# Facilitator's Guide: Grade 11 2010-11

ROADS to SUCCESS
Connecting Students to their Futures

## Dear Teaching Partners,

You hold in your hands the result of more than four years of research, writing, field testing, and revision.

Thanks are due to our many collaborators, including facilitators working in classrooms from the coal fields of Appalachia to the Bronx, New York. Their consistent and thoughtful feedback has been invaluable, and it has been a pleasure to watch them teach. In order of distance from the home office, they are:

| | |
|---|---|
| West Virginia | Erica Ball, Freda Bradley, Jamie Field, Alexis Fisher, Tamara Hough, Drew Hussell, Maureen Kidd, Amanda Morris, Chris Reed, Tisha Reed, Courtney Scholl, and Lilly Sears |
| Western New York | Katie Abbott, Laura Brace, Jake Hillman, and Joan Wissert |
| Pennsylvania | Shannon Kio and Carrie Russell |
| New York City | Onleilove Alston, Ekua Ewool, Toni Konkoly, Katherine Lewandowski, Alicia Ridenour and Veronica Valentin |

Thanks to Susan Carper, Deb Hartshorn, and Kim Ritter for providing enthusiastic instructional support through thick and thin.

Thanks to Loren Banach for her superior organizational skills and assiduous revisions, to Jillian Kornsweig for her mastery of grammar and design, and to our writers, past and present: Lynda Bell, Pam Benson, Joy Brewster, Jordan Brown, Jackie Glassman, and Ronnie Krauss.

Finally, a shout-out to Jon Rosenberg and Kate Cushing for giving us the vision and the tools to make this happen, to Andy McKelvey for getting us started, and to Frank Haberle for keeping us going.

We at Roads to Success are excited about the opportunity to present young people with a better vision of their future, and thank you for passing this knowledge on.

**Kathy Kinsner**
**Director of Program Development**

# Dear Educator,

Every effort has been made to make these lessons as user-friendly and up-to-date as possible. Below, you'll find important items that will help you use them most successfully in your classroom.

**Advance Preparation**

Some lessons require advance preparation, including:

- Gathering of local resources
- Planning of long-term projects with school administrators
- School counselor input re: transcripts, course selection, test-taking, and college access
- Scheduling class time in a computer lab

We recommend that you scan ahead, allowing at least a few weeks before beginning a unit to note any preparation needed.

**Use of Materials from the Web**

In order to provide students with vibrant, up-to-date primary resources, many lessons include the use of online materials. When computer access is unavailable, you may wish to print out this information for classroom use. Please include the website where the material came from, and the title and author, if known. We want to give credit where it's due.

**Keeping Up-to-Date**

Finally, please visit websites well in advance of teaching a lesson, so that you can update information (for example, SAT registration fees) or effectively navigate a website that's been reorganized.

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UNIT

1

# INTRODUCTION

## Lesson Descriptions

**Introduction 1: Introduction**
*Why am I here and what is expected of me?*

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# PLANNING PYRAMID

## GRADE 11, Unit 1, Introduction

**Some Students Will:**

- Recognize Roads to Success as an opportunity to plan their educational future.

**Most Students Will:**

- Understand and comply with classroom procedures.
- Identify a personal goal and steps needed to reach it.

**All Students Will:**

- Understand the topics that will be presented in Roads to Success this year, and identify those that will be most relevant to them.


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## Introduction

### 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 (5 minutes)

III. Junior and Senior Year Scenarios (15 minutes)

IV. RTS in the 11th Grade (10 minutes)

V. Wrap Up (10 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 1, Junior/Senior Year Scenarios.
  - Student Handbook page 2, Road Map (Grades 11 and 12)
  - Student Handbook page 3, Roads to Success Overview
  - Student Handbook page 4, Our Destination
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Name Tent Directions
  - Facilitator Resource 2, Procedures
- ❑ Colored 4" x 6" index cards
- ❑ Markers
- ❑ 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 in grades 11 and 12
- Understand how their performance will be evaluated
- Review the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, and turning in and returning work

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## OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students review the lesson topics for Grades 11 and 12, matching real-life scenarios with topics that will be addressed in class, and discuss the shift in the focus of the program from sophomore to junior and senior years.

## 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 1, Name Tent Directions**
  - **Facilitator Resource 2, Procedures**
  - **Student Handbook page 2, Road Map (Grades 11 and 12)**
  - **Student Handbook page 4, Our Destination**
- ❑ Create procedures for storing handbooks, entering and exiting the classroom, and turning in work and returning work. Before this lesson, record these answers on **Facilitator Resource 2, Procedures** so that you are prepared to discuss each policy with the students.
- ❑ In advance of this lesson, establish an orderly procedure for distributing Family Intro Letters to students at the end of class.
- ❑ You may want to pre-label the binders for your students. One facilitator used the computer to print out labels for the spines. Each class got a different color label, and names were big enough to be read across the room. (This made it possible to take attendance by noting which binders were unclaimed.)

## BACKGROUND INFORMATION

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


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This lesson should pique student interest in the program and establish basic expectations, rules, and procedures.

## VOCABULARY

**Portfolio:** a place to save research, collect information, and record accomplishments.

## 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, chart paper or the overhead projector. 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.) **At the beginning of each class, you will have** ____ (probably around 3) **minutes to complete this assignment. I will be collecting it every class.** (If you decide to do that.) **Are there any questions?**"

You may wish to begin this lesson with props or a PowerPoint to reinforce the idea that students are approaching the end of high school. This could be a video clip of last year's graduation, complete with inspiring music, or the wearing or displaying of college paraphernalia. The goal should be to get students excited about the preparation they're about to undertake to reach their post-secondary goals.

In the **Warm Up**, you may skip the tent cards if you already know most of your students, or you may opt for something more grown up, like name cards pre-printed on the computer.

For **Activity III, Junior and Senior Year Scenarios,** you may wish to have students complete **Student Handbook page 1, Junior/Senior Year Scenarios,** in pairs rather than individually. New students should be paired with veteran students.

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If **Activity III** generates a lot of discussion, you may skip **Student Handbook page 4, Our Destination**, for the sake of time. After you discuss the Job Shadow, you may also choose to have students fill out a quick survey asking what job shadow opportunity they would be most interested in, why and at what location.

If many of your students are new to the program, you may choose to facilitate **Activity IV, Roads to Success in the 11th Grade** before you cover **Activity II, Procedures**. In addition, you may also need to explain more background information about Roads to Success' mission and culture.


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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"x6" 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 1, Name Tent Directions**) Pass out binders while students are completing their cards.

2. Introduce yourself, give the name of the course and tell students when and how often the class meets. Since most have already been in the program for two or more years, ask them to predict what they think they'll learn 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 10th grade?

### II. Procedures (5 minutes)

1. **SAY SOMETHING LIKE:** We only have 60 more weeks of Roads to Success – about 30 weeks a year. To put this in perspective, about 85% of your required schooling has already been completed. In the short time we have left together, we have lots of ground to cover. For the next few minutes let's talk about how we're going to organize our time.

2. Display the completed **Facilitator Resource 2, Procedures** (See **Preparation**), on the overhead projector. Briefly discuss each procedure. If many students are new to the program, discuss and model each procedure in more detail. (This may take more than the allotted 5 minutes.)

