the students follow along. Ask students to explain the rules back to you and then let them begin.]

3. [Circulate among the groups while they are planning and building their structures. You may need to reinforce the rules. Call out a 10-minute and 5-minute warning. At 15 minutes, call time and make sure that all groups stop working. Scan the room to see which groups have the highest tower. Measure those towers with a ruler and announce the winners. Groups may clean up at this point.]

IV. Wrap Up (10 minutes)

1. [Have a volunteer read the **Big Idea**. Remind students to keep this question in mind during the class discussion. Project the **Student Handbook page 5, Reflecting on the Structures Activity** on an overhead or on large chart paper. Read each question aloud and allow the students to respond/discuss each question. Cover up the questions so that the students can only see one at a time. Allow roughly five minutes for this discussion. Pass out **Facilitator Resource 3, Respect, Responsibility and Teamwork**. (Each student gets one half of this sheet.) Give students three minutes to work on this individually and collect the sheets when they leave class.]

2. [Tell the students that they have completed their first unit of the year. Thank them for their hard work and explain that next week they will be starting their Taking Tests Unit. In this unit, they will learn about content covered on tests required for entrance into college, and hiring and promotion at various jobs.]

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DO NOW
Introduction 2: Teambuilding

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. Explain the procedure for how to properly enter class.

_____

_____

_____

2. Where are the binders for this class stored? Who passes out the binders?

_____

_____

_____

3. What do you need to do to properly exit the class? Who picks up your binder?

_____

_____

_____

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GUMDROP TOWERS DIRECTIONS

- You will be working in groups of four.
- Your challenge is to build the tallest tower possible using **only** the spaghetti and gumdrops.
- No other supports or materials may be used.
- Total time for this task is **15 minutes**.
- You may take as much time as you wish for planning, but once you start building, you may not go back to the planning stage.
- During the **planning stage,** you may *talk, but not touch* the materials.
- During the **building stage,** you may *touch the materials, but not talk*.

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Respect, Responsibility and Teamwork

Reflection:

Choose the area (Respect, Responsibility or Teamwork) that is the most challenging for you.Write two ways you can improve your own behavior to help the class succeed.

Respect, Responsibility and Teamwork

Reflection:

Choose the area (Respect, Responsibility or Teamwork) that is the most challenging for you. Write two ways you can improve your own behavior to help the class succeed.

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Our Destination

1. **We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.**
2. **We will explore careers and find potential matches for every person in the class.**
3. **We will practice the kind of behavior that's desirable in the workplace.**
4. **We will set goals and make clear plans for reaching them.**
5. **We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.**
6. **We will learn how to find and keep a job.**
7. **We will learn strategies for managing our own money.**
8. **We will all graduate from high school.**

Directions: Circle a goal from above that you find personally important. Then answer the questions below.

1. Why is this goal important to you? _____

_____

_____

2. What is one step you can take in the next month to help you reach your goal?

_____

_____

_____

_____

_____

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Reflecting on the Structures Activity

1. How did your group decide how to divide up the tasks?

2. How were group decisions made in completing this activity? Were everyone's ideas heard equally? Explain.

3. During the group activity, where did you see the skills Respect, Responsibility and Teamwork being demonstrated? Explain your answer.

4. During the group activity, where did you see a complete lack of Respect, Responsibility and Teamwork being demonstrated? Explain your answer.

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UNIT 2

TAKING TESTS (PSAT)

Lesson Descriptions

Taking Tests 1: Introduction to the PSAT
What is the PSAT, and why should I take it?
Note: *Coordinate with guidance counselor re: PSAT test date, sign up, and fee waivers. Confirm whether ACT PLAN or PSAT lessons 1 and 2 are appropriate for your school.*

Taking Tests 2: Psyching Out the PSAT
What kinds of questions will I find on the PSAT, and what strategies should I use to answer them?

Taking Tests 3: Post-High School Tests
What kinds of tests might I need to take after high school?

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PLANNING PYRAMID

GRADE 10, Unit 2, Taking Tests (PSAT)

Some Students Will:

- Know when it is better to take an educated guess on a standardized test question, and when to leave it blank.
- Recognize ways in which high school courses prepare them for tests that lead to college and career opportunities.

Most Students Will:

- Describe the procedure for signing up at his/her school and know when the PSAT is given.
- Describe two things besides taking the PSAT that a sophomore in high school can do to prepare for future standardized tests like the SAT.
- Describe strategies for answering two or more types of questions on the PSAT.
- Describe two similarities between the PSAT and tests they might be required to take after high school.

All Students Will:

- List at least two reasons for taking the PSAT.
- Recognize that students not planning on attending college may be required to take standardized tests to get a job or be promoted.

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ROADS to SUCCESS

Grade 10 Taking Tests

Family Newsletter

High School Testing

To a sophomore, high school graduation may seem far away. But there are plenty of things your student can do now to prepare for college and careers. Beginning in 10th grade, taking college admissions tests is one of them.

Many colleges rely on test scores to compare students who want to attend. Students who do well on admissions tests will have more colleges to choose from. Here's what you need know:

The PSAT

What? The PSAT, Preliminary SAT, is a practice test for the SAT. There are five sections: two reading, two math and one writing section.

When? October of 10th grade and then again in October of 11th grade.

Why? This test prepares students for the SAT and shows skills to work on. Scholarship money may also be available for students who do well on the exam.

The SAT and ACT.

What? The SAT and the ACT are admissions tests required by many colleges. Students may take one or both tests depending on what colleges they are applying to. Both tests include math and reading sections.

When? The SAT and the ACT are both offered in the spring of 11th grade and can be taken again at later dates. Please see your school counselor for a complete list of test dates.

Why? Many colleges require one or both of these tests for admission into their schools. While these tests are not the only factor, they are important.

Other Tests.

What? Tests to get a job or get ahead in the job you have.

When? When applying for a job or promotion.

Why? Whether you want to join the Army, deliver packages for FedEx, or something in between, tests are often part of the selection process.

Grade by Grade

Roads to Success students get basic information about the PSAT and learn a few strategies for improving their scores. This is not the type of test you can cram for, but there are things students can do to improve their scores and confidence for the test.

Building Word Power. Learn a new word each day with websites like these:

- http://education.yahoo.com/college/wotd/
- http://www.number2.com/exams/sat/daily/word

Math Prep. Paying attention in math class and completing math homework are two great ways to master geometry and algebra skills.

SAT Prep Online. The College Board website includes information on both the PSAT and the SAT along with practice questions and tests: http://www.collegeboard.com/testing.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org.

Did you know?

Thinking about a career in the skilled trades? Apprenticeships are a great way to earn while you learn. But be prepared for competition and standardized tests. In New York City, only 1 out of 10 applicants gets an apprenticeship as an electrician. That is more competitive than some top colleges!

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Introduction to the PSAT

The BIG Idea

- What is the PSAT, and why should I take it?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. The PSAT Comic Book (15 minutes)

III. Preparing for the PSAT (15 minutes)

IV. Wrap Up: My PSAT Action Plan (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 6, Previewing the PSAT
- Student Handbook pages 7-9, PSAT Comic Book
- Student Handbook pages 10-11, Important PSAT Information
- Student Handbook page 12, Context Clues
- Student Handbook page 13, Guess What's Next
- Student Handbook pages 14-15, Building Word Power
- Student Handbook page 16, PSAT Wrap-Up

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Previewing the PSAT Answer Key

OBJECTIVES

During this lesson, student(s) will:

- List at least two reasons for taking the PSAT, such as:
  - * Prepare for the SAT, an important part of the college applications process;
  - * Become eligible for (National Merit) scholarship money; and
  - * Find out what math and reading skills they need to work on during high school.
- Describe the procedure for signing up at school and know when the PSAT is given.
- Describe two things besides taking the PSAT that a sophomore in high school can do to prepare for future standardized tests like the SAT, such as:
  - * Read more novels, non-fiction books, and longer magazine articles.
  - * Use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.
  - * Visit vocabulary-building websites.
  - * Make learning algebra a priority, and go to tutoring if needed.

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OVERVIEW

Students learn what the PSAT is, and discover some compelling reasons for taking it. After reading a comic strip that presents some basic information about the PSAT (its purpose, how long it is, what skills it measures, and so on), you will present some skill-building strategies that can help students prepare for the reading sections of the test.

In the second lesson of this unit, students will become familiar with the format of the PSAT and will describe strategies for answering each type of question.

The third lesson of this unit covers post-high school tests. The purpose of this lesson is to help students recognize that even if they are not planning on attending college, they may be required to take standardized tests to get a job or be promoted.

[NOTE: Most four- and two-year colleges require that students submit scores from a standardized test. In almost all cases, colleges will accept either the SAT or the ACT. If high schools in your area focus on the ACT PLAN rather than the PSAT, use the alternate version of this lesson.]

PREPARATION

- ❑ Write the **BIG IDEA** and list the day's agenda on the board.
- ❑ Speak to your school counselor so that you can inform your students of the procedures for signing up for the PSAT, the official test date, and how to request a waiver for the test fee.
- ❑ Check the PSAT website (http://www.collegeboard.com/student/testing/psat/about.html) so you can update information that may change from year to year, including fees.
- ❑ Use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.
- ❑ Make an overhead transparency of **Student Handbook pages 10-11, Important PSAT Information.**

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BACKGROUND INFORMATION

During the fall of their sophomore and junior years, high school students have the option of taking the PSAT. This test has several purposes. The first is to help students practice for the SAT that they will take during their junior year, which can play a key role in college admissions. The second reason is to compete for National Merit Scholarships, which provide money toward college tuition. A third purpose is to help students identify their academic strengths and weaknesses midway through high school, so they can better focus their efforts long before they graduate. Some students do not realize that even if they are not planning to go to college, the kinds of skills that the PSAT tests come into play in other jobs they might consider.

NOTE: If students are interested in qualifying for the National Merit Scholarship, they must take the PSAT again in their junior year. Students' scores from junior year are the only ones that will be considered for the scholarship. (The only exception applies to students who are planning to graduate a year early. Those students should talk to their school counselor about qualifying for the National Merit Scholarship.)

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IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 6, Previewing the PSAT** as a DO NOW. Give the students four minutes to answer the questions. Once the students have completed their quiz, go over the answers and then begin with the discussion in the Warm Up. Note: The purpose of this exercise is to give students exposure to sample PSAT questions, not to go over the answers and strategies for each question. Let students know that next week you will review strategies for each section on the PSAT.

You may wish to write the questions below on chart paper or on the board. As each question is addressed in the lesson, you can check it off to help students keep track of what's been covered.

Questions:

1. What is the PSAT?
2. What are some reasons I should take it?
3. What is on the test?
4. How long does the test last?
5. Can you cram for the PSAT?
6. What are some ways that I can prepare for the PSAT and the SAT?

For **Activity II, The PSAT Comic Book,** you may choose to have your students read the comic in pairs. Give each pair a sticky note and instruct students to write down at least one fact they learned about the PSAT from the comic. Students can post their notes on a piece of chart paper or the board. Once all of the pairs have completed the reading, you can bring the class together to review the key information listed on their post it notes.

All activities in **Activity III, Preparing for the PSAT,** may be abbreviated for time. You may choose to use only one example of each technique, or focus on a single technique. Interested students may wish to take **Student Handbook pages 14-15, Building Word Power** with them so they can access websites from home.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Tests are an important part of school. Like them or not – and most people don't – tests not only affect your grades, but are often a good way to find out what you know, and what you don't know, about a particular subject. Imagine, for example, that you were about to be operated on in a hospital. Wouldn't you feel better knowing that your surgeon did really well on his tests than have a doctor who flunked every test he took? [Pretend to be a bumbling surgeon.] "Let me see, is this thing here the heart or the liver?! Oh, I don't know, let's just poke around with this knife-y thing and find out… (pause) Oops!"

   For the next few weeks, we're going to talk about some of the standardized tests that can have an impact on your college and career plans – what they are, why they're important, and how you can prepare for them.

2. **SAY SOMETHING LIKE:** How many of you have ever heard of the SAT?

   [Students respond.]

   The SAT is a test that many colleges use to help them compare students from many different high schools. If the college can only enroll a limited number of students, the test scores help them decide which students to accept. Students take this test in their junior or senior year of high school.

   Fortunately, it's possible to prepare for this test ahead of time. One of the ways to get ready is to take a practice test called the PSAT in your sophomore and/or junior year.

   If you've never even heard of the PSAT or the SAT, don't worry.

   Today you're going to find out a lot more about these tests. Before you leave today, you'll know the answers to these questions:

   - What is the PSAT?
   - What are some reasons I should take it?
   - What is on the test?
   - How long does the test last?

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- Can you cram for the PSAT?
- What are some ways that I can prepare for the PSAT and the SAT?

3. **SAY SOMETHING LIKE:** Now you're going to try two sample PSAT questions: one math and one reading. Read each question and use your pencil to fill in the circle beside the best answer. When you're done, we'll go over the answers. Don't worry if the questions seem hard. Next class you're going to learn strategies to help you on the PSAT.

   [Refer students to **Student Handbook page 6, Previewing the PSAT.** Give students 4 minutes to complete it. Go over the answers, having students correct their own papers.]

II. The PSAT Comic Book (15 minutes)

1. **SAY SOMETHING LIKE:** If you're worried about the PSAT, you're not alone. Many students get nervous about standardized tests like the PSAT and the SAT. But as with most tests – the more information you have about something, the more you can prepare yourself to do your best. And the more prepared you feel, the less stressed out you'll be – and the better you'll do.

   [Refer students to **Student Handbook pages 7-9, PSAT Comic Book.**]

   To find out more about the PSAT, let's have a look at a short comic strip about two high school students, Myra and Ira. Myra's a sophomore, and Ira's a junior.

   [Pick two volunteers, and have them read the comic strip together, as the class follows along in their copy. Recommend that the students read the comic strip in a theatrical way. See **Implementation Options** for suggestions.]

2. After reading the comic, **SAY SOMETHING LIKE:** Do you think Myra will take the PSAT? Why, or why not? [Students respond.]

   Before we move on, let's go over some of the important information in the Myra & Ira comic. First . . . What are three reasons for taking the PSAT? [Students respond.] *(Reasons to take the PSAT include: preparing for the SAT; becoming eligible for scholarship money for college; learning what math and reading skills you need to work on during high school.)*

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III. Preparing for the PSAT (15 minutes)

1. **SAY SOMETHING LIKE:** Like Ira said in the comic, the PSAT is not the kind of test you can cram for. You won't be asked to name two causes of the Civil War or to explain the structure of a cell because not all students take the same courses or learn precisely the same facts.

   But there are three subjects you're guaranteed to see on the PSAT – and lots of other standardized tests, like the SAT. Any idea what those three subjects are? [Students respond.] That's right – math, reading, and writing. These three subjects are key to learning all other subjects.

   [Display **Student Handbook pages 10-11, Important PSAT Information** on an overhead projector or rewrite it on chart paper. Instruct students to turn to this page in their handbook.]

   So, how can you prepare for the math portions of a test? *(Pay attention in math class! Do your homework. Ask questions. Get extra help if you need it.)*

   This is one subject that doesn't change much from school to school. So this is a really good place to put your energy if you want to perform well on standardized tests.

   How do you prepare for the reading portions of the test? Read! Anything you want… novels, biographies, magazines, newspapers, Internet articles, and more. Your big goal is to learn how writers use language, and build your own vocabulary.

2. **SAY SOMETHING LIKE:** To get the most out of your reading, it might help to think about the techniques you use to understand the rest of the world. Let me show you two techniques that are guaranteed to improve your reading power.

   The first is **context clues**, using the rest of a sentence or paragraph to figure out words you don't know. Think about the first time you saw an unfamiliar abbreviation in a text message or IM. Did you go running to the dictionary for a definition? I didn't think so! If you said something funny, and someone responded with LOL, you probably figured out that it meant . . . (*laughing out loud*). If someone typed GTG and disappeared from your screen, you probably figured out its meaning from the situation . . . (*got to go*). [Feel free to substitute current text abbreviations popular with your students for those above.] Let's see how **context clues** work in another situation.

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[Refer students to **Student Handbook page 12, Context Clues!**]

Read over the first page. It is an encyclopedia article about the great civil rights leader, Martin Luther King, Jr. You'll see that one word is printed in **bold** letters *("symbol")*. See if you can use what you already know – to figure out what the bolded word means.

[After 3 minutes,] **SAY SOMETHING LIKE:**

What does the word "symbol" mean in other situations? Name a symbol from a context other than this paragraph, for example, a symbol for peace or love.

[Allow students a chance to respond. Then explain that in this article, "symbol" means "something that stands for something else." In this passage, the words "I have a dream" make people think of Martin Luther King, Jr. and the struggle for civil rights.]

3. **SAY SOMETHING LIKE:** Now let's try another example. Turn to the next page in your handbook, where you'll find a passage from *National Geographic Explorer*. It's called "Mystery Monster" and is a first-person story about a visit to China.

   [Refer students to **Student Handbook page 12, Context Clues**.]

   Your mission is to read the second passage, "Mystery Monster," and see if you can figure out the meaning of the word in bold in the last sentence – **lichen**.

   [After 3 minutes,] **SAY SOMETHING LIKE:**

   What does the word "lichen" mean in this passage? How can you tell? *(The definition is right after the word.)*

4. **SAY SOMETHING LIKE:** Here's another technique to build your reading power. As you read, see if you can predict what's going to come next. If you're a fan of video games, this technique is nothing new. As you play, you're always on the alert for obstacles you'll need to avoid or places where bad guys may be hiding. When you're reading, you need to pay attention in the same way so you always have an idea of where the writer is "headed." You can practice this skill by guessing what the next word is going to be each time you turn the page. Let's try an example.

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[Refer students to the **Student Handbook page 13, Guess What's Next**.]

This excerpt comes from the novel *Harry Potter and The Sorcerer's Stone*. Read it silently to yourself, and see if you can figure out what words to expect when you turn the page.

[Let students read the excerpt for about 3 minutes.]
SAY SOMETHING LIKE: What word or phrase do you think might come next?

[Students make predictions; then you can read the text that actually follows: "Next morning, however, he had gotten up to find his hair…exactly as it had been before Aunt Petunia had sheared it off. He had been given a week in his cupboard for this, even though he had tried to explain that he couldn't explain how it had grown back so quickly."]

5. **SAY SOMETHING LIKE:** The final example is a quote from the famous prizefighter Mohammed Ali. Read the passage, and then raise your hand if you know the word that will be next when you turn the page.

   How did you figure it out?

   The exact word is skill. Ali, who was a very poetic speaker, uses "the skill and the will" in the second to last sentence. When he connects the last two sentences using the word 'but," he contradicts or changes what he said before. He's using "skill and will" again, but saying that one needs to be stronger than the other. Earlier in the passage, Ali clearly states his belief that one's desire or will to succeed is more important than one's physical abilities or skills.

6. **SAY SOMETHING LIKE:** One last tip: If you learn just one word a day, you'll know hundreds more by the time you take the SAT in your junior or senior year.

   [Refer students to **Student Handbook pages 14-15, Building Word Power**.]

   Check out these websites for a new word and definition each day.

   Practice these words in your writing and conversation, and you'll remember them if they turn up on tests later on.

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IV. Wrap Up: My PSAT Action Plan (5 minutes)

1. [Write the date and procedure for signing up for the PSAT at your school on the board. Have students copy the information onto their **Student Handbook page 16, PSAT Wrap-Up**.]

2. [Have students complete the remaining questions before dismissing the class.]

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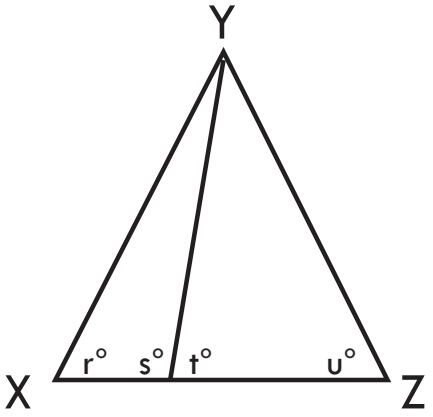
PREVIEWING THE PSAT
Answer Key

SAMPLE GRID-IN QUESTION

Directions: Read the question below and circle the correct answer.

1) If Δ XYZ above is equilateral, what is the value of r + s + t + u ?



Explanation

The correct answer is 300. Since ΔXYZ is equilateral, r = u = 60. The sum of s + t equals 180 since the two angles form a straight line. Therefore, r + s + t + u = 60 + 60 + 180 = 300.

SAMPLE ENGLISH QUESTION

Directions: Your goal is to find a grammatical error (mistake) in the following sentence. If there's no mistake, choose (E), "no error." Record your answer on the space below.

1.) In many respects (A) Anna Karenina and Emma Bovery are very similar characters, but (B) Bovary has (C) the most spirit (D) and determination. No Error (E).

Answer/Explanation:

The error in this sentence is (D): "Most" **is not appropriate when only two characters are being compared.** The appropriate form for such a comparison is "more spirit." The correct sentence reads: In many respects Anna Karenina and Emma Bovary are very similar characters, but Bovary has more spirit and determination.

SOURCE: www.collegeboard.com/student/testing/psat/prep.html

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PREVIEWING THE PSAT

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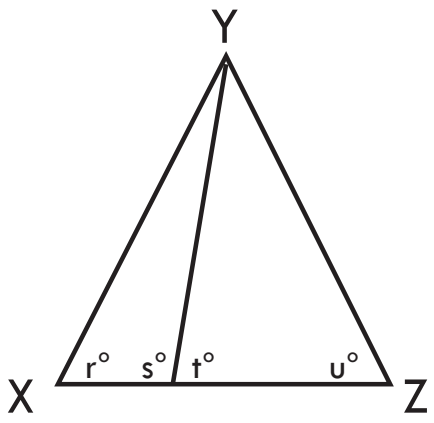

SAMPLE ENGLISH QUESTION

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1.) In many respects (A) Anna Karenina and Emma Bovary are very similar characters, but (B) Bovary has (C) the most spirit (D) and determination. No Error (E).

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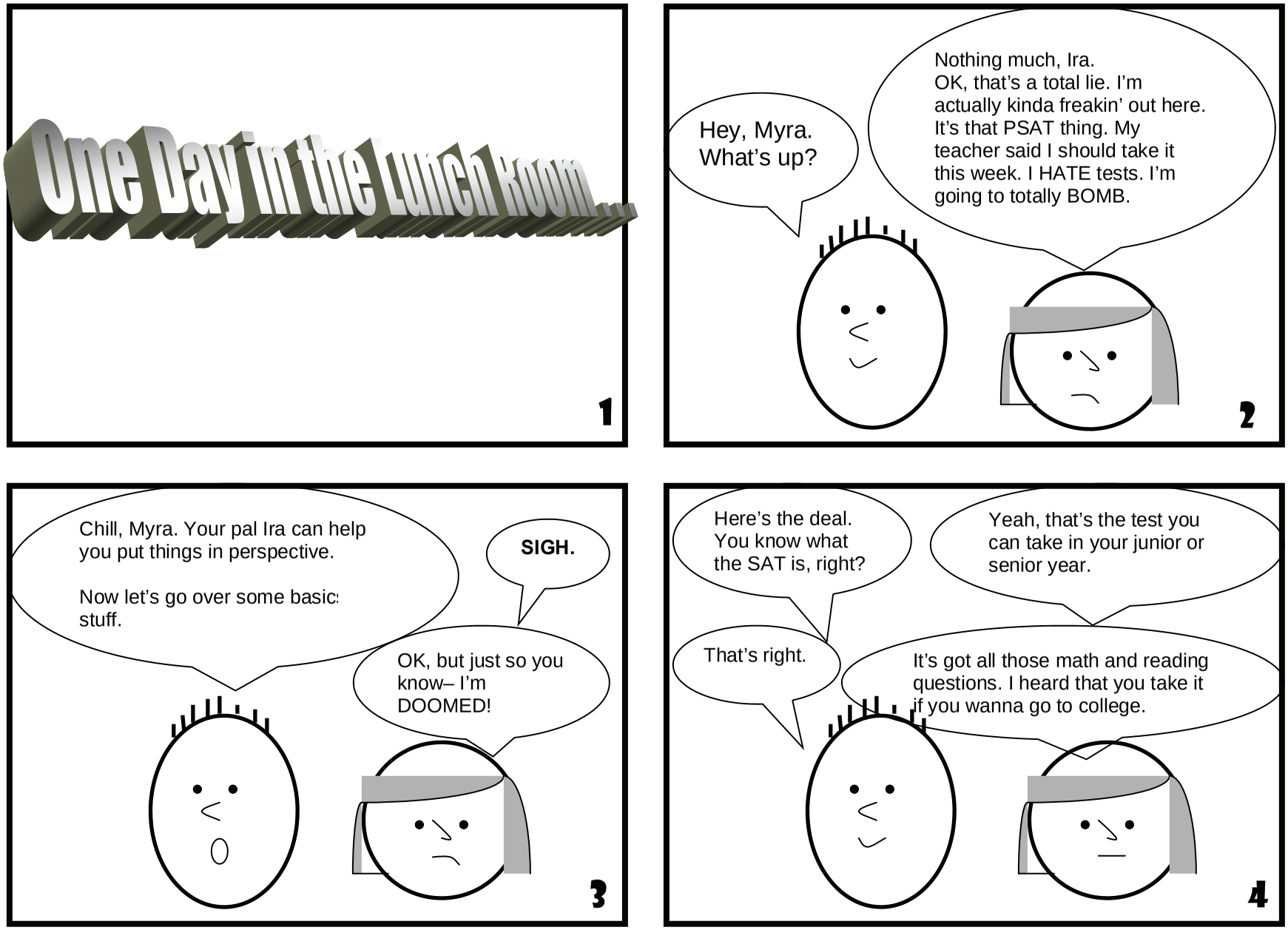
Meet Myra and Ira. She's a sophomore. He's a junior. They've been friends forever.



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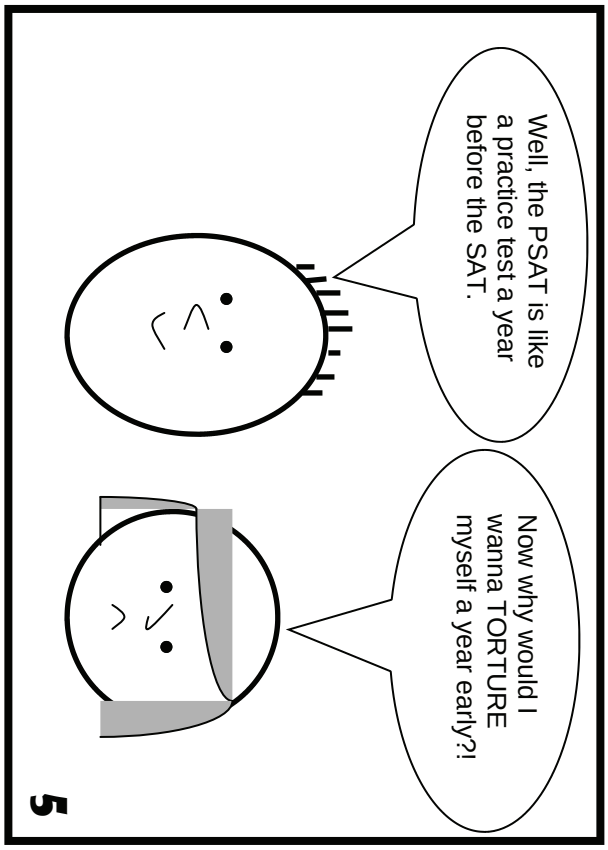

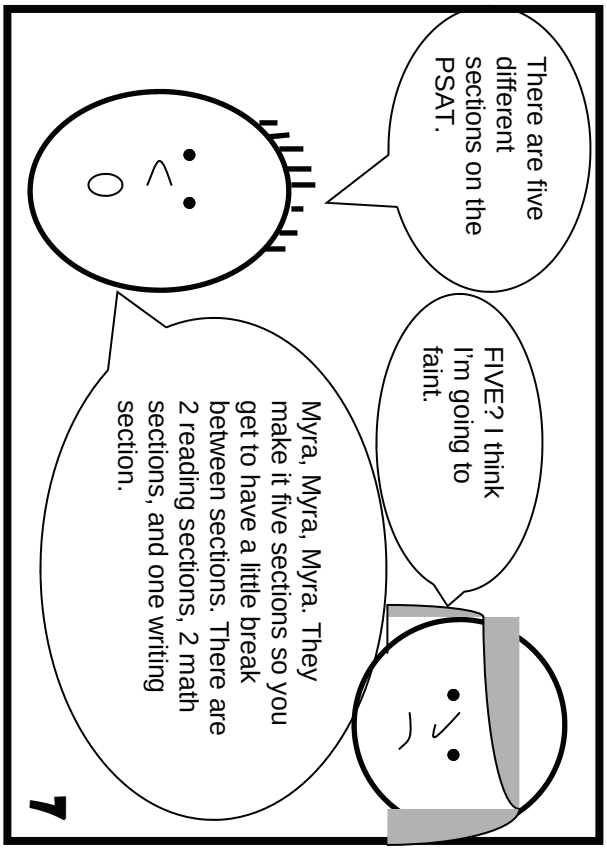

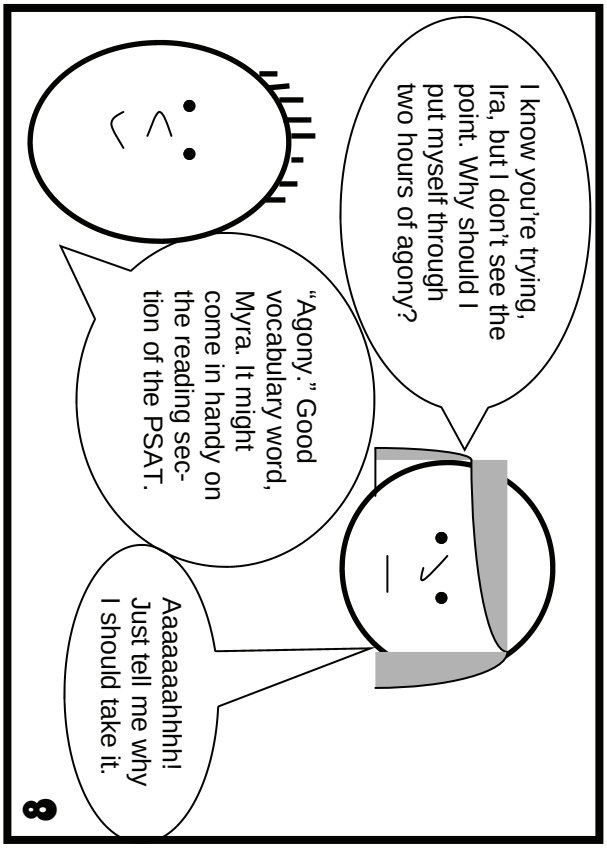

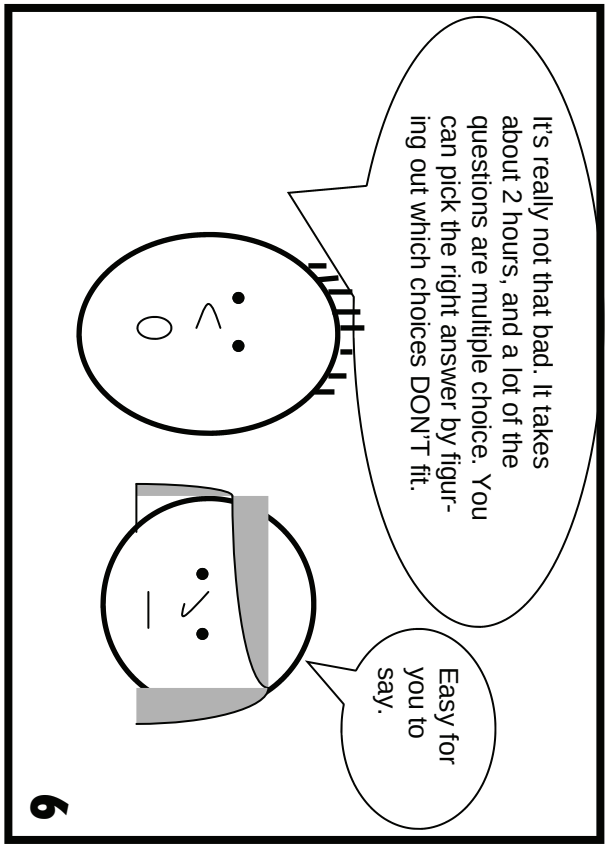

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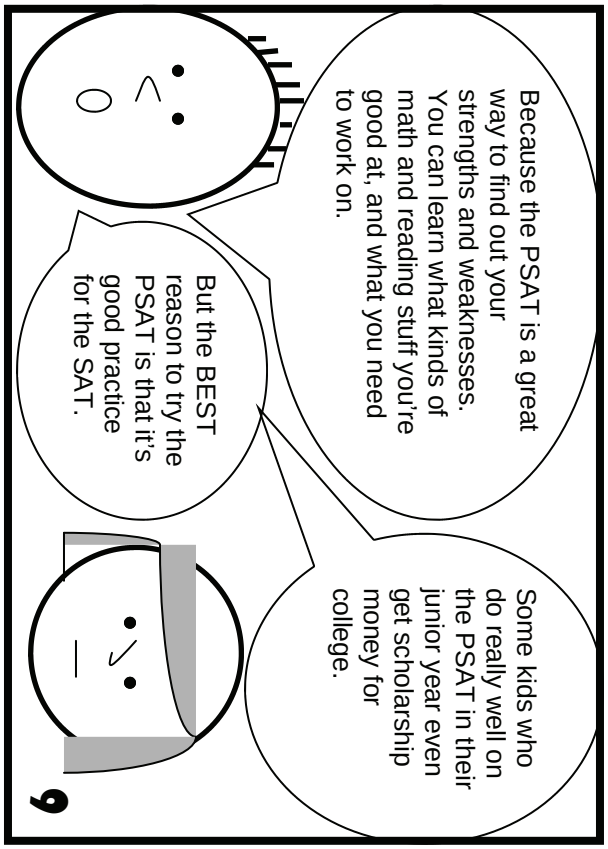

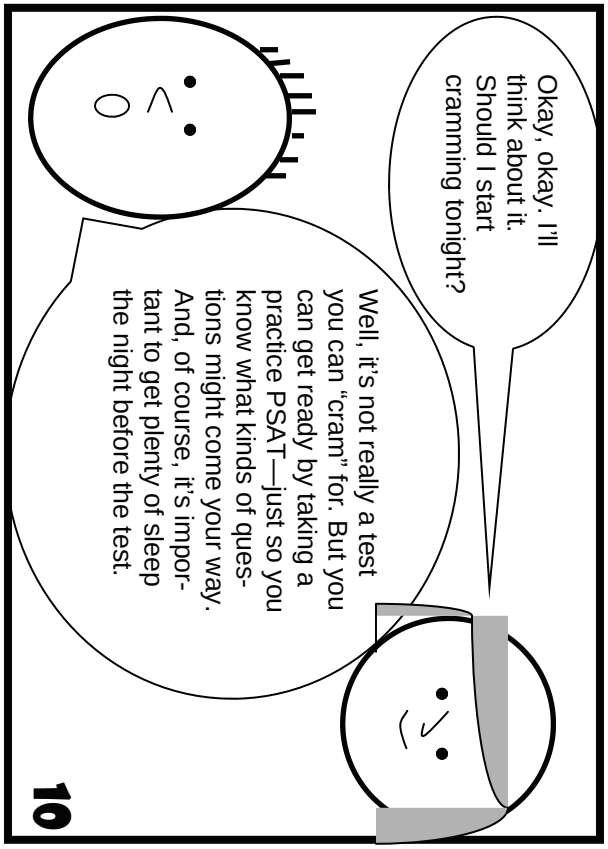

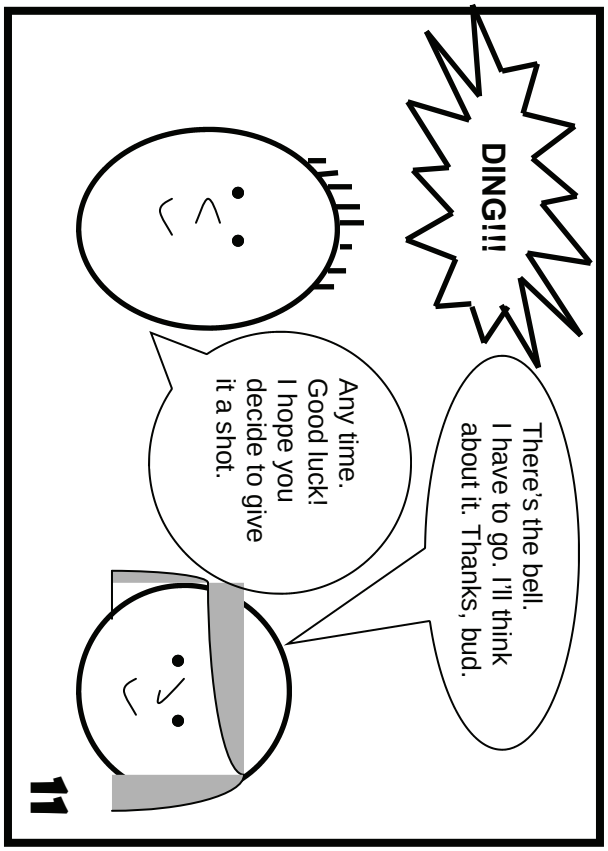

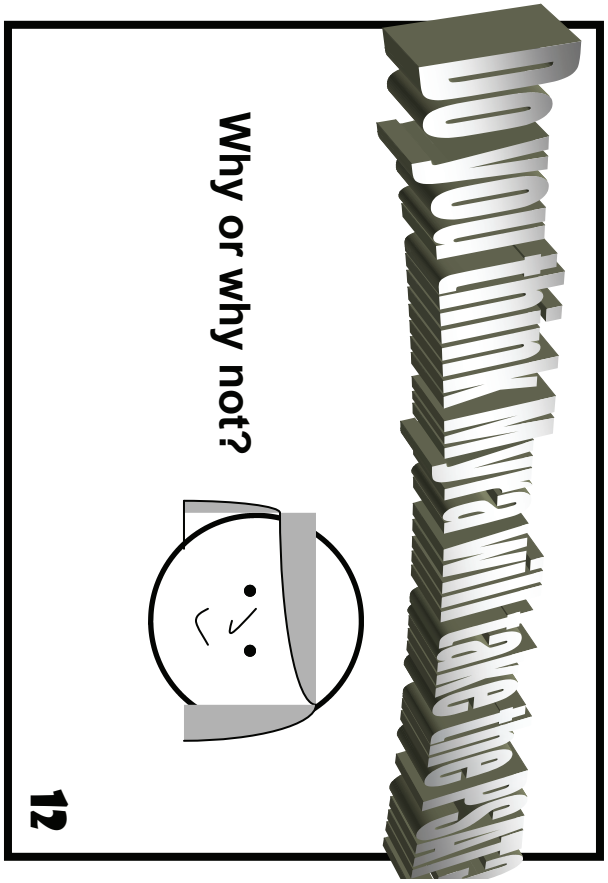

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IMPORTANT PSAT INFORMATION

What's On the Test?

The PSAT includes 5 sections:

- Two 25-minute critical reading sections
- Two 25-minute math sections
- One 30-minute writing skills section
- The entire test lasts for 2 hours and 10 minutes.

1. CRITICAL READING
   This section has 48 multiple-choice questions:
   - 13 sentence completion questions
   - 35 critical reading questions

2. MATH
   This section has 38 questions:
   - 28 multiple choice questions
   - 10 student produced responses or grid-ins.
   - Students are strongly encouraged to use a calculator for this portion.

3. WRITING SKILLS
   This section includes 39 multiple-choice questions:
   - 14 identifying sentence errors
   - 20 improving sentences
   - 5 improving paragraph questions

REGISTRATION and DATES

- The PSAT is given in the middle to end of October. Your guidance counselor will have information on the exact test date for your school.

- You must sign up for the PSAT at your school. The test is given at your high school. (There is no online registration for the PSAT.)

- The fee for the PSAT is $13. Your guidance counselor will have more information on applying for a waiver for the test fee.

SOURCE: www.collegeboard.com/student/testing/psat/about.html

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CALCULATOR USE

Important Tips:

- Take a calculator you are comfortable with.
- Don't try to use a calculator on every question.
- Practice sample questions with your calculator on hand.
- Students will not be allowed to share calculators with other students.

Calculators you are allowed to use:

- Four-function calculators
- Scientific Calculators
- Graphing Calculators

Calculators you are NOT allowed to use:

- Pocket organizers or laptop computers
- Calculator that makes noises or "talks"
- Electronic writing pad

Please check in advance of the test for the most current information.

SOURCE: www.collegeboard.com/student/testing/psat/about.html

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Context Clues

Directions: Read each passage. Then figure out the meaning of the **vocabulary word** by using the words before and after it.

Martin Luther King Jr.

"I still have a dream. It is a dream deeply rooted in the American dream...a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

These were the words of Martin Luther King Jr., a black Baptist minister, speaking at the Lincoln Memorial in Washington, D.C. The occasion was the largest civil rights rally in the history of the United States. More than 200,000 people filled the grassy area around the monument on that sizzling August day in 1963. Since that day the words "I have a dream" have become the **symbol** of Martin Luther King Jr., and his nonviolent efforts to secure justice for black Americans.

- **What does the word "symbol" mean in the above paragraph?**

_____

Mystery Monster

Later, many villagers are sitting around an outdoor fire. I join them. They tell me about their forest home. They tell me about some of the animals that live there.

I learn about a legendary creature. It is a large animal that looks like a man. It has long brown fur and big fangs. They seem afraid of it.

The description sounds familiar, though. I take out a book and show them a picture. It's of the animal they are talking about. It is the rare and beautiful snub-nosed monkey. . .

I tell the villagers that the snub-nosed monkey is the only monkey that lives in these cold mountains. I also tell them that it eats **lichen**, a kind of moss-like plant.

- **What does the word "lichen" mean in the above paragraph?**

_____

Martin Luther King excerpt from Grolier's The New Book of Knowledge, which appears on Scholastic.com

http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=mlk

Mystery Monster excerpt from "People of the Misty Mountains" an article from National Geographic Kids

http://magma.nationalgeographic.com/ngexplorer/0701/articles/mainarticle.html

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GUESS WHAT'S NEXT

Directions: Read each passage, and see if you can figure out what word would come next.

Harry Potter And The Sorcerer's Stone

"The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn't make them happen.

Once, Aunt Petunia, tired of Harry coming back from the barbers looking as though he hadn't been at all, had taken a pair of kitchen scissors and cut his hair so short he was almost bald except for his bangs, which she left "to hide that horrible scar." Dudley had laughed himself silly at Harry, who spent a sleepless night imagining school the next day, where he was already laughed at for his baggy clothes and taped glasses. Next morning, however, he had gotten up to find his hair . . ."

- **What word or phrase do you think will appear at the top of the next page?**

_____

Mohammed Ali

"Champions aren't made in gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the . . ."

- **What word or phrase do you think will appear at the top of the next page?**

_____

Harry Potter excerpt from Harry Potter and the Sorcerer's Stone by J.K. Rowling, Scholastic Inc., 2008

Mohammed Ali's excerpt from Quotation Collection http://www.quotationcollection.com/quotation/14/quote

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Building Word Power

Want to build your reading power? Learn a new word each day at any of these websites!

http://education.yahoo.com/college/wotd/

Yahoo's WOTD (Word of the Day) has links to a dictionary and thesaurus.

SAMPLE:

rationale (noun)
• DEFINITION: an underlying reason or explanation
• EXAMPLE: At first, it seemed strange that several camera companies would freely share their newest technology; but their rationale was that offering one new style of film would benefit them all.
• SYNONYMS: account, excuse

http://www.number2.com/exams/sat/daily/word/

This site has a word of the day and lots of other free test prep info.

SAMPLE:

adhere (verb)
• To stick fast or cleave; to hold, be attached; to be in accordance; to agree. • In the Middle Ages, those who refused to adhere to the teachings of the church were sometimes condemned as heretics.

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http://www.nytimes.com/learning/students/wordofday/index.html

From the *New York Times*, this website tells you how many times this word has appeared in recent newspaper articles and gives you an example of its use.

SAMPLE:

gregarious (adjective)	
1.	**a:** tending to associate with others of one's kind : SOCIAL **b:** marked by or indicating a liking for companionship : SOCIABLE **c :** of or relating to a social group
2.	**a:** of a plant : growing in a cluster or a colony **b:** living in contiguous nests but not forming a true colony -- used especially of wasps and bees

EXAMPLE FROM THE NEW YORK TIMES

The word gregarious has appeared in 122 Times articles over the past year, most recently in **"Intrigue on an Ill-Fated Train, Moscow-Bound"** on July 18, 2008.

..."Transsiberian" is a handsomely remodeled variation of a cherished genre you might call the mystery-train movie. Updated by the director Brad Anderson ("The Machinist"), who wrote the screenplay with Will Conroy, it skillfully manipulates familiar tropes: innocents abroad, ominous glowering foreigners, conspiracy and duplicity, erotic intrigue. Until it fizzles in an anticlimactic train crash, it is extremely entertaining...

...Into this human clutter arrive Roy (Woody Harrelson) and Jessie (Emily Mortimer), a naïve American couple returning to the United States from China where they have been teaching English as part of a church-sponsored charity program. There are ominous portents. Early in the trip they are regaled with the story of a passenger from whom a corrupt Russian policeman extorted thousands of dollars and cut off two toes because the name on his passport was misspelled.

Roy is a chirping parody of the **gregarious** American abroad. Jessie, an amateur photographer, is a reformed bad girl with a history of drug and alcohol abuse. Roy met her when she had hit rock bottom and stood by her during her recovery...

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PSAT Wrap-Up

1. Date the PSAT is given at my school: _____

2. How do I sign up for the PSAT?

_____

_____

3. If I have more questions about the PSAT, who should I ask?

_____

_____

4. List 2 reasons for taking the PSAT.

_____

_____

5. List 2 things you can do right now to help prepare for the PSAT and SAT.

_____

_____

For more info, check out:

https://secure.ihaveaplaniowa.gov/College_Planning/Test_Prep/Test_Prep.aspx

http://www.collegeboard.com/student/testing/psat/about/bulletin.html

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Psyching Out the PSAT

The BIG Idea

- What kinds of questions will I find on the PSAT, and what strategies should I use to answer them?

AGENDA

Approx. 45 minutes

I. Warm Up: "Guess My Birthday!" (5 minutes)

II. Play "Bull's Eye! the PSAT Game Show" (35 minutes)

III. Wrap Up (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 17-30, "Bull's-Eye! The PSAT Game Show"
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW, Taking Tests 2: Psyching Out the PSAT
  - Facilitator Resource 2, "Bull's-Eye! The PSAT Game Show" Answer Key
  - Facilitator Resource 3, Test Strategies
  - Facilitator Resource 4, "Bull's-Eye! The PSAT Game Show" Score Card
- ❑ White board, dry erase marker, and eraser for each pair (or Student Response Cards labeled A, B, C, D, and E)
- ❑ Blank paper [for the Student-Produced Response Math questions]
- ❑ Sharpened pencils
- ❑ Small prizes (if you're rewarding Bull's-Eye winners)
- ❑ Timer
- ❑ Calculators

OBJECTIVES

During this lesson, student(s) will:

- Become familiar with the format of the PSAT (5 sections), and learn that it tests students' knowledge of reading, writing, and math skills.
- Describe strategies for answering at least two types of questions on the PSAT.
- Explain how to figure out when it is better to take an educated guess on a standardized test question, and when to leave it blank.

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OVERVIEW

By participating in a mock game show, students get a taste of the kinds of reading, writing and math questions they might encounter on the PSAT. During this activity, you will present strategies for tackling each kind of multiple-choice question, and offer advice on when it is smart for students to make an educated guess and when it's better to skip a question and move on.

PREPARATION

- ❑ Write the **BIG IDEA** and the day's agenda on the board.
- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 17-30, "Bull's-Eye! The PSAT Game Show"**
  - **Facilitator Resource 1, DO NOW**
  - **Facilitator Resource 3, Test Strategies**
- ❑ Make one copy, per class, of the **Facilitator Resource 4, "Bull's-Eye! The PSAT Game Show" Score Card.**
- ❑ Try out IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.
- ❑ You may wish to visit http://www.collegeboard.com/student/testing/psat/about.html for a complete discussion of preparing for the PSAT and additional practice test questions.
- ❑ Pair students for the PSAT Bull's Eye Game. You should pair up academically stronger students with students who need more support.

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IMPLEMENTATION OPTIONS

IMPLEMENTATION OPTIONS DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. If you have to answer 13 questions in 25 minutes, about how much time do you have to answer each question?
2. What are some things you can do to make sure you have enough time to answer all the questions on the PSAT?
3. Prediction question: Should you guess on the PSAT if you have no clue what the answer is? What if you could narrow down the answer to three out of five options, would you guess then? Explain your answer.

[Give the students 3 minutes to answer these questions. Then start with the discussion in the Warm Up as written. Call on students to volunteer their answers when they are directly addressed in the discussion.]

Only 5 minutes have been allotted for examples and discussion of each of seven types of PSAT questions. If you run short of time, the even-numbered questions (second example of each type) may be omitted. Detailed explanations of test question answers aren't necessary. Focus on the strategies for each section. If students seem to want more detailed explanations for a section, brainstorm who they could get help from. For example, if students struggle with the math questions you may want to suggest that they ask their math teacher for help.

One Facilitator chose to make a PowerPoint for **"Bull's-Eye! The PSAT Game Show,"** with a slide for each question.

You may choose to have a student in each class keep track of each team's points, using **Facilitator Resource 4, Bull's-Eye! The PSAT Game Show" Score Card.**

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ACTIVITY STEPS

I. WARM UP: "Guess My Birthday!" (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we talked about some reasons to take the PSAT. This week, we're going to have a look at the kinds of questions you'll find on the test and some strategies for answering them.

   Before we get started, let's talk about two things that are important to know when taking any standardized test.

   - How do I make sure I have enough time to answer all the questions?
   - Should I guess if I'm not sure of an answer?

   [These questions should be written on the board, overhead transparency, or chart paper.]

   Let's talk about the first question: "How do I make sure I have enough time to answer all the questions?" One way to do this is to take a practice test and get a feel for how quickly you need to work. The other is to figure out how much time you have for each question. For example, if you'll be expected to do 28 questions in 25 minutes, you know you need to answer each question in a little less than a minute.

   Let's try another example. If you had to answer 13 questions in 25 minutes, how much time should you spend on each question?

   [Give the students 30 seconds to figure this out. Then call on a volunteer to give the answer (*a little under 2 minutes*). You may want to work this problem out on the board, overhead projector, or chart paper to assist struggling students. NOTE: If your students completed the DO NOW, skip the second example, which has already been answered.]

   If you're finding a particular question a real struggle, what should you do? [Allow students to respond. (*Answer: Skip it and come back to it at the end, if you have more time.*)]

   The second question is more difficult: "Should I guess if I'm not sure of an answer?" The answer is … "It depends." That's because when the PSAT is scored, you get one point

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for each right answer, but you lose a quarter of a point for each wrong answer. If you skip a question, and leave it blank—then you don't get any points for it, but you don't lose any points either. The experts advise guessing only when you can take an "educated" guess. Let's see how this works.

[On chart paper, white board, or an overhead transparency, write down the points earned and deductions for right, wrong and skipped questions. See chart below.

Cover up the "Points earned/deducted" side with a black piece of paper. Once you have gone over this information, ask students to recall the different values for each section (right, wrong, or skipped). Then remove the paper so students can check their answers.]

You got the question:	Points Earned/Deducted
Right	+ 1 pt
Wrong	– $^{1}/_{4}$ pt
You Skipped It	O pt

Let's try an experiment with a pretend, totally bogus, fake PSAT question.

[Write on board.]

When is my birthday?
(A) January 15
(B) April 15
(C) July 15
(D) October 15
(E) February 15

[If there are students who know your actual birthday, tell them you've picked a new one for the purposes of this test. Read the question and the five choices aloud.]

SAY SOMETHING LIKE: Write your answer on a piece of paper. [If students are protesting that they can't possibly guess, acknowledge that it's a hard choice when they have no info to go on.]

Raise your hand if you think you have the right answer. [Students respond.]

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Now, raise your hand if you think you probably have the wrong answer [Students respond.]

Look at these five dates on the board, as I give you a clue about my birthday. . . Okay, here's the clue: My birthday is NOT during the winter time.

Now that you have this information, can you eliminate any of the choices? In other words, can you figure out if any of these five choices are definitely NOT the answer?

[Help students eliminate choices "A" and "E" both of which fall during the winter. Put a line through these choices to indicate they are wrong.]

Only three choices remain. You have a one in three chance of getting it right. Take another guess: When is my birthday?

Let's take another poll. Raise your hand if you think you have the right answer. [Students respond.]

Now, raise your hand if you think you probably have the wrong answer. [Students respond.]

Now, another clue: My birthday is NOT during the spring time. Which of the three remaining choices can you eliminate?

[Help students eliminate choice "B" since April falls during the spring time. Put a line through this choice to show that it is wrong.]

Let's take another poll. Raise your hand if you think you have the right answer. [Students respond.]

Now, raise your hand if you think you probably have the wrong answer [Students respond.]

[Smile then say,] Okay, one more BIG clue about my birthday. During my birthday month, kids dress up in scary costumes and go trick-or-treating.

Look at the answers and take another guess: When is my birthday?

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Raise you hand if you think you have the right answer. [Students respond – probably all raising their hands.] And now, raise your hand if you think you have the wrong answer. [Students respond – probably no one will raise his/her hand.]

[Circle the right answer – in this example: (D) October 15.]

2. **SAY SOMETHING LIKE:** So, as you can see, when you can figure out which answers are WRONG, it's worth taking a guess because your chances of being right are better than if you took a wild guess. On the PSAT, wild guesses are not a good idea. Better to leave some questions blank. You can still do very well on the PSAT without answering every question right. But if you can eliminate an answer or two, it's ok to guess.

II. Play "Bull's-Eye! The PSAT Game Show" (35 minutes)

1. **SAY SOMETHING LIKE:** The PSAT is divided into five sections. Who can remember from last class, what subjects are tested on the PSAT? (Allow students to respond- *Reading, Math and Writing*.) There are two reading sections, two math sections, and one multiple-choice writing section. Today, we're going to take a look at the kinds of questions you'll find on the PSAT. You'll be working with a partner to solve each problem.

   Here is how the game will work. I am going to assign each of you a partner. You and your partner will complete two practice questions from each section on the PSAT. I'm going to put a question on the overhead, and you are going to work with your partner to figure out the answer. You also have all the questions listed on **Student Handbook pages 17-30, "Bull's-Eye! The PSAT Game Show."** Before we begin each section, I will tell you how much time you will have to complete the question. I will be keeping track with my timer. When you hear the timer start beeping, you need to put your pens/pencils down immediately. Groups who continue to work after the allotted time will not be awarded points for that question.

   I will then ask one person from each pair to hold up your white board (or response card) so I can see your answer. All teams with the right answer get one point each.

   While I am excited to see if you got the right answer, today it's more important to explain how you figured it out. For each question, one team with the right answer will be chosen to explain how they got the answer. I will only select pairs who have worked well together. You need to talk and work out the problem with your partner. If your explanation makes sense, your pair will get five bonus points.

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[Explain how the score will be tracked. See **Implementation Options** for a suggestion on keeping score. Divide the class into pairs. Give each pair of students a white board, eraser, and erasable marker, or a set of Answer Response cards, each with the letters A through E.]

[NOTE: Feel free to award prizes at the conclusion of the game, or eliminate points altogether if competition will make it difficult for your students to focus on the explanations.]

[Place the transparency of **Student Handbook pages 17-30, "Bull's Eye! The PSAT Game Show"** on the overhead projector, and instruct students to turn to that page in their handbook. Use a piece of paper to cover all but one question so the students can focus on just one question at a time. Use **Facilitator Resource 2, "Bull's-Eye! The PSAT Game Show" Answer Key** to work through the sample test questions, explanations, and strategies.]

III. WRAP UP (5 minutes)

[Thank students for playing "Bull's-Eye!". Tell them that if they would like to get some more practice, they can use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab:
https://secure.ihaveaplaniowa.gov/College_Planning/Test_Prep/Test_Prep.asp

They can also go to the PSAT Web site:

http://www.collegeboard.com/student/testing/psat/prep.html]

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DO NOW

Taking Tests 2: Psyching Out the PSAT

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. If you have to answer 13 questions in 25 minutes about how much time do you have to answer each question?

_____

_____

2. What are some things you can do to make sure you have enough time to answer all the questions on the PSAT?

_____

_____

_____

3. Prediction question: Should you guess on the PSAT if you have no clue what the answer is? What if you could narrow down the answer to three out of five options, would you guess then? Explain your answer.

_____

_____

_____

_____

_____

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"Bull's-Eye! The PSAT Game Show" Answer Key

Test-taking strategies have been adapted from the College Board's website:
http://www.collegeboard.com/student/testing/psat/prep.html

[**Note: The explanations for each question are intended as resources for you. If the students' explanations for the questions are adequate, please feel free to skip reading the explanations. If the students are unclear, you can use the explanations to clarify the question.**

For each type of question, tell the students to write down two strategies that will be most helpful to them.]

READING SECTION

Each of the two reading sections on the PSAT lasts 25 minutes.

Sentence Completion

The first type of reading question is Sentence Completion, and, as you might expect, the goal is to complete a sentence by picking the best of five choices. There are 13 questions of this type. **Sentence Completion** questions measure how well you know the meanings of different words, and test your ability to put different parts of a sentence together so they fit logically. Give the students 2 minutes to complete each question.

1. The addition of descriptive details to the basic information serves to _____ the book by producing a fuller account.

(A) ❑ invalidate

(B) ❑ diminish

(C) ❑ objectify

(D) ❑ celebrate

(E) ❑ enrich

- **EXPLANATION OF QUESTION 1:**

The correct answer is (E), enrich. The addition of descriptive detail to basic information is something that most likely would expand, enhance, or enrich a book; this interpretation is reinforced by the conclusion of the sentence, which refers to "a fuller account" as the result of that addition.

SOURCE: Test questions, explanations, and strategies excerpted and adapted from
www.collegeboard.com/student/testing/psat/prep.html

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2. Although some think the term "bug" and "insect" are _____, the former term actually refers to _____ group of insects.

(A) ❑ parallel -- an identical

(B) ❑ precise -- an exact

(C) ❑ interchangeable -- a particular

(D) ❑ exclusive -- a separate

(E) ❑ useful -- a useless

- **EXPLANATION OF QUESTION 2:**

The correct answer is (C), Interchangeable – a particular. The word "although" at the beginning of the sentence indicates that the two parts of the sentence contrast with each other. Choice C is correct because it presents a situation where most people think of the two terms as interchangeable (can be substituted for each other), but the first of the two terms, bugs, actually refers to specific (or particular) types of insects.

- **STRATEGIES:**

1) Read the sentence to yourself. Before you look at the five choices, say to yourself, "What word might finish this sentence?"

2) Read the sentence, and try putting each of the five choices in the blank. Which one makes the most sense?

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Passage-Based Reading

American Indians are often thought of as one group, but they do not constitute a single, unified ethnic grouping. There are literally hundreds of cultural and linguistic—that is, ethnic—distinctions: the Navajo of Arizona, for example, have little in common with the Mohawks of New York. The Inuits and the Aleuts of Alaska are categorized as American Indians, but they are ethnically distinct from each other and from the American Indians of the contiguous states as well. It is estimated that from 300 to 550 different American Indian languages were in use in North America before European colonization; about 150 are still spoken today.

While the Ingalik language and culture differ from those of the Seminoles, there is a general history that all American Indians have in common: an origin in the prehistoric past somewhere in northeast Asia (their immigration to the Western Hemisphere, over a period of thousands of years, was an event so remote that evidence of it is lost in the strata of ancient rock or ice deposits) and, in more recent centuries, confrontation with European explorers and settlers followed by extreme social and economic discrimination by the European Americans.

For all American Indians, an integrated way of life was irrevocably upset by the arrival of Europeans and their expropriation of the land. The trauma of culture conflict had its origins in the very first contacts between the Europeans, who could not comprehend the American Indians' attitude toward land as an everlasting resource for common use, and the American Indians, who could not comprehend the notion of land as private property that could be sold and lost forever.

Most estimates of American Indian population at the time of the European arrival hover around the one million mark. However, for a number of reasons it is believed likely that the population might have been two or more times that. The Europeans introduced not only conflicting ways of life, but diseases to which the American Indians had no resistance, and whole populations died. By 1860 there were only about 340,000 American Indians in the contiguous states and by 1910 some 220,000. Improvement in medical care even on remote reservations at about that time resulted in a decline in the death rate, and the American Indian population started to grow. The Census Bureau records that from 1950 to 1970 this population more than doubled, from 357,000 to 793,000.

3. The author indicates that the **trauma of culture conflict** initially resulted from the

- **(A)** ❑ migration of American Indians from northeast Asia to the Western Hemisphere
- (B) ❑ linguistic and cultural differences between the various American Indian groups
- (C) ❑ extreme social and economic discrimination practiced by European Americans
- (D) ❑ different attitudes toward land held by Europeans and American Indians
- (E) ❑ decline of the American Indian population after the arrival of the Europeans

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- **EXPLANATION OF QUESTION 3:**

The correct choice (D) locates the origin of the conflict in differing attitudes toward land — like the sentence in the passage. Since the "trauma of culture conflict" refers to the conflict between European culture and American Indian culture, choices (A), (B), and (E) can be eliminated. (C) refers to the conflict between the Europeans and the American Indians, but not the origins of the conflict according to the author.

4. As used in the paragraph above, the word **common** most nearly means

(A) ❑ coarse

(B) ❑ familiar

(C) ❑ mediocre

(D) ❑ plain

(E) ❑ shared

- **EXPLANATION OF QUESTION 4:**

The correct response is (E) shared. In this question you have to choose the meaning of "common" that best fits the way it is used in the passage. In this passage, the Indians view land as a resource to be shared by all members of the community. You know that because it is the opposite of the Europeans view of land as private property.

- **STRATEGIES:**

1) You may find it helpful to read the questions first to get an idea of what to look for. Or, you may prefer to read the passage and try to answer the questions.

2) Read each passage and any accompanying information carefully. Follow the author's reasoning and be aware of features such as assumptions, attitudes, and tone.

3) You may find it helpful to mark the passages as you are reading, but don't spend too much time making notes.

4) Read each question and all the answer choices carefully.

5) Select the choice that best answers the question asked. Don't select a choice just because it is a true statement.

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MATH SECTION

The PSAT has math questions that test your basic understanding of algebra, geometry, data analysis, measurement, probability and statistics. So, you definitely want to pay attention in math class, do your homework, and ask your teacher questions if you don't understand something. The first part of the math section has 28 multiple-choice questions. Give the students 1½ minutes to complete each question.

Explain to the students that some of the math questions are very difficult and we may not be able to explain all of the answers. Brainstorm with the students where they can go for help. (Math teacher, after school tutorials, etc.)

Multiple-Choice

5. If n is an odd integer, which of the following must be an odd integer?

(A) ❑ $n - 1$

(B) ❑ $n + 1$

(C) ❑ $2n$

(D) ❑ $3n + 1$

(E) ❑ $4n + 1$

- **EXPLANATION OF QUESTION 5:**

The correct response is (E), $4n + 1$. Choice E states $4n + 1$. Since we know that n equals an odd integer let's replace it with 3, to keep it simple. 4 multiplied by 3 equals 12. If I add 1 to 12, I get 13. Since the question asked for an odd integer, choice E is the right response.

Below are reasons for why the other choices are incorrect. You DO NOT need to explain all of this reasoning. If you find that you have more time and your students want a more detailed answer, you may want to use the explanation below.

If n is an odd integer, like 3 or 5, if you add one or subtract one from it you will get an even number. This eliminates choices 1 and 2. Choice C is eliminated because any integer multiplied by 2 will be an even integer. Choice D cannot be correct because it states 3n-1. Since we know that n is an odd integer let's replace it with 3, keep it simple. 3 multiplied by 3 equals 9. If I take 1 away from 9, I am left with 8 and 8 is an even number.

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6. Two seniors, Abby and Ben, and two juniors, Cathy and Dave, are to be assigned to three lockers, #46, #47, and #48. Below are three rules that must be followed before the lockers can be assigned.

* All 3 lockers are to be assigned

* Abby and Ben cannot share a locker with each other.

* A senior cannot share a locker with a junior.

The locker assignments of all four students can be determined from the assignments of which of the following pairs?

I. Abby and Ben

II. Ben and Cathy

III. Cathy and Dave

(A) ❑ I only

(B) ❑ II only

(C) ❑ III only

(D) ❑ I and II only

(E) ❑ I, II, and III only

- **EXPLANATION OF QUESTION 6:**

(You may want to draw three lockers numbered 46, 47, and 48 on the board, chart paper or an overhead transparency before starting to explain this question.)

The correct response is (D), I and II only. In the rules you know that all three lockers have to be assigned. You are also told that Abby and Ben cannot share a locker. Since they need two different lockers, two out of the three original lockers are now occupied. The last rule states that a senior cannot share a locker with a junior. Both Abby and Ben are seniors and Cathy and Dave are both juniors. So Cathy and Dave are unable to share with either Abby or Ben. This means that Cathy and Dave have to share lockers with each other.

<u>Below are reasons for why the other choices are incorrect:</u>

In choice I, if you assign Abby and Ben to their lockers, the last one left has to go to Cathy and Dave to share. Don't be fooled by this choice, because there is at least one more that will work. In choice II, If you assign Ben to one locker and Cathy to another, you know that Dave has to be in the locker with Cathy and that Abby has to be in the locker that was not assigned yet. In choice III, you can assign Cathy and Dave to one locker, say #46. You have #47 and #48 left. You have no information about which locker number will be Abby's and which will be Dave's. So Choice III is an incorrect answer. This is why response (D) is the correct response.

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STRATEGIES:

1. Look at the answer choices before you begin to work on each question.
2. Read each question carefully, even if it looks like a question you don't think you can answer. Don't let the form of the question keep you from trying to answer it.
3. If your answer isn't among the choices, try writing it in a different form. You may have the same answer in a different mathematical format.

Student-Produced Response

The second math section asks for "Student-Produced Responses." There are 10 questions in this section. For this type of question, there are no multiple-choice answers to choose from. You have to come up with the answer to the problem on your own, and write it on the answer sheet. There's no penalty for guessing in this section. Give each student 2½ minutes to complete each question.

7. How many different three-digit numbers between 100 and 1,000 have 5 as the tens digit?

- **EXPLANATION OF QUESTION 7:**

The correct response is 90. In the 100's, the numbers with 5 as the ten digits are 150, 151, 152,…., 159 (ten numbers). Also, there will be 10 such numbers in the 200's, 300's, all the way up to the 900's. Therefore, you multiply 10 X 9 and you get 90 three-digit numbers between 100 and 1,000 that have 5 as the tens digit.

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8. The results for three candidates in an election are shown in the table above. If each voter voted for exactly one candidate, what is the fewest number of voters who would have had to vote differently in order for Candidate Z to have received more votes than Candidate X?

RESULTS OF AN ELECTION	
Candidates	**Number of Votes**
x	7,400
y	2,375
z	5,250

- **EXPLANATION OF QUESTION 8:**

The correct answer to this question is 1076.

For this question, let k be the number of voters who changed their vote. Since you want to make k as small as possible, the k voters should come from those who voted for Candidate X. To determine an answer to the problem, you would need to solve the inequality $5{,}250 + k > 7{,}400 - k$. Solving this inequality yields $2k > 2150$ or $k > 1075$. Therefore, 1,076 voters who had voted for Candidate X would have to change their vote and vote for Candidate Z in order for Candidate Z to receive more votes than Candidate X. The correct answer to this question is 1076.

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- **STRATEGIES:**

1) Since answer choices aren't given, a calculator may be helpful in avoiding careless mistakes on these questions.

2) Write your answer in the boxes above the grid. The dot stands for a decimal point. The slash would be used to show a fraction, like 3/4.

3) Do not worry about which column to begin gridding the answer. As long as the answer is gridded completely, you will receive credit.

4) Some questions may have more than one right answer.

[After you have gone over the strategies for Student-Produced Response questions, put the "Math Section: Student Produced Response Practice Grids" of **Student Handbook page X, "Bull's Eye: The PSAT Game Show"** on an overhead, or copy onto chart paper. Direct students' attention to the "Math Section: Student Produced Response Practice Grids" of **Student Handbook page X, "Bull's Eye: The PSAT Game Show**." Explain to the students that on the real test, they may get an answer that seems difficult to grid in the boxes. (See next page for "Student Produced Response Practice Grids Answer Key")]

- **Explanations for each GRID IN question:**

1. This question has the students recording dollars and cents. There is no place on the grid for dollar signs, so the students leave off the dollar sign and grid in the actual number. Putting the decimal point in the right spot is important.

2. This question has the students recording a mixed fraction, meaning a whole number with a fraction [2 (whole number) and 1/3 (fraction)]. Since there is no way to grid this in, student's need to turn it into an improper fraction, like 7/3. Note the correct way to grid the slash that shows that this is a fraction.

3. This question addresses a repeating number. Since the students have only a limited number of boxes, they will just fill in the number 4 three times.

4. This question addresses percents. Since there is no percent symbol in the grids, the students need to turn the percent into a decimal. To do this, move the decimal place over two places to the left. (20% becomes .20, but zeros after the decimal place do not need to be filled in.)

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Math Section: Student Produced Response Practice Grids Answer Key

1. $1.75

2. 2 1/3

3. .44444…..

4. 20%

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WRITING SECTION

There are three kinds of writing questions—all multiple choice. Today we're going to look at the first two kinds of questions. Give each student 2 minutes to complete each question.

Identifying Errors

There are 14 questions on this part of the test. Your goal is to find a grammatical error (mistake) in each sentence. If there's no mistake, choose (E), "no error."

9. The starling is such a pest in rural areas that it has become necessary
A B
to find ways of controlling the growth of their population. No error.
C D E

- **EXPLANATION OF QUESTION 9:**

The error in this sentence is (D), of their. The pronoun "their" in the phrase "of their" should be "its" because the pronoun refers to the singular noun "starling." The correct sentence reads: **The starling is such a pest in rural areas that it has become necessary to find ways of controlling the growth of its population.**

10. Air pollution caused by industrial fumes has been studied for years, but only
A B
recently has the harmful effects of noise pollution become known. No error.
C D E

Source: www.collegeboard.com/student/testing/psat/prep.html

- **EXPLANATION OF QUESTION 10:**

The error in this sentence is C: the verb "has" (which is singular) does not agree in number with the noun "effects" (which is plural). The correct sentence reads: **Air pollution caused by industrial fume has been studied for years, but only recently have the harmful effects of noise pollution become known.**

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- **STRATEGIES:**

1) Read the entire sentence carefully but quickly.

2) Look at choices (A) through (D) to see whether anything needs to be changed to make the sentence correct.

3) Don't waste time searching for errors. Mark (E) No error, on your answer sheet if you believe the sentence is correct as written.

4) Move quickly through questions about Identifying Sentence Errors. The other kinds of questions (Improving Sentences and Improving Paragraphs) will probably take more time. And all these questions are worth the same thing — one point.

5) Mark questions that seem hard for you and return to them later.

Improving Sentences

In this section, you're looking for a way to make the passage better. (There's also an "improving paragraphs" section, which we're skipping for the sake of time.) There are 20 improving-sentences questions and 5 improving-paragraphs questions on the PSAT. Give each student 1½ minutes to complete each question.

11. Hearing the Statue of Liberty did not have a pedestal, a campaign was begun by Joseph Pulitzer to raise money for the construction of one.

(A) ❑ a campaign was begun by Joseph Pulitzer to raise money

(B) ❑ a campaign to raise money was initiated by Joseph Pulitzer

(C) ❑ money was raised in a campaign by Joseph Pulitzer

(D) ❑ Joseph Pulitzer began a campaign to raise money

(E) ❑ Joseph Pulitzer had campaigned to raise money

- **EXPLANATION OF QUESTION 11:**

The correct response is (D). "Hearing the Statue of Liberty did not have a pedestal" needs to be followed by the name of the hearer, so only choice D or E could be correct. Of these sentences, D is better because the sentence describes the start of Pulitzer fund-raising, making "began" correct.

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12. Underestimating its value, breakfast is a meal many people skip.

(A) ❑ Underestimating its value, breakfast is a meal many people skip.

(B) ❑ Breakfast is skipped by many people because of their underestimating its value.

(C) ❑ Many people, underestimating the value of breakfast, and skipping it.

(D) ❑ Many people skip breakfast because they underestimate its value.

(E) ❑ A meal skipped by many people underestimating its value is breakfast.

- **EXPLANATION OF QUESTION 12:**

The correct response is (D). None of the other choices conveys the information presented in the sentence as effectively and directly as choice (D).

- **STRATEGIES:**

1) Read the entire sentence carefully but quickly. Note the underlined portion because that is the portion that may have to be revised.

2) Remember that the portion with no underline stays the same.

3) Think of how you would revise the underlined portion if it seems wrong. Look for your revision among the choices given.

4) Replace the underlined portion of the sentence with each choice if you don't find your revision. Concentrate on the choices that seem clear and exact when you read them.

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TEST STRATEGIES

I. READING SECTION

Sentence Completion

STRATEGIES:

1) Read the sentence to yourself. Before you look at the five choices, say to yourself, "What word might finish this sentence?"

2) Read the sentence, and try putting each of the five choices in the blank. Which one makes the most sense?

Passage-Based Reading

STRATEGIES:

1) You may find it helpful to read the questions first to get an idea of what to look for. Or, you may prefer to read the passage and try to answer the questions.

2) Read each passage and any accompanying information carefully. Follow the author's reasoning and be aware of features such as assumptions, attitudes, and tone.

3) You may find it helpful to mark the passages as you are reading, but don't spend too much time making notes.

4) Read each question and all the answer choices carefully.

5) Select the choice that best answers the question asked. Don't select a choice just because it is a true statement.

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II. MATH SECTION

Multiple-Choice

STRATEGIES:

1. Look at the answer choices before you begin to work on each question.
2. Read each question carefully, even if it looks like a question you don't think you can answer. Don't let the form of the question keep you from trying to answer it.
3. If your answer isn't among the choices, try writing it in a different form. You may have the same answer in a different mathematical format.

Student-Produced Response

STRATEGIES:

1) Since answer choices aren't given, a calculator may be helpful in avoiding careless mistakes on these questions.
2) Write your answer in the boxes above the grid. The dot stands for a decimal point. The slash would be used to show a fraction, like ¾.
3) Do not worry about which column to use to begin gridding the answer. As long as the answer is gridded completely, you will receive credit.
4) Some questions may have more than one right answer.

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III. WRITING SECTION

Identifying Errors

STRATEGIES:

1) Read the entire sentence carefully but quickly.
2) Look at choices (A) through (D) to see whether anything needs to be changed to make the sentence correct.
3) Don't waste time searching for errors. Mark (E) No error, on your answer sheet if you believe the sentence is correct as written.
4) Move quickly through questions about Identifying Sentence Errors. The other kinds of questions (Improving Sentences and Improving Paragraphs) will probably take more time. And all these questions are worth the same thing — one point.
5) Mark questions that seem hard for you and return to them later.

Improving Sentences

STRATEGIES:

1) Read the entire sentence carefully but quickly. Note the underlined portion because that is the portion that may have to be revised.
2) Remember that the portion with no underline stays the same.
3) Think of how you would revise the underlined portion if it seems wrong. Look for your revision among the choices given.
4) Replace the underlined portion of the sentence with each choice if you don't find your revision. Concentrate on the choices that seem clear and exact when you read them.

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"Bull's-Eye! The PSAT Game Show: Score Card

Directions: Assign each pair a number before starting the game. If a team gets a question right, put a check in that team's box for the question being answered.

Questions	Team #1	Team #2	Team #3	Team #4	Team #5	Team #6	Team #7	Team #8	Team #9	Team #10	Team #11	Team #12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												

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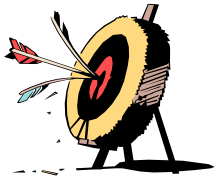

Bull's-Eye! The PSAT Game Show

Reading: Sentence Completion

DIRECTIONS: Choose the word(s) that best completes each sentence.

1. The addition of descriptive details to the basic information serves to _____ the book by producing a fuller account.

(A) ❑ invalidate

(B) ❑ diminish

(C) ❑ objectify

(D) ❑ celebrate

(E) ❑ enrich

Source: www.collegeboard.com/student/testing/psat/prep.html

2. Although some think the term "bug" and "insect" are _____, the former term actually refers to _____ group of insects.

(A) ❑ parallel -- an identical

(B) ❑ precise -- an exact

(C) ❑ interchangeable -- a particular

(D) ❑ exclusive -- a separate

(E) ❑ useful -- a useless

Source: www.collegeboard.com/student/testing/psat/prep.html

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TIPS FOR ANSWERING SENTENCE COMPLETION QUESTIONS:

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Reading: Passage-Based Reading

DIRECTIONS: Read each passage. Then answer the question below it.

American Indians are often thought of as one group, but they do not constitute a single, unified ethnic grouping. There are literally hundreds of cultural and linguistic—that is, ethnic—distinctions: the Navajo of Arizona, for example, have little in common with the Mohawks of New York. The Inuits and the Aleuts of Alaska are categorized as American Indians, but they are ethnically distinct from each other and from the American Indians of the contiguous states as well. It is estimated that from 300 to 550 different American Indian languages were in use in North America before European colonization; about 150 are still spoken today.

While the Ingalik language and culture differ from those of the Seminoles, there is a general history that all American Indians have in common: an origin in the prehistoric past somewhere in northeast Asia (their immigration to the Western Hemisphere, over a period of thousands of years, was an event so remote that evidence of it is lost in the strata of ancient rock or ice deposits) and, in more recent centuries, confrontation with European explorers and settlers followed by extreme social and economic discrimination by the European Americans.

For all American Indians, an integrated way of life was irrevocably upset by the arrival of Europeans and their expropriation of the land. The trauma of culture conflict had its origins in the very first contacts between the Europeans, who could not comprehend the American Indians' attitude toward land as an everlasting resource for common use, and the American Indians, who could not comprehend the notion of land as private property that could be sold and lost forever.