### III. Junior and Senior Year Scenarios (15 minutes)

1. **SAY SOMETHING LIKE:** By this time next fall, you are going to be intensely focused on your post-graduation plans. If you've been planning on attending college for a long time, you'll be busy with applications and college visits. If you've not given much thought to what you'll be doing next, it will suddenly hit you that you need to do <u>something</u> because your job for the past 12 years – school – is about to end.

   There are concrete, predictable steps that you can take in your junior and senior year to make this process less stressful, and maybe even fun. For the next two years, this class will describe what those steps are, and assist you in taking them. Many students

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have managed this process in years past, and you will, too.

We've talked a lot about teamwork, responsibility, and respect in previous years, and these attributes are especially important this year and next. Over the next two years, each of you will be focusing on your own plan for what happens after high school. I want all of you to have information about every option, so I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Let's take a look at what you need to know before you graduate.

2. **SAY SOMETHING LIKE:** Please turn to **Student Handbook page 1, Junior/Senior Year Scenarios**. Read through each scenario and put a star beside anything that sounds familiar or addresses an issue that's important to you. At the bottom of the page, please add a topic or two that you might need to know more about to make the transition from high school to adulthood.

   [Give students five to seven minutes to complete this activity.]

   Please take this page out of your binder and turn to **Student Handbook page 2, Road Map (Grades 11 and 12)**. This is a list of topics we'll be covering in grades 11 and 12. Your assignment is to locate the lessons where each junior/senior scenario, including your own topics, will be addressed. Be sure to include the grade and lesson name in the box at the right.

   [If you think your students will have difficulty with this assignment, work through one example as a class. Have a student read the first issue "Your best friend's mom offers to sell you her car – cheap! Your mom is worried about the cost of insurance." Ask students to explain what type of lesson would address this issue. (Car insurance, expenses relating to a car)

   Refer students to **Student Handbook page 2, Road Map (Grades 11 and 12)** and ask them to locate a lesson that addresses car expenses. The best choice for this issue (car insurance) is Grade 11, Money Matters 4: Paying for a Car. Explain that car insurance is one of the many monthly expenses that come along with owning a car. Ask students if they can list any other car expenses (gas, maintenance (oil changes, etc.), repairs). If your students still seem confused, model one more example.]


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3. When students have finished, spend a few minutes previewing what will be covered during the year. Allow time for questions.

**SAY SOMETHING LIKE:**

**Test Prep:**

You'll learn about standardized tests required by many colleges – the ACT or SAT – and practice sample questions for one of them. Time will be provided during class to register for this test, and we'll walk through the steps together. We'll also check out tests given after high school – like the AFVAB (Armed Forces Vocational Aptitude Battery) and the ACT WorkKeys.

**Job Shadow:**

This seven-week unit ends with a visit to a workplace where you'll get a first-hand look at a career that interests you. You'll create documents that you can share with your job-shadow host – a resume that describes your experience and a cover letter that highlights your most relevant skills. You'll also practice informational interviewing so you can get your career questions answered on the day of the workplace visit. And you'll find out about the unwritten rules of workplace behavior (and learn to tie a tie). (See **Implementation Options** for suggestions.)

**Education After High School**

We'll review all post-secondary training options, including tech/trade schools, community colleges, apprenticeships, the military, and four-year colleges. You'll have time in class for in-depth college research. Financial aid and the application process will be briefly reviewed.

**Money Matters**

Want to know more about credit cards, buying a car, and renting your first apartment? Roads to Success will provide the info you need. By the end of your senior year, you'll be able to make a budget that fits your post-graduation plans.

[List any topics mentioned by students that aren't covered in the curriculum so that you can refer them to additional resources for the appropriate answers. Note that if students need information before a topic is scheduled in Roads to Success, they should ask. You or the guidance counselor can help steer them in the right direction; they don't have to wait until you cover a topic in class.]

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## IV. Roads to Success in the 11th Grade (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's take a look at the Roads to Success mission and grading policies, found on **Student Handbook page 3, Roads to Success Overview**. Please read this page to yourselves, and underline two items that are different from last year. Pair students new to the program with veteran students.

   When students have finished reading, have them identify the "different" items – the focus on preparation for post-secondary education and the Job Shadow visit to the workplace. Have volunteers describe the grading policy and the purpose of the Portfolio.

## V. Wrap Up (10 minutes)

1. Display **Student Handbook page4, Our Destination,** on the overhead projector, and have students turn to this page in their handbooks. Ask them to read through the class goals and identify one they find to be personally important. Then have a volunteer read the directions at the middle of the page. Model completion of this page as described below. Answer any questions the students may have. Then explain that they will have five minutes to complete this assignment.

   **SAY SOMETHING LIKE:** Let's consider item #2, "We will explore careers and find potential matches for every person in the class." One step you could take to reach this goal might be "Visit a workplace and talk to someone who has this career."

2. Once students have finished, thank them for their work and emphasize how excited you are for the coming year. Ask for volunteers to describe something they're looking forward to learning in Roads to Success this year.

3. Distribute Family Intro Letters.

4. Before students leave, collect their name cards and preview the students' responses before next week's lesson.


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# Welcome to Roads to Success!

**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 one career you are considering on the back of the card.
- On the inside of the tent, write one question you have about how to get into college or apply for a job.
- Then place your card on your desk with the name side facing away from you.

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# PROCEDURES

## I. ENTERING THE CLASSROOM

- _____

_____

## II. BINDER

- Binders will be stored _____.

- Passing out and returning binders: _____

_____

## III. TURNING IN and RETURNING WORK

- Where and how do I turn in work?

_____

_____

- Work will be returned to me….

_____

_____

## IV. EXITING THE CLASSROOM

- _____

_____

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# Junior/Senior Year Scenarios

For each issue, find a Roads to Success lesson that addresses it. Then, write the grades and lesson names in the boxes to the right.

| Issue | Roads to Success lessons that address this |
|---|---|
| Your best friend's mom offers to sell you her car – cheap! Your mom is worried about the cost of insurance. | |
| Your friends are talking about taking the ACT (or SAT). Should you be doing this? When? How? | |
| You see an ad for a job in a computer store that you think you'd be qualified for. They're asking for a resume. You don't have one. | |
| You're reading through an application for college when you see they require an essay. Now what? | |
| The college you most want to attend costs $20,000 – way more than your family can afford. | |
| You know you want a job in construction, but have no idea where to get training. | |
| Two friends want you to move in with them after high school, and have already picked out the "perfect" apartment. | |
| Your dad keeps wondering (out loud, often) what kind of job you're going to get when you graduate. There are two ads in the paper – one for McDonald's and one for Burger King. What will you do next? | |
| Your scenario here: | |
| Your scenario here: | |

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# Road Map (Grades 11 and 12)

| Grade 11 | Grade 12 |
|---|---|
| **INTRODUCTION** | **INTRODUCTION** |
| **TAKING TESTS** | Introduction |
| Introduction to the ACT/SAT | Are You Ready? |
| ACT (or SAT) Practice Questions | **APPLYING TO COLLEGE** |
| ACT (or SAT) Registration | College Application Basics |
| Workforce and Adult Ed Tests | Writing the Essay I |
| **CAREERS** | Writing the Essay II |
| Interest Inventory | Writing the Essay III |
| My Career Research | Writing the Essay IV |
| My Career Choice: Just Right or Rethink | Writing the Essay V |
| **JOB SHADOW** | **FINANCIAL AID** |
| Introduction to Job Shadow | Financial Aid Overview |
| Creating Resumes I | Searching for Scholarships I |
| Creating Resumes II | Searching for Scholarships II |
| Workplace Behavior | FAFSA I |
| Informational Interview I | FAFSA II |
| Informational Interview II | Comparing Financial Aid Awards |
| Reflection & Thank-You Note | **FINDING A JOB** |
| **EDUCATION AFTER HIGH SCHOOL** | Who Gets Jobs? |
| Choosing Courses for Senior Year | Your Network |
| Choosing a College Major | Research 1 |
| Other Educational Paths | Research 2 |
| Evaluating Postsecondary Options | Polish Your Resume |
| Choosing a College | Cover Letters I |
| Research I | Cover Letters II |
| Research II | The Interview |
| Research III | Follow Up and Action Plan |
| Letters of Recommendation | **MONEY MATTERS** |
| **MONEY MATTERS** | Freshman Year Budget |
| Understanding Credit | Big Ticket Expenses |
| Credit Cards | Health Insurance |
| Let's Go Car Shopping | The Details |
| Paying for a Car | **NEXT STEPS** |
| Renting Your First Place | Freshman Year Survival Guide |
| Signing a Lease | Tips for Success |
| **PORTFOLIO REVIEW** | Winning in the Work World |

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# Roads to Success Overview

## Your Mission

The focus of Roads to Success is different in Grades 11 and 12 than in the earlier grades. Up until now, the program has been about aspiration (being your best self) and exploration (figuring out what your best self is). In your junior and senior year, the focus is preparation – taking the steps you need to reach your goals.

## 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. In grade 11, you'll use your Portfolio for job-related documents, like a resume and cover letter, and education-planning documents, like your college research. Your completed Portfolio is yours to take with you when you graduate from high school.

## Job Shadow

Students in Grade 11 will visit the workplace to observe the daily activities of a career of interest.

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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 are three steps you can take in the next month to help you reach this goal?

_____

_____

_____

_____

_____

_____

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UNIT

2

# TAKING TESTS (SAT version)

## Lesson Descriptions

**Taking Tests 1: Introduction to ACT/SAT (SAT version)**
*Why should I take a college entrance exam (ACT or SAT), and how can I prepare?*
**NOTE:** *This lesson requires coordination with your school counselor.*
*It also requires making arrangements to use the computer lab.*

**Taking Tests 2: SAT Practice Questions**
*What kinds of questions will be on the SAT?*

**Taking Tests 3: SAT Registration**
*How do I register for the SAT? What do I need to know for test day?*
**NOTE:** *This lesson requires coordination with your school counselor.*
*It also requires making arrangements to use the computer lab.*

**Taking Tests 4: Workforce and Adult Education Tests**
*What kinds of tests might I face when applying for jobs, the military, or vocational training?*

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# PLANNING PYRAMID

## GRADE 11, Unit 2, Taking Tests (SAT version)

**Some Students Will:**

- Prepare to take the SAT using resources identified in class.

**Most Students Will:**

- Identify strategies for approaching SAT questions.
- Register to take the SAT.
- Understand the mechanics of preparing for test day (for example, make sure your calculator has fresh batteries.) and know what to do after arriving at the testing site.

**All Students Will:**

- Understand the purpose of the SAT.
- Understand the types of questions included on the SAT.
- Recognize that although there's a small penalty for guessing on the SAT, it's a good idea to answer all questions for which they can eliminate one or more answers.
- Understand how employers and other organizations use standardized tests.


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# ROADS to SUCCESS

Grade 11 Taking Tests

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.

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

## Grade by Grade

Roads to Success introduces all 11th-graders to the ACT, SAT, and a few tests they might encounter after high school. We walk students through the registration process for the ACT or SAT, depending on which test is most often taken by students in your area. Students who register online will need a parent's credit card information, which they can bring to school or add later at home. Students who mail in their registrations will need to include a check or money order (or fee waiver).

## Test Prep

Is your student thinking about applying to college? The application process varies from school to school. Some community colleges require only a high school diploma or GED. More competitive colleges require more.

Many colleges will want to know your son or daughter's GPA (grade point average) or class rank (how her grades compare to her classmates). Many colleges also require a score from a standardized test that helps them compare students from different schools.

Your student can take one of two tests used to compare students applying to college – the ACT or the SAT. Most schools accept either test. Visit test websites for more info.

- ACT: www.actstudent.org
- SAT: www.collegeboard.com

**When and where are these tests given?**
Students can take the ACT and SAT in 11th or 12th grade, starting in the fall of junior year. Experts recommend taking either test during the 11th grade, when subjects like algebra and geometry will be fresh in students' minds. This option also gives students a chance to re-take the test in 12th grade, if needed.

Test dates and locations are available from your school counselor, or on the ACT and SAT websites listed below.

**How does my student sign up?**
Both the ACT and SAT offer two ways to register. Online registration requires a credit card and an e-mail address. It's easier for students to update and confirm information if they register online.

Students may also register by mail, where they can pay by check or money order. The school counselor can provide mail-in registration forms.

**How much does the test cost?** As of 2009-2010, the ACT costs $32, plus an extra $15 for students taking the writing test. The SAT costs $45. (SAT Subject Tests cost extra.) Check the websites for yearly updates. Students who cannot afford to pay may be excused from these fees. They should see their school counselor for details.

**How do scores get reported to colleges?**
While registering, students can choose up to four colleges to receive their test scores. Later on, they may request more score reports. Extra reports cost $9.00 per college for the ACT, and $9.50 per college for the SAT (as of 2009-2010).

**How can my student prepare for these tests?**
The ACT and the SAT aren't the kind of test students can cram for, but it helps to understand the rules and know what kinds of questions will be asked. Practice tests are available on the websites below. It's well worth your student's time to try at least one practice test – start to finish – before the actual test day.

**Where can I go for more information?**
Some communities offer test prep courses through after school programs. Companies like Kaplan, Barron's, and the Princeton Review sell test prep books with tips and practice questions. You can get these from your guidance counselor, the library, or most bookstores. There's also lots of info online:

- www.number2.com
- ACT: www.actstudent.org
- SAT: www.collegeboard.com
- http://ineedapencil.com/

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## Introduction to ACT/SAT (SAT version)

## The BIG Idea

- Why should I take a college entrance exam (ACT or SAT), and how can I prepare?

## AGENDA

Approx. 45 minutes

I. Warm Up: College Entrance Exams (5 minutes)

II. Why and Why Now? (5 minutes)

III. Sizing up the Heavyweights: ACT vs SAT (5 minutes)

IV. SAT FAQs (20 minutes)

V. Wrap Up: Plan of Attack (10 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 5, College Entrance Exams
- Student Handbook page 6, Why and Why Now?
- Student Handbook page 7, Sizing up the Heavyweights: ACT vs SAT
- Student Handbook page 8, SAT FAQs
- Student Handbook pages 9-10, Plan of Attack

❑ Handout with local SAT test dates, locations, and education codes. (See **PREPARATION**.)