Most estimates of American Indian population at the time of the European arrival hover around the one million mark. However, for a number of reasons it is believed likely that the population might have been two or more times that. The Europeans introduced not only conflicting ways of life, but diseases to which the American Indians had no resistance, and whole populations died. By 1860 there were only about 340,000 American Indians in the contiguous states and by 1910 some 220,000. Improvement in medical care even on remote reservations at about that time resulted in a decline in the death rate, and the American Indian population started to grow. The Census Bureau records that from 1950 to 1970 this population more than doubled, from 357,000 to 793,000.

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Reading: Passage-Based Reading

3. The author indicates that the **trauma of culture conflict** initially resulted from the

(A) ❑ migration of American Indians from northeast Asia to the Western Hemisphere

(B) ❑ linguistic and cultural differences between the various American Indian groups

(C) ❑ extreme social and economic discrimination practiced by European Americans

(D) ❑ different attitudes toward land held by Europeans and American Indians

(E) ❑ decline of the American Indian population after the arrival of the Europeans

4. As used in the paragraph above, the word **common** most nearly means

(A) ❑ coarse

(B) ❑ familiar

(C) ❑ mediocre

(D) ❑ plain

(E) ❑ shared

Source: www.collegeboard.com/student/testing/psat/prep.html

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TIPS FOR ANSWERING PARAGRAPH-BASED READING QUESTIONS:

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Math: Multiple Choice

DIRECTIONS: Solve each problem. Then decide which is the best of the choices given.

5. If n is an odd integer, which of the following must be an odd integer?

(A) ❑ $n - 1$

(B) ❑ $n + 1$

(C) ❑ $2n$

(D) ❑ $3n + 1$

(E) ❑ $4n + 1$

Source: www.collegeboard.com/student/testing/psat/prep.html

6. Two seniors, Abby and Ben, and two juniors, Cathy and Dave, are to be assigned to 3 lockers, #46, #47, and #48. Below are three rules that must be followed before the lockers can be assigned.

* All 3 lockers are to be assigned

* Abby and Ben cannot share a locker with each other.

* A senior cannot share a locker with a junior.

The locker assignments of all four students can be determined from the assignments of which of the following pairs?

I. Abby and Ben

II. Ben and Cathy

III. Cathy and Dave

(A) ❑ I only

(B) ❑ II only

(C) ❑ III only

(D) ❑ I and II only

(E) ❑ I, II, and III only

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TIPS FOR ANSWERING MATH MULTIPLE-CHOICE QUESTIONS:

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Math: Student-Produced Response

DIRECTIONS: Solve each problem and mark your answer in the grid below.

7. How many different three-digit numbers between 100 and 1,000 have 5 as the tens digit?

ANSWER: _____

Source: www.collegeboard.com/student/testing/psat/prep.html

8. The results for three candidates in an election are shown in the table above. If each voter voted for exactly one candidate, what is the fewest number of voters who would have had to vote differently in order for Candidate Z to have received more votes than Candidate X?

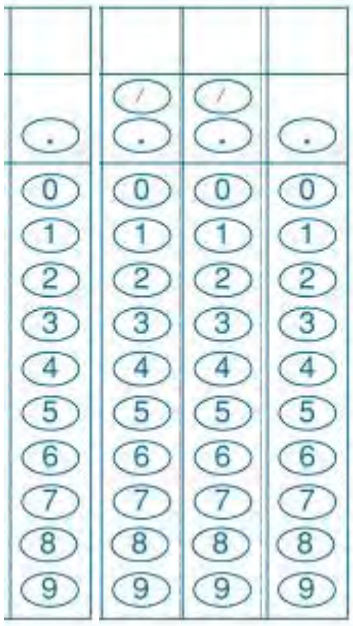
RESULTS OF AN ELECTION	
Candidates	**Number of Votes**
x	7,400
y	2,375
z	5,250

ANSWER: _____

Source: www.collegeboard.com/student/testing/psat/prep.html

7.

8.



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Math Section: Student Produced Response Practice Grids

1. $1.75

2. $2\frac{1}{3}$

3. .44444…..

4. 20%

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TIPS FOR ANSWERING MATH STUDENT PRODUCED RESPONSE QUESTIONS:

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Writing: Identifying Sentence Errors

DIRECTIONS: If there is an error, select the one underlined part that must be changed to make the sentence correct. If there is no error, select E.

9. The starling is such a (A) pest in rural areas that it has become (B) necessary to find ways (C) of controlling the growth of their (D) population. No error (E).

(A) ❑
(B) ❑
(C) ❑
(D) ❑
(E) ❑

Source: www.collegeboard.com/student/testing/psat/prep.html

10. Air pollution caused by industrial fumes has been studied (A) for years, but only (B) recently has (C) the harmful effects of noise pollution become (D) known. No error (E).

(A) ❑
(B) ❑
(C) ❑
(D) ❑
(E) ❑

Source: www.collegeboard.com/student/testing/psat/prep.html

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TIPS FOR ANSWERING WRITING (IDENTIFYING SENTENCE ERROR) QUESTIONS:

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Writing: Improving Sentences

DIRECTIONS: Select the answer that produces the most effective sentence. Follow requirements of standard written English. Choose the answer that best expresses the meaning of the original sentence.

Answer (A) is always the same as the underlined part. Choose answer (A) if you think the original sentence needs no revision.

11. Hearing the Statue of Liberty did not have a pedestal, a campaign was begun by Joseph Pulitzer to raise money for the construction of one.

(A) ❑ a campaign was begun by Joseph Pulitzer to raise money

(B) ❑ a campaign to raise money was initiated by Joseph Pulitzer

(C) ❑ money was raised in a campaign by Joseph Pulitzer

(D) ❑ Joseph Pulitzer began a campaign to raise money

(E) ❑ Joseph Pulitzer had campaigned to raise money

Source: www.collegeboard.com/student/testing/psat/prep.html

12. Underestimating its value, breakfast is a meal many people skip.

(A) ❑ Underestimating its value, breakfast is a meal many people skip.

(B) ❑ Breakfast is skipped by many people because of their underestimating its value.

(C) ❑ Many people, underestimating the value of breakfast, and skipping it.

(D) ❑ Many people skip breakfast because they underestimate its value.

(E) ❑ A meal skipped by many people underestimating its value is breakfast.

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TIPS FOR ANSWERING WRITING (IMPROVING SENTENCES) QUESTIONS:

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For more information about PSAT Test Prep, visit the College Board's website: **http://www.collegeboard.com/student/testing/psat/prep.html.**

You can also use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab:
https://secure.ihaveaplaniowa.gov/College_Planning/Test_Prep/Test_Prep.aspx

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Post-High School Tests

The BIG Idea

- What kinds of tests might I need to take after high school?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. Investigating Post-HS Tests: Two Examples (20 minutes)

III. Sharing Information (10 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 28-30, Grade 10 Skills Checklist (Taking Tests skills only)

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 31-32, So, What Do These Tests Test?
- Student Handbook pages 33-36, FedEx Sample Test Questions
- Student Handbook pages 37-42, NJATC Sample Test Questions
- Student Handbook page 43, Check-up Questions

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Taking Tests 3: Post-High School Tests
- Facilitator Resource 2, Sample Questions Answer Key (One copy per group)
- Facilitator Resource 3, So, What Do These Tests Test? Answer Key

OBJECTIVES

During this lesson, student(s) will:

- Review an example of a test he or she might be required to take after high school, then list two ways that the test is like the PSAT, and one way it is different.
- Recognize that students not planning on attending college may be required to take standardized tests to get a job or be promoted.

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OVERVIEW

Some non-college-bound students think that once they graduate from high school they can say good-bye to standardized tests like the PSAT, and the SAT. These students would be surprised to learn that many jobs require such tests for hiring or promotion. During this lesson, students learn about two such tests (FedEx's Basic Skills Test for couriers, and the National Joint Apprenticeship and Training Committee's (NJATC) Apprentice Aptitude Test for budding electricians), and see how these tests are similar and different from the PSAT. In addition, they will look at sample questions from these tests, and learn why it's important to graduate from high school with strong academic skills.

PREPARATION

- ❑ Write the **BIG IDEA** and the day's agenda on the board.
- ❑ Make a transparency of (or copy onto chart paper) **Facilitator Resource 1, DO NOW.**
- ❑ Make 15 copies of **Facilitator Resource 2, Sample Questions Answer Key.**
- ❑ Pair up academically stronger students with students who need more support. You could use the same pairs as during last week's lesson.

BACKGROUND INFORMATION

In addition to the two post-high school tests that are presented in detail in this lesson—the Basic Skills Test, required for some FedEx employment; and the Apprentice Aptitude Test, required by the NJATC—you may want to tell students about a few other examples of standardized tests they may encounter after high school:

Ability-to-Benefit Tests: (Discussed in the **Warm Up**) Some students without degrees, (or with low grades and/or test scores who want to pursue a college education) may be asked to take one of several standardized tests called an Ability-to-Benefit test if they want to receive financial aid or loans from the government. Basically these tests are a way for students to demonstrate to colleges (and providers of financial aid) that they have the academic skills to benefit from a college education.

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Apprenticeships: Apprenticeships in the skilled trades, such as plumbing, construction, and electrical work, are a wonderful way of learning new skills. Apprentices often earn while they learn, with wages increasing as their skill and productivity levels increase. Apprenticeship sponsors may pay most of the training costs. Such programs are often very competitive, so the organizations awarding them use tests to help them select the best candidates.

Military: Any high school student who wants to join the US Army needs to take the ASVAB (which stands for Armed Services Vocational Aptitude Battery). This standardized test is divided into four sections: math knowledge, arithmetic reasoning, word knowledge, and paragraph comprehension. Your score on the ASVAB determines your career options within the army.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to begin the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. What test(s) do most colleges require as part of their admission process?
2. Why are these tests important to colleges?
3. True or False: People who deliver packages for FedEx have to take a test before they will be considered for an interview. (Explain your answer)

[Give the students three minutes to answer these questions. Then start with the discussion in the Warm Up as written. Call on students to volunteer their answers when they are directly addressed in the discussion.]

In **Activity III**, if you think your students will have difficult completing **Student Handbook pages 31-32, So, What Do These Tests Test?** in pairs, you may wish to create an overhead transparency and investigate one of the tests as a class. Students can then work on investigating the second tests.

In **Activity III**, you may wish to have groups that finish early take a look at the second test.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Tests are an unavoidable part of high school life. You might think that you can throw away those No. 2 pencils after you graduate…But don't! The truth is, there are many other standardized tests you might need to take after high school. For example, some colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

   Another place you might encounter standardized tests after graduation is during a job search. Imagine that you are the head of a big company, and you need to hire 50 new employees. What do you do if 500 people apply for these jobs? Who should you pick? Are you going to have time to interview all the candidates? One easy way to narrow down a big list of candidates is to give everyone a test—and then interview those people who do really well. Companies design special tests to measure the skills that employees will need on the job.

2. **SAY SOMETHING LIKE:** Today we are going to look at two of these tests.

   First we'll look at the Basic Skills Test given to people who want to work for FedEx. How many of you have heard of FedEx?

   [Students respond.]

   FedEx is a hugely successful company that is famous for sending packages overnight around the world. FedEx is also famous for decent salaries, excellent benefits, opportunities for promotion, and more.

   To apply for some FedEx jobs, you have to do well on a standardized test. For example, to be hired as a FedEx courier – that's the person whose job is to pick up and deliver urgent packages – you have to take something called the Basic Skills Test. On their website, FedEx says, "The employment tests used by Federal Express were professionally developed for our jobs. Extensive research has shown that performance on these tests is significantly related to job performance."

   In a few minutes, you'll get a sneak preview some of the questions on that FedEx test.

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3. **SAY SOMETHING LIKE:** Today, we'll also look at a test given to students who want to become electricians. Anybody here think they might want to become an electrical worker? [Students respond.] Electrical workers install and fix equipment for telephone companies, cable companies, security camera companies, and lots more. Electricians are well-paid for their special knowledge. But you probably don't know that there is a national apprentice program that pays bright, hard-working students to learn the skills to become electricians. And you get raises as your skills improve.

   The apprenticeships for students who want to be electrical workers are highly competitive. In metro New York City, for example, approximately 1 in 10 applicants is selected for the program.

   Later today, we'll look at sample questions from this test, too.

   SOURCE: National Joint Apprenticeship and Training Committee, http://www.njatc.org/training/apprenticeship/index.aspx

II. Investigating Post-HS Tests: 2 EXAMPLES (20 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to take a look at sample questions from both tests, the FedEx Basic Skills Test and the NJATC apprenticeship test. All the sample questions you see today came from the official FedEx and NJATC websites. This info is on the web for anybody who's interested in applying.

   Our goal is to compare each set of test questions with the kinds of questions you found on the PSAT. Later, we'll review what you can do now to get the skills you need to do well on tests of this type.

2. [Divide students into pairs, and assign each pair to one of the two tests. See **Implementation Options** for suggestions.]

3. **SAY SOMETHING LIKE:** Please turn to **Student Handbook pages 31-32, So, What Do These Tests Test?** You and your partner have been assigned either the FedEx test or the NJATC test. Have a volunteer read directions on top of chart. For this activity, you and your partner will need to carefully read through the test you have been assigned. Look over the whole test before you start answering the questions on the chart. When you finish your research, your pair will be responsible for describing your test to another team that looked at the test you didn't study.

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Please turn to **Student Handbook pages 31-32, So, What Do These Tests Test?** Note that you and your partner are only responsible for completing the form for one of the tests.

The sample questions are located on the pages immediately following the chart. Who can tell me where the FedEx sample test questions can be found? (*Answer:* ***Student Handbook pages 33-36, FedEx Sample Test Questions***.) What about the NJATC sample test questions? (*Answer:* ***Student Handbook pages 37-42, NJATC Sample Test Questions***.)

[Write the test names and page numbers on the board.]

4. **SAY SOMETHING LIKE:** If you finish early, you may want to see how many of the questions you can answer. I'll leave the answer keys here [show where] so you can check your answers after you're done.

   You'll have 20 minutes to complete this assignment. I'll give you a 10-minute and a 5-minute warning before it's time to stop.

III. Sharing Information (10 minutes)

1. [Bring class back together, and create teams of four by matching pairs who read about different tests. Each pair will have 4 minutes to present their information. List the questions below on an overhead projector or on chart paper. Direct your students' attention to the questions and explain that these are the questions you should be discussing in your groups.]

   Discussion Questions:

   - How was your test like the PSAT?
   - How was it different?
   - What was surprising about your test?
   - If your goal was to get a high score on this test, what could you do now to prepare?
   - Who are some people who could help you achieve this goal?
   - What other resources might you use to help you prepare for these kinds of tests?

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IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Tests are a part of school life, and, as you've seen today, a part of life beyond school. Knowing the kinds of questions to expect can help you do well. More important, this is a perfect example of beginning with the end in mind. Knowing that colleges and future employers are going to depend on your ability to read and do math is an excellent reason to take your high school work seriously, starting today.

2. [Have students turn to **Student Handbook page 43, Check-up Questions** and complete it before leaving class.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Taking Tests skills.

Taking Tests

I can…

Identify reasons why it's a good idea to take the PSAT or the ACT PLAN.	❑ not at all	❑ somewhat	❑ very well
Identify strategies that will help me to maximize my test taking abilities.	❑ not at all	❑ somewhat	❑ very well

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DO NOW

Taking Tests 3: Post High School Tests

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. What test(s) do most colleges require as part of their admission process?

_____

_____

_____

_____

2. Why are these tests important to colleges?

_____

_____

_____

_____

3. True or False: People who deliver packages for FedEx have to take a test before they will be considered for an interview. (Explain your answer)

_____

_____

_____

_____

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SAMPLE QUESTIONS ANSWER KEY

Federal Express Test of Basic Skills Answer Key:

Applied Reading Demonstration

1. C

Map Reading Demonstration

1. D

Listening Demonstration

1. RIGHT
2. WRONG
3. RIGHT

Sorting Demonstration

1. A
2. G
3. E
4. A
5. E
6. K
7. B
8. H

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NJATC

Apprenticeship Aptitude Test Answer Key:

Algebra and Functions

1. B
2. A
3. C
4. A
5. C

Reading Comprehension

6. C
7. D
8. C

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?)

Directions: Your mission is to review sample questions from **one** of the two tests listed below. Then you and your partner will answer the questions in the column below the test you reviewed. When you've finished, you will share your results with another pair who reviewed the other test.

If you finish early, you may want to try some of the questions to see if you're ready for a great job after high school.

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
1. Why would someone want to take this test? [Inference question]	Anyone who wants to be a courier, someone who delivers packages for FedEx, would need to take this test. This basic skills test is a required part of the application process.	Anyone who wants to qualify for an apprenticeship for a job in the electrical industry needs to take this test. This test is required for consideration for the apprenticeship.
2. What skills are tested?	• Reading comprehension • Ability to read maps correctly • Ability to listen and take notes effectively • Ability to sort packages correctly	• Ability to add, subtract, multiply, divide, and use algebraic formulas • Ability to read and understand graphs, charts and diagrams. • Reading comprehension
3. What skills on this test are NOT on the PSAT?	The PSAT does not test on reading maps, or listening and taking notes. While sorting packages is not directly tested, this topic falls under reading comprehension and analyzing charts. Both of those skills are tested on the PSAT.	All of the skills above are tested on the PSAT

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?) *con't*

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
4. Example of a hard question from this test	There is not one right answer!	There is not one right answer!
5. Ways you might prepare for this test during high school [Inference Question]	• Pay attention in English class. • Read more books and longer magazine articles. • Practice taking effective notes in class.	• Pay attention in English class. • Read more books and longer magazine articles. • Pay attention in math class. • Go to tutoring if you are struggling in math or English.
6. Why do the companies give this test? [Inference Question]	FedEx gives this test to make sure that their couriers are competent to do the tasks of the job. The specific skills are being able to: understand written directions/documents, correctly read maps, write effective notes from oral messages, and correctly sort packages.	NJATC gives this test to assess whether the applicant has the basic aptitudes to perform functions necessary for an electrician. Electricians need to be proficient in basic math and English skills.
7. What happens if you do really well on this test? [Inference Question]	You could either be selected for an interview or chosen for a job.	You could be selected for the apprenticeship with the NJATC.

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?)

Directions: Your mission is to review sample questions from **one** of the two tests listed below. Then you and your partner will answer the questions in the column below the test you reviewed. When you've finished, you will share your results with another pair who reviewed the other test.

If you finish early, you may want to try some of the questions to see if you're ready for a great job after high school.

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
1. Why would someone want to take this test? [Inference question- the answer is not found in the text. You have to make your own predictions.]		
2. What skills are tested?		
3. What skills on this test are NOT on the PSAT?		

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?) *con't*

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
4. Example of a hard question from this test		
5. Ways you might prepare for this test during high school [Inference Question]		
6. Why do the companies give this test? [Inference Question		
7. What happens if you do really well on this test? [Inference Question]		

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Job Summary

A FedEx Courier is responsible for courteous and efficient pickup and delivery of packages. Candidates work an average of 17.5 to 30 hours a week. **Pay rate is $14.42/hr.**

General Requirements

At least 21 years of age, high school diploma/GED; valid state driver's license; able to lift 75 lbs. and maneuver packages weighing above 75 lbs. with appropriate equipment; successfully pass all basic and recurrency training; demonstrate good human relations and verbal communication skills; and maintain a neat appearance.

Sample Questions

Skill Tested: Applied Reading Demonstration

Directions: Read the passage. Select the most correct answer based on the passage. To indicate your answer, mark the letter of your answer.

Customer contact employees should advise customers on how to properly prepare their package for shipment using the following guidelines.

- Place address labels on three sides of the package, and put another one inside the package.
- Don't secure packages with string or rope.
- Seal packages securely with plastic tape. Don't use household cellophane tape, masking tape, or water-activated tape.

1. Address labels should be placed on how many side(s) of a package?

(A) ❑ One side

(B) ❑ Two sides

(C) ❑ Three sides

(D) ❑ Four sides

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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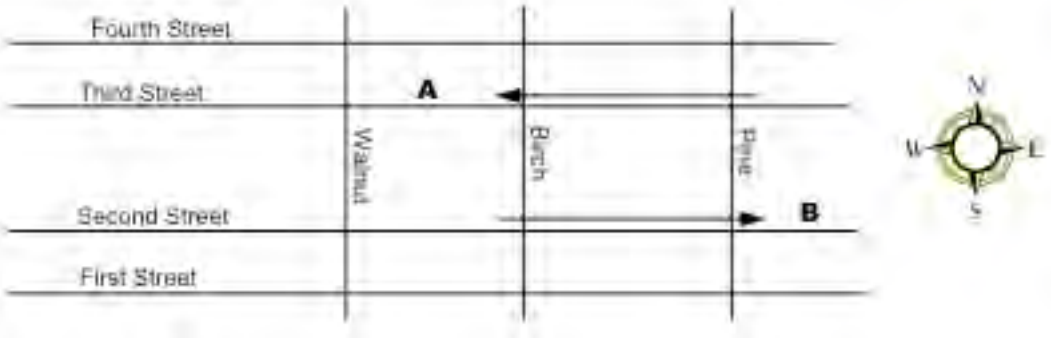
Skill Tested: Map Reading Demonstration

Directions: Using the map below, answer the following question without breaking any traffic laws. All streets on the map are two way unless marked by an arrow.



1. Which of the following is the shortest route from location A to location B?

   (A) ❑ East on Third Street, turn right on Pine, turn left on Second Street

   (B) ❑ East on Third Street, turn right on Birch, turn left on Second Street

   (C) ❑ West on Third Street, turn right on Birch, turn left on Second Street

   (D) ❑ West on Third Street, turn left on Walnut, turn left on Second Street

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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Skill Tested: Listening Demonstration

Directions: You will hear spoken information that is recorded on tape, and you will then answer questions about what you heard. You will be able to take notes while you listen.

Example Message:

"Go to the supply room and get 6 shipping boxes and a package of shipping forms. Take them to the front office and give them to Cindy, who is waiting for you. Ask her if she needs any help in packaging the employee files being sent to Memphis, and help her with them if she says she does."

After you listen to the message, you will listen to statements. If the statement is correct, based on what was said in the message, check the line next to RIGHT. If the statement is not correct, based on what was said in the message, then check the line next to WRONG.

1. The employee files are being shipped to Memphis.

   ___RIGHT ___ WRONG

2. You are to get 6 shipping forms from the supply room.

   ___RIGHT ___ WRONG

3. The boxes and forms are to be taken to Cindy, who is in the front office.

   ___RIGHT ___ WRONG

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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Skill Tested: Sorting Demonstration

Directions: Packages are marked with a shipping code that is used to sort packages. Packages are taken to a location within a depot depending on the first two numbers of the shipping code. The following location chart shows the locations to which packages with each of the sorting codes are taken. For example, packages beginning with the numbers 00 through 10 all go to location A. A package whose sorting code is followed by either "(DANGEROUS)" or "(PRIORITY)" is marked for one of our two special services. Packages marked for a special service are always placed in the appropriate special service location, regardless of what the first two numbers of its shipping code are.

LOCATION CHART			
SHIPPING CODE (First two numbers only)	LOCATION	SHIPPING CODE (First two numbers only)	LOCATION
00-10	A	65-85	G
11-25	B	86-93	H
26	C	94-99	I
27	D	Special Services	
28-45	E	DANGEROUS	J
46-65	F	PRIORITY	K

Mark the correct letter location for the problems below. The first two shipping codes have already been done for you.

SHIPPING CODE	LOCATION					
1. 02BZT	(A) G	B H	C I	D J	E K	F
2. 81TNM	A (G)	B H	C I	D J	E K	F
3. 38JSV	A G	B H	C I	D J	E K	F
4. 07MMN	A G	B H	C I	D J	E K	F

SHIPPING CODE	LOCATION					
5. 43CPH	A G	B H	C I	D J	E K	F
6. 90LUA (PRIORITY)	A G	B H	C I	D J	E K	F
7. 22CCK	A G	B H	C I	D J	E K	F
8. 92DAY	A G	B H	C I	D J	E K	F

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Apprenticeship Summary

The National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) jointly sponsor apprenticeship training programs that offer you the opportunity to earn wages and benefits while you learn the skills needed for a trade that can be both challenging and rewarding. You will have the chance to use your mind, as well as your physical skills, to complete work in a variety of settings with the constant opportunity to learn something new.

The sample questions are designed to help you prepare for the NJATC Aptitude Test. This test is a mandatory part of the application process.

Apprenticeship programs range from 3 to 5 years. For a list of electrical specialties and the skills needed for this kind of work, see http://www.njatc.org/training/apprenticeship/index.aspx .

General Requirements

- ❑ Minimum age 18
- ❑ High School Education
- ❑ One Year of High School Algebra
- ❑ Qualifying Score on an Aptitude Test
- ❑ Drug Free

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SAMPLE QUESTIONS: Math Ability Skills

1. Consider the following formula: A = B + 3 (4 – C)

If B equals 5 and C equals 2, what is the value of A?

(A) ❑ 7

(B) ❑ 11

(C) ❑ 12

(D) ❑ 17

2. Consider the following formula: y = 3 (x + 5) (x – 2)

Which of the following formulas is equivalent to this one?

(A) ❑ y = 3 x 2 + 9 x –30

(B) ❑ y = x2 + 3x – IO

(C) ❑ y = 3x 2 + 3x – IO

(D) ❑ y = 3x 2 + 3x – 30

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SAMPLE QUESTIONS: Math Ability Skills

3. Consider the following pattern of numbers: 110, 112, 107, 109, 104

What is the next number in the pattern?

(A) ❑ 97

(B) ❑ 99

(C) ❑ 106

(D) ❑ 109

4. Consider the following formula: $a = {}^{1}/_{2}\, b - 4$

Which of the following statements is true for this formula?

(A) ❑ When the value of b is less than 8, a is negative.

(B) ❑ When the value of b is greater than 8, a is negative.

(C) ❑ When the value of b is less than 8, a is positive.

(D) ❑ When the value of b is greater than 4, a is positive.

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SKILL: Competency with Graphs, Charts, and Diagrams

5. Consider the following table:

X	Y
0	-5
1	-4
2	-3
3	-2
4	-1
5	0
6	1

Which of the following choices represents the same relationship as demonstrated in this table?

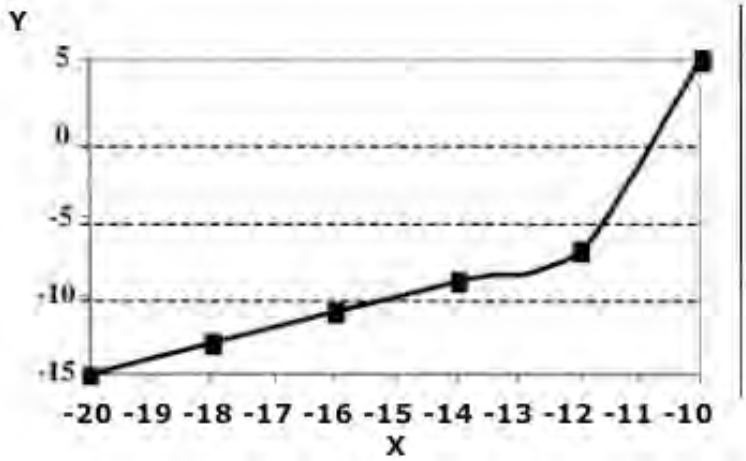
A.

X	Y
10	-40
20	-30
30	-20
40	-10

B. $Y = x/2 - 5$

C. *Y* is equivalent to the difference between the value of X and a constant *C*, where *C* equals *5*.

D.



SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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Sample Reading Comprehension

This test measures your ability to obtain information from written passages. You will be presented with a passage followed by a number of questions about it. A sample passage is shown below, followed by three sample questions. This passage is shorter than those on the actual test.

Passage

The timing of New Year's Day has changed with customs and calendars. The Mayan civilization, on what is now called the Yucatan peninsula of Mexico, celebrated the New Year on one of the two days when the noonday sun is directly overhead. In the equatorial regions of the earth, between the Tropics of Cancer and Capricorn, the sun is in this position twice a year, once on its passage southward, and once on its passage northward. At the early Mayan city of Izapa in the southern Yucatan, the overhead date for the sun on its southward passage was August 13. The Mayans celebrated this as the date for the beginning of the New Year. Later at the more northerly Mayan site at Edzna, the corresponding overhead date is July 26. Analyses of Mayan pictorial calendars indicate that they celebrated the New Year on August 13 prior to 150 AD, and on July 26 after that year. This change has been explained by archaeological dating showing that 150 AD was the time that the Mayans moved the hub of their civilization from the southern to the northern site.

6. According to the passage, the sun at Edzna was directly overhead at noon on:

(A) ❑ July 26 only

(B) ❑ August 13 only

(C) ❑ July 26 and one other date

(D) ❑ August 13 and one other date

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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Sample Reading Comprehension

7. If the Mayans had moved their civilization's center south of Izapa, their new date for celebration of the New Year would probably have been closest to which of the following dates?

(A) ❑ January 1

(B) ❑ February 20

(C) ❑ March 25

(D) ❑ September 15

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

8. Based on the information in the passage, which of the following statements is true?

(A) ❑ Mayans made Edzna the capital because it was more temperate than Izapa.

(B) ❑ All Mayans moved to Edzna in 150 AD.

(C) ❑ Mayans used calendars to mark the passage of time.

(D) ❑ The Mayan city of Izapa was destroyed in 150 AD.

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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CHECK-UP QUESTIONS

1. Of the three tests we looked at during the last three weeks, which do you think you would you be most interested in taking?

   ❑ The PSAT

   ❑ The FedEx Basic Skills Test

   ❑ The NJATC Apprenticeship Test

2. What's one thing you could do between now and high school graduation to make sure you do well on this type of test?

   _____

   _____

   _____

   _____

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UNIT

2

TAKING TESTS (ACT PLAN)

Lesson Descriptions

Taking Tests 1: Introduction to the ACT Plan
What is the ACT Plan, and why should I take it?
Note: *Coordinate with school counselor re: ACT PLAN test date, sign up, and fee in your district. Confirm whether ACT PLAN or PSAT lessons 1 and 2 are appropriate for your school.*

Taking Tests 2: Psyching Out the ACT Plan
What kinds of questions will I find on the ACT Plan, and what strategies should I use to answer them?

Taking Tests 3: Post-High School Tests
What kinds of tests might I need to take after high school?

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PLANNING PYRAMID

GRADE 10, Unit 2, Taking Tests (ACT PLAN)

Some Students Will:

- Recognize ways in which high school courses prepare them for tests that lead to college and career opportunities.

Most Students Will:

- Describe the procedure for signing up at his/her school and know when the ACT Plan is given.
- Describe two things besides taking the ACT Plan that a sophomore in high school can do to prepare for future standardized tests like the ACT.
- Describe strategies for answering two or more types of questions on the ACT Plan.
- Describe two similarities between the ACT Plan and tests they might be required to take after high school.

All Students Will:

- List at least two reasons for taking the ACT Plan.
- Recognize that students not planning on attending college may be required to take standardized tests to get a job or be promoted.

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ROADS to SUCCESS

Grade 10 High School Testing

Family Newsletter

High School Testing

To a sophomore, high school graduation may seem far away. But there are plenty of things your student can do now to prepare for college and careers. Beginning in 10th grade, taking college admissions tests is one of them.

Many colleges rely on test scores to compare students who want to attend. Students who do well on admissions tests will have more colleges to choose from. Here's what you need to know:

The ACT PLAN
What? The ACT PLAN is a practice test for the ACT. There are six sections: two English, two math, one reading, and one science section.
When? 10th grade. Your school counselor will have info on the time, date, and place.
Why? This test prepares students for the ACT and shows which skills need improvement.

The SAT and ACT.
What? The SAT and the ACT are admissions tests required by many colleges. Students may take one or both tests depending on what colleges they are applying to. Both tests include math and reading sections.
When? The SAT and the ACT are both offered in the spring of 11th grade and can be taken again at later dates. Please see your school counselor for a complete list of test dates.
Why? Many colleges require one or both of these tests for admission into their schools. While these tests are not the only factor, they are important.

Other Tests.
What? Tests to get a job or get ahead in the job you have.
When? When applying for a job or promotion.
Why? Whether you want to join the Army, deliver packages for FedEx, or something in between, tests are often part of the selection process.

Grade by Grade

Roads to Success students get basic information about the ACT PLAN and learn a few strategies for improving their scores. This is not the type of test you can cram for, but there are things students can do to improve their scores and confidence for the test.

Building Word Power. Learn a new word each day with websites like these:

- http://education.yahoo.com/college/wotd/
- http://www.number2.com/exams/sat/daily/word

Math Prep. Paying attention in math class and completing math homework are two great ways to master geometry and algebra skills.

ACT PLAN and ACT Info. The ACT website includes information on both the ACT PLAN and the ACT along with practice questions and tests: http://www.actstudent.org.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org.

Did you know?
Thinking about a career in the skilled trades? Apprenticeships are a great way to earn while you learn. But be prepared for competition and standardized tests. In New York City, only 1 out of 10 applicants gets an apprenticeship as an electrician. That is more competitive than some top colleges!

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Introduction to the ACT Plan

The BIG Idea

- What is the ACT PLAN, and why should I take it?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. The ACT Plan Comic Book (15 minutes)

III. Preparing for the ACT Plan (15 minutes)

IV. Wrap Up: My ACT Plan Action Plan (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 44, Previewing the ACT Plan
- Student Handbook pages 45-47, ACT Plan Comic Book
- Student Handbook pages 48-49, Important ACT Plan Information
- Student Handbook page 50, Context Clues
- Student Handbook page 51, Guess What's Next
- Student Handbook pages 52-53, Building Word Power
- Student Handbook page 54, ACT Plan Wrap-Up

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Answer Key: Previewing the ACT Plan

OBJECTIVES

During this lesson, student(s) will:

- List at least two reasons for taking the ACT PLAN, such as:
  - * Prepare for the ACT, an important part of the college applications process.
  - * Find out what math and reading skills students will need to work on during high school.
- Describe the procedure for signing up at his/her school and know when the ACT PLAN is given.
- Describe two things besides taking the ACT PLAN that a sophomore in high school can do to prepare for future standardized tests like the ACT, such as:
  - * Read more novels, non-fiction books, and longer magazine articles.
  - * Use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.
  - * Visit vocabulary-building websites.
  - * Make learning algebra a priority, and go to tutoring if needed.

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OVERVIEW

Students learn what the ACT PLAN is, and discover some compelling reasons for taking it. After reading a comic strip that presents some basic information about the ACT PLAN (its purpose, how long it is, what skills it measures, and so on), the Facilitator presents some skill-building strategies that can help students prepare for the reading sections of the test.

In the second lesson of this unit, students will become familiar with the format of the ACT PLAN and will describe strategies for answering each type of question.

The third lesson of this unit covers post-high school tests. The purpose of this lesson is to help students recognize that even if they are not planning on attending college, they may be required to take standardized tests to get a job or be promoted.

[NOTE: Most four- and two-year colleges require that students submit scores from a standardized test. In almost all cases, colleges will accept either the SAT or the ACT. If high schools in your area focus on the PSAT rather than the ACT PLAN, use the alternate version of this lesson.]

PREPARATION

- ❑ Write the **BIG IDEA** and activities on the board.
- ❑ In advance of this lesson, speak to your school counselor so that you can inform your students of the procedures for signing up for the ACT PLAN and the official test date. Your school counselor can also tell you if there is a per-student fee. (Sometimes testing costs are paid by a school district or state.)
- ❑ Make an overhead transparency of **Student Handbook pages 48-49, Important ACT PLAN Information**, including the current fee, if any.
- ❑ You may wish to review the information found on the ACT PLAN website (**www.actstudent.org/plan/index.html**).
- ❑ You may wish to write the questions below on chart paper or on the board. As each question is addressed in the lesson, you can check it off to help students keep track of what's been covered.

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Questions:

1. What is the ACT PLAN?
2. What are some reasons I should take it?
3. What is on the test?
4. How long does the test last?
5. Can you cram for the ACT PLAN?
6. What are some ways that I can prepare for the ACT PLAN and the ACT?

BACKGROUND INFORMATION

During the fall of their sophomore year, high school students have the option of taking the ACT PLAN. This test has several purposes. The first is to help students practice for the ACT that they will take during their junior year, which can play a key role in college admissions. A second purpose is to help students identify their academic strengths and weaknesses midway through high school, so they can better focus their efforts long before they graduate. Some students do not realize that even if they are not planning to go to college, the kinds of skills that the ACT PLAN tests come into play in other jobs they might consider.

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IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 44, Previewing the ACT PLAN.** as a DO NOW. Give the students four minutes to answer the questions. Once the students have completed their quiz, go over the answers and then begin with the discussion in the Warm Up.

You may wish to write the questions below on chart paper or on the board. As each question is addressed in the lesson, you can check it off to help students keep track of what's been covered.

Questions:

1. What is the ACT PLAN?
2. What are some reasons I should take it?
3. What is on the test?
4. How long does the test last?
5. Can you cram for the ACT PLAN?
6. What are some ways that I can prepare for the ACT PLAN and the ACT?

For **Activity II, The ACT PLAN Comic Book,** you may choose to have your students read the comic in pairs. Give each pair a sticky note and instruct students to write down at least one fact they learned about the ACT PLAN from the comic. Students can post their notes on a piece of chart paper or the board. Once all of the pairs have completed the reading, you can bring the class together to review the key information listed on their sticky notes.

All activities in **Activity III, Preparing for the ACT PLAN,** may be abbreviated for time. You may choose to use only one example of each technique, or focus on a single technique. Interested students may wish to take **Student Handbook page 52-53, Building Word Power** with them so they can access websites from home.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Tests are an important part of school. Like them or not – and most people don't – tests not only affect your grades, but are often a good way to find out what you know, and what you don't know, about a particular subject. Imagine, for example, that you were about to be operated on in a hospital. Wouldn't you feel better knowing that your surgeon did really well on his tests than have a doctor who flunked every test he took? [Pretend to be a bumbling surgeon.] "Let me see, is this thing here the heart or the liver?! Oh, I don't know, let's just poke around with this knife-y thing and find out… (pause) Oops!"

   For the next few weeks, we're going to talk about some of the standardized tests that can have an impact on your college and career plans – what they are, why they're important, and how you can prepare for them.

2. **SAY SOMETHING LIKE:** How many of you have ever heard of the ACT?

   [Students respond.]

   The ACT is a test that many colleges use to help them compare students from many different high schools. If the college can only enroll a limited number of students, the test scores help them decide which students to accept. Students take this test in their junior or senior year of high school.

   Fortunately, it's possible to prepare for this test ahead of time. One of the ways to get ready is to take a practice test called the ACT PLAN in your sophomore year.

   If you've never even heard of the ACT PLAN or ACT, don't worry.

   Today you're going to find out a lot more about these tests. Before you leave today, you'll know the answers to these questions:

   - What is the ACT PLAN?
   - What are some reasons I should take it?
   - What is on the test?

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- How long does the test last?
- Can you cram for the ACT PLAN?
- What are some ways that I can prepare for the ACT PLAN and the ACT?

3. **SAY SOMETHING LIKE:** Now you're going to try two sample ACT PLAN questions: one math and one reading. Read each question and use your pencil to fill in the circle beside the best answer. When you're done, we'll go over the answers. Don't worry if the questions seem hard. Next class you're going to learn strategies to help you on the ACT PLAN.

   [Refer students to **Student Handbook page 44, Previewing the ACT PLAN.** Give students four minutes to complete it. Go over the answers, having students correct their own papers.]

II. The ACT PLAN Comic Book (15 minutes)

1. **SAY SOMETHING LIKE:** If you're worried about the ACT PLAN, you're not alone. Many students get nervous about standardized tests like the ACT PLAN and the ACT. But as with most tests – the more information you have about something, the more you can prepare yourself to do your best. And the more prepared you feel, the less stressed out you'll be – and the better you'll do.

   [Refer students to **Student Handbook, pages 45-47, ACT PLAN Comic Book.**]

   To find out more about the ACT PLAN, let's have a look at a short comic strip about two high school students, Myra and Ira. Myra's a sophomore, and Ira's a junior.

   [Pick two volunteers, and have them read the comic strip together, as the class follows along in their copy. Recommend that the students read the comic strip in a theatrical way. (See **Implementation Options** for suggestions.)]

2. After reading the comic, **SAY SOMETHING LIKE:** Do you think Myra will take the ACT PLAN? Why, or why not? [Students respond.]

   Before we move on, let's go over some of the important information in the Myra & Ira comic. First . . . What are some reasons for taking the ACT PLAN? [Students respond.]

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(Reasons to take the ACT PLAN include: preparing for the ACT; learning what math and reading skills you need to work on during high school.)

III. Preparing for the ACT PLAN (15 minutes)

1. **SAY SOMETHING LIKE:** Like Ira said in the comic, the ACT PLAN is not the kind of test you can cram for. You won't be asked to name two causes of the Civil War or to explain the structure of a cell because not all students take the same courses or learn precisely the same facts.

   But there are four sections you're guaranteed to see on the ACT PLAN. Any idea what those four subjects are? [Students respond.] That's right – English, Math, Science and Reading.

   [Put **Student Handbook pages 48-49, Important ACT PLAN Information** on an overhead or rewrite it on chart paper. Instruct students to turn to this page in their Student Handbook.]

   So, how can you prepare for the math portions of a test? *(Pay attention in math class! Do your homework. Ask questions. Get extra help if you need it.)*

   This is one subject that doesn't change much from school to school. So this is a really good place to put your energy if you want to perform well on standardized tests.

   How do you prepare for the reading portions of the test? Read! Anything you want… novels, biographies, magazines, newspapers, Internet articles, and more. Your big goal is to learn how writers use language, and build your own vocabulary.

2. **SAY SOMETHING LIKE:** To get the most out of your reading, it might help to think about the techniques you use to understand the rest of the world. Let me show you two techniques that are guaranteed to improve your reading power.

   The first is **context clues**, using the rest of a sentence or paragraph to figure out words you don't know. Think about the first time you saw an unfamiliar abbreviation in a text message or IM. Did you go running to the dictionary for a definition? I didn't think so! If you said something funny, and someone responded with LOL, you probably figured out that it meant . . . (*laughing out loud*). If someone typed GTG and disappeared from your screen, you probably figured out its meaning from the situation . . . (*got to go*). [Feel free to substitute current text abbreviations popular with your students for those

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above.] Let's see how **context clues** work in another situation.

[Refer students to **Student Handbook page 50, Context Clues!**]

Read over the first page. It is an encyclopedia article about the great civil rights leader, Martin Luther King, Jr. You'll see that one word is printed in **bold** letters *("symbol")*. See if you can use what you already know to figure out what the bolded word means.

[After 3 minutes,] **SAY SOMETHING LIKE:**

What does the word "symbol" mean in other situations? Name a symbol from a context other than this paragraph, for example, a symbol for peace or love.

[Allow students a chance to respond. Then explain that in this article, "symbol" means "something that stands for something else." In this passage, the words "I have a dream" make people think of Martin Luther King, Jr. and the struggle for civil rights.]

3. **SAY SOMETHING LIKE:** Now let's try another example. Turn to the next page in your handbook, where you'll find a passage from *National Geographic Explorer*. It's called "Mystery Monster" and is a first-person story about a visit to China.

   [Refer students to **Student Handbook page 50, Context Clues**.]

   Your mission is to read the second passage, "Mystery Monster," and see if you can figure out the meaning of the word in bold in the last sentence – **lichen**.

   [After 3 minutes,] SAY SOMETHING LIKE:

   What does the word "lichen" mean in this passage? How can you tell? *(The definition is right after the word.)*

4. **SAY SOMETHING LIKE:** Here's another technique to build your reading power. As you read, see if you can predict what's going to come next. If you're a fan of video games, this technique is nothing new. As you play, you're always on the alert for obstacles you'll need to avoid or places where bad guys may be hiding. When you're reading, you need to pay attention in the same way so you always have an idea of where the writer is "headed." You can practice this skill by guessing what the next word is going to be each time you turn the page. Let's try an example.

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[Refer students to the **Student Handbook page 51, Guess What's Next**.]

This excerpt comes from the novel *Harry Potter and The Sorcerer's Stone*. Read it silently to yourself, and see if you can figure out what words to expect when you turn the page.

[Let students read the excerpt on their own for about 3 minutes.]
SAY SOMETHING LIKE: What word or phrase do you think might come next?

[Students make predictions; then you can read the text that actually follows: "Next morning, however, he had gotten up to find his hair…exactly as it had been before Aunt Petunia had sheared it off. He had been given a week in his cupboard for this, even though he had tried to explain that he couldn't explain how it had grown back so quickly."]

5. **SAY SOMETHING LIKE:** The final example is a quote from the famous prizefighter Mohammed Ali. Read the passage, and then raise your hand if you know the word that will be next when you turn the page.

   How did you figure it out?

   The exact word is skill. Ali, who was a very poetic speaker, uses "the skill and the will" in the second to last sentence. When he connects the last two sentences using the word 'but," he contradicts or changes what he said before. He's using "skill and will" again, but saying that one needs to be stronger than the other. Earlier in the passage, Ali clearly states his belief that one's desire or will to succeed is more important than one's physical abilities or skills.

6. **SAY SOMETHING LIKE:** One last tip: If you learn just one word a day, you'll know hundreds more by the time you take the ACT in your junior or senior year.

   [Refer students to **Student Handbook pages 52-53, Building Word Power**.]

   Check out these websites for a new word and definition each day.

   Practice these words in your writing and conversation, and you'll remember them if they turn up on tests later on.

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IV. WRAP-UP: My ACT PLAN Action Plan (5 minutes)

1. [Write the date and procedure for signing up for the ACT PLAN at your school on the board. Have students copy the information onto their **Student Handbook page 54, ACT PLAN Wrap-Up**.]

2. [Have students complete the remaining questions before dismissing the class.]

3. Remind students that they can use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.

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PREVIEWING THE ACT PLAN ANSWER KEY

SAMPLE MATH QUESTION

Directions: Read the question below and fill in the circle next to the letter that gives the best answer.

1) Mark bought 3 shirts at a clothing store. Two of the shirts were priced at 2 for $15.00. If the average cost of the 3 shirts was $8.00, how much did Mark pay for the third shirt?

(A) ❑ $7.00
(B) ❑ $7.67
(C) ❑ $8.50
(D) ● $9.00
(E) ❑ $16.50

Explanation: It can help to think about what answer is logical before doing the calculations. Two of the shirts are 2 for $15, or $7.50 each. If the average price is $8, the third shirt must cost more than $8.00 Now you do the calculations to see which is correct.

$$\text{average cost} = \frac{\text{total cost of all shirts}}{\text{number of shirts}}$$

$$8 = \frac{15 + x}{3}$$

$$3 \times 8 = 15 + x$$

$$24 = 15 + x$$

$$24 - 15 = x$$

$$x = 9$$

SAMPLE ENGLISH QUESTION

Directions: Read the paragraph below and determine the best alternative for the underlined words. You are to choose the one that best expresses the idea and makes the statement appropriate for standard English.

2) D. W. Griffith and the Art of the Close-Up

[1] It took the genius of D. W. Griffith to change this method of filming. [2] When we watch this proposal scene, he argued, our eyes move. [3] We watch the expressions on the faces of the characters; we look at the hands as the man <u>presented</u> the engagement ring to the woman.

(A) ❑ NO CHANGE
(B) ● presents
(C) ❑ having presented
(D) ❑ has presented

Explanation: The underlined word must match the tense of the other verbs in the sentence: We watch. We look. The man presents.

SOURCE: **http://actstudent.org/plan/tips/index.html** (Sample Test Questions)

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PREVIEWING THE ACT PLAN

SAMPLE MATH QUESTION

Directions: Read the question below and fill in the circle next to the letter that gives the best answer.

1) If you have gone 4.8 miles in 24 minutes, what was your average speed, in miles per hour?

(A) ❑ 5.0

(B) ❑ 10.0

(C) ❑ 12.0

(D) ❑ 19.2

(E) ❑ 50.0

SAMPLE ENGLISH QUESTION

Directions: Read the paragraph below and determine the best alternative for the underlined words. You are to choose the one that best expresses the idea and makes the statement appropriate for standard English.

2) Bessie Coleman: In Flight

After <u>the final performance of one last</u> practice landing, the French instructor nodded to the young African-American woman at the controls and jumped down to the ground. Bessie Coleman was on her own. She lined up the nose of the open cockpit biplane on the runway's center mark, gave the engine full throttle, and took off into history.

(A) ❑ NO CHANGE

(B) ❑ one finally ultimate

(C) ❑ one final

(D) ❑ one last final

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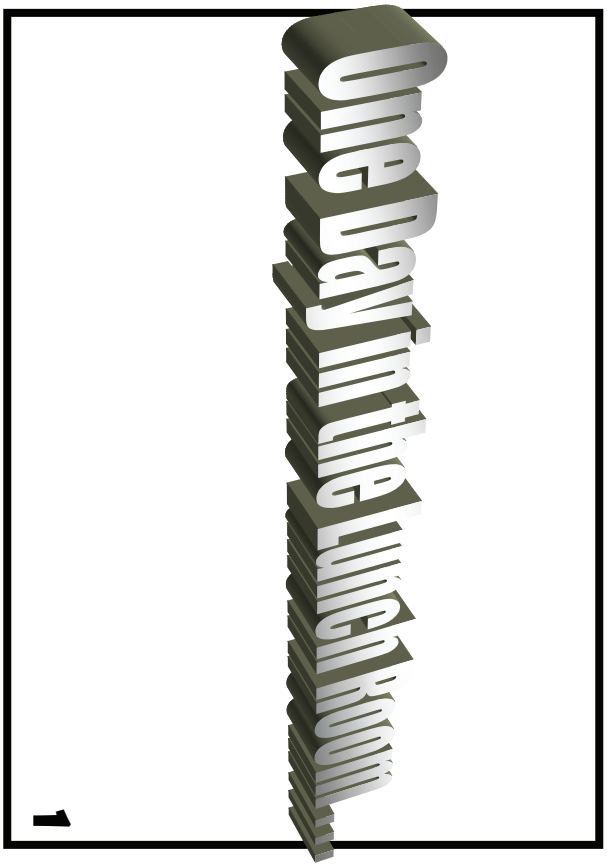
Meet Myra and Ira. She's a sophomore. He's a junior. They've been friends forever.



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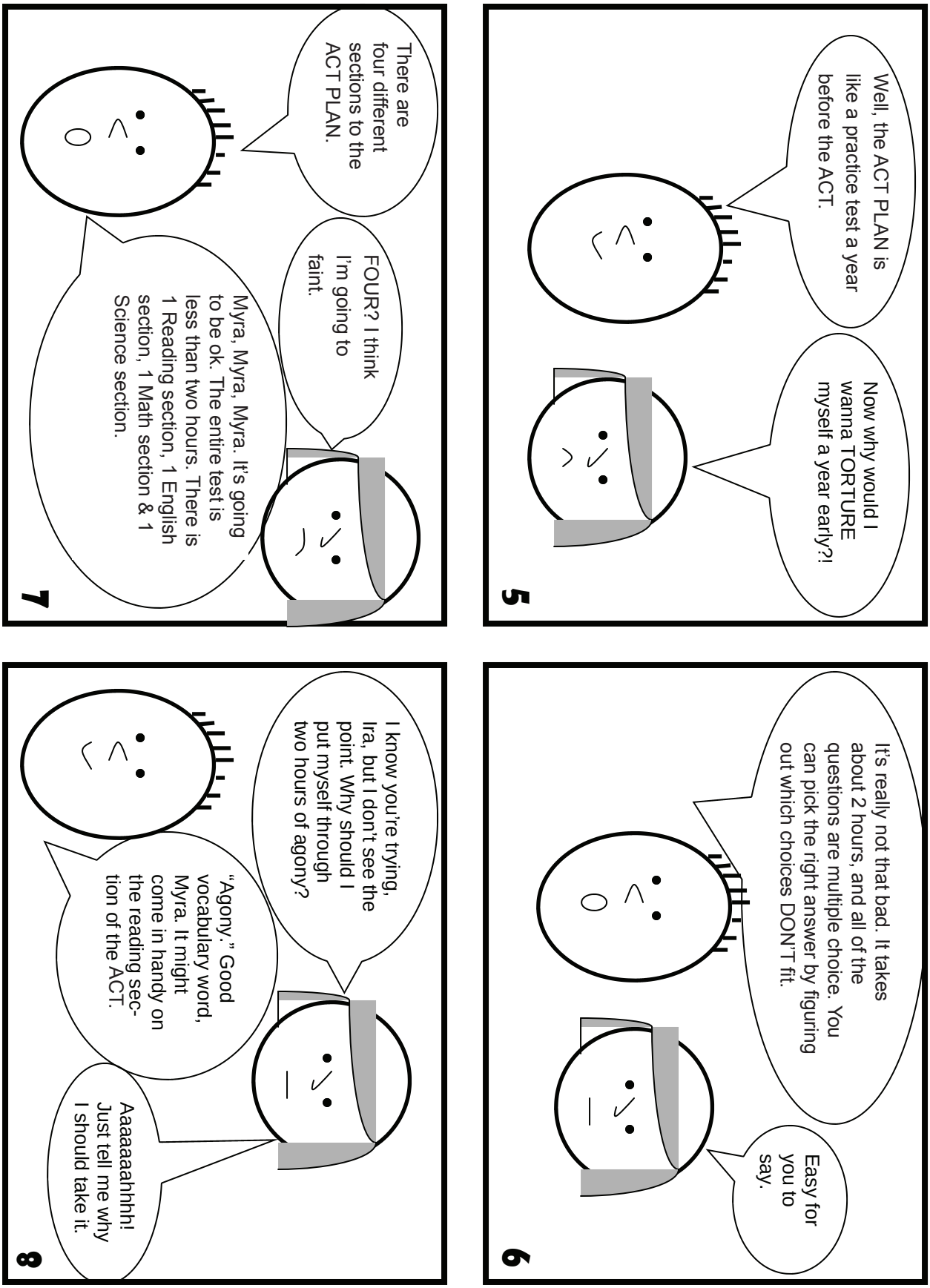

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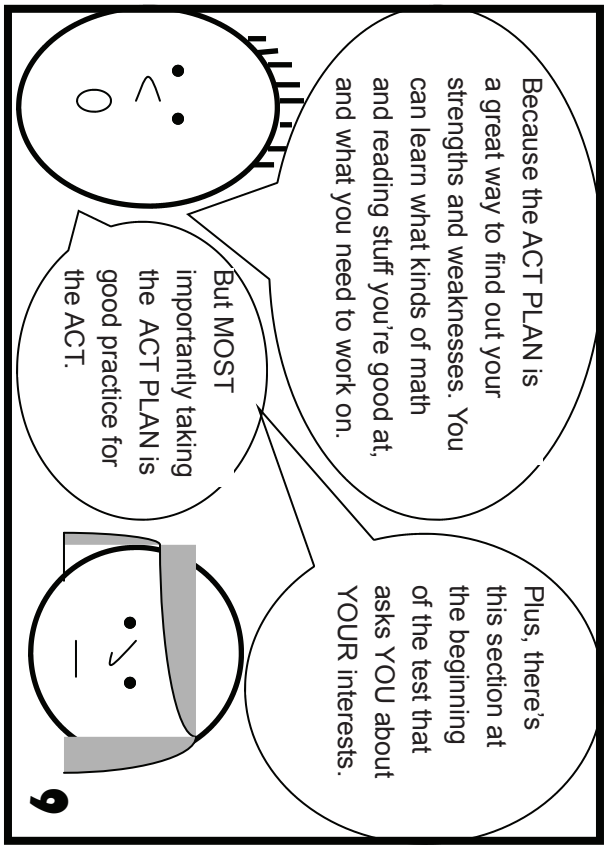

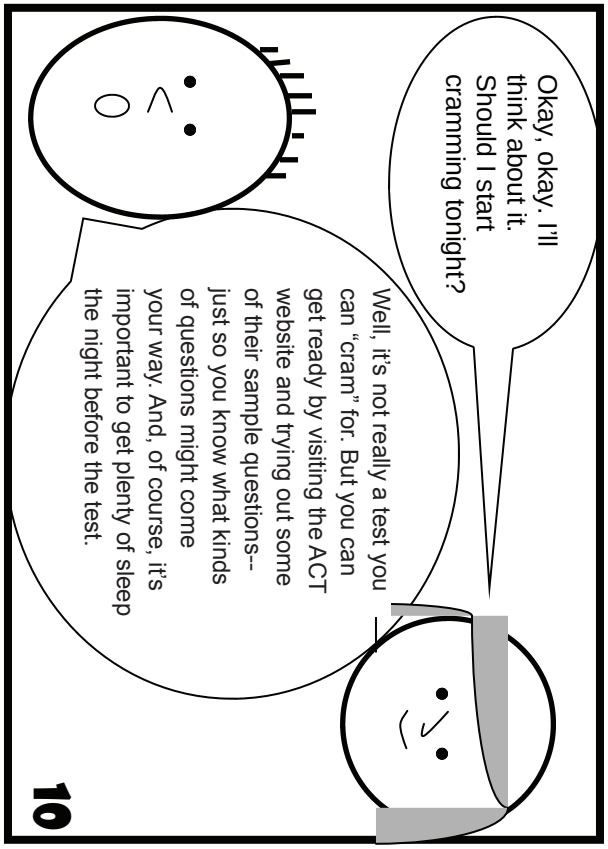

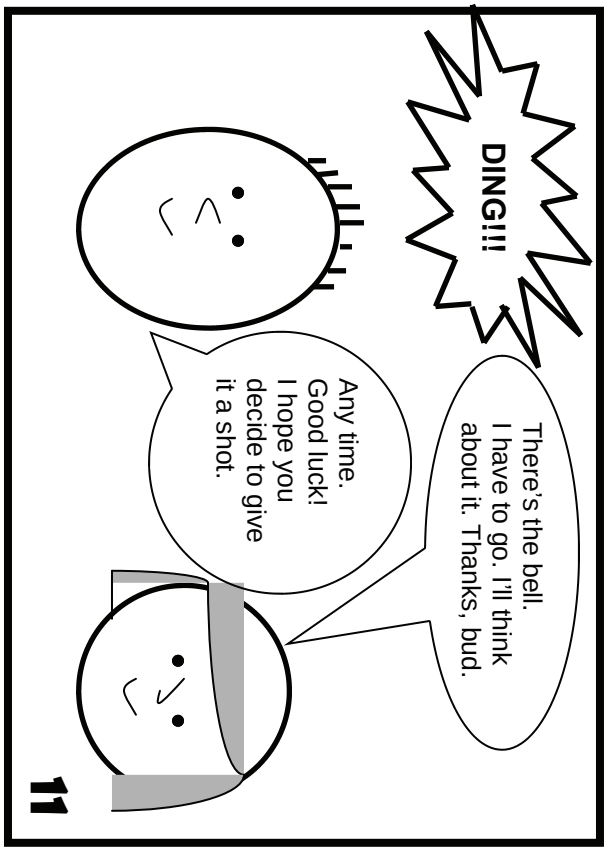

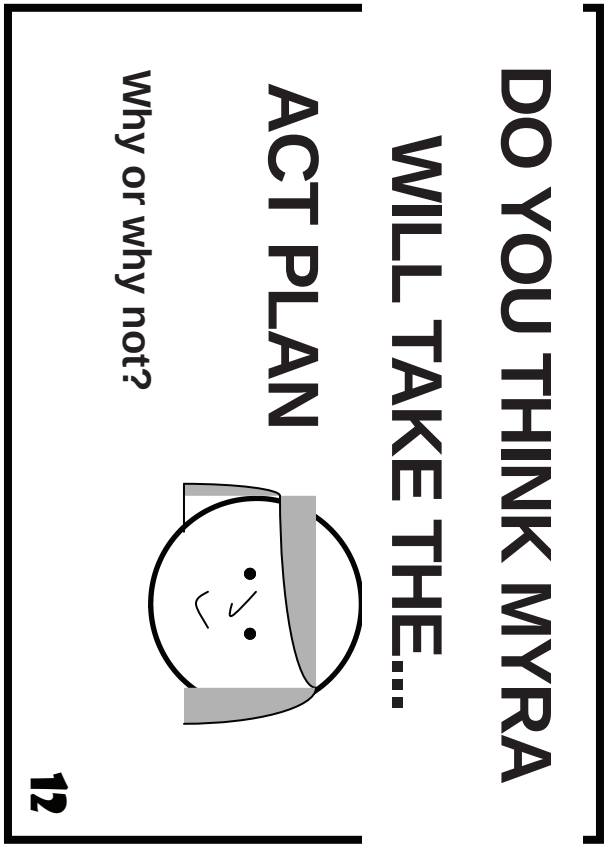

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IMPORTANT ACT PLAN INFORMATION

What's On the Test?

The ACT PLAN includes 4 sections:

- One 30-minute English section
- One 40-minute Math section
- One 20-minute Reading section
- One 25-minute Science section
- The entire test lasts for 1 hour and 55 minutes.

1. ENGLISH TEST
   This section has 50 questions:
   - This section consists of 4 prose passages, each followed by several multiple-choice questions.
   - Prose is a fancy word that refers to writing that is not poetry. Anything that is not poetry is prose (e.g., fiction, biography, non-fiction, news articles).

2. MATH
   This section has 40 questions:
   - 22 pre-algebra/algebra questions
   - 18 geometry questions
   - All questions are multiple choice.
   - You may use a calculator in this section.

3. READING TEST
   This section includes 25 questions:
   - There are 3 prose passages, each followed by several multiple-choice questions.

3. SCIENCE TEST
   This section includes 30 questions:
   - This section is made up of five sets of scientific information: 2 in research summaries, 2 in data representations, and 1 in conflicting viewpoints format.
   - You may NOT use a calculator in this section.

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DATES

- The ACT PLAN is given in fall of 10th grade. Your school counselor will have information on the exact test date at your school.
- You must sign up for the ACT PLAN at your school. The test is given at your high school. (There is no online registration for the ACT PLAN.)
- The fee for the ACT PLAN is _____.

CALCULATOR USE

Important Tips:

- Take a calculator you are comfortable with.
- Practice sample questions with your calculator on hand.
- You will not be allowed to share calculators with other students.
- You are allowed to use most four-function, scientific, or graphic calculators.

Below is a list of types of calculators you are NOT allowed to use:

- Pocket organizers or laptop computers
- Calculator that makes noises or "talks"
- Electronic writing pad or pen-input devices
- Cell phone calculators or other electronic communication devices
- Calculators with built-in computer algebra systems

Please check in advance of the test for the most current information.

ADAPTED FROM: http://actstudent.org/plan/tests/index.html

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Context Clues

Directions: Read each passage. Then figure out the meaning of the bolded **vocabulary word** by using the words before and after it.

Martin Luther King Jr.

"I still have a dream. It is a dream deeply rooted in the American dream...a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

These were the words of Martin Luther King Jr., a black Baptist minister, speaking at the Lincoln Memorial in Washington, D.C. The occasion was the largest civil rights rally in the history of the United States. More than 200,000 people filled the grassy area around the monument on that sizzling August day in 1963. Since that day the words "I have a dream" have become the **symbol** of Martin Luther King Jr., and his nonviolent efforts to secure justice for black Americans.

- What does the word "symbol" mean in the above paragraph?

_____

Mystery Monster

Later, many villagers are sitting around an outdoor fire. I join them. They tell me about their forest home. They tell me about some of the animals that live there.

I learn about a legendary creature. It is a large animal that looks like a man. It has long brown fur and big fangs. They seem afraid of it.

The description sounds familiar, though. I take out a book and show them a picture. It's of the animal they are talking about. It is the rare and beautiful snub-nosed monkey.

I tell the villagers that the snub-nosed monkey is the only monkey that lives in these cold mountains. I also tell them that it eats **lichen**, a kind of moss-like plant.

- What does the word "lichen" mean in the above paragraph?

_____

Martin Luther King excerpt from Grolier's The New Book of Knowledge, which appears on Scholastic.com http://teacher.scholastic.com/scholasticnews/indepth/mlk/news/index.asp?article=mlk

Mystery Monster excerpt from "People of the Misty Mountains" an article from National Geographic Kidshttp://magma.nationalgeographic.com/ngexplorer/0701/articles/mainarticle.html

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GUESS WHAT'S NEXT

Directions: Read each passage, and see if you can figure out what word would come next.

Harry Potter And The Sorcerer's Stone

"The problem was, strange things often happened around Harry and it was just no good telling the Dursleys he didn't make them happen.

Once, Aunt Petunia, tired of Harry coming back from the barbers looking as though he hadn't been at all, had taken a pair of kitchen scissors and cut his hair so short he was almost bald except for his bangs, which she left 'to hide that horrible scar.' Dudley had laughed himself silly at Harry, who spent a sleepless night imagining school the next day, where he was already laughed at for his baggy clothes and taped glasses. Next morning, however, he had gotten up to find his hair . . ."

- What word or phrase do you think will appear next?

_____

Mohammed Ali

"Champions aren't made in gyms. Champions are made from something they have deep inside them - a desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the . . ."

- What word or phrase do you think will appear next?

_____

Harry Potter excerpt from Harry Potter and the Sorcerer's Stone by J.K. Rowling, Scholastic Inc., 2008

Mohammed Ali's excerpt from Quotation Collection http://www.quotationcollection.com/quotation/14/quote

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Building Word Power

Want to build your reading power? Learn a new word each day at any of these websites!

http://education.yahoo.com/college/wotd/

Yahoo's WOTD (Word of the Day) has links to a dictionary and thesaurus.

SAMPLE:

rationale (noun)
• DEFINITION: an underlying reason or explanation
• EXAMPLE: At first, it seemed strange that several camera companies would freely share their newest technology; but their rationale was that offering one new style of film would benefit them all.
• SYNONYMS: account, excuse

http://www.number2.com/exams/sat/daily/word/

This site has a word of the day and lots of other free test prep info.

SAMPLE:

adhere (verb)
• To stick fast or cleave; to hold, be attached; to be in accordance; to agree. • In the Middle Ages, those who refused to adhere to the teachings of the church were sometimes condemned as heretics.

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http://www.nytimes.com/learning/students/wordofday/index.html

From the *New York Times*, this website tells you how many times this word has appeared in recent newspaper articles and gives you an example of its use.

SAMPLE:

gregarious (adjective)	
1.	**a:** tending to associate with others of one's kind : SOCIAL **b:** marked by or indicating a liking for companionship : SOCIABLE **c :** of or relating to a social group
2.	**a:** of a plant : growing in a cluster or a colony **b:** living in contiguous nests but not forming a true colony -- used especially of wasps and bees

EXAMPLE FROM THE NEW YORK TIMES

The word gregarious has appeared in 122 Times articles over the past year, most recently in **"Intrigue on an Ill-Fated Train, Moscow-Bound"** on July 18, 2008.

..."Transsiberian" is a handsomely remodeled variation of a cherished genre you might call the mystery-train movie. Updated by the director Brad Anderson ("The Machinist"), who wrote the screenplay with Will Conroy, it skillfully manipulates familiar tropes: innocents abroad, ominous glowering foreigners, conspiracy and duplicity, erotic intrigue. Until it fizzles in an anticlimactic train crash, it is extremely entertaining...

...Into this human clutter arrive Roy (Woody Harrelson) and Jessie (Emily Mortimer), a naïve American couple returning to the United States from China where they have been teaching English as part of a church-sponsored charity program. There are ominous portents. Early in the trip they are regaled with the story of a passenger from whom a corrupt Russian policeman extorted thousands of dollars and cut off two toes because the name on his passport was misspelled.

Roy is a chirping parody of the **gregarious** American abroad. Jessie, an amateur photographer, is a reformed bad girl with a history of drug and alcohol abuse. Roy met her when she had hit rock bottom and stood by her during her recovery...

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ACT PLAN Wrap-Up

1. Year given: _____

2. How many sections make up the ACT PLAN?

_____

_____

3. If I have more questions about the ACT PLAN, who should I ask?

_____

_____

4. List 2 reasons for taking the ACT PLAN.

_____

_____

5. List 2 things you can do right now to help prepare for the ACT PLAN and ACT.

_____

_____

Don't forget that you can use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.

For more information, check out: www.act.org

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Psyching Out the ACT PLAN

The BIG Idea

- What kinds of questions will I find on the ACT PLAN, and what strategies should I use to answer them?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Play "Bull's Eye! The ACT PLAN Game Show" (35 minutes)

III. Wrap Up (5 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook pages 55-65, "Bull's-Eye! The ACT PLAN Game Show"
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW, Taking Tests 2: Psyching Out the ACT PLAN
  - Facilitator Resource 2, "Bull's-Eye! The ACT PLAN Game Show" Answer Key
  - Facilitator Resource 3, Test Strategies
  - Facilitator Resource 4, "Bull's-Eye! The ACT PLAN Game Show" Score Card
- ❑ White board, marker, and eraser for each pair (or Student Response Cards labeled A, B, C, D, and E)
- ❑ Sharpened pencils
- ❑ Small prizes (if you're rewarding Bull's-Eye winners)
- ❑ Timer
- ❑ Calculators

OBJECTIVES

During this lesson, student(s) will:

- Become familiar with the format of the ACT PLAN (4 sections), and learn that it tests students' knowledge of reading, writing, and math skills.
- Describe strategies for answering at least two types of questions on the ACT PLAN.

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OVERVIEW

By participating in a mock game show, students get a taste of the kinds of reading, writing and math questions they might encounter on the ACT PLAN. During this activity, the Facilitator presents strategies for tackling each kind of multiple-choice question.

PREPARATION

- ❑ Write the **BIG IDEA** and the day's agenda on the board.
- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 55-65, "Bull's-Eye! The ACT PLAN Game Show"**
  - **Facilitator Resource 1, DO NOW**
  - **Facilitator Resource 3, Test Strategies**
- ❑ Make one copy, per class, of the **Facilitator Resource 4, "Bull's-Eye! The ACT PLAN Game Show" Score Card.**
- ❑ You may wish to visit http://actstudent.org/plan/tips/faq.html for a complete discussion of preparing for the ACT PLAN.
- ❑ Try out IHaveAPlanIowa's Test Prep tools, available under the College Planning tab.
- ❑ Pair students for the ACT PLAN Bull's Eye Game. You should pair up academically stronger students with students who need more support.

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IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. If you have to answer 13 questions in 25 minutes, how much time do you have to answer each question?
2. What are some things you can do to make sure you have enough time to answer all the questions on the ACT PLAN?
3. Prediction question: Should you guess on the ACT PLAN if you have no clue what the answer is? If so, why?

[Give the students 3 minutes to answer these questions. Then start with the discussion in the Warm Up as written. Call on students to volunteer their answers when they are directly addressed in the discussion.]

About 8 minutes has been allotted for examples and discussion of each of the four types of ACT PLAN questions. If you run short on time, one Math example and one Science example may be omitted. Detailed explanations of test question answers aren't necessary. Focus on the strategies for each section. If students seem to want more detailed explanations for a section, brainstorm who they could get help from. For example, if students struggle with the math questions, you may want to suggest that they ask their math teacher for help.

You may choose to have a student in each class keep track of each team's points, using **Facilitator Resource 4, "Bull's-Eye! The ACT PLAN Game Show" Score Card.**

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ACTIVITY STEPS

I. WARM UP (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we reviewed simple facts about the ACT PLAN. This week, we're going to look at the kinds of questions you'll find on the test and some strategies for answering them.

   Before we get started, let's talk about two things that are important to know when taking any standardized test.

   - How do I make sure I have enough time to answer all the questions?
   - Should I guess if I'm not sure of an answer?

   [These questions should be written on the board, overhead transparency, or chart paper.]

   Let's talk about the first question: "How do I make sure I have enough time to answer all the questions?" One way to do this is to take a practice test and get a feel for how quickly you need to work. The other is to figure out how much time you have for each question. For example, if you'll be expected to do 30 questions in 25 minutes, you know you need to answer each question in a little less than a minute.

   Let's try another example. If you had to answer 13 questions in 25 minutes, how much time should you spend on each question?

   [Give the students 30 seconds to figure this out. Then call on a volunteer to give the answer, a little under 2 minutes. You may want to work this problem out on the board, overhead projector, or chart paper to assist struggling students. **Note:** If your students completed the DO NOW, skip the second example, which has already been answered.]

   If you're struggling to answer a question, what should you do? [Allow students to respond. Answer: Skip it and come back to it at the end, if you have more time.]

   The second question is simple. "Should I guess if I'm not sure of an answer?" The answer is … "Yes." That's because the ACT PLAN and ACT do not take points off for guessing. Your scores on the multiple-choice tests are based on the number of questions you

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answer correctly. Therefore, it's important to attempt to answer every question. Of course, make sure you read all possible answers before choosing one.

II. Play "Bull's-Eye! An ACT PLAN Game Show" (35 minutes)

1. **SAY SOMETHING LIKE:** The ACT PLAN is divided into four sections. Who can remember from last class, what subjects are tested on the ACT PLAN? (Allow students to respond- English, Math, Reading and Science.) There is one English section, one Math section, one Reading section, and one Science section. Today, we're going to take a look at the kinds of questions you'll find on the ACT PLAN. You'll be working with a partner to solve each problem.

   Here is how the game will work. I am going to assign each of you a partner. You and your partner will complete three practice questions from the English section, two from Reading, four from Math, and three from the Science section on the ACT PLAN. I'm going to put a question on the overhead, and you are going to work with your partner to figure out the answer. You also have all the questions listed on **Student Handbook pages 55-65, "Bull's-Eye! The ACT PLAN Game Show."** Before we begin each section, I will tell you how much time you will have to complete the question. I will be keeping track with my timer. When you hear the timer start beeping, you need to put your pens/pencils down immediately. Groups who continue to work after the allotted time will not be awarded points for that question.

   I will then ask one person from each pair to hold up your white board (or response card) so I can see your answer. All teams with the right answer get one point each. While I'm excited to see if you got the right answer, today the most important thing is to explain how you figured it out. For each question, one team with the right answer will be chosen to explain how they got the answer. I will only select pairs who have worked well together. You need to talk and work out the problem with your partner. If your explanation makes sense, your pair will get five bonus points.

   [Explain how the score will be tracked. See **Implementation Options** for a suggestion on keeping score. Divide the class into pairs. Give each pair of students a white board, eraser, and erasable marker, or a set of Answer Response cards, each with the letters A through E.]

   [**NOTE:** Feel free to award prizes at the conclusion of the game, or eliminate points altogether if competition will make it difficult for your students to focus on the explanations.]

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[Place the transparency of **Student Handbook pages 55-65, "Bull's Eye! the ACT PLAN Game Show"** on the overhead projector, and instruct students to turn to that page in their handbook. Use a piece of paper to cover all but one question so the students can focus on just one question at a time. Use **Facilitator Resource 2, "Bull's-Eye! The ACT PLAN Game Show" Answer Key** to work through the sample test questions, explanations, and strategies.]

III. WRAP UP (5 minutes)

[Thank students for playing "Bull's-Eye!". Tell them that if they would like to get some more practice, they can use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab:

https://secure.ihaveaplaniowa.gov/College_Planning/Test_Prep/Test_Prep.aspx

They can also visit go to the ACT PLAN Web site:

http://actstudent.org/plan/tests/index.html]

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DO NOW

Taking Tests 2: Psyching Out the ACT PLAN

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. If you have to answer 13 questions in 25 minutes about how much time do you have to answer each question?

_____

_____

2. What are some things you can do to make sure you have enough time to answer all the questions on the ACT PLAN?

_____

_____

_____

3. Prediction question: Should you guess on the ACT PLAN if you have no clue what the answer is? Explain your answer.

_____

_____

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"Bull's-Eye! The ACT PLAN Game Show" Answer Key

[**Note:** The explanations for each question are intended as resources for the Facilitator. If the students' explanations for the questions are adequate, feel free to skip reading the explanations. If the students are unclear, you can use the explanations to clarify the question.]

ENGLISH TEST

In this section, you'll be asked to read four short passages, each followed by multiple choice questions. These questions test six essential English and writing skills: punctuation; grammar and usage; sentence structure; strategy; organization; and style. There are 50 questions in total, and during the real test, you'll be allotted 30 minutes to complete this section. Give the students one minute to complete each question.

[1]

In the late 1890s, thousands of people crowded into penny arcades across the country to see a remarkable new invention: the movie. Seldom longer than one minute, the first movies were simply recordings of everyday events. A distantly speeding train (1) toward the camera or a man watering his garden—these were typical subjects.

[2]

Within ten years, the movies were telling ten-minute stories. But they were still primitive, because moviemakers were still recording the story from only one viewpoint, just as their predecessors recorded the speeding train. For example, supposing (2) the story called for a young man to propose marriage. The moviemaker would place the camera far from the stage, recording (3) the entire scene from this single position.

1.

- **A** NO CHANGE
- **B** train speeding distantly
- **C** distant train speeding
- **D** train, distantly speeding

2.

- **A** NO CHANGE
- **B** supposedly
- **C** suppose
- **D** I suppose

3.

- **A** NO CHANGE
- **B** turn the camera and record the entire scene, placing it far from
- **C** record, place the camera far away, and turn to
- **D** turn, start, and recording

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- **EXPLANATION OF QUESTION 1:**

The correct answer is choice C. The issue here is that "distant train," one that is far away, is the only answer that makes sense. The other answers include "distantly speeding" or "speeding distantly." "Distant" describes the train, not the speed.

- **EXPLANATION OF QUESTION 2:**

The correct answer is C. The writer is using the marriage proposal as an example, so B and D are out; "Supposedly" and "I suppose" change the sentence's meaning. "Supposing" might be used in informal speech, but "suppose" is the correct choice. (What the author means is, "Let's suppose.")

- **EXPLANATION OF QUESTION 3:**

The correct answer is A, no change. Reading the sentence aloud is helpful here. There's no question about where the camera is, or what's being recorded. All of the other choices make the sentence more confusing.

- **STRATEGIES:**

1) Read through the passage to see if it "sounds right" - the punctuation is good, the subject and verb agree, the right tense is used, etc.

2) If the sentence is okay, select "NO CHANGE."

3) If the sentence is not okay, substitute the words from each answer. Find the answer that corrects the error.