## OBJECTIVES

During this lesson, the student(s) will:

- Learn that colleges require entrance exams, and the reasons that they do.
- List good reasons to take the ACT or SAT in 11th grade.
- Become familiar with the basic content of the SAT and ACT.
- Gather the practical information they need to register for the SAT.

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## OVERVIEW

By 11th grade, most students know that high school will not last forever, and that one option after they graduate is to go to college. They may not know, however, that planning ahead is necessary, and that many colleges require applicants to take either the ACT or SAT college entrance exam. This four-lesson unit will help students get ready to take the SAT as well as tests they may encounter after high school.

The first lesson introduces students to both the SAT and ACT, explains why colleges require an entrance exam, cites reasons to take one of the two tests this year, provides basic information about the content, and articulates what students need to know before signing up for the SAT.

## 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 6, Why and Why Now?**
  - **Student Handbook page 7, Sizing up the Heavyweights: ACT vs SAT**
  - **Student Handbook page 8, SAT FAQs**
- ❑ For **Activity II, Why and Why Now?**, make a T-chart on chart paper. On the left column write "Why do colleges require entrance exams?" and on the right column write "Why should I take a college entrance exam in 11th grade?" This chart will be used to record students predictions before looking at **Student Handbook page 6, Why and Why Now?**
- ❑ For **Activity IV, SAT FAQs**, research upcoming SAT test dates, locations and location codes (available on the SAT website, www.collegeboard.com), as well as registration deadlines. Please note that the registration deadlines are about one month in advance of the test. Be sure to select test dates for which your class will have enough time to register for when you go online together in two weeks (Lesson #3).
  - Create a handout with this information, and make enough copies for each student. Include the website name and URL.
  - List local test prep courses on this handout.
  - Check for current information on the cost of the test. Students will need to enter these amounts on **Student Handbook pages 8** and **10**.


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- ❑ For **Activity IV, SAT FAQs,** talk to the school counselor:
  - Find out about local test prep options. IHaveAPlanIowa.gov has free SAT test prep modules in it.
  - Obtain SAT Preparation Booklets to give out to students or download and print these from the web: http://www.collegeboard.com/prod_downloads/sat/sat-preparation-booklet.pdf.
  - Make sure the guidance office has enough SAT Registration packets for your students who may end up filling out the paper forms. These can be ordered in quantity from the SAT website, or downloaded from: http://www.collegeboard.com/prod_downloads/sat/sat-registration-booklet.pdf (Make sure you've linked to the booklet for the current year.)
  - Discuss where to direct students who have questions about the test, or want to request fee waivers.
  - Discuss enlisting the counselor and/or host teacher's help for Lesson 3 (in two weeks), when students register for the SAT in class.
  - Discuss how to handle special education classes.
- ❑ **Obtain permission from your school administrator to register students for the SAT in class. This will involve two options:**
  - Online registration (much preferred), for which students are encouraged to bring in credit card information; or
  - Filling out and mailing the registration packet, for which students are encouraged to bring in a check or money order, made out to "The College Board".
  - Discuss the possibility of offering a Saturday practice test at your school.
  - Discuss procedures for obtaining parental permissions for bringing in social security numbers, as well as credit card information. **(NOTE: To avoid identity theft or unauthorized purchases, students should NOT share credit card information with anyone. If students or family members are concerned about these issues, they may complete the online registration in class, and fill in the credit card information at home.)**
- ❑ Decide how to handle students reluctant to register for the SAT. Even if they aren't planning to attend college, it's recommended that they create an SAT online account and follow instructions so they're familiar with the process if they change their minds later.

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## BACKGROUND INFORMATION

It's critical that students know by fall of junior year that they will be required to take the SAT or ACT entrance exam in order to apply to college. Students who aren't sure of their plans should also be strongly encouraged to take the test. And though most students will be familiar with the notion of a "standardized test," many (especially if their parents didn't attend college) won't know that taking the SAT or ACT is different – you don't just show up and wing it. Students need to learn that they must prepare for this test well in advance, logistically as well as academically. They'll have registration deadlines to meet, fee waivers to apply for (if eligible), decisions to make about which tests and test options to choose. Plus, they need to recognize it's a huge advantage to be familiar with the test, and to be armed with the appropriate test-taking strategies.

To point students in the right direction, you should motivate them to become pro-active about taking the SAT. Give out test dates and locations, recommend helpful websites such as IHaveAPlanIowa.gov that post practice tests, and inform students about community test-prep resources.

## IMPLEMENTATION OPTIONS

For **Activity II, Why and Why Now?** you could structure this as a discussion, and then just point students to **Student Handbook page 6, Why and Why Now?** for reference.

Another option for **Activity II** is to ham it up a bit, by turning this into a role-playing exercise. You would assume the role of a college admissions officer (donning a bowtie, letter sweater, or college cap) and let students ask you questions about "Why and Why Now?" Then, point them to **Student Handbook page 6, Why and Why Now?** as a summary of your answers.

For **Activity III, Sizing up the Heavyweights: ACT vs SAT,** you may choose to turn this activity into a competition. Allow students to scan **Student Handbook page 7, Sizing up the Heavyweights: ACT vs SAT,** for one minute, then ask students questions that are addressed in the handbook page. You may wish to give prizes to students to correctly answer a question.

For **Activity IV, SAT FAQs,** you might suggest your students take notes and circle information


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## ACTIVITY STEPS

### I. WARM UP: College Entrance Exams (5 minutes)

1. Direct students, as they come in, to **Student Handbook page 5, College Entrance Exams**. Give them 3 minutes to complete their responses.

2. **SAY SOMETHING LIKE:** Today we start a new unit about something very important—test preparation. Specifically, the next three lessons will focus on preparing you for a college entrance exam – a *big* test you have to take if you want to get into college. Some colleges don't require it, but many do. So even if you're not sure you want to go to college, or where you're applying, it's to your advantage to take this test. (For those of you who are thinking about going to work after you graduate from high school, the fourth lesson in this unit focuses on standardized tests used in the workplace.)

   There are two college entrance exams you can take: the SAT or the ACT. How many of you have heard of these tests? [Students respond.]

   How many of you felt nervous when I mentioned them? [Students respond, probably most will nod, say "me!"]

   I don't blame you. Most of us don't like taking tests, and we get especially nervous when we know a test will have a big impact on our future. But, just like anything scary that you haven't experienced before, the more you know, the less you fear. And when it comes to taking the SAT or ACT, the more you know, the better you'll do. So let's go over your answers on **Student Handbook page 5, College Entrance Exams** and see what you know and how you feel.

   [Go over **Student Handbook page 5, College Entrance Exams,** encouraging students to share what they know.]

   If the class has a large number of students who don't know anything about these tests, limit the discussion of question #6, "How do you feel about taking the SAT or ACT?", so students won't be scared off; but if most kids have friends or siblings who have taken the tests, let them express their anxiety.

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## II. Why and Why Now? (5 minutes)

1. Display chart paper with T-chart (See **Preparation**). Call on a volunteer to read the first question (Why do colleges require entrance exams?) aloud and then call on volunteers to share their predictions. Record their answers on the chart paper. Repeat this procedure with the second question. Why should I take a college entrance exam in the 11th grade?