4) Some questions will not have underlined portions. Instead, you'll be asked to think about the author's tone, organization, arguments, and evidence -- and make suggestions for improvement.

SAMPLE QUESTIONS: **www.act.org/plan/pdf/sample.pdf**

SOME STRATEGIES ADAPTED FROM: **www.actstudent.org/testprep/tips/subtests.html, www.number2.com, www.collegeboard.com/student/testing/psat/prep.html**

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READING TEST

This section measures how well you can think clearly and carefully about a small chunk of reading material, such as an excerpt from a book or magazine article. There are three small reading passages that are accompanied by 25 multiple-choice and, during the real test, you're given 30 minutes to complete all of them. Give the students one minute to complete each question.

Questions 4 & 5

"Now, this is not your ordinary airplane," Macon told Muriel. "I wouldn't want you to get the wrong idea. This is what they call a commuter plane. It's something a businessman would take, say, to hop to the nearest city for a day and make a
5 few sales and hop back again.

The plane he was referring to—a little fifteen-seater that resembled a mosquito or a gnat—stood just outside the door of the commuters' waiting room. A girl in a parka was loading it with baggage. A boy was checking something on
10 the wings. This appeared to be an airline run by teenagers...

...Other passengers struggled through, puffing and bumping into things. Last came the copilot, who had round, soft, baby cheeks and carried a can of Diet Pepsi. He slammed the door shut behind him and went up front to the controls. Not
15 so much as a curtain hid the cockpit. Macon could lean out into the aisle and see the banks of knobs and gauges, the pilot positioning his headset, the copilot taking a final swig and setting his empty can on the floor.

"Now, on a bigger plane, " Macon called to Muriel as the
20 engines roared up, "you'd hardly feel the takeoff. But here you'd better brace yourself."

4. When Macon compares the plane he and Muriel are on with a bigger plane (lines 14-21), he is preparing for a:

(A) ❑ smooth takeoff

(B) ❑ smooth flight

(C) ❑ short flight

(D) ❑ bumpy takeoff

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5. Since "not so much as a curtain hid the cockpit," Macon's view of the instrument panel and the crew was:

(A) ❑ hidden

(B) ❑ unobstructed

(C) ❑ frightening

(D) ❑ scenic

- **EXPLANATION OF QUESTION 4:**

The correct response is (D) bumpy takeoff. In this question you are asked to focus your attention on a specific section of the passage, lines 14-21 (starting with "Not so much..." and ending with "..better brace yourself"). Within these eight lines of the passage, it is made clear that the plane they are on is small. We also learn in this passage that takeoffs on bigger planes are smoother ("...you'd hardly feel the takeoff"). By using the conjunction "but" ("..But here you'd better brace yourself") we know that on this plane the takeoff is different from the takeoff of bigger planes. The opposite of a smooth takeoff is a bumpy takeoff.

- **EXPLANATION OF QUESTION 5:**

The correct answer is B, unobstructed. To answer this question you do not need to refer to the passage, all of the important information is given in the question. The line "not so much as a curtain hid the cockpit," gives the reader a picture that the cockpit is completely visible to the people on the plane. The word that best fits this description is unobstructed.

- **STRATEGIES:**

1) There are four passages, with the easiest passage first. Passages get more difficult as you go along. Within each passage, the easiest questions are first, and the most difficult are last. Use this information to budget your time.

2) You may find it helpful to glance at the questions first to get an idea of what to look for. Or, you may prefer to read the passage and try to answer the questions.

3) You may find it helpful to mark the passages as you are reading, but don't spend too much time making notes.

4) Pay special attention to the first and last sentences of each paragraph, which often give clues to the main idea.

5) Use context (words and sentences around a word) to figure out the meaning of an unfamiliar word.

6) Select the choice that best answers the question asked. Don't be fooled by a choice just because it is a true statement.

SAMPLE QUESTIONS: **www.act.org/plan/pdf/sample.pdf**
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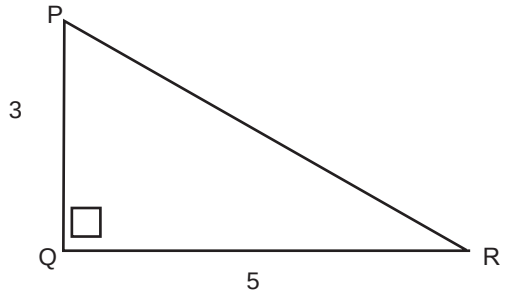
MATH SECTION

The ACT PLAN has math questions that test your basic understanding of pre-algebra, algebra, and geometry. So, you definitely want to pay attention in math class, do your homework, and ask your teacher questions if you don't understand something. The entire section is 40 multiple-choice questions, and, during the real test, you're given 40 minutes to complete it. Give the students one minute to complete each question.

Explain to the students that some of the math questions are very difficult and we may not be able to explain all of the answers. Brainstorm with the students where they can go for help. (Math teacher, afterschool tutorials, etc.)

Multiple-Choice

6. In ΔPQR below, $\square PQR$ is a right angle; $\overline{PQ}$ is 3 units long; and $\overline{QR}$ is 5 units long. How many units long is $\overline{PR}$?



(A) ❑ 2

(B) ❑ $2\sqrt{2}$

(C) ❑ 4

(D) ❑ $\sqrt{34}$

(E) ❑ 8

- **EXPLANATION OF QUESTION 6:**

  The correct response is (D), $\sqrt{34}$.

  We are told in the question that $\square PQR$ is a right angle. This makes the triangle a right triangle. In a right triangle you can find any side using the formula $a^2 + b^2 = c^2$, otherwise known as the Pythagorean theorem. PQ represents side a in this equation, while QR represents side b, which makes PR side c.

  When you plug the values into the formula you get:

  - $3^2 + 5^2 = c^2$
  - $9 + 25 = c^2$
  - $34 = c^2$
  - Since you want to find the value of c not c^2, you need to take the square root of 34, which is answer D.

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7. In the figure below, A, B, C, and D are collinear; $\overline{AD}$ is 35 units long; $\overline{AC}$ is 22 units long; and $\overline{BD}$ is 29 units long. How many units long is $\overline{BC}$?

(A) ❑ 5

(B) ❑ 6

(C) ❑ 7

(D) ❑ 13

(E) ❑ 16

- **EXPLANATION OF QUESTION 7:**

The correct response is (E), 16.

In the question you are told that AD is 35 units long and that BD is 29 units long. If you subtract BD (29 units) from AD (35 units) you can find the value of AB. This means that AB is equal to 6 units long. However, the question asks for the length of BC. Now that you know the value of AB (6 units), you can find the value of BC. Subtracting AB (6 units) from AC (22 units) gives you the value of BC, 16 units.

8. If $3x - 10 = 24$, then $x = ?$

(A) ❑ 31

(B) ❑ 18

(C) ❑ $11\ ^{1}/_{3}$

(D) ❑ $4\ ^{2}/_{3}$

(E) ❑ –2

- **EXPLANATION OF QUESTION 8:**

The correct answer is (C), $11\ ^{1}/_{3}$.

To find the value of x, complete the following steps:

$$3x - 10 = 24$$
$$\underline{\quad + 10 \quad +10}$$

Step 1. Add 10 to both sides of the equation

$$\frac{3x}{3} = \frac{34}{3}$$

Step 2: Divide each side of the equation by 3.

$$\mathbf{x = 11\ ^{1}/_{3}}$$

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9. A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, how many students were enrolled last year?

(A) ❑ 1,020

(B) ❑ 1,197

(C) ❑ 1,200

(D) ❑ 1,255

(E) ❑ 1,323

- **EXPLANATION OF QUESTION 9:**

The correct response is (C), 1,200.

To find out how many students were enrolled last year set up the following ratio.
Since this year's enrollment is 5% more than last year you want to add .05 for this year's percentage.

$$\frac{\text{Last Years Enrollment}}{\text{This year's enrollment}} = \frac{100\%}{105\%} \quad \frac{(1.0.)}{(1.05)}$$

$$\frac{x}{1260} = \frac{1}{1.05}$$

When you cross-multiply, you get: 1.05 x = 1260; so x = 1200.

- **STRATEGIES:**

1. Read each question carefully to make sure you understand the type of answer required.

2. Take notes or draw pictures if it helps you keep track of information.

3. Use a calculator you're comfortable with.

4. Don't be fooled by answers that aren't reasonable (for example, are 10 times the correct answer), or answer a different question than the one that was asked.

5. If you don't see your answer among the choices, see if your answer can be written in another form.

6. Check your work.

SOURCE: **www.act.org/plan/pdf/sample.pdf**

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SCIENCE TEST

This section consists of 30 multiple choice questions and, during the real test, you're given 25 multiple choice minutes to complete them. To test your scientific reasoning skills, you'll be presented with information in forms such as graphs, charts and research summaries, and asked to critically examine, interpret, and evaluate the information provided. No calculators are permitted in this section. Give the students about one minute to answer each question.

[In the sample test included in this lesson, a short passage is provided followed by three multiple-choice questions. Students are asked to use this information to answer each problem.]

The following figures contain information about how solar energy can be collected through the window of a house. Figure 1 shows the percent of possible sunshine, Figure 2 the average outdoor temperature during the heating season, and Figure 3 the net heat gained (in British thermal units, Btu) per hour per square foot of window area.

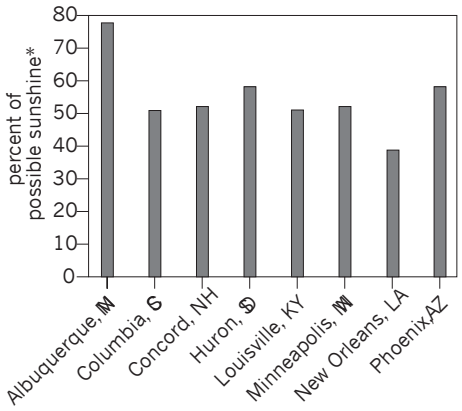

Figure1

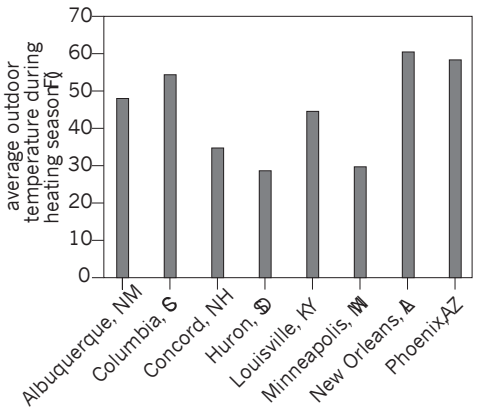

Figure2

$$\text{*percent of possible sunshine} = \frac{\text{actual hours of direct sunlight}}{\text{possible hours of sunlight}} \times 100$$

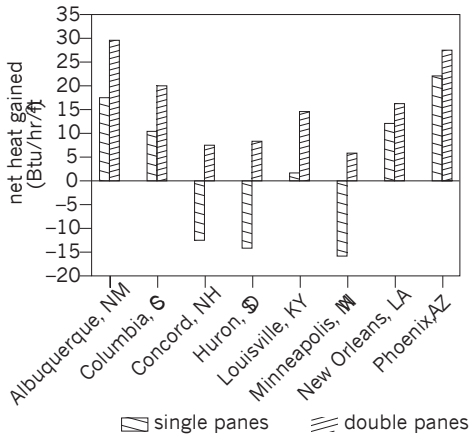

Figure3

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Science Test continued

10. According to the information in Figure 3, the greatest heat gained through double-pane glass occurs in which of the following cities?

(A) ❑ Albuquerque

(B) ❑ Minneapolis

(C) ❑ New Orleans

(D) ❑ Phoenix

- **EXPLANATION OF QUESTION 10:**

The correct answer is (A), Albuquerque. In Figure 3, there are two data bars for each city. By using the legend at the bottom of the chart we know that one bar represents data for single-pane glass and the other for double-pane glass. Question 10 asks us to look for the greatest heat gained through **double-pane** glass. If we match the double-pane glass pattern provided in the legend to the patterns on the bars in the chart, we can see that the double-pane data bar for Albuquerque is the tallest of all cities on the chart.

11. Indianapolis, Indiana, receives 51% possible sunshine and has an average temperature of 40.3°F during the heating season. On the basis of the data presented, the net heat gained by a double-pane window in Indianapolis would be approximately?

(A) ❑ -15 Btu/hr/ft^2

(B) ❑ 7 Btu/hr/ft^2

(C) ❑ 11 Btu/hr/ft^2

(D) ❑ 27 Btu/hr/ft^2

- **EXPLANATION OF QUESTION 11:**

The correct response is (C), 11 Btu/hr/ft^2. In order to solve this problem, we need to use the information provided in all three figures.

- First, we must look at Figure 1 and see which cities receive around 51% of possible sunshine. It looks like Columbia, Concord, Louisville, and Minneapolis all receive around 51%.

- Now, we use the information provided in Figure 2 and determine among the cities we found to receive around 51% of sunshine which one has an average temperature closest to the average temperature of Indianapolis (40.3°F). It looks like Louisville has an average outdoor temperature closest to 40.3°F compared to the average outdoor temperatures of Columbia, Concord, and Minneapolis.

Source: www.act.org/plan/pdf/sample.pdf

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- Since the question asked for the approximate net heat gained, we must use the data in Figure 3 to solve our problem. From our previous work in this problem, we concluded that Louisville and Indianapolis have a similar percent of possible sunshine AND average outdoor temperature during heating season.
- Therefore, if we look at Louisville's net heat gained we can infer that it will be similar to Indianapolis's net heat gained. In Figure 3, Louisville gains roughly 15 Btu/hr/ft^2 net heat by a double-pane window.
- Based on the choices provided in question 11, the closest value of net heat gained to that of the net heat gained by Lousiville is choice (C), 11 Btu/hr/ft^2.

12. Which of the following hypotheses about the relationship between the percent of possible sunshine and average outdoor temperature during the heating season is best supported by the data?

(A) ❑ As percent of possible sunshine increases, the average temperature decreases.

(B) ❑ As the percent of possible sunshine increases, the average temperature increases.

(C) ❑ The average temperature is not directly related to the percent of possible sunshine.

(D) ❑ The percent of possible sunshine depends on the length of the heating season, rather than the average temperature.

- **EXPLANATION OF QUESTION 12:**

The correct response is (C), the average temperature is not directly related to the percent of possible sunshine.

- For this question, we are asked to find the relationship between percent of possible sunshine and average outdoor temperature during the heating season.
- This means we must look at the two figures that provide this information: Figure 1 and Figure 2.
- If we compare these two charts we see cities that receive high percentages of possible sunshine sometimes have low averages of outdoor temperature and sometimes have high averages of outdoor temperatures.
- The same can be said for cities that receive low percentages of possible sunshine.
- There is no pattern that exists between these two variables; therefore we can conclude that no relationship exists, or in other words, the average temperature is not directly related to the percent of possible sunshine.

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- **STRATEGIES:**

1. Carefully read the passages that accompany the scientific information.
2. Refer to information in these passages to answer questions.
3. Pay attention to titles, labels and legends within the charts, graphs and tables.
4. Read each question carefully. Just because a question uses terms that may be unfamiliar to you, it doesn't mean you can't answer the question. You can often use the data provided to solve the problem.
5. Be aware of conflicting points of view in some passages.

SAMPLE QUESTIONS: **www.act.org/plan/pdf/sample.pdf**
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TEST STRATEGIES

I. ENGLISH TEST

STRATEGIES:

1) Read through the passage to see if it "sounds right" – the punctuation is good, the subject and verb agree, the right tense is used, etc.
2) If the sentence is okay, select "NO CHANGE."
3) If the sentence is not okay, substitute the words from each answer. Find the answer that corrects the error.
4) Some questions will not have underlined portions. Instead, you'll be asked to think about the author's tone, organization, arguments, and evidence, and make suggestions for improvement.

II. READING TEST

STRATEGIES:

1) There are four passages, with the easiest passage first. Passages get more difficult as you go along. Within each passage, the easiest questions are first, and the most difficult are last. Use this information to budget your time.
2) You may find it helpful to glance at the questions first to get an idea of what to look for. Or, you may prefer to read the passage and try to answer the questions.
3) You may find it helpful to mark the passages as you are reading, but don't spend too much time making notes.
4) Pay special attention to the first and last sentences of each paragraph, which often give clues to the main idea.
5) Use context (words and sentences around a word) to figure out the meaning of an unfamiliar word.
6) Select the choice that best answers the question asked. Don't be fooled by a choice just because it is a true statement.

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III. MATH TEST

STRATEGIES:

1. Read each question carefully to make sure you understand the type of answer required.
2. Take notes or draw pictures if it helps you keep track of information.
3. Use a calculator you're comfortable with.
4. Don't be fooled by answers that aren't reasonable (for example, are 10 times the correct answer), or answer a different question than the one that was asked.
5. If you don't see your answer among the choices, see if your answer can be written in another form.
6. Check your work.

IV. SCIENCE TEST

STRATEGIES:

1. Read the passages carefully, including labels on charts and graphs.
2. Refer to the scientific information in the passages to answer questions.
3. Read and consider all choices before choosing the best one.
4. Be aware of conflicting points of view in some passages.

V. GENERAL

STRATEGIES:

1) Budget your time.
2) It's okay to guess.
3) Mark hard questions and return to them later.

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"Bull's-Eye! The ACT PLAN Game Show" Score Card

Directions: Assign each pair a number before starting the game. If a team gets a question right, put a check in that team's box for the question being answered.

Questions	Team 1	Team 2	Team 3	Team 4	Team 5	Team 6	Team 7	Team 8	Team 9	Team 10	Team 11	Team 12
1												
2												
3												
4												
5												
6												
7												
8												
9												
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16												
17												

Bull's-Eye: The ACT PLAN Game Show

English Test

DIRECTIONS: In the following passage, there are certain words that are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of passage as a whole. If you think the original version is best, choose "NO CHANGE."

[1]

In the late 1890s, thousands of people crowded into penny arcades across the country to see a remarkable new invention: the movie. Seldom longer than one minute, the first movies were simply recordings of everyday events. A <u>distantly speeding train</u> (1) toward the camera or a man watering his garden—these were typical subjects.

[2]

Within ten years, the movies were telling ten-minute stories. But they were still primitive, because moviemakers were still recording the story from only one viewpoint, just as their predecessors recorded the speeding train. For example, <u>supposing</u> (2) the story called for a young man to propose marriage. The moviemaker would <u>place the camera far from the stage, recording</u> (3) the entire scene from this single position.

1.

- **A** NO CHANGE
- **B** train speeding distantly
- **C** distant train speeding
- **D** train, distantly speeding

2.

- **A** NO CHANGE
- **B** supposedly
- **C** suppose
- **D** I suppose

3.

- **A** NO CHANGE
- **B** turn the camera and record the entire scene, placing it far from
- **C** record, place the camera far away, and turn to
- **D** turn, start, and recording

Source: www.act.org/plan/pdf/sample.pdf

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TIPS FOR ANSWERING ENGLISH TEST QUESTIONS:

- _____

  _____

- _____

  _____

- _____

  _____

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Reading Test

DIRECTIONS: Read the passage below. Then answer the questions below it.

"Now, this is not your ordinary airplane," Macon told Muriel. "I wouldn't want you to get the wrong idea. This is what they call a commuter plane. It's something a businessman would take, say, to hop to the nearest city for a day and make a few sales and hop back again.

The plane he was referring to—a little fifteen-seater that resembled a mosquito or a gnat—stood just outside the door of the computers' waiting room. A girl in a parka was loading it with baggage. A boy was checking something on the wings. This appeared to be an airline run by teenagers...

...Other passengers struggled through, puffing and bumping into things. Last came the copilot, who had round, soft, baby cheeks and carried a can of Diet Pepsi. He slammed the door shut behind and went up front to the controls. Not so much as a curtain hid the cockpit. Macon could lean out into the aisle and see the banks of knobs and gauges, the pilot positioning his headset, the copilot taking a final swig and setting his empty can on the floor.

"Now, on a bigger plane, " Macon called to Muriel as the engines roared up, "you'd hardly feel the takeoff. But here you'd better brace yourself."

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QUESTIONS 4 & 5:

4. When Macon compares the plane he and Muriel are on with a bigger plane (lines 14-21), he is preparing for a:

(A) ❑ smooth takeoff

(B) ❑ smooth flight

(C) ❑ short flight

(D) ❑ bumpy takeoff

5. Since "not so much as a curtain hid the cockpit," Macon's view of the instrument panel and the crew was:

(A) ❑ hidden

(B) ❑ unobstructed

(C) ❑ frightening

(D) ❑ scenic

Source: www.act.org/plan/pdf/sample.pdf

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TIPS FOR ANSWERING READING QUESTIONS:

- _____

  _____

- _____

  _____

- _____

  _____

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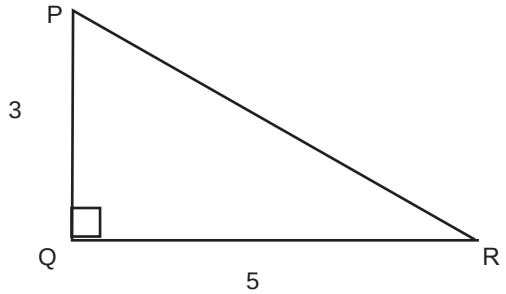
Math Test

DIRECTIONS: Solve each problem. Then decide which is the best of the choices given.

6. In $\triangle PQR$ below, $\angle PQR$ is a right angle; $\overline{PQ}$ is 3 units long; and $\overline{QR}$ is 5 units long. How many units long is $\overline{PR}$?



(A) ❑ 2

(B) ❑ $2\sqrt{2}$

(C) ❑ 4

(D) ❑ $\sqrt{34}$

(E) ❑ 8

Source: www.act.org/plan/pdf/sample.pdf

7. In the figure below, A, B, C, and D are collinear; $\overline{AD}$ is 35 units long; $\overline{AC}$ is 22 units long; and $\overline{BD}$ is 29 units long. How many units long is $\overline{BC}$?

(A) ❑ 5

(B) ❑ 6

(C) ❑ 7

(D) ❑ 13

(E) ❑ 16

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Math Test continued

DIRECTIONS: Solve each problem. Then decide which is the best of the choices given.

8. If $3x - 10 = 24$, then $x = ?$

(A) ❑ 31

(B) ❑ 18

(C) ❑ $11\ ^{1}/_{3}$

(D) ❑ $4\ ^{2}/_{3}$

(E) ❑ –2

Source: www.act.org/plan/pdf/sample.pdf

9. A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, how many students were enrolled last year?

(A) ❑ 1,020

(B) ❑ 1,197

(C) ❑ 1,200

(D) ❑ 1,255

(E) ❑ 1,323

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TIPS FOR ANSWERING MATH TEST QUESTIONS:

- _____

  _____

- _____

  _____

- _____

  _____

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Science Test

Directions: The passage below is followed by some questions. Choose the best answer to each question. Calculators are NOT allowed to be used on this section.

The following figures contain information about how solar energy can be collected through the window of a house. Figure 1 shows the percent of possible sunshine, Figure 2 the average outdoor temperature during the heating season, and Figure 3 the net heat gained (in British thermal units, Btu) per hour per square foot of window area.

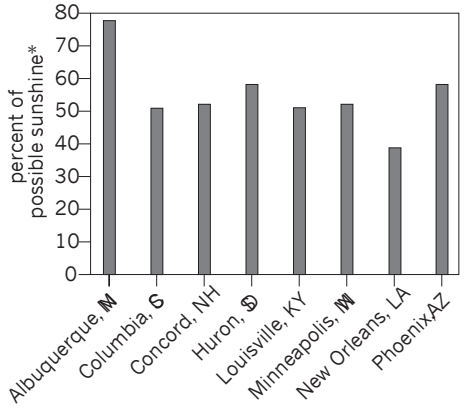

Figure1

*percent of possible sunshine = $\frac{\text{actual hours of direct sunlight}}{\text{possible hours of sunlight}} \times 100$

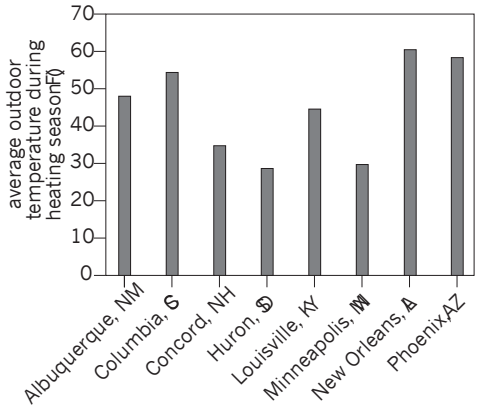

Figure2

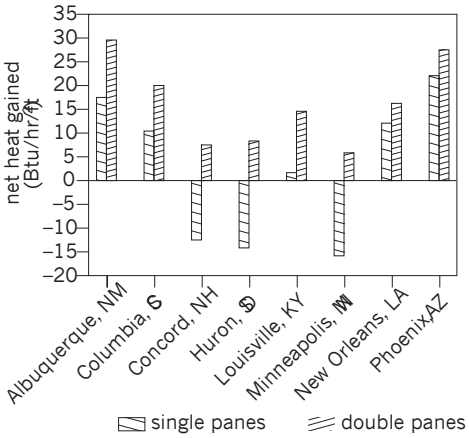

Figure3

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Science Test continued

DIRECTIONS: Solve each problem and mark your answer in the grid below.

10. According to the information in Figure 3, the greatest heat gained through double-pane glass occurs in which of the following cities?

(A) ❑ Albuquerque
(B) ❑ Minneapolis
(C) ❑ New Orleans
(D) ❑ Phoenix

SSource: www.act.org/plan/pdf/sample.pdf

11. Indianapolois, Indiana, receives 51% possible sunshine and has an average temperature of 40.3°F during the heating season. On the basis of the data presented, the net heat gained by a double-pane window in Indianapolis would be approximately?

(A) ❑ -15 Btu/hr/ft^2
(B) ❑ 7 Btu/hr/ft^2
(C) ❑ 11 Btu/hr/ft^2
(D) ❑ 27 Btu/hr/ft^2

Source: www.act.org/plan/pdf/sample.pdf

12. Which of the following hypotheses about the relationship between the percent of possible sunshine and average outdoor temperature during the heating season is best supported by the data?

(A) ❑ As percent of possible sunshine increases, the average temperature decreases.
(B) ❑ As the percent of possible sunshine increases, the average temperature increases.
(C) ❑ The average temperature is not directly related to the percent of possible sunshine.
(D) ❑ The percent of possible sunshine depends on the length of the heating season, rather than the average temperature.

Source: www.act.org/plan/pdf/sample.pdf

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TIPS FOR ANSWERING SCIENCE TEST QUESTIONS:

- _____

  _____

- _____

  _____

- _____

  _____

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Post-High School Tests

The BIG Idea

- What kinds of tests might I need to take after high school?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. Investigating Post-HS Tests: Two Examples (20 minutes)

III. Sharing Information (10 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 28-30, Grade 10 Skills Checklist (Taking Tests skills only)

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 66-67, So, What Do These Tests Test?
- Student Handbook pages 68-71, FedEx Sample Test Questions
- Student Handbook pages 72-77, NJATC Sample Test Questions
- Student Handbook page 78, Check-up Questions

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Taking Tests 3: Post-High School Tests
- Facilitator Resource 2, Sample Questions Answer Key (one copy per group)
- Facilitator Resource 3, So, What Do These Tests Test? Answer Key

OBJECTIVES

During this lesson, student(s) will:

- Review an example of a test he or she might be required to take after high school, then list two ways that the test is like the ACT PLAN, and one way it is different.
- Recognize that students not planning on attending college may be required to take standardized tests to get a job or be promoted.

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OVERVIEW

Some non-college-bound students think that once they graduate from high school they can say good-bye to standardized tests like the ACT PLAN and the ACT. These students would be surprised to learn that many jobs require such tests for hiring or promotion. During this lesson, students learn about two such tests (FedEx's Basic Skills Test for couriers, and the National Joint Apprenticeship and Training Committee's (NJATC) Apprentice Aptitude Test for budding electricians), and see how these tests are similar and different from the ACT PLAN. In addition, they will look at sample questions from these tests, and learn why it's important to graduate from high school with strong academic skills.

PREPARATION

- ❑ Write the **BIG IDEA** and the day's agenda on the board.
- ❑ Make a transparency of (or copy onto chart paper) **Facilitator Resource 1, DO NOW.**
- ❑ Make 15 copies of **Facilitator Resource 2, Sample Questions Answer Key.**
- ❑ Pair up academically stronger students with students who need more support. You could use the same pairs as during last week's lesson.

BACKGROUND INFORMATION

In addition to the two post-high school tests that are presented in detail in this lesson—the Basic Skills Test, required for some FedEx employment; and the Apprentice Aptitude Test, required by the NJATC—you may want to tell students about a few other examples of standardized tests they may encounter after high school.

VOCABULARY

Ability-to-Benefit Tests: (Discussed in the Warm Up) Some students without degrees, (or with low grades and/or test scores who want to pursue a college education) may be asked to take one of several standardized tests called an Ability-to-Benefit test if they want to receive financial

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aid or loans from the government. Basically, these tests are a way for students to demonstrate to colleges (and providers of financial aid) that they have the academic skills to benefit from a college education.

Apprenticeships: Apprenticeships in the skilled trades, such as plumbing, construction, and electrical work, are a wonderful way of learning new skills. Apprentices often earn while they learn, with wages increasing as their skill and productivity levels increase. Apprenticeship sponsors may pay most of the training costs. Such programs are often very competitive, so the organizations awarding them use tests to help them select the best candidates.

Military: Any high school student who wants to join the US Army needs to take the ASVAB (which stands for Armed Services Vocational Aptitude Battery). This standardized test is divided into four sections: math knowledge, arithmetic reasoning, word knowledge, and paragraph comprehension. Your score on the ASVAB determines your career options within the army.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to begin the Warm Up activity as a written DO NOW. Present the questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. What test(s) do most colleges require as part of their admission process?
2. Why are these tests important to colleges?
3. True or False: People who deliver packages for FedEx have to take a test before they will be considered for an interview. (Explain your answer.)

[Give the students three minutes to answer these questions. Then start with the discussion in the Warm Up as written. Call on students to volunteer their answers when they are directly addressed in the discussion.]

In **Activity III,** if you think your students will have difficulty completing **Student Handbook pages 66-67, So, What Do These Tests Test?** in pairs, you may wish to create an overhead transparency and investigate one of the tests as a class. Students can then work on investigting the second test.

In **Activity III,** you may wish to have groups that finish early take a look at the second test.

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ACTIVITY STEPS

I. WARM-UP (10 minutes)

1. **SAY SOMETHING LIKE:** Tests are an unavoidable part of high school life. You might think that you can throw away those No. 2 pencils after you graduate…but don't! The truth is, there are many other standardized tests you might need to take after high school. For example, some colleges require an entrance exam to show you've mastered the basic skills needed to succeed.

   Another place you might encounter standardized tests after graduation is during a job search. Imagine that you are the head of a big company, and you need to hire 50 new employees. What do you do if 500 people apply for these jobs? Who should you pick? Are you going to have time to interview all the candidates? One easy way to narrow down a big list of candidates is to give everyone a test—and then interview those people who do really well. Companies design special tests to measure the skills that employees will need on the job.

2. **SAY SOMETHING LIKE:** Today we are going to look at two of these tests.

   First we'll look at the Basic Skills Test given to people who want to work for FedEx. How many of you have heard of FedEx?

   [Students respond.]

   FedEx is a hugely successful company that is famous for sending packages overnight around the world. FedEx is also famous for decent salaries, excellent benefits, opportunities for promotion, and more.

   To apply for some FedEx jobs, you have to do well on a standardized test. For example, to be hired as a FedEx courier – that's the person whose job is to pick up and deliver urgent packages – you have to take something called the Basic Skills Test. On their website, FedEx says, "The employment tests used by Federal Express were professionally developed for our jobs. Extensive research has shown that performance on these tests is significantly related to job performance."

   In a few minutes, you'll get a sneak preview of some of the questions on that FedEx test.

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3. **SAY SOMETHING LIKE:** Today, we'll also look at a test given to students who want to become electricians. Anybody here think they might want to become an electrical worker? [Students respond.] Electrical workers install and fix equipment for telephone companies, cable companies, security camera companies, and lots more. Electricians are well-paid for their special knowledge. But you probably don't know that there is a national apprentice program that pays bright, hard-working students to learn the skills to become electricians. You also get raises as your skills improve.

   The apprenticeships for students who want to be electrical workers are highly competitive. In New York City, for example, approximately 1 in 10 applicants is selected for the program.

   Later today, we'll look at sample questions from this test, too.

   [Source for above information: National Joint Apprenticeship and Training Committee

   http://www.njatc.org/training/apprenticeship/index.aspx]

II. Investigating Post-HS Tests: TWO EXAMPLES (20 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to take a look at sample questions from both tests, the FedEx Basic Skills Test and the NJATC apprenticeship test. All the sample questions you see today came from the official FedEx and NJATC websites. This info is on the web for anybody who's interested in applying.

   Our goal is to compare each set of test questions with the kinds of questions you found on the ACT PLAN. Later, we'll review what you can do now to get the skills you need to do well on tests of this type.

2. [Divide students into pairs, and assign each pair to one of the two tests.]

3. **SAY SOMETHING LIKE:** You and your partner have been assigned either the FedEx test or the NJATC test. For this activity, you and your partner will need to carefully read through the test you have been assigned. Look over the whole test before you start answering the questions on the chart. When you finish your research, your pair will be responsible for describing your test to another team that looked at the test you didn't review.

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To find the form you'll need to record your results, please turn to **Student Handbook pages 66-67, So, What Do These Tests Test?** Note that you and your partner are only responsible for completing the form for one of the tests.

The sample questions themselves are located on the pages immediately following the chart.

[Write the test names and page numbers on the board.]

4. **SAY SOMETHING LIKE:** If you finish early, you may want to see how many of the questions you can answer. I'll leave the answer keys here [show where] so you can check your answers after you're done.

   You'll have 20 minutes to complete this assignment. I'll give you a 10-minute and a 5-minute warning before it's time to stop.

III. Sharing Information (10 minutes)

1. [Bring class back together, and create teams of four by matching pairs who read about different tests. Each pair will have 4 minutes to present their information. List the questions below on an overhead projector or on chart paper. Direct your students' attention to the questions and explain that these are the questions you should be discussing in your groups.]

   Discussion Questions:
   - How was your test like the ACT PLAN?
   - How was it different?
   - What was surprising about your test?
   - If your goal was to get a high score on this test, what could you do now to prepare?
   - Who are some people who could help you achieve this goal?
   - What other resources might you use to help you prepare for these kinds of tests?]

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IV. WRAP-UP (5 minutes)

1. **SAY SOMETHING LIKE:** Tests are a part of school life, and, as you've seen today, a part of life beyond school. Knowing the kinds of questions to expect can help you do well. More important, this is a perfect example of beginning with the end in mind. Knowing that colleges and future employers are going to depend on your ability to read and do math is an excellent reason to take your high school work seriously, starting today, if you're not doing so already.

2. [Have students turn to **Student Handbook page 78, Check-up Questions** and complete it before leaving class.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Taking Tests skills.

Taking Tests

I can…

Identify reasons why it's a good idea to take the PSAT or the ACT PLAN.	❑ not at all	❑ somewhat	❑ very well
Identify strategies that will help me to maximize my test taking abilities.	❑ not at all	❑ somewhat	❑ very well

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DO NOW

Taking Tests 3: Post High School Tests

Directions: You will have three minutes to read the questions below and write your responses.

QUESTIONS:

1. What test(s) do most colleges require as part of their admission process?

_____

_____

_____

_____

2. Why are these tests important to colleges?

_____

_____

_____

_____

3. True or False: People who deliver packages for FedEx have to take a test before they will be considered for an interview. (Explain your answer.)

_____

_____

_____

_____

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SAMPLE QUESTIONS ANSWER KEY

Federal Express Test of Basic Skills Answer Key:

Applied Reading Demonstration

1. C

Map Reading Demonstration

1. D

Listening Demonstration

1. RIGHT
2. WRONG
3. RIGHT

Sorting Demonstration

1. A
2. G
3. E
4. A
5. E
6. K
7. B
8. H

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NJATC

Apprenticeship Aptitude Test Answer Key:

Algebra and Functions

1. B
2. A
3. C
4. A
5. C

Reading Comprehension

6. C
7. D
8. C

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?)

Directions: Your mission is to review sample questions from **one** of the two tests listed below. Then you and your partner will answer the questions in the column below the test you reviewed. When you've finished, you will share your results with another pair who reviewed the other test.

If you finish early, you may want to try some of the questions to see if you're ready for a great job after high school.

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
1. Why would someone want to take this test? [Inference question]	Anyone who wants to be a courier, someone who delivers packages for FedEx, would need to take this test. This basic skills test is a required part of the application process.	Anyone who wants to qualify for an apprenticeship for a job in the electrical industry needs to take this test. This test is required for consideration for the apprenticeship.
2. What skills are tested?	• Reading comprehension. • Ability to read maps correctly. • Ability to listen and take notes effectively. • Ability to sort packages correctly.	• Ability to add, subtract, multiply, divide, and use algebraic formulas. • Ability to read and understand graphs, charts and diagrams. • Reading comprehension.
3. What skills on this test are **not** on the ACT PLAN?	The ACT PLAN does not test on reading maps, or listening and taking notes. While sorting packages is not directly tested, this topic falls under reading comprehension and analyzing charts. Both of those skills are tested on the ACT PLAN.	All of the skills above are tested on the ACT PLAN.

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?) *cont'd*

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
4. Example of a hard question from this test	There is not one right answer!	There is not one right answer!
5. Ways you might prepare for this test during high school [Inference Question]	• Pay attention in English class. • Read more books and longer magazine articles. • Practice taking effective notes in class.	• Pay attention in English class. • Read more books and longer magazine articles. • Pay attention in math class. • Go to tutoring if you are struggling in math or English.
6. Why do the companies give this test? [Inference Question]	FedEx gives this test to make sure that their couriers are competent to do the tasks of the job. The specific skills are being able to: understand written directions/documents, correctly read maps, write effective notes from oral messages, and correctly sort packages.	NJATC gives this test to assess whether the applicant has the basic aptitudes to perform functions necessary for an electrician. Electricians need to be proficient in basic math and English skills.
7. What happens if you do really well on this test? [Inference Question]	You could either be selected for an interview or chosen for a job.	You could be selected for the apprenticeship with the NJATC.

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?)

Directions: Your mission is to review sample questions from **one** of the two tests listed below. Then you and your partner will answer the questions in the column below the test you reviewed. When you've finished, you will share your results with another pair who reviewed the other test.

If you finish early, you may want to try some of the questions to see if you're ready for a great job after high school.

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
1. Why would someone want to take this test? [Inference question- the answer is not found in the text. You have to make your own predictions.]		
2. What skills are tested?		
3. What skills on this test are **not** on the ACT PLAN?		

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SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?) *cont'd*

	FedEx Basic Skills Test	**NJATC Apprenticeship Apprenticeship Aptitude Test**
4. Example of a hard question from this test		
5. Ways you might prepare for this test during high school [Inference Question]		
6. Why do the companies give this test? [Inference Question]		
7. What happens if you do really well on this test? [Inference Question]		

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Job Summary

A FedEx Courier is responsible for courteous and efficient pickup and delivery of packages. Candidates work an average of 17.5 to 30 hours a week. **Pay rate is $14.42/hr.**

General Requirements

At least 21 years of age, high school diploma/GED; valid state driver's license; able to lift 75 lbs. and maneuver packages weighing above 75 lbs. with appropriate equipment; successfully pass all basic and recurrency training; demonstrate good human relations and verbal communication skills; and maintain a neat appearance.

Sample Questions

Skill Tested: Applied Reading Demonstration

Directions: Read the passage. Select the most correct answer based on the passage. To indicate your answer, mark the letter of your answer.

Customer contact employees should advise customers on how to properly prepare their package for shipment using the following guidelines.

- Place address labels on three sides of the package, and put another one inside the package.
- Don't secure packages with string or rope.
- Seal packages securely with plastic tape. Don't use household cellophane tape, masking tape, or water-activated tape.

1. Address labels should be placed on how many side(s) of a package?

(A) ❑ One side

(B) ❑ Two sides

(C) ❑ Three sides

(D) ❑ Four sides

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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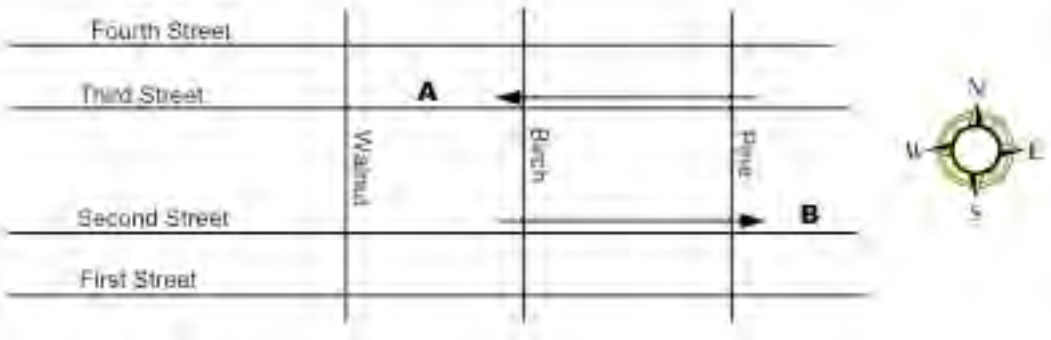
Skill Tested: Map Reading Demonstration

Directions: Using the map below, answer the following question without breaking any traffic laws. All streets on the map are two way unless marked by an arrow.



1. Which of the following is the shortest route from location A to location B?

   (A) ❑ East on Third Street, turn right on Pine, turn left on Second Street

   (B) ❑ East on Third Street, turn right on Birch, turn left on Second Street

   (C) ❑ West on Third Street, turn right on Birch, turn left on Second Street

   (D) ❑ West on Third Street, turn left on Walnut, turn left on Second Street

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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Skill Tested: Listening Demonstration

Directions: You will hear spoken information that is recorded on tape, and you will then answer questions about what you heard. You will be able to take notes while you listen.

Example Message:

"Go to the supply room and get 6 shipping boxes and a package of shipping forms. Take them to the front office and give them to Cindy, who is waiting for you. Ask her if she needs any help in packaging the employee files being sent to Memphis, and help her with them if she says she does."

After you listen to the message, you will listen to statements. If the statement is correct, based on what was said in the message, check the line next to RIGHT. If the statement is not correct, based on what was said in the message, then check the line next to WRONG.

1. The employee files are being shipped to Memphis.

   ___RIGHT ___ WRONG

2. You are to get 6 shipping forms from the supply room.

   ___RIGHT ___ WRONG

3. The boxes and forms are to be taken to Cindy, who is in the front office.

   ___RIGHT ___ WRONG

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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Skill Tested: Sorting Demonstration

Directions: Packages are marked with a shipping code that is used to sort packages. Packages are taken to a location within a depot depending on the first two numbers of the shipping code. The following location chart shows the locations to which packages with each of the sorting codes are taken. For example, packages beginning with the numbers 00 through 10 all go to location A. A package whose sorting code is followed by either "(DANGEROUS)" or "(PRIORITY)" is marked for one of our two special services. Packages marked for a special service are always placed in the appropriate special service location, regardless of what the first two numbers of its shipping code are.

LOCATION CHART			
SHIPPING CODE (First two numbers only)	LOCATION	SHIPPING CODE (First two numbers only)	LOCATION
00-10	A	65-85	G
11-25	B	86-93	H
26	C	94-99	I
27	D	Special Services	
28-45	E	DANGEROUS	J
46-65	F	PRIORITY	K

Mark the correct letter location for the problems below. The first two shipping codes have already been done for you.

SHIPPING CODE	LOCATION					
1. 02BZT	(A) G	B H	C I	D J	E K	F
2. 81TNM	A (G)	B H	C I	D J	E K	F
3. 38JSV	A G	B H	C I	D J	E K	F
4. 07MMN	A G	B H	C I	D J	E K	F

SHIPPING CODE	LOCATION					
5. 43CPH	A G	B H	C I	D J	E K	F
6. 90LUA (PRIORITY)	A G	B H	C I	D J	E K	F
7. 22CCK	A G	B H	C I	D J	E K	F
8. 92DAY	A G	B H	C I	D J	E K	F

SOURCE: All information regarding FedEx job requirements and the Test of Basic Skills is available on their website, http://images.fedex.com/images/ascend/careers/BST_Flyer_Verbiage.pdf?link=4.

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Apprenticeship Summary

The National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) jointly sponsor apprenticeship training programs that offer you the opportunity to earn wages and benefits while you learn the skills needed for a trade that can be both challenging and rewarding. You will have the chance to use your mind, as well as your physical skills, to complete work in a variety of settings with the constant opportunity to learn something new.

The sample questions are designed to help you prepare for the NJATC Aptitude Test. This test is a mandatory part of the application process.

Apprenticeship programs range from 3 to 5 years. For a list of electrical specialties and the skills needed for this kind of work, see http://www.njatc.org/training/apprenticeship/index.aspx .

General Requirements

- ❑ Minimum age 18
- ❑ High School Education
- ❑ One Year of High School Algebra
- ❑ Qualifying Score on an Aptitude Test
- ❑ Drug Free

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SAMPLE QUESTIONS: Math Ability Skills

1. Consider the following formula: A = B + 3 (4 – C)

If B equals 5 and C equals 2, what is the value of A?

(A) ❑ 7

(B) ❑ 11

(C) ❑ 12

(D) ❑ 17

2. Consider the following formula: y = 3 (x + 5) (x – 2)

Which of the following formulas is equivalent to this one?

(A) ❑ y = 3 x 2 + 9 x –30

(B) ❑ y = x2 + 3x – IO

(C) ❑ y = 3x 2 + 3x – IO

(D) ❑ y = 3x 2 + 3x – 30

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SAMPLE QUESTIONS: Math Ability Skills

3. Consider the following pattern of numbers: 110, 112, 107, 109, 104

What is the next number in the pattern?

(A) ❑ 97

(B) ❑ 99

(C) ❑ 106

(D) ❑ 109

4. Consider the following formula: $a = \frac{1}{2} b - 4$

Which of the following statements is true for this formula?

(A) ❑ When the value of b is less than 8, a is negative.

(B) ❑ When the value of b is greater than 8, a is negative.

(C) ❑ When the value of b is less than 8, a is positive.

(D) ❑ When the value of b is greater than 4, a is positive.

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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SKILL: Competency with Graphs, Charts, and Diagrams

5. Consider the following table:

X	Y
0	-5
1	-4
2	-3
3	-2
4	-1
5	0
6	1

Which of the following choices represents the same relationship as demonstrated in this table?

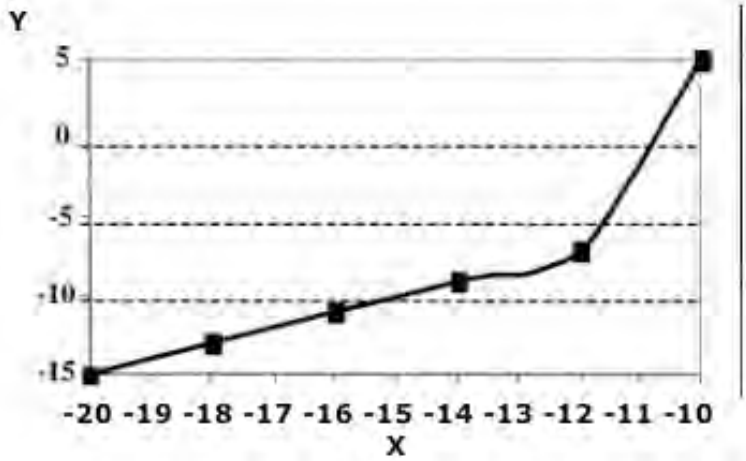
A.

X	Y
10	-40
20	-30
30	-20
40	-10

B. $Y = x/2 - 5$

C. *Y* is equivalent to the difference between the value of X and a constant *C*, where *C* equals *5*.

D.



SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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Sample Reading Comprehension

This test measures your ability to obtain information from written passages. You will be presented with a passage followed by a number of questions about it. A sample passage is shown below, followed by three sample questions. This passage is shorter than those on the actual test.

Passage

The timing of New Year's Day has changed with customs and calendars. The Mayan civilization, on what is now called the Yucatan peninsula of Mexico, celebrated the New Year on one of the two days when the noonday sun is directly overhead. In the equatorial regions of the earth, between the Tropics of Cancer and Capricorn, the sun is in this position twice a year, once on its passage southward, and once on its passage northward. At the early Mayan city of Izapa in the southern Yucatan, the overhead date for the sun on its southward passage was August 13. The Mayans celebrated this as the date for the beginning of the New Year. Later at the more northerly Mayan site at Edzna, the corresponding overhead date is July 26. Analyses of Mayan pictorial calendars indicate that they celebrated the New Year on August 13 prior to 150 AD, and on July 26 after that year. This change has been explained by archaeological dating showing that 150 AD was the time that the Mayans moved the hub of their civilization from the southern to the northern site.

6. According to the passage, the sun at Edzna was directly overhead at noon on:

(A) ▯ July 26 only

(B) ▯ August 13 only

(C) ▯ July 26 and one other date

(D) ▯ August 13 and one other date

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Sample Reading Comprehension

7. If the Mayans had moved their civilization's center south of Izapa, their new date for celebration of the New Year would probably have been closest to which of the following dates?

(A) ▯ January 1

(B) ▯ February 20

(C) ▯ March 25

(D) ▯ September 15

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

8. Based on the information in the passage, which of the following statements is true?

(A) ▯ Mayans made Edzna the capital because it was more temperate than Izapa.

(B) ▯ All Mayans moved to Edzna in 150 AD.

(C) ▯ Mayans used calendars to mark the passage of time.

(D) ▯ The Mayan city of Izapa was destroyed in 150 AD.

SOURCE: All information regarding NJATC apprenticeships and testing is available on their website, http://www.njatc.org/training/apprenticeship/index.aspx.

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CHECK-UP QUESTIONS

1. Of the three tests we looked at during the last three weeks, which do you think you would you be most interested in taking?

   ❑ The ACT PLAN

   ❑ The FedEx Basic Skills Test

   ❑ The NJATC Apprenticeship Test

2. What's one thing you could do between now and high school graduation to make sure you do well on this type of test?

   _____

   _____

   _____

   _____

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UNIT 3

CAREERS

Lesson Descriptions

Careers 1: Interest Inventory
How can career development tools, such as IHaveAPlanIowa.gov Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

Careers 2: Career Outlook
Which careers are expected to have the most job openings in the future, and how will this affect my plans?

Careers 3: Investigating Careers
What duties and skills do the careers I'm most interested in require, and which activities would I like or dislike?

Careers 4: Working Conditions, Earnings, and Education
What are the Working Conditions, Earnings, and Education for the careers I am most interested in, and how will this information affect my opinions about these careers?

Careers 5: Career Clusters
What are "related careers" (career clusters), and how can they expand my career choices?

Careers 6: Choosing a Career
How do my values influence my career choice?
Which career am I most passionate about and why?

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PLANNING PYRAMID

GRADE 10, Unit 3, Careers

Some Students Will:

- Use IHaveAPlanIowa.gov and other resources to research on their own.
- Compare career outlook data from states other than their own.

Most Students Will:

- Use the Career Finder to refine their career search by combining the results of the Interest Profiler and Basic Skills Survey.
- Describe how their career interests have changed since the 9th grade.
- Recognize the benefits and limitations of interest inventories.
- Compare career information with their own needs.
- Compare alternate "related careers" with their original choice.
- Infer values associated with careers investigated.
- Investigate top three careers of interest and identify the best fit.

All Students Will:

- Know how to log on to IHaveAPlanIowa.gov and use the career search function.
- Use an Interest Inventory to arrive at a list of careers.
- Use a Skills inventory to arrive at a list of careers.
- Compare number of anticipated job openings for at least 2 careers in their own state.
- Name at least 2 factors other than income to consider when selecting a career.
- Use the Related Careers/Career Cluster functions to identify a career related to one of their top choices.
- Obtain factual information about job description, working conditions, required education, earnings, and anticipated openings.
- Identify personal values.

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ROADS to SUCCESS

Grade 10 Careers

Family Newsletter

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

Did you know?
People between the ages of 18-36 change their jobs approximately 10 times. If your child doesn't yet know what he wants to do after graduation, he is not alone.

(Source: Division of Community Colleges and Workforce Education, Florida Department of Education.)

Getting Real about Career Exploration

Young people often base their career goals on jobs they can see. They may seek high-profile jobs celebrated in the media or jobs held by people they know and admire. As they mature, students will get better at comparing their own skills and interests with job requirements.

There are many things that families can do to support young people as they try to figure out what career path is right for them. Here's how you can help your student make the leap from fantasy to reality.

•Ask questions about her career plans: What education is required for this job? What do people in this field say they like and dislike? How much money do people make in this career? How many job openings exist?

•Stay positive and allow him to figure out his strengths and weaknesses. Don't criticize his career choices. Instead, talk about the skills and interests that his career choice requires. Let him reflect on whether his interests, skills, abilities, and values fit his dream job.

•Your student can show you what jobs interest her by checking out IHaveAPlanIowa.gov (www.IHaveAPlanIowa.gov). She can log on using her own Account ID and Password.

Grade by Grade

In Roads to Success, tenth-graders compare their skills, interests, values, and abilities with the realities of a career. Students begin their career exploration with a self-reflective inventory that allows them to assess their ideal workplace, job responsibilities, and working conditions.

They follow up by examining a few new tools for identifying career possibilities.

Career Outlook:
Students examine the number of openings and expected growth of jobs of interest. They discover that some fields offer many jobs, while opportunities in other fields are fewer.

Career Clusters:
Students also explore careers by cluster – for example, Health Science. Career Clusters allow them to see a large number of careers within the same area of interest. In Architecture and Construction, students can choose careers requiring a variety of skills and education levels – from architect to roofer – with dozens in between. And there are 15 more career clusters to choose from!

Students in Iowa have access to www.IHaveAPlanIowa.gov - an interactive career planning and portfolio tool. Your student can log in by creating her own account and then using the Account Name and Password that she creates.

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Interest Inventory

The BIG Idea

- How can career development tools, such as IHaveAPlanIowa.gov Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Interest Profiler (20 minutes)

III. Basic Skills Survey (15 minutes)

IV. Wrap Up: Reflection (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions
- Student Handbook page 80, What is IHaveAPlanIowa.gov?
- Student Handbook page 81, Interest Profiler Reflection

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Careers 1: Interest Inventory
- Facilitator Resource 2, Interest Inventory (See **Implementation Options**)

❑ Computer & LCD projector or overhead projector or chart paper

OBJECTIVES

During this lesson, the student(s) will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use skills inventory to assist in determining career suitability.
- Use a skills inventory to combine the results of their interest and skills assessments in order to learn which careers are a match for both their interests and skills.

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OVERVIEW

In this lesson, held in the computer lab, students use an Interest Inventory tool on the IHaveA-Planlowa.gov website to generate lists of possible career matches. A skills inventory further narrows their lists by prioritizing careers that are the best match for the skills that the student believes that they will have at the time that they are ready to enter the world of work. During this process, students are encouraged to recognize the benefits and limitations of such tools. The lesson concludes with students reflecting, in writing, on the inventory results.

PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanlowa.gov website is accessible from students' computers.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary and definitions on the board. Write the web address www.IHaveAPlanlowa.gov on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 79-79A, IHaveAPlanlowa.gov Basic Directions**
  - **Student Handbook page 80, What is IHaveAPlanlowa.gov?**
  - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
- ❑ If computer access is a problem at your school, create the following materials prior to teaching the Career Lessons.
  a. Choose 60 careers of interest for your students (two options per student for a class of 30.)
  b. Print out all relevant IHaveAPlanlowa.gov info pertaining to each career. (If possible and not financially prohibitive, use heavy card stock or laminate your results so that materials will stand up to repeated use.)
  c. Create a folder for each career, and keep materials handy for "computer emergencies" throughout the unit.
- ❑ To avoid transporting all of your student binders to the computer lab, have your students staple all of the Portfolio and Student Handbook pages for this unit during the class before this unit begins. Use address label stickers and put the students' Account IDs and passwords on the front of each packet.

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BACKGROUND INFORMATION

This lesson includes an Interest Inventory, which asks students to respond to a series of questions about their likes and dislikes, and a Basic Skills Survey. When completing the Basic Skills Survey, students may consider only the skills they have now, or include the skills they intend to develop.

SITE LICENSE

Schools in Iowa have free access to www.IHaveAPlanIowa.gov, an online education and career planning system. This service allows students to create an online personal portfolio where they can store assessment results, save careers and colleges of interest, build a résumé, create a high school plan of study, and much more. Students and parents may also access the system from home computers using the student's Account ID and password.

EDUCATOR LOGIN: CREATING A PROFESSIONAL CENTER ACCOUNT

1. Go to https://procenter.IHaveAPlanIowa.gov.
2. Select the **Create a Professional Center Account** link.
3. Determine whether or not you have already created an A&A account. Most individuals have not. If you have not, choose the **Continue** link.
4. Choose your role and select the **Go** button.
5. Click the **Find** button to choose your school.
6. The select school screen will appear. Choose your school and then select **Continue**.
7. Lastly, enter your school's **Professional Account Access Key (PAAK)** and click **Next**.
8. Enter the following information.
9. Create your account name. You may want to use the following format: first-name.lastname. **Notice that @iowaid** is **automatically added to the account name.** This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid **Note**: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
10. Select **continue**.
11. Enter your account name and password. **At the end of your account name, be sure to enter @iowaid.** For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do **not** check the, "Take me to my Account Options after I Sign In," box. Click the **Sign In** button.

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12. On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
13. You will now see your confirmation page. Notice that your account name includes @iowaid.
14. You are now signed into your professional account.

*Enter the Professional Account Access Key if you are a teacher. Enter the Administrator Code if you are an administrator or a counselor.

†All schools in Iowa have unique Professional Account Access Keys and Administrator codes. If you have forgotten or do not know your codes, please contact customer support at 1-877-272-4456

EDUCATOR LOGIN: RETURNING USERS

1. Go to https://procenter.IHaveAPlanIowa.gov.
2. Click Sign In in the lower left of the screen.
3. Enter the account name that you created in the text box labeled "Account Id".
4. Enter the password that you created in the textbox labeled "Password".

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to IHaveAPlanIowa.gov. Specifications and settings can be found by logging on to the website (www.IHaveAPlanIowa.gov), and clicking on the **Need Help?** link located on the top right of the toolbar.

COMPUTER LAB ISSUES

Anticipating problems that might come up with computer usage will be helpful in figuring out possible solutions. Some issues to consider:

- Lack of access to a computer or mobile lab
- Computers not charged in a mobile lab
- Unpredictable Internet access
- Parts of IHaveAPlanIowa.gov may be blocked by school's system
- Student using computers for purposes other than career research

In the **Preparation** section you will find print modifications to address a lack of computer access. In addition, students unfamiliar with the computer lab will need instructions on its use.

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STUDENT MISBEHAVIOR ON COMPUTERS

Establish clear expectations and consequences for misuse of the computers before students begin working on the computers. A common problem is students accessing other websites. Another issue is instant messaging between students. One possible behavior plan could be:

- The first time a student is seen on another website they are given a warning.
- The second time a student is seen on another website they are no longer permitted to work on the computer. Instead they will complete the work using a paper version. (This may require making copies of IHaveAPlanIowa.gov pages in advance.)

PREPARING STUDENTS FOR UNEXPECTED CAREER MATCHES

Students may be disappointed or surprised by the careers they are matched up with using the interest inventory. Explain that this inventory should be seen as a guide. Careers are suggested based on students' Interest Profiler answers, but the reasons may not be immediately obvious. (See **IMPLEMENTATION OPTIONS** for suggestions.) Students may research a career that is not included in their Interest Profiler results as long as it is listed on IHaveAPlanIowa.gov.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Interest Inventory: a tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

Basic Skills Survey: designed to assess skills in core areas. Students are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today or that they will be able to perform in the future.

Skills Inventory: an assessment for identifying skill strengths.

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IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write only their answers on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.)**

Questions:

1. List three things you enjoy doing during your free time.
2. List three careers that you think fit your skills and interests.
3. Briefly explain why you think each of the careers above is a good fit for your skills and interests.

[After they have completed their answers, call on students to read their answers. Then begin with the **Warm Up** as written.]

If your students participated in the program last year, they may want to access their previous student login names and passwords. Otherwise, you will show the rest of the class how to create a new account.

To assist in modeling written directions, use an LCD projector to explain the instructions for IHaveAPlanIowa.gov.

Students unfamiliar with the computer lab and/or unfamiliar with www.IHaveAPlanIowa.gov will need instructions on its use. For students unfamiliar with www.IHaveAPlanIowa.gov, one option is to pair them up with students who are familiar with the site and its tools from previous years.

Consider seating struggling readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the Interest Profiler questions in tandem, reading each question aloud before proceeding.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

For **Activity II, Interest Profiler,** if time permits, invite students to investigate why certain careers did not appear on their Interest Profiler results. Once students have completed the Interest Profiler, they will be taken to the Results page with the students Top Interest Areas. From this page,

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students can click on **View Careers**. In the upper right corner of the list of careers matching the students interests, students can enter the name of career that does not appear on the list to learn why.

For Activity III, Basic Skills Survey, facilitators wishing to provide a more in-depth investigation of the Basic Skills Survey results may wish to have students complete the survey twice: first, using their current skills and reviewing the (necessarily limited) set of jobs, and a second time using the skills they envision developing. Once students have completed the Basic Skills Survey, they will be taken to the Results page that includes a graph displaying their basic skills levels. From this page, students click **Review Matching Careers**. On the left side of the screen, students can enter the name of any career that does not appear on the list to learn why.

If you think the seating arrangements in the computer lab or the dynamic of a class will make it difficult for students to pay attention to your instructions, you may choose to start the lesson in the classroom and transition to the computer lab once you have modeled the directions for logging on to IHaveAPlanIowa.gov, Creating an Account, and Accessing the Interest Profiler.

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ACTIVITY STEPS

I. WARM UP (5 minutes)

1. [Welcome students back to class. Let them know that today they are beginning a new unit, made up of six lessons, on the subject of careers, and how to choose one that's right for them.]

2. **SAY SOMETHING LIKE**: During this unit, each of you will investigate several careers and evaluate which are "good fits" for you, and why. By the end of the unit, you will choose the career that you're most interested in pursuing. Knowing what you want to do for a career can help focus your efforts during high school. For example, if the career you select requires a college education, you will need to take certain required courses while in high school, and maintain a certain grade level. Keep in mind that your first career choice probably won't be your last. Many people change their minds as they learn more about themselves and careers they're interested in.

II. Interest Profiler (20 minutes)

1. [Guide the students through the following sequence to log on to IHaveAPlanIowa.gov. Instruct students to turn to **Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions.** Display these directions on an overhead, LCD projector or chart paper. If your students are already comfortable with IHaveAPlanIowa.gov you can choose to review the IHaveAPlanIowa.gov Basic directions more briefly.
   - Turn on the computer.
   - Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
   - Type the web address into the dialog box (www.IHaveAPlanIowa.gov).
   - When the IHaveAPlanIowa.gov home page appears, click **Sign In** in the upper right corner and enter your Account Id and Password.
   - Record your Account Name and Password on **Student Handbook Page 80, What is IHaveAPlanIowa.gov?**

2. [For students who have not previously created an Account, explain that they will need to save the work they do today to an online folder called a Portfolio. Then quickly guide them through the following steps:

II. Creating an Account (First Time Users)

- Go to http://www.ihaveaplaniowa.gov.
- Select the Create an Account link.

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- Determine whether or not you have already created an A&A account. Most individuals have not. If you do not, choose the Continue link.
- Choose your role and select the Go button.
- Enter your date of birth and then click the Find button to choose your school.
- The select school screen will appear. Choose your school and then select Continue.
- Enter the following information.
  Note: An e-mail address is required; however, if you do not have an e-mail address, you may check the box that allows the system to create one for you.
  Hint: An external e-mail address allows you to retrieve your account information if you forget.
- Create your account name. You may want to use the following format: firstname.lastname. Notice that @iowaid is automatically added to the account name. This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid
  Note: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
- If you used Choices in the past and have a Choice Portfolio, you may import your portfolio into your new IHaveAPlanIowa account. You will select the option to import and enter your Choices Portfolio name and Password. (You may also import your Choices information later from Your Portfolio.) Read the privacy policy and terms of use and click Submit.
- Select Continue.
- Enter your account name and password. At the end of your account name, be sure to enter @iowaid. For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do not check the, "Take me to my Account Options after I Sign In," box. Click the Sign In button.
- On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
  Hint: Remember the answers to your questions. If you forget your password, you can answer these questions to reset your password and access your account.
- You will now see your confirmation page. Notice that your account name includes @iowaid. Click Continue to sign into your account.
- NOTE: It's important to know who can see the information you place on the Internet. I will be able to check the work of my students in all classes. This helps me figure out what careers you're most interested in.
- Later on, we'll come back to this portfolio so you can save your work.
- Record your Account Name and Password on **Student Handbook page 80, What is IHaveAPlanIowa.gov?**

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3. **SAY SOMETHING LIKE**: Now you will use the Interest Profiler - a tool that matches careers to your interests. To take the interest inventory (or retake it for those who did this last year), here's what to do:

- Click on the **Career Planning Tab** at the top of the page.
- Click on the section titled **Learn About Yourself.**
- Click on the **Interest Profiler** assessment and then click **Get Started**.

4. [Read aloud the instructions on **Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions** as students follow along independently. Explain that based on their answers about their interests, Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.]

SAY SOMETHING LIKE: Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike. The Interest Profiler will select Your Top Interest Areas based on the interests you've described.

[Assist any students who will struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

5. [Refer students to S**tudent Handbook page 81, Interest Profiler Reflection**. Have them reflect on the results of the Interest Profiler by responding to each question. If they did not take the Interest Inventory in grade 9, they may skip the third question.]

SAY SOMETHING LIKE: Look at **Student Handbook page 81, Interest Profiler Reflection.** Take a few moments to answer reflect on each of the questions on this page and write down your answers. Were your Interest Areas consistent from last year to this year? Did they accurately reflect your interests? It's important to remember that the Interest Profiler is just a tool; it's not a fortuneteller. Just because a career doesn't appear, it doesn't mean that you shouldn't consider it. Your answers may change from day to day, and a different answer on a single question may result in a career being included or excluded. On the other hand, a benefit of Interest Profiler (and other such tools) is it may offer possibilities you never even knew existed.

6. [Explain that their list is saved in their portfolio and they will be able to check it out again whenever they want. Each time they complete an assignment, their results are saved and listed by date.]

Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to **Portfolio page 1, Interest**

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Profiler and Basic Skills Survey Results. Read the instructions aloud and model for the students how to complete one example. Then have students fill out the page.]

III. Skills Assessment (15 minutes)

1. **SAY SOMETHING LIKE**: Knowing what interests you is one part of choosing a career. Knowing what you're good at is just as important. Can you repair things easily? Do you like teaching or helping others? Are you great at organizing things? Different jobs require different types of skills. Knowing what skills you're strongest in can help you find careers that you'll succeed at. To rate your skills, you will now use the **Basic Skills Survey** in IHaveAPlanIowa.gov.

   In the **Basic Skills Survey,** you will be looking at 10 Basic Skills Areas. These areas are:

   - Reading Comprehension
   - Active Listening
   - Writing
   - Speaking
   - Mathematics
   - Science
   - Critical Thinking
   - Active Learning
   - Learning Strategies
   - Monitoring

   For each of the 10 Basic Skill areas, you will be presented with a series of statements that describe increasingly difficult tasks. You will be checking off each task that you feel you could successfully perform. I would like you to check off all of the tasks that you could successfully perform today as well as any tasks that you feel fairly confident that you will be able to perform before entering the workforce.

   I'm going to read you two of the tasks that are part of the Writing Skills statements.

   Raise your hand if you think you could do the following task today:

   1. Write an accurate and understandable telephone message?

   [Give students a few moments to raise their hands. It is likely that everyone in the class will raise their hands. Then ask the next question.]

   2. Write a 115 page master's degree thesis and have it approved.

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[Note the number of students that raise their hands. It is likely that very few students will raise their hands].

SAY SOMETHING LIKE: Very few of you raised your hands when I asked about writing a master's thesis. That's OK! It's not expected that high school students will be asked to do master's degree level work. However, there are many jobs that do require this level of writing. That's why some of the tasks listed on the assessment are very challenging.

Now, I'd like to know how many of you think that you would be able to write a 115 page master's degree thesis and have it approved by the time you enter the world of work. Please raise your hands if you think that you could do this.

[Observe which students raise their hands.]

SAY SOMETHING LIKE: If you enjoy writing and researching, it's likely that you raised your hand this time. If you don't enjoy writing, you may not have raised your hand. That's okay. There are no right or wrong answers on this assessment. To get the best career matches possible, you'll want to answer as honestly as you can. You will all have different skills areas that you excel at.

Now let's look at the instructions for the **Basic Skills Survey** so that you can begin the assessment.

2. [Read aloud the instructions for the **Basic Skills Survey on Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions** as students follow along independently.]

   SAY SOMETHING LIKE: Read each skill carefully and check off each skill that you feel that you can demonstrate now or believe that you will be able to demonstrate at the time that you begin your job search. Later we'll combine these results with the results of your Interest Profiler to find careers that are a good match for your interests and skills. [Circulate around the computer lab, helping students as needed.]

3. [Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for Part 2 aloud and model for the students how to complete one example. Then have students fill out the **Part 2: Basic Skills Survey Results**.]

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IV. Career Finder (10 Minutes)

1. [When students have finished filling in **Portfolio page 1, Interest Profiler and Basic Skills Survey Results, Part 2: Basic Skills Survey Results,** have them enter the results of both the Skills Survey and the Interest Profiler into the Career Finder following the steps below]

2. **SAY SOMETHING LIKE:** Now, click on the **Career Planning** tab on the top of the screen and then click on **Explore Careers.**

- Under the section titled Career Exploration Tools, click on the **Career Finder.**
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey,** look for the section labeled Skills on the left side of the screen and then click on the **Basic Skills** link.
- Click **Use Basic Skills Survey Results.** You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading My Characteristics.
- Click **Use Interest Profiler Results.** You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers.** The list that appears will take both your basic skills and your interests into account.
- You can refine your Career Finder results by choosing additional criteria from the left side of the screen. This will help you to focus your search further.

3. [Point out the instructions for the Career Finder on **Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions.** Students can follow these instructions to complete Career Finder.]

5. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for Part 3 aloud and model for the students how to complete one example. Then have students fill out the Part 3: Career Finder Results.]

V. Wrap Up: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests

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and skills are important and worthwhile exercises because it helps you find careers that you will both succeed in and enjoy. Remember, however, that tools like the **Interest Profiler** and **Basic Skills Survey** simply provide suggestions that may be helpful in focusing your career search. In the end, you own likes, dislikes, and skills are the best guide.

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DO NOW
Careers 1: Interest Inventory

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List three things you enjoy doing during your free time.

_____

_____

_____

_____

2. List two careers that you are interested in learning about.

_____

_____

_____

_____

3. Do you think your interests are related to the careers you want to learn about? Explain.

_____

_____

_____

_____

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IHaveAPlanIowa.gov BASIC Directions

I. Connecting to IHaveAPlanIowa.gov

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- When the IHaveAPlanIowa.gov home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Creating an Account (First Time Users)

- Go to http://www.ihaveaplaniowa.gov.
- Select the Create an Account link.
- Determine whether or not you have already created an A&A account. Most individuals have not. If you do not, choose the Continue link.
- Choose your role and select the Go button.
- Enter your date of birth and then click the Find button to choose your school.
- The select school screen will appear. Choose your school and then select Continue.
- Enter the following information.
  Note: An e-mail address is required; however, if you do not have an e-mail address, you may check the box that allows the system to create one for you.
  Hint: An external e-mail address allows you to retrieve your account information if you forget.
- Create your account name. You may want to use the following format: firstname.lastname. Notice that @iowaid is automatically added to the account name. This will be your account id. For example, if your name is John Smith, you will enter john.smith and your account id will become: john.smith@iowaid
  Note: Your password must be at least eight characters and must include at least one number and at least one capital letter. For example: Tigers19.
- If you used Choices in the past and have a Choice Portfolio, you may import your portfolio into your new IHaveAPlanIowa account. You will select the option to import and enter your Choices Portfolio name and Password. (You may also import your Choices information later from Your Portfolio.) Read the privacy policy and terms of use and click Submit.
- Select Continue.
- Enter your account name and password. At the end of your account name, be sure to enter @iowaid. For example, if your account name was john.smith, enter john.smith@iowaid. Now enter your password. Do not check the, "Take me to my Account Options after I Sign In," box. Click the Sign In button.
- On the next screen you will choose security questions that you will be prompted to answer in case you should forget your password.
  Hint: Remember the answers to your questions. If you forget your password, you can answer these questions to reset your password and access your account.
- You will now see your confirmation page. Notice that your account name includes @iowaid. Click Continue to sign into your account.
- NOTE: It's important to know who can see the information you place on the Internet. I will be able to check the work of my students in all classes. This helps me figure out what careers you're most interested in.

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III. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler Assessment** and then click **Get Started**.
- Read each of the 180 questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match up with your interest areas.
- Using your results from Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

IV. Basic Skills Survey

- Now, click on the **Career Planning** tab on the top of the screen and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey**.
  - Read all of the directions and then click **Get Started.**
  - Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers.**
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the **Basic Skills Survey**, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

V. Career Finder

- Now, click on the **Career Planning** tab on the top of the screen and then click on **Explore Careers.**
- Under the section titled Career Exploration Tools, click on the **Career Finder.**
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, first look for the section labeled Skills on the left side of the screen and then click on the **Basic Skills** link.
- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading My Characteristics.
- Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results.**

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What is IHaveAPlanIowa.gov?

IHaveAPlanIowa.gov is a web-based career exploration and planning tool that you will use to explore career and college options and to create a comprehensive career portfolio.

Features of the program include:

- **Interest and Skills Assessments** – Learn about your interests, values, skills and abilities.
- **Detailed Career Profiles** – direct links between careers and high school subjects, as well as links between careers and college programs.
- **Interviews** – interviews with real people in each occupation add depth and realism to career profiles.
- **College and Financial Aid Information** – updated yearly with different search tools to help you find the right college and scholarships that fit your qualifications.
- **Electronic Career Portfolio** – available online, so family members and teachers can see how you are putting together your educational plans.
- **Resume Builder** – combines with the portfolio to help you create and print professional resumes quickly and easily.

To find out more about the program, we encourage
you to sign in using your access information:

Sign in at: **www.IHaveAPlanIowa.gov**

Enter your Account ID (example: FirstName.LastName@iowaid) _____

Enter your **password** for your portfolio: _____

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Interest Profiler Reflection

Please answer the following questions based on your Interest Inventory results.

1. List your top 2 or 3 Interest Areas. "Does each seem like an accurate description of your interests? Why or why not?"

_____

_____

_____

_____

2. What careers were surprising?

_____

_____

_____

_____

3. What changes did you see from your Grade 9 career matches?

_____

_____

_____

_____

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Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____

❑ 2._____

❑ 3._____

❑ 4._____

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Career Outlook

The BIG Idea

- Which careers are expected to have the most job openings in the future, and how will this affect my plans?

AGENDA

Approx. 45 minutes

I. Warm Up: What's a Career Outlook? (10 minutes)

II. Investigate a Career's Outlook on IHaveAPlanIowa.gov (10 minutes)

III. What's the Outlook? (20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Lesson 1)
  - Portfolio page 2, Comparing Careers: Career Outlook
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 82, Career Outlook For Popular Careers in Your State
  - Student Handbook page 83, IHaveAPlanIowa.gov Directions: Career Outlook
  - Student Handbook page 84, Career Outlook Chart
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Popular Careers
  - Facilitator Resource 2, Extra Challenge
- ❑ Chart paper and markers
- ❑ Overhead projector and transparency paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that openings and anticipated growth vary among different careers.
- Consider the career outlook for several careers that are of interest.

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OVERVIEW

This lesson encourages students to investigate the outlook for the careers they are considering, including the average annual openings in each career and the growth or contraction rate. To conduct their research, students work in the computer lab, using the IHaveAPlanIowa.gov website. After collecting data for each of their careers, students will compare the annual openings in their state for their careers and others.

PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website is accessible from students' computers.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the web address www.IHaveAPlanIowa.gov on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 2, Comparing Careers: Career Outlook**
  - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results (if not already made for Lesson 1)**
  - **Student Handbook page 82, Career Outlook for Popular Careers in Your State**
  - **Student Handbook page 83, IHaveAPlanIowa.gov Directions: Career Outlook**
  - **Student Handbook page 84, Career Outlook Chart**
- ❑ Copy a class set of **Facilitator Resource 2, Extra Challenge** to use as an additional activity if students finish their Career Outlook Chart early.
- ❑ Students will choose 3 careers to research for this unit. Two of their careers will be selected from their **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.** The third career will be picked from a list of high demand jobs in their geographical area. *You will need to create a list of 20-30 jobs that are in high demand in your students' area, using the website below.* Each of these careers must require one of the following post-secondary education options: *apprenticeship, tech/trade school, community college, four-year college, or graduate school.*

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To find employment projections for your state, go to: **http://www.projectionscentral.com/lt_search.aspx** . Choose your state, then use the "Sort By" box to choose whether to view projections by year, annual openings, or number/percent change.

- ❑ Use the IHaveAPlanIowa.gov website to find the number of annual openings in your state for each career listed on **Student Handbook page 82, Career Outlook for Popular Careers in Your State.** Use the data to fill in the chart for these careers.

BACKGROUND INFORMATION

As students begin to think about their education and career possibilities, it's important that they consider career outlooks, or the opportunities that will be available to them in the future. They should begin to recognize that some fields are growing, while opportunities in other fields may be decreasing.

On www.IHaveAPlanIowa.gov, students can explore the career outlook for many careers. This information, found in the Money and Outlook section for each career, includes state-specific wages and annual openings. Understanding these trends can help students make informed decisions about their education and career choices.

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VOCABULARY

Career Outlook: expectations for an occupation's salary, job openings, and employment changes in the future.

Annual Job Openings: the number of available positions within a particular career that are filled in a given year.

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 82, Career Outlook for Popular Careers in Your State** as a DO NOW. Once the students have completed this handout, begin with the discussion as written in the **Warm Up**.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser links and buttons within the website.

In schools where computer access is limited or not available, you'll want to be prepared with an alternate way to teach this lesson. Log on to IHaveAPlanIowa.gov and print **Money and Outlook** pages for your state for the 38 popular careers listed in **Facilitator Resource 1, Popular Careers**, plus any other careers you know your students are eager to learn more about. Distribute these pages to your students, two per pair, and have them use these reference materials instead of the IHaveAPlanIowa.gov website. You may wish to laminate these pages to make them reusable from class to class.

For **Activity I, Warm Up: What's a Career Outlook?**, you may wish to share a personal story about the importance of considering a career's outlook. For example:

K's Career Outlook
Many years ago, a young woman (K.) was studying to be a teacher. When she was in her junior year of college – only one year left until graduation! – her school sent her parents a letter saying that there would not be many teaching jobs available when K. graduated. The letter, which was sent to the parents of all students studying to be teachers, explained that parents should

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encourage their kids to choose other careers. K. was upset. She really wanted to teach. And she had spent lots of time and money learning how.

Was there any way K. could have figured out this situation out before her junior year? (Actually, there were some clues if she had been paying attention. There were thousands of people studying education at her college. And people were having fewer kids, which meant fewer teachers would be needed.)

What happened? The year K. graduated, it was a struggle to find a teaching job, but she did find one. K. moved to another part of the state where there was more of a demand for teachers.

In **Activity I, Warm Up: What's a Career Outlook?,** you may choose careers that interest your students other than the ones provided. Be sure to include careers that require a variety of different levels of education and career outlooks. If you choose different careers, you will need to recreate **Student Handbook page 82, Career Outlook for Popular Careers in Your State** substituting the new careers. You will need to make a copy of this new student handbook page for each student.

In **Activity III, Career Outlook Chart,** invite students who complete their charts early to check out career outlooks for the same five careers, but in another state. Give them **Facilitator Resource 2, Extra Challenge** and have them answer the following questions:

- Are there more or fewer people in the second state?
- How do the opportunities compare?
- What will competition for these jobs be like in another state?

Point out to students that if another state has more openings for a certain career, it may not mean there are more opportunities. Explain that the state may be more populated, with more people competing for those jobs.

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ACTIVITY STEPS

I. WARM-UP: What's a Career Outlook? (10 minutes)

1. **SAY SOMETHING LIKE**: Hi, everyone. Welcome to the second week in our careers unit. Last week, you took an "interest inventory" and a "skills assessment" to identify careers that matched your skills and interests. This week, you'll be choosing three careers to explore in the coming weeks. Before you select your three careers we're going to focus on the need for workers in various careers to get an idea of the number of jobs that will be available when you graduate.

   [Project a transparency of **Student Handbook page 82, Career Outlook for Popular Careers in Your State** on an overhead or LCD projector or recreate the chart on a large piece of chart paper. Introduce the class to the concept of "career outlook" by asking students to look at the careers and consider if there will be many or few job openings in each career over the next ten years.]

2. **SAY SOMETHING LIKE**: As our world changes, so do the jobs people have. Today, we make goods and provide services that weren't even imaginable 100 years ago. At the same time, there are fewer and fewer of some jobs that were common in the past.

   Take a look at the first career on this list, "Computer Security Specialist." Do you think there are expected to be many or only a few job openings in this career over the next ten years?

3. [Ask students to share their answers. Ask one or two to explain their reasoning. When the class has decided on an answer, check the box next to "many job openings." Then write the annual average openings and the projected growth rate for this career on **Student Handbook page 82, Career Outlook for Popular Careers in Your State.** Ask students if they are surprised by the number of job openings and the percent change. Then ask one or two students to speculate why they think this job is expected to increase or decrease.]

4. **SAY SOMETHING LIKE**: Now let's look at the next career, "Reporter." Do you think there are expected to be many or few job openings in this career over the next ten years? [Again, ask students to share their answers and their reasoning. Check the box next to "few job openings" and write the annual average openings and the projected growth rate for this career on the overhead. Ask one or two to speculate why they think the job is expected to increase or decrease.]

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5. [Continue this exercise until you've discussed each career. Ask students to point out changes that affect job opportunities in the future, such as advances in technology or a growing and aging population.]

6. **SAY SOMETHING LIKE**: Look back at this list. You've projected the **Career Outlook** for each of these careers. A career outlook refers to the anticipated job openings, or the number of positions expected to be filled in a specific career. It also refers to how these job openings are expected to increase or decrease in the future.

   As you plan for your future, why do you think it's important to consider the outlook for different careers? [At this point, you may want to share a story or personal experience to help students understand the importance of investigating a career outlook. (See **Implementation Options** for an example.)]

7. [Point to the definitions of the vocabulary words you've written on the chalkboard and have a different volunteer read each one aloud.]

   SAY SOMETHING LIKE: Now let's check out www.IHaveAPlanIowa.gov to investigate the career outlook for other careers.

II. Investigate a Career's Outlook on IHaveAPlanIowa.gov (10 minutes)

1. [Instruct students to turn to **Student Handbook page 83, IHaveAPlanIowa.gov Directions: Career Outlook.** Then guide the students through the following sequence to log on to IHaveAPlanIowa.gov from www.IHaveAPlanIowa.gov.
   - Sign in to your IHaveAPlanIowa.gov Account.
   - Click the **Career Planning Tab** at the top of the page.
   - Click **Explore Careers.**
   - Towards the center of the page, you will see the option to search for careers alphabetically.

2. **SAY SOMETHING LIKE**: Let's use www.IHaveAPlanIowa.gov to find out the career outlook for "Home Health Aide" in our state. [Instruct students to click on the letter *H,* then scroll down and click "Home Health Aide" - it's found on the second page.] Here you'll find lots of information about the career of "Home Health Aide." To learn about the Career Outlook for this occupation, click *Money and Outlook* from the list of options on the left side of the page.

   [Show students how they can select another state from the pull-down menu at the top

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right of the page. If information is not available for a state, let students know that this does not mean there are no jobs in the state. Instead, look for the information from an alternate source, such as the U.S. Department of Labor Bureau of Labor Statistics (www.bls.gov). You could also use data on the IHaveAPlanIowa.gov site for a nearby state.]

3. **SAY SOMETHING LIKE**: Now let's look at the Employment and Outlook for our state. How many home health aide workers were employed in our state? *(For example, in Iowa there were 7,310.)* What is the annual growth rate estimated to be? *(Iowa: 46%)* What are the anticipated number of annual openings for this career? *(In Iowa, it should grow by 435 openings.)*

4. **SAY SOMETHING LIKE**: How is employment for Home Health Aide Workers expected to change in our state? Why do you think this occupation is expected to grow so much in the next ten years?

III. What's the Outlook? (20 minutes)

1. **SAY SOMETHING LIKE**: In this unit, you'll be researching three careers. You will select two of your careers from your **Interest Profiler and Basic Skills Survey Results**. Your third career will come from a list of careers that are in high demand in this area, which I'll pass out in a moment. You will be allowed to choose whatever career interests you on this list. Why do you think we're researching careers that are in high-demand in our area? [Allow students to respond.] Exactly! It is important to know what opportunities are in your area. Note: it will eventually be up to you whether you choose a career you can pursue nearby or one where most opportunities are in another part of the country.

2. [Have students refer to **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.** Remind them that the careers in Part I are ones that match their interests, and the careers in Part II are ones that match their skills. Careers listed in Part III are a match for their interests and skills. Instruct them to select four of the careers from this page that they are most interested in and write them on **Student Handbook page 84, Career Outlook Chart,** in the Careers column.

   Then pass out a copy of the in-demand careers to each student. Instruct students that they are to pick one career from the list and record this choice on the top of their **Student Handbook page 84, Career Outlook Chart**. Circulate around the classroom to help students having trouble deciding.]

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3. [Refer students to **Student Handbook page 84, Career Outlook Chart**. Review with students the information they'll research on the IHaveAPlanIowa.gov website and record it in their charts.]

4. **SAY SOMETHING LIKE**: Now you're going to use the IHaveAPlanIowa.gov website to investigate the outlook of the five careers you selected to decide which careers you want to research in the upcoming weeks. You do not need to base your three final selections solely on a career's outlook. But you may find your research today helpful in making your decision.

5. **SAY SOMETHING LIKE**: You will use this chart to record outlook information for each of your top-choice careers. In the first column on the chart, you will list the careers. In the next column, write down the number of Total Annual Openings in the state for each. In the last column, write down the percent change in the annual growth rate. (This may be a negative number if fewer job openings are expected). When you are done collecting information for all five careers, answer questions 1-3 on the bottom of the page. Then select the three careers that you want to research in this unit. Remember one of your choices must come from the list of high demand careers.

6. Review the process for finding Career Outlook information:
   - Click **Career Planning**.
   - Click **Explore Careers**.
   - Type in the name of the career they'd like to explore, or search alphabetically.
   - Click on the name of the career.
   - Click the **Money and Outlook** button along the left side of the screen.

7. **SAY SOMETHING LIKE**: [Give students 10 minutes to research the annual average openings for their five careers and answer the corresponding questions. If students finish early have them work on **Facilitator Resource 2, Extra Challenge**.]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE**: What are two kinds of information that reflect a career's outlook? (*The number of available job openings, and how they are expected to increase or decrease in the future.*)

   [If time permits, lead the class in discussing the following questions:
   - Which of your careers have the most job openings? Which have the fewest? Did

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any of these results surprise you?

- If a career isn't expected to grow dramatically in the future, does this mean there won't be many jobs available? (*Not necessarily. For example, in Pennsylvania, positions for elementary school teachers are only expected to increase by 3%, but there are still 1,600 annual openings in this field.*)
- What is the outlook for careers that most interest you? How does this information affect your career plans?]

2. **SAY SOMETHING LIKE:** Did you find there were limited opportunities in one or more of your top career choices? If so, don't be discouraged about finding a job in this field. If your career choice is very competitive, you may need to take more challenging classes, or plan for higher levels of education or training. You can also use the IHaveA-Planlowa.gov website to research related careers in this field.

3. [Wrap up the lesson by having students add the career outlook information for their three selected careers to their **Portfolio page 2, Comparing Careers: Career Outlook**. Direct their attention to rows 1, 2, and 3, and read them aloud. Remind students that row 1 is asking for information they collected in their investigation. Rows 2 and 3 are asking them to evaluate that information and use it to make decisions about their own career choices.]

4. [Show them where to write the names of those three careers on the tops of the columns on **Portfolio page 2, Comparing Careers: Career Outlook**. Explain to students that over the next few weeks, they will use this chart to take notes as they investigate their three careers, and use the collected information to compare how each career matches their needs, interests, and skills.]

5. [Once the students have completed their Portfolio page, explain that next class they will research the job descriptions for their three careers.]

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Popular Careers

If your class doesn't have access to computers, provide career outlook info for the following careers:

- Actor
- Aircraft pilot/Flight engineer
- Athletic trainer
- Automobile mechanic
- Carpenter
- Computer programmer
- Computer support specialist
- Counseling psychologist
- Electrician
- Electrical/Electronics repairer
- Elementary school teacher
- Family/General practitioner (Doctor)
- Fashion designer
- Firefighter
- Geologist
- Graphic designer
- Hairdresser/ Cosmetologist
- Heavy truck driver
- Interior designer
- Lawyer
- Medical records/ Health information technician
- Musician
- Newscaster
- Fitness trainer and aerobics instructor
- Photographer
- Plumber
- Police Patrol Officer
- Private investigator
- Professional athlete
- Real estate sales agent
- Registered nurse
- Retail salesperson
- Secondary school teacher (high school)
- Social worker
- Special education teacher
- Telephone operator
- Travel agent
- Veterinarian

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EXTRA CHALLENGE

Directions: If you finish your **Career Outlook Chart** early, check out career outlooks for the same five careers, but in another state. You can view data for a different state by using the drop down menu in the upper right corner of the Money and Outlook page. Then answer the questions below.

- Are there more or fewer people in the second state?

_____

_____

_____

- How do the opportunities compare?

_____

_____

_____

_____

_____

_____

- What will competition for these jobs be like in another state?

_____

_____

_____

_____

_____

_____

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Career Outlook for Popular Careers in Your State

Directions: Read through the list of careers below. Then, consider if there will be many or few job openings in each career over the next ten years, and place a check next to the appropriate box in the 2nd column. You do not need to fill in anything yet for the last two columns. We will go over this as a class.

Career	Number of Job Openings	Total Annual Average Openings	Change (%)
Computer Security Specialist	❑ many job openings ❑ few job openings		
Reporter	❑ many job openings ❑ few job openings		
Physician's Assistant	❑ many job openings ❑ few job openings		
Elementary School Teacher	❑ many job openings ❑ few job openings		
Electronics Engineering Technician	❑ many job openings ❑ few job openings		
Professional Athlete	❑ many job openings ❑ few job openings		

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IHaveAPlanIowa.gov Directions

Career Outlook

I. Connecting to IHaveAPlanIowa.gov:

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- When the IHaveAPlanIowa.gov home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Career Outlook

- Click on the **Career Planning** tab at the top of the page.
- Click on **Explore Careers.**
- Type in the name of the career you want to search for in the **Search for Careers** box near the center of the page and click **Go!**
- (As an example, type in "Home Health Aide," and click **Go!**).
- When the link to the career appears, click it.
- If multiple careers appear, such as "Home Health Aides" and "Personal and Home Care Aids," just pick the option that most interests you.
- Then click the **Money and Outlook** button on the left-hand side of the screen.
- Scroll down the page to see the Career Outlook information for that career.
- If there is no information for Iowa, select another nearby state (like Minnesota or Missouri) from the pull-down menu at the top of the page that says View information for a different state.
- **If you still cannot find career outlook information, go to www.projectionscentral.com/lt_search.aspx, where you can search occupational projections by state.**
- Choose your state in the drop-down box.
- Under "Sort By," select **Title.**
- Then click **View Projections.**
- The jobs are listed alphabetically, scroll down to find the one you're looking for.

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Career Outlook Chart

Directions:

1. Choose 4 careers from **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.** You should choose the careers that interest you the most.
2. Select one career from the in-demand careers list and record it in the first row under the career column.
3. Research information on IHaveAPlanIowa.gov about job openings for the 5 careers you selected and add what you find to this chart. Then answer questions 1-3 below and record which three careers you wish to research further at the bottom of this page. Remember one of your careers must be from the in-demand careers list.

Career	Annual Average Openings	Change (%)

1. Which career has the most openings? _____
2. Which career has the fewest openings? _____
3. Which career has the greatest percent increase in job openings? _____

_____

My Three Career Selections Are:

1. _____
2. _____
3. _____

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Comparing Careers: Career Outlook

List the careers you're considering in the boxes at the top of the chart. For each career, respond to the questions in the column to the left.

		Question	Career 1:	Career 2:	Career 3:
1	Career Outlook	List the annual average openings in this career.			
2	See Career Outlook Graph for details.	How does the number of annual openings compare with other careers in my state? Check the box that applies.	❑ Lots of openings in this field. ❑ Stable number of openings in this field. ❑ Few openings in this field.	❑ Lots of openings in this field. ❑ Stable number of openings in this field. ❑ Few openings in this field.	❑ Lots of openings in this field. ❑ Stable number of openings in this field. ❑ Few openings in this field.
3	My Opinion	Are there enough openings in this field for me to find a job? (If there are few jobs in this field, am I willing to compete for them?)			

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The BIG Idea

- What duties and skills do the careers I'm most interested in require, and which activities would I like or dislike?

AGENDA

Approx. 45 minutes

I. Warm Up: Mystery Careers (5 minutes)

II. Research & Compare Careers (35 minutes)

III. Wrap Up: Discussion (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 3, Comparing Careers: What They Do
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 85, IHaveAPlanIowa.gov Directions, Career Profile: What They Do
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW, Careers 3: Investigating Careers
  - Facilitator Resource 2, Mystery Careers
- ❑ Overhead projector
- ❑ Laptop
- ❑ LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Research the duties and skills required of their top career choices.
- Form an opinion about what they would like and dislike about their top career choices.
- Compare how their interests and skills match up to their career choices.

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OVERVIEW

In this lesson, students learn about their top three career choices by investigating them more thoroughly. Students begin by reviewing "Career Profiles" on www.IHaveAPlanIowa.gov, and identifying the various duties and skills required to succeed in each career. After investigating each career, students compare what they learned about the job to their own skills and interests, thus helping them to figure out if the career is a good fit or not. The lesson concludes with students sharing their findings with the class.

PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website is accessible from students' computers.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the web address www.IHaveAPlanIowa.gov on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Facilitator Resource 2, Mystery Careers**
  - **Portfolio page 3, Comparing Careers: What They Do**
- ❑ Check availability of audio and headsets.

BACKGROUND INFORMATION

Reading about a career can tell students what the profession is like. Reading the career profile will help students learn about different facets of the careers, such as duties, working conditions, outlook, and more.

This lesson requires students to use the IHaveAPlanIowa.gov website (www.IHaveAPlanIowa.gov). For instructions on accessing and using the site, see the **Grade 10, Careers One, Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions**.

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IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. In our last class, you selected three careers to research. List them in the space below.
2. Pick one career and explain why you think it would be a good fit for your skills and interests.
3. Imagine you are a person with the career you chose in question 2, predict one thing about the job you might like and one part of your job you might dislike. Explain.

[Then call on students to read their answers and continue with **Warm Up** as written.]

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

In a class with many struggling readers, you may prefer to use career websites with easier language for **Activity II, Research and Compare Careers,** including the Bureau of Labor Statistics Career Information Page: http://www.bls.gov/k12/.

If your students are very experienced with the IHaveAPlanIowa.gov website, you may choose to model job description research at the beginning of the lesson and then allow students to work independently to complete all three sections.

If students finish their independent work early, pair students to share results from their research.

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ACTIVITY STEPS

I. Warm Up: Mystery Careers (5 minutes)

1. [On the overhead projector, display **Facilitator Resource 2, Mystery Career #1**, but only show the part that lists the likes and dislikes for the career. Use paper to conceal the career title at the bottom and duties on the left.]

2. [Direct students' attention to the overhead, pointing out the two columns on the right, which list likes and dislikes for people in a particular career. Have a volunteer read the lists aloud.]

   SAY SOMETHING LIKE: What career do you think this is? Why do you think so?

3. [After students guess, reveal the list of duties on the left. Again, have students guess what the "mystery career" is and why they think so. Uncover the mystery career to see if they're correct.]

4. [Ask the students if they were surprised by any of the duties or the likes and dislikes for this career. (Allow the students to respond.) Then ask what they learned from this career from the likes and dislikes. (Allow students to respond.)]

5. [If time permits, repeat the process with **Mystery Career #2**.]

6. **SAY SOMETHING LIKE**: You can learn a lot about a career by reading about it on the IHaveAPlanIowa.gov website in a "Career Profile". The **What They Do** tab lists many of the duties and responsibilities of a career.

7. **SAY SOMETHING LIKE**: After reading about what someone does in a career, you should be able to form an opinion about what parts of the job you would like and what parts of the job that you would dislike.

   [If students need additional explanation, read some of the duties from the Mystery Career Activity and ask students to raise their hands if it sounds like something they would enjoy and lower their hands if the duty is something that they would not enjoy.]

II. Research & Compare Careers (35 minutes)

1. **SAY SOMETHING LIKE**: For the next few weeks, you are going to have a chance to compare your top three career choices. This week, we'll be focusing on the **What They**

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Do tab for each career. You are going to gather some basic facts, then look at how each career compares with your own personal preferences, interests, and skills.

2. [Project a copy of **Portfolio page 3, Comparing Careers, What They Do**, on the overhead projector as students refer to their own pages. Remind them that last lesson they examined the career outlook for five different careers they were interested in and then identified three careers they wanted to investigate further.]

3. **SAY SOMETHING LIKE**: Last class you completed items 1-3 of this chart. Today you will focus on items 4 to 7. The first item requires you to research the career to learn more about it. You will use www.IHaveAPlanIowa.gov to conduct your research. Items 5, 6 and 7 ask for your opinion about these jobs, and we'll get to that in just a minute.

4. [Read aloud, or have a volunteer read, the prompt in row 4. Then, use the LCD projector to display the IHaveAPlanIowa.gov website. Remind students how to navigate to a particular career's "Career Profile" by first clicking the **Career Planning** tab at the top of the page and then clicking into the **Explore Careers** section. Then they should type in the name of the career in the **Search Careers** box near the center of the page. As an example, type in "Librarian" and click **Go**. When the link appears, click it to access the **What They Do** tab. Point out that they can also search for careers alphabetically, by clicking a letter on the **Explore Careers** page.]

   SAY SOMETHING LIKE: To find two things a professional in your career does in his or her job, you need to read the entire **What They Do** section of the Career Profile. **What They Do** is the page that you see when you first click on the article. You can navigate to other pages in the article using the tabs along the left side of the screen. As you read, jot down two or more job tasks or duties on the chart.

   Some careers contain a video that shows someone at work in this career. You can also get info about daily tasks here. [Click on **Watch Video** to demonstrate.]

   [If students require more modeling, you may provide an example of a task from "Librarian" and jot it on the overhead. For example, "Compiles lists of books, periodicals, articles and audio-visual materials on particular subjects."]

5. **SAY SOMETHING LIKE**: Think back to the Mystery Careers from the beginning of class. How can you form an opinion about what you would like or dislike about a career?

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[Students should recall that they can form an opinion about what they would like or dislike about a career by reading about the duties in a career and considering which ones they are likely to enjoy and which ones they are not likely to enjoy. Relate this to the likes and dislikes in the **Warm Up**.]

8. Now read, or have a volunteer read, the prompt in row 5. Using the LCD again – which should still be on the **What They Do** page for Librarian. Read the **What They Do** page out loud. Ask students to share their opinions on which job duties, tasks and working conditions they would like and which they would dislike. Model how to record these ideas on **Portfolio page 3, Compare Careers: What They Do**.

9. **SAY SOMETHING LIKE**: Now look at items 6 and 7 of **Portfolio page 3, What They Do**. These questions ask for your personal opinion about whether this is a good career for you. As you collect information about each career, you need to consider whether the career is a good match for your interests and skills. For example, question 6 asks, "What about this job interests me?" Write your answer in the box. If nothing about the career interests you, then write the word "nothing" in the box. You will repeat this for each of your three careers.

   [Explain to students that prompt 7 asks about how their skills compare to the ones required for the career. To figure this out, remind students that they will need to review the duties and tasks they listed in the first box. Point out that while they may not yet have the specific skills required to succeed in the career, they may already have certain skills that are similar to the ones they will need one day. Provide an example, such as someone who is really comfortable changing a tire or doing an oil change, and loves working with their hands, may have what it takes to be a mechanic. Another example could be someone who has a lot of experience babysitting, might have the skills needed to be an elementary school teacher.]

10. **SAY SOMETHING LIKE**: Now is your chance to investigate each of your three careers, comparing what you learn online with your own skills and interests. Have fun! Should you need a review of IHaveAPlanIowa.gov directions, you can find this on **Student Handbook page 85.**

    [Circulate around the computer lab, helping students as needed.]

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III. WRAP UP: Discussion (5 minutes)

1. **SAY SOMETHING LIKE**: Great job, everybody! As you probably discovered, it is important to form an opinion about what you would like and dislike about a career. What did you learn about one of your careers today that surprised you? [Allow several students to reply.]

2. **SAY SOMETHING LIKE**: Now take a moment to review your **Portfolio page 3, Comparing Careers: What They Do**. Which careers are you still seriously considering? Which are you having doubts about? Why?

   [Invite volunteers to respond. Encourage them to share what information in the What They Do section suggested that a career was a good fit for them – or not.]

3. **SAY SOMETHING LIKE**: Good job today. Next week, you'll investigate working conditions, earnings, and the education needed for each of your careers.

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DO NOW
Careers 3: Investigating Careers

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. In our last class, you selected three careers to research. List them in the space below.

_____

_____

_____

_____

2. Pick one career and explain why you think it would be a good fit for your skills and interests.

_____

_____

_____

_____

3. Imagine you are a person with the career you chose in question 2. Predict one thing about the job you might dislike. Explain your answer.

_____

_____

_____

_____

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Mystery Careers

Mystery Career #1		
Duties	**Likes**	**Dislikes**
• Evaluates, advises, and trains athletes to maintain their physical fitness. • Cares for athletic injuries using physical therapy equipment, techniques and medication. • Administers emergency first aid, treats minor injuries, and refers injured people to a physician.	• Working within a team environment. • Taking care of injuries and helping athletes recover quickly. • Watching games and practices.	• Really long hours, typically 12–14 hours a day. • Dealing with clerical (paper) work. • Constantly traveling away from home and having to deal with delayed/overbooked flights.
Mystery Career: ATHLETIC TRAINER		

Mystery Career #2		
Duties	**Likes**	**Dislikes**
• Examines animals to determine the nature of disease or injury. • Treats sick or injured animals by prescribing medication, setting bones, dressing wounds or performing surgery. • Collects body tissue, feces, blood, urine or other bodily fluids for examination and analysis.	• Doing surgeries because I enjoy seeing how quickly animals heal after it. • Working with animals and helping their owners make important decisions about their pets. • Being my own boss.	• Managing my staff to make sure that everyone is getting along and working well together. • Working 12 to 14 hour days (60 to 80 hours in a week). • Salaries are low compared to other professions with similar education and training.
Mystery Career: VETERINARIAN		

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IHaveAPlanIowa.gov Directions

Career Profile: What They Do

I. Connecting to IHaveAPlanIowa.gov

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- When the IHaveAPlanIowa.gov home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Career Profile: What They Do

- Click the **Career Planning Tab** at the top of the page.
- Click on the **Explore Careers** section.
- Type in the name of the career you want to search for in the Search Careers box near the center of the page and click **Go.** If more than one career appears, choose the career that is the most interesting to you. (As an example, type in Librarian, and click **Go**).
- When the link appears, click it to access the Career Profile. The first page that you see will be the **What They Do** section.
- Remember, you can also search for careers alphabetically by clicking a letter on the Explore Careers page.

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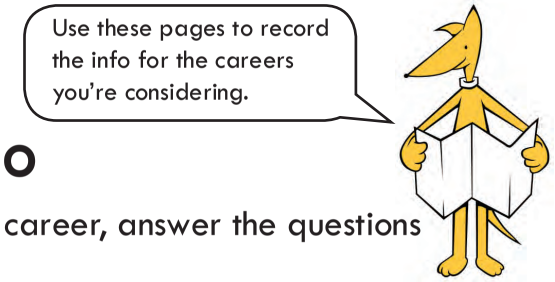

COMPARING CAREERS: WHAT THEY DO

List the careers you're considering in the boxes at the top of the chart. For each career, answer the questions in the box on the left.

		Question	Career 1:	Career 2:	Career 3:
			_____	_____	_____
4	What They Do	List 3 things that a person with this career has to do.	• • •	• • •	• • •
5	My Opinion	List at least one like and one dislike about this career.			
6	My Opinion	What about this job interests me?			
7	My Opinion	What do I do now that uses a skill similar to one needed for this job?			

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Working Conditions, Earnings, and Education

The BIG Idea

- What are the working conditions, earnings, and education for the careers I am most interested in, and how will this information affect my opinions about these careers?

AGENDA

Approx. 45 minutes

I. Warm Up: Match Up! (5 minutes)

II. Research & Compare Working Conditions (15 minutes)

III. Earn It! (10 minutes)

IV. Learn It! (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 86, Match Up!
  - Student Handbook page 87, IHaveAPlanIowa.gov Directions: Working Conditions, Earnings, and Education
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Match Up! Answer Key
- ❑ Overhead projector
- ❑ Laptop
- ❑ LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Research and compare working conditions, earnings, and education for their top choice careers.
- Identify working conditions, earnings, and education that best meet their needs.

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OVERVIEW

In this lesson, students discover how "working conditions" (i.e., work hours, travel, physical demands, etc.), earnings, and education requirements may affect their career choices.

PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website is accessible from students' computers in advance of this lesson.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Write the web address www.IHaveAPlanIowa.gov on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**
  - **Student Handbook page 86, Match Up!**
  - **Student Handbook page 87, IHaveAPlanIowa.gov Directions: Working Conditions, Earnings, and Education**
  - **Facilitator Resource 1, Match Up! Answer Key**

BACKGROUND INFORMATION

As students research potential careers, perhaps one of the most important considerations is what the job is like day-to-day, or in other words the "working conditions." Working conditions encompass everything from wages and hours to the organization of the company and flexibility of the employer to adapt working life to the demands of employees' lives outside of work. By knowing what is most important to them, students will be better able to identify which careers best meet their needs and interests.

This lesson requires students to use the IHaveAPlanIowa.gov website (www.IHaveAPlanIowa.gov). For instructions on accessing and using the site, see **Grade 10, Careers One, Student Handbook pages 79-79A, IHaveAPlanIowa.gov Basic Directions.**

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VOCABULARY

Earnings: money earned for work.

Salary: fixed payment for work, paid to an employee on a regular basis.

Wages: payment for work done, usually figured by the hour.

Working Conditions: what a job is like day to day, including job environment, hours of work, safety, paid holidays and vacations, rest periods, possibilities of advancement, etc.

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 86, Match Up!** as a DO NOW. Give students three minutes to answer the questions. Once the students have completed their quiz, begin with the discussion as written in the **Warm Up**.

Have students who are experienced Internet users show less experienced students how to navigate through the site using the browser arrows and buttons within the website.

For **Activity I, Warm Up: Match Up!** , if students are not able to work productively in pairs, have them complete the game independently.

As an extra challenge, encourage students to continue using IHaveAPlanIowa.gov at home to explore the working conditions for additional career interests. Remind them that to access the site, , they need their Account ID and password.

If your students are very experienced with the IHaveAPlanIowa.gov website, you may choose to model parts of the activity (researching working conditions, earnings and education) at the beginning of the lesson and then allow students to work independently to complete all three sections.

If students finish their independent work early, pair students to share results from their research.

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ACTIVITY STEPS

I. Warm Up: Match Up! (5 minutes)

1. **SAY SOMETHING LIKE**: What do you think is most important when deciding on a career? [Most students will say "money."] Money you make in a job (known as earnings, wages, and salary) is very important, but just as important, or maybe even *more* important, is what the job is like day to day. For example, are the hours 9am to 5pm, or a night shift? Will you need to sit at a desk all day or get to work outdoors? Will you work with others or independently all day? When considering a career, it is very important to decide what characteristics, also known as "working conditions," are most important to you. For example, perhaps you are someone who enjoys working with others, so you'll want to consider careers that involve working with a team.

2. [Divide the class into pairs, and have them open to **Student Handbook page 86, Match Up!** Explain that for each of the five careers listed in the left column there are two working conditions from the right column. Instruct them to write the numbers for the matching conditions in the spaces beneath each career. After completing the page, encourage pairs to discuss which of the working conditions they consider positive and which negative, and why. Share the correct answers by projecting **Facilitator Resource 1, Match Up! Answer Key** on the overhead.]

II. Research & Compare Working Conditions (15 minutes)

1. [Project a copy of **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education** on the overhead projector as students refer to their own pages.]

   SAY SOMETHING LIKE: Today you will research and compare working conditions, earnings, and education requirements for your top three career choices using the IHaveAPlanIowa.gov website. Take a look at Row 8: "Working Conditions." For each career, you will list three working conditions. Then in Row 9, you will evaluate the working conditions, and write down your opinion. Let me show you how.

2. [Instruct students to turn to **Student Handbook page 87, IHaveAPlanIowa.gov Instructions: Working Conditions, Earnings, and Education.** Use the LCD projector to display the IHaveAPlanIowa.gov website. Remind students how to navigate to a particular career by clicking the **Career Planning** Tab from the home page, clicking on **Explore Careers**, and then typing in the name of the career in the **Search Careers** box. Model this by typing in "Forensic Science Technician" and clicking **Go**. When the

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link appears, click it. Remind the class that they can also search for careers alphabetically, by clicking on the appropriate letter in the **Search Careers** section of the **Explore Careers** page. Working conditions appear on the **What They Do** tab (this is the first page that you will see). Part way down the page is a section with the heading Working Conditions and Physical Demands.]

3. [Invite a volunteer to read aloud the Working Conditions and Physical Demands section of the **What They Do** Page for "Forensic Science Technician." Then project **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education** on the overhead projector and model for students how to list one of the working conditions. For example, you may write "irregular hours." Then have volunteers suggest two other working conditions and jot them on the overhead.]

4. **SAY SOMETHING LIKE**: Which of these working conditions are ones that you would like? Why? Which would you not like? Why?

   [Jot their responses as they provide them, in row 9 on the **Comparing Careers Portfolio page**.]

5. **SAY SOMETHING LIKE**: Now is your chance to investigate the working conditions for each of your three careers, and to identify which of the working conditions are ones you'd like or dislike, and why.

   [Circulate around the computer lab, helping students as needed.]

III. Earn It! (10 minutes)

1. **SAY SOMETHING LIKE**: Now that you've had a chance to think about what your day-to-day life would be like in each of your top choice careers, you are going to look at earnings, and how that may affect your interest in a career.

   [On the chalkboard, or chart paper, list the following three careers in a column in this order:
   retail sales person
   general/family practitioner
   automobile mechanic

   Ask students to rank the three careers from highest salary to lowest.]

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2. **SAY SOMETHING LIKE**: Let's find out if you ranked the earnings correctly by looking on the IHaveAPlanIowa.gov website.

   Direct students' attention to the IHaveAPlanIowa.gov website on the LCD panel. Click the **Career Planning** tab, then **Explore Careers**, and type "Retail Salesperson" in the Search Careers box and click **Go**. When the link appears, click it, and then click the **Money and Outlook** tab in the left column of the page.

3. **SAY SOMETHING LIKE:** Wage means payment for work done. What do you think entry, average, and experienced mean? [Give students a chance to answer before continuing.] These are the different levels of experience. Entry means someone who just started in a career, like a beginner. At the other end, experienced means someone who has been working in this career for many, many years. Some careers in IHaveA-PlanIowa.gov include entry, average, and experienced wages while others only include average wages. Let's write down the average wages next to retail salesperson. Note that it's possible to compare wages in different cities, or "metropolitan areas." Would you expect wages in rural areas to be higher or lower? [Point out that living expenses are often higher in cities.]

   It's hard to really know whether a wage is high, low, or average until you can compare it to other careers.

4. [Repeat the process of looking up earnings for the other two careers—family/general practitioner (doctor) and automobile mechanic—on IHaveAPlanIowa.gov and jotting down the average wages on the chalkboard. Then, have students confirm whether their ranking was correct.]

5. [Refer students to **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**, items 10 and 11.]

6. **SAY SOMETHING LIKE**: Now you will research and compare earnings for your top three career choices using the IHaveAPlanIowa.gov website. Remember that National Earnings instead of State-Wide earnings might appear in some cases. Take a look at Row 10: "Earnings" on **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**. For each career, record the average salary. Then in Row 11, respond to the question about how the wages for the career affects your opinion of it.

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IV. Learn It! (10 minutes)

1. **SAY SOMETHING LIKE**: Our third and final research category for the day is education requirements. This is a big one – almost as important as whether or not you like the job description. Some careers, like veterinarian or dentist, have a definite education requirement before you can enter the profession. Others have a range of educational choices. Generally, the more education you have, the more opportunities you'll have. Let's take a look.

2. [Direct students' attention to the IHaveAPlanIowa.gov website on the LCD panel. Click **Explore Careers**, and type "Hotel/Motel Manager" in the Search Careers box and click **GO**. When the link appears, click it, and then click the **What to Learn** tab in the left column of the page. Read the section titled Education Level aloud, and ask students which of the three boxes should be checked based on this paragraph. (*tech/trade school, two-year college, four-year college*)]

3. [Remind students that it's important to skim all of the material because there's often more than one option. Discuss whether or not a person could become a hotel manager with only a high school diploma.]

4. [Direct students' attention to questions 12 and 13 of **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**. Explain that question 12 asks for facts found on IHaveAPlanIowa.gov, and question 13 asks for their opinions based on their research.]

5. [Allow students to complete their research independently, circulating to provide help as needed.]

V. WRAP UP (5 minutes)

1. [If time permits, invite the class to summarize their understanding of the importance of education requirements as outlined below.]

   SAY SOMETHING LIKE: What's the relationship between earnings and education requirements? (*Jobs requiring more education pay better. Investing time and money in post-secondary education now helps increase your earning power and your job opportunities in the future.*)

   How does knowing the education requirements for your future career help you today? (*Knowing the education requirements helps you "begin with the end in mind." What you learn today helps prepare you for the education you'll need after high school.*)

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MATCH-UP! Answer Key

Careers	Working Conditions
Multimedia Artist/Animator 3 8	1. Often work evenings and Saturdays
Bank Teller 2 7	2. Regular Monday to Friday, 9-to-5 schedule
Teacher Assistant 5 10	3. Spend long hours at a drawing board or computer
Dentist 1 6	4. Spend four hours a day, five days a week on physical conditioning and practice
Professional Athlete 4 9	5. Summers off
	6. Most work for themselves in private practice
	7. Many repetitive tasks (example: entering data into a computer)
	8. Usually work in design studios either at home, or in an office
	9. Spend lots of time away from home
	10. Work inside in classroom most of the day

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MATCH-UP!

Match each working condition to its career by writing the numbers on the lines below each career. There are two working conditions for each career.

Careers	Working Conditions
Multimedia Artist/Animator _____ _____	1. Often work evenings and Saturdays
Bank Teller _____ _____	2. Regular Monday to Friday, 9-to-5 schedule
Teacher Assistant _____ _____	3. Spend long hours at a drawing board or computer
Dentist _____ _____	4. Spend four hours a day, five days a week on physical conditioning and practice
Professional Athlete _____ _____	5. Summers off
	6. Most work for themselves in private practice
	7. Many repetitive tasks (example: entering data into a computer)
	8. Usually work in design studios either at home, or in an office
	9. Spend lots of time away from home
	10. Work inside in classroom most of the day

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IHaveAPlanIowa.gov Directions

Working Conditions, Earnings, and Education

I. Connecting to IHaveAPlanIowa.gov

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- When the IHaveAPlanIowa.gov home page appears enter your account name and password into the sign in area on the right side of the screen.

II. Working Conditions

- Click on the Career Planning Tab at the top of the screen.
- Click on the **Explore Careers** section.
- Type in the name of the career you want to search for in the **Search Careers** box and click **Go!** (As an example, type in Website Designer, and click **Go!**).
- When the link appears, click it. If more than one career appears, choose the career that is the most interesting to you.
- Scroll down the **What They Do** page (the page that appears first) until you see the section titled **Working Conditions and Physical Demands**. Read that section. Don't worry if your chosen career doesn't have these tabs. Read What They Do and the Interviews (tab on the left) for some information on working conditions.
- Record three of the Working Conditions on the chart on **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**.

III. Earnings

- Repeat the first four bullet points listed under Part II: Working Conditions, above.
- Then click the **Money and Outlook** button on the left-hand side of the screen.
- Record the **Average Wage** in the chart. Choose the most appropriate region based on your own location.
- If your career does not have a chart, you may need to read the paragraphs under Earnings to find average wage.

IV. Education

- Repeat the first four bullet points listed under Part II. Working Conditions, above.
- Then click the **What to Learn** button on the left-hand side of the screen.
- Read the information and check the appropriate level of education recommended for that career in the chart on **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education.**

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Comparing Careers: Working Conditions, Earnings & Education

List the careers you're considering in the boxes at the top of the chart. For each career, respond to the questions in the column to the left.

		Question	Career 1:	Career 2:	Career 3:
			_____	_____	_____
8	Working Conditions	List 3 working conditions for each career.	• • •	• • •	• • •
9	My Opinion	Which working conditions would I like? Why? Which would I dislike? Why?	Like: Dislike:	Like: Dislike:	Like: Dislike:
10	Earnings	What are the average wages for an entry-level and experienced worker?	Average:	Average:	Average:

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11	My Opinion	Does the earnings info make me more or less likely to pursue the career? Explain.			
12	Education	Check the recommended level of education for this career.	❑ high school ❑ apprenticeship ❑ tech or trade school ❑ 2-year college ❑ 4-year college ❑ more than 4 years of college	❑ high school ❑ apprenticeship ❑ tech or trade school ❑ 2-year college ❑ 4-year college ❑ more than 4 years of college	❑ high school ❑ apprenticeship ❑ tech or trade school ❑ 2-year college ❑ 4-year college ❑ more than 4 years of college
13	My Opinion	What is one thing I can do this year to better prepare myself for this level of education? Explain.			

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The BIG Idea

- What are "related careers" (career clusters), and how can they expand my career choices?

AGENDA

Approx. 45 minutes

I. Warm Up: Buried Treasures (10 minutes)

II. Career Cluster Game (10 minutes)

III. Comparing & Contrasting Related Careers (20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 88, Related Career Comparison Chart
- Student Handbook page 89, IHaveAPlanIowa.gov Directions: Related Careers and Career Clusters

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Careers 5: Career Clusters
- Facilitator Resource 2, Buried Treasures
- Facilitator Resource 3, Career Cluster Game Sentence Strips

❑ Overhead projector and transparency paper

OBJECTIVES

During this lesson, the student(s) will:

- Recognize that many careers can stem from a single interest.
- Use the Related Careers and Career Clusters features of www.IHaveAPlanIowa.gov to identify and explore related careers.

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OVERVIEW

This lesson, conducted in the computer lab, guides students to discover that a single interest can lead to multiple career opportunities. Using the IHaveAPlanIowa.gov website, students explore the connections between different but related careers, known as "career clusters." Using the site's Related Careers and Career Clusters features, students identify alternative careers that suit their interests, strengths and skills, and recognize that similar types of careers may require different levels of education.

PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website is accessible from students' computers.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ Write the web address www.IHaveAPlanIowa.gov on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 88, Related Career Comparison Chart**
  - **Student Handbook page 89, IHaveAPlanIowa.gov Directions: Related Careers and Career Clusters**
  - **Facilitator Resource 2, Buried Treasures**
- ❑ Copy **Facilitator Resource 3, Career Cluster Game Sentence Strips,** and cut into strips along the dotted lines, (one strip per pair).

BACKGROUND INFORMATION

One of the essential tasks of career development is identifying careers that correspond to one's skills and interests. During middle school, students may still be highly unrealistic in their career aspirations. (In one urban eighth-grade classroom, students were asked mid-year to identify careers of interest. Only two out of 30 failed to include actor, model, professional athlete, or rapper/singer on their lists.) As students become more sophisticated in comparing their aspira-

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tions and skills, they may be at a loss in locating careers that excite them.

Finding a "good fit" career is a challenge that may continue into adulthood. Experts predict that the average adult will have 10-12 jobs spanning three to five different careers during his or her working life. As adults move from job to job and career to career, it's helpful to be able to look at a broader picture – identifying transferable skills and interests. Considering clusters of related careers is one way of making the search easier.

Career resources are often organized around career clusters – broad groups of related careers within an occupational interest area. IHaveAPlanIowa.gov is one such resource. By organizing careers into categories such as Health Science, Education and Training, Manufacturing, etc., the Career Clusters navigation tool enables students to explore how a single industry or interest encompasses a wide variety of very different career paths. In particular, career clusters help students recognize that there are many potential opportunities within any given industry, and that even if they don't possess the skills they believe are required to work at one specific job, there may be alternatives.

VOCABULARY

Career Cluster: a group of occupations that are in the same industry, but are different in a variety of ways, such as skills needed, education required, personality traits, etc.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

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Questions:

1. Last class you researched the working conditions, education, and earnings for your three careers. Was there any information that was surprising or made you unsure about a career? Explain.
2. How many careers do you think you'll have in your lifetime? Explain your answer.
3. Imagine you are a high school English teacher who has been teaching for 10 years. You are ready for a change and want to pursue a new career. List two other jobs that are in the same field (Education), but that do not involve working as a classroom teacher.

[Then call on students to read their answers and continue with **Warm Up** as written.]

Have students who are experienced Internet users show less experienced students how to navigate the site using the browser arrows and buttons within the website.

For **Activity II, Career Cluster Game**, be sure one student in each pair is experienced and comfortable navigating the **IHaveAPlanIowa.gov** website.

As an extra challenge, encourage students to continue using IHaveAPlanIowa.gov at home to explore career clusters for additional interests. Remind them that to access the site, they need their "Student Account" Account ID and password.

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ACTIVITY STEPS

I. WARM UP: Buried Treasures (10 minutes)

1. **SAY SOMETHING LIKE**: Over the last several weeks, you've been investigating careers that really interest you. Your research has included reading job descriptions and education requirements, researching whether opportunities in the careers are growing or not, and learning about working conditions and earnings. At this point, you may have discovered some things about one or more of the careers that are causing you to wonder if they are indeed as good of a fit as you had hoped. If this sounds like you, don't worry! Sometimes an interest in one career can lead you to many similar careers that for one reason or another make for a better fit. A group of related careers is called a **Career Cluster**.

2. [Project **Facilitator Resource 2, Buried Treasures** transparency on an overhead projector and direct students' attention to it.]

   SAY SOMETHING LIKE: Discovering careers that are similar to a career that interests you is like uncovering a buried treasure! Let me show you why. Suppose you are interested in carpentry because you really like the idea of working with your hands, and you love to build things. However, as you research this career, you come across a few things you don't like so much. For example, you don't really want to work outdoors in the heat of the summer, which is the busiest time for carpenters. Because the summer is so busy, taking a summertime vacation is out of the question. So, now you wonder what other careers you would be interested in that require the same or similar skills as carpentry.

3. [Using the LCD projector and the IHaveAPlanIowa.gov website, model how to find "Related Careers." Remind students how to access a career by first clicking the **Career Planning** tab and then clicking **Explore Careers**. They then type in the name of the career in the Search Careers box. Type in "Carpenter" and click **Go**. When the link appears, click it. Point out that they can also search for careers alphabetically, by clicking a letter on the **Explore Careers** page.]

   When you reach the Carpenter page, review the Related Careers box on the right side of the screen. Only one is listed – Carpenter Helper. Explain to students that they can find a larger number of related careers by clicking on the **Architecture and Construction Cluster** or the **Construction Pathway** at the top of the page. A cluster is a broad career category that groups careers together that are a good match for similar

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interests and skills. By clicking on the **Architecture and Construction Cluster** students will be able to find careers that are similar to Carpenter in terms of interests and skills.

Each cluster includes several different pathways. A Pathway is a sub-division of the larger cluster. Explain to students that by clicking on the **Construction Pathway,** they will be able to find a more focused list of careers that are similar to Carpenter.

Click on the **Architecture and Construction Cluster**. You will 'land' on the C page. To read about the cluster, click the **Introduction** tab on the left side of the screen.

4. **SAY SOMETHING LIKE**: What careers do you see listed here? [Write down a few of their responses in the spaces on the projected **Facilitator Resource 2, Buried Treasures**.]

   What do all of these careers have in common?

5. [Point out the name of the Cluster listed at the top of the page. Read aloud the name of the cluster and write it on the chalkboard: "Architecture and Construction".]

   SAY SOMETHING LIKE: Note that the name of the cluster (**Architecture and Construction**) appears at the top of the box on the right. All of the pathways within this career cluster are listed in the box on the right side of the page.

   [Model how to search. Click on **Explore Careers** in the toolbar at the top of the page. Then point out the **Browse Career Clusters** option. Click on a Career Cluster that you think would be interesting to your students. Have volunteers read aloud some of the careers that come up, and add a few to the **Facilitator Resource 2, Buried Treasures** overhead. Guide them to notice that the careers can be sorted by educational level by clicking the **Sort By Education Level** button above the list.]

6. **SAY SOMETHING LIKE**: Career Clusters can be very helpful in your job search. As you get older, your interests grow and change. You may graduate from college and plan on spending the rest of your life teaching high school English. Ten years into your career, you may decide that you want to make a career change. You may love working in education, but want to work outside of a classroom. Experts predict that the average adult will have 10-12 jobs spanning three to five different careers during his or her working life. Identifying careers in similar fields with transferable skills and interests can make transitioning into a new career much easier.

   As you search today on IHaveAPlanIowa.gov, remember, viewing the *Related Careers*

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tool or clicking on the pathway reveals a few tightly connected careers, while searching by *Career Clusters* results in a larger pool of similar careers. Either way, you're likely to discover some careers you've never considered before.

[Explain to the students that if they are confused about what career cluster a job appears in, they can find it at the top of the **What They Do** page.]

II. Career Cluster Game (10 minutes)

1. [Divide the class into pairs and distribute one statement from **Facilitator Resource 3, Career Cluster Game Sentence Strips** to each pair.]

2. **SAY SOMETHING LIKE**: Navigating a career cluster is a bit like being a detective. In this game, you and your partner will use the IHaveAPlanIowa.gov website to find a career that best meets the needs described on the statement I've given you. Remember, there are different ways to go about finding the right career match. You can search by Career Cluster. Or, with your partner, you can figure out what career is being rejected, and find "related careers" by pathway or by viewing the Related Careers box on the **What They Do** page. When you find a career that is a good match, write it down and be prepared to explain your reasoning. Have fun!

3. [Circulate as pairs are working. When everyone is finished, invite each pair to share their findings. Instruct them to read aloud their statement, and then say which career they've identified as a good match and why they think it's a good match.]

III. Comparing & Contrasting Related Careers (20 minutes)

1. [Project **Student Handbook page 88, Related Career Comparison Chart** on the overhead and have students refer to their copies.]

   SAY SOMETHING LIKE: To identify similarities and differences between two careers in the same Career Cluster, you need to do a little investigating. The purpose of the **Student Handbook page 88, Related Career Comparison Chart** is to help you compare and contrast two careers in the same cluster, and guide you to figure out if an alternate career is a possibility for you. Let me show you how. First, write the name of the career you've been investigating – Carpenter – in "Career Option 1." Now search for a related career by searching by career cluster in IHaveAPlanIowa.gov.

2. [Instruct students to turn to **Student Handbook page 89, IHaveAPlanIowa.gov Instructions: Related Careers and Career Clusters.** Display the IHaveAPlanIowa.gov

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What They Do page for "Carpenter," using a laptop and LCD projector. You may talk through the steps you take to get to this page to reinforce how to navigate the website. (See Step 3 in **Warm Up** activity.) On the **What They Do** page, click the cluster listed at the top - "Architecture and Construction".] Then, click on **Careers** on the left-hand side of the page.

SAY SOMETHING LIKE: I see that architect is in the same career cluster as carpenter. I don't know much about this career, so I'd like to learn more. Perhaps this job will be a better match for me. I will write "Architect" in Career Option 2 on **Student Handbook page 88, Related Career Comparison Chart.**

3. [Have a volunteer click on **Architect** and read the first paragraph aloud. Then they should click on the **Architecture and Construction** cluster link, then **Careers**, to return to the list and select **Carpenter** and read the first paragraph aloud. Ask the students how the two careers are alike. Jot their responses in the first row on the **Related Career Comparison Chart**.]

4. Read aloud question 2 ("List two things a person with this career has to do.") on **Student Handbook page 88, Related Career Comparison Chart**. Read the bulleted tasks under the heading: **A Person in This Career**]

   SAY SOMETHING LIKE: Carpenters construct, erect, install and repair structures made of wood, plywood, and wallboard – like a staircase.

   [Click **Architect** and read aloud the bulleted tasks. Then ask for volunteers to explain some of the job responsibilities for an architect. Write this in the third row under Career Option 2 on the projected chart.]

   Next, model how to find the education level by clicking **What to Learn**. Have a volunteer identify the education level required. Show where to record this on the chart.

5. Read aloud the rest of the questions on **Student Handbook page 88, Related Career Comparison Chart**. Explain that to answer the questions, students will need to consider what they learned about both careers on the **What They Do** page. Remind them they can also review **Working Conditions** *on* this *page* to find out more about the jobs, as well as read the interviews of real people in those jobs, if time allows. Depending on your class and time, you can model how to fill in answers to these questions as follows:

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1. What part of this job would I like most?	Building houses from nothing at all.	Designing and drawing sketches of new homes.
2. What part of this job would I like least?	Working in the summer without a break.	Working on tight deadlines.
3. Is this career a possibility for me? Why or why not?	No. I really want to have summertime off.	Yes. I love designing buildings enough to work even if there are fast deadlines.

6. [Have students select one of the three careers they have been researching, and write it next to Career Option 1 on **Student Handbook page 88, Related Career Comparison Chart.** They should select a career they have misgivings about, as they're searching for an alternative that addresses their concerns. Instruct them to find a career in the same cluster and write it next to Career Option 2. Then give them time to respond to each question on the chart. Walk around, helping students as needed.]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE**: How does knowing about related jobs, or career clusters, help you with your career search? (*It uncovers possibilities I may not have known about and it might help me find a job that's an even a better fit than ones I have been investigating.*)

2. [Assign pairs. In pairs, give students a couple of minutes to discuss their answers on **Student Handbook page 88, Related Career Comparison Chart** with their partners. Then bring the class back together as a group and have a few volunteers share their answers with the class. Let students know that next week they will examine how their values influence their career choices and will decide which career they are most interested in pursuing.]

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DO NOW
Careers 5: Career Clusters

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Last class you researched the working conditions, education and earnings for your three careers. Was there any information that was surprising or that made you unsure about a career? Explain.

2. How many careers do you think you'll have in your lifetime? Explain your answer.

3. Imagine you are a high school English teacher who has been teaching for 10 years. You are ready for a change and want to pursue a new career. List two other jobs that are in the same field (Education), but that do not involve working as a classroom teacher.

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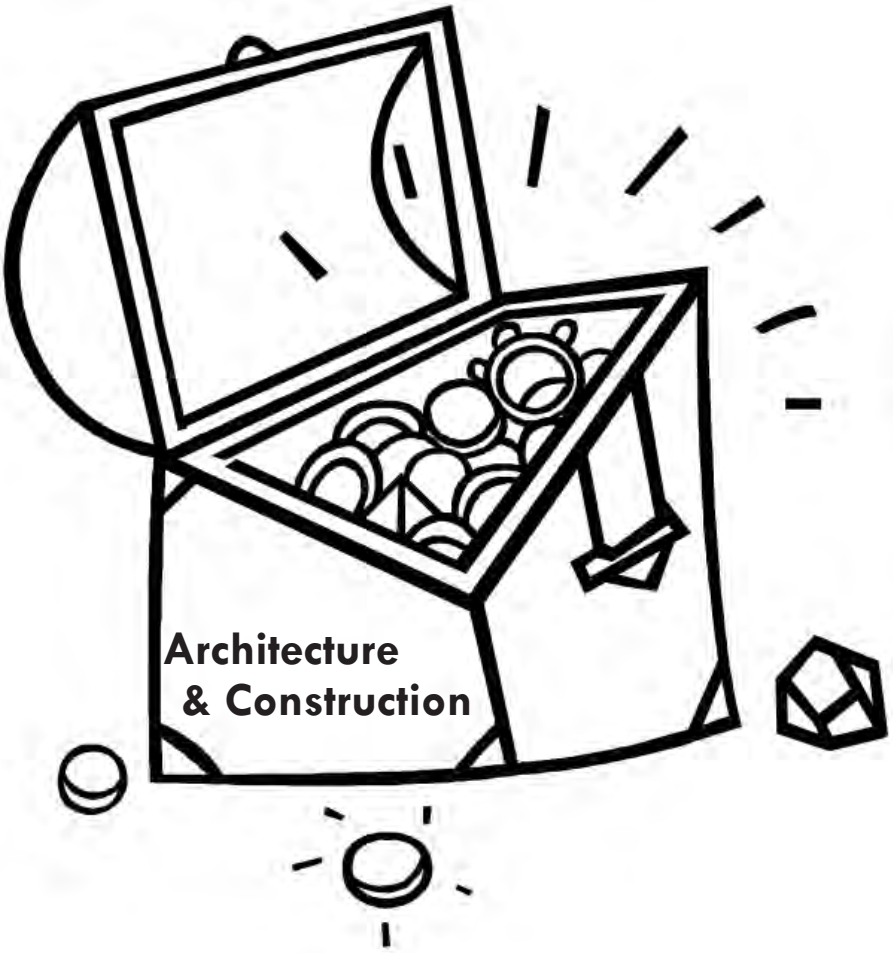
Buried Treasures

Carpenter



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Career Cluster Game
Sentence Strips

I love baseball, but I don't have the skills to go pro.

I'm interested in healing people, but don't want to spend 12 years studying to be a doctor.

I enjoy working with animals, but I don't feel comfortable around sick or hurt animals.

I know a ton about music, but can't carry a tune.

Sports are great, but competing is not my thing.

I have an interest in fashion, but I'm not artistic.

I love history, but I don't think teaching is for me.

I love visiting new places, but don't want to spend my career helping other people plan their vacations.

I love the theatre, but I get stage fright!

I'm very interested in looking for ways to cure diseases, but I don't want to spend all my time in a lab.

Cars are my passion, but I want to do more than just repair them.

I'm good with numbers, but would like to combine my interest in accounting and business with something more creative.

I am a bookworm and want to be around books and writers, but I don't have the patience or interest to write one myself.

I would like to work in government, but don't want to be a politician or be elected to my position.

I have been dancing since I was very young and I like it, but I don't want to spend my life rehearsing and performing.

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Related Career Comparison Chart

Compare one of your top career choices with a career in the same cluster by answering the questions in this chart.

QUESTIONS	Career Option 1: _____ (Career You Have Researched)	Career Option 2: _____
1. How are these careers alike?		
2. List two things a person with this career has to do.		
3. What level of education is required?		
4. What part of the job would I like most?		
5. What part of the job would I like least?		
6. Is this career a possibility for me? Why or why not?		

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IHaveAPlanIowa.gov Directions

Related Careers and Career Clusters

I. Connecting to IHaveAPlanIowa.gov

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc).
- Type the web address into the dialog box (**www.IHaveAPlanIowa.gov**).
- When the IHaveAPlanIowa.gov home page appears enter your account name and password into the sign-in area on the right side of the screen.

II. Related Careers/Career Pathways

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Type in the name of the career you want to search for in the Search Careers box and click **Go**. (As an example, type in Carpenter, and click **Go**).
- When the link appears, click it. If more than one career appears, choose the career that you are the most interested in.
- Select the What to Learn tab on the left. At the top, you will see the name of the Career Cluster that the career you are reading about belongs to. (As an example, the career cluster that Carpenter belongs to is **Architecture and Construction**.) The Career Pathway - a narrower grouping of careers- appears right after that.
- Click on the **Career Cluster** or **Career Pathway** to see a longer list of related careers.

III. Career Clusters

- Click on the **Career Planning Tab** at the top of the page.
- Click on the **Explore Careers Section.**
- Review the Browse Career Clusters list.
- Click on the name of the Career Cluster that you are interested in.

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Choosing a Career

The BIG Idea

- How do my values influence my career choice?
- Which career am I most passionate about and why?

AGENDA

Approx. 45 minutes

I. Warm Up: Values (5 minutes)

II. Comparing Values (10 minutes)

III. Career Satisfaction (5 minutes)

IV. My Career Choice is… (15 minutes)

V. Wrap Up (10 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 6, Comparing Careers: Values
  - Portfolio pages 7-8, Career Reflection
  - Portfolio pages 28-30, Grade 10 Skills Checklist (Careers skills only)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 90, My Values
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Oprah Winfrey on Career Success
- ❑ Laptop
- ❑ LCD Projector

OBJECTIVES

During this lesson, the student(s) will:

- Identify values and consider how they affect career choice.
- Choose a career by comparing career research results with their own skills, interests, and values.

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OVERVIEW

In this lesson, students consider their own values and identify which of their top careers is most compatible with these values. Next, students view a clip (or read a passage) in which producer/TV host Oprah Winfrey discusses the importance of having a career that is personally fulfilling. ("You know you're on the road to success if you would do your job and not be paid for it.") Finally, students review their career research and examine how each of their career choices fits their personality and interests. To wrap up the unit, students choose the career that best fits their needs, and complete a reflection page explaining why it's a good fit.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 90, My Values**
  - **Facilitator Resource 1, Oprah Winfrey on Career Success**
- ❑ If you have a classroom computer with Internet access, link to the Oprah Winfrey interview at the "Academy of Achievement" web site (http://www.achievement.org). Look for Oprah Winfrey in the Achievers list and click on the interview associated with her. Display the site using an LCD projector.
- ❑ If your classroom does not have Internet access, make copies of **Facilitator Resource 1, Oprah Winfrey on Career Success** (one per student).

BACKGROUND INFORMATION

In choosing a career, it is important to be aware of values. People who pursue careers that align with their core beliefs and values are more likely to find fulfillment and success in their jobs.

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In a 2004 study of college classes of 2001 and 2004, conducted by Northwestern Mutual, three-fourths of the 1,700-plus respondents revealed that how they spend their time on the job is more important than how much money they make. They identified the following values as important in a career: helping others, impacting the world, creativity, and being around others who are idealistic and committed. Another 2004 study by Universum Communications found that more than 40 percent of the college students surveyed said they were looking for jobs that offer increasingly challenging assignments.

(Source: http://content.monstertrak.monster.com/resources/archive/jobhunt/careerhappiness/)

As you guide students to choose a career, you will encourage them to think about and identify their values – what they believe in. To this end, you will help students realize the strong relationship between careers and values in terms of job fulfillment.

VOCABULARY

Values: beliefs about what is desirable, important, or worthwhile.

IMPLEMENTATION OPTIONS

DO NOW:

If you prefer, you may choose to use **Student Handbook page 90, My Values?** as a DO NOW. Give the students three minutes to answer the questions. Once the students have completed this handout, begin with the discussion as written in the **Warm Up**.

In **Activity I, Warm Up: Values**, you may choose to have the students discuss their ideas of values before you share the definition of values. In addition, you may also choose to complete **Student Handbook page 90, My Values?** as a class. Read each value aloud and discuss its description as a class. Then allow students to select their level of importance.

You may wish to illustrate the idea of "work values" with want-ads or company mission statements (often found in the "About Us" section of a company website) that provide clues to a company's values.

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For **Activity V, Wrap Up,** if time allows, invite students to share their career choice and reasons with a partner.

www.IHaveAPlanIowa.gov includes a career exploration tool (Work Values Sorter) for ranking work values and identifying careers that match top values. You may wish to have students explore this feature on their own.

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ACTIVITY STEPS

I. WARM UP: Values (5 minutes)

1. **SAY SOMETHING LIKE:** Over the past few weeks, we've talked about things to consider when deciding if a career is a good fit for you. [Ask students to recall these categories, and list them on the board.] Today, we'll talk about one last category – values. Then, each of you will take a last look at your top three careers, and choose the one that best fits your personal skills and interests.

2. [Share the definition of values, and have students turn to **Student Handbook page 90, My Values**.]

3. **SAY SOMETHING LIKE:** A career that's a good fit for you will generally match your values. Take a look at the values listed on this page, and think about how they might connect to career choice.
   - What careers would be good for someone who wants to help others?
   - What careers would be good for someone who craves adventure?
   - What careers would be good for someone who values creativity?

4. [Give the students 3 minutes to complete **Student Handbook page 90, My Values**.]

II. Comparing Values (10 minutes)

1. **SAY SOMETHING LIKE:** Now that you've had a chance to identify your work values, you're going to take a look at **Portfolio page 6, Comparing Careers: Values** to decide if and how each of your top career choices match your values. You may use your completed **Student Handbook page 90, My Values,** to help you.

2. [Direct students' attention to **Portfolio page 6, Comparing Careers: Values**. Read question 18 aloud, and let students know that this is a question that calls for their own opinions; there is no right or wrong answer. Model how to respond by giving an example: *If 'doctor' is one of your career choices, you might list 'helping others,' 'money,' or "independence", depending on the values you feel are most important to someone with this career*. Then read question 19 aloud. Remind students to look back at **Student Handbook page 90, My Values** to figure out if the two values they assigned the career match any of their top three peronal values. Tell students that if a career meets none of their top values, then they should write "none" on the chart.]

3. [Instruct students to pay close attention to their written responses on the **Comparing**

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Careers chart to questions about job description, including interviews as well as working conditions. These areas will help them to see if a career matches their values.]

III. Career Satisfaction (5 minutes)

1. **SAY SOMETHING LIKE**: Over the last several weeks, you have researched many aspects of your three careers, from job responsibilities and working conditions to earnings and education. Now that you've collected all this information, it's time to decide which career will best fit your personality.

   But first, I'd like you to listen to the words of someone who knows something about career satisfaction. She's an award-winning TV host, has produced television specials and a Broadway play, and was named one of the 100 Most Influential People of the 20th Century by *Time* magazine. She was also the first African-American woman to become a billionaire – Oprah Winfrey.

2. [Use the LCD projector to display the Oprah Winfrey interview at the "Academy of Achievement" website. (See **Preparation** section for instructions on how to access the interview.) If your classroom does not have Internet access, distribute **Facilitator Resource 1, Oprah Winfrey on Career Success** to each student. Invite volunteers to read aloud Oprah's words.]

3. **SAY SOMETHING LIKE**: Oprah says, "You know you are on the road to success if you would do your job, and not be paid for it." What does she mean by that? In what other ways could a job be satisfying?

IV. My Career Choice Is… (15 minutes)

1. **SAY SOMETHING LIKE**: Now it's your turn to identify the career you would find most satisfying.

2. **SAY SOMETHING LIKE**: Look again at your **Portfolio pages 2-6, Comparing Careers,** to see how each category (Job Description, Working Conditions & Earnings, Career Outlook, Education, Values) compares to your personal interests. As you review your findings, think carefully about which of your careers will make you feel as Oprah does – happy to go to work each day. Take the next 15 minutes to review your Portfolio pages and then answer questions 1-6 on **Portfolio pages 7-8, Career Reflection.**

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V. WRAP UP (10 minutes)

1. **SAY SOMETHING LIKE**: Now you've all chosen your top career interest and explained why its a good fit for you. You'll notice that question 7 asks you to identify a possible obstacle to achieving this career goal and question 8 asks you to brainstorm a short-term goal to tackle this obstacle. Maybe your career requires many years of education to complete, or the competition is tough for a particular job.

   [Give students an example of a career obstacle you encountered once and then share a short-term goal you set to overcome that obstacle.]

2. **SAY SOMETHING LIKE**: Please take the next few minutes to think about what you can do now to make your career goal a reality. And if you're not yet sure what you want to do, don't panic. Finding satisfying work is a lifelong journey – and this is only the first step.

   SKILLS CHECKLIST

   Direct students' attention to **Portfolio page 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Careers.

   Careers

   I can …

Identify careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Research anticipated job openings in my field of interest.	❑ not at all	❑ somewhat	❑ very well
Identify pros and cons of careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Understand how working conditions might affect my choice of career.	❑ not at all	❑ somewhat	❑ very well
Understand how using career clusters can help me find my dream job.	❑ not at all	❑ somewhat	❑ very well
Identify how my values influence my career choice.	❑ not at all	❑ somewhat	❑ very well

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Oprah Winfrey on Career Success

"What I know is, is that if you do work that you love, and work that fulfills you, the rest will come. I truly believe that the reason I've been able to be so financially successful is because my focus has never, ever for one minute been money. And the fact that the money has come has really surprised me. I've been really surprised and delighted and very pleased, and many times overwhelmed by it. But the money has never been the focus. You know you are on the road to success if you would do your job, and not be paid for it. And I would do this job, and take on a second job to make ends meet if nobody paid me. Just for the opportunity to do it. That's how you know you are doing the right thing."

SOURCE: Academy of Achievement: http://www.achievement.org

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Step 1: Figure out what's important to you.
Step 2: Find careers that match your values.

My Values

Put a check in the column that shows how important each value is to you. Then circle the three values that are most important to you.

	Very important	Somewhat important	Not at all important
ADVENTURE I like to try new things and visit new places. I'd like a job where the activities change from day to day.			
BEAUTY I like to be surrounded by beautiful things. Art and nature are important to me.			
CREATIVITY I like to solve problems or make music or art.			
FAMILY I want a job that allows me to spend time with my family.			
FRIENDSHIP I want to share my life with someone. Friends are more important than having a lot of stuff.			
HELPING OTHERS I want to make the world a better place.			
INDEPENDENCE I like to set my own schedule and do things my own way.			
INTEGRITY I stand up for what I believe. Doing the right thing is important to me.			
KNOWLEDGE I like to learn something new every day.			
MONEY I need to make a lot of money.			
POWER I want to be in charge. I like to make decisions, organize activities, and influence other people.			
RECOGNITION I like being known for my accomplishments. Grades and awards are important to me.			
SECURITY I like it when I know exactly what's expected, and things don't change much from day to day.			

ADAPTED FROM: Career Strategies: How to Get and Keep a Job, Jim Comiskey and Jay McGrath, Workbook & Portfolio pages 12-13. Academic Innovations, 2000.

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Comparing Careers: Values

List the careers you're considering in the boxes at the top of the chart. For each career, respond to the questions in the column to the left.

		Question	Career 1:	Career 2:	Career 3:
			_____	_____	_____
14	Work Values	What two values would be most important to someone who has this career?			
15	Work Values	Look back at **Student Handbook page 90, My Values.** *Are these 2 values a good fit for your own personal values? Explain.*			

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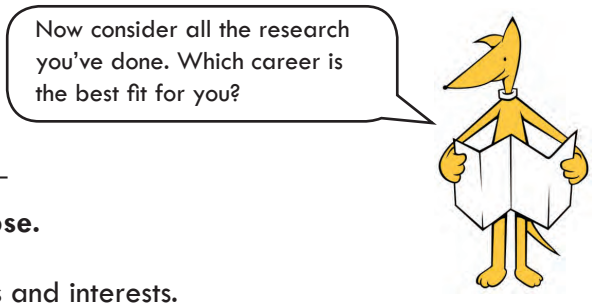

Career Reflection

Career Selection _____

Answer the following questions about the career you chose.

1. Explain how the day-to-day responsibilities fit your skills and interests.

_____

_____

_____

_____

2. Are there any job responsibilities that are not interesting to you? Explain what they are and why you are still willing to pursue this career.

_____

_____

_____

_____

3. Explain how the working conditions are a good match for your personality.

_____

_____

_____

_____

4. Are there any working conditions that are not a good fit for your personality? If so, explain which ones they are and why you are still willing to pursue this career given those conditions.

_____

_____

_____

_____

5. Explain how the values of this career fit with your own personal values.

_____

_____

_____

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Career Reflection (continued)

6. I am willing to complete the education needed for this career.
   - ❑ high school
   - ❑ apprenticeship
   - ❑ tech or trade school
   - ❑ 2-year college
   - ❑ 4-year college
   - ❑ more than 4 years of college

7. What is one obstacle that might keep you from achieving the education necessary for this career?

_____

_____

_____

_____

8. Describe one thing you can do right away to help overcome this obstacle.

_____

_____

_____

_____

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UNIT

4

FINDING A JOB

Lesson Descriptions

Finding a Job 1: Entry-Level Jobs
How can a part-time or summer job help prepare me for future work?

Finding a Job 2: Jobs for Teens
What are local sources of part-time work for teens and how can I find out more about them?

Finding a Job 3: Employer Survey Follow-up
How do you follow-up after an interview to make a positive impression on employers?

Finding a Job 4: Sell Yourself
What qualities are employers looking for in teen workers? How can you prove your own skills?

Finding a Job 5: Preparing for an Interview
What questions do employers ask in an interview and how I can be prepared?

Finding a Job 6: Mock Interviews
How can I improve my interviewing skills?

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PLANNING PYRAMID

GRADE 10, Unit 4, Finding a Job

Some Students Will:

- Make informational phone calls.
- Understand the importance of perseverance in getting calls returned and questions answered.
- Obtain a certificate of participation in a school or community activity, or document credentials using an online tool.

Most Students Will:

- Identify two local examples of businesses that hire teens.
- Understand the purpose and etiquette of an informational phone call.
- Collaborate on notes thanking employers for participating in a survey.
- Identify and demonstrate past evidence of workplace skills.
- Prepare thoughtful answers to interview questions often asked by employers.
- Recognize that a job candidate might have questions to ask of the interviewer, and identify those that are most appropriate.
- Evaluate interview performance.

All Students Will:

- Understand that first jobs teach you about the workplace and build skills you can use as you advance to more senior positions.
- Understand that current employers serve as references for future jobs.
- Know the types of business that hire teens.
- Find out who's hiring teens and identify qualities employers value in teen workers.
- Understand the purpose of a business thank-you note.

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ROADS to SUCCESS

Grade 10 Finding a Job

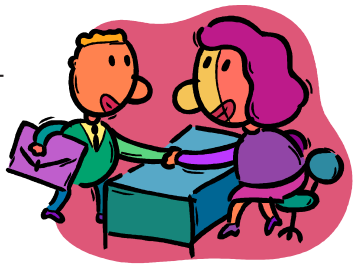
Family Newsletter

Improving Interview Skills

As tenth graders, many teens begin to express interest in working a part-time job. Interviews are an important part of any job-hunting process. A good interview can turn your son or daughter from an applicant to an employee. Here are some tips for improving your child's interviews skills:

• **Research:** Encourage your child to visit the company website a few days before the interview. The information provided by the company will help her answer questions like "Why do you want to work here?" and "Why should we hire you?"

• **Brainstorm Skills:** If your teen has little to no job experience he may feel unqualified for a job. Help your child make connections between what he already knows and what the job



requires. Discuss how good grades, sports participation, and family responsibilities demonstrate skills and attitudes needed in the workplace.

• **Practice Common Questions:** One of the best ways to feel confident in an interview is to recognize and practice common questions. Discuss questions you have been asked during job interviews and help your student practice good responses.

• **Interview Follow up:** A well-written thank you note can let an employer know that your child is truly interested in the job. Here are three simple tips for teens: send thank you notes within 24 hours of the interview, proofread for grammar or spelling errors, and include a sentence or two about why you'd be great for the job.

• **Resources:**
For more information on improving interview skills, visit the following websites: www.quintcareers.com, www.teens4hire.org.

Grade by Grade

In Roads to Success, tenth-graders investigate skills employers find desirable. To prepare for job interviews, they think about ways they've shown these skills in the past. Students participate in two kinds of interviews in the "Getting a Job" unit.

Informational Interviews: Students contact local companies to identify the behaviors and personal characteristics employers value in teen employees. Once they have completed their employer survey, they evaluate the importance of writing effective thank you notes.

Mock Interviews: Students discuss common questions asked in an interview and prepare their own responses. They also identify relevant questions they can ask employers during an interview. To practice these skills, students take turns interviewing each other, playing both the role of the employer and the person applying for the job. Students receive feedback on what they did well and what improvements could be made.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org

Did you know?
Teens are a significant piece of the U.S. workforce. The U.S. Department of Labor estimates that roughly 44 percent of 16-and 17-year-olds work sometime during the year. This percentage includes jobs held during the school year and/or the summer.

U.S. DOL Youth2Work Site
http://www.youth2work.gov/youthindustry/index.htm

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The BIG Idea

- How can a part-time or summer job help prepare me for future work?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. What Can a Job Do For You? (10 minutes)

III. First Job: Two Perspectives (15 minutes)

IV. Wrap Up (10 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 91, FIRST JOBS: Employer's Perspective
- Student Handbook page 92, Truck Driver Reading
- Student Handbook page 93, FIRST JOBS: Employee's Perspective
- Student Handbook page 94, TV Production Assistant Reading
- Student Handbook page 95, First Jobs on My Career Ladder

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 1: Entry-Level Jobs

OBJECTIVES

During this lesson, the student(s) will:

- Identify ways entry-level jobs can help prepare a person for future work.

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OVERVIEW

Students discover that after-school or summer jobs offer opportunities to build skills, prove themselves, and even get an "inside look" at careers they might be considering. They discuss some of the skills you can build in entry-level jobs, and how they can prove themselves to employers through solid work and a positive work ethic. They also read on employer's and employee's perspectives about the importance of first jobs. To conclude, they identify ways that four different entry-level jobs could help them up their own career ladders.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 95, First Jobs on My Career Ladder**
- ❑ Write the following on an overhead or chart paper (used in **Activity II, What Can a Job Do For You?**)
  - Find out more about what you like to do
  - Get specific skills you'll need later on in your career
  - Learn general skills you can use anywhere in the workplace
  - Get a good reference for your next job
- ❑ Write the following questions on an overhead or chart paper (used in **Activity III, First Job: Two Perspectives.**)
  - What surprised you about these two stories?
  - What is the boss at the truck-driving school looking for in an employee?
  - Do you think he would have liked the TV production assistant? Why or why not?
  - Is the production assistant someone you'd want to work with?
  - Is the production assistant someone you'd hire? Why or why not?

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BACKGROUND INFORMATION

Almost six million U.S. teenagers between the ages of 16 and 19 were employed at some time in 2005 (U.S. Department of Labor, BLS). Although they make up less than 5 percent of the overall workforce, they're an important part of the American economy.

Chances are, teens like this are in your classroom. Whether they're working at the mall, ringing up burgers at a fast-food restaurant, or bagging groceries, students can learn skills and obtain experience that will help them succeed in the future.

VOCABULARY

Recommendation: a description of a job candidate's qualifications from someone who knows them.

Work ethic: positive work attitude, dedication to getting the job done.

IMPLEMENTATION OPTIONS

DO NOW:

*(You may choose to present the **Warm Up** activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW**.)*

Questions:

1. Are you interested in getting a part-time or summer job within the next year? Explain why you are interested and what type of job you would like to have.
2. Explain how you think a part-time or summer job could prepare you for a future job/career.

[Then call on students to read their answers and continue with Warm Up as written.]

If you run short of time, drop the second reading ("TV Production Assistant") from **Activity III, "First Job: Two Perspectives."** You may also wish to skip this reading if you feel the subject of "scooping poop" might distract students from the main point of the lesson or if you feel you've

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adequately discussed the unpleasant aspects of an entry-level job.

In the next lesson, students will be looking up local businesses that employ teenagers. You may choose to have students find one local business that employs teens and bring in contact information that will be compiled in a booklet.

For **Activity III, First Jobs: Two Prespectives,** if you think your students will struggle to read the passages individually, you may choose to read the stories aloud as a class.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE**: During the next six lessons, we're going to talk about finding jobs — what kinds of jobs are available to you, what they can offer you, what skills and attitudes employers are looking for, and how you can convince employers that you have the skills they need. Today, we'll talk about entry-level jobs, which are the types of jobs you're most likely to have as a teenager.