2. **SAY SOMETHING LIKE:** Most 11th graders across the country are feeling the same way you are about taking college entrance tests. But colleges have very good reasons for requiring these tests. And it makes good sense to take them this year. Let's see why.

   [Refer students to **Student Handbook page 6, Why and Why Now?** Put the transparency of this document on the overhead projector. Call on students to read each point aloud. Spend more time covering the "Why Now?" section, allowing for questions and discussion.]

   **SAY SOMETHING LIKE:** You can see why it's important for us to spend some class time preparing for the college entrance exam. You should also talk to your parents about taking the test, and it might be a good idea to include this list of **Why and Why Now?** as part of your discussion.

## III. Sizing up the Heavyweights: ACT vs. SAT (5 minutes)

1. **SAY SOMETHING LIKE:** As you know, there are two different standardized tests, both nationally administered, that you can take: the ACT and the SAT. Traditionally, students in the coast states like California and New York have taken the SAT, students in the middle of the country have taken the ACT. Colleges accept scores from either test and do not usually have a preference. But the tests are different. In general, the ACT questions are more direct and test you on the subjects you've learned in high school. The SAT is considered more abstract, focusing on problem solving, reasoning ability and critical thinking skills. Here's a brief look at how the two compare, so you will know your options.

   Put the transparency you made of **Student Handbook page 7, Sizing up the Heavyweights: ACT vs SAT** onto the overhead projector. Give students one minute to scan the page and then read it aloud. (See **Implementation Options** for Suggestions.)

   **SAY SOMETHING LIKE:** For future reference, you have the same information in **Student Handbook page 7, Sizing up the Heavyweights: ACT vs SAT.** And if you want to compare the two exams in further detail, you can find commentaries on how the tests compare online, by typing "SAT vs ACT" into your browser.


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## IV. SAT FAQs (20 minutes)

1. **SAY SOMETHING LIKE:** Since many of you will take the SAT, for the rest of today's lesson, and for the next two lessons, we're going to focus on preparing you for that test.

   [Ask students to turn to **Student Handbook page 8, SAT FAQs,** while you display this document on the overhead projector.]

2. **Registration Dates**
   **SAY SOMETHING LIKE:** Today we're going to make sure you have all the information you need to be ready to register, which we'll do together in class, two weeks from now. Of course you can register at home with a family member too, but you'll leave today knowing what to expect.

   We'll start with the first thing you need to do in order to register, which is to select a date to take the test. I checked the SAT website, and created this handout listing upcoming test dates.

   [Hand out the information sheet you prepared with up-to-date information about when and where the SAT will be offered, and the registration deadline for each date. Read the dates out loud. Point out the difference between the registration deadline and the actual test date.]

3. **Reporting scores to colleges**
   **SAY SOMETHING LIKE:** Next on your list is to look up when each college or scholarship agency you're interested in applying to needs to have your SAT scores, so you can be sure to pick a test date that gives you time to meet their deadlines. But what if you don't know what schools you want to apply to? Or if you don't know which scholarships might be right for you? Are any of you thinking this now? [Students respond.]

   **SAY SOMETHING LIKE:** This is perfectly fine; most 11th graders don't know these answers yet. So think about it a bit, and investigate some possibilities. If you decide to take this test during your senior year, you may want to think about when your scores would be delivered. Visit some college websites, see when they want scores. Do the same with scholarship agencies. Your SAT scores are typically mailed about a month after the exam, so get out a calendar and make sure the test you sign up for gives you *plenty* of time to meet any possible deadlines.

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Another question you might have is: what if my scores are bad, and I don't want colleges to see my first try? Don't worry. You can choose to send your scores only to the schools you want. If you take the test more than once, you can request that only your best score is sent, depending on the requirements of the college where you're applying. You can sign up to send your scores to specific schools for free when you register, or you can send them later, for a fee.

**Saturday testing**

One thing you should know is that the only acceptable reason NOT to take a test on a Saturday is for religious reasons. If that's the case for you, see the school counselor to investigate your options – you can apply to take the test on Sunday by submitting a letter from your clergy person. If you work on Saturdays, you'll have to get permission to have this time off. You'll need about four to five hours on the test day, from the time you arrive to sign in, until you leave. Most bosses will understand how important it is for you to take the test. If you need help convincing him/her, ask your parents, or school counselor, for help.

**Disabilities**

If you have a diagnosed disability and qualify for extended time accommodations in school, you may be eligible for the same on the SAT. Check for the requirements and application process with your school counselor, or look in the SAT registration booklet. This information is also available on the SAT website: www.collegeboard.com.

**Subject Tests?**

Some colleges require you to take special subject tests, like U.S. History, Biology, or a foreign language. You must register for each subject test you take, and subject tests may not be taken on the same day as the SAT Reasoning Test. Check with colleges you're interested in attending to see if subject tests are required. You'll find this information in the "undergraduate admission requirements" section of college websites.

Next on your handout, you'll see the costs for the SAT. It costs $45 to register for the SAT Reasoning Test. (Subject tests require additional fees.) Fee waivers are available if you're eligible; see your school counselor for the details. But don't wait for the last minute! You'll need to have this information to register in two weeks. [NOTE: This a fee for the year 2009. Future prices may be subject to change.]


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**Preparation**

So, where can you go to get some good, solid preparation for the SAT? Several online options are listed on **Student Handbook page 8, SAT FAQs** including IHaveAPlanIowa.gov. Local test prep options are listed on the handout with local test dates. Definitely visit the SAT website. Download the SAT Preparation Booklet from the College Board website, or ask your school counselor for a copy.

**SAY SOMETHING LIKE:** The more you look at the SAT prep materials, the more you'll know what to expect. You'll be able to identify subjects you learned but need to review again. And you'll be able to the target areas you need to work on the most.

## V. WRAP UP: Plan of Attack (10 minutes)

1. **SAY SOMETHING LIKE:** Congratulations! You are now well on your way to taking the SAT. Next week, we'll go over some sample questions from an SAT exam. And the following week, we'll go online to actually register for the test. So, you have a number of things to take care of between now and then, which are listed on **Student Handbook pages 9-10, Plan of Attack**. [Tell students to turn to that page.]
   - Visit the website to get familiar with the SAT information (www.collegeboard.com).
   - Select a test date and location.
   - Investigate colleges of interest to see if they require Subject Tests.
   - Get fee waiver information from the guidance counselor; if you're eligible for free or reduced lunch, you may be excused from paying the registration fee. (Note: If you're eligible for a fee waiver for the SAT, you may also be eligible to have the college admission fee waived at some colleges.)
   - Get credit card information from your parent or guardian, and plan to register online. If this is not an option, get a check or money order and plan to fill out the paper form in class.
   - And last but not least – relax! By the time the test date arrives, you will be prepared and ready to give it your all.

Now, who has questions? I'll answer as best I can, and if there's something I don't know, we'll generate a list for the school counselor, and I'll report back to you on them next week.

[Field questions, and ask a student to write down unanswered questions. Bring this list of questions to your school counselor and report back to students during the next lesson.]