2. **SAY SOMETHING LIKE**: Raise your hand if you've ever held a job. Why did you choose to get a job? What did you get from your job? [Give individual students time to answer. Most will probably mention the money they earn.]

   Your first work experience can offer a lot more than a paycheck – it can be a stepping stone as you move on to different, better jobs.

3. **SAY SOMETHING LIKE**: In this lesson, we'll be discussing why entry-level jobs and early work experiences are so important to your future – even if they don't seem like they have anything to do with the career you see yourself choosing. Think about a career as a ladder, and the first job is like the first rung – you can't climb the ladder without taking that first step!

   The question we want to answer today is, "How can a part-time or summer job help prepare me for future work?"

4. [Next, talk about your own early work experience. Share your frustrations or challenges, as well as what you liked about it. Include some of the menial, boring, or embarrassing tasks you had to do, in order to help students see that even you had to start somewhere. Explain what you ended up learning from the experience, or share one lesson you still carry with you today.]

II. What Can A Job Do For You? (10 minutes)

1. **SAY SOMETHING LIKE**: Let's list four ways entry-level jobs can help prepare us for the next rungs up the career ladder [Display the four bullet points below on chart paper or overhead projector.] (See Preparation.):
   - Find out more about what you like to do
   - Get specific skills you'll need later on in your career

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- Learn general skills you can use anywhere in the workplace
- Get a good reference for your next job

2. **SAY SOMETHING LIKE**: You might be thinking that there's no way an after-school job could do all these things. But let's look at an example. Say you want to be a doctor. Where could you work to learn if this is a good career for you? (*hospital, doctor's office*) What skills could you learn there? (*how medical records are handled, how to talk to a sick patient and family members*).

   Another great benefit of this type of job is that it would give you an "inside look" at a career in medicine. You could experience the environment in a hospital, and see if the setting, the people, and the pace are a good fit for you. It would also be a great way to make contacts and maybe even meet mentors in the field.

   Let's think of other examples of entry-level jobs that could help you choose your career path. What are some possible entry-level jobs if you wanted to be a chef? (*working at a restaurant, in the kitchen or as a waiter*) What if you wanted to be a children's counselor? (*babysitting, working in a children's store, tutoring*) A hair stylist? (*work as an assistant or receptionist at a hair salon*).

3. **SAY SOMETHING LIKE**: Sometimes you might not find a job that's in the field you'd like to pursue. Job opportunities like these may be limited for 16-year-olds. What if you couldn't find work in a doctor's office, and had to work at the GAP or McDonald's? What general skills would you learn? (*how to use a computer; how to get along with different types of people, like your boss or difficult customers; how to apply math skills, like figuring out sales prices and paychecks*).

4. **SAY SOMETHING LIKE**: At the same time that you're learning new skills, you're also meeting people who can help you reach your career goals, including your boss. Even if your boss isn't your favorite person, he or she will be the one to decide whether you get a raise or a promotion. And when you apply for your next job, employers will ask him or her for a recommendation to see if you're someone they'd want to hire. You might also ask an employer for a college recommendation — a letter describing your skills and readiness for college.

   How would you behave to get a good reference from your employer? (Allow students to respond. Examples include: you would work hard, follow instructions, get to work on time, have a positive attitude, and try to get along with others. You might also show

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that you can solve problems and handle emergency situations.)

5. **SAY SOMETHING LIKE:** Any entry-level job – whether you're bagging groceries or babysitting – will offer ways to build skills and prove yourself.

III. First Job: Two Perspectives (15 minutes)

1. **SAY SOMETHING LIKE**: Now we're going to read two stories about entry-level jobs: one from an employer – a boss at a truck-driving school, and another from an employee – a TV production assistant. You might be surprised by what you learn. But before you read the stories, I'd like you to read a few statements about first jobs and tell me if you agree or disagree with each.

   [Ask students to turn to **Student Handbook page 91, FIRST JOBS: Employer's Perspective.** Have them read the "pre-reading" statements and check whether they agree or disagree. Give students a few minutes to jot down their answers.]

2. [Next, refer students to **Student Handbook page 92, Truck Driver Reading**. Ask them to read the story and then answer the "post-reading questions" in **First Jobs: Reading Questions.**]

3. Once the students have completed these questions they should turn to **Student Handbook page 93, FIRST JOBS: Employee's Perspective.** Again, they should answer the "pre-reading" statements and read the corresponding story on **Student Handbook page 94, TV Production Assistant Reading**. After completing the reading they should answer the post-reading questions on **Student Handbook page 93, FIRST JOBS: Employee's Perspective.**]

4. [Discuss both sets of post-reading Questions as a class. Then, display the questions below on an overhead or chart paper. Allow students to respond to each of the questions. You may choose to record their responses.]

5. **SAY SOMETHING LIKE:**
   What surprised you about these two stories?
   What is the boss at the truck-driving school looking for in an employee?
   Do you think he would have liked the TV production assistant? Why or why not?
   Is the TV production assistant someone you'd want to work with?
   Is the TV production assistant someone you'd hire? Why or why not?

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6. **SAY SOMETHING LIKE**: Both of these stories touch on something very important – an employee's work ethic and overall attitude. What is a work ethic? *(dedication to hard work)* What does the second story tell you about this person's work ethic and attitude about the job?

   It's not always easy to work hard and have a positive attitude in an entry-level job, especially if you're doing menial or boring tasks. You might get frustrated or irritated at a boss or coworker. Letting this affect your work can be a big mistake. Teens who show up late for work, roll their eyes at customers or bosses, or gossip with or about coworkers probably won't be in line for a promotion or a good reference.

   What does a good attitude look like? [Allow students to respond—*direct eye contact, pleasant tone of voice, problem-solving rather than problem-creating, completing your tasks, and showing up on time*.] How is it to your advantage to behave this way?

IV. WRAP UP (10 minutes)

1. **SAY SOMETHING LIKE**: Before we end for the day, I'd like you to think about how different entry-level jobs can help you up your own career ladder. In this activity, I'd like you to write down your current choice for a career. Then share two things you could learn from four different entry-level jobs.

   [Refer students to **Student Handbook page 95, First Jobs on My Career Ladder**. Give students five minutes to complete the activity.]

2. **SAY SOMETHING LIKE**: Whether you have a job now, or are considering one in the future, remember how important these early experiences can be – and how much you can really gain from them. Focusing on the long-term benefits can make a boring job more meaningful, and maybe even more enjoyable.

   Next week, we'll talk about jobs you can get right now, and find out what local employers are really looking for.

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DO NOW
Finding a Job 1: Entry-Level Jobs

Directions: You will have three minutes to read the questions below and write your answers.

Questions:

1. Are you interested in getting a part-time or summer job within the next year? Why or Why not? Explain why you are interested and what type of job you would like to have.

_____

_____

_____

_____

2. Explain how you think a part-time or summer job could prepare you for a future job/career.

_____

_____

_____

_____

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FIRST JOBS: Employer's Perspective

BEFORE READING

Directions: Check a box to the right of each statement to show whether you agree or disagree.

Truck Driver

First-Job Statement	Agree	Disagree
You can get a job as a truck driver (driving the big rigs) right out of high school, as long as you have a driver's license.		
If you're applying for a job, it's very important that your previous work experience is in the same field.		
An employer would rather hire someone who's had the same job for a long time rather than several short-term jobs.		

AFTER READING

Directions: Answer the questions below.

Truck Driver: An Employer's Perspective

1. If you want to be a truck driver, what kind of work could you do right out of high school?

_____

_____

2. Will an employer hire someone who does not having formal experience driving a truck? Why or why not? [This is an inference question.]

_____

_____

3. Why do employers look for someone who's been in the same job for at least a year?

_____

_____

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Truck Driver Reading

An Employer's Perspective

I work at a truck-driving school. We teach people to drive the big rigs, the trucks used to ship cargo cross-country. There are lots of young people who want to do this kind of work right out of high school. They know there's good money to be made if you're willing to work hard – and they're ready to hit the road after sitting in a classroom for 12 or 13 years.

The problem is that you can't get a cross-country license until you're 21. (It's called a CDL, or commercial driver's license.) This is discouraging to people who've just graduated, who are often only 17 or 18. A lot of people work locally till they're 21 – driving smaller trucks in their home state. That's great experience – good work if you can get it.

Something that impresses future employers is seeing a young person who has shown they can stick with something for a while. It almost doesn't matter what the job is. If they work at something, anything really, for a whole year, it shows they're ready to take work seriously. Show up on time, do what they were hired to do – now that's somebody I'd want to hire.

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FIRST JOBS: Employee's Perspective

BEFORE READING

Directions: Check a box to the right of each statement to show whether you agree or disagree.

TV Production Assistant

First-Job Statement	Agree	Disagree
Even after you go to college, you may still have to do menial work, especially in your first job after college.		
The daily life of a TV production assistant is glamorous.		

AFTER READING

Directions: Answer the questions below.

TV Production Assistant: An Employee's Perspective

1. What are some of the day-to-day tasks of a TV production assistant?

_____

_____

2. Why did this person decide to pick up the poop?

_____

_____

3. How could this have helped her team in the short-term? How might it have helped her in the long term?

_____

_____

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TV Production Assistant Reading

An Employee's Perspective

I work as a production assistant on a television show, which is pretty much the first TV job people get when they graduate from college. On the one hand, it's pretty cool to be hanging out, watching a TV show get made, and being part of it all. On the other hand, the hours are long and some of the work is just ridiculous – moving heavy stuff, bringing very picky people coffee exactly the way they like it, sitting in trucks watching equipment. Not at all what I went to college for!

On the show I work on, we work on location, in real people's houses. We pay them a location fee to videotape our stories there. One of the important parts of the production team's job is making sure the homeowners are happy – and that all the people and equipment going in and out of the house don't damage anything.

People think TV is glamorous, but that's not always the case. For example, here's what happened on location a few days ago:

People were moving lights, props, and equipment into the house, and I saw this big pile of "droppings" on the front lawn – definitely left by the homeowners' dog. I just knew someone on the crew was going to step in that pile and track it into the house. The homeowners would be mad and we'd have to stop everything and clean it up – wasting valuable production time. I can't tell you how much I wanted to ignore the problem and walk away, but I did it – I scooped the poop. I don't know if anybody saw me, but I figure that one day when I'm the producer or director – and I will be! – I'll want to know that somebody else is thinking about this kind of stuff so I don't have to.

P.S. I can't wait to move up to the next career level!

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FIRST JOBS ON MY CAREER LADDER

My career goal: _____

List two things you could learn in each part-time job below that would help you in your future career. These could include:

- Specific skills you'll need later on in your career
- General skills you can use anywhere in the workplace

An example has been done for you.

EXAMPLE: **My career goal:** ER nurse **Job:** Cashier at a drug store chain 1. Learn more about prescriptions and over-the-counter medications. 2. Solve customer problems, learn how to work with the public.	**Job:** Babysitter 1. 2.
Job: Volunteer in the school office 1. 2.	**Job:** Cashier at McDonald's 1. 2.

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The BIG Idea

- What are local sources of part-time work for teens and how can I find out more about them?

AGENDA

Approx. 45 minutes

I. Warm Up (10 minutes)

II. How to Make a Successful Call (20 minutes)

III. Informational Interview Practice (10 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 96, Tips for Successful Informational Phone Calls
- Student Handbook pages 97-98, Teen Job Survey
- Student Handbook page 99, Teen Job Interview Script

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 2: Jobs for Teens
  Lists of businesses for the students (see **Preparation** section)

OBJECTIVES

During this lesson, the student(s) will:

- Identify types of businesses in which teens can work.
- Identify local companies that hire teens for part-time jobs.
- Learn how to make informational phone calls to potential employers.

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OVERVIEW

Students discover the first step in looking for a job – identifying the types of businesses that hire teens. They discuss how informational phone calls can be used to learn more about companies and specific jobs. In fact, one student from each pair will be making their own informational phone calls as an out-of-class assignment – a phone survey with potential employers. In this survey, they ask employers about opportunities for teens, and what they're looking for in part-time employees. In class, they review strategies and tips for making successful calls, and go over a script for their own calls. Next, they research contact information for local businesses.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Contact different local businesses in your area to see if they would be willing to participate in informational interviews with students about teen employment at their business.
- ❑ Create a list of **at least 10 businesses** that are willing to participate. Include the name, address, and contact information for each organization. (*Depending on the availability in your area, you may choose to include more than 10 businesses.*) One student from each pair will be conducting an informational interview. Students who volunteer to call a business should receive a reward upon completion of their survey. Students should decide on a reward in class. You may want to decide on acceptable rewards before class.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 96, Tips for Successful Informational Phone Calls**
  - **Student Handbook pages 97-98, Teen Job Survey**
  - **Student Handbook page 99, Teen Job Interview Script**

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BACKGROUND INFORMATION

Many teens in your class may be considering a part-time job. However, they might not know where to begin. This lesson gets students thinking about different businesses that hire teens, and specific companies in your area that might be hiring. They'll also learn an important method for finding out more about a business or a job – the informational phone call. Informational interviews are a useful way for teens to practice pro-active job searching. Even adults have a hard time contacting potential employers, so your students may naturally have some concerns and reservations about making these calls. With guidance and practice, they'll learn strategies for making a successful call. Every student will practice conducting an informational interview in class with a peer. In each class, half of the students will conduct their own phone surveys with potential employers. These students will share their results with the class next week. The goal of the survey is to find out what behaviors and personal characteristics employers value most.

VOCABULARY

Employee: a person who works for and is paid by another person or business.

Employer: a person or business that pays others for work.

Informational phone call: a phone call in which a person can ask an employer questions about their business and potential jobs.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying ***Facilitator Resource 1, DO NOW****.)*

Questions:

1. Where are some places that your friends have worked, or that you've seen other teens working?
2. Imagine you wanted to find a part-time job working in a clothing store. How could you

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find out if they have any available job opportunities for teenagers?

[Then call on students to read their answers and continue with the **Warm Up** as written.]

Informational Interviews:

- Allow students to conduct interviews in person, if this is more convenient or comfortable than making the phone calls.
- Students who volunteer to make phone calls at home can call in pairs.
- You can choose to allow students to contact an employer not on the list.
- Choose two volunteers in each section and have each student make a phone call, during class, one at a time.
- Ideally, you'll find ten or more businesses willing to participate, but the number of businesses will vary by region.

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ACTIVITY STEPS

I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone! Remember that in the last lesson, we talked about the importance of entry-level jobs, and the different ways they can help prepare you for future work. Who can remember one of the four ways an entry-level job can prepare you for a future career? [Allow students to respond.]
   - Find out more about what you like to do
   - Get specific skills you'll need later on in your career
   - Learn general skills you can use anywhere in the workplace
   - Get a good reference for your next job

   Today, we'll be talking about local businesses that offer part-time work for teens, and what we can do to find out more about them.

2. **SAY SOMETHING LIKE:** Think about businesses that hire teens – for example, restaurants. What are some places that your friends have worked, or that you've seen other teens working? [As you brainstorm types of businesses, write them on the board. If students are having difficulty, help guide them with questions like, "Do you ever see teens working when you go to the mall? Where are they working?"] Some examples include:
   - Retail stores (e.g., clothing, books, toys, etc.)
   - Grocery stores
   - Restaurants
   - Movie theaters
   - Athletic fields
   - Gas stations
   - Amusement parks
   - Offices

3. **SAY SOMETHING LIKE:** Now, imagine you'd like to find a part-time job in one of these businesses. How would you find a specific company in this business? How would you learn more about the company and their job opportunities?

   The question we want to answer today is, "What are local sources of part-time work for teens and how can I find out more about them?"

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II. How to Make a Successful Call (20 minutes)

1. **SAY SOMETHING LIKE:** One of the best ways to learn more about a company or a specific job is by calling the employer directly. This kind of call, known as an informational phone call, is one that you're likely to make many times throughout your life. Informational phone calls are opportunities to find out things about the company or job opportunities that you couldn't find through your own research. For example, you might find out if or when a company is hiring or what types of jobs are available for teens.

   Informational interviews can be a very powerful tool for finding a job. Statistics reveal that just one out of every 200 resumes leads to a job offer and some studies claim that number can be as high as one of out 1,500. In comparison, one out of every twelve informational interviews results in a job offer. * Another source suggests that as many as 90% of jobs are not advertised, so informational interviews can give a jobseeker a better insight into the hidden job market.**

   Statistic Sources:
   *http://www.quintcareers.com/information_background.html
   **http://www.quintcareers.com/information_dress.html

   It's important to remember that employers are taking time out of their workday to answer these questions. While many will be happy to do this, be respectful of their time. For example, never ask questions that you could research on your own, such as: What are your hours? Where are you located?

2. **SAY SOMETHING LIKE:** How do you think an informational phone call to a business owner is different from a call you'd make to a friend? (For example, unlike a friend, the business owner has never met you before, so you are making an important impression – "introducing" yourself by phone. Talk about the importance of being direct, clear, and polite in an informational phone call.)

3. [Next, refer students to **Student Handbook page 96, Tips for Successful Informational Phone Calls**. Discuss these strategies and tips on basic phone etiquette.]

4. **SAY SOMETHING LIKE:** As part of this lesson, you will practice conducting an informational phone call with a partner. Each of you will have a chance to play the role of the teenager and the employer. At the end of class, I will be asking for one brave volunteer from each pair to conduct an informational phone call with a local employer. Our mission is to answer two questions: (1) Who's hiring teens? and (2) What qualities

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are employers looking for in the teens they hire? Then, in the next lesson those students will be sharing our interviews with the class. Together, we'll have an inside look at what work behaviors and personal characteristics employers value most.

5. **SAY SOMETHING LIKE:** Don't worry if you've never made this kind of call before. You'll have all the questions in front of you, and you'll even have time to practice before you make any real calls. First, let's look at the questions you'll be asking local employers in your informational phone calls.

6. [Ask students to turn to **Student Handbook pages 97-98, Teen Job Survey**. Explain that later in class, they'll be provided with a list of employers who have agreed to participate. For now, they should focus on the questions. Review the questions as a class.]

7. **SAY SOMETHING LIKE:** Keep in mind that the first person who answers the phone might not be the person to answer your questions. It might take several phone calls, and getting passed to a few different people, before you find the right person to speak with – or until this person has the time for the interview. It's important to be patient and prepared for these situations.

8. **SAY SOMETHING LIKE:** One of the best ways to be prepared for an informational phone call is to have a script of what you're going to say. Of course, you don't have to follow your script word for word, but this will help you think through and practice what you're going to say ahead of time. It's also helpful to have something written out in case you get nervous or flustered in your call. Let's take a look at a sample script you could use for your informational phone call. Together, we'll also talk through what we might say in different situations.

   [Ask students to turn to **Student Handbook page 99, Teen Job Interview Script**. Have a student read through the introduction. Talk about how this brief introduction reflects some of the phone etiquette tips they discussed earlier. For example, they are clearly stating their name and purpose of their call.]

9. **SAY SOMETHING LIKE:** Now, let's think about what we'd say next. Look at the first situation: If you're speaking to the person in charge, what should you ask before you launch into the survey? [Take a few answers from the class.] Before you begin asking questions, make sure that they are willing to answer questions, and that this is a convenient time for the interview. For example: "Would you be willing to participate in this brief survey? Is now a good time to talk?"

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10. [As a class, talk through what the student could say depending on the employer's response. Work with students to come up with appropriate language in each situation. For example, if they are not willing to participate in the survey, simply say: "I understand. Thank you for your time."]

11. **SAY SOMETHING LIKE:** There's a good chance that the person you need to talk with is not available, as in situation #2. What could you say in this situation? If this happens, it's important to get the name of the person you should talk to, and a date and time to call back. This just takes a few seconds, and it's much more productive than simply saying, "I'll call back."

12. **SAY SOMETHING LIKE:** What would you say at the end of this call? Depending on the conversation, you might say one of the following:

    - "Thank you for your time."
    - "I look forward to talking with you, _____ [name], at _____ [time] on _____ [date]."
    - "This has been very helpful. Thank you for taking time out of your day to answer these questions."

13. [Model a phone call for the class, acting as the employer and a student acting as the caller. Be sure to model different situations, such as what happens if the person who answers the phone is not the person to interview or is unwilling to answer to questions. If possible, have the teacher or a student make an actual phone call to a business using a speaker phone or cell phone.]

III. Informational Interview Practice (10 minutes)

[Have students choose a partner. Pass out the list of local businesses you compiled. Instruct each student to choose a business they are interested in. Students will take turns practicing their calls with each other. After both partners have had a chance to practice, bring the class back together. Then choose one volunteer from each pair to make the phone calls. Assign each volunteer to a particular business. Once the volunteers have been chosen, have the class decide on an acceptable reward for each student who brings a successfully completed **Teen Job Survey** to class next week.]

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IV. WRAP UP (5 minutes)

SAY SOMETHING LIKE: You've done a great job practicing today. Informational phone calls are an excellent way to practice pro-active job searching. I want to thank the students who volunteered to make the phone calls. Good luck! You are going to do a wonderful job. If you feel nervous, don't worry, it's completely natural. If you start to stumble in your interview, just take a deep breath. It might even help to briefly admit that you're a little nervous – most employers will understand.

Next week, we'll be sharing and compiling all the information gathered. Then each student will follow up with one employer with a very important piece of any job search – the thank you note!

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DO NOW
Finding a Job 2: Jobs for Teens

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Where are some places that your friends have worked, or that you've seen other teens working?

_____

_____

_____

2. Imagine you wanted to find a part-time job working in a clothing store. How could you find out if they have any available job opportunities for teenagers?

_____

_____

_____

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TIPS FOR SUCCESSFUL INFORMATIONAL PHONE CALLS

Introduce yourself: Begin by introducing yourself and stating the purpose of your call.

Be prepared: Have an introduction and your questions prepared in advance. It also helps to practice what you're going to say a few times beforehand.

Make sure you're talking to the right person — at the right time: Always identify the name of the person you're talking to and confirm he or she is the right person to answer your questions. Be understanding if that person needs to forward the call to someone else, or if he or she asks you to call back another time.

Speak clearly and slowly: This isn't always easy if you're nervous!

Take notes: Jot down answers to help you remember the call. If you have to call back, note the person who answered the call and the date and time to call back.

Keep it brief: Respect the other person's time. Ask essential questions that couldn't be answered by your own research.

Say thank you!: Always thank the person for their time and their help.

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TEEN JOB SURVEY

Your out-of-class assignment is to conduct a survey with a local business about their job opportunities for teens. On this sheet, write the business contact information and answers to your survey questions. You'll be sharing this information with the class.

Student name: _____

CONTACT INFORMATION	
Company name	**Type of business**
Company address	
Phone	**Email (if available)**
Name and title of person interviewed	
Date and time of interview	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? _____

2. What types of jobs are available for high school students? _____

_____

3. What's the pay range for high school students? _____

4. What time of year are you most likely to be hiring? _____

5. What qualities are most important in an employee? _____

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6. What's one quality that impresses you in a job applicant? _____

_____

7. What's one quality that makes you unlikely to hire a job applicant? _____

_____

8. Do you have any suggestions for applicants with no previous job experience? _____

_____

9. May I stop by for a sample application to share with my class? _____ _____

_____

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TEEN JOB INTERVIEW SCRIPT

Introduction:
Hello. My name is _____, and I'm a sophomore at _____ High School. My class is doing a survey of local businesses that hire teenagers to learn about job opportunities and to understand what employers are looking for. I was wondering if I might speak with the person in charge of hiring part-time employees. This should only take about five minutes.

What would you say in the following situations?

Situation #1: You're speaking to the person in charge of hiring, or you're immediately transferred to that person. What should you ask before you launch into the survey?

A. The person is willing to answer questions now.

_____

B. The person is willing to answer your questions, but is too busy to talk now.

_____

C. The person is not willing to participate in the survey.

_____

Situation #2: You're not speaking with the person in charge of hiring. He or she says that person isn't available right now.

CALL-BACK INFORMATION
Name of person who answered the phone
Name of person you need to talk to
Best date and time to call back

What do you say at the end of the conversation? _____

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Employer Survey Follow-up

The BIG Idea

- How do you follow up after an interview to make a positive impression on employers?

AGENDA

Approx. 45 minutes

I. Warm Up (15 minutes)

II. A Short Thank You Goes a Long Way (10 minutes)

III. Write Your Own Thank You Note (15 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 100, Sample Thank You Note
- Student Handbook page 101, Sample Addressed Envelope
- Student Handbook page 102, Thoughts on a Thank You Note

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 3: Employer Survey Follow-up
- Facilitator Resource 2, Job Survey Executive Summary
- Facilitator Resource 3, Job Survey: Participating Employers
- Facilitator Resource 4, Sample Teen Surveys
- Facilitator Resource 5, Stationery with Roads to Success Logo

❑ Business envelopes, one per pair of students, plus extras

❑ Postage stamps, one per pair of students

OBJECTIVES

During this lesson, the student(s) will:

- Describe the informational interview process.
- Recognize the value of sending thank you notes.
- Discover what behaviors and personal characteristics employers value.

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OVERVIEW

In this lesson, students will share their experiences from their phone surveys with employers that hire teens. (Next week, they review an executive summary of the results from all the surveys, and consider what they learned.) Next, they discuss the importance of thank you notes, and review some basic tips for writing these critical letters. Finally, they work with their partners from the previous lesson to write a thank you note to the employer they interviewed.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ At the end of this lesson, have students turn in their **Teen Job Survey Form**. Before the next lesson, compile the results into **Facilitator Resource 2, Job Survey Executive Summary** and **Facilitator Resource 3, Job Survey: Participating Employers**. Make enough copies of both resources for each student.
- ❑ Make copies of the stationery with the Roads to Success Logo (one copy per student).
- ❑ Make copies of **Facilitator Resource 4, Sample Teen Surveys** (one copy per student).

BACKGROUND INFORMATION

Thank you notes are an important part of any job search. In a survey of executives, 86 percent said they consider a post-interview thank you note helpful when evaluating candidates. Yet only 39 percent of job applicants send thank you notes (Survey: Accountemps). This simple gesture can make a big impact on an employer, making an applicant stand out and demonstrate responsibility and interest in the job. A thank you note could even mean the difference between getting a job and getting passed over. In another survey, nearly 15 percent of managers interviewed said they would reject a candidate who didn't send a thank you note after an interview (Survey: Careerbuilder.com).

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IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying ***Facilitator Resource 1, DO NOW****.)*

Questions:

1. What do you think are the three most important qualities employers look for when hiring teenagers? Explain why.
2. What do you think is one quality that is NOT impressive to an employer? Explain your answer.

[Call on students to read their answers and continue with the Warm Up as written.]

In **Activity II: A Short Thank You Goes A Long Way,** If you think your students will struggle to understand the need for writing thank you letters, you may choose to act out a short role play for the class. Pretend that you are a busy store manager who has taken time out of his day to answer questions for an RTS student. Make sure to stress the importance of acknowledging the time this person spent helping out their class.

If you think students will need more time to write and proofread their letters, you may wish to abbreviate the discussion in **Activity II: A Short Thank You Goes A Long Way**.

If you think your students will have difficult time writing their thank you letters in pairs, you may have each student write his own thank you letter. Students can then have their partner from the last lesson proofread and edit their thank you letters. Note: You will need to provide each pair of students with an envelope and a stamp.

In **Activity III: Write Your Own Thank You Note,** students who did not make a phone call could write a letter to someone in their school who has helped them in the past. This may help to better motivate students who do not see the point in writing a letter to an employer they did not talk to.

You may wish to assign a pair of students to compile the Teen Job Survey results under your supervision, creating both the executive summary (**Facilitator Resource 2**) and the list of participating employers (**Facilitator Resource 3**). These sheets should be completed and copies made before the next week's class.

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If only a few or no students made their phone calls, assign students to groups of four or less. Each group should receive four copies of one of the employer responses from **Facilitator Resource 4, Sample Teen Surveys.** Depending on your class size, multiple groups may be assigned the same employer. Give the students time to read their survey and then pass out one copy of **Facilitator Resource 2, Job Survey Executive Summary** to each group. Each group will need to tally the results from their employer survey onto this sheet. For **Activity III, Write Your Own Thank You Note,** each student will write a thank you letter to the employer whose survey they read. Explain to the students that these are actually employers who took the time to complete this survey for the Roads to Success staff.

Here are the employers we use as our examples:

3 Pans Pizza: a former facilitator who owns a pizza place

Duane Reade: an actual manager at a NYC store

McDonald's: an actual manager at a NYC location

The GAP: sister of a Roads to Success staff member

Roberta Wells Conservatory: Ex-coworker of a Roads to Success staff member

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ACTIVITY STEPS

I. WARM UP (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everyone. Since our last lesson, some of you interviewed local business owners about jobs for teens. In this lesson, we'll be talking about what that experience was like. At the end of class, I'll ask everyone to turn in your results so we can compile them before next week's class. Today we'll also talk about the best way to follow up with employers, so they feel appreciated (and so you get remembered!) – a thank you note. You'll learn some tips for writing thank you notes, then practice writing your own to the employer you (or one of your classmates) interviewed.

2. **SAY SOMETHING LIKE:** First of all, let's talk about what it was like to make an informational phone call. [Give students who participated in an interview time to share their experiences. The following questions could guide the discussion:
   - How many of you did the survey? Who did it by phone? Who did it in person?
   - Who was nervous? What did you do to stay calm during the call?
   - How closely did you follow the script? Did you practice beforehand?
   - How did you finally get in touch with the right person to interview? How many people did you have to talk to first? Did you have to call back a few times? Was anyone not able to reach the correct person at all?
   - What were the employers you talked with like? Did any of them not agree to participate in the survey? Did any of them ask you questions? How would you feel about working at their company after talking with them?
   - What did you like about doing the survey? What was the hardest thing about doing it?
   - What was the best tip your employer gave you about applying for a job?]

3. **SAY SOMETHING LIKE:** Next week, we'll take a look at the results from all the surveys. Even if you felt like you didn't come away with a lot of information, I hope you'll see how, collectively, the information is really valuable.

II. A Short Thank You Goes A Long Way (10 minutes)

1. **SAY SOMETHING LIKE:** What could we do to make all the people who answered our questions feel it was worth the effort? [Allow students to respond.] Who has ever received a thank you note? How did it make you feel? How did it make you feel about the person who sent it? [Allow students to respond to each question.]

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Why is a thank you note important in this situation? [Give students time to answer.] For one, it's what you should always do when people go out of their way to help you – it lets them know that their efforts are appreciated. A thank you note will also leave a good impression, not just for you, but for other teens. These employers might be more inclined to help out in the future if they feel like their time wasn't taken for granted.

2. **SAY SOMETHING LIKE:** Even if this is the first thank you note you've written, it will definitely not be your last! This activity will be good practice for the future. Thank you notes are an important part of any job search – especially after an interview. It is in your best self-interest to write these letters. They can help you build a relationship with an adult who might be able to help you in the future. [Talk about some reasons that thank you notes might be important after an interview. For example, they can:
   - Leave a positive impression, by showing that you are professional and responsible.
   - Give you another chance to include something about yourself, your skills, or your experience that you didn't get to mention in the interview.
   - Let an employer know that you're truly interested in the job.
   - Make you stand out from the crowd – most job applicants forget this crucial step! In fact, the difference you make writing a thank you note could make the difference in getting a job.]

3. [Display **Student Handbook page 100, Sample Thank You Note** using an overhead or written on chart paper. Have a different student read each paragraph aloud. Then use this sample thank you note to go over these three simple tips for writing thank you notes:
   - **Send it soon!** Send a thank you note within 24-hours of the interview. It can be typed or handwritten, mailed or e-mailed. If you know the employer is making a decision about a position soon, e-mail might be the best bet.
   - **Proofread:** Make sure there are no misspellings or grammatical errors. And if you choose to handwrite the note, make sure it's neat. (This includes the spelling of the interviewer's name.)
   - **Include all who helped:** Send thank you notes to everyone who helped you with your job search, including the person who referred you to the job. Let them know you appreciate their help – you never know when you might need it again!]

III. Write Your Own Thank You Note (15 minutes)

1. **SAY SOMETHING LIKE:** Now it's time to write your own thank you notes. Each student will be working with a partner to write the note together. Remember, this shouldn't be a long, formal letter – a short, handwritten one is just fine. In your letter, you should:

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- Thank the person for taking the time to speak with you.
- Let the employer know that the information you collected was very helpful.
- End with another brief thank you.

2. **SAY SOMETHING LIKE:** Of course, you don't want your note to sound like a form letter. Try to personalize your letter if you can. For example, you could mention something in particular that you talked about in the interview. Think about something that really made an impression on you. Here are a few examples:
   - "I've been thinking about what you said about punctuality, and I realize now how important it is to always be on time."
   - "I was surprised to hear that teenagers help with kids' activities at the ball park. That sounds like a fun and challenging job! I will definitely be in touch when I start looking for a summer job."

3. Give students time to write a draft of their note. Stress that both students should be contributing to the letter. One student may be in charge of writing, while the second students may be sharing key points to include in the letter. Have the writer in each pair quietly read their notes aloud to their partners. Then have partners proofread the final note. They may either type their final letters on computers, or handwrite them onto stationery you provide.]

4. [Give each pair of students a stamped envelope. Students should find the correct address on the list of participating employers. Remind students to use the school address, not their home address, as the return address. Write the school's address on the board so students have the correct format and spelling. If students need more direction, discuss **Student Handbook page 101, Sample Addressed Envelope**. Make sure to review all letters before sending them to the employers.]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Remember, thank you notes aren't just important in a job search, they're important in life. What are some other times that you should send thank you notes?

2. **SAY SOMETHING LIKE:** Before we end for the day, I'd like you to answer two questions about the note you and your partner wrote together. [Refer students to **Student Handbook page 102, Thoughts on a Thank You Note**. Give students a few minutes to complete the activity.]

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3. [Have all students who participated turn in their **Teen Job Survey Forms**.]

4. **SAY SOMETHING LIKE:** In the next lesson, we'll look at the compiled results from your surveys. Then we'll read some help wanted ads and identify skills needed in entry-level jobs. You'll think about your own experience and which skills you have to offer.

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DO NOW
Finding a Job 3: Survey Follow-up

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. What do you think are the three most important qualities employers look for when hiring teenagers? Explain why.

_____

_____

_____

2. What do you think is one quality that is *NOT* impressive to an employer? Explain your answer.

_____

_____

_____

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JOB SURVEY EXECUTIVE SUMMARY

This survey was conducted from _____ (start date) to _____ (end date).

_____ (number) students interviewed _____ (number) of employers in the _____ (city, state) area.

(See the attached list of participating employers.)

SURVEY FINDINGS

Directions: For each answer, place a tally mark in the correct box below.

Minimum hiring age

14 or less	15	16	17	18	19	20	21 or more

Jobs for high school students (Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below.)

Hourly wages for high school employees

Less than $5/hour	$5.01 - $6/hour	$6.01 - $7/hour	More than $7/hour

Time of year most likely hiring

January	February	March	April	May	June
July	August	September	October	November	December

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JOB SURVEY EXECUTIVE SUMMARY (continued)

Directions: Write all answers in the gray boxes. Tally the number of times each answer was given in the white box below it.

Most important employee qualities

Most impressive quality in applicant

Least impressive quality in applicant

Suggestions for applicants with no previous job experience

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JOB SURVEY: PARTICIPATING EMPLOYERS

Company name and address	Employer name	Student interviewer

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TEEN JOB SURVEY 1

CONTACT INFORMATION	
Company name Roberta Wells Conservatory	**Type of business** Non-profit youth arts organization
Company address 23-51 97 Street, East Elmhurst, NY 11369-1217	
Phone	**E-mail (if available)** tspellman@robertawellsconservatory.org
Name and title of person interviewed Tracie Spellman, Executive Director	
Date and time of interview March 31, 2008	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? **14**
2. What types of jobs are available for high school students? **Class assistants**
3. What's the pay range for high school students? **$8 and up**
4. What time of year are you most likely to be hiring? **Fall and/or Spring**
5. What qualities are most important in an employee? **Communicative, timely, respectful**
6. What's one quality that impresses you in a job applicant? **Helpfulness without being asked**
7. What's one quality that makes you unlikely to hire a job applicant? **Negative attitude, arrogant**
8. Do you have any suggestions for applicants with no previous job experience?
   Be the first to arrive and the last to leave. Stay away from cliques, lazy people, and gossipers. Focus on the work and save socializing for your personal life. Don't think of yourself too highly. Be willing to do what it takes to get the work done. Don't think of yourself too lowly. Remember who you are and if need be graciously ask to be treated with respect. Be polite and respectful to everyone – from the janitor up. Learn people's names. Do not pre-judge people based on their race, religion and/or sexual preferences. Surround yourselves with people who are like you in work ethic. Be willing to step out of your comfort zone. Call elders Miss, Mr. or Mrs. unless or until they ask you to address them informally. Work hard and trust that your work is worthy and of service even if it seems as if no one cares.

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TEEN JOB SURVEY 2

CONTACT INFORMATION	
Company name GAP, Inc.	**Type of business** Retail - clothing
Company address	
Phone	**E-mail (if available)**
Name and title of person interviewed Lisa Scheer	
Date and time of interview March 27, 2008	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? **Sixteen.**
2. What types of jobs are available for high school students? **Sales and stock positions.**
3. What's the pay range for high school students? **Minimum wage with merit increases annually.**
4. What time of year are you most likely to be hiring? **July for back to school. October for the holiday season.**
5. What qualities are most important in an employee? **Outgoing, enthusiastic, fun-loving, yet hard working.**
6. What's one quality that impresses you in a job applicant? **Someone that is good at communicating with adults and kids.**
7. What's one quality that makes you unlikely to hire a job applicant? **Someone who can't look me in the eyes. Also, someone who communicates poorly.**
8. Do you have any suggestions for applicants with no previous job experience?
   Don't let "no experience" scare you. With no experience, you have no bad habits that might need changing. If you have no experience, demonstrate your ability to work in a group: school sports, youth group, choir, babysitting, etc. Show how you have been responsible in other areas of your life.

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TEEN JOB SURVEY 3

CONTACT INFORMATION	
Company name 3 Pans Pizza	**Type of business** Restaurant
Company address 47 S. Main St, Belfast, NY 14711	
Phone	**E-mail (if available)**
Name and title of person interviewed Jake, Owner/Manager	
Date and time of interview Spring 2008	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here?
Generally, you have to be at least 16 years old to work for me. That way, there are no restrictions on certain jobs that employees need to do around the restaurant.

2. What types of jobs are available for high school students?
We have two types of positions. The first is a cook or kitchen worker and the second is a delivery person.

3. What's the pay range for high school students?
Our employees all start out at minimum wage. For kitchen workers this is $7.15/hr in New York. Delivery drivers start out at $4.60/hr plus tips. This is the minimum wage for workers in New York that work for tips. If my high school employees are good workers and consistently improve and work hard they are eligible for raises. The highest paid high school student that I currently employ makes $8.00/hr.

4. What time of year are you most likely to be hiring?
The busiest time for our business is during the warm weather spring and summer months. We have to hire several extra employees to keep up during these times.

5. What qualities are most important in an employee?
There are several qualities that are particularly important to me. Some of these are cleanliness; punctuality, or being on time; a strong work ethic and desire to work; good communication skills; and the ability to be a positive representative of me as well as my business.

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TEEN JOB SURVEY 3 (continued)

6. What's one quality that impresses you in a job applicant?
Prospective employees that demonstrate an ability to interact positively with my customers impress me. Much of my business is based on quality customer service. When an applicant comes in for an interview, I can immediately get a sense for how comfortable they are dealing with people. If they are uncomfortable they would probably not do well working for me.

7. What's one quality that makes you unlikely to hire a job applicant?
The one quality that makes me unlikely to hire an applicant is lack of cleanliness. Since our business deals with preparing and serving food to customers, cleanliness is extremely important. If a high school student comes in to get an application and their appearance doesn't leave me with a positive impression, they are unlikely to even get an interview. It's very important for high school students to remember that you're making a first impression when you first walk through the door to ask for an application.

8. Do you have any suggestions for applicants with no previous job experience?
At my restaurant, we hire mainly high school students. It can be a very good first job for someone just entering the work force. Because of this, the majority of our new employees have no previous work experience. The important thing to remember is that an employer will be willing to put in a lot of time and effort to train you, if you show that you're willing to put in the time and effort to learn and improve at your job. You need to show that you are eager to work and learn on the job, no matter what the responsibilities include. If you can convince an employer that you will be an asset to the company, despite your lack of experience, you stand a very good chance of being hired and excelling at your new job.

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TEEN JOB SURVEY 4

CONTACT INFORMATION	
Company name McDonald's	**Type of business** Fast Food chain
Company address 688 8th Ave New York, NY 10018	
Phone 212-221-3363	**E-mail (if available)**
Name and title of person interviewed Brenda Bryant, Manager	
Date and time of interview April 8, 2008/ 3pm	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? **16 years old**
2. What types of jobs are available for high school students? **Students can work on the register, in the kitchen, and in the lobby (dining room).**
3. What's the pay range for high school students? **$7.15 (NY state minimum wage)**
4. What time of year are you most likely to be hiring?
   The summer is one of our busiest times. For summer positions we begin hiring in April and finalize our staff by the end of June. The December holiday time is also a really busy time. We start out hiring for the December seasons in September.
5. What qualities are most important in an employee?
   - **Coming to work on time for every shift**
   - **Looking professional – neat, clean and wearing all parts of the uniform.**
   - **Being courteous to the customers**
6. What's one quality that impresses you in a job applicant?
   If a job applicant comes in looking presentable – neat, clean, appropriate clothing – I am more likely to hire him/her. It shows me that this person is serious about this job and took the time to make themselves look professional.

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TEEN JOB SURVEY 4 (continued)

7. What's one quality that makes you unlikely to hire a job applicant?
We get a lot of teenagers coming in during our peak lunchtime, impatiently asking for a job application. A lot of times, they'll come in talking on their cell phones acting like they can't wait 5 minutes until I am free to talk to them.

8. Do you have any suggestions for applicants with no previous job experience?
If you don't have any previous job experience, you can talk about activities from your high school. Oftentimes, the skills you need to do well in activities such as sports teams, clubs and theater are useful for a job here. Many of our employees are on the track team, which helps them quickly take orders and get our customers their food.

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TEEN JOB SURVEY 5

CONTACT INFORMATION	
Company name Duane Reade	**Type of business** Pharmacy chain store
Company address 625 8th Ave New York, NY 10018	
Phone 212-273-0889	**E-mail (if available)**
Name and title of person interviewed Kabir, Manager	
Date and time of interview April 11, 2008/ 2:45 PM	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here? **18 years old**
2. What types of jobs are available for high school students? **Stock and cashier positions**
3. What's the pay range for high school students? **$7.15 (NY state minimum wage)**
4. What time of year are you most likely to be hiring?
   We do not have any time of year that is more or less busy. We hire employees regularly thorough the year.
5. What qualities are most important in an employee?
   It is important that an employee be reliable, professional, and courteous. Always arriving to work on time and dressing in the appropriate dress code/uniform are two ways that an employee can demonstrate the qualities described above.
6. What's one quality that impresses you in a job applicant?
   Good public speaking is one quality that really impresses me when someone applies for a job here. If a person can speak in a professional manner, I know they will be able to work well with our customers.
7. What's one quality that makes you unlikely to hire a job applicant?
   If a job applicant comes in dressed very sloppy and unprofessional I am unlikely to hire him or her.

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TEEN JOB SURVEY 5 (continued)

8. Do you have any suggestions for applicants with no previous job experience?
Don't worry if you don't have any work experience. Many of our employees have never had a job before. At Duane Reade we take a lot of time to train our employees, so you will learn on the job everything you need to know. During your interview, you just need to show that you are interested in this position and that you will be willing to work hard during the training.

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SAMPLE THANK YOU NOTE

Westover High School
307 West 38th Street, #1101
New York, NY 10018

May 28, 2008
Ms. Olivia Thompson
Manager
Old Town Cinemas
123 Main Street
Bantam, CT 04328

Thank the employer for taking the time to talk with you. Include the date of the interview.

Dear Ms. Thompson:

Thank you for taking the time to speak with me yesterday to answer questions for the survey our class is conducting about teen jobs.

The information you provided was very helpful, both to me and to the rest of the class. I was surprised to hear how many different jobs there are for teens at your movie theater. It sounds like a challenging place to work, but lots of fun too.

Let him or her know that the information was helpful. If you can, include a personal note about your conversation.

Thank you again for your time. I hope to meet you in person someday, maybe as one of your employees!

Say thank you again at the end of your letter.

Sincerely yours,

Jeff Miller

Jeff Miller

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SAMPLE ADDRESSED ENVELOPE

Put your name, school name, and school address in the upper left-hand corner.

Westover High School
307 West 38th Street, #1101
New York, NY 10018

Stamp

In the center, write the employer's name, title, company name and address.

Ms. Olivia Thompson
Manager
Old Town Cinemas
123 Main Street
Bantam, CT 04328

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THOUGHTS ON A THANK YOU NOTE

Look closely at the thank you note you wrote to the employer who participated in the job survey, and answer the following questions.

1. What phrase in my letter will make the employer feel that he or she has made a valuable contribution to my class?

_____

_____

_____

2. How will my letter leave the impression that teen workers are responsible and capable?

_____

_____

_____

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Sell Yourself

The BIG Idea

- What qualities are employers looking for in teen workers? How can you prove your own skills?

AGENDA

Approx. 45 minutes

I. Warm Up: Employer Survey Review (15 minutes)

II. What Are Your Skills? (10 minutes)

III. How Do You Sell Yourself? (15 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 9 and 10, Personal Skills Checklist
- Portfolio page 11, Demonstrating Personal Skills
- Portfolio page 12, Certificate of Participation

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 4: Sell Yourself
- Facilitator Resource 2, Job Survey: Executive Summary (from Lesson 3)
- Facilitator Resource 3, Job Survey: Participating Employers

OBJECTIVES

During this activity, the student will:

- Recognize qualities in teen workers that are valued by employers.
- Identify and demonstrate their own skills.

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OVERVIEW

In this lesson, students review an executive summary of the results from all their surveys with employers who hire teens. As part of this review, they identify qualities in teen workers that are most important to employers. Next, students take self-assessments to identify their own skills. Then they choose three skills, and describe how they've demonstrated each one – whether it was at home, at school, or at work. In essence, they learn how to "sell" themselves – an important component of any job interview. In the final activity, they identify one skill they'd like to improve and list one or two things they could do to improve that skill.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ To reinforce the importance of getting involved in extracurricular activities and community service, you may want to create a list of local clubs and organizations students can get involved with. Be sure to include a brief description about each organization and provide each student with a copy to take home.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 9 and 10, Personal Skills Checklist**
  - **Portfolio page 11, Demonstrating Personal Skills**
  - **Facilitator Resource 2, Job Survey: Executive Summary**
  - **Facilitator Resource 3, Job Survey: Participating Employers**
- ❑ At the end of last week's lesson, students turned in their **Teen Job Survey Forms**. Before this week's lesson, the facilitator should compile the results into the executive summary (**Facilitator Resource 2, Job Survey: Executive Summary**) and the list of participating employers (**Facilitator Resource 3**). Make enough copies of both resources for each student. NOTE: if your students did not return their completed surveys use the sample teen surveys from Lesson 3 to compile the Executive Summary.

BACKGROUND INFORMATION

For many people, one of the most difficult parts of a job interview is "selling" yourself – being

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able to recognize your own skills and qualities, and then proving them to a potential employer. This is challenging for adults; it's even more so for teenagers. Many teens may never have thought about their own skills. Or for some who've never held jobs before, they may not feel they have any experience or skills to bring to a job. Add to this the daunting prospect of talking to a complete stranger, and a job interview may seem like a terrifying experience. In this lesson, you can help students prepare for future job interviews by helping them recognize their own skills and identify situations in which they've proven each one.

VOCABULARY

Executive summary: a brief overview that condenses the key points of a longer document or report.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying ***Facilitator Resource 1, DO NOW****.)*

Questions:

1. List three skills that you are good at that will make an employer want to hire you.
2. Explain why you think these skills would be useful in a workplace setting.

[Then call on students to read their answers and continue with Warm Up as written.]

In **Activity I, Warm Up: Employer Survey Review,** if you think your students will struggle to interpret the results of **Facilitator Resource 2, Job Survey: Executive Summary,** you can go over the results as a class. You could also choose to model the first section and then have the students work in pairs for the remaining sections.

In **Activity II, What Are Your Skills?,** if you think your students will rush through **Portfolio pages 9 and 10, Personal Skills Checklist,** you may choose to complete this as a class. Read each skill aloud and have students assess how good they are at this skill. In addition, you may also find it helpful to model an example or two on **Portfolio page 11, Demonstrating Personal Skills.**

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ACTIVITY STEPS

I. WARM UP: Employer Survey Review (15 minutes)

1. **SAY SOMETHING LIKE:** Welcome back! For the past few weeks, we've been talking about jobs for teens – the huge benefits of entry-level jobs, local businesses that hire teens, and what jobs are available for high school students. And last week, we worked on thank you notes to the employers that participated in our surveys. This week, we're going to begin by reviewing the results from these surveys. With these results, we will identify qualities that are most important to employers. Then, we'll talk about ways to show employers that you have the skills they're looking for.

2. [Hand out copies of the completed **Facilitator Resource 3, Job Survey: Participating Employers**.]

   SAY SOMETHING LIKE: Here is a list of all the employers that were interviewed in this survey. Take a moment to circle the two businesses where you'd most like to work.

3. [Next, hand out copies of the completed **Facilitator Resource 2, Job Survey: Executive Summary**.]

4. **SAY SOMETHING LIKE:** Now imagine you're sitting in an interview with one of the employers you just circled. What kind of job applicant are they looking for? Lucky for us, we found out the answer to that question in our surveys!

   All the results from your surveys have been compiled into this executive summary. Take a few minutes to look through the results, and circle the top three answers for each question.

5. **SAY SOMETHING LIKE:** Let's review what we learned from our surveys. First, let's focus on page one of the executive summary. What is the minimum hiring age at most of these places? What's the hourly wage for teens? Which of the available jobs for high school students would you be interested in?

6. **SAY SOMETHING LIKE:** Now turn to page two of the executive summary. What are the top three qualities that employers most value in their teen workers? What top three qualities in job applicants are most impressive to employers? What is the least-desirable quality?

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7. **SAY SOMETHING LIKE:** Now, imagine yourself in the interview with an employer you'd like to work for. We know from our surveys that many employers think "reliability" [or another quality] is an important quality in a job applicant. Do you think you're reliable? How would you prove it? For the rest of the class, you'll be identifying your strengths and thinking about how you demonstrate those strengths every day.

II. What Are Your Skills? (10 minutes)

1. **SAY SOMETHING LIKE:** Suppose a famous author will be speaking at our school graduation, and a student is needed to meet the guest at the airport and escort her to the school. We need someone who will be on time and will serve as a responsible, mature, respectful representative for the town and the school. Think of one classmate you think would be appropriate for this type of job and explain why. [Let a couple students answer this question.]

2. **SAY SOMETHING LIKE:** Now, don't answer out loud, but do you think you'd be a good person for this job? I bet many of you would say no. It can be much easier to recognize skills and qualities in other people than in yourself. But when it comes to getting a job, that's exactly what you have to do. In an interview, you must be able to identify and demonstrate your own skills to prove that you're the right person for the job.

3. **SAY SOMETHING LIKE:** You might think you can't do certain entry-level jobs because you don't know how to work a cash register, or know a certain software program. But this isn't true. Remember that most jobs provide on-the-job training to teach you those skills. What's most important is that you can show that you have the basic skills and personal qualities it takes to learn quickly and be a hard-working, responsible employee. At the same time, the more you know, the more opportunities are available to you.

4. **SAY SOMETHING LIKE:** Now it's time to assess yourself and identify the skills you have. I know each one of you, and believe you'll find that when you really think about it, you have many valuable skills.

   [Have students turn to you **Portfolio pages 9 and 10, Personal Skills Checklist**. Discuss a few examples on the list, asking students if they have this skill.]

   SAY SOMETHING LIKE: Carefully consider each skill before you check the box. Remember to think about your responsibilities and accomplishments outside the classroom. For example, how have you used fractions and percentages? You might use fractions

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and percentages when you shop at a sale, or when you double a recipe. And you might not think you have any skills at budgeting or interpreting maps, but think about how you allocate your weekly lunch money, or use a subway map or Mapquest.

Some of these skills are about how you would act and carry yourself in a job. Even if you've never held a job, think about situations in which you've had to dress and act maturely and responsibly.

5. [Before they begin, have students fill in some of the blanks under "Professionalism" and "Job-Specific Skills." Under "Professionalism," have the class add a few of the most important skills (or personal qualities) that were identified in their phone surveys. Point out the last category, "Job-Specific Skills." Ask a few students to identify the job they chose from their survey results. Then, as a class, identify a few job-specific skills for that job. Have students identify their own first choice for an entry-level job, and list related skills under this category.]

6. [Give students several minutes to independently complete their checklist. (See **Implementation Options** for suggestions.)]

7. [After they've completed their checklists, discuss a few examples. Encourage students to share why they believe they have certain skills. How have they shown this skill? Also, ask students to identify some of the skills they felt they did not have. Then have students who feel they do have that skill explain how they have demonstrated it. Hopefully, some students will recognize they do, in fact, have skills they may not have realized.]

III. How Do You Sell Yourself? (15 minutes)

1. **SAY SOMETHING LIKE:** Suppose a movie theater manager is looking for someone to work in the ticket booth on weekend afternoons. She needs an employee who's responsible, communicates well with people, and is comfortable with money and basic math. A teenager comes in for an interview. How could he show that he's the right person for the job?

   This is what interviews are all about – proving that you have the skills and qualities for the job. Of course, it's much more effective to show that you have a skill than to just say you have it. That's what you're going to do in this next activity – think about how you demonstrate certain skills at home, at school, or at work.

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2. **SAY SOMETHING LIKE:** Remember, even if you've never held a job, there are many different ways you can show that you're good at something. As you're doing this next activity, think about how you act and what you do in all different aspects of your life. Here are a few examples:
   - **School:** Do you get good grades in certain subjects? Are you always on time? Have you won any awards?
   - **Volunteer work and school clubs:** What are your responsibilities? Have you ever helped lead a project or event? What did you do?
   - **Family:** Do you have particular responsibilities in your family, such as making lunches, babysitting, or taking a younger sibling to school?
   - **Church, synagogue, or mosque:** What events do you participate in? Think about how you behave, dress, and communicate with adults at these events.
   - **Parents' friends and neighbors:** What adults besides your parents and teachers do you know well? Have they ever counted on you for something important, like feeding their pets while they were away?
   - **Sports teams:** What sports do you play? What responsibilities do you have on your team? How do you work with your teammates?
   - **Jobs:** Think about all the jobs you've had, whether it's babysitting, mowing lawns, or a part-time job at the mall. What did you do? In what ways were you responsible or hard-working?

3. [Have students turn to **Portfolio page 11, Demonstrating Personal Skills.**]

4. **SAY SOMETHING LIKE:** In this chart, you're going to identify five skills from the previous activity that you believe you're good at. Then you're going to describe a specific situation in which you have demonstrated each skill. [Go over the example on the chart.]

5. [Give students five minutes to complete their charts. When they're done, have students exchange their sheets with a partner. (See **Implementation Options** for suggestions.) Did the student clearly demonstrate each skill? Which ones were not convincing? What else could they say to prove that skill?]

IV. WRAP UP (5 minutes)

1. **SAY SOMETHING LIKE:** Please turn to **Portfolio page 12, Certificate of Participation**. Those of you who had RTS last year may remember this sheet. We'll use this page to provide evidence of something you've done that will impress an employer in the future. When using this form, you can make the adult's job easier by filling in all the blanks

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except for their signature and contact information at the bottom of the page. [Note: If there is an online activity in use at your school for tracking credentials, feel free to use that instead of this certificate.]

[Remind students of the reward you've designated for completed homework.]

2. **SAY SOMETHING LIKE:** I hope you all come away from this activity with a clear understanding of your own skills – and feeling like you have a lot to offer an employer. The key is to feel comfortable and confident about the skills you have. In the next lesson, we'll be talking about job interviews. You'll learn some common interview questions, and what employers really want to know when they ask each one.

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DO NOW
Finding a Job 4: SELL YOURSELF

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. List three skills that you are good at that will make an employer want to hire you.

_____

_____

_____

2. Explain why you think those skills would be useful in a workplace setting.

_____

_____

_____

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JOB SURVEY: PARTICIPATING EMPLOYERS

Hires teens (check if yes)	Company name and address	Employer name	Student interviewer

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PERSONAL SKILLS CHECKLIST

Below are some important skills that an employer may ask about in an entry-level job interview. Look at each skill and consider your own level of ability. Place a check in the column that describes your ability level in each skill.

SKILLS	Good at this	Some Skills	Few or no skills
MATH			
Use fractions and percentages			
Budget money			
Use a calculator			
Estimate materials needed			
Use algebra to solve problems			
READING			
Understand directions on signs			
Order supplies from a catalog			
Understand written directions or memos			
Do research			
Interpret maps and graphs			
WRITING			
Write instructions			
Write a letter			
Take notes			
Write a report			
TECHNOLOGY			
Type accurately without looking at the keys			
Use MSWord or other word processing programs			
Use MSExcel or other spreadsheets			
Design a web page			
Troubleshoot computer problems			
Send and receive professional voicemail messages			
Send and receive professional e-mails			

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PERSONAL SKILLS CHECKLIST (continued)

SKILLS	Good at this	Some Skills	Few or no skills
PROFESSIONALISM			
Come to work on time, return on time from breaks and lunch			
Use language appropriate for work			
Wear clothing appropriate for work			
Treat customers and employees with respect			
WORK ETHIC			
Accept responsibility			
Work hard even when no one is watching			
Finish what you start			
PROBLEM SOLVING			
Know what to do in an emergency			
Think before acting			
Resolve a conflict without getting angry			
Choose between alternatives			
Find creative ways to solve problems			
GROUP AND TEAM SKILLS			
Be friendly			
Cooperate with others			
Pitch in where needed			
Clarify responsibilities			
Take direction			
Demonstrate leadership			
JOB-SPECIFIC SKILLS (for example, change the oil in a car or edit a video)			

ADAPTED FROM: Teens Working Student Guide, pages 19-22, Northwest Regional Educational Laboratory, Portland, OR.

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DEMONSTRATING PERSONAL SKILLS

Choose five skills from the Personal Skills Checklist that you rated "good at this." Write each skill in the left-hand column below. On the right, describe a specific situation in which you've demonstrated this skill. Two examples have been done for you.

Skill I'm good at	How have I shown this skill?
Example A: Type accurately without looking at the keys	Got an A in my keyboarding class. Can type 60 words a minute without looking
Example B: Cooperate with others	Played in a soccer league in grades 5 – 8
1)	
2)	
3)	
4)	
5)	

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Use this form to certify your participation in a school or community activity. Ask an adult sponsor or coach to sign.

ROADS to SUCCESS

Certificate of Participation

Date: _____

To Whom It May Concern:

I certify that _____ (name of student) has participated in _____ (name of club or activity) from _____ (start date) to _____ (end date).

Please don't hesitate to contact me should you have any questions about this student's participation.

Sincerely,

Signature of Adult Sponsor or Coach:

_____

Printed Name of Adult Sponsor or Coach

_____

Contact phone number or e-mail:

_____

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Preparing for an Interview

The BIG Idea

- What questions do employers ask in an interview and how I can be prepared?

AGENDA

Approx. 45 minutes

I. Warm Up: Why Interview? (5 minutes)

II. Being Prepared (25 minutes)

III. Is This the Right Job for You? (10 minutes)

IV. Wrap Up: Interview Etiquette (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 103, Entry-Level Jobs
- Student Handbook pages 104 and 105, Interview Questions and Answers
- Student Handbook page 106, Questions for the Employer
- Student Handbook page 107, Job Interview Tips

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job 5: Preparing for an Interview

OBJECTIVES

During this activity, the student(s) will:

- Recognize common questions asked in interviews and prepare their own answers.
- Identify relevant questions that they could ask employers during an interview.

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OVERVIEW

In this lesson, students prepare for an essential step in a job search – the interview. They begin by discussing the importance and purpose of interviews. Next, they review common interview questions and tips for answering them. Then they write their own answers, as if they are interviewing for a specific entry-level job. Next they discuss questions that they could ask employers in an interview to make sure a job is a good fit for them. Finally, they review some basic tips for interviews, to make sure they come across as responsible and professional.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 103, Entry-Level Jobs**
  - **Student Handbook pages 104 and 105, Interview Questions and Answers**
  - **Student Handbook page 107, Job Interview Tips**

BACKGROUND INFORMATION

Many teens might be nervous or uncomfortable about interviewing for a job. Unfortunately, if a teenager is nervous during an interview, he or she can come across as shy, disinterested, or even impolite. There are basic steps teens can take to prepare for an interview and bolster their confidence. In the last lesson, students identified some of their skills and ways they've demonstrated them. This self-examination is an essential step in preparing for an interview. In this lesson, they'll use this information to answer common interview questions. They'll also learn how important it is to research and understand the job they're applying for, and how to ask questions to make sure the job is right for them.

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VOCABULARY

Employee: a person who works for and is paid by another person or business.

Employer: a person or business that pays others for work.

Interview: a meeting for a job in which a person is asked questions.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying ***Facilitator Resource 1, DO NOW****.)*

Questions:

1. If you were in charge of hiring a band for a dance at your school, would you hire a group without meeting them in person? Why or why not?
2. Today we are going to talk about job interviews. What do you think employers are trying to learn about you in an interview?

[Call on students to read their answers. Then continue with **Warm Up** as written.]

You may wish to add one or two more jobs to the **Student Handbook page 103, Entry-Level Jobs,** such as jobs that are specific to their region or students' research.

Invite students to dress for next week's class as if they are going to an interview. You may wish to share these tips about dressing for an interview:

- clean, neat clothes that are not too casual (for example, dress pants and a button-down shirt rather than jeans and a t-shirt)
- clean and polished dress shoes
- well-groomed hairstyle
- clean and trimmed fingernails
- little or no cologne or perfume
- no visible body piercing beyond ear piercing for women
- well-brushed teeth and fresh breath

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- no gum, candy, or other objects in your mouth
- minimal jewelry
- no body odor

In **Activity II, Being Prepared,** if you think your students will struggle to answer all 8 questions on **Student Handbook pages 104-105, Interview Questions and Answers** in the given amount of time, you may choose to reduce the number of questions students need to answer. Students can discuss the remaining questions orally as a class or in pairs.

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ACTIVITY STEPS

I. WARM UP: Why Interview? (5 minutes)

1. **SAY SOMETHING LIKE:** For the past several weeks, we've been talking about jobs for teens. Last week, you identified some of your own skills that you could bring to a job, and ways that you've demonstrated those skills.

2. **SAY SOMETHING LIKE:** Now, you might be wondering why employers need to interview you in the first place – or why it really matters what you say or do in an interview. After all, you've filled out the application with all the important information, right? Actually, the interview is often much more important than the application.

   Imagine this: You're in charge of hiring a band for prom. Not only will they play the music, the lead singer will emcee the event as well. Would you hire a group just by looking at a flyer or their website? Why or why not? Why does it help to meet them in person?

3. [Discuss the overall purpose of interviews. Ask some guiding questions, such as:
   - Why are job interviews important?
   - What are employers trying to learn about you in an interview?
   - What can you show an employer in an interview that you might not be able to show them in a job application?]

   SAY SOMETHING LIKE: In a job interview, the employer is trying to find out what kind of employee you would be – your overall attitude, your work ethic, how you get along with people, and how you might handle different situations. At the same time, it gives you a chance to shine and really prove yourself as a positive, hard-working team player, in a way you just can't in a job application.

   [If your students have a hard time speaking well of themselves, explain that interviews are a way of reassuring the employer that they are capable of doing this job. Basically, the goal of an interview is to back up your skills with specific evidence of your personal strengths and accomplishments. This isn't the same as bragging.]

4. [Ask students to brainstorm questions they would expect to be asked in an interview.]

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II. Being Prepared (25 minutes)

1. **SAY SOMETHING LIKE:** If the thought of an interview makes your stomach do flips, keep in mind that there's a lot you can do to prepare. One of the best ways is to know in advance what questions might be asked and consider how you would answer them. This will help you feel more confident and comfortable as you go into an interview.

   The good news is, many employers ask the same questions – no matter what level job you're applying for. After all, most interview questions are meant to find out what kind of employee you would be, whether you're interviewing for an entry-level position or a manager. Chances are, you'll be answering these questions again and again throughout your career.

2. **SAY SOMETHING LIKE:** The other good news about interviews is that there's no one, single right answer. You just need to be clear, honest and positive. However, there is a difference between a good answer and a bad answer. Say you're interviewing at McDonald's and the interviewer asked why you want a job as a cashier. Which of the following are probably the wrong answers? Why? Which is the best answer?
   a. My dream is to pursue a lifelong career in fast food. *(This is probably not an honest answer, and could come across as sarcastic or disrespectful.)*
   b. For the free Happy Meals. *(This is not a positive answer. It doesn't show maturity or respect for the company.)*
   c. I think it will give me great work experience. *(This answer is honest, direct, and positive – and it shows maturity and a respect for the employer.)*

   Now let's say you're interviewing at an amusement park (Six Flags Amusement Park) and the interviewer asks you why you want to work there. I will read out two possible responses. You need to figure out what the best response would be and why.
   a. Well, I saw your ad and I've been to Six Flags every summer since I was six. *(It's not a horrible answer- at least we know the candidate is familiar with the park.)*
   b. I like working with people and making sure they're having a good time. I always help my aunt organize my niece's birthday parties, and I keep the kids entertained and the adults from going crazy. *(This is a good answer because it shows that the candidate has an idea of the energy required to do this job.)*

3. **SAY SOMETHING LIKE:** Now, before we look at some typical interview questions, I'd like you to choose a specific job from the list on **Student Handbook page 103, Entry-Level Jobs**. In this week's and next week's lessons, you are going to imagine you're interviewing for this specific job. This is important because in an interview, you should

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always keep in mind the job you're interviewing for. Your answers should show that you've considered the environment, tasks, and skills of this job. For example, if you're applying for a job as a sales clerk, it's relevant to say you enjoy working with people. It's probably not relevant to talk about your interest in movies.

[Give students a few minutes to read the job descriptions and choose one.]

4. [Have the class turn to **Student Handbook pages 104-105, Interview Questions and Answers**. Take a few moments to talk about the first question, "Tell me something about yourself."]

   SAY SOMETHING LIKE: This is a question you're going to answer throughout your life, so it's very important to be able to answer it comfortably and succinctly. This is often one of the first questions you'll answer in an interview, so this is how you'll present yourself to the employer. It's important to have a brief, positive description of yourself. Of course, you'll want to adapt this "pitch" to the specific job.

   [Provide an example of a short, positive self-"pitch." Here's an example of a pitch from a student interviewing as a sales clerk at a toy store: *I'm a sophomore at Smith High. My real passion is working with kids. Last summer, I volunteered as an assistant coach for a girls' soccer team. I also have a lot of experience babysitting, especially for two families that I baby-sit for every week. I love being with those kids, watching what they like to do, and helping them come up with new games. Of course, I often have to help them work through problems, too. They've taught me a lot about how to talk to kids! I'd love to have a job where I can work with kids and parents.*]

5. [Review the other questions and tips with the class.]

6. [Have students work independently to answer each question in no more than three sentences.]

7. [After students have completed their answers, review them as a class. For each question, have one or two students share their answers.]

8. **SAY SOMETHING LIKE:** What you've done today will help you answer many questions in an interview, but there's bound to be a question or two that you're not expecting. Don't worry if you're asked a question you can't answer right away. For example, you might just say, "I need some time to think about that."

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[Briefly talk about other ways you might handle unexpected, difficult questions.]

III. Is This the Right Job for You? (10 minutes)

1. **SAY SOMETHING LIKE:** An interview isn't just about making sure you're a good fit for the job – it's also a chance to make sure the job is a good fit for you! Almost every interviewer is going to ask you if you have any questions. It's not rude to ask questions – in fact, it's important that you do have a few questions ready. This is also your chance to ask questions that let you know if the job is right for you.

2. **SAY SOMETHING LIKE:** What are some concerns that you might have before taking a job? For example:
   - Will I be treated fairly?
   - Will they expect me to work all the time? Will I still have time for other things in my life?
   - What will I learn at this job?
   - What if I have a problem at my job?

   The key is to ask these questions in a positive, constructive way. What are some questions you wouldn't ask? [Give a few examples, such as: "I'm not going to have to work overtime, am I?" or "What if I hate someone I'm working for?"]

3. **SAY SOMETHING LIKE:** Now, let's look at some questions you might ask an interviewer. [Have students turn to **Student Handbook page 106, Questions for the Employer**.]

   SAY SOMETHING LIKE: Take a minute to read through these questions and check any that you would like to ask if you were interviewing for a job. You may also write down your own questions.

   [Review questions, pointing out the concerns that are tactfully being addressed, as time permits.]

IV. WRAP UP: Interview Etiquette (5 minutes)

1. **SAY SOMETHING LIKE:** Before we wrap up, let's turn to the **Student Handbook page 107, Job Interview Tips**. Take a minute to read through these tips.

   You probably noticed that some of these tips have nothing to do with the answers you give in an interview. While your answers in an interview are important, you can say a lot about yourself without words, like what time you show up, what you wear, and how

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you carry yourself.

2. **SAY SOMETHING LIKE:** In the next class, you'll have a chance to practice what you learned today in a mock interview. Each of you will interview a partner, and assess each other's interview with a checklist similar to these Interview Tips you just read. I encourage each of you to ask a friend or family member to interview you using the questions from today's lesson. As you practice, keep these Interview Tips in mind.

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DO NOW
Finding a Job 5: Preparing for an Interview

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. If you were in charge of hiring a band for a dance at your school, would you hire a group without meeting them in person? Why or why not?

_____

_____

_____

2. Today we are going to talk about job interviews. What do you think employers are trying to learn about you in an interview?

_____

_____

_____

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Entry-Level Jobs

Circle the job that you would like to interview for.

File Clerk Needed **Part-time File Clerk:** Busy medical office is looking for a part-time clerk to assist with filing. We are looking for someone who is extremely organized and detail-oriented.	**Sneakers 'R' Us Wants You!** **Part-time sales associate:** Help our customers select from a variety of sneakers and other athletic apparel that fit their needs and interests. We are currently looking for someone who works well in a fast-paced environment, likes to help people, enjoys team work, and is motivated to sell.
Work for a Theme Park! **Seven Flags Amusement Park** is hiring! If you enjoy games and entertainment, come join our team. As a part-time games host, you'll explain rules and procedures of games, hand out prizes to winners, as well as provide park information to guests.	**Volunteer at Little People's Playhouse!** Are you a fan of the stage? Can't get enough of those bright lights? Love kids? If this sounds like you, be a volunteer at **Little People's Playhouse.** We are always looking for assistance in our afternoon and weekend classes. High School students welcome!

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Interview Questions and Answers

Below are some common interview questions, along with tips on what the interviewer is really asking. Write your answers in the boxes to the right.

Job Applying for: _____

Interview Question	Tips	Your Answer
Tell me something about yourself.	This is often the first question an interviewer asks. Because it is open-ended, it is your chance to shine. Keep it short and sweet. Highlight two or three interests or skills that show your ability to do the job. Use positive, work-oriented adjectives, like *responsible, hard-working, honest,* and *courteous.*	
Why do you want to work here?	Emphasize your value to the employer, not your need for a job. Also, show that you've done your research. Rather than say, "Because it's a great company," say *why* you think it's a great company.	
Tell me about your work experience.	Many high school students won't have work experience. If you've been part of a club or team at school, or have volunteer experience, talk about skills you've gained – especially those that match the job description. Make it clear that you're eager to learn.	

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Interview Questions and Answers (continued)

Interview Question	Tips	Your Answer
Why did you leave your last job?	The interviewer may be worried that you'll leave this job, too. Don't complain about your last boss, how hard the work was, or how little money you made. Give a neutral or positive reason for leaving, like returning to school, or looking for a job where you can learn new skills.	
What are your strengths?	Choose skills that show how you can do this job. Be prepared to give examples of your accomplishments. Include compliments you've received from previous jobs (even if it was just babysitting or lawn mowing) or in school.	
What are your weaknesses?	Don't leave the interviewer with the impression that you'll be a terrible employee. Choose a weakness that you've taken steps to overcome. For example, "Math isn't my strongest subject, so I signed up for after school tutoring. I went from having a D my freshman year to a B my sophomore year."	
What do you like to do in your spare time?	Be honest, but choose an answer that demonstrates that you have a life, and that you'll fit in with your coworkers.	
What are your plans for the future?	Your answer shows how realistic you are, whether you think ahead, and how hard you're willing to work.	

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Questions for the Employer

An interview gives an employer a chance to learn about you. But it's also a chance for you to learn more about the job and the employer you'll be working for. Before going into an interview, think about what you'd like to learn to make sure the job is a good fit for you. Then consider what questions will help you find out that information.

Below are some questions you might ask. Check the questions you'd like to ask if you were in an interview. Then in the spaces below, add any other questions you might have.

_____ What are the day-to-day responsibilities of this job?

_____ Will my job responsibilities change over time?

_____ What are some of the skills and abilities necessary for someone to succeed in this job?

_____ What are some skills I'll learn with this job?

_____ What kind of training will I receive? Who will be training me?

_____ Who is my supervisor? How will s/he give me feedback on my work?

_____ Who would I speak with if I have questions or concerns about my job?

_____ How many hours a week would I work in this position? When and how would you notify me if you needed me to work extra shifts?

_____ What are some of the things you like about working for this company?

_____

_____

_____

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Job Interview Tips

- Research and know the job you're interviewing for and the company where you're interviewing.
- Ask friends and family members to conduct practice interviews with you.
- Present a professional appearance.
- Don't chew gum.
- Arrive 10 minutes early to the interview.
- Greet the interviewer by title and name (Ms. Gomez).
- Shake hands firmly.
- Make eye contact with your interviewer.
- Speak clearly. Try to avoid "um" and "like."
- Show your enthusiasm, and don't forget to smile.
- Emphasize your strengths, skills, and achievements.
- Emphasize the previous experiences that demonstrate your ability to do the job.
- Don't complain about past jobs or employers.
- Show enthusiasm and interest by asking questions.
- At the end of the interview, say thank you – and if you really want the job, say so!
- After the interview, write a thank you note.

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Mock Interviews

The BIG Idea

- How can I improve my interviewing skills?

AGENDA

Approx. 45 minutes

I. Warm Up: Model an Interview (10 minutes)

II. Interview Practice (30 minutes)

III. Wrap Up: How Did You Do? (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 28-30, Grade 10 Skills Checklist (Finding a Job skills only)

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)
- Student Handbook page 109, Interview Evaluation Checklist (Partner Interview)
- Student Handbook page 103, Entry-Level Jobs, from previous week
- Student Handbook pages 104 and 105, Interview Questions and Answers, completed in previous week
- Student Handbook page 110, Interview Strength & Weakness

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Finding a Job: Mock Interview
- Facilitator Resource 2, Model Interviews

OBJECTIVES

During this activity, the student(s) will:

- Recognize positive and negative behaviors and answers in an interview.
- Identify their own interviewing strengths and weaknesses.

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OVERVIEW

In this lesson, students watch two model interviews, and use a checklist of interview dos and don'ts to evaluate each one. Then they use the list of common interview questions (and their own answers they developed in last week's lesson) to participate in a mock interview with a partner. Partners take turns interviewing each other, then assess each other using the interview checklist. In the final activity, students identify one strength and one thing they could improve.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)**
  - **Student Handbook pages 104 and 105, Interview Questions and Answers**
- ❑ Make two copies of each interview from **Facilitator Resource 2, Model Interviews**. You will use these when conducting the model interviews in **Activity I, Warm Up: Model an Interview**.
- ❑ Select a volunteer in advance to participate in the model interviews. Prior to class, explain to the volunteer that the goal of the model interviews is to show what to do and what not to do in job interviews. Tell him or her that you – the facilitator – will play the part of a teen interviewing for a job. He/she will play the employer/interviewer.

BACKGROUND INFORMATION

The interview is a critical step in any job search – it's the step that can get you the job or cross your name off the list. But this important step can also be the most intimidating for teens and adults alike. One way to gain confidence is to be prepared: being familiar with common interview questions, your own answers, basic interview etiquette, and the company where you're interviewing. And nothing beats practice – sitting down with a friend or family member and answering questions as if you're in an actual job interview. This will not only help you answer

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questions more comfortably, it also helps you learn to do the little things that make a big impression, like looking the interviewer in the eye and giving a nice, firm handshake.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying ***Facilitator Resource 1, DO NOW****.)*

Questions:

1. What are three things you should do during an interview to make a good impression?
2. What are three things you should avoid doing during an interview?
3. Why is it important to ask an employer questions about the position and/or the company?

[Then call on students to read their answers and continue with **Warm Up** as written.]

Rather than have students interview each other in pairs, ask a few of your more confident students (or have students volunteer) to participate in mock interviews in front of the class. Have the student act as the interviewee, and you as the interviewer. Again, have students use their checklists to evaluate each interview and provide feedback to the student.

You may choose to invite faculty in your school to join the class as interviewers.

In **Activity II, Interview Practice**, if some groups finish their mock interviews early, have each partner pick one question they found difficult to answer. Both students will then brainstorm a better response for each question.

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ACTIVITY STEPS

I. WARM UP: Model an Interview (10 minutes)

1. **SAY SOMETHING LIKE:** Welcome back, everybody. Last week we talked about the importance of job interviews and how you can prepare for them. We looked at some common interview questions, and you each answered them as if you were applying for a specific job. This week, you get to use those answers in a practice interview. You and a partner will take turns interviewing each other, and evaluate each other's interview.

2. **SAY SOMETHING LIKE:** Let's turn to the **Student Handbook page 108, Interview Evaluation Checklist (Model Interviews)**. This is the list you're going to use to evaluate your partner's interview. Take a minute to read through the checklist. [Give students a couple of minutes to read and ask any questions they have.]

3. **SAY SOMETHING LIKE:** Before we begin our mock interviews, I'm going to model two short interviews for you. Imagine I am a teenager interviewing for a position as a sales clerk at a grocery store. Please use your checklist and evaluate how I do each time. Place your checks for the first interview under column 1. You will place your checks for the second interview under column 2.

4. [Have your student volunteer come up and sit at your desk. Make sure a second chair is beside the desk for the interviewee.]

5. [Exit and reenter the room with your hair messy, shirt untucked, and chewing gum. Wave and say, "Hey, I'm Josh."

   Interviewer: Hi, thanks for coming today. I'm Melissa Simpson, the manager of Good Eats. (The interviewer extends a hand, but the interviewee just sits down and starts looking around the room.) So, Josh, why don't you tell me a little about yourself?

   Interviewee: Oh, I don't know. I'm, like, a sophomore, and…um...I like music and hanging out with my friends and stuff.

   Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

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Interviewee: Um, I need the money and I thought this would be, like, a cool place to work.

Interviewer: Tell me about your work experience.

Interviewee: (shrugging) I've never had a job before, so I don't really have any experience.

Interviewer: Do you have any questions for me?

Interviewee: (looking down at your shoes, mumbling) Um, no, not really.

Interviewer: Okay, well thank you for coming in.

Interviewee: No problem. (You get up and start to walk out.)]

6. **SAY SOMETHING LIKE:** Of course, a real interview would be longer than that, but you get the idea. So, how did I do? [Give students a few minutes to share their feedback, focusing on their evaluation checklists.]

7. **SAY SOMETHING LIKE:** Okay, now that I've had such helpful feedback, I'm going to try again. Once again, please use your checklists to evaluate how I do.

8. [Exit and reenter the room with your hair neat, your shirt tucked in, and no gum. Walk over to the interviewer and extend your hand for a handshake.

   Interviewee: Hi, Ms. Simpson. My name is Josh Miller. (Smile and look her in the eyes.)

   Interviewer: Hi, Josh. Thanks for coming today. So, why don't you tell me a little about yourself?

   Interviewee: I'm a sophomore at Jefferson High School. At school, I play in the school band and I'm treasurer of my class. I also volunteer with my church group to pick up trash in local parks. I'm responsible, a hard worker, and I enjoy learning new things.

   Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

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Interviewee: I think a job here would give me some great work experience at a company I really respect. I like how Good Eats gives back to the community through workshops and donations to environmental organizations. Plus, my family shops here, and your workers always seem very helpful and friendly.

Interviewer: Tell me about your work experience.

Interviewee: Although this would be my first job, I have mowed lawns in my neighborhood for about a year now. I have a regular schedule, and mow the same neighbors' lawns every week. I also feel like I've gained some valuable experience with my school activities. As class treasurer, I have experience handling money and budgets. And daily practices with my band have taught me a lot about responsibility and being a team player.

Interviewer: Do you have any questions for me?

Interviewee: Yes. I'd like to know what you have liked about working for this company.

Interviewer: Like you were saying, I really like how the company gives back to the community. I also find that people here really work as a team, and value each other's input.

Well, Josh. Thank you for coming in today.

Interviewee: Thank you for taking the time to talk to me. This sounds like a great place to work. I hope I'll get a chance to soon! (Smile and shake hands.)]

9. [Take a minute for students to share their feedback, talking about how this interview was an improvement.]

II. Interview Practice (30 minutes)

1. [Pair up students and assign each student in the pair the letter A or B. Tell the class that the Bs will interview the As for the first round. Give students about 10 minutes for the first interview.]

2. **SAY SOMETHING LIKE:** Now, it's your turn to practice interviewing. I'm going to assign partners, and you will take turns interviewing each other. Then you're going to use the same checklist to evaluate each other's interview.

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First, turn to your **Student Handbook page 103, Entry-Level Jobs**. Last week, you chose one of these jobs for your interview. Before you begin the interview, I'd like you to let your partner know which job you're interviewing for and give your partner a minute to read about the job.

Next, please turn to **Student Handbook pages 104 and 105, Interview Questions and Answers**. This is where you wrote your own answers to common interview questions last week. If you are the interviewer, I'd like you to use these questions in your mock interviews today. However, if you're the one being interviewed, please do not read directly off this sheet. You may, however, take a moment to review your answers before the interview begins.

3. [Have students turn to **Student Handbook page 109, Interview Evaluation Checklist (Partner Interview)**. Ask the Bs to take a minute to complete this checklist to assess their partner's interview.]

4. [Debrief as a class (students may remain seated where they are). Ask a few of the Bs to share their evaluation, asking: "What were your interviewee's strengths?" "What could s/he have improved?"]

5. [Now reverse roles, and have As interview the Bs. Repeat steps 2-4.]

III. WRAP UP: How Did You Do? (5 minutes)

1. [Give students a few minutes to read through their partner's evaluation of their interview. Also, give them the opportunity to ask their partner any questions they have about the evaluation.]

2. **SAY SOMETHING LIKE:** I realize this may have been the first time some of you have ever participated in an interview of any kind. Like anything – riding a bike, hitting a baseball – nobody's perfect the first time. But the more you practice, the better you'll get. I hope you can all identify at least one thing you did well, which should give you some confidence the next time. At the same time, I'm sure you can all identify at least one thing that you could improve. As a final activity, I'd like you to turn to **Student Handbook page 110, Interview Strength & Weakness** and complete this page.

3. **SAY SOMETHING LIKE:** Well, this lesson wraps up the "Finding a Job" unit. I hope after the lessons in the past six weeks, you all feel a little more prepared – and motivated – when it comes time to find a job of your own.

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Grade 10 Skills Checklist

Direct students' attention to **Portfolio page 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Finding a Job skills.

FINDING A JOB

I can …

Identify ways an entry level job will help me reach my long term career goals.	❑ not at all	❑ somewhat	❑ very well
Identify local businesses that hire teens.	❑ not at all	❑ somewhat	❑ very well
Make an informational phone call.	❑ not at all	❑ somewhat	❑ very well
Write a thank you note – and understand why it's important.	❑ not at all	❑ somewhat	❑ very well
Identify qualities that employers look for in potential employees.	❑ not at all	❑ somewhat	❑ very well
Recognize areas in my life where I demonstrate the skills employers want.	❑ not at all	❑ somewhat	❑ very well
Succeed in a job interview.	❑ not at all	❑ somewhat	❑ very well

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DO NOW
Finding a Job 6: Mock Interviews

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. What are three things you should do during an interview to make a good impression?

_____

_____

_____

2. What are three things you should avoid doing during an interview?

_____

_____

_____

2. Why is it important to ask an employer questions about the position and/or the company?

_____

_____

_____

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MODEL INTERVIEW 1

Interviewer: Hi, thanks for coming today. I'm Melissa Simpson, the manager of Good Eats. (The interviewer extends a hand, but the interviewee just sits down and starts looking around the room.) So, Josh, why don't you tell me a little about yourself?

Interviewee: Oh, I don't know. I'm, like, a sophomore, and…um...I like music and hanging out with my friends and stuff.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: Um, I need the money and I thought this would be, like, a cool place to work.

Interviewer: Tell me about your work experience.

Interviewee: (shrugging) I've never had a job before, so I don't really have any experience.

Interviewer: Do you have any questions for me?

Interviewee: (looking down at your shoes, mumbling) Um, no, not really.

Interviewer: Okay, well thank you for coming in.

Interviewee: No problem. (You get up and start to walk out.)

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MODEL INTERVIEW 2

Interviewee: Hi, Ms. Simpson. My name is Josh Miller. (Smile and look her in the eyes.)

Interviewer: Hi, Josh. Thanks for coming today. So, why don't you tell me a little about yourself?

Interviewee: I'm a sophomore at Jefferson High School. At school, I play in the school band and I'm treasurer of my class. I also volunteer with my church group to pick up trash in local parks. I'm responsible, a hard worker, and I enjoy learning new things.

Interviewer: I see you're applying for a job as a sales clerk. Why do you want to work at Good Eats?

Interviewee: I think a job here would give me some great work experience at a company I really respect. I like how Good Eats gives back to the community through workshops and donations to environmental organizations. Plus, my family shops here, and your workers always seem very helpful and friendly.

Interviewer: Tell me about your work experience.

Interviewee: Although this would be my first job, I have mowed lawns in my neighborhood for about a year now. I have a regular schedule, and mow the same neighbors' lawns every week. I also feel like I've gained some valuable experience with my school activities. As class treasurer, I have experience handling money and budgets. And daily practices with my band have taught me a lot about responsibility and being a team player.

Interviewer: Do you have any questions for me?

Interviewee: Yes. I'd like to know what you have liked about working for this company.

Interviewer: Like you were saying, I really like how the company gives back to the community. I also find that people here really work as a team, and value each other's input.

Well, Josh. Thank you for coming in today.

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MODEL INTERVIEW 2 (continued)

Interviewee: Thank you for taking the time to talk to me. This sounds like a great place to work. I hope I'll get a chance to soon! (Smile and shake hands.)

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Interview Evaluation Checklist (Model Interviews)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

Place your checks for the first interview under column 1. You will place your checks for the second interview under column 2.

During the interview, did the candidate …

(1) (2)

_____ _____ Show that they're familiar with the job and the company.

_____ _____ Present a professional appearance.

_____ _____ Not chew gum.

_____ _____ Greet the interviewer by title and name (e.g. Ms. Simpson).

_____ _____ Give a firm handshake.

_____ _____ Make and maintain eye contact.

_____ _____ Speak clearly, avoiding lots of "ums" and "likes."

_____ _____ Show enthusiasm for the job and smile.

_____ _____ Answer all the questions.

_____ _____ Describe strengths, skills, and/or achievements.

_____ _____ Discuss previous experiences as they relate to the job.

_____ _____ Ask good questions about the job.

_____ _____ Say thank you at the end of the interview.

Additional Comments:

_____

_____

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Interview Evaluation Checklist (Partner Interview)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

During the interview, did the candidate …

_____ Show that they're familiar with the job and the company.

_____ Present a professional appearance.

_____ Not chew gum.

_____ Greet the interviewer by title and name (e.g Ms. Simpson).

_____ Give a firm handshake.

_____ Make and maintain eye contact.

_____ Speak clearly, avoiding lots of "ums" and "likes."

_____ Show enthusiasm for the job and smile.

_____ Answer all the questions.

_____ Describe strengths, skills, and/or achievements.

_____ Discuss previous experiences as they relate to the job.

_____ Ask good questions about the job.

_____ Say thank you at the end of the interview.

Additional Comments:

_____

_____

_____

_____

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Interview Strength and Weakness

Name one strength that you demonstrated in your mock interview.

_____

_____

_____

Name one thing you could improve about your interview.

_____

_____

_____

What could you do to improve it?

_____

_____

_____

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UNIT

5

EDUCATION AFTER HIGH SCHOOL

Lesson Descriptions

Education After High School 1: Comparing Postsecondary Education Options
What are my postsecondary education options?

Education After High School 2: The Road to College
What steps do I need to take to apply to college?

Education After High School 3: What Can I Do Now?
What short-term goals can I set for myself to prepare for my high school graduation?
Note: *This lesson requires coordination with your school counselor.*

Education After High School 4: Preparing for Junior Year
Which junior year high school courses will I need to graduate and will best help me reach my educational and career goals? What non-academic goal can I set for myself to prepare for college or a first job?
Note: *This lesson requires coordination with your school counselor.*

Education After High School 5: Preparing for the College Visit
What questions do I have about college? How can I find the answers?

Education After High School 6: Reflecting on the College Visit
How has the college visit affected my decision about going to college and my ideas about what I need or want from a postsecondary education?

Education After High School 7: Financial Aid
How will I pay for college?

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PLANNING PYRAMID

GRADE 10, Unit 5, Education After High School

Some Students Will:

- Seek further help in remedying academic deficits.
- Research possible scholarships on IHaveAPlanIowa.gov, Fast Web, or the College Board website.
- Identify personal skills that would be of interest to a college.
- Identify teachers or coaches who could write a recommendation.
- Ask questions during a college visit.

Most Students Will:

- List a pro and con of attending each of the following: tech/trade school, community college, four-year college.
- List several steps needed to apply to college.
- Set an action plan for improvement.
- Distinguish between questions that can be answered by visiting the college website and those that require a campus visit.
- Take notes during, or immediately following, a college visit.
- Reflect on the college visit and its affect on their plans.
- Refine their ideas about qualities they want in the college they attend.
- Understand the role of the FAFSA in applying for financial aid.

All Students Will:

- Distinguish between opportunities offered by tech/trade schools, community colleges, and four-year colleges.
- Become familiar with what may be required on a college application: including standardized test scores, work experience and extracurricular activities (if any), and a personal essay.
- Identify one academic area in need of improvement.
- Pose questions about college.
- Identify types of financial aid.

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ROADS to SUCCESS

Grade 10 Education After High School

Family Newsletter

The Road to College

Applying to college can be a stressful process for both you and your child. All of the steps and deadlines may feel overwhelming at times, but you are not alone. School counselors and college websites can provide good information about what to do, and when to do it.

Standardized Tests:

•*PSAT*: College-bound students should take the PSAT in the fall of 10th and 11th grade. Scholarship money may be available for students who do well on the exam in 11th grade.

•*SAT or ACT*: Many schools require standardized admissions tests. These are usually taken during the spring of junior year. Students are also able to retake the exam during the fall of their senior year. To register online, go to www.collegeboard.com for the SAT and www.act.org for the ACT.

College Websites, Catalogs, Fairs and Open Houses:

How can you help your child figure out what college she wants to attend? Factors to consider are the location, size, cost, and the extracurricular activities offered by the school.

College websites are a good way to start this research.

IHaveAPlanIowa.gov is extremely useful for finding information about individual colleges. You can even request course catalogs, applications, and financial aid information online. College Fairs and Open Houses are a great way to find out more.

Resources:

For more information, check out these websites:

- www.IHaveAPlanIowa.gov
- www.collegeboard.com

Grade by Grade: College Visits

College brochures, catalogues, and websites can answer basic questions about a college. To get the first-hand feel of a school, students need to walk around the campus and figure out if they like what they see. Roads to Success students will visit a local college in the 10th grade. Here are two ways to help your child get the most out of his visit:

Brainstorm a list of questions to ask on the campus tour, such as:

•What are the students like? What are their interests? How are they dressed?
•What are the dorms like? How are roommates chosen?
•What is the area around the campus like? What activities are offered on weekends?

Things your child should do on a college visit:

•Take a campus tour to look at the dorms, dining facilities, athletic facilities, library, etc.
•Look at posters for on- and off-campus events.
•Check out bulletin boards and pick up brochures, course catalogs, and financial aid forms.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org

Did you know?

According to the America's Career Resource Network, 48 out of 50 of the fastest-growing jobs in the United States require some sort of education after high school.

http://cte.ed.gov/acrn/parents/afterHS.htm

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EDUCATION AFTER HIGH SCHOOL 1

Comparing Postsecondary Education Options

The BIG Idea

- What are my postsecondary education options?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Compare Postsecondary Options (20 minutes)

III. Match Up! (15 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 13 and 14, Comparing Postsecondary Options

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 111-112, Student Profiles
- Student Handbook page 113, Postsecondary Pros & Cons
- Student Handbook pages 114-115, Education After High School Glossary

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Education After High School 1: Comparing Postsecondary Education Options

❑ Overhead projector (optional)

OBJECTIVES

During this lesson, the student(s) will:

- List one pro and one con for each of the following postsecondary options: community college, tech/trade school, four-year college.

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OVERVIEW

In this first lesson of a seven-lesson unit, students learn about postsecondary education options. The lesson opens with students sharing what they already know. Next, the Facilitator fills in gaps in students' knowledge by describing three educational options: community college, tech/trade school, and 4-year college or university as students take notes. Then, students apply what they've learned by matching student profiles to postsecondary options based on needs, interests, career goals, etc. Lastly, students wrap up by listing a pro and con for each postsecondary option.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary and definitions on the board.
- ❑ Prepare a list of two local examples for each of the following postsecondary options: 4-year, 2-year (community college), and tech/trade schools. Make sure to highlight these examples when you review each type of education during **Activity II, Compare Postsecondary Options**.
- ❑ In **Activity II, Compare Postsecondary Options,** if modeling how to take notes, prepare a transparency of **Portfolio pages 13 and 14, Comparing Postsecondary Options**.
- ❑ If working in pairs for **Activity III, Match Up!**, determine who will work together.
- ❑ Following lesson 5 of this unit, students will go on a college visit. Refer to the checklist below on how to plan a college visit. Talk to your administration to plan the logistics and budget for your trip.

COLLEGE VISIT CHECKLIST

- Contact local colleges to schedule the college visit.
- Contact your school principal to approve college choice and select specified date.
- In some school districts you may need to write a letter to the Board explaining the trip and why it's important. Ask your school administration if this is the case.
- Distribute permission slips (if not already done).
- Give the students an adequate amount of time to return the permission slips before the

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college visit.

- Discuss transportation expenses with your administrator. Plan, book, and pay for the transportation to and from the college.
- Ask your school about its chaperone policy. Secure any additional chaperones needed.
- Investigate options for lunch for students (check with the school to find out what types of payments are accepted for lunch or if lunch will be provided for the students)
- Establish a procedure for bringing and filling out **Portfolio pages 18-21, College Visit Planner** (Lesson 5).

BACKGROUND INFORMATION

Postsecondary education has become a necessity in today's workforce. According to America's Career Resource Network, 48 out of 50 of the fastest-growing jobs in the United States require some sort of education after high school.* While many students (and parents) perceive traditional 4-year colleges as the only legitimate form of higher education, there are many other acceptable and accessible forms of postsecondary education, including community college and tech/trade schools. These options are becoming critical providers of job training, both for degree-seekers and for students whose goals are to refine and broaden their skills. For some students, these other options may in fact be a better match for reasons ranging from career goals to economics. It is also important to recognize that higher education is a two-way street: schools need to make a decision about whether a student is a good match, but a student also needs to decide whether the school is a good match – they need to "accept" each other.

* SOURCE: http://cte.ed.gov/acrn/parents/afterHS.htm

VOCABULARY

Associate's Degree: a two-year degree, usually earned at a community college.

Baccalaureate Degree: a four-year degree from a college or university. Also referred to as a bachelor's degree.

Community College: two-year colleges that offer a degree after the completion of two years

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of full-time study.

Postsecondary Education: any education that occurs after the completion of a high school diploma or general education development tests (GED).

Career & Technical School: a school that provides training in occupational or vocational areas. Many offer technical programs that prepare students for immediate entry into the job market.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. Prediction: What fraction or percentage of today's fastest-growing jobs require education after high school? Explain why you chose this percentage. (For example, 2 out of 5, or 40%)
2. In a few sentences, explain what you currently plan to do after you graduate from high school.

[After they have completed their answers call on students to read their responses. Then begin with the Warm Up as written.]

For **Activity I, Warm Up,** to review the vocabulary for this unit in an engaging way, you may want to play a game with the Education After High School glossary. Read each definition aloud and instruct students to raise their hands if they can correctly identify the matching vocabulary word. The first student to correctly identify the word could receive a prize.

If you want to make **Activity II, Compare Postsecondary Options** more student-centered, ask the students the bolded questions to see what they already know about the topic.

For **Activity II, Compare Postsecondary Options,** if you think your students will struggle to engage with the material in a lecture format, you may also want to have students jigsaw the

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reading in small groups. Copy the notes for each type of education listed in the facilitator guide of this lesson. Assign students to groups of 3 or 4. Each group should be given information about one type of education. (This means that multiple groups will be reading abut the same postsecondary option.) Students should read their information and use it to complete their section of **Portfolio pages 13 and 14, Comparing Postsecondary Options.** Then have each group share one or two facts they learned about their postsecondary option. Use this information to fill in the notes for **Portfolio pages 13 and 14, Comparing Postsecondary Options** on the overhead projector.

For **Portfolio pages 13 and 14, Comparing Postsecondary Options,** you may choose to write notes after you discuss each type of education, instead of writing notes while delivering the content. You can call on students to help fill in the blanks.

For **Activity III: Match-Up!,** if working in pairs or small groups is not manageable in your classroom, have students work individually.

To make **Activity III: Match-Up!,** more engaging you may want to create your own Student Profile Card that describes you in high school. You can display this on an overhead projector or chart paper and model for students why you chose the postsecondary option you pursued.

For the **Wrap Up,** identifying "cons" requires a deeper level of thinking, going beyond direct recall. Most students should be able to identify at least one disadvantage of each postsecondary option. However, if this is too much of a challenge, have your students list two pros for each option. To assist struggling students, you may also choose to have the students work in pairs to list the pros and cons.

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** What do you want to do when you graduate high school? [Students respond.]

2. **SAY SOMETHING LIKE:** What percentage of today's fastest-growing jobs do you think require education beyond high school? [Students respond.]

   96% of today's fastest-growing jobs require education after high school, or **post-secondary education**. However, this does not necessarily mean you need to go to a traditional 4-year school, which is what most people think of when they hear the word "college." There are lots of different kinds of colleges. Depending on what kind of a career you are considering, the kind of school you need varies. In other words, not all jobs require the same type or amount of education.

   There are schools that train you in specific jobs, like computer programming, auto repair, nursing, etc. There are others that bridge your education between high school and a traditional 4-year college or university. And, there are colleges that encourage you to explore a variety of subject areas before focusing on one. These schools prepare you for all kinds of careers, from engineering to teaching.

2. **SAY SOMETHING LIKE:** What do you already know about postsecondary education? What kinds of schools can you attend after high school? [Give students a couple of minutes to respond.]

   [As students respond, jot their ideas on chart paper. If you'd like, list students' initials next to their responses to give them credit. If no one mentions the following three post-secondary options, add them to the list on the chart paper:
   - Community college (2-year college)
   - Career & technical school
   - 4-year college]

3. **SAY SOMETHING LIKE:** Great job! As you can see, there are a lot of choices for what to do after you graduate from high school. There are so many choices because students have different needs, interests, and career goals. Just because one type of school is a good match for one person, doesn't mean it will be the right match for someone else.

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In today's lesson, you will learn about three postsecondary education choices: community college, tech/trade schools, and 4-year college. Each offers a different kind of education.

II. Compare Postsecondary Options (20 minutes)

1. [In this activity, explain each of the three types of postsecondary options as students take notes on **Portfolio pages 13 and 14, Comparing Postsecondary Options**. The information about each option is presented in question-and-answer format. Pause after each question and answer to allow students time to fill in the handbook page. You may want to help students keep track of the important points of the lecture by using the overhead projector to model how to complete **Comparing Postsecondary Options**. (See **Implementation Options** for suggestions.)]

2. **SAY SOMETHING LIKE**: Let's compare each of the three major types of postsecondary options: community college, tech/trade school, and 4-year college/university. The more you know, the better prepared you will be to find the perfect match for your needs, interests, and career goals.

   [Refer students to **Portfolio pages 13 and 14, Comparing Postsecondary Options**. Explain that you will discuss each of the three types of postsecondary education options as they take notes. Speak slowly and clearly, pausing to allow all students a chance to take complete notes by filling in the blanks on the page.]

3. **SAY SOMETHING LIKE**: Let's start with community college. Here are some facts – some of which you probably know and others that will surprise you. Get your pencils ready…

   What is a community college?

   - Community colleges are run by your city or county.
   - Offer an **associate's degree** after the completion of two years of full-time study.
   - Community college has two main purposes:
     - To train students for immediate entry into the job market. Examples include: bookkeeper, fashion designer, computer programmer, and paramedic.
     - To prepare students to transfer to a 4-year college or university.

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Who goes to a community college?

- More than half the nation's undergraduates.*
- Governors, surgeons, actors, corporate executives, and even astronauts started their postsecondary education at community college. Some have won Pulitzer and Nobel prizes!
- A few famous community college grads:
  - Walt Disney
  - H. Ross Perot (corporate executive, 1992 presidential candidate)
  - Eileen Collins (NASA astronaut)
  - Clint Eastwood, Tom Hanks, Annette Bening (actors, directors)
  - Alvin "Pete" Rozelle (NFL Commissioner)
  - Natalie Merchant (solo artist)

*SOURCE: American Association of Community Colleges: http://www.aacc.nche.edu/AboutCC/history/Pages/pasttopresent.aspx

Why go to a community college?

- Transfer to 4-year college – Some students start their education at community college, then transfer to a 4-year college.
- Lower cost – Costs average less than half of those at public four-year colleges** and about one-tenth those at private four-year colleges.
- Location – Can live at home, saving money on campus-living costs.
- Small class size – Small class sizes and personal attention from professors or instructors.
- Professors focus on teaching – Professors' main job is teaching, not research and publishing. Most have lots of practical experience in the subjects they teach.
- Flexible class schedules – Classes offered during the day, evening, and weekends to meet the needs of students' other commitments, such as jobs and families.

**SOURCE: American Association of Community Colleges: http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx

Community college admits any high school graduate, so why do I need to work hard in high school?

- Community college is college. While it may be open to all, you need to have certain skills and knowledge to succeed there, and to ultimately graduate. The best way to prepare for this is to practice by working hard while you're still in high school.
- Almost 50 percent of students who enter community college end up dropping out in

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the first year. Those who graduate are generally the ones who worked hard in high school.

4. **SAY SOMETHING LIKE**: Now let's focus on career and technical schools.

What are tech and trade schools?

- Provide courses that allow you to start a career in a specific field that you enjoy without having to take classes that really don't interest you.
- Offer a variety of options, including 2-year **associat'e degree** programs and 1-2 year programs from which you earn a license or certificate in a specific skill.
- Offer licenses or certificates in "skilled" careers, such as
  - auto mechanic
  - child care worker
  - computer technician
  - hairstylist
  - medical assistant
  - truck driver
  - interior decorator
  - mechanical engineer
  - paralegal
  - registered nurse

Why go to a tech/trade school?

- Nearly one-third of the fastest growing occupations require an **associate's degree** or a postsecondary vocational certificate.*
- Focuses on students' and employers' needs.
- Trains students in skills required for a specific type of job.
- Small classes and more individual attention than 4-year colleges.
- Night and weekend courses for those who work full-time.

*[Source of statistic: 2004 U.S. Department of Labor Bureau of Labor Statistics report The Association for Career and Technical Education (ACTE), www.acteonline.org]]

5. **SAY SOMETHING LIKE**: Finally, let's take a look at traditional 4-year colleges or universities.

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What is a 4-year college or university?

- Provides a general, well-rounded education.
- Offers a **bachelor's degree** in a specific area of study, called a major.
- Common fields of study include biology, business, economics, English literature, foreign languages, political science, and history.
- Lays the groundwork for more advanced studies and professional work (for example: you need to go to a 4-year college or university before going to medical school or law school).

Who goes to a 4-year college or university?

- Students who want a general academic program and the opportunity to explore many different interests.
- Students preparing for "professional" careers. Examples: lawyers, doctors, teachers, architects, accountants, etc.
- Students who want to pursue graduate work or education after college.

Why go to a 4-year college or university?

- Broader knowledge – learn skills useful both in work and in life, such as:
  - thinking abstractly and creatively
  - expressing yourself clearly in speech and writing
  - making wise decisions
- More money – most high-paying jobs require a **bachelor's degree**.
- More job opportunities.
- More choice – offers a wide variety of courses in the social sciences, humanities, and sciences.
- Independence – in many cases, you live away from home, on your own in a dorm.

III. Match Up! (15 minutes)

1. **SAY SOMETHING LIKE**: Who remembers what percent of jobs require postsecondary education? [Let students answer. If no one answers correctly, remind them that 96% of the fastest-growing jobs today require some sort of education after high school.]

2. **SAY SOMETHING LIKE**: In this activity, you will read about different students who are about to graduate high school. Working with a partner, you will figure out which of the three postsecondary education options we've discussed today is the best choice for each student. You may use your notes from **Portfolio pages 13 and 14, Comparing Postsecondary Options** to help you. Then, we will meet as a class again to share and discuss your decisions. Be ready to defend your choices!

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2. [Divide the class into pairs. Refer students to **Student Handbook pages 111-112, Student Profiles**. Tell them they have 5 minutes to review the profiles. Instruct them to check one of the three postsecondary options that they think is the "best fit" for each student. Remind them that they should be prepared to defend their decision in a follow-up class discussion.

3. [After 5 minutes, have students come together for a whole-class discussion. Have volunteers read aloud each profile, then ask pairs to share which postsecondary choice they made and why. If a decision is unanimous, select a pair or two to justify the choice. If a decision is not unanimous, have pairs who made different choices support their decision to the class.]

4. [If the students finish this activity early, instruct them to create their own profile. If time permits, have a few students share which postsecondary option they feel is the best fit for them and why.]

IV. Wrap Up (5 minutes)

1. [Refer students to **Student Handbook page 113, Postsecondary Pros & Cons.**]

   SAY SOMETHING LIKE: Now it's your turn to show what you know. Complete this handout by listing at least one benefit, or pro, for each type of postsecondary education option and one disadvantage, or con.

2. [Upon completing the handout, ask for volunteers to share one pro and one con for each type of postsecondary option. Make students understand that pros and cons can be very subjective. For example, one student may find that ability to live at home while going to community college to be a pro, while another student may see this as a negative aspect of going to community college.]

   SAY SOMETHING LIKE: Whether you decide to go to a four-year college, community college, or tech/trade school, you will gain knowledge and build skills that will help you to succeed in your career, and in your life outside of work. But, whatever choice you make, it's important that you work hard now while you're still in high school.

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DO NOW
Education After High School 1: Comparing Postsecondary Education Options

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Prediction: What fraction or percentage of today's fastest-growing jobs require education after high school? Explain why you chose that percentage. (For example, 2 out of 5, or 40%.)

2. In a few sentences, explain what you plan to do after you graduate from high school.

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STUDENT PROFILES

Read each student profile. Then check the postsecondary option that best fits each student.

Student 1	
Name:	Evan Brown
Career Goal:	Auto mechanic
Situation:	Wants to work as soon as possible Knows he wants to work with cars Learns best in small classes
Postsecondary Options:	
	Community College ☐ Career/Technical School ☐ Four-year College ☐

Student 2	
Name:	Melinda Potter
Career Goal:	Bookkeeper
Situation:	Not much money saved for college Needs to be near home to care for younger siblings Has a part-time job
Postsecondary Options:	
	Community College ☐ Career/Technical School ☐ Four-year College ☐

Student 3	
Name:	Angie Garcia
Career Goal:	Something in biology-related field (maybe pediatrician)
Situation:	Would like to live away from home, on-campus Is interested in taking lots of different kinds of courses Wants to go to medical school one day
Postsecondary Options:	
	Community College ☐ Career/Technical School ☐ Four-year College ☐

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Student 4

Name: Rob Johnson

Career Goal: Investment banker

Situation: Works 9-5 job as a bank teller
Can't afford to live on-campus yet, but would like to one day
Would like to make a lot of money in future

Postsecondary Options:

Community College ☐
Career/Technical School ☐
Four-year College ☐

YOUR STUDENT PROFILE

Name: _____

Career Goal: _____

Postsecondary Options:

Community College ☐
Career/Technical School ☐
Four-year College ☐

Provide three specific reasons why you believe this postsecondary option is the best fit for you.

1. _____

_____

2. _____

_____

3. _____

_____

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Postsecondary Options Pros & Cons

List one pro and one con for each type of postsecondary option.

	Community College	Career and Technical Schools	4-Year College or University
Pro			
Con			

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Education After High School Glossary

Academic skills: skills related to school subjects, such as reading, writing, and computation.

ACT/SAT: primarily multiple choice tests of mathematical and English abilities that are required by many colleges and universities for admission into an **undergraduate** program. (The SAT has recently added a writing section, which some colleges will also consider.)

Advanced Placement (AP) Classes: challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end of the course exams.

Associate's Degree: a two-year degree, usually earned at a community college.

Award letter: mailed from a college to a prospective student, states the amount and type of financial aid the school will provide if you take classes there.

Baccalaureate Degree: a four-year degree from a college or university. Also referred to as a bachelor's degree.

Campus: the grounds and buildings of a university, college, or school.

Career & Technical School: a school that provides training in occupational or vocational areas. Many offer technical programs that prepare students for immediate entry into the job market.

Practice Application : a standard application form that is accepted by almost three hundred private colleges. It is available at www.commonapp.org and in high school counselor offices. (NOTE: Many public colleges and universities require their own application instead.)

Community College: 2-year college that offers a degree after the completion of two years of full-time study.

Expected Family Contribution (EFC): the amount your family can afford to pay for college, as calculated on the FAFSA.

Facilities: a building where specific activities occur. ex: computer labs, dance studios, sports complex, dining halls, etc.

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Faculty: professors at a university, college, or school.

Financial Aid: any type of assistance used to pay college costs.

Free Application for Federal Student Aid (FAFSA): form that must be completed to receive federal financial aid. Determines how much financial help your family can be expected to contribute to your college education.

Grant: also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Loans: financial aid, often from the federal government, that must be repaid.

Major: your field of specialization in college.

Personal qualities: characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

Postsecondary Education: any education that occurs after the completion of a high school diploma or general education development tests (GED).

Reference: a statement about a student's ability or character

Remedial Course: a course that teaches skills required to succeed in college-level courses.

Scholarships: funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Student Aid Report (SAR): e-mailed or mailed from the office of Federal Student Aid to the student after the FAFSA has been completed. Includes all the information you provided, as well as your Expected Family Contribution (EFC).

Undergraduate: a student enrolled in an associate's or bachelor's degree program (2- or 4-year degrees).

Work-Study Program: a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

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Comparing Postsecondary Options

Complete the sentences using information about each type of postsecondary education option.

Community College

Students who complete two years of community college earn an _____ degree.

One purpose for community college is to train for _____ entry into the job market.

Some students start their education at community college, and then transfer to a _____ _____.

Tuition and fees at a community college average less than half of those at a _____ _____.

Community colleges offer _____ class sizes.

A community college professor's main job is _____.

Career and Technical School

Career/technical schools offer courses that allow a student to start a career in a [check correct box] ☐ specific ☐ general field.

Career and technical schools offer licenses or certificates in "skilled" careers, such as

_____

_____

_____

Students who work full-time can take _____ and _____ courses.

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Four-Year Colleges & Universities

Four-year colleges and universities offer
[check correct box] ☐ general education ☐ specific skill training.

Some common fields of study at four-year colleges and universities include:

_____

_____

_____

Four-year colleges and universities lay the ground for more advanced studies and

_____ work.

Most high-paying jobs require a _____
degree.

At four-year colleges and universities, students learn to express themselves clearly in speech and _____.

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The BIG Idea

- What steps do I need to take to apply to college?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. What Colleges Need to Know About You (10 minutes)

III. Apply It! Quiz & Discussion (15 minutes)

IV. Action Plan (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 116-120, Practice Application
- Student Handbook page 121, Action Plan
- Student Handbook page 122, Apply It! Question Prompts and College Steps

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Education After High School 2: The Road to College

❑ Highlighters

❑ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- List a minimum of three steps they need to take so that they can apply to college.

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OVERVIEW

The goal of this lesson is for students to recognize the steps they need to take—and when to take them—if they are considering 4-year college as a postsecondary option. By exploring a college application, students learn what colleges need to know about them, why they need this information, and what they need to do while still in high school to prepare. In an effort to help students not feel overwhelmed by the application process, the lesson strives to help them understand that an application is simply a way to share their "history" with a college. While the lesson does not go into great detail on specific parts of the application, students will learn the basic meanings of new terms, with a special emphasis on the role of the college essay. Finally, students will review a step-by-step action plan for sophomore through senior years of high school, identifying actions they need to take and when to take them. They are reminded that selecting a college is a 2-way process—they choose schools just as schools choose them. The lesson wraps up with students listing at least three steps they need to take to get ready to apply to a 4-year college.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 116-120, Practice Application**
  - **Student Handbook page 121, Action Plan**
- ❑ If working in pairs or small groups for **Activity III: Apply It! Quiz & Discussion,** determine who will work together.

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BACKGROUND INFORMATION

For many students, the most challenging part of the college application process is getting started. It can be overwhelming to discover all they need to do to apply to college – from taking required tests to filling out a college application. One strategy is for students to get familiar with the steps involved in the process, and to start organizing themselves by creating checklists and calendars. By keeping track of what to do and when to do it, they can relieve much of the anxiety connected to the college application process.

VOCABULARY

ACT/SAT: primarily multiple choice tests of mathematical and English abilities that are required by many colleges and universities for admission into an **undergraduate** program. (The SAT has recently added a writing section, which some colleges will also consider.)

Financial Aid: scholarships, grants, loans, and work-study programs offered to a student to help pay tuition costs and living expenses.

Major: your field of specialization in college.

Undergraduate: a student enrolled in an associate's or bachelor's degree program (2- or 4-year degrees).

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

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Questions:

1. Besides doing well in school, what are some steps you need to take if you want to go to college?
2. How might you find out more about colleges so that you can find ones that are a good fit for you?
3. How do you share information about yourself with a college?

[Once the students have finished writing their answers, proceed with the Warm Up as written.]

In today's lesson, the students will be looking at the Practice Application from IHaveAPlanIowa.gov. A paper copy of the Practice Application is provided. Working on paper will allow students to more easily make changes and move through the different sections of the application. However, if you wish students to complete the application on-line, rather than a paper and pencil activity, you may do so. Students can access the on-line Practice Application by completing the following steps:

1. Go to www.IHaveAPlanIowa.gov.
2. In the upper right corner, sign in with your Account ID and password.
3. Click on the **College Planning** tab at the top of the page.
4. Click on **Applications**.
5. Click **Practice a College Application.**
6. Click **Begin**.
7. An information page pops up. Ask students to read this information and then click **Begin the Practice Application**.
8. Students should then fill out each page of the application. Students will be guided from one page to the next using arrows at the bottom of each page. Students can also jump to various pages using the navigation tools along the left side of the screen.

Once students have completed the application, it will be saved in their IHaveAPlanIowa.gov portfolio.

For **Activity III: Apply It! Quiz & Discussion**, if working in pairs or small groups is not manageable in your classroom, have students work individually. If you are running short on time, you can instruct half the class to complete prompts 1 and 2, while the second half completes prompts 3 and 4. Then review the answers as a class. You may also choose to skip this entire activity if you need time for other activities.

For the **Wrap Up**, students should be able to identify at least three steps. To add more of a challenge, encourage students to find more than three, and/or to identify what year and semester each step they've listed should happen.

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Imagine it is the beginning of your junior year of high school. Over the summer, you decided that you want to attend a four-year college after you graduate. Will it be too early to think about college? Too late?

2. [Have students brainstorm what they already know about the steps they need to take to apply to a 4-year college by asking the questions listed below. As students respond, jot their ideas on chart paper. If you'd like, list students' initials next to their responses.]

   SAY SOMETHING LIKE:
   - Besides doing well in school, what are some steps you need to take if you want to go to college?
   - How might you find out more about colleges so that you can find ones that are a good fit for you?
   - How do you share information about yourself with a college?

3. **SAY SOMETHING LIKE:** Great job! As you can see from your list, you already know quite a bit about what you need to do if you want to go to a 4-year college. It may seem overwhelming, but today you will learn about what you need to do now – while you're still in high school – and when you need to do it. Knowing this information will help make getting ready to apply to college a smooth and less stressful process. Keep in mind that today's lesson is specifically about preparing to go to a 4-year college. While the process for applying to a community college or technical school requires less preparation, you should still pay close attention. For example, if you begin your education at a community college, and then decide to continue at a 4-year college, you will need to know the process.

II. What Colleges Need to Know About You (10 minutes)

1. **SAY SOMETHING LIKE:** Whether you decide to pursue college or go straight to work after high school, you will need to share information about yourself, either with an employer or with a college admissions committee. To do this, you will be asked to fill out an application. If you've ever applied for a job before, there is a good chance that a college application will look familiar to you. If you're planning to go to a community college or career/tech school, the application process is simpler.

2. [Refer students to **Student Handbook pages 116-120, Practice Application** as you display them on the overhead projector. Explain that while most 4-year colleges have their

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own applications that ask for information such as grades and test scores. This Practice application asks many of the most common questions found on a 4-year college application. Less competitive colleges require less information.

[Pass out a highlighter to each student. Then instruct students to skim through the **Practice Application** and highlight any information that seems important or interesting. Give them a couple of minutes to look over the application.]

3. **SAY SOMETHING LIKE:** How do you feel when you look at this application? [Allow students to respond.] It looks like a lot of information, but by understanding now what colleges need to know about you, you will be better able to prepare over the next few years. The application is your way of telling colleges your "story" – who you are, your accomplishments, and more. Just as you will need to decide which colleges are right for you, the colleges need to know if you're right for them. One of their main ways of figuring this out is by reviewing your application. Think of the application as a road map that tells you all you need to do to get to your destination – college!

4. [Walk through each of the big sections of the application, using the talking points below. Let students know that you will be focusing on the information that is most crucial for them to know as 10th graders. As you refer to each section, point to it on the overhead transparency so that students can easily follow along on their handouts. Before you begin, explain to the class that today you will give them the "big picture" of what is on the application; they will get into more details of the application in their junior and senior years. The purpose of today's lesson is to become more familiar with the college application process.]

Talking Points:
[Focus on the talking points with an (*) beside them.]

NAME AND ADDRESS:

- Asks for personal information: name, permanent home address, mailing address, and contact information.

PERSONAL INFORMATION:

- Asks for Gender, Date of Birth, Citizenship Information. In the section about citizenship, you describe whether or not you're a citizen, and tell how long you've lived in this country. There is also an area for optional Information including Social Security Number, Ethnicity, etc. You don't have to complete the optional section. These ques-

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tions will provide additional information about you to help schools keep track of things like the diversity of the student population.

ENROLLMENT INFORMATION:

- This section asks when you plan to enroll, what you plan to study and if you're planning on applying for financial aid. **Needs-based** aid means you get financial help for college because your family needs it. (College is expensive for many families, so you should apply for needs-based aid even if you're not sure you'll qualify.) **Merit-based aid** means you get financial help for something you're good at - **like** sports, music, or academics.

- [If your students ask about the differences between early decision, early action, and restrictive early action, you can explain the differences using the definitions below. However, it is not essential that students master this concept at this time, so there is no need to spend a lot of time on this point.]

  Early Decision: Students apply to a school and commit to go to this school if accepted.

  Early Action: Students apply early and find out if they are accepted before the regular response date. Students are not obligated to go to this school.

  Restrictive Early Action: Students apply to a school and receive a decision early, but may be prohibited from applying early decision or early action to other schools. Students are not obligated to go to this school if accepted.]

- Why might a college need to know when you'll be enrolling, or if you'll need financial aid?

DEMOGRAPHICS:

In this section, you describe whether or not you're a citizen, and tell how long you've lived in this country. There's also an optional section to describe your race. You don't have to complete this, but it helps schools keep track of the diversity of the student population.

FAMILY:

This asks for information about your parents, even if they're no longer living or don't live with you. There's a place to describe your legal guardian if it's someone different

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from your parents. "Siblings" refers to your brothers and sisters, and you're asked to include the colleges they attend or graduated from.

***ACADEMICS:**

- This section is where you share information about your education, including the name of your high school (secondary school), its location, any other schools you've attended (such as summer school), and the date you will graduate.
- CEEB/ACT is the school's code. Students should contact their school counselor for this number. If students are working on-line (are completing the Practice Application in IHaveAPlanIowa.gov rather than completing it on paper) this information will automatically be filled in once their high school is selected.
- Remind students that colleges will want to see their high school transcripts. This section confirms what school you attend and provides contact information with the school counselor.
- The section titled Guidance Counselor will provide schools with contact information for your counselor should they need to reach him or her.
- If you have attended any other high schools, provide that information in the section titled Other High Schools Attended.

***TEST INFORMATION:**

- As the name suggests, this is where you list your test results of standardized tests required by some colleges. The **ACT** and **SAT** are the two common standardized tests accepted by most 4-year colleges.
- The Test of English as a Foreign Language™ (TOEFL) measures the ability of people whose main language is not English to use and understand it. If English is not your first language, they want to make sure you can handle college work in English.
- Where might you find out what tests a college requires and what scores you'll need to be accepted?
- College Information and Activities Since Last Enrolled ask for information about your activities after leaving high school. Those will apply if you use this Practice Application in the future.

***ACTIVITIES AND INTERESTS:**

- Here is where you list any activities you do outside of school, including when you did them, how often, and any honors earned.
- It is important to show colleges that you have been involved in extracurricular activities throughout high school. Now is the best time to get involved in sports, clubs, or organizations at your school.

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- Why might a college want to know what you do outside of the classroom?
- **Work Experience** includes any jobs **paying** you've held, your employer, and when you worked.
- What might your work experience say about you?

WRITING:

Short Answer

- This section allows you to tell more about one of your activities or work experiences. You only have 150 words, so choose what you want to say carefully. This is a chance to shine, so make the most of it!

Personal Essay:

- The Practice Application in IHaveAPlanIowa.gov does not have a place to write a personal essay. However, some, but not all colleges require an essay. Some require essays only if you're applying to a special program. But many colleges, particularly the more selective ones, will ask you to write about one of several topics, like those listed here.

- The essay is an important and powerful part of the application because it's your chance to set yourself apart from other applicants and let colleges know what makes you unique. It's an opportunity to show a side of you that grades and test scores can't reveal.

Disciplinary History:

- This section asks questions about any trouble you may have been in during high school, both academic (school related) and crimes.

SIGNATURE:

- There is no fee to submit your Practice Application – it is simply being stored in IHaveAPlanIowa.gov. However, there will be a fee for every application you send once you begin applying to colleges, which is a reason you may want to carefully consider how many and which schools you want to apply to. (Application fees may be waived for families with low incomes; check with your school counselor.)

III. Apply It! Quiz & Discussion (15 minutes)

1. **SAY SOMETHING LIKE**: In this activity, you will read about several different high school students who are applying to 4-year colleges. Each student has a different situation. Working with a partner, you will figure out and identify where on the applica-

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tion each student should share the information about their situation. Then, we will meet as a class again to share and discuss your decisions.

2. [Divide the class into pairs (or small groups). Refer students to **Student Handbook page 122, Apply It! Question Prompts**. They should also have **Student Handbook pages 116-120, Practice Application** accessible. Tell them they have 10 minutes to respond. Instruct them to make notes directly on **Student Handbook pages 116-119, Practice Application**.]

3. [After 10 minutes, have students come together for a whole-class discussion. Have volunteers read aloud each prompt. Then ask pairs to tell where on the application the student should share this information. Mark their response on the overhead transparency of the Practice Application. If not all pairs have come up with the same answer, have those who made different choices explain their decision to the class.]

IV. Action Plan (10 minutes)

1. **SAY SOMETHING LIKE**: Many high school students wait until the last minute to decide what they want to do after they graduate. If they decide that they want to go to college, suddenly they are rushing to get everything accomplished in order to apply. And, sometimes they miss important deadlines. Looking back at our list from the beginning of today's lesson, you now know that there is quite a bit you need to do to prepare to apply to college. If you start the ball rolling now – even if you're not 100% sure you want to go to college – you will not be rushing to get everything done at the end of high school. To help you know what you need to do and when, experts in the area of college preparation have developed action plans for high school students to follow. Let's review these plans together.

2. [Refer students to **Student Handbook page 121, Action Plan** as you project it on the overhead. Then talk through the elements as outlined in Steps 3-7 below.]

3. **SOPHOMORE YEAR—Fall**
   Sign up for the Preliminary SAT/National Merit Scholarship Qualifying Test (or its ACT-prep alternate, the ACT Plan). If you've already done this, you can check it off.

4. **JUNIOR YEAR—Fall/Winter**
   - Register for and retake the PSAT/National Merit Scholarship Qualifying Test.
   - Think about what you want in a college. For example, what might you want to study? What types of programs would you want? Do you want a big school or a

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small one? Do you want to be in a city or a country setting? Do you want to be near home? etc.

- Start investigating which colleges meet your needs and interests. Learn about colleges by looking at websites, browsing catalogs and guides, and by talking to friends, teachers, and recent graduates who are now in college. You may also want to meet with your school counselor for suggestions. Remember, college is a two-way street: you need to consider each school, just as each school needs to consider you.
- Register to take the SAT or ACT in the spring. The SAT and ACT are required by many colleges and universities for admission into an undergraduate program.

5. **JUNIOR YEAR—Spring/Summer**
   - Visit colleges that meet your interests and needs and take a campus tour. To get a true sense of a college, visit while school is in session. Be prepared to ask lots of questions. You can learn about when tours happen by looking at the school's website. We'll start this process by visiting a college later this year.
   - By the end of this school year, narrow down your list to the colleges that interest you the most. Request viewbooks and financial aid information from colleges.
   - Take the SAT or ACT.
   - Request counselor or teacher recommendations. A college recommendation is a letter written by a teacher or counselor best qualified to describe your academic achievements and potential.
   - Over the summer, continue to visit colleges. Take campus tours and schedule interviews with admissions counselors.

6. **SENIOR YEAR—Fall**
   - Request applications for 5 to 10 colleges to which you'll apply.
   - Request financial aid information from the colleges. Find out what forms to file and due dates.
   - Research scholarships and other financial aid opportunities using your library, financial aid guidebooks, websites, and school counselor. Attend family financial aid nights at your school or in your neighborhood.
   - Start to fill out applications.
   - Start writing first drafts of essays. Ask teachers and others to read them.
   - If necessary, retake the SAT or ACT.
   - Check in with your counselor and the teachers you requested recommendations from. Make sure they know the deadlines for all of your applications.

7. **SENIOR YEAR—Winter**

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- Send your completed applications. Most college applications are due between January 1 and February 15.
- Confirm that your counselor has sent your transcript to all the schools you applied to. A transcript is a record of the courses you've taken and your grades.
- January 1 is the first day that you are eligible to file the FAFSA. File as close to this date as possible, as school, state, and private aid deadlines may be much earlier than federal deadlines. All colleges will ask you to fill out the Free Application for Federal Student Aid (FAFSA). FAFSA is a financial aid application form needed to apply for grants, work-study, and loans. The Federal Government uses it to determine how much your family can afford to pay.

V. Wrap Up (5 minutes)

1. [Refer students to the bottom of **Student Handbook page 122, College Steps**. Instruct them to complete the handout by listing at least three steps they need to take in order to apply to college. Encourage them to add more than three if they can.]

2. **SAY SOMETHING LIKE**: Today you learned a lot about what you need to do to get ready to apply for college. As you've discovered, starting early is the key to getting it all done. If you're not yet sure what you'll do after high school, it's in your best interest to begin now. Should you decide later on that you want to go to college, you'll be on the road to getting there.

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DO NOW
Education After High School 2: The Road to College

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. Besides doing well in school, what are some steps you need to take if you want to go to college?

2. How might you find out more about colleges so that you can find ones that are a good fit for you?

3. How do you share information about yourself with a college?

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ADMISSION APPLICATION

1 Name and Address
2 Personal Information
3 Enrollment Information
4 Educational Information
5 Activities and Interests
6 Family Information

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Screen 1

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William,
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Practice Application

NAME AND ADDRESS

Student Name

Legal name
Enter name exactly as it appears on official documents

Last/Family name:
First name:
Middle name:
Suffix: Jr., etc.

Other name(s)

Preferred name/Nickname:
Former last name(s) if any:

Permanent Home Address

Street:
City:
U.S. state/territory: Click here
Zip code:
Country: United States of America
Int'l postal code:

Mailing Address (if different from above)

Street:
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:

Date from: to: mm/yyyy

Contact Information

Permanent home telephone: (###) ###-####
Mailing telephone: (###) ###-####
Cellular telephone: (###) ###-####
E-mail address:

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Practice Application

PERSONAL INFORMATION

Applicant Information

Gender: Click here
Date of birth: mm/dd/yyyy

Citizenship Information

Citizenship:
- (•) U.S. citizen
- ( ) Dual U.S. citizen
  - Other country of citizenship: Click here
- ( ) U.S. Permanent Resident visa
  - Permanent Resident number:
  - Citizen of: Click here
- ( ) Other citizenship
  - Country: Click here
  - Visa type:

If you are not a citizen and live in the United States, how long have you been in the country?

Optional Information

The following items are optional. No information you provide will be used in a discriminatory manner.

Social Security number: ###-##-####

Place of birth

City:
U.S. state/territory: Click here
Country: Click here

Ethnicity

If you wish to be identified with a particular ethnic group, please check all that apply:

- [ ] African American, African, Black
- [ ] Native American, Alaska Native (tribal affiliation:)
- [ ] Asian American, country of family's origin: Click here
- [ ] Asian (including Indian subcontinent), country: Click here
- [ ] Hispanic, Latino, country: Click here
- [ ] Mexican American, Chicano
- [ ] Native Hawaiian, Pacific Islander
- [ ] Puerto Rican
- [ ] White or Caucasian
- [ ] Other (specify:)

First language, if other than English:
Language spoken at home:

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Screen 3

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Practice Application

ENROLLMENT INFORMATION

I am applying as a: Click here
For the term beginning: Click here
Possible area(s) of academic concentration/major(s):
☐ Undecided
Possible career or professional plans:
☑ Undecided
Will you be a candidate for financial aid? Yes

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Screen 4

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Practice Application

EDUCATIONAL INFORMATION

High School You Now Attend

High school: A B MILLER HIGH SCHOOL Find Clear
Type of school: Click here
CEEB code:

City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:

Date of entry: mm/yyyy
Date of graduation: mm/yyyy

Guidance counselor

First name:
Last name:
Telephone: (###) ###-####
Fax number: (###) ###-####
E-mail address:

Other High Schools Attended

Start with the most recent, list all schools, including summer schools and programs you have attended beginning with the ninth grade.

High school: Click the 'Find' button to select the institution Find Clear
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:
Dates attended: to: mm/yyyy

High school: Click the 'Find' button to select the institution Find Clear
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:
Dates attended: to: mm/yyyy

High school: Click the 'Find' button to select the institution Find Clear
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:
Dates attended: to: mm/yyyy

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Test Information

Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.

ACT

Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
04/2010	30	22	33	22	33	22

mm/yyyy

SAT Reasoning Tests

Date taken/ to be taken	Verbal/ Critical reading	Math	Writing

mm/yyyy

SAT Subject Tests

Date taken/ to be taken	Subject	Score
	Click here	
	Click here	
	Click here	
	Click here	

mm/yyyy

Test of English as a Second Language (TOEFL or Other Exam)

Date taken/ to be taken	Score

mm/yyyy

College Information

College/University: Click the 'Find' button to select the institution Find Clear
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:
Dates attended: to: mm/yyyy
Degree candidate? Click here

College/University: Click the 'Find' button to select the institution Find Clear
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:
Dates attended: to: mm/yyyy
Degree candidate? Click here

Activities Since Last Enrolled

☐ Not currently attending school ☐ Graduated from secondary school early

If either of the above check boxes applies to you, then describe in detail your activities since last enrolled:

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Practice Application

ACTIVITIES AND INTERESTS

Academic Honors

Briefly list or describe any scholastic achievements or honors you have won since the ninth grade (e.g., National Merit, Dean's List):

Work Experience

List any jobs (including summer employment) you have held during the past three years.

Specific nature of work:
Employer:
Dates worked: to: mm/yyyy
Approximate number of hours spent per week:

Specific nature of work:
Employer:
Dates worked: to: mm/yyyy
Approximate number of hours spent per week:

Specific nature of work:
Employer:
Dates worked: to: mm/yyyy
Approximate number of hours spent per week:

Specific nature of work:
Employer:
Dates worked: to: mm/yyyy
Approximate number of hours spent per week:

Specific nature of work:
Employer:
Dates worked: to: mm/yyyy
Approximate number of hours spent per week:

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Extracurricular, Personal, and Volunteer Activities

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check in the right column those activities you hope to pursue in college. To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.

Activity	Grade level or postsecondary (PS) 9	10	11	12	PS	Approximate time spent Hrs/Wk	Wks/Yr	Positions held, honors won, or letters earned	Col?*
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐
	☐	☐	☐	☐	☐				☐

*Do you plan to participate in college?

Short Answer

In 150 words or fewer, please describe which of your activities (extracurricular and personal activities or work experience) has been most meaningful to you **and why**.

Boxing is the most meaningful to me.

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Screen 6

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William,
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Practice Application

FAMILY INFORMATION

Parent 1 Information

First name:
Middle name:
Last/Family name:

Living? Click here If no, date deceased: mm/yyyy
Gender: Click here

Home address (if different from yours)

Street:
City:
U.S. state/territory: Click here
Zip code:
Country: Click here
Int'l postal code:

Home telephone: (###) ### ####
E-mail address:

Current employment

Occupation: None
Name of employer:

Work telephone: (###) ### ####
Work e-mail address:

Educational background

Highest level of formal education: Some college/university

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Sibling Information

Please give names and ages of your brothers and sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates.

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

Submit Your Completed Application

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Action Plan

Review the year-by-year steps for applying to a 4-year college.

Sophomore Year

Fall

- Register for and take the PSAT/National Merit Scholarship Qualifying Test (or the ACT Plan in some school districts).

Junior Year

Fall/Winter

- Register for and retake the PSAT/National Merit Scholarship Qualifying Test.
- Identify the kinds of colleges you're interested in attending.
- Investigate colleges that meet your needs.
- Register for the SAT or ACT.

Spring/Summer

- Visit colleges.
- Request viewbooks and financial aid information from colleges.
- Take the SAT or ACT.
- Request teacher and counselor recommendations.

Senior Year

Fall

- Request college applications and financial aid information.
- Research financial aid opportunities (e.g., grants, scholarships).
- Fill out applications.
- Write essays.
- Retake the SAT or ACT, if necessary.
- Check in with your counselor and teachers you requested recommendations from.

Winter

- Complete and send applications.
- File for FAFSA (January 1).

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Apply It! Question Prompts

Read each question prompt. Then identify the place on the Practice Application where each of the sample students below should share their information.

Student 1: Erica

Last summer, Erica worked at a camp for physically challenged children. Where in the college application could Erica share what she learned from this experience?

_____

Student 2: Mark

Where on the application can Mark tell how many years he's been playing the trumpet?

_____

Student 3: Jenny

Jenny's family can't afford college. Where on the application does Jenny let the college know that she will need financial help?

_____

Student 4: Carlos

How might a college know that Carlos is very strong in mathematics?

_____

College Steps

List at least three actions or steps to take to apply to college. (Use the back of this page if you need more room.) As an extra challenge, identify what year of high school to take each step.

Steps	When to Do Step
1.	
2.	
3.	

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The BIG Idea

- What short-term goals can I set for myself to prepare for my high school graduation?

AGENDA

Approx. 45 minutes

I. Warm Up: Looking Back, Looking Ahead (5 minutes)

II. Graduation Requirements (10 minutes)

III. Academic Skills Self-Evaluation (25 minutes)

IV. Wrap Up: Short-Term Goal (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 15, My Four-Year Plan
  - Portfolio page 16, My Education Plan: 10th Grade Performance
  - Portfolio page 17, Current Courses I Need to Improve My Grade(s) In
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 123, It's Not Magic
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance
  - Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In
- ❑ Overhead projector
- ❑ Copies of Academic Resource List (see **Preparation**)

OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required for high school graduation in their state or district.
- Evaluate their current academic performance and set short-term goals for improvement.

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OVERVIEW

In this lesson, students investigate what they can do now to prepare for their high school graduation. They begin by recording the classes they will have completed by the end of sophomore year. Then, they review the state or district requirements for graduation. Next, students review their current academic record to identify classes in need of improvement. Finally, they set academic goals to improve their grades in these classes.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 123, It's Not Magic**
  - **Portfolio page 15, My Four-Year Plan**
  - **Portfolio page 16, My Education Plan: 10th Grade Performance**
  - **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance**
  - **Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In**
- ❑ These next two lessons are designed to help students prepare for their meetings with the school counselor to select courses for 11th grade; be sure to coordinate with the counselor to become better acquainted with the processes involved. In addition, you may wish to invite your school counselor to serve as a co-facilitator of this lesson. Having him/her present will be incredibly valuable in answering students' specific questions.
- ❑ You will need to identify and assemble necessary information and forms for your district to guide the course selection process for tenth graders choosing courses for the 11th grade. This packet of information should include district or state requirements for graduation, a listing of 11th and 12th grade courses, the course selection card or form, and any other information needed to help students and their parents understand the 11th grade course selection process.
- ❑ For **Activity III, Academic Skills Self-Evaluation,** ask your school counselor if it's possible to access a copy of each student's transcript.

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- ❑ In advance of teaching this lesson, you should research what resources are available in your host school and community for students who may need additional academic support. The school counselor might have documents that you can use. Get school administration approval on any outside resources that you would like to include. Create a list of resources to distribute to students and review during the discussion of goal-setting.
- ❑ Create a chart that spells out what each letter in SMART goals stands for.

  S = Specific (detailed, not general or vague)

  M = Measurable (includes some quantity or element that can be measured)

  A = Attainable (ambitious but reasonable; often breaks large goals into smaller pieces)

  R = Realistic (person is willing and able to do the work for this goal)

  T = Timed (establishes a time frame for accomplishing the goal)

BACKGROUND INFORMATION

No matter what students' postsecondary school plans include—attending college or seeking employment—they need to prepare for life beyond high school. Whether they are applying to college or for a job, students must be equipped with the academic skills necessary to succeed. And now is the time, while they're still in high school, to strengthen these skills. By self-evaluating their academic skills and setting reasonable short-term goals, students are preparing themselves for life beyond high school.

VOCABULARY

Academic Skills: skills related to school subjects, such as reading, writing, and computation.

Remedial Course: a course that teaches skills required to succeed in college-level courses.

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IMPLEMENTATION OPTIONS

You may also wish to change the courses listed in **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance** to reflect courses offered at your school.

In **Activity III, Academic Skills Self-Evaluation,** to help students engage more with **Student Handbook page 123, It's Not Magic,** have them place a Y or an N next to each question. Then instruct students to circle 2 or 3 questions they would like to begin working on.

If you think you will finish this lesson early, you may want to pair students up and have each student assess his/her partner's action plans using the SMART goal criteria.

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ACTIVITY STEPS

I. Warm Up: Looking Back, Looking Ahead (5 minutes)

1. [To begin this lesson, as students enter the classroom, direct their attention to **Portfolio page 15, My Four-Year Plan.** Give students a few minutes to complete the 9th and 10th grade columns of this chart, reminding them to leave the 11th and 12th grade columns blank. Let students know that they will fill these in next week when they complete their 4-year plans.]

2. **SAY SOMETHING LIKE**: Welcome, everybody. When you came in today, you started to fill out a four-year plan. To begin, you listed the high school classes that you took in 9th grade along with the classes you are currently taking. This is an essential step in determining which classes you'll take next year. Next week, we'll talk about selecting courses for your junior year. Before you can choose those classes, we're going to review some important criteria: the graduation requirements for our district/state and your academic performance from 9th and 10th grade. By the end of today, you're going to create an action plan to improve your grades in any classes where you are struggling. Our goal is to get everyone on track to graduate in two years.

II. Graduation Requirements (10 minutes)

1. **SAY SOMETHING LIKE**: How many of you want to graduate from high school? Of course you all do! So that's the first thing we want to consider when choosing courses for next year. Let's take a look at what's required in our district/state.

2. [Hand out the list of district/state requirements for graduation, and show a copy on a projector. Review the credits for each subject required by your district/state.]

3. [Give students a few minutes to review the requirements and compare them to the first two years of their own Four-Year Plan.]

4. [Take a few minutes to let students ask questions about these requirements.]

III. Academic Skills Self-Evaluation (25 minutes)

1. **SAY SOMETHING LIKE**: The next thing to consider is the courses that are needed to succeed in college. Are you prepared to do college-level work? Believe it or not, 28%* – almost one in every three – of college freshmen end up taking remedial courses, or "catch-up" classes, just to gain the skills they need to do college-level work. These classes do not count towards earning your degree. The cost of just one college

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course can range from several hundred to more than a thousand dollars! (This is money better spent earning credits toward your degree.) So, what can you do now to avoid taking "catch-up" classes later?

*[Source of statistic: http://www.nsf.gov/statistics/seind06/c1/c1s5.htm]

The first step is to take a good look at how you're doing in school right now. Then, make a plan for how you can improve your grades.

2. [Draw students' attention to **Portfolio page 16, My Education Plan: 10th Grade Performance** as you display **Facilitator Resource 1, SAMPLE My Education Plan: 10th Grade Performance** on the overhead projector. Show only the Career and Long-Term Goal section.]

   SAY SOMETHING LIKE: When thinking about how to prepare yourself for college, or a job, it's helpful to begin with the end in mind. Start with your big goal, then think of the smaller steps you need to take to get there. Let me show you how this works.

   [Model how to fill in the "Career" and "Long-Term Goal" section. Next to "Career," at the top, jot down an example, such as "Teacher."]

2. [Direct students' attention to the "Long-Term Goal" section of the displayed portfolio page.]

   SAY SOMETHING LIKE: Once you identify a career, the next step is to figure out what postsecondary education, if any, you need. Check the appropriate box. For example, to be a teacher, you need to go to a 4-year college, so I will check that box. When you complete your own education plan, if you're not sure how much education your top career choice requires, flip back to **Portfolio pages 7 and 8, Career Reflection** to review your research. [Display the page numbers on the board or overhead projector.]

4. [Direct students' attention to the "How Am I Doing?" section of the displayed portfolio page.]

   SAY SOMETHING LIKE: In this next section, you will evaluate how you're doing in each of your classes, so you'll know where to focus your energy. You are going to list the classes you're taking, and your grade in each class. If you're not certain of your grade right now, think about the grade you got last semester, or on your last test.

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In this section you will be asking yourself: *What do I need to improve in order to prepare myself for my future education?*

In my case, what classes do I need to improve in? [Allow students to respond. Then circle or underline the two courses with the lowest grades (English and Science).]

5. [Direct students' attention to the **Facilitator Resource 2, Current Courses I Need to Improve My Grade(s) In**. Make sure to cover up all of the Science row. For the English row, only display the box titled "Reason for Low Performance."]

   SAY SOMETHING LIKE: The next step is to identify small, realistic actions you can take right away that will help you reach your big goal. By identifying these actions, and setting a date for each, you increase your chance of making your longer-term goals a reality.

   [Have a volunteer read the "Reason for Low Performance" in English. Then ask the class what goal this student should work for. Allow students to respond and then show the listed desired grade. Then ask the class what realistic actions you can take to improve your C grade in English. Jot their ideas on chart paper. (If students have difficulty identifying small steps, refer to **Student Handbook page 123, It's Not Magic**, for ideas.)

   Once you have heard from a few students, display the "Action Plan" for raising your English grade.]

6. Those of you who had Roads to Success last year will remember SMART goals. Today we are going to focus on the first three parts of SMART goals: Specific, Measurable, and Achievable.

7. [Write the following questions below on chart paper, overhead, or board. Ask the students the following questions and write down how the action plan for improving your English grade fits each of these criteria.
   a. Is my goal Specific?
   b. Is it Measurable?
   c. Is it Achievable?]

8. [If your students are struggling to understand SMART goals, repeat the steps above for the Science class. In addition, you may want to brainstorm as a class some solutions to address one or two students' reasons for low performance in a class. Make sure that

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students understand that they are personally responsible for improving their grades. For examples, students should not blame a poor grade on a teacher they do not get along with. You can acknowledge that it can be difficult working with someone you don't like, but that is bound to happen to them at some point in their life. Learning how to overcome those types of challenges will help them in the future.

Once you think your students are ready to make their own action plans, have them complete **Portfolio page 17, Current Courses I Need to Improve My Grade(s) In.** Instruct the students that they will have 10 minutes to complete these pages.]

[**Note:** It is important for students to understand that they should aim for the highest grades possible. If they are only aiming to pass their classes, they will be unfamiliar with a lot of the material they'll need to succeed in college.]

IV. Wrap Up: Short-Term Goal (5 minutes)

1. [Have a few volunteers share a course they need to improve in with the class. Students should read their reasons for low performance and their action plan (Strategy to Raise My Grade). If time permits, ask the class if the goal is Specific? Measurable? And Achievable?]

2. **SAY SOMETHING LIKE**: As you discovered today, your academic skills will influence your postsecondary plans. Strong academic skills reveal to a college or employer that you have what it takes to succeed. So, set your goals, work hard, and you will be well-prepared.

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SAMPLE
My Education Plan: 10th Grade Performance

CAREER: _____

LONG-TERM GOAL: What postsecondary education do I need?

- ☐ none
- ☐ apprenticeship
- ☐ tech or trade school
- ☐ 2-year college
- ☐ 4-year college
- ☐ more than 4 years of college

HOW AM I DOING? Below, list the courses you're taking and your grade in each.

COURSE NAME	REQUIREMENT	GRADE
1. MATH	Yes	A
2. ENGLISH	Yes	C
3. SOCIAL STUDIES	Yes	B
4. SCIENCE	Yes	D
5. SPANISH	Yes	B
6. ART: PAINTING	Yes	A
7. HEALTH	Yes	A
8. PE: SOCCER	Yes	A

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Current Courses I Need To Improve My Grade(s) In

Course Name	Reason for Low Performance	Desired Grade	Action Plan (Strategy to Raise My Grade)
ENGLISH	I sit next to my friend and all we do is pass notes during class. I don't pay attention and then when it comes time to take the tests I am lost because I haven't taken notes in class.	A	I need to tell my friend that I'm in danger of not passing English, so we need to stop writing notes to each other. This will help me pay attention so that I can take notes during class. For two weeks, I will also review my notes at home for 15 minutes each school night.
SCIENCE	I try really hard in this class. I always do my homework. I take notes in class and I even study at home before the tests. No matter what I do I still can't seem to do well on the tests.	B	I need to ask my teacher when he holds morning or after school tutorials. I will attend at least one tutorial session a week and I will ask my teacher to help me make flashcards to study for our next test.

Adapted from the Fulfillment Fund: www.fulfillment.org

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It's Not Magic

There's no magic formula for improving your grades. You are the person who can make it happen. Want to do better? Here are some things you can do to get started.

Check two or three things you can do to improve right away. **NOTE:** You have to do the things at the top of the chart before you can do the things at the bottom.

If improving your grade is your goal . . .

	Do I go to school every day?
	Do I attend class every day?
	Do I arrive in class on time, with the materials I need?
	Do I pay attention in class?
	Do I take notes?
	Do I write down the homework assignments?
	Do I have a time and place when I study for this subject?
	Do I do my homework each day?
	Do I ask questions when I don't understand something?
	Do I recognize problems (like personal problems or learning disabilities) that may make it hard for me to learn?
	Do I know where to go for extra help?
	Do I get the extra help I need?

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MY FOUR-YEAR PLAN

Warm Up: Please fill in the first two columns of the chart below to record the classes you took in 9th grade along with the classes you're currently taking in 10th grade. Your teacher will provide instructions for filling in the columns for 11th and 12th grade.

Courses Taken/Planned				
SUBJECT	**9th**	**10th**	**11th**	**12th**
1. Math				
2. Science				
3. English/Language Arts				
4. Social Studies				
5. Foreign Language				
6. Arts				
7. Health and Physical Education				
8. Technology				
9. Electives				
10. Advanced Placement (AP) Courses				

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My Education Plan: 10th Grade Performance

CAREER: _____

LONG-TERM GOAL: What postsecondary education do I need?

- ☐ none
- ☐ apprenticeship
- ☐ tech or trade school
- ☐ 2-year college
- ☐ 4-year college
- ☐ more than 4 years of college

HOW AM I DOING? Below, list the courses you're taking and your grade in each.

	COURSE NAME	REQUIREMENT	GRADE
1.	MATH: _____	Yes	_____
2.	ENGLISH: _____	Yes	_____
3.	SOCIAL STUDIES: _____	Yes	_____
4.	SCIENCE: _____	Yes	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____

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Current Courses I Need To Improve My Grade(s) In

Course Name	Reason for Low Performance	Desired Grade	Action Plan (Strategy to Raise My Grade)

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Preparing for Junior Year

The BIG Idea

- Which junior year high school courses will best help me reach my educational and career goals (including high school graduation)?
- What non-academic goal can I set to prepare for college or a first job?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Career Interests and College-Bound Courses (15 minutes)

III. Preliminary Course Selection (15 minutes)

IV. Wrap Up: Self-Evaluation (10 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 15, My Four-Year Plan (from previous lesson)
- Portfolio page 16, My Education Plan: 10th Grade Performance (from previous lesson)
- Portfolio page 17, Current Courses I Need to Improve My Grade(s) In (from previous lesson)

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 124, Recommended High School Courses for College
- Student Handbook page 125, Questions for My School Counselor
- Student Handbook page 126, Self-Evaluation

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW, Education After High School 4: Preparing for Junior Year
- Facilitator Resource 2, Recommended Courses for an Athletic Trainer

❑ Subject Recommendations for each student's chosen career (See **Preparation**)

❑ Sample packet of local school district's 11th and 12th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 11th grade courses w/syllabus, course selection form, etc.)

❑ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required or recommended by four-year colleges.
- Identify which courses can help them prepare for their future career and explore their interests.
- Use the criteria above to select courses for their junior year.
- List one non-academic area in which they excel and list two potential academic and/or personal references (i.e., teachers, coaches, counselors, etc.).

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OVERVIEW

In this lesson students investigate the academic skills and personal qualities colleges and/or employers will use to evaluate them. They review two important criteria for selecting classes: courses that (1) help them prepare for specific careers and explore their interests and (2) are requirements or recommendations for college-bound students. Next, they use a listing of course offerings to select options for next year. Then, they read about the after-school activities of four high-school students and determine what these activities tell a college or employer about them. Finally, students list a non-academic area in which they excel, and identify two potential references.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 124, Recommended High School Courses for College**
  - **Portfolio page 15, My Four-Year Plan**
  - **Facilitator Resource 2, Recommended Courses for an Athletic Trainer**
- ❑ Copy the following handouts:
  - List of 11th and 12th grade courses offered next year – obtained from your school counselor (one per student)
- ❑ Draw a t-chart on the board or chart paper. Label one side "Academic Skills" and the other "Personal Qualities."
- ❑ Compile a list of students' first-choice careers. In IHaveAPlanIowa.gov, every career description includes a link to a "Career Cluster" on the "What to Learn" tab. After clicking on the "Career Cluster", students can review the "Recommended Plan of Study." Print out a suggested plan of study for each student's career selection. Make sure to write the student's name on top of the page for his career. If multiple students selected the same career, print out a copy for each student.
- ❑ Contact your school counselor to identify questions students typically ask when they are making their schedules, and invite him/her to co-facilitate if his/her schedule permits.

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VOCABULARY

Academic skills: skills related to school subjects, such as reading, writing, and computation.

Advanced Placement (AP) Classes: challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end-of-the-course exams.

Personal qualities: characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

Reference: a statement about a student's ability or character.

Remedial Course: a course that teaches skills required to succeed in college-level courses.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write only their work on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. How many credits do you need to graduate from your high school?
2. What are some examples of advanced courses your school offers?
3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior years that would help you reach that career goal?

[After they have completed their work, call on students to read their answers. Then begin with the **Warm Up** as written.]

You may wish to have the high school counselor co-facilitate this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out and the process involved in enrolling in selected classes.

In **Activity III, 11th Grade Course Selection,** if your school has an official course request form,

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you may choose to have students complete this instead of writing their courses on **Portfolio page 15, My Four-Year Plan.** If you are running short on time, you may skip **Student Handbook page 125, Questions for My School Counselor.**

For the **Wrap Up: Self-Evaluation**, if students are unable to identify potential references and/or an area they excel in, have them select two teachers (or a coach or counselor) with whom they can begin to form relationships, and have them identify a non-academic area in which they'd like to develop skill. (This could be subject-specific, like cooking or auto mechanics, or skill-specific, like "working as a member of a team" or "writing a newspaper article.")

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Whether you decide to apply to college or for a job after high school, you will be evaluated in two main areas: **academic skills** and **personal qualities.** [Refer students to the t-chart on the board.] Academic skills are those skills and strengths having to do with school, such as your ability to read, write, and calculate. Personal qualities are characteristics that tell what kind of person you are, such as a good leader, dependable, etc.

   What sources of information do you think a college admissions director or a future employer will use to compare your academic skills with those of other students or job candidates? What sources will s/he use to evaluate your personal qualities?

2. [Prompt students to brainstorm how a college or an employer can assess, or evaluate, students' academic skills and personal qualities. Jot their responses in the appropriate column on the t-chart. If necessary, model one response for each category (e.g., Academic Skills: SAT score; Personal Qualities: extracurricular activities). The final chart should include the following. If any are missing, be sure to add them to the chart:

Academic Skills	Personal Qualities
• SAT/ACT scores • transcript • grades • high school diploma	• work experience • extracurricular activities • references • essay

II. Career Interests and College-Bound Courses (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we talked about the district/state graduation requirements. You were also given a chance to reflect on your academic performance in 9th and 10th grade. Both of these areas are important factors when determining your course selections for next year, but they shouldn't be the only factors. You want to choose courses that match your personal interests and career goals, too. This is important whether you're planning on a career, a two-year college, or a four-year college.

   As you probably remember, in the Careers unit, you each spent a few weeks identifying your personal interests, skills, and goals. Then you found a career that best matched those interests and goals. Every career found on IHaveAPlanIowa.gov has a recommended plan of study. In a minute, I will pass out a list of subjects recommended for your chosen careers.

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But first, let's look at one together. Who knows what an athletic trainer does? [Allow students to respond.] Athletic trainers teach athletes how to prevent injuries and treat athletes when they become injured. What courses do you think will be recommended for this career? [List students' responses on chart paper.]

2. [Give each student a copy of **Facilitator Resource 2, Recommended Plan of Study for an Athletic Trainer** and display a copy of this page on a projector or on chart paper. Give the students a minute to scan through the list of recommended courses to check their predictions. [Identify any subjects students neglected to mention and then talk about why those courses would be recommended for an Athletic Trainer.]

   (English/Language Arts, Social Studies, Math, Science, and Career and Technology Education). Remember, you may want to take additional courses to ensure a successful transition into college. For example, you might choose to several years of a foreign language.

3. [Give each student their list of recommended courses and instruct them to review their list for the next few minutes, noting the recommended courses for their selected careers. Encourage them to write down new or different interests that may not be on their required courses list. In addition, prompt students to think about why the subjects on their list have been recommended.]