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# College Entrance Exams

**Directions:** Answer of the questions below.

1. What is the purpose of the SAT or ACT?

_____

_____

_____

2. What have you heard about these tests?

_____

_____

_____

3. Did you take the PSAT? If so, how did you feel before you took it? After?

_____

_____

_____

4. Do you have friends or siblings who have taken the SAT or ACT? If so, which test?

_____

_____

_____

5. How do you feel about taking the SAT or ACT? Check off all that apply:

- ❑ Nervous
- ❑ Excited
- ❑ Clueless
- ❑ Worried
- ❑ Ready for the challenge
- ❑ Unsure what to expect
- ❑ Competitive
- ❑ Afraid
- ❑ Eager to prove yourself
- ❑ Like hiding

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# Why and Why Now?

## Why do colleges require entrance exams?

- The tests show your mastery of the material colleges expect you to learn in high school.
- The tests help colleges compare students from different kinds of high schools.
- The tests show how well you analyze, reason, problem solve and communicate.
- The tests show your readiness for the demands of a specific college.

## Why should you take a college entrance exam in 11th grade?

- If you're in a college prep program in high school, much of the material you've been studying will correspond to the content and be fresh in your mind.
- Your test scores can help you decide what areas you need to strengthen.
- Your test scores can help you decide on coursework to take senior year, or during the summer.
- Some colleges are more difficult to get into than others. Knowing your score will help you find a college that's a good match.
- When considering where to apply, you'll be able to compare your test scores with those of typical students at the colleges you're considering. This will help you see if the school is a good choice for you.

  For example in 2008, the University of Charleston in West Virginia expected a minimum score of 900 (out of 1600 possible points) total for the math and reading sections of the SAT. At Emory University in Georgia, math + reading combined scores for the middle 50% of freshman ranged from 1330 to 1470 (also out of a possible 1600 points).
- Colleges that get your test scores this year will be able to contact you about their academic programs, scholarships, special programs and/or visiting days. (You get to decide where to send your scores.)
- Some colleges and scholarships have application deadlines for which you might need scores soon, or in the early fall.
- You'll be able to take the test again next year if you feel you can do better.

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# Sizing up the Heavyweights: ACT vs SAT

| | ACT | SAT |
|---|---|---|
| **Subjects Tested** | Math, Science, English, Reading<br>Writing is optional (though required by some colleges) | Math, Writing (includes an Essay), Critical Reading (Note: no science) |
| **Scores** | Each subject scored: 1-36<br>Composite score created (out of 36)<br>Separate score for Writing: 1-12 | Each section scored: 200-800<br>Composite score created (out of 2400) |
| **Length of Test** | 2 hours, 25 minutes<br>Including Writing: 3 hours, 25 minutes | 3 hours, 45 minutes |
| **Questions** | 215, all multiple choice | Essay, plus 140 questions, some multiple choice, some math requires showing work |
| **Math Content** | Algebra, Geometry, 4 questions Trigonometry | Algebra II, Basic Geometry |
| **Penalty for wrong answers** | None | ¼ point off for each wrong answer, except for math grid-ins |
| **Score History** | You decide which to send (easier to hide bad scores) | You decide which to send. If you don't choose, your entire score history is reported automatically; colleges generally consider the best score. |

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# SAT FAQs

**1. Registering – Selecting a Test Date**

- Find out when the test is being offered, and where. This information can be found on the SAT website (www.collegeboard.com).
- Look up when each college or scholarship agency you're interested in applying to needs to have your SAT scores. Scores are typically mailed about a month after the exam.
- If you need to take the test on a day other than a Saturday because of religious reasons, you'll have to apply by mail to take the test on Sunday. A letter from your clergy person is required.
- If you have a diagnosed disability and documentation of extended time accommodations in school, you may be eligible to test on national test dates with extended time. Information is available on the website (www.collegeboard.com) or in the registration booklet located in your guidance office.

**2. Registering: Selecting a Test Option**

- We'll be registering for the SAT Reasoning Test in two weeks. Check with colleges of interest to see if they require Subject Tests as well. (Note: it's not possible to take the Reasoning Test and Subject Tests on the same day.)

**3. Costs**

- $_____ to register for the SAT Reasoning Test, with additional fees for subject tests. You get four free score reports at the time you register and take the test. Additional score reports are $_____ each.
- Fee waivers are available for certain students who are eligible for free or reduced lunches. See your school counselor and get a fee waiver number before actual registration (which will occur in class, two weeks from today).

**4. Test Prep Options**

- Visit the SAT website: (www.collegeboard.com).
- Visit other websites: www.IHaveAPlanIowa.gov, www.ineedapencil.com, www.kaplantest.com, www.vocabulary.com, www.freevocabulary.com.
- Ask your school counselor for a copy of the SAT Preparation Booklet, a free booklet published by SAT. You can also download this free from the SAT website.
- Check your public or school library for information and practice tests.
- Once you know what to expect, review those content areas you have studied but need to review again.
- Identify areas you have not mastered, and seek materials and prep classes that will help you get ready.

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# Plan of Attack

**Things to do to get ready to sign up for the SAT on _____ (date).**

- ❑ Visit the SAT website (www.collegeboard.com).
- ❑ Select an SAT test date and location.
- ❑ Find out if colleges of interest require SAT Subject Tests.
- ❑ If you are eligible for a free or reduced lunch, talk to your guidance counselor about fee waivers, and get a fee waiver number.
- ❑ Think about what colleges should receive your test scores. The SAT will send your scores to four schools free if you list them on your registration; but you may prefer to decide later, once you see your scores. (Note: fees apply).
- ❑ Discuss with your parent or guardian whether or not you want to use your social security number when registering for the SAT. (Social security numbers are used to distinguish between students who have similar names.)

  Social Security #: _____

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❑ Get credit card information from a parent, in order to register for the SAT in class. **(NOTE: You can also sign up online in class and fill in credit card information later at home, on your own computer.)**

**WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.**

**If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Type of credit card: _____

Credit card #: _____

Name of cardholder: _____

Expiration date: _____

Security Code
(last three digits- located on the back of card where cardholder's signature is) _____

---

If you are going to use a credit card to register for the SAT, please have your parent or guardian complete the information below.

_____ (name of student) has my permission to use my credit card to register online for the SAT during his/her Roads to Success class. I understand that the following costs will be charged to my card:

$_____ SAT registration fee

_____
(Signature of parent/guardian)

_____
(Printed name of parent/guardian)

_____
(Date)

***If you are bringing in a check or money order, make it out to "The College Board".***

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## SAT PRACTICE QUESTIONS

### The BIG Idea

- What kinds of questions will be on the SAT?

## AGENDA

Approx. 45 minutes

I. Warm Up: SAT Strategies (5 minutes)

II. The Real Deal (35 minutes)

III. Wrap Up: Registration Clarification (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student pages 11-12, SAT Strategies
  - Student page 13, Sentence Completion Practice Questions
  - Student pages 14-15, Passage-Based Reading Practice Questions
  - Student pages 16-17, Mathematics Multiple-Choice Practice Questions
  - Student pages 18, Mathematics Student-Produced Responses Practice Questions
  - Student pages 19, Mathematics Student-Produced Responses Practice Grids
  - Student page 20, Improving Sentences Practice Questions
  - Student page 21, Identifying Sentence Errors Practice Questions
  - Student pages 22-23, Essay Practice Question
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, The Real Deal Answer Key
- ❑ Timer
- ❑ Calculators (one class set)
- ❑ Overhead or LCD projector
- ❑ Highlighters (one class set)

## OBJECTIVES

During this lesson, students will:

- Learn general SAT test-taking strategies.
- Get to know the structure and content of the SAT.
- Work through sample questions from each SAT section.

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## OVERVIEW

Every website and test prep guide for students taking the SAT stresses the importance of practice tests. There is no substitute for being familiar with the format and types of questions asked, and there's no doubt that having prior experience tackling real "retired" SAT questions will help students better prepare for the test day. Also, students will do better if they approach the test armed with general SAT test-taking strategies. This lesson includes practice questions, strategies, and test-taking tips.

## 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 pages 11 – 12, SAT Strategies**
  - **Facilitator Resource 1, The Real Deal Answer Key** (strategies only)
- ❑ You'll want to visit www.collegeboard.com for a complete discussion about preparing for the SAT, and also to review other test examples not included in this lesson. The "For Professionals" section is particularly helpful, and includes info for K-12 school counselors.
- ❑ Print out extra copies of the checklist from last week's lesson (Grade 11, Test Prep 1, Introduction to ACT-SAT) **Student Handbook pages 9-10, Plan of Attack for Activity III, Wrap Up: Registration Clarification. (NOTE: Remind students that it is critical to keep this information confidential if parents decide to provide credit card information or social security information.)**

## BACKGROUND INFORMATION

Understanding what to expect and practicing sample questions will help students immensely when they take the SAT. Although there is no substitute for solid schoolwork as the best preparation for the SAT, familiarity and experience will go far in helping to boost confidence, and ultimately, scores. Many students from upper-middle class families take "prep courses" that give them this leg up; but test-taking tips and practice questions are free to students who look for them on the Internet, in school guidance offices, and at public libraries. This lesson should arm


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students with practical knowledge about the SAT, give them a sense of what to expect and how to approach it, and also motivate them to seek out more practice on their own.

## 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. Why should you take the SAT in 11th grade?
2. What subjects do you think you will do the best at on the SAT (reading, writing, or math)? Explain why.
3. What subjects are you most nervous about and why?

Then call on students to read their answers and continue with the Warm Up as written.

In **Activity II, The Real Deal,** only go over as many answers as you have time for in each section – probably one or two. (Students who want to check the rest of their answers can do so on the SAT website, where these sample questions and answers were posted.) How much you cover may vary section to section. Also, it's more valuable to focus on the strategies for each section, rather than on the explanation of any one answer.

If math isn't your area of expertise, ask a star student to explain the math section answers, or refer students to their math teacher for help. **Again, the general test-taking strategies are more important than individual answers.**

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## ACTIVITY STEPS

### I. WARM UP: SAT Strategies (5 minutes)

1. **SAY SOMETHING LIKE:** We're going to spend the next two lessons on the SAT. Who can remember what it is, and why it's important?

   Today we'll look at the format and some sample questions. Next week, we'll register for the SAT in class. Everybody will go through the registration process; those of you not planning on taking the test will stop before you have to pay the fee. That way, if you change your mind later, you'll know how to register, and the process will be much, much easier.

   Preparing for the SAT isn't like Jeopardy or Trivial Pursuit, and you won't be asked to name the capital of Idaho or the first emperor of the Ming Dynasty. The best preparation is a solid academic background.

   The second best way to be prepared is to know the kinds of questions that will be on the test and how they're arranged, as well as strategies for approaching each kind of question. We'll cover some of this today. There's a lot more information about preparing for the SAT out there, and lots of it is available from the College Board itself. Some students will take extensive (and expensive!) SAT prep courses in the hope of improving their scores. The College Board has made a lot of this information available on their website so that all test-takers have access to similar tips.

   Taking a test prep course versus studying on your own is kind of like working out with a personal trainer versus working out without one. The trainer keeps you motivated and holds you accountable, but it *is* possible to do quite well on your own. The essential part is making exercise part of your routine. Reviewing the material in the SAT prep booklet and trying a practice test is the "exercise" of SAT preparation, so don't skip these if you want to play your best game.

   Let's turn to **Student Handbook pages 11 - 12, SAT Strategies** for some tips.

   Display **Student Handbook pages 11 - 12, SAT Strategies,** on the overhead projector. Give each student a highlighter. Call on students to read each point aloud. Students should highlight important information as it is read aloud.


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## II. The Real Deal (35 minutes)

1. **SAY SOMETHING LIKE:** Okay! Now you're going to try some real questions from previous SAT tests, which have been "retired" and made available for practice. There are examples from each area of the SAT: Critical Reading, Mathematics, and Writing. Although we won't have time to answer an essay question today, we'll take a look at a sample question to see what's required. Please turn to **Student Handbook page 13, Sentence Completion Practice Questions.**

   Hand out calculators to any student who needs one. When everyone has turned to **Student Handbook page 13**, continue.

   You'll have two minutes to answer questions in each section, and then we'll discuss them. In addition to going over the answers, I'll give you some helpful strategies you can use if you encounter a similar type of question on the real test.

   You may not get to both questions – do as much as you can in the allotted time. How many you do is not important today; the goal is to try your hand at some real SAT content.

   Keep working on each designated section until I call time. Don't flip forward, or turn back to other test sections, and stop working immediately when you hear me say, "stop." In the real test, you'll be disqualified if you don't put your pencil down when the proctor says "stop".

   One other thing you should know: in the real test, you will have a standardized answer sheet with ovals to fill in; today, you will just circle the answer.

   The first two sections focus on Critical Reading: Sentence Completion and Passage-Based Reading.

   Get your timer ready and announce, "Go." Give students two minutes to work on the Sentence Completion section.

   Okay, STOP! Pencils down.

   Spend five minutes discussing the answers, and going over the Strategies listed on your **Facilitator Resource 1, The Real Deal Key.** Make sure to display the strategies on an overhead or LCD projector to assist students in writing their notes. During your discus-

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sions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. **If it seems unnecessary, do not go over the "wrong" answers.**

Tell students to write down at least two strategies on their page, as indicated. Then tell students to turn to the next page, and start the next section.

Continue in this manner, giving students two minutes to work, and several minutes to discuss, until you have covered the six types of sample questions, explanations, and strategies.

**Notes:**

- The discussion of Mathematics Student-Produced Responses should include information re: the correct gridding of student answers. See **Student Produced Responses Practice Grids Answer Key** for examples and explanations.
- There are six questions on Improving Paragraphs in the SAT. Strategies for these items are omitted here for the sake of time.
- The final five minutes should be devoted to a discussion of strategies for the essay section of the test.

## III. WRAP UP: Registration Clarification (5 minutes)

1. Write this web address on the board: www.collegeboard.com/satprep.

**SAY SOMETHING LIKE:** The more practice you get, the better prepared you'll be on test day. [Point to the web address on the board.] So do yourself a favor, and visit this website, where you can find many more practice questions, along with information and test-taking tips.

[Take out the copies you made from Taking Tests 1, **Student Handbook pages 9-10, Plan of Attack**, and hold them up in front of the class.]

Remember that next week you'll register in class for the SAT exam. You will need to have completed everything on last week's checklist. I have copies here for anyone who needs one. Please raise your hands if you do.

[Give out the sheets, while going over the points out loud.]