   [NOTE: If your students find that many of the subjects recommended by IHaveAPlanIowa.gov are not offered at their school, facilitate a quick discussion about how else they could gain experience in those areas (extracurricular clubs or activities, internships/jobs, summer programs, etc.). In addition, stress to students that it's ok if they can't take every subject recommended by IHaveAPlanIowa.gov.]

4. **SAY SOMETHING LIKE**: The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to everyone, even if you're not planning to apply for college your senior year. You might decide later on that you want to go to college. Now is a great time to take college prep courses – while it costs you nothing and school is your main responsibility.

5. **SAY SOMETHING LIKE**: Let's take a look at the courses that are recommended by most colleges. Please turn to **Student Handbook page 124, Recommended High School Courses for College.** [Show a copy on a projector and review the recommendations.]

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Keep in mind that these are general recommendations. You'll want to check with the colleges to which you're applying for their requirements.

6. **SAY SOMETHING LIKE**: You'll also note that **Advanced Placement** courses are at the bottom of this list. Raise your hand if you've ever heard of an AP class. *(Show of hands.)* Who can tell me something they already knew about these classes? [Allow students to respond.] These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. What are some reasons to take AP courses? [Allow students to respond and list their ideas on chart paper or the board.] You are exactly right. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses. And you save money because AP courses count for college credit.

III. Preliminary Course Selection (15 minutes)

1. **SAY SOMETHING LIKE**: Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing 11th grade courses from this list of course offerings for next year. [Hand out copies of this list—obtained from your own school or district.] You'll share these choices with the school counselor when you make your final schedule.

3. **SAY SOMETHING LIKE**: Please turn to your **Portfolio page 15, My Four-Year Plan** (from last week's lesson). You will have 10 minutes to make any revisions to your four-year plan. The classes in your 11th grade column will be a preliminary list of your 11th grade courses. You do not need to plan for your 12th grade courses today, but you may if it helps in determining your 11th grade course selection.

   Last week we reviewed your current grades using **Portfolio page 16, My Education Plan: 10th Grade Performance.** [Write this title and page number on the board.] Remember, if you are in danger of failing a required class, you will need to take it again —in summer school or next year. Any course you think you will (or might) fail should be written in the 11th grade column of your **Four-Year Plan,** or you should make a note that this course will need to be made up in summer school.

4. [Give students about 10 minutes to select their courses. Walk around the classroom to

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answer questions students may have as they make their selections.]

5. [Once students have made their course selections, have them turn to **Student Handbook page 125, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections. Collect these questions sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.]

6. **SAY SOMETHING LIKE**: Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the choices you made today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your school counselor.

IV. Wrap Up: Self-Evaluation (10 minutes)

1. [Refer students to **Student Handbook page 126, Self-Evaluation.** Instruct them to complete the handout by describing one non-academic skill or area that they excel at, and that they'd be proud to share with a college or employer. Model for students a 3-4 sentence description for one skill you could share with a prospective employer or college. Next, have them list two teachers (or counselors, coaches, etc.) who could recommend them based on their academic achievements and/or personal qualities. Students should also explain why they chose each person. If students are unable to respond to one or both prompts, instruct them to use the five minutes to identify a non-academic area in which they'd like to develop skill and/or to list two teachers (or coaches, counselor, etc.) with whom they can begin to form a relationship during their high school years.]

2. [If time permits, have a few students share what skill/area they would describe to a college or employer.]

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DO NOW
Education After High School 4: Preparing for Junior Year

Directions: You will have three minutes to read the questions and write your answers.

Questions:

1. How many credits do you need to graduate from your high school?

_____

_____

_____

_____

2. What are some examples of advanced courses that your school offers?

_____

_____

_____

_____

3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior year that would help you reach that career goal?

_____

_____

_____

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Recommended Courses for an Athletic Trainer

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
English / Language Arts	Englishl 1 credit(s) or Language Arts I 1 credit(s)	English 1 credit(s) or Language Arts II 1 credit(s)	English 1 credit(s) or Language Arts III 1 credit(s)	English 1 credit(s) or Language Arts IV 1 credit(s)
Social Studies	State History 1 credit(s) or Civics 1 credit(s)	U.S. History 1 credit(s)	Sociology 1 credit(s) or World History 1 credit(s)	Economics 1 credit(s) or Psychology 1 credit(s)
Math	Algebra I 1 credit(s)	Geometry 1 credit(s)	Algebra II 1 credit(s)	Calculus 1 credit(s) or Pre-Calculus 1 credit(s) or Statistics * 1 credit(s)
Science	Biology 1 credit(s)	Chemistry 1 credit(s)	Physics 1 credit(s)	Anatomy 1 credit(s) or Physiology 1 credit(s)
Career and Technical Education	Health Science I 1 credit(s)	Health Science II 1 credit(s)	Health Science III 1 credit(s)	Health Science IV 1 credit(s)

Important:

- Check with your counselor to make sure that your course selections satisfy your graduation requirements.
- Courses available may vary from school to school.

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RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts 1-IV or English I-IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I-IV, French I-IV (Check with the college; some require 2 years of the same language.)
Arts	0.5	Any Class from the Fine Arts Area
Health and Physical Education	2	Classes from the Health and Physical Education Area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

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QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the school counselor. Write your questions below.

1. _____
_____

2. _____
_____

3. _____
_____

4. _____
_____

5. _____
_____

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Self-Evaluation

Respond to each prompt on the lines below.

In at least three complete sentences, describe one activity (not an academic skill) that you're great at (for example, basketball, writing lyrics, caring for younger brothers or sisters). It should be something you'd be proud to share with a college or future employer.

_____

_____

_____

_____

_____

List two teachers (or one teacher and a coach or school counselor) who could write you a recommendation based on your academic achievements and/or personal qualities.

1. _____

Explain why you chose this person

_____

_____

_____

2. _____

Explain why you chose this person

_____

_____

_____

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Preparing for the College Visit

The BIG Idea

- What questions do I have about college? How can I find the answers?

AGENDA

Approx. 45 minutes

I. Warm Up (5-10 minutes)

II. Questions, Questions (10–15 minutes)

III. Answering the Basics (10 minutes)

IV. Planning Your College Visit (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 18-21, College Visit Planner
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 127, The Basics
- ❑ Laptop, LCD projector, and speakers
- ❑ Internet access
- ❑ 5 sheets of chart paper
- ❑ Post-Its, at least one per student
- ❑ Index cards, at least one per student
- ❑ Box with lid for collecting personal concerns (OPTIONAL)
- ❑ Field trip permission slip (if not already distributed)

OBJECTIVES

During this lesson, the student(s) will:

- Ask questions they have about college.
- Determine the kinds of questions best answered by a college visit.

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OVERVIEW

In this lesson, students prepare for a visit to a local college by generating questions and researching answers. To focus their thinking, the lesson opens with an online video clip of young people—who are the first in their families to attend college—discussing their initial concerns and questions. After viewing, students write their own questions, and categorize them by topic (e.g., Academic, Social Life, etc.). The heart of the lesson involves students distinguishing basic questions, which they answer by researching the college's website, versus "qualitative" questions, which they will find answers to during the college visit. To assess students' understanding of the difference, they will come up with two "not basic" questions to ask during the visit. The lesson concludes with the distribution of permission slips and reminders of how to dress and behave for the visit.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handout needs to be made into an overhead transparency or copied onto chart paper:
  - **Portfolio pages 18-21, College Visit Planner**. Star the 2-4 sections you want your class to focus on during the campus tour. (For example, visit a dorm and visit the library.)
- ❑ If you have not already done so, obtain administrative permission for a field trip, following district guidelines for transportation and chaperones. Make arrangements to tour a nearby college. Duplicate permission slips for distribution during this lesson. Remember to get approval for costs associated with the trip. (**See Lesson 1 for a detailed list of preparations for the college visit.**)
- ❑ Put the following headings on one sheet of chart paper each:
  - Students, Social Life/Campus Activities, Campus Facilities, Off-Campus Community, Academic Courses/Faculty
- ❑ Tape the chart papers in different areas around the classroom.
- ❑ For **Activity II: Questions, Questions,** determine pairs of students to work together.
- ❑ Bookmark the web pages for the college your class will be visiting on all computers students

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will use for **Activity II: Questions, Questions**.

- ❑ Preview the "First in the Family" video, and arrange to view it via Internet during class. Go to http://www.firstinthefamily.org/. Click "Videos" at the top of the screen. Students will watch the first 5 minutes of the first video option "First in the Family: How to Make it to College."

BACKGROUND INFORMATION

College brochures, catalogues, and websites can answer basic questions about a college, but words and pictures alone will not provide the full picture. To get a first-hand feel for a school, students need to walk around the campus and see if they like the environment. Can they imagine themselves living there? Is it what they pictured? They need to talk to students and find out how they like the professors, what they do for fun, what the dorm life is like. They need to sit in classes to find out if they could learn better in a big lecture or a small workshop. They need to eat in the dining facility, and check out the scene there. While visiting colleges may not be possible for all families, students will greatly benefit from visiting the ones on the top of their lists.

VOCABULARY

Facilities: buildings where specific activities occur. (ex: computer labs, dance studios, sports complex, dining halls, etc.)
Campus: the grounds and buildings of a university, college, or school.
Faculty: professors and administrative staff at a university, college, or school.

IMPLEMENTATION OPTIONS

For **Activity III: Answering the Basics**, if computer or Internet access is limited, have students work in small groups or pairs, rather than individually. If you have no computer or Internet access, print out and make copies of the web pages for students to do the activity offline.

To increase student engagement you may wish to turn **Activity III: Answering the Basics** into a competition. The pair of students that correctly finishes their research first can win a prize.

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ACTIVITY STEPS

I. Warm Up (5-10 minutes)

1. **SAY SOMETHING LIKE**: Next week we will visit [insert name of local college you will be visiting]. Thinking about college, and what life will be like there, is very exciting. Those of you who are considering college probably have many questions. In today's lesson, we will prepare for our visit by thinking about your questions and conducting some research to see which answers we can find before our visit.

   We are going to begin by watching a video of students who are the first in their families to attend college. Before going, they had many questions and concerns, some of which may feel familiar. As you watch, consider these questions:
   - What are the students excited about?
   - What do they seem nervous about?
   - How are your feelings similar to theirs? How are they different?

2. [Link to http://www.firstinthefamily.org/videos/ and click the top video option: "First in the Family: How to Make it to College." Watch the first six interview clips (Eric, Rena, Gabriel, Milleny, Gabriel, Maly), then stop the video by either clicking the pause button in the small video screen, or clicking out of the window altogether.]

II. Questions, Questions (10-15 minutes)

1. [Divide the class into pairs and provide each pair with several Post-Its.]

2. **SAY SOMETHING LIKE**: How did watching/listening to the interviews make you feel? What kinds of questions did it bring to mind? In this activity, you will work with a partner to come up with two questions you have about college. You will write each question on a separate Post-It.

   [Before they begin writing questions, direct students' attention to the five sheets of chart paper posted around the room. Explain that each heading has to do with an aspect of college that they can ask questions about. Walk around the room and briefly describe each category in the following way:
   - **Students**: what students are like – their academic and social interests, backgrounds, social styles.
   - **Social Activities/Campus Activities**: what non-academic activities the college has to offer, such as athletics, cultural events, clubs, teams, parties.

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- **Campus Facilities**: everything from dorms and dining halls to athletic facilities and the library.
- **Off-Campus Community**: life outside of the college campus – restaurants, museums, shopping, nightlife.
- **Academic Courses/Faculty**: work load, class sizes, how easy it is to arrange time to talk with professors.

[If necessary, model a question or two and categorize them. For example:
- "What do students do on weekends?" (Category: Social Activities/Campus Activities)
- "How many hours of class work do you have a night?" (Category: Academic Courses/Faculty)]

2. [Distribute index cards. Tell students that in addition to the two questions they write on the Post-Its, they may use the index cards to write down any personal questions about college. These cards will not be posted around the room, and they should NOT write their names on the cards. Explain that you will collect the cards and discuss common personal questions after their visit to the college next week. You may wish to provide a specially-decorated box with a hole cut in the top as reassurance that others won't see what they've written.]

4. [After students have written their questions, invite pairs up to stick their questions in the correct categories. When all of the questions are posted, read aloud the questions posted in each category. NOTE: It's okay if there are duplicates.]

III. Answering the Basics (10 minutes)

1. **SAY SOMETHING LIKE**: How much do you already know about [insert name of local college you will be visiting]? Most colleges, including [insert name of local college], have websites and catalogs that provide basic information about the school – how many students attend, how much it costs, etc. To make the most of a college visit, you want to know all you can about the school before you go. It's important that you don't use up your valuable time on campus asking questions that can easily be answered from websites or catalogs. Instead, you should use this opportunity to observe what's happening on campus and ask questions that only students, professors, and others at the school can answer.

2. [Refer students to **Student Handbook page 127, The Basics**. Explain to the class that they are to gather basic information about the college they are visiting next week. Working individually, have students go online to the college's website to answer the questions on the student handout. Circulate around the classroom, offering help as

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needed, as students conduct their research. NOTE: See **Implementation Options** above if you have limited computer access.]

3. [When students complete the handout, have them come together for a whole-class discussion. Invite volunteers to read aloud answers to each question.]

IV. Planning Your College Visit (10 minutes)

1. [Project **Portfolio pages 18-21, College Visit Planner** on the overhead. Have students refer to their individual handouts of the same page. Direct them to star the sections you've starred on the overhead (see **Preparation**). Let them know that the class will focus on 2-4 sections with questions relevant to the college visit you've planned. Assign each student a specific question from the planner. On a separate piece of paper, record each student's name and what question she will be asking.]

2. **SAY SOMETHING LIKE**: You will use this **College Visit Planner** during our college visit next week. As you can see, the questions are organized into the same categories as we discussed earlier in the lesson. For our visit, you will focus specifically on the questions in the following sections [insert sections your class will focus on]. Let's have volunteers read the questions aloud.

3. [After reviewing the **College Visit Planner**, instruct students to add two questions of their own in the blank spaces on the Planner. These might be questions left over from **Activity II: Questions, Questions** that were not answered on the website. Alternatively, they may be brand new questions that have come up as a result of going through the lesson. NOTE: You may use students' ability to come up with two questions to evaluate their understanding of the overall lesson.]

4. **SAY SOMETHING LIKE**: During the visit, you will investigate answers to all of these questions (the ones on the planner and the two you came up with). How could you find the answers to these questions? [List student responses on chart paper. Make sure students address all items listed below. Give students prompts if they are having trouble brainstorming answers.
   - Asking questions of students who go to the school
   - Asking questions of faculty
   - Looking at student-produced materials (newspapers, activity calendars, etc)
   - Looking at posters for on- and off-campus events
   - Checking out bulletin boards
   - Picking up official school materials (e.g., brochures, financial aid forms)

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- Touring the dorms, dining facilities, athletic facilities, library, etc.
- Walking around the campus]

V. Wrap Up (5 minutes)

1. [Distribute permission slips (if they have not been given out in a previous lesson).]

2. **SAY SOMETHING LIKE**: Remember, how you appear and behave reflects on our school. For the trip next week, please dress neatly and appropriately. [NOTE: You may give specific suggestions depending on your school's dress code and the college you're visiting.] I expect everyone to behave as young adults, and to treat the college – the people and the property – with respect.

3. [Review all of the logistics for the visit, such as:
   - Date, time and location of where you will be meeting the students
   - What students need to bring (pen/pencil, notebook, etc.)
   - Is lunch being provided? Or do students need to bring their own/money?
   - Time you will be arriving at and departing from the college
   - Time you anticipate returning to the school
   - Dismissal Procedure once students return from visit]

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The Basics

Use the college website to answer each of the following questions.

Name of college: _____

1. How many students attend the college?

_____

2. What is the minimum GPA (grade point average) requirement for admission?
   (If there's no minimum GPA, write "none.")

_____

3. What is the minimum SAT or ACT score for admission?
   (If the college doesn't require the SAT or ACT, write "not required.")

_____

4. What is the cost to attend the college for one academic year (including tuition, room and board, orientation, fees, books, and other supplies)?
   (Note: if the website lists tuition only, write "tuition only" and the amount.)

_____

5. **BONUS**: What types of scholarships and financial aid does the college offer?

_____

_____

_____

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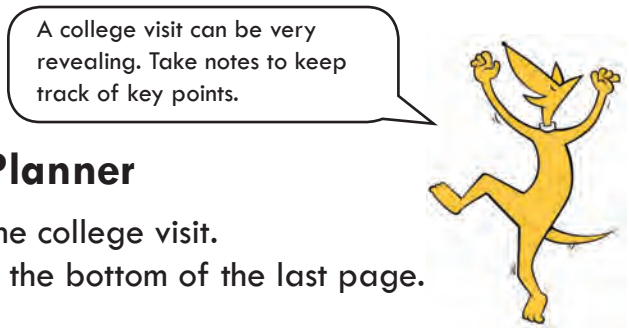

College Visit Planner

Answer questions in the NOTES column during the college visit.
Add your own questions in the empty spaces at the bottom of the last page.

Name of college: _____

Date visited: _____

QUESTIONS	NOTES
STUDENTS	
Take a campus tour. • How diverse are the students? • How are they dressed? Are they approachable?	
Talk to the students. • Why did they choose this school? • What do they like about it? • What's one thing they would change?	
CAMPUS FACILITIES	
Visit a dorm. • How are freshman roommates chosen? • Does the college provide housing for all 4 years? • Are the dorms quiet enough for studying? • Is it comfortable? Uncomfortable? Explain. • Could you imagine living here?	
Eat in the dining facility. • What kinds of dining facilities are on campus? • How is the food? • Can they meet your dietary restrictions (e.g., vegetarian, kosher)?	

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Visit activity centers, athletic and recreational facilities. • What kinds of facilities are on campus? • What recreational activities exist? • Are there studios for art, computers, dance, etc.?	
Visit the library. • Do students study there, or just use it for research? • Are there computers, copy machines, etc.?	
Visit the health center. • What health services does the college offer? • Do students find the health services helpful? Why or why not? • Is there a doctor and/or nurse available on campus?	
Talk to a career counselor. • How does the school assist students in finding work after college?	
Find out about accessibility for special needs. • What services are there for students with special needs? • Is the campus wheelchair accessible? • What kinds of services are there for the visually and hearing impaired?	
Talk to students about safety on campus. • Is there security in the dorms? • Are there security measures on campus for students walking around at night?	

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Academics/Faculty	
Sit in on a class. • How many students are in a lecture class? • Is the professor/teacher engaging? • Are students actively involved? • What did you like best about the class? Least?	
Talk to faculty members (professors or others). • Which programs is this school known for? • What is the most popular major? • Do professors teach most courses, or are they taught by teaching assistants? • How hard or easy is it to arrange time to talk to professors?	
Visit studios or labs (art studio, computer lab, TV production facilities). • Does the lab, studio, etc. have up-to-date equipment? • Are there knowledgeable people to provide assistance? • What are the hours of the lab, studio, etc.?	
Talk to someone in the Registrar's office. • How difficult is it to change your major? • Is there a student advisory program and how does it work? • How does freshman registration work? Will you get the classes you want?	

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Social Activities	
Talk to the students. • What do you do for fun? • What do you do on the weekend? • How important are fraternities and sororities to the social life on campus? • What role do team sports play in the social life here? • What extracurricular activities are there?	
Read the school newspaper and check out bulletin boards around campus. • What kinds of events are happening (e.g., concerts, shows, etc.)?	
Off-Campus Community	
Walk around the community, town, or city. • What types of cultural centers (i.e., museums, theaters) are there? • How can I get into town from campus? • How can I get around town?	
More Questions	

ADAPTED FROM: collegeboard.com "Campus Visit Checklist"; Campus Visits & College Interviews by Zola Dincin Schneider, The College Board, 2002; and eguidancecounselor.com "Questions to Ask."

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Reflecting on the College Visit

The BIG Idea

- How has the college visit affected my decision about going to college and my ideas about what I need or want from a postsecondary education?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Personal Reflection (10 minutes)

III. Following Up on College Questions (10 minutes)

IV. What I Want in a College (15 minutes)

V. Wrap Up (5 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 22, College Visit Reflection
  - Portfolio page 23, School Finder Results
  - Portfolio page 24, Your Search Criteria
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, School Finder Print Version
- ❑ Computers
- ❑ LCD projector

OBJECTIVES

During this lesson, the student(s) will:

- Reflect on their college visit.
- Learn how to find answers to college-related questions.
- Identify criteria important to them in a college or technical school.

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OVERVIEW

In this lesson, students reflect on their recent visit to a local college. They describe their overall reactions – what they found interesting and surprising, what they enjoyed most and least, and how the visit affects their postsecondary plans. As a follow up to the personal reflection, the Facilitator addresses their concerns and questions in a whole-class discussion. In addition to answering some questions/concerns directly, the Facilitator prompts students to brainstorm some of the many ways students may find answers to their questions. In preparation for future research, students consider what criteria are most important to them in a college or technical school and fill out a questionnaire on IHaveAPlanIowa.gov to find schools that fit their interests.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ For **Warm Up**, determine which students will work in pairs.
- ❑ For **Activity III: Following up on College Questions**, review the "personal" questions students submitted anonymously in the previous lesson. Categorize the questions by topic (e.g., roommate concerns, academic worries, etc.) for further discussion.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 23, School Finder Results**
  - **Portfolio page 24, Your Search Criteria**
- ❑ Make arrangements for the class to use the computer lab, and make sure the IHaveAPlanIowa.gov website is accessible from students' computers.
- ❑ If computer access is a problem at your school, make a class set of **Facilitator Resource 1, School Finder Print Version**. You will need to input each student's answers into the IHaveAPlanIowa.gov School Finder and print their list of resulting matches.

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BACKGROUND INFORMATION

Going to college is a big transition, and as with all life changes, students are bound to have plenty of concerns and questions. Providing direct answers to their questions is helpful, but what will benefit them even more is recognizing the many services that colleges offer, at all points of their college career – from before they even arrive until long after they graduate. Resources include, but are not limited to:

- **Academic assistance** from professors, writing centers, teaching assistants, study groups.
- **Residential services**, like resident advisors (RAs) who address non-academic issues, such as roommate concerns.
- **College counseling services** help students cope with stress, relationship problems, depression, and other personal issues.
- **Health centers** provide medical services related to illness and injury.
- **Religious centers** provide clergy members for students to talk to and organizations that hold services and sponsored activities.
- **Financial aid office** explains financial aid options and strategies.

IMPLEMENTATION OPTIONS

For the **Warm Up**, if working in pairs is not manageable in your classroom, have students work individually.

Student discussion is encouraged in this lesson, so don't feel obliged to adhere strictly to the time allotted for each activity step.

Students who did not attend the college visit can pair up with those who did during the warm up. While the students who attended the trip fill out their **Portfolio page 22, College Visit Reflection**, have the students who didn't attend the trip write down at least three other questions they had about either the trip or college in general. These questions should be collected and reviewed in class with the questions from last week.

For **Activity IV, What I Want in a College**, you may wish to choose local colleges as examples of various characteristics (setting, size, entrance difficulty, etc.).

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. [When students are settled, divide the class into pairs for this first activity.]

   SAY SOMETHING LIKE: I hope everyone enjoyed last week's visit to [insert name of local college visited]. We'll be spending the rest of the class talking about your reactions to the visit, and thinking about the ideas it's given you about your future college plans. To start, I'd like to spend a few minutes talking about what you learned on the college visit.

2. [Have students turn to **Portfolio pages 18-21, College Visit Planner**. If you collected students planners at the end of the college trip, distribute them to students. Display the **College Visit Planner** on the overhead or LCD projector. Go through each section students were supposed to focus on during the college visit, asking students what they learned from the questions listed. Have students who did not attend the college visit record their peers' answers on their Portfolio pages.]

3. [In addition you may want to ask students to share what they found most interesting and surprising. Jot their ideas on the board or chart paper.]

II. Personal Reflection (10 minutes)

1. [Refer students to **Portfolio page 22, College Visit Reflection.**]

   SAY SOMETHING LIKE: Now that we've discussed some of your reactions to the college visit, I'd like each of you to take a few minutes to reflect on your experience in writing.

   [Before students begin, read aloud each question on the handout, or have volunteers read them. Be sure they are clear on what each question is asking, for example, what's meant by an "overall impression" in question 1. Direct their attention to question 5, and note that you'll discuss their questions and concerns in the next activity. Circulate as students write, answering questions as needed and encouraging them to respond fully.]

III. Following Up on College Questions (10 minutes)

1. [This activity involves reviewing questions and concerns students submitted anonymously during the last lesson. You may include students' responses to question 5 of **Portfolio page 22, College Visit Reflection** in this discussion.]

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2. **SAY SOMETHING LIKE**: Deciding to go to college is a big and very exciting choice. With this decision comes many questions. I remember when I started college, I wondered if I could handle the workload and whether there was anyone to help me, should I need it. Upon researching, I discovered that my school provided academic support in the form of tutoring. The student tutors taught me how to take notes, study, and get through tons of reading. [NOTE: Please feel free to substitute your own example here.]

   During the college visit last week, you may have found answers to many of your questions. For those still unanswered, let's discuss them, and brainstorm ways to find answers.

3. [Discuss specific answers to a few questions. Then remind students of other ways they can get their questions answered. For example, their high school counselor is a good resource, as are the many support services available on college campuses – from resident advisors (RAs) to financial aid officers.]

4. [Invite students to brainstorm other ways they can find answers to questions. Jot their ideas on the chalkboard. Here are some things the list may include: college website, current college students, recent alumni from the school.]

5. **SAY SOMETHING LIKE**: It is natural to have questions as you begin your college investigation. In fact, the more visits you go on, and the more you learn, the more questions you will have. By starting the college process early, you have plenty of time to find answers to your questions.

IV. What I Want in a College (15 minutes)

1. **SAY SOMETHING LIKE**: When you think about college, do you picture yourself in a big city, or do you imagine being in a small town, where life focuses around the campus? Are you interested in a college that offers small, intimate classes, or is the idea of big lectures with many students more energizing to you? Maybe you want to go to a local college and live at home, or maybe you want to go away and live in a dorm? These are just a few of the many personal decisions you will make as you consider what kinds of colleges are just right for you. Thinking about these choices now will help you get ready for your college search during your junior and senior years.

2. **SAY SOMETHING LIKE:** IHaveAPlanIowa.gov is a great place to find colleges and universities that match your interests. Using the **School Finder** feature, you can answer a few questions on the site, and it'll give you a list of schools with the things you're looking for. So let's log on. [Note that students don't need to rule out a school they're

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interested in, just because it doesn't appear on their list.]

3. [Have students log on to www.IHaveAPlanIowa.gov.]

   [Ask them to click on the **College Planning** tab at the top of the page and then on the **Explore Schools** area. They should then click on the the **School Finder** button, and then on **School Type**, which is listed under Key Facts on the left side of the screen. Students should check off Bachelor's degree programs and Associate's degree programs before proceeding to the next section.

   Students can now select additional characteristics from the list of choices along the left side of the screen. As a class, walk the students through the list of characteristics one-by-one to be sure that they know what each characteristic means. Discuss the following questions below before students select their answers:

   - **LOCATION:** Tell students that they should consider the travel involved in going to schools far away from home. If students want to be able to go home for weekends, or for family members' birthdays, they may prefer to stay within their region. This does not mean that students should be discouraged from looking at colleges outside of their state or region, but students need to think about the pros and cons of a school's location. (Example, a student from Iowa City who wants to stay closer to home should check off either the Midwest or just Iowa.)
   - **SCHOOL SETTING:** Discuss the following vocabulary words below and explain each corresponding example.

     Major City: Major cities and towns are referred to as urban areas, or areas with of population of 300,000 or more. Des Moines is an example of an urban setting. Drake University is located in Des Moines , so it would be considered an urban campus. Urban schools generally do not have a lot of lawns or outdoor space, but they are closer to more shops and restaurants.

     - **Small/Medium City:** These cities and towns have a population of 75,000 to 299,999 within the metropolitan area. The area is approximately 15-25 miles in radius. Briar Cliff College in Sioux City, IA would be an example of a college within a small or medium city. These campuses are generally close to restaurants and shops, but still have campuses with green lawns and sports fields.
     - **Large Town:** These towns have a population of 25,000 to 74,999 within a ten mile radus of the town. Ashford University in Clinton, IA is an example of a school in a large town.
     - **Small Town:** These towns have a population of 5,000-24,999 within a

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5-mile radius of the town. Cornell College in Mount Vernon, IA is an example of a school in a small town.

- **Rural community:** an area far away from a city or large town and have a population under 5,000. This area is generally thought of as a country setting. Central College - Pella in Pella, IA and Divine Word College in Epworth, IA are both examples of rural campuses. Rural campuses are generally what students may think of when they envision a typical four-year college. Often you will find green lawns with plenty of space to toss a Frisbee or a football around. However, these schools are often very far from major cities, so students who are used to living in a big city may feel isolated at these schools.

- **SCHOOL SIZE:** To give the students a frame of reference between a very large, a large, and a medium school, discuss each examples for your region:
  - **Extra Small:**
    1. Allen College (IA): 462 Students
  - **Small:**
    1. Drake University (IA): 5,668 Students
    2. St. Ambrose University (IA): 3,794 Students
  - **Medium:**
    1. Bradley University (IL): 5,872 Students
  - **Large:**
    1. University of Northern Iowa (IA): 12,998 Students
  - **Extra Large:**
    1. Central Michigan University (MI): 27,225 Students
  - **Super-Sized:**
    1. University of Iowa (IA): 29,747 Students
    2. Iowa State University (IA) 26,856 Students
- **ENTRANCE DIFFICULTY:** Students do not need to understand the specific difference between each level of admissions difficulty, but some examples may be helpful. A school like Harvard or Princeton would be considered a "most selective" school. They are very competitive and generally only take students with extremely high grades. A school with a strong academic reputation like Grinnell College, Carleton College, or Cleveland Institute of Music would be considered a "Selective" school. If students seem unclear about which level to pick, tell them to leave all options blank.
- **TUITION:** Tell students that even though some colleges can be quite expensive, they should check "Does not matter" in answer to the tuition question. Explain that you shouldn't rule out an expensive school until you know what kind of financial help is available.

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- **PROGRAMS/MAJORS OFFERED:** If the students already know their favorite career cluster, they should click "Show Programs" next to the appropriate cluster. They can then choose the major that they are interested in. If students choose multiple majors, they can use the options at the bottom of the page to search for "Any" or "All" of the programs or majors that they have selected. If a student is undecided about what major they want to study, tell them to skip it.
- **SPECIAL ACADEMIC PROGRAMS:** Tell the students to skip this question unless they are familiar and interested in one of the options. For example, if a student knows that he wants to be in the ROTC: Air Force, then he should check that option off.
- **GENDER BALANCE:** Explain to the students that coeducational schools have both female and male students.
- **INTERCOLLEGIATE SPORTS:** Tell students that if they play a particular sport for a school or club team they should use the drop down boxes to select that sport and their gender. They can skip selecting a Division and Scholarships Available. They do not need to select sports they enjoy watching.
- **EXTRACURRICULAR ACTIVITIES:** Tell the students to skip this question unless they are familiar with and interested in one of the options. If a student is active in their theater department and wants to keep performing throughout high school and college, she should check off the Drama/Theater Group box.
  NOTE: If you are having your students complete the School Finder independently, tell them not to spend too much time on any question: They can always go back another time and revise their answers. Students can also choose to add any of the other characteristics listed, if time allows

[When students have finished entering there criteria, ask them to click on See Your Matching Schools. This button appears near the bottom of all of the criteria selection pages.]

[Show students how the following functions can be used.]

- If you have no (or not enough) exact matches, click on the button labeled **See All Schools.** This button is located below your list of schools or, if you have no schools on your list, below your search criteria. This will include schools that are not in Iowa.
- To help remember what influences your choices, you can review your search criteria at the top of the page.
- To see how closely a school matches your criteria, click **Compare Your Selections** to the right of the school name.
- If a school that the student hoped to see did not appear on the list, students can type the name of the school into the the search box in the upper right corner of the list.

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4. [Point out that their choices may change over the next two years, especially when they start to visit colleges, and that's okay. Remind them that starting now will help them down the road.]

5. [Give them about 10 minutes to review and complete the questions. Once they have a list of schools, ask students to print the search criteria and list of schools by clicking **Print This** in the upper right corner of the page. If printing is not available, ask students to record their list of schools on **Portfolio page 23, IHaveAPlanIowa.gov School Finder Results**. Students can record their search criteria on **Portfolio page 24, Your Search Criteria**. Note that the type of school will be two-year or four-year.]

6. [Tell students to save this search by scrolling down the page to the bottom of the list of search criteria (found on the left side of the page). They should enter a name for their search (for example, Local Nursing Programs or Large, Public Schools in Iowa) and then click **Save Your Current Search As**. They can review this search in the future by logging into the IHaveAPlanIowa.gov account and returning to the School Finder tool.]

V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Congratulations! You've taken the first important steps towards going to college. Although it may feel like a whirlwind of information, the great thing is you still have two years to figure it out! And, you *will* figure it out! Next year, when you begin a more in-depth college search, you will already know how to find answers to your questions and have ideas about what's most important to you in a college.

2. [Refresh students' memories about "The First in Family" video clips from last lesson, specifically how uncertain the kids interviewed were about going to college. Remind students that each of those kids ended up having a wonderful, positive college experience. Make the point that it is perfectly natural to have some level of uncertainty and nervousness—it's part of the process when you start something new.]

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Name: _____ Period: _____

School Finder

Directions: Circle your responses to the questions below. Answer each question thoughtfully. I will enter your answers on IHaveAPlanIowa.gov and you will get the results next week in class.

LOCATION

3. Where would you like to go for college?

(You can either underline the names of the states where you would like to attend school or CIRCLE the name of a region that interests you. **DEFINITION** of Region: an area of the country made up of several states.)

a. **West** [Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, Wyoming]
b. **Midwest** [Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, Wisconsin]
c. **Northeast** [Vermont, Pennsylvania, New Hampshire, New Jersey, New York, Maine, Rhode Island, Massachusetts, Connecticut]
d. **Southeast** [Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia]
e. **American Protectorates** [Guam, Puerto Rico, Virgin Islands]

SCHOOL TYPE

2. What type of college would you prefer?
   a. 2-year
   b. 4-year
   c. Does not matter

PUBLIC OR PRIVATE

1. Would you prefer to go to a public or private college?
   a. Public
   b. Private
   c. No preference

SCHOOL SETTING

4. What type of environment would you like to live in?
   a. Major City (major cities and towns)
   b. Small/Medium City

SOURCE: www.IHaveAPlanIowa.gov

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c. Large Town
d. Small Town
e. Rural Community (an area far away from a city or large town)
f. Does not matter

SCHOOL SIZE

9. What size school would you like to attend?
   a. Extra Small (Under 25,000 students)
   b. Small (2,500 - 5,000)
   c. Medium (5,000 - 10,000)
   d. Large (10,000 -15,000)
   e. Extra Large (15,000-20,000)
   f. Super-sized (Over 20,000 students)
   g. Does not matter

ENTRANCE DIFFICULTY

5. What level of selectivity are you looking for? (Selectivity covers the class rank, GPA, SAT scores and ACT scores of the incoming freshmen as well as the percentage of applicants who were accepted)
   a. Least Selective: virtually all applicants are accepted regardless of high school rank or test scores.
   b. Less Selective: most freshmen were not in the top 50% of their high school class. Up to 95% of applicants accepted.
   c. Selective: more than 75% of freshmen were in the top 50% of their high school class. 85% or fewer applicants accepted.
   d. More Selective: more than 50% of all freshmen were in the top 10% of their high school class. 60% or fewer applicants accepted.
   e. MostSelective: more than 75% of freshmen were in the top 10% of their high school class. Less than 30% of applicants accepted.
   f. Does not matter

TUITION

7. How much are you planning to spend in tuition? Just choose tuition for now, don't include room and board. Circle your answer.
   a. Less than $2,500 per year
   b. $2,500 - $5,000 per year
   c. $5,000 - $7,500 per year
   d. $7,500 - $10,000 per year
   e. $10,000-$15,000 per year
   f. $15,000-$20,000 per year
   g. Over $20,000
   h. Does Not Matter

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RESIDENCY

8. What is your state of residence? _____

PROGRAMS/MAJORS OFFERED

9. In the space below, write down the major you think you might be interested in studying at college. (Ex: biology, English, photography, accounting, carpentry, etc.)
If you are unsure, write Undecided.

_____

SPECIAL ACADEMIC PROGRAM OPTIONS

10. Which of the following special program options are important to you? (Circle all that interest you. If you are unfamiliar with all of the programs listed, skip this question.
NOTE: Additional options are on the next page.)
    a. Study Abroad
    b. Self Designed Majors
    c. Double Majors
    d. Dual Degrees
    e. Independent Study
    f. Accelerated Study
    g. Honors Program
    h. Phi Beta Kappa
    i. Pass/Fail Grading Option
    j. Internships
    k. Week-end College
    l. Distance Learning
    m. External Degree Program
    n. Washington Semester (American University)
    o. UN Semester
    p. Sea Semester
    q. American Studies Program
    r. Air Force ROTC
    s. Navy ROTC
    t. Army ROTC
    u. Does not matter

GENDER BALANCE

11. Would you prefer a student population that is...
    a. Coeducational (both men and women)
    b. Woman's College
    c. Men's College
    d. Primarily Women
    e. Primariy Men

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INTERCOLLEGIATE SPORTS

12. Circle the sport(s) that you currently play and would like to play in college.

Alpine Skiing	Men's	Women's
Archery	Men's	Women's
Badminton	Men's	Women's
Baseball	Men's	Women's
Basketball	Men's	Women's
Bowling	Men's	Women's
Boxing	Men's	Women's
Canoe and Kayak	Men's	Women's
Cheerleading	Men's	Women's
Crew	Men's	Women's
Cricket	Men's	Women's
Cross-Country Running	Men's	Women's
Curling	Men's	Women's
Cycling	Men's	Women's
Diving	Men's	Women's
Equestrian Sports	Men's	Women's
Fencing	Men's	Women's
Field Hockey	Men's	Women's
Figure Skating	Men's	Women's
Football	Men's	Women's
Golf	Men's	Women's
Gymnastics	Men's	Women's
Handball	Men's	Women's
Ice Hockey	Men's	Women's
Lacrosse	Men's	Women's
Lightweight Football	Men's	Women's
Martial Arts	Men's	Women's
Nordic Skiing	Men's	Women's
Polo	Men's	Women's
Racquetball	Men's	Women's
Riflery	Men's	Women's
Rodeo	Men's	Women's
Rugby	Men's	Women's
Sailing	Men's	Women's
Soccer	Men's	Women's

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Softball	Men's	Women's
Squash	Men's	Women's
Swimming	Men's	Women's
Tennis	Men's	Women's
Track and Field	Men's	Women's
Ultimate Frisbee	Men's	Women's
Volleyball	Men's	Women's
Water Polo	Men's	Women's
Water Skiing	Men's	Women's
Weight Lifting	Men's	Women's
Wheelchair Basketball	Men's	Women's
Wrestling	Men's	Women's

EXTRACURRICULAR ACTIVITIES

13. Which of the following do you want to be available on campus? (Circle all that interest you.)

a. Student Government
b. Literary Magazine
c. Radio Station
d. Honor Societies
e. Social Sororities
f. Minority Student Organizations
h. Student Newspaper
i. Yearbook
j. Television Station
k. Social Fraternities
l. Campus Based Religious Organization
m. International Student Organizations
n. Does not matter

STUDENT HOUSING

14. If you want to live on campus, what kind of housing are you interested in?

a. Coed dorms available(men and women)
b. Women's dorms available
c. Men's dorms available
d. Sorority housing available
e. Fraternity housing available
f. Single-student apartments
g. Married-student apartments
h. Special Housing for Disabled Students
i. Special Housing for International Students
j. Cooperative Housing Available

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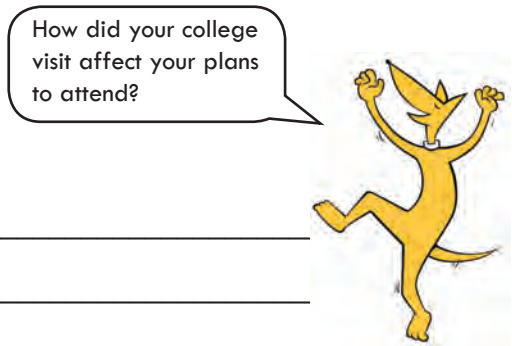

College Visit Reflection

Answer the following questions about your college visit.

Name of college: _____

Date visited: _____

1. What was your overall impression, or feeling, about this college? _____

2. Can you imagine yourself attending this college, or one like it? Why or why not? _____

3. What did you like best about this college? _____

4. What did you like least? _____

5. What would you like to know more about? _____

6. How will your visit affect your future plans? Will you apply to this college (or one like it)? Why or why not? _____

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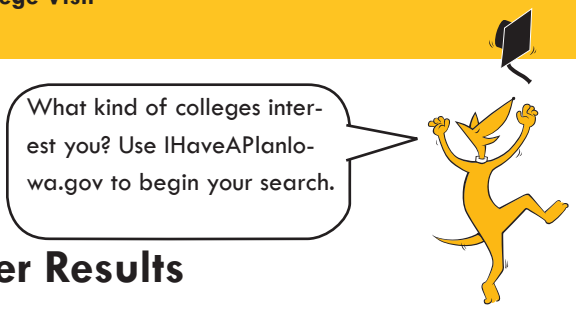

School Finder Results

Use the IHaveAPlanIowa.gov "School Finder" to find the Undergraduate Schools (2- and 4-year colleges) that meet your needs. On each page, check the kinds of things you prefer – public or private school, big or small. The School Finder will create a list of possible schools.

Print out your list and put it in your Portfolio, or copy your top choices here. An example has been done for you.

List **5 Schools** that were **exact** or **close to exact** matches:

Name of School	Type of School	City/State
Drake University	*4-year*	*Des Moines, IA*
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

List additional schools that interest you. You may include schools that were not on your list.

(Do not include any schools listed above.)

6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

THE SCHOOL I AM RESEARCHING IS:_____

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Your Search Criteria

To help you remember what influenced your choices, review your School Finder search criteria listed above your list of schools. Print out your list by clicking **Print This** in the upper right corner of the page and put it in your Portfolio, or copy your criteria below.

1. Location: (If you remember the region you selected, record just that name below.)

_____

2. School Type: _____

3. Public or Private: _____

4. Setting: _____

5. School Size: _____

6. Entrance Difficulty: _____

7. Tuition: _____

8. Special Academic Programs: _____

9. Gender Balance: _____

10. Extracurricular Activities: _____

11. Student Housing: _____

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The BIG Idea

- How will I pay for college?

AGENDA

Approx. 45 minutes

I. Warm Up: Quiz and Discussion (10 minutes)

II. Financial Aid Basics (10 minutes)

III. Scholarship Search (20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 25-27, Scholarship Search

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 128, College $: How Much Do You Know?
- Student Handbook pages 129-131, Financial Aid Basics

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, College $: How Much Do You Know? Answer Key

❑ Overhead Projector

❑ Chart paper and marker

OBJECTIVES

During this lesson, the student(s) will:

- Identify various types of financial aid.
- Understand the role of the FAFSA in applying for financial aid.
- Understand the need for information from parents/guardians to complete the FAFSA.
- Locate possible scholarships on IHaveAPlanIowa.gov, FastWeb, or the College Board website.

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OVERVIEW

This lesson builds on the enthusiasm generated by the college visit to reintroduce the topic of financial aid. Students test what they currently know, review vocabulary, and discuss where to go for more information as they get further along in the process. The function of the FAFSA is described, and students sign on to www.IHaveAPlanIowa.gov or FastWeb to explore scholarship options.

PREPARATION

- ❑ Coordinate with your school counselor to determine what programs the school has in place to make parents aware of financial aid options. Also, ask about state and local financial aid options (not covered in this lesson).
- ❑ Review "Funding Education Beyond High School: The Guide to Federal Student Aid," available as a PDF document at http://studentaid.ed.gov/students/publications/student_guide/index.html. This is a 58-page, user-friendly document that will help you provide answers to any questions your students might have. See pages 50 - 52 for a list of State Higher Education Agencies and note the correct phone number and website for your state.
- ❑ Visit www.collegeboard.com for the latest information on college costs and available financial aid, and update **Student Handbook page 129, Financial Aid Basics** accordingly.
- ❑ Make arrangements for the class to use the computer lab, and make sure that IHaveAPlanIowa.gov or the FastWeb website is accessible from students' computers.
- ❑ Create your own FastWeb account and familiarize yourself with the navigation of this website.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 128, College $: How Much Do You Know?**
  - **Portfolio pages 25-27, Scholarship Search**

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BACKGROUND INFORMATION

College is expensive. The average college costs (tuition and fees) for 2007-2008 were as follows:

- Private four-year schools: $25,143
- Public four-year schools: $6,585
- Public two-year schools: $2,402

Help is available. In 2007-2008, the federal government provided $83 billion in grants, work-study, and low-interest loans. About 2/3 of all full-time undergraduate students receive grant aid.

SOURCES: www.collegeboard.org, http://studentaid.ed.gov

The key to obtaining need-based aid is the FAFSA, the Free Application for Federal Student Aid. This form is used by the federal government, state governments, and individual colleges and universities to determine student need.

Students wishing to apply for merit-based financial aid must conduct a separate search for scholarships. This lesson discusses both.

VOCABULARY

Award letter: mailed from a college to a prospective student, states the amount and type of financial aid the school will provide if you take classes there.

Expected Family Contribution (EFC): the amount your family can afford to pay for college, as calculated on the FAFSA.

Free Application for Federal Student Aid (FAFSA): form that must be completed to receive federal financial aid. Determines how much financial help your family can be expected to contribute to your college education.

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Financial Aid: any type of assistance used to pay college costs.

Grant: also called gift aid, financial aid that doesn't have to be repaid. Comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Loan: financial aid that must be repaid.

Student Aid Report (SAR): e-mailed or mailed from the office of Federal Student Aid to the student after the FAFSA has been completed. Includes all the information you provided, as well as your Expected Family Contribution.

Scholarship: financial aid distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Work-Study Program: a federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

IMPLEMENTATION OPTIONS

Students without e-mail addresses may use the College Board college search tool (www.collegeboard.com) instead of IHaveAPlanIowa.gov or the FastWeb site.

In **Activity II: Financial Aid Basics**, you may wish to abbreviate the discussion of the FAFSA if students find it overwhelming. Key points:

- Completion of the FAFSA is needed for federal, state, and college need-based financial aid.
- Students complete this form during their senior year.
- Students need financial information from their parent or guardian to complete this form.
- Need-based aid is available for many kinds of postsecondary education, not just 4-year colleges.

If you think your students will need more time to complete their scholarship search, have students complete this research as homework. Be sure and go over the directions with the students, with

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particular attention to instructions on how to opt out of unwanted advertising. NOTE: You may choose to provide incentives to those students who bring their completed homework to next week's class.

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ACTIVITY STEPS

I. Warm Up: Quiz and Discussion (10 minutes)

1. [Have students turn to **Student Handbook page 128, College $: How Much Do You Know?** and complete the quiz independently.]

2. **SAY SOMETHING LIKE:** Now that so many of you are excited about going to college, I'd like to spend some time talking about what you can do to prepare. Of course you want to be ready academically. You also want to be ready financially. It's no secret that college isn't cheap – average tuition costs range from $2,402 for community college to $25,143 for a private 4-year college each year that you're in school. And some schools cost even more. [Reference the **Big Idea** on the board.]

   Where can you get that kind of money? This lesson will help answer that question. Financial Aid is the term used to describe assistance used to pay college costs. Let's review the quiz to see what you already know about this topic.

3. [Discuss the answers as described in **Facilitator Resource 1, College $: How Much Do You Know? Answer Key**.]

II. Financial Aid Basics (10 minutes)

1. **SAY SOMETHING LIKE:** Most of the work of investigating and applying for financial aid will take place during your junior and senior years of high school. Today's lesson will give you an idea of what that process will be like, and what you can do now to get a head start.

2. [Have students turn to **Student Handbook pages 129-131, Financial Aid Basics,** and read the answers to Questions 1 and 2. Draw a T-chart on the board or chart paper, and write "Financial Aid" above the chart. Ask students for the names of two kinds of financial aid and a description of each. Put "need-based" at the top of one column, and "merit-based" at the top of the other. Students may instead categorize financial aid as "free" vs. "needing to be paid back," which would also be legitimate.]

3. [Have students read the answer to Question 3 and list the three types of need-based financial aid (grants, work-study programs, and loans) under that heading on the chart. Ask students to identify which of these types of aid do not need to be paid back. Allow students to respond and then circle grants and work-study, stressing to students

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that both of these do not need to be repaid. In essence, they are free money for school.]

4. [Read and discuss the process of completing the FAFSA, as described in Question 4, including all of the bulleted items.]

5. [Write the phone number and web address of your State Higher Education Agency on the board, and have students copy this information in the spaces at the bottom of **Student Handbook page 131**.]

III. Scholarship Search (20 minutes)

1. **SAY SOMETHING LIKE:** The FAFSA is the key to need-based financial aid, which includes government grants, loans, and work-study programs. You will also want to investigate scholarships – money awarded for your talents, such as good academic or sports performance. You must apply for scholarships separately. They are not part of the FAFSA. [Return to the t-chart, and write "scholarships" under "merit-based." Have students name scholarships they remember from last year's Financial Aid lesson. Reinforce the idea that scholarships do not need to be paid back (free money).]

   Last year, you were invited to investigate scholarships as a homework assignment. Today, you'll have the opportunity to continue this research during class. Let's log on to the FastWeb website together.

2. [Have students turn to **Portfolio pages 25-27**, **Scholarship Search**. Write the web address: www.IHaveAPlanIowa.gov on the board and review the instructions for signing in. Alternatively, you may write www.fastweb.com and review the instructions for creating an account. (Continue with the written note.) NOTE: Students may prefer to use the collegeboard.com or scholarships.com site. The collegeboard.com site does not require an email address.]

3. **SAY SOMETHING LIKE:** This form provides a place for you to keep track of your research and evaluate whether a scholarship is a good match for your talents and skills. [Show the "Bridgestone Firestone Safety Scholars Video Contest" example, which comes from a FastWeb entry. Note that three awards will be given, and ask students whether this would be a scholarship they'd want to try for. Things to consider might be the level of competition, the amount of time they have available to work on the project, and whether or not they enjoyed and were successful at the Ad Apprentice project in ninth grade. These ideas belong in the "How Well Do I Meet the Qualifications?"

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column on the right.]

4. **SAY SOMETHING LIKE:** You may take the next 10 minutes to investigate at least 3 scholarship opportunities. Then we'll get back together as a class and talk about what you found.

IV. Wrap Up (5 minutes)

1. [Reconvene the class and discuss the following questions:
   - Who found a scholarship that seemed like a good match for them? Explain.
   - Who found a scholarship that they thought they were not likely to get? Explain.
   - What can you do now to help find the money you'll need for college?]

2. [Have students review the items under Question 6 of **Student Handbook pages 129-131, Financial Aid Basics,** and take all three pages home to share with their parents.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Education After High School skills.

EDUCATION AFTER HIGH SCHOOL

I can …

Compare the pros and cons of various postsecondary options.	❑ not at all	❑ somewhat	❑ very well
List some of the steps necessary to apply to college.	❑ not at all	❑ somewhat	❑ very well
Identify a variety of different places where I can get more information about college.	❑ not at all	❑ somewhat	❑ very well
Set short-term goals to improve the chances of getting into college later down the road.	❑ not at all	❑ somewhat	❑ very well
Identify high school courses that fit my college and career goals.	❑ not at all	❑ somewhat	❑ very well
See the value of a college visit.	❑ not at all	❑ somewhat	❑ very well
Identify the various types of financial aid available for college.	❑ not at all	❑ somewhat	❑ very well

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College $: How Much Do You Know? Answer Key

You've visited a college and are thinking about attending. Now you just have to figure out how to pay for it. Take this quiz to see how much you already know about financial aid. Circle the correct answer for each question.

1. Which of the following sources of financial aid must be paid back?
   - a Grants
   - b Scholarships
   - c Work-study programs
   - **d Loans**

   Of the three need-based sources of financial aid mentioned in Financial Aid Basics Question 3, only loans must be repaid. Scholarships (merit-based financial aid) need not be repaid.

2. Which of the following is NOT a good strategy for making college affordable?
   - **a Pick the cheapest college you can find.**
   - b Attend community college for 2 years, then transfer to a more expensive 4-year college.
   - c Investigate the financial aid available at schools you're interested in attending.

   As described in Financial Aid Basics Question 1, most students receive some kind of financial assistance. Students should choose schools based on the "fit" of the program, then investigate whether they can be made affordable. Beginning at a community college may also be a good option.

3. What is the purpose of the FAFSA?
   - a To identify talented students.
   - **b To determine a family's need for financial aid.**
   - c To make sure people who hate paperwork don't attend college.

   The FAFSA only addresses need-based aid, so A is incorrect.

4. Who of the following must participate in the financial aid process?
   - a Your favorite teacher.

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b Your richest relative.

c Your biological or adoptive parent.

d Nobody but you. (You can do this on your own.)

The FAFSA requires financial information about parents as well as student applicants, as explained in Question 4, bulleted item 2. The Guide to Federal Student Aid describes "dependent" vs. "independent" status, as well as whose income must be reported in blended families.

5. Which of the following is a good source of information about financial aid?

a Your school counselor.

b The financial aid staff at the college of your choice.

c http://studentaid.ed.gov/students/publications/student_guide/index.html

d All of the above.

The referenced publication is the U.S. Department of Education's official guide to Federal Student Aid.

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College $: How Much Do You Know?

You've visited a college and are thinking about attending. Now you just have to figure out how to pay for it. Take this quiz to see how much you already know about financial aid. Circle the correct answer for each question.

1. Which of the following sources of financial aid must be paid back?
   - a Grants
   - b Scholarships
   - c Work-study programs
   - d Loans

2. Which of the following is NOT a good strategy for making college affordable?
   - a Pick the cheapest college you can find.
   - b Attend community college for 2 years, then transfer to a more expensive 4-year college.
   - c Investigate the financial aid available at schools you're interested in attending.

3. What is the purpose of the FAFSA?
   - a To identify talented students.
   - b To determine a family's need for financial aid.
   - c To make sure people who hate paperwork don't attend college.

4. Who of the following must participate in the financial aid process?
   - a Your favorite teacher.
   - b Your richest relative.
   - c Your biological or adoptive parent.
   - d Nobody but you. (You can do this on your own.)

5. Which of the following is a good source of information about financial aid?
   - a Your school counselor.
   - b The financial aid staff at the college of your choice.
   - c http://studentaid.ed.gov/students/publications/student_guide/index.html
   - d All of the above.

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Financial Aid Basics

1) How much does college cost?

College costs vary, depending on where you go to school. Here are the average costs (tuition and fees) for one year of college in 2008-2009. Room and board is not included in this amount.

- Private four-year schools: $25,143
- Public four-year schools: $6,585
- Public two-year schools: $2,402

Remember that "average" means that some colleges cost more than the amounts shown, and some cost less.

Most students don't pay the full cost of college themselves. Many receive assistance from the U.S. government, their state government, or the college they attend. Assistance that helps pay for college is called **Financial Aid**.

2) How can I get help paying for college?

Financial Aid can be "merit-based," which means you receive financial assistance because of skills or talent you offer the school. Examples of "merit-based" financial aid are **Scholarships** for outstanding grades or sports ability.

"Need-based" financial aid is assistance you receive based on your family's ability to pay. In 2007, the federal government distributed 83 billion dollars to help pay for the cost of college. This financial aid helped about 10 million students.

3) What are the different types of need-based financial aid?

- **Grants** – funds given to students that don't have to be repaid
- **Work-study programs** – provide students with part-time employment, often on campus, to help meet their financial needs
- **Loans** – financial aid that must be repaid

4) What is the FAFSA, and why do I need to complete it?

The FAFSA is the **Free Application for Federal Student Aid**, and it's your ticket to need-based financial aid programs. You'll need to complete it to get federal (U.S.) grants, work-study, and loans for college. Financial aid from state programs (like IA) and individual colleges (like 2. Iowa State University in Ames, IA) is also based on information provided on the FAFSA.

Note that this application is free. Be careful of companies who ask you to pay for help with financial aid. Students and families lose millions of dollars every year to scholarship scams!

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- **When do I complete the FAFSA?**
  During your senior year of high school. (Roads to Success will devote several classes to helping you with this application.)

- **What papers will I need to complete the FAFSA?**
  You need your own financial records, plus financial records from your parents:
  - ❍ social security numbers
  - ❍ income tax returns (for the year in which you are applying)
  - ❍ W-2 forms (These show how much money you were paid, and how much tax was deducted from your paycheck.)
  - ❍ bank statements
  - ❍ investment records
  - ❍ other assets (home mortgage or business)

- **Why do I need to provide so much financial information?**
  The FAFSA is designed to determine how much your family could reasonably be expected to contribute to your college education. This amount is called the **Expected Family Contribution (EFC)**. The FAFSA helps make sure financial aid goes to the families who need it most.

- **Should I complete the FAFSA even if I think my parents make too much money to qualify for financial aid?**
  Definitely! The FAFSA takes all kinds of expenses into consideration, like how many other family members are in college.

- **What educational programs qualify for federal financial aid?**
  Federal financial aid isn't limited to four-year schools. Help is available for tech schools and community colleges, too. Be sure and check with your school to see if the program you're interested in qualifies.

- **What happens once the FAFSA has been completed?**
  You'll receive a **Student Aid Report (SAR)** that includes all the info you've reported. If you've provided all the needed information, your SAR will also include your Expected Family Contribution (EFC).

  Your SAR will be sent to colleges you've listed on the FAFSA. If you're eligible for financial aid, you'll receive an **award letter** from the college that describes the aid you'll receive.

5) How can I find out about financial aid that isn't related to "need"?

Visit websites to find scholarships that may interest you.

- www.IHaveAPlanIowa.gov
- www.fastweb.com

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- www.collegeboard.com
- www.scholarships.com

6) What else can I do right away?

- Talk to your parent or guardian about your college plans. Share what you know about financial aid.

- Talk to your school counselor or the financial aid staff at the college you're thinking of attending.

- Learn more about federal financial aid:
  - ❍ http://studentaid.ed.gov/students/publications/student_guide/index.html. This 58-page document from the Department of Education's office of Financial Aid answers questions you didn't even know you had.

- Use the FAFSA4caster to estimate how much financial aid you might be eligible for:
  - ❍ www.fafsa4caster.ed.gov This is a good project to work on with your parent. You'll need their financial information as well as your own, and it takes about a half hour to complete.

- Learn more about financial aid available from your state:
  - ❍ State Higher Education Agency website: _____
  - ❍ State Higher Education Agency phone #: _____

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Scholarship Search

Log on to IHaveAPlanIowa.gov or on to Fastweb.com and find out what scholarships are available to you. Choose 3 scholarship options, and fill in the chart using the web information for each. If you do not have an e-mail address, you can search for scholarships using www.collegeboard.com. You can also search for scholarships on the website www.scholarships.com.

Directions for Using IHaveAPlanIowa.gov

1. Type www.IHaveAPlanIowa.gov in your browser's address space.

2. Log in to IHaveAPlanIowa.gov by entering your Account ID and password in the spaces in the upper right corner of the screen.

3. Click on the **Financial Aid Planning** tab and then on the **Find Scholarships** section.

4. Scroll down to the bottom of the page and click on **Scholarship Finder.**

5. Read the instructions beneath Your Scholarship Profile.

6. Build Your Scholarship Profile by clicking **Add/Change** next to any of the criteria listed on the left side of the page.

7. Once you have finished adding or changing your criteria, click **See Matching Scholarships** at the bottom of the page and review the list of scholarships that you may apply for. Choose three that seem most interesting to you. If you do not have a large enough scholarship list, you can click **Back to Your Scholarship Profile** at the bottom of your scholarship list to add or change your criteria.

8. Fill out the chart on **Portfolio page 27, Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using Fast Web

1. In order to use FastWeb, type www.fastweb.com into your browser's address space. You should click on the red button that says **Join Today**.

2. Enter your e-mail address and create a password for the website. This website will ask you for personal information, which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Fastweb's sponsors. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.

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3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.

4. Fill out the chart **on page 27** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using College Board

1. In order to use College Board, type www.colllegeboard.com into your browser's address space. You should click on the button that says **For Students**.

2. Click on the green button on the right labeled, **Pay for College** and then click on the link labeled **Scholarship Search**. Half-way down the page you will see arrow with the word **Start** next to it. Click on it.

3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.

4. Fill out the chart based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

Directions for Using Scholarships.com

1. In order to use Scholarships.com, type www.scholarships.com into your browser's address space. You should click on the blue button that says **Search For Scholarships**.

2. Fill in your school year, birthday, and zip code. Then enter your e-mail address and create a password for the website. Once you have entered in this information, click the **Continue** button.

3. This website will ask you for personal information which is how they will figure out which scholarships match your talents, so make sure that you answer accurately. At the bottom of each page there is an option to check whether or not you want to receive promotional e-mails from Scholarships.com's sponsors or schools. If you check **Yes**, you will receive ads on a regular basis. If you click **No**, promotional e-mails will not be sent to your inbox.

3. Once you have finished answering the questions, you will be provided with a large list of scholarships that you may apply for. Choose three that seem most interesting to you.

4. Fill out the chart on **Portfolio page 27**, **My Scholarships** based on the three scholarships you've chosen. (An example has been completed for you.) Finally, answer the questions at the bottom of the page.

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My Scholarships

Name and amount of scholarship	Who is eligible?	Application process	How many scholarships will be awarded?	How well do I meet the qualifications?
Bridgestone Firestone Safety Scholars Video Contest	Full-time students, ages 16 to 21	create an original video about auto safety, 25 to 55 seconds in length	3, maximum award will be $5000	

1. Has reading about your scholarship options made you more or less comfortable paying for college? Why?

_____

_____

2 . What could you do to improve your chances of receiving a scholarship or financial aid?

_____

_____

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UNIT

6

MONEY MATTERS

Lesson Descriptions

Money Matters 1: Setting a Budget
How can budgeting now help me make a big purchase later?

Money Matters 2: Take it to the Bank!
Why should I have a bank account and how do I use one?

Money Matters 3: Keeping Track of Your Money
How can I keep track of the money in my checking account?

Money Matters 4: Using Credit Cards with Care
What are the advantages and risks of using credit cards?

Money Matters 5: Before You Sign: Contracts
What are some important things to consider before signing a contract?

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PLANNING PYRAMID

GRADE 10, Unit 6, Money Matters

Some Students Will:

- Use a budget as a guide when considering purchases.

Most Students Will:

- Recognize the need for savings in case of an emergency.
- Given a weekly income, figure out net pay, set aside money for college, and create a budget for the remaining money.
- Identify things to consider when purchasing a cell phone plan.
- Understand that credit card companies charge fees for late payments and interest if the balance isn't paid in full each month.
- Understand that people with poor credit reports may have to pay higher rates for credit cards, car loans, and mortgages.
- Use a check register to record deposits and checks.
- Identify credits, debits, and the account balance in an online bank statement.

All Students Will:

- Recognize the need to plan ahead when saving money for college expenses.
- Understand that money charged to a credit card must be paid back.
- Understand the purpose of a check, and know how to write one.
- Understand the importance of knowing how much money you have in your checking account.
- Understand that a cell phone contract may contain hidden charges beyond the advertised monthly price.
- Understand that potential employers and lenders have access to credit reports.

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ROADS to SUCCESS

Grade 10 Money Matters

Family Newsletter

Managing Money

A part-time job can give your child a new sense of financial freedom. It may be the first time that he has his own money and choices about how to spend it. This is a great time to show him how to make smart money decisions. Here are some ideas about where to begin:

Budgeting Basics:
Help your child develop a budget to save and spend wisely. Talk with her to figure out what her big goals are. If she wants to save for a computer or for college, help her figure out a reasonable amount to set aside each week to reach her goal. While saving needs to be a priority, some money should be left over for fun.

Keeping Track of Your Money:
Students interested in open-

ing savings and checking accounts will need to know how to keep track of deposits and withdrawals. Show your child how you keep track of this information using savings passbooks, check registers, or online banking.

The Real Costs of Credit:
Credit cards can be useful tools for managing money, but their misuse can cause financial hardship. Explain how credit cards work and what happens if a customer doesn't pay a bill on time. Let your child know that finance charges and late fees can cause consumers to spend a lot more on products than they originally cost.

Resources:
For more information, check out these websites:

- www.360financialliteracy.org
- www.practicalmoneyskills.com

Grade by Grade

In tenth grade, students in Roads to Success participate in five real-life lessons on managing money. In this unit students take on the role of a high school senior preparing for life after graduation. Here is what they will learn:

- **Budgeting:** Students calculate their take-home income from a summer job, then create a budget that allows them to save for college with money left over for day-to-day expenses.
- **Banking:** Students examine the difference between a savings and a checking account. They practice using a checkbook register and analyzing online bank statements.
- **Credit Cards:** After examining the dangers of credit card debt for recent college graduates, students learn about the advantages and disadvantages of credit cards.
- **Contracts:** Students examine cell phone plans to identify best values and hidden costs.

Roads to Success is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org

Did you know?
An $8,000 credit card debt, at a rate of 18% interest, will take over 18 years to pay off and cost more than $27,000 if you pay only the minimum amount of $125 each month.

http://www.practicalmoney-skills.com (online calculator)

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Setting a Budget

The BIG Idea

- How can budgeting now help me make a big purchase later?

AGENDA

Approx. 45 minutes

I. Warm Up: Imagine This… (5 minutes)

II. Summer Income, Savings and Expenses (15 minutes)

III. Summer Budget: Does it Add Up? (10 minutes)

IV. Saving for the Unexpected (10 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 132, This Is Your Life
- Student Handbook page 133, Income Worksheet
- Student Handbook page 134, Weekly Expenses Worksheet

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Chance Cards (one card for every two students)
- Facilitator Resource 2, Income Worksheet Answer Key

❑ Calculators (one per student)

❑ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Based on a fictional scenario, determine how to set aside $1000 for college expenses in the fall.
- Determine their summer expenses, including what they will need to cover transportation, food, entertainment, and clothing.
- Develop and revise a budget based on their expected incomes and expenses.
- Modify their budgets to handle unexpected expenses.

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OVERVIEW

In this lesson, students will begin a unit on Money Matters in which they'll explore important financial tools and concepts, like budgets, deductions and bank accounts. Throughout this unit, they will be following a fictional scenario in which they are high school seniors who have been accepted to college in the fall, and will be busy with a full-time job over the summer. In this lesson, they're setting a summer budget that will allow them to put aside $1000 for college expenses. They'll determine their summer income, learn about the percentage of income that's subtracted for taxes, and understand the difference between their gross and net incomes. Students will determine if their income will cover their summer expenses, such as transportation, food and entertainment. Finally, they'll be given a "chance card" with an unexpected expense, and consider why it's important to set aside some extra savings when developing a budget.

PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 132, This Is Your Life**
  - **Student Handbook page 133, Income Worksheet**
  - **Student Handbook page 134, Weekly Expenses Worksheet**
- ❑ Print out **Facilitator Resource 1, Chance Cards** and cut out the individual cards. **Note**: You will need to print this page twice to provide one card for each pair of students.
- ❑ For **Activity I, Warm Up: Imagine This...,** write the following three questions on chart paper before you teach this lesson.
  a. How much will I need to set aside for college each week?
  b. How will I spend the remaining money?
  c. How can I plan for unexpected expenses?

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VOCABULARY

Budget: a plan that helps people track spending so they can get the things they need and want without running out of money

Income: the money you have coming in

Deductions: money taken out of your income for taxes

Expenses: what you spend money on

Gross income: the money you earn *before* taxes are taken out

Net income: your "take home" pay or paycheck amount; the money you earn *after* taxes are taken out

IMPLEMENTATION OPTIONS

In **Activity III, Summer Budget: Does It Add Up?,** students may need to see an example of how to make their budget. You may wish to model this for the class in the column marked "1st Try," making sure to list expenses that total more than $96.

In **Activity IV, Saving For the Unexpected,** you may change the scenarios to better fit your students' interests and costs in your area.

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ACTIVITY STEPS

I. Warm Up: Imagine This… (5 minutes)

1. **SAY SOMETHING LIKE**: Welcome, everybody. This is the first week of a new unit called "Money Matters." In this unit, you're going to learn all about money – how to keep track of what you earn, how to save it, and how to spend it wisely. Throughout the unit, you're going to take on a new persona. You're going to imagine you're not sophomores, but high school seniors. As seniors, you'll have some important financial decisions and plans to make, which you'll be doing throughout this unit. For example: How can you plan a budget to save money for the future? How do you keep your money safe and secure? How do you keep track of your money once it's in the bank? What's the best way to choose – and use – credit cards? If you decide to use your money for a cell phone plan, how do you review a contract to make sure it's in your best interest? As you answer these questions, you'll learn about banks; checking and savings accounts; ATMs and online banking; credit cards, and contracts.

2. [Hand out copies of **Student Handbook page 132, This is Your Life.** Have a volunteer read this aloud to the class. Encourage students to listen closely, as they'll need this information in the lesson:

   > You're a senior in high school. It's March and you've been accepted to college. Your family has agreed to pay for some of the tuition, and you're working out a good financial aid package, too. However, you realize you're still going to need about $1000 a semester – or $2000 total – to cover some important expenses, like books and daily living costs like laundry, school supplies, and an occasional pizza out with friends. You know that if money gets tight, there are plenty of work opportunities on campus, but you really want to have this money saved before you begin school.
   >
   > Lucky for you, you already have a great after-school job, and your boss has promised you full-time work over the summer. You've figured out you can save about $80 a week in your part-time job until school's out. By the end of May, you'll have put $1000 aside for your college fund. That means you'll need to save $1000 during June, July and August to make your goal of $2000.]

3. **SAY SOMETHING LIKE:** Any questions so far? Okay, now it's time to figure out your budget for the summer. (Display the following three questions on chart paper.)

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There are three questions you need to answer:

- How much will I need to set aside for college each week?
- How will I spend the remaining money?
- How can I plan for unexpected expenses?

That's the goal for today's lesson.

II. Summer Income, Savings and Expenses (15 minutes)

1. **SAY SOMETHING LIKE**: Okay, we know we'll have $1000 saved from our after-school job, so we need to save $1000 to meet our goal of $2000 for our college fund. If we're working for 10 weeks over the summer, how much do we need to save each week to save an additional $1000? ($100 a week)

   The next step is to figure out a weekly budget to see how we're going to save that money and cover our other summer expenses. What's the next thing we need to determine before we can figure out this budget? (Figure out how much we're going to make each week.) Let's do this together. Please turn to your **Student Handbook page 133, Income Worksheet**.

   [Project a transparency of **Student Handbook page 133, Income Worksheet** for the class to see.]

2. [As a class, review the details for the full-time job on the **Income Worksheet**. Then work together to calculate the "Weekly Gross Income."]

   SAY SOMETHING LIKE: Now you might be thinking that every week, your paycheck will be $290. But in reality, your gross weekly income is different from your take home pay, or your paycheck, because money is deducted, or taken out, of every paycheck you earn. These are called **deductions**. Does anyone know what deductions pay for?

   That's right — taxes. The main taxes deducted from your paycheck are federal income tax, state and local income tax, and Social Security tax. Federal, state, and local income taxes pay for things like roads, the military, schools, parks, and police and fire services. Social Security tax helps pay benefits to people who are disabled or retired.

3. **SAY SOMETHING LIKE**: On this worksheet, we're estimating that about 30% is deducted from your paycheck. However, this amount may vary, depending on different

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factors like where you live, how much you make, and how many people are financially dependent on you, such as children.

4. **SAY SOMETHING LIKE:** Let's figure out your actual paycheck if 30% is deducted for taxes. We determined that our **gross weekly income**, or the money you earn before taxes are taken out, is $290. Your taxes are based on your gross income.

5. **SAY SOMETHING LIKE:** Now let's figure out your deductions. If 30% is deducted for taxes, you can calculate the deductions by multiplying your gross income by 30% or 0.3. Use your calculators to see what the deductions would be.

   [On the transparency, write $87 next to line B, Deductions.]

   Note: If you aren't earning a full-time, year-round salary, you may get some of this money back as a tax refund in the spring by filing an Income Tax Return.

6. **SAY SOMETHING LIKE**: So how much money will be in your paycheck? Subtract your deductions from the **gross weekly income**. What's left is your **net weekly income**. Use your calculators to see what the net weekly income would be.

   [On the transparency, write $203 next to line C, Net Weekly Income.]

   Are you surprised at the difference between your salary and what you actually get to take home?

7. **SAY SOMETHING LIKE:** Now let's figure out how much of that paycheck we'll have left over after we set some aside for our college fund. Remember, we need to save $1000 over 10 weeks. So how much are we setting aside each week for our college fund? ($100 a week)

   [Write this in on line D, "Weekly Savings for College Fund."]

8. **SAY SOMETHING LIKE**: How much is left over for other expenses – or maybe a little extra savings?

   [Model how to subtract the Weekly Savings for College Fund (line D) from Net Weekly Income (line C), and write $103 on line E.]

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III. Summer Budget: Does It Add Up? (10 minutes)

1. **SAY SOMETHING LIKE**: Will this be enough to cover our expenses? Let's find out! Now I'd like you to turn to your **Student Handbook page 134, Weekly Expenses Worksheet.** This is where you'll figure out your weekly summer spending. Take a moment to think about how much you'll need to spend each week in each category. Write the amount next to each category in the column "First Try," then total your weekly spending. Look back at your Net Weekly Income on your **Income Worksheet**. Will you have enough to cover those expenses? (Are your total expenses less than $103?) If not, try reworking your expenses in the next column under "Second Try."

IV. Saving for the Unexpected (10 minutes)

1. **SAY SOMETHING LIKE**: If you had money left over, who would spend it on something extra? [Show of hands.] Who would put it into savings? [Show of hands.] Why are savings important? [Allow students to respond. Then explain that savings help cover unexpected expenses, which are bound to happen to you no matter how carefully you budget.]

2. **SAY SOMETHING LIKE**: After all, just like you can't predict what happens in life, you can't predict what expenses might pop up. I'd like each of you to partner with the person sitting next to you. I'm going to hand each pair a "chance card" with one of these unexpected expenses. Don't focus on what expense you were given or its cost. Instead, just think about how you can adjust your budget to cover this expense.

3. [Hand out **Facilitator Resource 1, Chance Cards**, one to each pair.]

4. **SAY SOMETHING LIKE**: If you don't have a little extra savings, how will you handle this expense?

5. [Have partners discuss strategies for covering the extra expense, then share their ideas with the group.]

6. **SAY SOMETHING LIKE**: Suppose you had been setting aside $15 a week for emergencies. How many weeks would it take to save for this expense? What expenses would you cut from your weekly budget to make this possible?

7. [Have students use the third column on their **Weekly Expenses Worksheet**, "Saving for Emergencies," to refigure their budgets, allowing $15 a week for savings.]

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V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Who felt like you could handle your expenses, save for your college fund, and put a little extra into savings for the unexpected?

   If you felt like you just couldn't cover your expenses in real life, what are some things you could do? (Cut back expenses, get another job – or a better-paying job)

2. **SAY SOMETHING LIKE**: Why is it important to set a budget? Why does it help to set a goal when creating a budget? What if you decided to spend as much money as you wanted in the first part of the summer, then start saving later in the summer?

3. **SAY SOMETHING LIKE**: This was a great start to our "money matters" unit. Next week, we're going to talk about what to do with the money you're saving for college. How do you keep it safe and secure over the summer? As you probably guessed, next week is all about choosing a bank account that's right for you.

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Chance Cards

Congratulations, graduates! You and a few friends host a graduation cookout. But burgers and soft drinks aren't free. Expense: $125	Oops, sorry bro. You had a fender bender in your brother's car. You promise to pay for the damage. Expense: $200
Did someone say THEME PARK? Your friends are going on a daytrip to a theme park on Saturday and you don't want to miss it. Expense: $50	Who ever heard of lab fees? You just found out your fall semester chemistry class is going to cost a little more. Expense: $150
Ah….CHOO! Your nose is running, your head is throbbing, and you can't stop sneezing. Take a day off work. Expense: $40 (deduction of one day's pay)	What are best friends for? You help your friend move to college, which takes a little extra gas money this week. Expense: $50
A new school, a new you. You get a cool new haircut before summer's out. Expense: $40	Dorm room design 101 You talk to your new roommate and decide on matching sheets and comforters. Expense: $50
Need tunes to study? You find the perfect portable stereo for your dorm room. Expense: $100	Happy 4th of July! The local July 4th Festival is this weekend, and you need cash for rides, tickets and food. Expense: $20
Happy Birthday! Your friend's birthday is coming up, and you know just what she wants. Expense: $15	Go, State! You spot a cool sweatshirt for your new university — on sale. Expense: $20

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Income Worksheet
(Answer Key)

Use this worksheet to figure out how much money you'll take home each week, and how much you'll have left to spend after putting money into your college fund.

Details for Full-Time Summer Job

Pay: $7.25/hour

Hours: 40/week

Work weeks (June — August): 10 weeks

Weekly Income

A) Gross Weekly Income (hourly rate X total weekly hours)	$ 290
B) Deductions (30% of A)	$ 87
C) Net Weekly Income (A – B = C)	$ 203

Available Money for Savings and Expenses

D) Weekly Savings for College Fund ($1000 / 10 weeks)	$ 100
E) Weekly Spending Money (C – D = E)	$ 103

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This is Your Life

For the next few weeks, our class will be participating in a new unit called "Money Matters." Throughout this unit, you will imagine yourself in the following situation:

> You're a senior in high school. It's March and you've been accepted to college. Your family has agreed to pay for some of the tuition, and you're working out a good financial aid package, too. However, you realize you're still going to need about $1000 a semester — or $2000 total — to cover some important expenses, like books and daily living costs like laundry, school supplies, and an occasional pizza out with friends. You know that if money gets tight, there are plenty of work opportunities on campus, but you really want to have this money saved before you begin school.
>
> Lucky for you, you already have a great after-school job, and your boss has promised you full-time work over the summer. You've figured out you can save about $80 a week in your part-time job until school's out. By the end of May, you'll have put $1000 aside for your college fund. That means you'll need to save $1000 during June, July, and August to make your goal of $2000.

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Income Worksheet

Use this worksheet to figure out how much money you'll take home each week, and how much you'll have left to spend after putting money into your college fund.

Details for Full-Time Summer Job

Pay: $7.25/hour

Hours: 40/week

Work weeks (June — August): 10 weeks

Weekly Income

A) Gross Weekly Income $_____
(hourly rate X total weekly hours)

B) Deductions $_____
(30% of A)

C) Net Weekly Income $_____
(A – B = C)

Available Money for Savings and Expenses

D) Weekly Savings for College Fund $_____
($1000 / 10 weeks)

E) Weekly Spending Money $_____
(C – D = E)

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Weekly Expenses Worksheet

Use this worksheet to figure out your expenses each week. Think about how you'll get to work, what you'll eat for lunch, what you'll do in your free time, and the extras you might buy for college.

Possible Expenses (For each category below, pick one of the three options. Then record the value into your budget below.)

Transportation	Car = $30.00/wk (leave 15 min. before work),	Carpool or Subway = $20.00/wk (leave 45 minutes before work)	Bicycle or Walk = $0.00 (leave 90 minutes before work)
Food	Eat out with co-workers= $7.00/day	Buy lunch from work cafeteria = $3.00/ day	Carry packed lunch = $1.00/day
Entertainment	Go with friends to a movie, popcorn and soda = $20.00/wk	Go bowling or play video games at an arcade = $10.00/wk	Rent movie and have friend over = $5.00 / wk.
Clothing	Buy Name Brand= $40.00	Shop at The Gap = $25.00	Shop at Wal-Mart = $15.00

Expense Details	1st Try	2nd Try	Saving for Emergencies
Transportation	$_____	$_____	$_____
Food	$_____	$_____	$_____
Entertainment	$_____	$_____	$_____
Clothing	$_____	$_____	$_____
Other: _____	$_____	$_____	Savings $15
Total Weekly Expenses	$_____	$_____	$_____

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Take it to the Bank!

The BIG Idea

- Why should I have a bank account and how do I use one?

AGENDA

Approx. 45 minutes

I. Warm Up: Why a Bank? (5 minutes)

II. Checking Accounts: Putting Your Money In (15 minutes)

III. Checking Accounts: Getting Your Money Back Out (20 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 135, Sample Deposit Slip
- Student Handbook page 136, Blank Deposit Slip
- Student Handbook page 137, Sample Personal Check
- Student Handbook page 138, Blank Personal Check

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Chance Cards (one card per student)

❑ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Understand the difference between checking and savings accounts.
- Discuss ways to deposit and withdraw money from a checking account.
- Review and complete a deposit slip.
- Review and complete a personal check.

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OVERVIEW

In this lesson, students will learn why bank accounts are a safe place to keep their money, and understand the difference between checking and savings accounts. Then they'll learn how to deposit money into a checking account and fill out a sample deposit slip. Next, they'll learn about the different ways to get money out of a checking account. In this activity, they'll review the parts of a personal check. Finally, they'll receive a "chance card" with an expense for which they'll write their own sample check.

PREPARATION

- ❑ List the **BIG IDEA** and the day's activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 135, Sample Deposit Slip**
  - **Student Handbook page 137, Sample Personal Check**
- ❑ Print out **Facilitator Resource 1, Chance Cards** and cut out the individual cards. **Note:** You may need to print this page two or three times to provide one card per student.
- ❑ You may wish to make extra copies of **Student Handbook page 138, Blank Personal Check** in case students make mistakes or want to write out a check for a second chance card.

VOCABULARY

ATM: short for Automated Teller Machine; a machine that allows you to get cash or make deposits any time of the day

Checking Account: a bank account that allows you to withdraw money or make payments using checks

Deposit: to put money into a bank account

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Savings Account: a bank account that earns interest on the money held

Withdraw: to take money out of a bank account

IMPLEMENTATION OPTIONS

DO NOW

(You may choose to present the Warm Up activity as a written Do Now. Present the short passage and questions on the board or overhead, and have students write only their answers on index cards.)

Questions:

1. Imagine you just got your first paycheck of the summer. Where can you go to cash this check?
2. What do you think the difference is between a checking account and a savings account?

[Give the students three minutes to answer these questions and then begin with the **Warm Up** as written.]

In **Activity III, Checking Accounts: Getting Your Money Back Out,** you may wish to have your students write out two checks. After they have completed their initial check with their first chance card, have the students switch chance cards with a partner and write out a second check.

You may wish to contact a local bank to see if you can secure mock checkbooks for the duration of the unit.

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ACTIVITY STEPS

I. Warm Up: Why a Bank? (5 minutes)

1. **SAY SOMETHING LIKE**: Welcome back, everybody. This is the second week of our "Money Matters" unit. Last week, you all took on a new persona as a high school senior who's headed for college in the fall. You also set a weekly budget to follow so you could save money for the fall. This week, you're the same senior in high school. But now summer has begun, and you just received your first paycheck. Now you're wondering what to do with the money to keep it safe, but still have easy to access to it for your different summer expenses.

   Where do you think you should put your money? [Take answers from a few volunteers.]

2. [Discuss why putting your money in a bank is the best option in this situation. Some students may be familiar with check-cashing businesses, places that will cash checks on the spot. The problem is, these places charge a percentage of the check amount, and sometimes add other high fees. And keeping cash at home has its own risks. First, the cash could get lost or stolen. Second, it might be too easy to spend the cash if it's right at your fingertips.]

   SAY SOMETHING LIKE: Placing your money in a bank account keeps it safe and secure. It's also easy to keep track of your money in the bank. And as you're going to learn in this lesson, it's very easy to put money in and take money out of a banking account.

3. [Review the difference between checking and savings accounts.
   - **Checking accounts** are accounts that allow you to withdraw money easily, such as through ATMs or by writing checks. Only you can write a check to take money out of your account.
   - **Savings accounts** are banking accounts that pay interest on the money held.]

   SAY SOMETHING LIKE: Why do you think it's a good idea to put money into a savings account if you're saving for something special? (It's easy to track your savings and more difficult to "dip into" for everyday spending. Most importantly, the savings account will pay you interest, or a certain percentage of the money that you have in your account. The bank pays you interest in return for using your money to make other loans – even though you can get it back any time you want. In other words, the money in

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your savings account could continue to grow just by sitting there! Of course, the amount of interest you earn depends on three things: the interest rate, the amount of money you have in the account, and the length of time your money is in the account.)

II. Checking Accounts: Putting Your Money In (15 minutes)

1. **SAY SOMETHING LIKE**: For the rest of this lesson, we're going to focus on checking accounts. Once you set up a checking account, the first question is, *How do I put money into my account?* In other words, how do you *deposit* money into your account?

   You can deposit either cash or checks made out to you into your account. As I mentioned earlier, you have just received your first paycheck. To put this money into the account, the first thing you have to do is endorse, or sign, your paycheck. To do this, you turn your check over and you'll see a line at the top that will read something like "Endorse here." You just sign your name on that line. And if you're going to deposit the money into your checking account, it's also a good idea to write "Deposit in account # 12345678," or whatever your checking account number is.

   Then you fill out a deposit slip. When you open a checking account, you'll receive checks and deposit slips with your name, address, and account numbers.

2. **SAY SOMETHING LIKE**: Let's take a look at an example of a deposit slip. Please turn to your **Student Handbook page 135, Sample Deposit Slip**. [Place **Student Handbook page 135, Sample Deposit Slip** on an overhead projector. Review each of the items on the deposit slip. As you discuss each item, fill it out to model how to complete a deposit slip.]

3. **SAY SOMETHING LIKE**: Now it's your turn to fill in your own deposit slip. Turn the page to the **Student Handbook page 136, Blank Deposit Slip.** Carefully read the directions to see what items you're depositing into your account. Then complete the deposit slip.

4. [When students have completed the deposit slip, ask them to share the net total of the deposit.]

III. Checking Accounts: Getting Your Money Back Out (20 minutes)

1. **SAY SOMETHING LIKE**: Congratulations! You have successfully put money into your checking account. But what if you need to take money out? After all, you're bound to have a lot of summer expenses. Well, there are a few different ways to *withdraw*, or take out, money from your account. Here are some of the most common ways to withdraw money:

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- **Withdrawal at the bank:** When you make a deposit, you could have them give you some cash back rather than depositing the entire amount into your account.
- **Withdrawal at an ATM** (Automated Teller Machine): When you open a checking account, you'll receive a plastic ATM card, which will allow you to make withdrawals at any ATM that is affiliated with or has an agreement with your bank. Beware, you may be charged fees for some ATM withdrawals. For example, if you use an ATM at a bank that's not yours, your bank could charge you a fee from about $2.00 to over $5.00. (The fees vary from bank to bank.) And if you use an ATM at a non-banking business, such as a convenience store, chances are you'll pay the business a fee as well. You'll probably use ATMs often to access money, so when you open a bank account, look for banks with ATMs near where you live and work. Also, look for banks that offer low withdrawal fees.
- **Using a debit or bank card:** You can use these cards at stores just like credit cards. The difference is, the charge is automatically withdrawn from your account.
- **Paying a bill online:** Many banks offer online checking, which allows you to access information about your checking account online. It also lets you pay bills online. For example, many phone and power companies offer online bill paying, which allows you to transfer the amount of your bill directly from your account to the company – without having to write a check.
- **Writing a personal check:** A personal check is a written order that represents cash. You can write a check for the exact amount of a purchase, and they're safer to carry than cash since only you can write a check from your account.

2. **SAY SOMETHING LIKE**: Let's talk more about personal checks, since you're going to be writing many of these in your lifetime! Please turn to your **Student Handbook page 137, Sample Personal Check**.

   [Place this page on an overhead projector. As a class, review the different features of a personal check. As you do, discuss and model how to properly fill in each field. The features you will review are:
   - Your name and address
   - Date
   - Payee
   - Amount of check (in numbers)
   - Amount of check (in words)
   - Memo
   - Signature
   - Identification numbers (for bank, account, and check)]

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3. **SAY SOMETHING LIKE**: Now it's time to write your own checks! First, please turn to your **Student Handbook page 138, Blank Personal Check.**

   [Hand each student one "chance card," which you cut out from **Facilitator Resource 1, Chance Cards.**]

   You are each going to receive one "chance card" describing a summer expense you must cover. Read your card closely to identify the payee and the amount of the check. Then complete the blank check to cover that expense. If you make a mistake, just write the word VOID in all caps across the check and begin again.

4. [Give students a few minutes to complete their check. Then have them share their check with a partner. If students are unsure if they've completed a check correctly, have them ask you to review it.]

IV. Wrap Up (5 minutes)

1. [To end the lesson, review some of the advantages of checking accounts and personal checks.

   Explain that another advantage you didn't discuss is that it's easy to track the money you spend using personal checks. Whenever you write a personal check and the person or business cashes it, the check will appear on your bank statement. That makes it easy to go back and see where you spent your money and check your current balance.]

2. **SAY SOMETHING LIKE**: Keeping track of your current balance is extremely important. After all, you can't write a personal check for more than the total in your checking account. And that's what we're going to talk about next week – keeping track of the money in your checking account.

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Chance Cards

You and a few friends are planning a graduation cookout. You spend $35.23 at the Green Grocery on burgers and sodas.	Your brother, Sam Smith, lent you his car for the day. After a fender bender, you pay him $192.55 to reimburse him for the damage.
You and your friends head to the theme park Moose Mountain on Saturday. You buy a t-shirt for $15.42.	You have to pay State University $150.00 to cover lab fees for the fall semester chemistry class.
You've got a terrible summer cold and stop at Town Drugs for some medicine and nose drops. ($9.88.)	You're helping your friend move and you pull over at Quik-Stop to fill up the car for $27.43.
You just got a great new haircut at Do or Dye for $45.00 (including tip).	Your new roommate, Chris Jones, bought the matching sheets and comforters the two of you picked out together. Reimburse your roommate $48.71 for your set.
You buy the portable stereo for your dorm room. It was on sale, only $102.67 at Music Now.	At the July 4th Festival, you donate $15.00 to Green Streams, an organization working to clean the waterways in your area.
Your just bought your friend a new CD for her birthday. You found it for $14.58 at Town Tunes.	You buy a cool sweatshirt for your new university – on sale at Sports Gear for $21.72.

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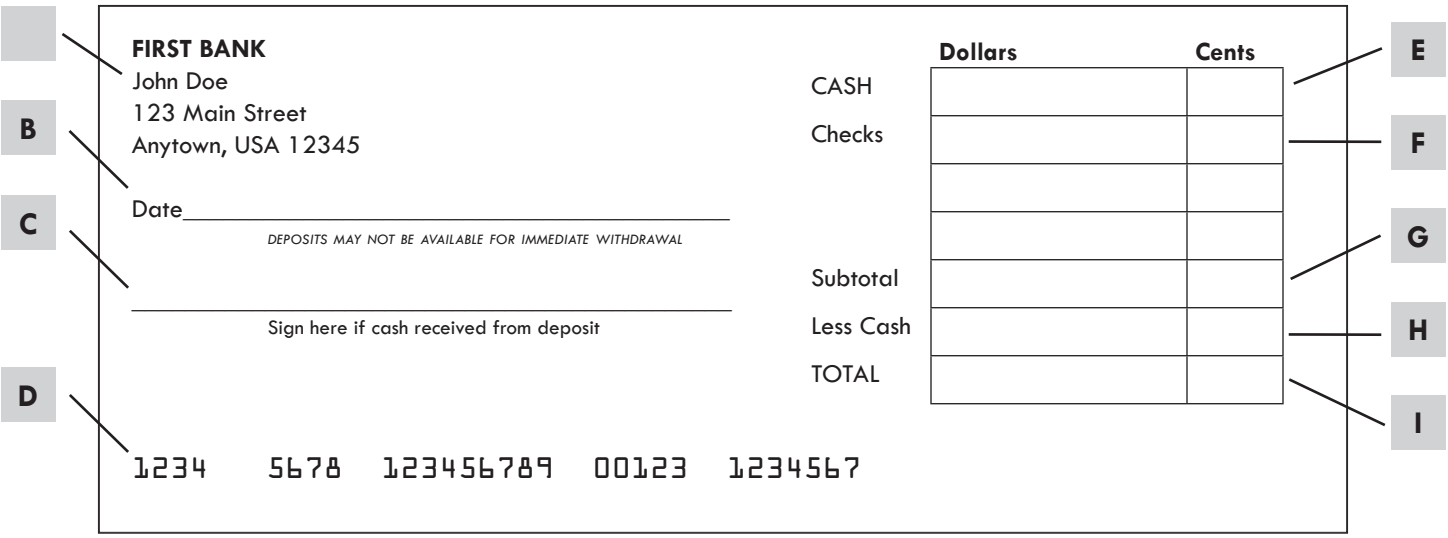
Sample Deposit Slip

Here's a look at a sample deposit slip you would complete when you deposit cash and checks into your checking account.



A. Your name and address

B. The date you are making the deposit. Notice the phrase underneath: "Deposits may not be available for immediate withdrawal." This means that it may take the bank a few days to process your deposit and make the money available to you. So if you deposit $200 in the afternoon, that money may not be in your bank account that evening if you return to make an ATM withdrawal.

C. Your signature (Only include if you wish to receive cash back from your deposit.)

D. Numbers that identify the bank and your account number.

E. List all cash you may be depositing, such as a graduation gift or tips from a restaurant.

F. List any checks you are depositing. List each check separately, placing the check number in the first column.

G. The subtotal of all cash and checks you are depositing.

H. The amount of cash you would like to receive back from the deposit. (Be sure to include your signature on line C.)

I. Subtract the amount of cash back from the subtotal. This is the total amount you are depositing into your account, also called the "Net Deposit."

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Blank Deposit Slip

Now make your own deposit into your checking account. You just received the following:

- $25.00 in cash from your Aunt Sally as a graduation gift
- A check (#345) for $83.00 from your new roommate to reimburse you for a new mini-fridge for your dorm room
- Your first paycheck (#5432) for $203.

Fill out the deposit slip below to deposit these items into your checking account.

FIRST BANK
John Doe
123 Main Street
Anytown, USA 12345

Date_____

DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL

_____
Sign here if cash received from deposit

	Dollars	Cents
CASH		
Checks		
Subtotal		
Less Cash		
TOTAL		

1234 5678 123456789 00123 1234567

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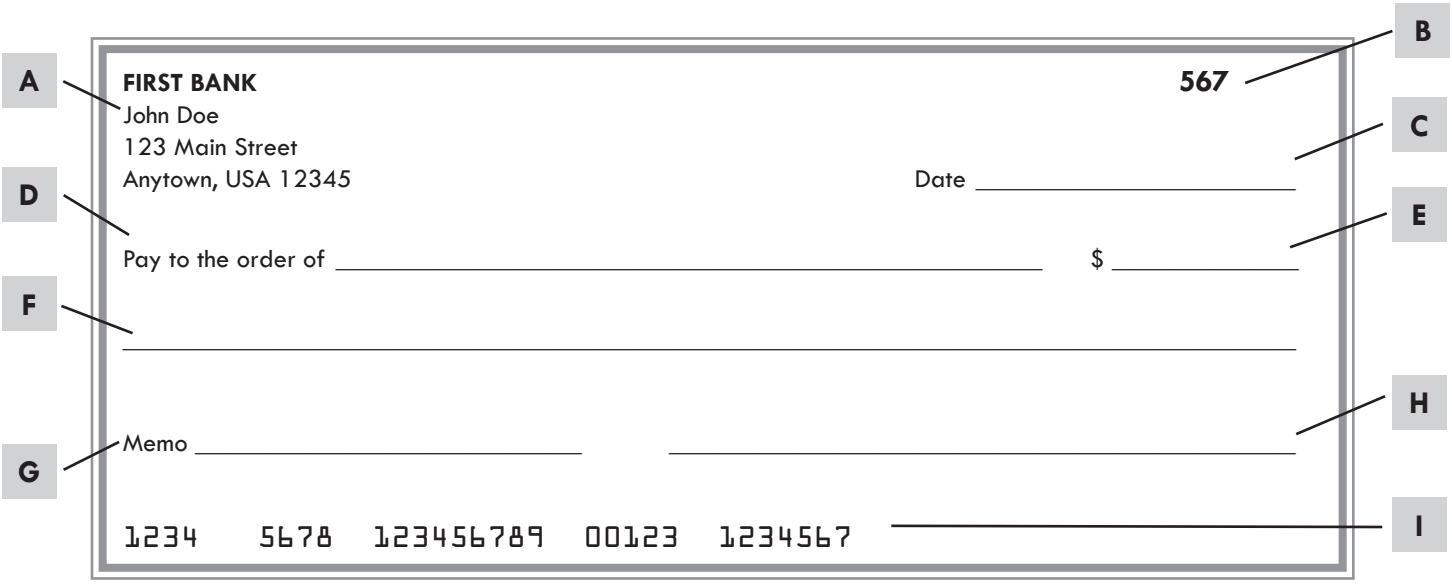
Sample Personal Check

Personal checks come in many different colors and designs, but they all include the same basic information. Here's a look at the features you'll find on every check, including directions on how to fill out each item correctly. When you fill out a check, always write clearly and use an ink pen.



A. Your name and address

B. The check number, which is different for each check.

C. The date you are writing the check. You can write in words or numbers, but be sure to include the year.

D. The name of the person or company you are writing the check to. This is called the payee.

E. The amount of the check in numbers, such as $75.25. Write the numbers close to the dollar sign ($) so there's no room for anyone to add extra numbers.

F. The amount of the check in words. Starting at the far left, write the dollar amount followed by the word and, then the amount of cents over the number 100. (For example: Seventy-five and 25/100.) Draw a line through any space left on the line.

G. The reason for the check, or any information requested by the payee. For example, if you're writing a check to the phone company, you would write your account number here

H. Your signature, which should always be written the same way.

I. Numbers that identify the bank, your account, and the check number.

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Blank Personal Check

Make out the check below to cover the expense on the chance card you received. Remember to write clearly and use a pen. If you need to start again, write VOID in large letters across the check and start again with the second check below.

FIRST BANK **568**
John Doe
123 Main Street
Anytown, USA 12345 Date _____

Pay to the order of _____ $ _____

_____

Memo _____ _____

1234 5678 123456789 00123 1234568

FIRST BANK **569**
John Doe
123 Main Street
Anytown, USA 12345 Date _____

Pay to the order of _____ $ _____

_____

Memo _____ _____

1234 5678 123456789 00123 1234569

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Keeping Track of Your Money

The BIG Idea

- How can I keep track of the money in my checking account?

AGENDA

Approx. 45 minutes

I. Warm Up: Where Did the Money Go? (10 minutes)

II. How To Keep Track: Make Sure It Adds Up (15 minutes)

III. Online Statements: Just Log On! (15 minutes)

IV. Wrap Up (5 minutes)

MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 139, What's In Your Wallet?
- Student Handbook page 140, Checkbook Register
- Student Handbook page 141, Online Statement
- Student Handbook page 142, Online Statement Questions

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Chance Cards, one card per student
- Facilitator Resource 2, What's In Your Wallet? Answer Key
- Facilitator Resource 3, Online Statement Questions Answer Key

❑ Calculators (one per student)

❑ Overhead projector

OBJECTIVES

During this lesson, the student(s) will:

- Learn about the risks of not knowing your current account balance.
- Review a check register and practice adding their own withdrawals and deposits to the register to find their current balance.
- Review an online statement and use the statement to answer questions.

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OVERVIEW

In this lesson, students will learn how to track the money in their checking account. First, they'll discover why keeping track of their current balance is so important – especially when writing personal checks. Then they'll review a check register and practice adding their own withdrawals or deposits to the register. Next, they'll review an example of an online statement – a fast and convenient way to check a current account balance. Finally, they'll use that online statement to answer a series of questions about recent withdrawals and deposits.

PREPARATION

- ❑ List the **BIG IDEA** and the day's activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Print out **Facilitator Resource 1, Chance Cards** and cut out the individual cards. **Note**: You may need to print two or three copies in order to provide one card to each student.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 140, Checkbook Register**
  - **Student Handbook page 141, Online Statement**

VOCABULARY

Checking Account: a bank account that allows you to withdraw money or make payments using checks

Credit: the money you put into a bank account

Debit: the money you take out of a bank account

Deposit: to put money into a bank account

Withdraw: to take money out of a bank account

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ACTIVITY STEPS

I. Warm Up: Where Did the Money Go? (10 minutes)

1. **SAY SOMETHING LIKE**: Welcome back, everybody. Last week, you learned about checking accounts, and even practiced filling in your own deposit slips and personal checks. As you've seen, you could have a lot of money going in and coming out of your account over the summer. This week, we're going to talk about keeping track of all that money. You've probably heard about "balancing" your checkbook. If it sounds complicated, don't worry. To balance a checkbook, you use the same basic skills you use to keep track of the money in your wallet.

2. **SAY SOMETHING LIKE**: Let's start today with a simple example of keeping track of money. Please turn to your **Student Handbook page 139, What's In Your Wallet?** [Display this student handbook page on the overhead. Have a different volunteer read each of the three paragraphs, making sure to underline the key information on the overhead. Then, model how to fill in the chart for Saturday and Sunday. Students will then complete the rest of the chart on their own.]

3. **SAY SOMETHING LIKE**: As you just saw, keeping track of your money doesn't have to be difficult – but it is extremely important! It's especially important when you start making money of your own. Even though you might feel like you've got lots of money, you can spend it much faster than you think. And if you don't keep track of the money in your checking account, you could get it into trouble. Imagine this:

   You've set up your bank account, you've deposited your first paycheck, and you've even written a few checks. Now it's time to get out some cold, hard cash for a night out with your friends. You pull up to the drive-thru ATM and punch in $25.00. You're waiting patiently for some fresh bills to come sliding out of the ATM, but instead the words "Insufficient Funds" blink on the screen. What's up?

4. **SAY SOMETHING LIKE**: What happened? You were trying to take out more than you have in your account – and as you know, you can't do that! If you try to make a withdrawal at the bank or get money out of an ATM when you have insufficient funds, the bank simply won't give it to you.

   But what happens if you try to write a check for more than you have in your checking account? This is an entirely different story, because the bank can't warn you when you're writing a check for more money than you have in your account. When you write

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a check, you're telling the bank to take money out of your account and pay someone. Writing a check for more money than you have in your account is a problem because the person you've written a check to can't be paid. Writing a bad check is illegal, embarrassing, and expensive.

5. **SAY SOMETHING LIKE:** Why is writing a bad check expensive? [Allow students to respond.] That's right – it will cost you much more money than the total of the check you wrote. That's because when you write a check that your account can't cover, you have to pay a fine. Some banks charge as much as $30 if a check "bounces," or can't be covered by your account. But you may owe more money to the person or business you wrote the check to, since some businesses charge for receiving a bad check. Say you write a check at the grocery store and there's not enough money in your account to cover it. You have to pay two fines - $30 to the bank and another $20 to the grocery store. That's $50 just for not keeping track of your money.

6. **SAY SOMETHING LIKE**: As you can see, keeping track of your money is very important. Before you write a check or take money out of an ATM, you'll want to know your account balance – or the amount of money you currently have in your account.

II. How To Keep Track: Make Sure It Adds Up (15 minutes)

1. **SAY SOMETHING LIKE**: One of the best ways to keep track of your money is with your checkbook register. You'll receive a checkbook when you open a checking account, and every checkbook comes with a register. This is a helpful way to track your checks, withdrawals, and deposits and keep up with your current balance.

   Let's take a look at a checkbook register together. Please turn to **Student Handbook page 140**, **Checkbook Register**. [Project a copy of the handbook page onto an overhead projector.]

   As you can see, this checkbook register has been filled out to show the date and amount of checks written, ATM withdrawals, and any deposits. The starting balance is written at the top.

3. [As a class, review the checkbook register and an example of a check, an ATM withdrawal, and a deposit. Point out that the main deposit or credit information is included on the white line. Directly below on the gray line is the place to add the reason for the purchase under "Description." In the far right-hand column, they can determine their current balance by adding deposits and subtracting any payments or withdrawals.

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Have students use the register to answer the following questions:

- How many times did you put money into your account? *(Twice, $25 on 7/6/10 and $196.23 on 7/8/10, shown in the "Deposit" column.)*
- How many times did you take money out? *(4 times, shown in the "Withdrawal" column)*
- Who was check 1451 written to? *(State University)* For what amount? ($100) For what purpose? *(dorm deposit)*
- When was your last entry? *(a withdrawal on 7/11/10)* If you haven't made any withdrawals or deposits since this date, what is your current balance? *($432.20)* (Be sure students understand that the last amount under "Balance" is the current balance, as long as all credits and debits have been entered in the register.)

4. **SAY SOMETHING LIKE**: Now it's time to enter another item in the checkbook register.

   [Hand each student one "chance card," which you cut out from **Facilitator Resource 1, Chance Cards.**]

   You are each going to receive one "chance card" describing a credit or a debit. Read your card closely to identify the amount of the check, withdrawal, or deposit. Then enter this item into your check register. Let's say the date is July 12, 2010. Once you've entered the new item into your register, calculate your new balance. Remember to add for credits and subtract for debits.

5. [Give students a few minutes to complete their register. When they're done, have several students demonstrate or discuss their answers to show how they completed their registers.]

III. Online Statements: Just Log On! (15 minutes)

1. **SAY SOMETHING LIKE**: No matter how carefully you complete your register, chances are at some point you'll leave something out or make an error calculating your balance. Fortunately, the bank is keeping track of this information too. At the end of the month, the bank will mail you a statement that reflects your debits, credits, and current balance. It's a good idea to check your register against this statement.

2. **SAY SOMETHING LIKE**: But sometimes you can't wait until the end of the month to double-check your balance. Or maybe you forgot to write down the amount of your last check and you need to know your balance before writing the next check. Accessing your account information can be as easy as getting online! Many banks offer online banking, which allows you to check your credits, debits, and current balance anytime.

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3. **SAY SOMETHING LIKE**: Let's take a look at a sample online statement. Please turn to your **Student Handbook page 141, Online Statement**. This should look very familiar. It has a lot of the same information as your checkbook register. But as you'll see, the current balance and most recent credits and debits are listed at the top rather than the bottom.

4. [Review the online statement. Point out how you can check different accounts online, so you could also check the total in your savings account. You can also select different dates. Most online statements cover about a month, but you can go back and look at statements from previous months too.]

5. **SAY SOMETHING LIKE**: An online statement is a great way to keep track of checks you write. For example, you can go online to see if checks you've written have cleared, in other words, if the money has been deducted from your account.

   To get a sense for how this information can help you, I'd like you to turn to your **Student Handbook page 142, Online Statement Questions**. Please use the online statement to answer these questions.

7. [Complete the first two questions as a class and then give students eight minutes to answer the rest of the questions. When they're done, have them check their answers with a partner.]

IV. Wrap Up (5 minutes)

1. [As a class, review what was covered in the lesson.]

   SAY SOMETHING LIKE: Why is it important to keep track of your money? What are some ways to do this?

2. **SAY SOMETHING LIKE**: So far, we've talked about two ways to spend money: with cash and with personal checks. Next week, we're going to talk about a different way to spend money: credit cards. Credit cards can be a convenient way to make purchases, but like personal checks, they can be risky if you don't use them carefully!

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Chance Cards

It's payday! You just received a paycheck for $203.00. Deposit it right away.	You owe your little sister $12.00 for Girl Scout cookies you ordered. Make the check out to Girl Scouts of America.
You're heading to the theme park this weekend. Stop by the ATM and take out $75.00.	Send a check for $150.00 to State University to cover lab fees for your fall semester chemistry class.
Thanks, Grandpa! You just received $30.00 as a birthday gift. You vow to deposit it right away.	You send your new roommate a check for $48 to cover a new set of sheets.
Your mom lent you $30.00 last month, so you write her a check to pay back the loan.	It's payday! You just received a paycheck for $203.00. Deposit it right away.
You need some cash for the July 4th festival. Stop by the ATM and take out $25.00.	You just gotta have that cool sweatshirt for your new university. Write a check to Sports Gear for $21.34.
You just earned $20.00 for mowing the neighbor's lawn. Deposit it right away.	You're heading out for a night at the movies. Better stop by the ATM and take out $25.00 for movie tickets and popcorn.
It's payday! You just received a paycheck for $203.00. Deposit it right away.	A friend's mom gives you $35.00 to walk their dog while they're on vacation. Deposit it today!

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What's in Your Wallet?

Answer Key

Facilitator Directions: Read the story below as a class. As you read, highlight the key information that will help the students keep track of how much money is in their wallet each day. Model how to complete Saturday and Sunday and then let the students complete the rest of the chart on their own. Once all the students have completed their work, call on a volunteer to answer the question at the bottom.

On Saturday, you go to the mall with your brother. You see a cool t-shirt of your favorite band, but you don't have any money left in your wallet. Your brother loans you $15.00 to pay for the shirt and you promise to pay him back in a week. After all, you know you'll be making money that week mowing lawns.

On Sunday, you make $20.00 mowing lawns and put the money in your wallet. Monday, you go out with friends for ice cream and spend $4.00. Tuesday, you make $10.00 mowing another lawn, and spend $8.00 that night at the movies. Wednesday, you go to the mall with friends and spend $13.00 on a new CD and $2.00 on a soda. Thursday, you mow another lawn and add $10.00 to your wallet.

Friday night, your brother asks for the $15.00 you owe him. You check your wallet, confident there's plenty there to pay him back. After all, you made $40.00 mowing lawns this week. **How much is left in your wallet?**

Day	Income	Expenses	Amount in Your Wallet
Sunday	$20	0	$20
Monday	0	$4	$16
Tuesday	$10	$8	$18
Wednesday	0	$15	$3
Thursday	$10	0	$13
Friday	0	0	$13 (not enough to pay your brother back)

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Online Statement Questions
Answer Key

Use the online statement to answer the questions below.

1. In late June, you wrote a check to your college to cover a dorm deposit of $100.00. You noted that it was check #1451 in your register. You've just received a letter that you still owe the money. Look at your statement. Did the check clear? (In other words, was the money deducted from your account?) If so, on what date?

   It was subtracted from your account on 7/2/10. (Remind students that when you write a check, the person you write the check to takes it to his bank, and their bank presents it to your bank for payment. When your bank pays, the check has "cleared." A copy of the cancelled check – provided by your bank – is proof that you've paid.)

2. Your weekly paycheck is $203.00. Did you deposit all four paychecks this month?

   Yes. Your statement shows all 4 deposits: 7/08, 7/15, 7/22, and 7/29.

3. You sent a check to your new roommate Chris to cover a small microwave for your dorm room. From your check register, you know it was check #1453. Has the money been deducted from your account yet?

   No, because it hasn't appeared on your statement yet.

4. What dates did you make ATM withdrawals? How much have you withdrawn so far this month?

   7/05, 7/15, and 7/20, for a total of $125.

5. At the family July 4th picnic, your Uncle Sal gave you $25.00 as a graduation gift. You were going to deposit it to keep from spending it right away, but now you can't remember if you did. Did you deposit it? If so, when?

   You made a deposit for $25 on 7/06, so probably yes. This is where your check register comes in handy, since you can write "Uncle Sal's gift" on the description line.

6. How much money have you deposited into your account this month?

   $837.00. 4 paychecks of $203.00 each, plus $25.

7. How many checks have been paid by the bank this month?

   5 checks: numbers 1451, 1452, 1454, 1455, and 1456.

8. What was your account balance at the end of June (before you wrote the check to State University)? What is it now?

   $423.45 at the end of June, $912.76 now.

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What's in Your Wallet?

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Day	Income	Expenses	Amount in Your Wallet
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

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Checkbook Register

Every checkbook comes with a register. This is a helpful way to track your checks, withdrawals, and deposits and keep up with your current balance. Notice that the main deposit or credit information is included on the white line. Directly below on the gray line, you can add the reason for the purchase under "Description." In the far right-hand column, you can determine your current balance by adding deposits and subtracting any payments or withdrawals.

Check no.	Date	Description	Payment, Withdrawal	Deposit, Credit	Balance
					$ 423.45
1451	6/28/10	State University	100.00		100.00
		Dorm deposit			323.45
ATM	7/5/10	ATM	50.00		50.00
		Spending money			273.45
	7/6/10	Deposit		25.00	25.00
		Graduation gift			298.45
	7/8/10	Paycheck		203.00	203.00
					501.45
1452	7/9/10	Town Tunes	17.48		17.48
		Birthday gift			483.97
1453	7/11/10	Chris Jones	45.00		45.00
		Dorm microwave			438.97

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Online Statement

Many banks offer online banking, which allows you to check your current balance anytime. Online statements vary, but many share some of these common features.

FIRST BANK ONLINE BANKING
Working for you!

Account Details
Account: [Checking account – 1234] (Click to change account)
Date: [7/1/10 through present] (Click to change dates)

Transactions

Date	Description (click to see details)	Type	Amount	Balance
7/29/10	Check 1456	Check	–$32.56	$912.76
7/29/10	Deposit	Deposit	+$203.00	$945.32
7/22/10	First Bank ATM Withdrawal	Withdrawal	–$25.00	$742.32
7/20/10	Deposit	Deposit	+$203.00	$767.32
7/18/10	Check 1455	Check	–$24.13	$564.32
7/17/10	Check 1454	Check	–$48.52	$588.45
7/15/10	First Bank ATM Withdrawal	Withdrawal	–$50.00	$636.97
7/15/10	Deposit	Deposit	+$203.00	$686.97
7/09/10	Check 1452	Check	–$17.48	$483.97
7/08/10	Deposit	Deposit	+$203.00	$ 501.45
7/6/10	Deposit	Deposit	+$25.00	$ 298.45
7/05/10	First Bank ATM Withdrawal	Withdrawal	–$50.00	$273.45
7/2/10	Check 1451	Check	–$100.00	$ 323.45
				$ 423.45

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Online Statement Questions

Use the online statement to answer the questions below.

1. In late June, you wrote a check to your college to cover a dorm deposit of $100.00. You noted that it was check #1451 in your register. You've just received a letter that you still owe the money. Look at your statement. Did the check clear? (In other words, was the money deducted from your account?) If so, on what date?

   _____

   _____

   _____

2. Your weekly paycheck is $203.00. Did you deposit all four paychecks this month?

   _____

3. You sent a check to your new roommate Chris to cover a small microwave for your dorm room. From your check register, you know it was check #1453. Has the money been deducted from your account yet?

   _____

4. What dates did you make ATM withdrawals? How much have you withdrawn so far this month?

   _____

5. At the family July 4th picnic, your Uncle Sal gave you $25.00 as a graduation gift. You were going to deposit it to keep from spending it right away, but now you can't remember if you did. Did you deposit it? If so, when?

   _____

   _____

6. How much money have you deposited into your account this month?

   _____

7. How many checks have been paid by the bank this month?

   _____

8. What was your account balance at the end of June (before you wrote the check to State University)? What is it now?

   _____

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Using Credit Cards with Care

The BIG Idea

- What are the advantages and risks of using credit cards?

AGENDA

Approx. 45 minutes

I. Warm Up: Buy Now, Pay Later! (10 minutes)

II. It Adds Up Fast! How Interest Rates Work (15 minutes)

III. Why It Matters: Financial Troubles and Credit Rating (10 minutes)

IV. Wrap Up: Advice to a Friend (10 minutes)

MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 143, Charge It?
  - Student Handbook page 144, Things to Remember About Credit Cards
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Charge It? (Answer Key)
- ❑ Overhead projector
- ❑ Laptop, LCD projector, and speakers
- ❑ Internet access (optional)
- ❑ Ruled paper

OBJECTIVES

During this lesson, the student(s) will:

- Understand the risks of credit cards and how interest rates can increase your credit card balance.
- Learn about credit records and the importance of good credit.
- Explain why it's important to pay credit card bills in full and on time.

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OVERVIEW

In this lesson, students will watch a brief video about a recent college graduate who learned a valuable lesson racking up credit card charges she didn't pay off. They'll discuss advantages and disadvantages of credit cards, specifically the dangers associated with interest rates. They'll review some examples of how interest rates can increase the actual cost of items if credit card charges aren't paid in full and on time. Finally, students will learn about credit reports – and why the way they handle credit now can have a big impact on their futures.

PREPARATION

- ❑ List the **BIG IDEA** and the day's activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Print out a copy of the **Student Handbook page 143, Charge It?** onto a transparency to show on an overhead projector.
- ❑ Preview the Credit Card Debt: A Student's Story video at http://www.aie.org/managing_your_money/index.cfm (under Credit Cards), and make arrangements to view it in class by downloading it to your laptop (or via Internet connection in class.)

VOCABULARY

Credit: money you borrow (for example, from a bank) with the promise to pay it back at a later date or over time

Interest: the amount you pay for the money you borrow, usually a percentage of the money you borrow

Annual percentage rate (APR): the amount of interest you pay over a year

Credit record: a record of all the money you've borrowed, including credit cards, and your payment history

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IMPLEMENTATION OPTIONS

The chart on **Student Handbook page 143, Charge It?** is based on an online calculator found at www.practicalmoneyskills.com/english/at_home/parents/lesson_index.php?id=85#Credit.

Mouse over the "Calculators" tab near the top of the page and select the "Credit & Debt" option from the drop-down menu. Under 'Select a Calculator,' click "Cost of Credit." You can enter a purchase price, interest rate, and monthly payment, then see how long it will take to pay off your credit card and how much total interest you'll pay. Students may enjoy this as a supplement to the information presented in the chart.

In Activity II, if your students seem completely lost when you are modeling how to predict the number of payments and interest charges on **Student Handbook page 143, Charge It?** feel free to model the last two rows as a class. You should follow the same format as written in section five of this activity.

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ACTIVITY STEPS

I. Warm Up: Buy Now, Pay Later! (10 minutes)

1. **SAY SOMETHING LIKE**: Who here thinks you'll have a credit card when you turn 18? While credit cards sound very appealing, they should be used with caution. Let's start by watching a short video about a recent college graduate who used her credit card throughout her college years.

2. [Show the class the *Credit Card Debt: A Student's Story* video from the following website: http://www.aie.org/managing_your_money/index.cfm. (See **Preparation**.)]

3. **SAY SOMETHING LIKE**: What can we learn from Robyn's experience? [Have students share their answers.] The video states that 21% of college students graduate with $7,000 in credit card debt. What happens to that amount the longer it takes to pay off that debt? [Allow students to respond.]

4. **SAY SOMETHING LIKE**: Of course, it can be hard to resist the temptation of credit cards. Let's imagine ourselves in this situation: It's the summer before college and you're shopping for some new clothes. You're about to buy a $40 sweater, when the salesperson asks if you'd like to open a credit card with the store. If you open an account today, you can save 15% off your purchase. Wow, you think – you could save $6 on that sweater! Plus, that would leave $40 cash in your pocket you could spend on something else. What would you do? What do you need to know before making this decision?

   [**Note**: There are many financial examples in this lesson that illustrate purchase prices, interest, minimum payments, late fees, etc. Though it's not necessary to go through elaborate calculations for each example, it's helpful to write the numbers on the board so students can follow the discussion.]

5. **SAY SOMETHING LIKE**: Once you turn 18, you're going to receive a lot of enticing offers for credit cards. But it's important to understand the benefits and dangers of credit before you think about credit cards. First, what is **credit**? Credit allows you to borrow money, for example, from a bank, and pay it back at a later date or over time. So a credit card lets you buy something now and pay later. Banks and other financial institutions issue credit cards. So when you use their credit card, you're borrowing money from them.

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6. **SAY SOMETHING LIKE**: We're going to spend a lot of time talking about the risks of credit cards today. But they do have some advantages. Can anyone think of any? [Make a list on the board, such as:
   - They allow you to make purchases now and pay later.
   - They allow you to make purchases in an emergency when you don't have the cash.
   - They're safer and more convenient to carry than cash or checks.
   - They keep a record of your purchases.
   - They're necessary to purchase things online.
   - If used responsibly, they allow you to establish a history of good credit, which will make getting loans for a car, school, or a house easier down the road.]

7. **SAY SOMETHING LIKE**: Credit cards sound pretty great, don't they? Well, here's the most important thing to know about credit cards. [You may want to write this on the board.]

   If you don't pay your credit card bill IN FULL and ON TIME, it will cost you a lot of money.

   You see, if you don't pay back that loan right away, you're going to pay **interest** and late fees. You'll pay interest, or a certain percentage, on any charges that aren't paid in full. So you if you owe $100, and you only pay $10, you'll owe interest on the remaining $90. And if you don't make any payment, or don't pay on time, you'll pay a late fee.

   Why does it cost so much to borrow money? Well, banks are in the business to make money. And they're going to charge you for borrowing their money. Here's the other important thing to remember:

   The longer you put off paying your credit card bill, the more you're going to owe.

   In other words, if you charge $100.00 on your credit card, it's not going to stay at $100.00. With interest rates and fees, that amount will keep increasing until you may not be able to pay your bills at all.

8. **SAY SOMETHING LIKE**: In today's lesson, we're going to take a closer look at these risks and why it matters in the long term.

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II. It Adds Up Fast! How Interest Rates Work (15 minutes)

1. **SAY SOMETHING LIKE:** Let's say you decided to open a credit card account at the store where you bought the sweater. A few weeks later, you receive your first bill for $34.00. You notice you could make a "minimum payment" of $15.00, but you really need that money this weekend. You decide not to pay anything now, and stick the bill in your dresser. The next month, you open your bill and you notice it's $59.61. What happened? You thought you paid $34 for that sweater! You look closely at the bill and see those charges came from finance charges and late fees.

2. **SAY SOMETHING LIKE:** You owe a *finance charge* any time you don't pay your bill in full. A finance charge is the amount of **interest** you owe. Remember, interest is money you pay for what you've borrowed. Interest rates are described as percentages. The higher the interest rate, the more money you pay.

   You owe a *late fee* anytime you don't make a minimum payment, or if you make a payment late. Late fees can be very high, so even if you can't pay in full, it's important to make a minimum payment and pay on time.

3. **SAY SOMETHING LIKE**: Let's take a closer look at how interest rates work. Credit cards describe interest as an **annual percentage rate (APR)**, or the amount of interest you pay over a year. Say you have a new credit card with an APR of 18%. You use your card to pay for a bunch of stuff for your dorm room. Your card has a balance of $1000.00. You stop using your card, but don't pay that balance for a full year. A year later, you'll owe an additional 18% in interest – or $180. Your balance just climbed to $1180.00! (And, of course you have to keep making payments and pay a portion of this interest every month.)

4. **SAY SOMETHING LIKE**: A trap some people fall into is thinking they can just make a minimum payment on their credit card and keep on charging. Take the example above. Your credit card balance is $1000. You decide to stop using your card, and start making the minimum payment of $20 every month. How many months would it take to pay off a bill of $1000 at $20 per month? You might think it would take 50 months – after all, divide $1000 by $20 and you get 50, right?

   Well, think again. Even though you're paying $20 each month, the bank is charging you interest (18% APR) on the money you still owe. Each month, that interest is adding up. Meaning the longer it takes to pay, the more you owe! So even though you're paying $20 a month to cover the $1000 balance, it will take almost 8 YEARS to pay

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off the loan. In the end, you will have paid $862 in interest (finance charges). In other words, you'd have to pay $1862 for items worth only $1000!

5. **SAY SOMETHING LIKE**: Turn to your **Student Handbook page 143, Charge It?** [Display the page on an overhead projector.]

   Here's a look at how much you'd end up paying for items when you make small payments and are charged interest every month. We just discussed the first example, in which you paid off a $1000 balance with payments of $20. Look at the second example. What happens if you increase your monthly payments to $40? In this case, you would be doubling your minimum payment. How many payments do you think you'll need to make? [Allow students to respond.] In this case, I would have guessed that the number of payments would have decreased by one half since we doubled the minimum payment. This would mean that it would take 47 months to pay off a $1000 bill with a minimum payment of $40. In reality, it would take 32 months to pay off this bill. Why? (Because the balance is reduced more quickly, you'd pay less interest.)

   Now we're going to predict the amount of interest you would be charged for a minimum payment of $40. If a minimum payment of $20 results in interest of $862.23, what do you think the interest charges would be for a minimum payment of $40? [Allow students to respond and then fill in the correct answer for the interest charges and final cost on the overhead.] Increasing the minimum payment by $20 saved about $600.

   [Then instruct the students to make predictions for the remaining blank sections. Explain to the students that it's ok if they get the wrong answer. They should try to make their predictions reasonable, but there is no penalty for answers that are way off. Give them three minutes to complete this work and then go over the correct answers as a class. (See **Facilitator Resource 1, Charge It? Answer Key**).]

   SAY SOMETHING LIKE: So remember: *If you only pay your minimum payments, it will take years to pay off your credit card – and you'll end up paying a lot more!*

III. Why It Matters: Financial Troubles and Credit Rating (10 minutes)

1. **SAY SOMETHING LIKE**: Every year, millions of Americans make the mistake of ignoring their ever-growing credit card bills. The credit card debt carried by the average American is over $8000! And Americans pay *billions* of dollars in finance charges every year. Maybe they hope the problem will go away. Or they might think that it

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won't get any worse. But the longer they ignore the problem, the worse it gets. Even if someone stops using his credit card altogether, his balance will keep growing as finance charges keep adding up.

2. **SAY SOMETHING LIKE**: Financial trouble is just one reason to pay your bills on time. You could also get into legal trouble. After all, when you sign a contract for a credit card, you are making a legal obligation to the bank or department store to pay the money back on time. If you fail to do so, they could take legal action against you.

3. **SAY SOMETHING LIKE**: But there's another very important reason you should be careful to pay your credit card bills on time: your **credit record**. Your credit record is basically a record of all the money you've borrowed—including all your credit cards—and your payment history. If you have borrowed money and paid it back on time, you will have good credit. If you have not paid back money on time, you'll have bad credit.

4. **SAY SOMETHING LIKE**: You might be wondering why this matters—after all, who's going to see your credit record? The answer is, *lots of people—from banks to future employers*. You see, your credit record follows you wherever you go. Any time you apply for a loan or any other credit card, your credit record is checked. Future employers may also check your credit record. After all, people want to see if you are reliable and trustworthy – do you keep your promise when you owe people money? With a bad credit rating, you could get turned down for a job you really want. Or you might not be able to get a loan to purchase something really important, such as a home or a car.

   In some cases, you may still receive a loan, but at a much higher interest rate. For example: If you have good credit, you might be able to borrow money to buy a house at 6% interest. If your credit is bad, it will cost you more, such as 7% interest. That might not sound like a lot, but over the 30 years it takes to pay off a $200,000 mortgage, bad credit will cost you $47,340 more!

5. **SAY SOMETHING LIKE**: The bottom line is this: *The way you handle your money now can have a big impact on your future.*

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IV. Wrap Up: Advice to a Friend (10 minutes)

1. Have students turn to their **Student Handbook, page 144, Things to Remember About Credit Cards**. Review the list as a class.

2. **SAY SOMETHING LIKE**: We talked a lot about the dangers of credit cards today. But if used carefully, credit can play an important role in our lives. Credit allows people to afford big purchases that will be useful for many years. For example, in your lifetime, you will probably take out loans for a house, a car, and maybe even college. Not only do these loans carry lower interest rates than credit cards, these purchases can often be a very wise investment because they have lasting value. Your college education will help you throughout your life. Your home provides a place for your family to live – and will probably increase in value over time.

3. **SAY SOMETHING LIKE**: Before we end today, I'd like you to imagine you're out shopping with a friend. You're at one of your favorite stores and the salesperson asks your friend about opening a new card and saving on today's purchase. Your friend is ready to sign up on the spot. What would you say to your friend to help him or her make an informed decision? Write a note with your advice.

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Charge It?
(Answer Key)

Give students three minutes to complete the predictions on the chart below and then review the answers as a class.

Item and Original Cost	Minimum Payment	Number of Payments	Interest Charges	Final Cost
Stuff for dorm room $1000	$20	94 months (7 years and 10 months)	$862.23	$1,862.23
Stuff for dorm room $1000	$40	32 months (2 years and 8 months)	$262.72	$1262.72
Stereo $500	$20	32 months (2 years, 8 months)	$131.39	$631.39
Stereo $500	$40	14 months	$57.85	$557.85
Miscellaneous expenses (clothes, CDs, dinners out) $3,000	$50	155 months (almost 13 years!)	$4,732.78	$7,732.78
Miscellaneous expenses (clothes, CDs, dinners out) $3,000	$75	62 months (5 years and 2 months)	$1,615.73	$4,615.73

To create your own examples showing the cost of credit cards, click on http://www.practicalmoneyskills.com/wizards/credit/index.php and try the Online Calculator.

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Charge It?

You have a new credit card with an 18% APR, or annual percentage rate. The chart below gives you a look at what you'll really spend on different items – and how long it will take to pay the bill – if you don't pay the bill in full each month.

Directions: Predict the number of payments, interest charges and final cost for the blank spaces below.

Item and Original Cost	Minimum Payment	Number of Payments	Interest Charges	Final Cost
Stuff for dorm room $1000	$20	94 months (7 years and 10 months)	$862.23	$1,862.23
Stuff for dorm room $1000	$40			
Stereo $500	$20	32 months (2 years, 8 months)	$131.39	$631.39
Stereo $500	$40			
Miscellaneous expenses (clothes, CDs, dinners out) $3,000	$50	155 months (almost 13 years!)	$4,732.78	$7,732.78
Miscellaneous expenses (clothes, CDs, dinners out) $3,000	$75			

To create your own examples showing the cost of credit cards, click on http://www.practicalmoneyskills.com/wizards/credit/index.php and try the Online Calculator.

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Things to Remember About Credit Cards

Thinking about getting a credit card when you turn 18? Here are some important things to remember:

- When you use a credit card, you are borrowing money from a bank with the promise to pay it back.

- **If you don't pay your credit card IN FULL and ON TIME, you will end up owing MORE than the money you borrowed. Two major reasons are:**

  - ❑ **Late Fees**: If you don't make any payment when the bill is due – or if you make a payment after the due date – you will be charged late fees. Late fees can be very high, such as $25.00 per late payment.

  - ❑ **Interest Charges** (or Finance Charges): If you don't pay your bill in full, you must pay interest on the money you owe. The interest is a percentage of the money you owe. This interest keeps adding up as long as you owe the money.

- **The longer you put off paying your credit card bill, the more you're going to owe.**

  - ❑ Even if you make minimum payments every month, the interest is still adding up on the money you still owe.

- **If you only pay your minimum payments, it will take years to pay off your credit card. If you don't pay your credit card bills in full and on time, you could face:**

  - ❑ **Financial trouble:** The longer you ignore your bills, the more your balance will grow – until your bills may be impossible to pay.

  - ❑ **Legal trouble:** When you sign a contract for a credit card, you're making a legal obligation to the bank or department store to pay money back on time. If you fail to do so, they could take legal action against you.

  - ❑ **A poor credit record:** Your credit record tracks all the money you've borrowed and your payment history. When you apply for a loan, another credit card, and even a job, people will check your credit record. You could get turned down for future loans and jobs with a poor credit record.

- **The way you handle your money now can have a big impact on your future.**

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Before You Sign: Contracts

The BIG Idea

- What are some important things to consider before signing a contract?

AGENDA

Approx. 45 minutes

I. Warm Up: Your Own Cell Phone (10 minutes)

II. Comparing Plans (15 minutes)

III. Reading the Fine Print: Reviewing Contracts (10 minutes)

IV. Wrap Up (10 minutes)

MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 28-30, Grade 10 Skills Checklist
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 145, Choose Your Plan
  - Student Handbook pages 146-147, Student Questions
  - Student Handbook page 148, Cell Phone Service Contract
  - Student Handbook page 149, Wrap Up: Your First Phone Bill
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Cell Phone Ad
  - Facilitator Resource 2, Student Questions Answer Key
  - Facilitator Resource 3, Your First Phone Bill Answer Key
- ❑ Overhead projector
- ❑ Calculators
- ❑ Highlighters (one per student)

OBJECTIVES

During this lesson, the student(s) will:

- Understand the importance of carefully reviewing a contract.
- Compare three different cell phone plans and answer questions based on the information.
- Review a service contract to identify rules, limitations, and any hidden costs of a cell phone plan.

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OVERVIEW

In this lesson, students will learn about the importance of carefully reviewing contracts, as they select a cell phone plan for their first year in college. They'll begin by considering an enticing advertisement for a fictional cell phone plan. Next, they'll compare three plans offered by the cell phone company and use the information to answer specific questions about the plans. Then they'll read the company's service contract to identify some of the hidden costs and limitations of the plan. Finally, they'll be given a simple scenario of cell phone use and determine the amount of the first monthly bill.

PREPARATION

- ❑ List the **BIG IDEA** and the day's activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 146-147, Student Questions**
  - **Student Handbook page 149, Wrap Up: Your First Phone Bill**
  - **Facilitator Resource 1, Cell Phone Ad**

VOCABULARY

Contract: a signed agreement (or document) between two or more parties, such as an individual and a company.

IMPLEMENTATION OPTIONS

For classes not proficient in math, you may wish to work through the calculations together, using the blackboard or overhead projector.

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ACTIVITY STEPS

I. Warm Up: Your Own Cell Phone (10 minutes)

1. **SAY SOMETHING LIKE**: Welcome back, everybody. Last week you learned about credit cards – and why the way you use them now can have a big impact on your future. This week, we're going to talk about something else that can have a big impact on your future: contracts.

2. **SAY SOMETHING LIKE**: You will sign many contracts in your lifetime, whether you're signing up for a credit card, a service for your home like electricity or water, or even medical treatment. Who knows what a contract is? [Take answers and jot down relevant words or phrases on the board.]

   A **contract** is a signed agreement between you and a company or another individual. A contract clearly states the terms of an agreement, such as what will be provided and for how long. A contract is a legal document, so you are making a legal commitment when you sign a contract. That means there could be financial or legal penalties if you change your mind. And that's why it's so important to review any contract very carefully before you sign it.

3. **SAY SOMETHING LIKE**: Let's look at an example of a time in the near future when you might be signing a contract: when it's time to choose and pay for your own cell phone plan.

   Imagine this scenario: You're about to leave for college, where you'll need a new cell phone to keep in touch with friends and family. Your parents have cell phone service with a company called Ring Ring. Ring Ring offers free calls to anyone else that uses their network, so you have decided to choose a plan with Ring Ring. Your parents have offered to pay $50 per month to cover your cell phone charges. You just need to figure out which plan works for you.

   As you're flipping through the newspaper one afternoon, you see this ad. [Put the **Facilitator Resource 1, Cell Phone Ad** on the overhead projector.]

   You fall in love with the orange phone – you've never seen another one like it! Plus, it's FREE if you sign up for the Student Plan, which looks like it's in your budget.

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4. **SAY SOMETHING LIKE**: What do you think? Should you sign up right away? [Take answers.]

   No, you probably shouldn't just choose a plan based on the phone, right? What are some things you'll need to consider before choosing a cell phone plan? [Take answers from the class; make a list on the board. (Examples: number of free minutes; cost for calls when you exceed your minutes; peak and off-peak hours; cost for out-of-area or international calls; cost for text messaging or internet access; taking/sending pictures; downloads; etc.)]

II. Comparing Plans (15 minutes)

1. **SAY SOMETHING LIKE**: Okay, let's say you make a wise choice – to compare different plans offered by Ring Ring instead of just choosing the plan that gets you the cool orange phone. Turn to your **Student Handbook page 145, Choose Your Plan** and look at the three basic plans offered by Ring Ring.

2. **SAY SOMETHING LIKE**: How are these plans different? [Take answers, such as number of free minutes, cost for additional minutes, and overall cost.]

3. **SAY SOMETHING LIKE**: Next, turn to **Student Handbook pages 146-147, Student Questions**. Use the chart in **Student Handbook page 145, Choose Your Plan** to answer the first set of questions. [Give students 10 minutes to complete the questions and then review the answers as a class.]

III. Reading the Fine Print: Reviewing Contracts (10 minutes)

1. **SAY SOMETHING LIKE**: Say you've decided to go with Plan B, the Student Plan, and you're ready to sign up. But before you do, it's important to carefully review the contract for the plan. Even though contracts can be cumbersome to read sometimes, they include important information – and extra costs – you may not have considered. After all, flashy advertisements are designed to highlight just the desirable features of a product or service. You have to read the fine print to find the real truth behind the advertisement. Usually, nothing's as "free" or "easy" as it sounds!

2. [Have the class turn to **Student Handbook page 148, Cell Phone Service Contract**. Give each student a highlighter. Instruct students to use the information in this contract to answer the second set of questions on the **Student Handbook pages 146-147, Student Questions**. Students should highlight this information on their contract. Give the students seven minutes to complete these questions. If time permits, review the answers as a

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class.]

IV. Wrap Up (10 minutes)

1. **SAY SOMETHING LIKE**: Before we end for the day, I'd like you to turn to your **Student Handbook page 149, Wrap Up: Your First Phone Bill**. In this scenario, you have decided to go with Plan B, the Student Plan – you just couldn't resist that orange phone. But when the first bill arrives at the end of September, you're a bit surprised. Read the details on your student handbook page, and figure out the total of your first bill.

2. [If time permits, bring students together to share their answers. Discuss whether Plan B was the best decision, or how you could change your cell phone use to lower your future cell phone bills.]

SKILLS CHECKLIST

Direct students' attention to **Portfolio pages 28-30, Grade 10 Skills Checklist**. Have students complete the skills checklist questions for Money Matters skills.

Money Matters

I can…

Explain why a budget is important, and can name categories to include when creating one.	❑ not at all	❑ somewhat	❑ very well
Keep track of the money in a checking account.	❑ not at all	❑ somewhat	❑ very well
Describe the pros and cons of using a credit card.	❑ not at all	❑ somewhat	❑ very well
Explain what to think about when considering a contract for a cell phone.	❑ not at all	❑ somewhat	❑ very well

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As you head off to college…

What will your cell phone say about you?

Choose a phone that fits your personal style.
Available in ruby red, Florida orange, lemon yellow, grass green, sky blue, and plum purple.

The New **Rainbow Phone** from *RING RING*.

Yours **FREE** with the *Student Plan* — only $49.99 month.

- 500 minutes a month
- Unlimited nights & weekends
- Free calls to anyone in the *RING-RING* network.

RING-RING
Connecting you to your world.

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Student Questions Answer Key

PART 1

1. Excluding calls to your family, you estimate about 30 minutes of talk time each day during daytime hours (that is, before your free nights/weekends take effect). Complete the calculations below using each of the three plans.

PLAN A	Cost
Monthly access fee	$39.99
Over-limit charge a. 30 minutes per day x 20 weekdays/month = 600 (minutes talked) b. 600 (minutes talked) – 400 minutes allowed = 200 (extra minutes) c. 200 (extra minutes) x $.45/minute = $90 (over-limit charge)	$90.00
Total Cost	**$129.99**

PLAN B	Cost
Monthly access fee	$49.99
Over-limit charge a. 30 minutes per day x 20 weekdays/month = 600 (minutes talked) b. 600 (minutes talked) – 500 minutes allowed = 100 (extra minutes) c. 100 (extra minutes) x $.40/minute = $40 (over-limit charge)	$40.00
Total	**$89.99**

PLAN C	Cost
Monthly access fee	$59.99
Over-limit charge a. 30 minutes per day x 20 weekdays/month = 600 (minutes talked) b. 600 (minutes talked) – 650 minutes allowed = 00 (extra minutes) *Since the minutes talked was less than the minutes allowed, no extra minutes were used.* c. 0 (extra minutes) x $.35/minute = $0 (over-limit charge)	$0.00
Total Cost	**$59.99**

2 . Based on your answers to question 1, which plan are you better off choosing? Explain.

You're much better off with Plan C, which will allow you to talk your estimated 30 minutes per weekday. With Plan B, you're paying $40.00 for extra minutes, bringing your total monthly bill to $89.99. For Plan A, you're paying $90.00 for extra minutes, which raises your total monthly bill to $129.99.

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Student Questions
Answer Key

PART 2

1. How much will you have to pay to activate your line the first month? (See "activation fee.")

   $35

2. Name at least 2 other fees you'll pay each month.

   Taxes, monthly universal service charge, monthly regulatory charge, monthly administrative charge

3. You like the Ring Ring plans because they offer unlimited night and weekend calls. What time do free calls begin in the evening?

   Monday – Friday evening at 9:01 PM

4. Imagine you choose Plan B, which offers 500 free minutes. In September, you only use 475 minutes. What happens to your unused minutes?

   "Unused allowance minutes lost"

5. When you get to school, you find that you don't get very good reception from your dorm room. You decide to drop Ring Ring altogether. You signed up for a year-long contract. How much might you have to pay to cancel (terminate) your contract early?

   up to $175

6. Since you're new to town, you might need to call information (411) often to find local numbers. How much will each call cost you?

   $1.49 per call plus airtime

7. You carefully plan the calls you make (or OUTGOING calls) so you don't go over your minutes. But what about calls that other people make TO you, or INCOMING calls)? Will those take up your minutes as well?

   Yes, when the call connects to the Ring Ring network on incoming calls.

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Wrap Up: Your First Phone Bill
Answer Key

After comparing the different Ring Ring plans, you decided to go with Plan B, the Student Plan. You decided you just HAD to have that orange phone, and the plan ($49.99) was within the monthly budget your parents offered to pay. However, you're in for a surprise when the bill arrives at the end of the first month. To begin, you went over your allowance of minutes, talking for 575 minutes. You also sent and received 17 text messages, and called information 4 times. And since this was the first month, there was an activation fee of $35.00. To top it off, there were $14.50 of monthly service charges.

1. What was the total cost?

Basic rate:	$49.99
Extra minutes x Cost per minute: __75__ minutes x __.40__/minute =	$30.00
Text messages x Cost per message: __17__ text messages x __$.40__/message =	$3.40
Information calls x Cost per call: __4__ calls x __$1.49__/call =	$5.96
Activation fee	$35.00
Service charges & fees:	$14.50
Total cost:	$138.85

2. Was Student Plan B the best plan for you considering your cell phone use this month? Why or why not?

   No. Excess minutes cost $30. All of those minutes would have been paid for with Plan C for only $10 more.

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Choose Your Plan

Below is an overview of Ring Ring's three voice basic plans for individuals. Read the chart closely and answer the questions in Part 1 of **Student Handbooks pages 146-147, Student Questions.**

Ring, Ring Basic Voice Plans	Monthly Anytime Minutes	Monthly Access	Per-Minute Rate After Allowance	Text Messages	Plan Includes
PLAN A (Starter Plan)	400 minutes	$39.99	$0.45	$0.20 (for received and sent)	• Unlimited Night & Weekend Minutes • Voice Mail • Caller ID
PLAN B (Student Plan)	500 minutes	$49.99	$0.40	$0.20 (for received and sent)	
PLAN C (Deluxe Plan)	650 minutes	$59.99	$0.35	$0.20 (for received and sent)	

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Student Questions

PART 1

1. Excluding calls to your family, you estimate about 30 minutes of talk time each day during daytime hours (that is, before your free nights/weekends take effect). Complete the calculations below using each of the three plans.

PLAN A	Cost
Monthly access fee	
Over-limit charge a. _____ minutes per day x 20 weekdays/month = _____ (minutes talked) b. _____ (minutes talked) – _____ minutes allowed = _____ (extra minutes) c. _____(extra minutes) x $.45/minute = _____ (over-limit charge)	
Total Cost	

PLAN B	Cost
Monthly access fee	
Over-limit charge a. _____ minutes per day x 20 weekdays/month = _____ (minutes talked) b. _____ (minutes talked) – _____ minutes allowed = _____ (extra minutes) c. _____ (extra minutes) x $.40/minute = _____ (over-limit charge)	
Total	

PLAN C	Cost
Monthly access fee	
Over-limit charge a. _____ minutes per day x 20 weekdays/month = _____ (minutes talked) b. _____ (minutes talked) – _____ minutes allowed = _____ (extra minutes) *Since the minutes talked was less than the minutes allowed, no extra minutes were used.* c. _____ (extra minutes) x $.35/minute = _____ (over-limit charge)	
Total Cost	

2 . Based on your answers to question 1, which plan are you better off choosing? Explain.

_____

_____

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Student Questions

PART 2

3. How much will you have to pay to activate your line the first month? (See "activation fee.")

   _____

4. Name at least 2 other fees you'll pay each month.

   _____

5. You like the Ring Ring plans because they offer unlimited night and weekend calls. What time do free calls begin in the evening?

   Monday – Friday evening _____

6. Imagine you choose Plan B, which offers 500 free minutes. In September, you only use 475 minutes. What happens to your unused minutes?

   _____

7. When you get to school, you find that you don't get very good reception from your dorm room. You decide to drop Ring Ring altogether. You signed up for a year-long contract. How much might you have to pay to cancel (terminate) your contract early?

   _____

8. Since you're new to town, you might need to call information (411) often to find local numbers. How much will each call cost you?

   _____

9. You carefully plan the calls you make (or OUTGOING calls) so you don't go over your minutes. But what about calls that other people make TO you, or INCOMING calls)? Will those take up your minutes as well?

   _____

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Cell Phone Service Contract

Below is the contract for Ring Ring wireless phone service. Read it carefully and answer the questions in Part 2 of **Student Handbook page 146-147, Student Questions.**

Important Calling Plan Information

All minutes (free minutes, calls to other Ring Ring customers, free night & weekend minutes) are for use from within the Ring Ring Coverage Area.

- Unlimited Domestic Long Distance. (Airtime applies.)
- No domestic roaming charges. (Coverage not available in all areas)
- Unlimited Night & Weekend Minutes
  Night Hrs: (M–F) 9:01 p.m.–5:59 a.m.
  Wknd Hrs: 12:00 a.m. Sat.–11:59 p.m. Sun.

Calling Other Ring Ring Customers

You can talk with any of our customers anytime from within the United States and Puerto Rico coverage areas.

Information (411) Calls

$1.49 per call plus airtime.

Minimum Term, Activation and Early Termination Fees

- One– or two–year minimum term required per line.
- Activation Fee: $35/line
- Early Termination Fee: Up to $175 per line.

Taxes, Surcharges and Fees

- Tolls, taxes, surcharges and other fees vary by market (and as of July 1, 2007, add between 4% and 34% to your monthly bill) and are in addition to your monthly access fees and airtime charges.
- Monthly Federal Universal Service Charge (varies quarterly based on FCC rate) is 11.3%
- Monthly Regulatory Charge (subject to change) is 4¢ per line.
- Monthly Administrative Charge (subject to change) is 70¢ per line.
- The Federal Universal Service, Regulatory and Administrative Charges are Ring Ring charges, not taxes.

Other Important Information:

Rates do not apply to credit card or operator–assisted calls, which may be required in certain areas. Usage rounded up to next full minute. Unused allowance minutes lost. Charges start when you first press **SEND** or the call connects to a network on outgoing calls, and when the call connects to a network (which may be before it rings) on incoming calls. Time may end several seconds after you press **END** or the call otherwise disconnects. For calls made on our network, we only bill for calls that connect (which includes calls answered by machines). Calls to 'toll–free' numbers are toll–free; you will be billed airtime. Billing for airtime and related charges may sometimes be delayed. Delayed airtime will be applied against the included airtime for the month when you actually made or received the call, even though such charges may show up on a later bill. This may result in charges higher than you'd expect in the later month.

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Wrap Up: Your First Phone Bill

After comparing the different Ring Ring plans, you decided to go with Plan B, the Student Plan. You decided you just HAD to have that orange phone, and the plan ($49.99) was within the monthly budget your parents offered to pay. However, you're in for a surprise when the bill arrives at the end of the first month. To begin, you went over your allowance of minutes, talking for 575 minutes. You also sent and received 17 text messages, and called information 4 times. And since this was the first month, there was an activation fee of $35.00. To top it off, there were $14.50 of monthly service charges.

1. What was the total cost?

Basic rate:	
Extra minutes x Cost per minute: _____ minutes x _____/minute = _____	
Text messages x Cost per message: _____ text messages x _____/message = _____	
Information calls x Cost per call: _____ calls x _____/call = _____	
Activation fee	
Service charges & fees:	
Total cost:	

2. Was Student Plan B the best plan for you considering your cell phone use this month? Why or why not?

_____

_____

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UNIT

7

PORTFOLIO REVIEW

Lesson Descriptions

Portfolio Review 1: Year in Review

In this lesson, students have the opportunity to celebrate what they've accomplished during the year – through a friendly game of Jeopardy, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.

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PLANNING PYRAMID

GRADE 10, Unit 7, Portfolio Review

Some Students Will:

Most Students Will:

All Students Will:

- Identify areas of accomplishment in Roads to Success and one thing they'd like to learn more about next year.

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The BIG Idea

- What have I learned this year?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Jeopardy (20 minutes)

III. Portfolio Review (10 minutes)

IV. Wrap Up Skills Checklist (10 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio pages 28-30, Grade 10 Skills Checklist

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Grade 10 Jeopardy Board
- Facilitator Resource 2, Grade 10 Jeopardy Questions

❑ Play money in hundred-dollar denominations (OPTIONAL)

❑ Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

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OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year – through a friendly game of Jeopardy, a review of their Portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PREPARATION

- ❑ List the **BIG IDEA** and the day's activities on the board.
- ❑ Use **Facilitator Resource 1, Grade 10 Jeopardy Board,** to create the Jeopardy game template on an overhead transparency or chart paper.

IMPLEMENTATION OPTIONS

JEOPARDY OPTIONS:

Instead of keeping track of points, you may wish to award teams play money for each question answered correctly.

The Jeopardy game is intended to help students celebrate how much they've learned. For that reason, you may wish to eliminate the penalty for wrong answers. You may choose to eliminate the final Jeopardy question as well, since it's possible for a team that was winning throughout the game to lose on the final question.

If your class's Taking Tests lessons have focused on the ACT PLAN rather than the PSAT, make the necessary substitutions in that Jeopardy category.

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ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to see how much you've learned since our first Roads to Success class last fall. There's no final exam or project – all the evidence is accumulated in the Portfolios you've been working on throughout the year. We'll play a trivia game, review your Portfolios, and have a look at the skills you've worked on and see how you think you measure up.

II. Jeopardy (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy on TV? [Students respond. Have somebody describe it in 25 words or less.]

   [Direct students' attention to **Facilitator Resource 1**, **Grade 10 Jeopardy Board**, on the overhead projector or chart paper.]

   SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from $100 - $500. Where would you expect to find the hardest questions? (At the bottom of the board, where the money values are higher.)

   If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

   At the end of the game, there will be a Final Jeopardy question, which is often harder than the others. You may bet none, some, or all of your points on the final question. If you get it right, you win the number of points you bet. If you get it wrong, what happens? (You lose the same number of points.)

   Is everybody ready? Let's get started!

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2. [Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.]

   [Appoint two students to stand at the board and serve as scorekeepers, with each keeping track of the points for one team.]

3. [At the end of 15 minutes of play, announce the Final Jeopardy category, review the rules, and have teams write down their bets.]

4. [Present the Final Jeopardy question, and set a timer for one minute or hum the Jeopardy theme twice through while each team privately records its answer.

   When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.]

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review what you've done this year. I'll give you about five minutes to look through your Portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.

2. [After five minutes, call time and request that students pair up. Use an Engagement Strategy to choose who goes first, and have Partner A talk for one minute about what they're proudest of and why.]

3. [Call time, and have students reverse roles, with Partner B speaking and Partner A listening.]

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 28-30, Skills Checklist**, to review skills covered in the 10th grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

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Grade 10 Jeopardy Board

Education After High School	Careers	Taking Tests	Finding a Job	Money Matters
$100	$100	$100	$100	$100
$200	$200	$200	$200	$200
$300	$300	$300	$300	$300
$400	$400	$400	$400	$400
$500	$500	$500	$500	$500

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Grade 10 Jeopardy Questions

	Education After High School	Careers	Taking Tests	Finding a Job	Money Matters
$ 1 0 0	Name three post-secondary options.	Name a website where you can find career information.	Other than college, where else might you have to take tests after high school?	Why send a thank you note after an informational interview?	Your first paycheck will be less than you actually earned. Why?
$ 2 0 0	Name one pro and one con to attending community college.	What are two things to consider when choosing a career?	Name 2 of 3 sections you will find on the PSAT. A: Writing, Reading, Math	Name three types of businesses that are likely to hire teenagers.	Why is it helpful to have a savings account when putting money away for college?
$ 3 0 0	When should you take your SATs? A: Junior and/or Senior year	What's a career outlook and why should you find out what it is for your state?	What's the BEST way to prepare for the reading section of the PSAT? A. READ!	Name two ways an entry-level job can help you to get your dream job down the road.	Describe two ways you can keep track of the money in your checking account.
$ 4 0 0	What's one good question to ask during a college visit? (This shouldn't be something that can be answered by the website)	Name two jobs in the same career cluster.	Name two reasons to take the PSAT A: gain test taking experience; see what skills need to improved; become eligible for scholarship $	Based on the research we did, name two important qualities employers look for in potential applicants.	Give two reasons why you should be cautious about using credit cards.
$ 5 0 0	What is the FAFSA and when should you file it? A: financial aid form used by the government to assess need. Jan. of senior year.	How can learning about career clusters help you find a job that you enjoy?	When should you guess on the PSAT? A: When you can eliminate one or more answers	Identify one question that you are likely to be asked at an interview.	Name two things you should consider when choosing a cell phone plan.

Final Jeopardy: Name three things you should make sure to do during an interview.

Answer: Smile, shake hands, be polite, be neatly dressed, ask good questions, seem enthusiastic about the job.

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Grade 10 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions below.

TAKING TESTS

I can...

Identify reasons why it's a good idea to take the PSAT or the ACT PLAN.	❑ not at all	❑ somewhat	❑ very well
Identify strategies that will help me to maximize my test taking abilities.	❑ not at all	❑ somewhat	❑ very well

CAREERS

I can...

Identify careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Research anticipated job openings in my field of interest.	❑ not at all	❑ somewhat	❑ very well
Identify pros and cons of careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Understand how working conditions might affect my choice of career.	❑ not at all	❑ somewhat	❑ very well
Understand how using career clusters can help me find my dream job.	❑ not at all	❑ somewhat	❑ very well
Identify how my values influence my career choice.	❑ not at all	❑ somewhat	❑ very well

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FINDING A JOB

I can...

Identify ways an entry level job will help me reach my long term career goals.	❑ not at all	❑ somewhat	❑ very well
Identify local businesses that hire teens.	❑ not at all	❑ somewhat	❑ very well
Make an informational phone call.	❑ not at all	❑ somewhat	❑ very well
Write a thank you note – and understand why it's important.	❑ not at all	❑ somewhat	❑ very well
Identify qualities that employers look for in potential employees.	❑ not at all	❑ somewhat	❑ very well
Recognize areas in my life where I demonstrate the skills employers want.	❑ not at all	❑ somewhat	❑ very well
Succeed in a job interview.	❑ not at all	❑ somewhat	❑ very well

EDUCATION AFTER HIGH SCHOOL

I can...

Compare the pros and cons of various post-secondary options.	❑ not at all	❑ somewhat	❑ very well
List some of the steps necessary to apply to college.	❑ not at all	❑ somewhat	❑ very well
Identify a variety of different places where I can get more information about college.	❑ not at all	❑ somewhat	❑ very well
Set short-terms goals to improve the chances of getting into college later down the road.	❑ not at all	❑ somewhat	❑ very well
Identify high school courses that fit my college and career goals.	❑ not at all	❑ somewhat	❑ very well
See the value of a college visit.	❑ not at all	❑ somewhat	❑ very well
Identify the various types of financial aid available for college.	❑ not at all	❑ somewhat	❑ very well

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MONEY MATTERS

I can…

Explain why a budget is important, and name categories to include when creating one.	❑ not at all	❑ somewhat	❑ very well
Keep track of the money in a checking account.	❑ not at all	❑ somewhat	❑ very well
Describe the pros and cons of using a credit card.	❑ not at all	❑ somewhat	❑ very well
Explain what to think about when considering a contract for a cell phone.	❑ not at all	❑ somewhat	❑ very well

1. What was your biggest accomplishment in Roads to Success this year? Explain.

_____

_____

_____

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_____

2. Describe one way in which you were a valuable member of this class.

_____

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3. Describe one thing you'd like to learn more about or improve next year.

_____

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