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For next week you need to:

- Select a test date and location
- Investigate to find out if colleges you are interested in require Subject Tests.
- Ask your school counselor for a fee waiver number if you need financial assistance with the registration fee.
- Bring in credit card information, and a permission note to use the credit card from your parent. You'll also need the name and address of the credit card holder (i.e. your parent), the credit card company name (Visa, American Express, Discover, etc), the card number, the expiration date, and the three or four digit security code (located on the back of the card where the card holder's signature is).

  **WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.**

  **If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Any questions? [Field questions.] See you next week, on Registration Day

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# ANSWER KEY: SAT SENTENCE COMPLETION

**Directions**

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1. Hoping to _____ the dispute, negotiators proposed a compromise that they felt would be _____ to both labor and management.

   (A) enforce . . useful

   (B) end . . divisive

   (C) overcome . . unattractive

   (D) extend . . satisfactory

   (E) resolve . . acceptable

E is the correct answer. In a two-blank question, you may be able to eliminate some choices using the first blank only. Read the first part of the sentence, and you see that A and D are wrong. "Negotiators" who have "promised a compromise" don't want to **enforce** or **extend** the dispute.

Moving on to the second blank, you can eliminate B and C. Negotiators wouldn't be looking for a solution that's **divisive** or **unattractive** to both sides. The only remaining answer is E. Re-read the sentence with the choices provided. It makes sense.

Difficulty: EASY

2. There is no doubt that Larry is a genuine _____ : he excels at telling stories that fascinate his listeners.

   (A) braggart

   (B) dilettante

   (C) pilferer

   (D) prevaricator

   (E) raconteur

E is the correct answer. The colon after the missing word signals that a definition or clarification follows. You are looking for a word that means someone who "excels at telling stories that fascinate his listeners." A **braggart** might actually annoy listeners. A **dilettante** dabbles at a career or hobby, but may not excel. A **pilferer** steals small quantities of stuff (nothing to do with storytelling.) A **prevaricator** tells lies. A **raconteur** fits the definition.

Difficulty: HARD

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*STRATEGIES FOR SENTENCE COMPLETION QUESTIONS:*

- The Critical Reading Section contains two kinds of questions: Sentence Completions and Passage-Based Reading. Work on Sentence Completion questions first, as they take less time to answer than the Passage-Based Reading questions.
- If you don't know what a word means, consider related words, familiar sayings and phrases, roots, prefixes, and suffixes.
- If a sentence has two missing words, you can begin by focusing on one of the blanks. If one of the words in an answer choice is wrong, you can eliminate that choice.
- Always check your answer by reading the entire sentence with your choice filled in.
- Remember that the easy questions are first. The questions get more difficult as you move through the section.

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# ANSWER KEY: SAT PASSAGE-BASED READING

**Directions**

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

The questions below are based on the following passage.

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the
Line 5 unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teachers always talked about the Burgess Shale
Line 10 animals. It looked like one of them. My hands began to shake."
Hou had indeed found a Naraoia like those from Canada. However, Hou's animal was 15 million years
Line 15 older than its Canadian relatives.

3. In line 5, "surveying" most nearly means

(A) calculating the value of

(B) examining comprehensively

(C) determining the boundaries of

(D) polling randomly

(E) conducting a statistical study of

B is the correct answer. Surveying has several meanings, and a few of them are included above. A, C, and E are incorrect because someone studying fossils wouldn't calculate the value of rocks, determine their boundaries, or conduct a statistical study. Although D is one meaning of "surveying," polling rocks makes no sense at all.

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4. It can be inferred that Hou Xianguang's "hands began to shake" (line 11) because he was
   (A) afraid that he might lose the fossil
   (B) worried about the implications of his finding
   (C) concerned that he might not get credit for his work
   (D) uncertain about the authenticity of the fossil
   (E) excited about the magnitude of his discovery

E is the correct answer. This question asks you to make an inference. The idea that this fossil looked like others his "teachers always talked about" leads the reader to believe that Hou is on the brink of a great discovery. A is wrong because there's no suggestion that Hou was afraid of losing the fossil. B and C are wrong because there's no mention of "worry" over implications or "concern" about getting credit. The first two sentences of the passage describe Hou's excitement (not his uncertainty) about the fossil, so D is wrong.

Difficulty: EASY

*STRATEGIES FOR PASSAGE-BASED READING QUESTIONS:*

- The information you need to answer each reading question is always in the passage(s). Reading carefully is the key to finding the correct answer. Don't be misled by an answer that looks correct but is not supported by the actual text of the passage(s).
- Reading questions often include line numbers to help direct you to the relevant part(s) of the passage. If one word or more is quoted exactly from the passage, the line number(s) where that quotation can be found will appear in the test question. You may have to read some of the passage before or after the quoted word(s), however, in order to find support for the best answer to the question.
- If you don't know what a word means, consider related words, familiar sayings and phrases, roots, prefixes, and suffixes.
- Do not jump from passage to passage. Stay with a passage until you have answered as many questions as you can before you go on to the next passage.
- Remember that Passage-Based Reading questions do not increase in difficulty from easy to hard. Instead, they follow the logic of the passage.

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# ANSWER KEY: SAT MATHEMATICS MULTIPLE-CHOICE

## Directions

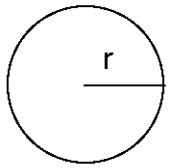
For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

### Notes

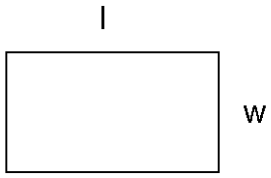
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving problems.

  They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- Unless otherwise specified, the domain of any function is assumed to be the set of all real numbers $x$ for which $(x)$ is a real number.

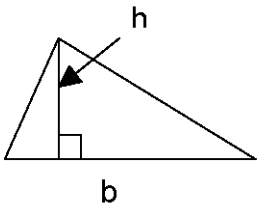
### Reference Information



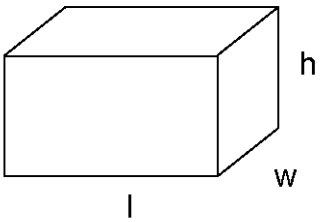

$A = \pi r^2$
$C = 2\pi r$



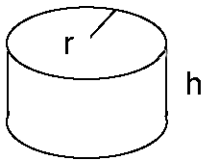

$A = l\,w$



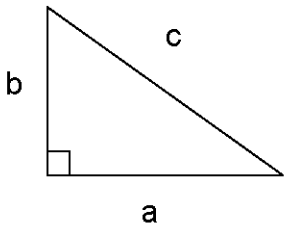

$A = \frac{1}{2}bh$



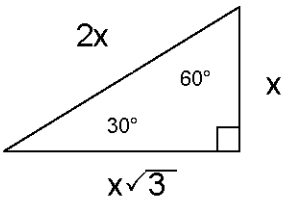

$V = l\,w\,h$

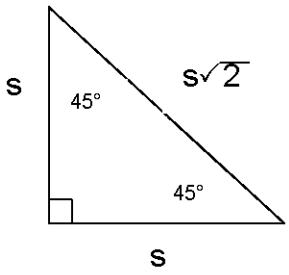



$V = \pi r^2 h$




$c^2 = a^2 + b^2$




Special Right Triangles

The number of degrees of arc in a circle is 360. The sum of the measures in degrees of the angles of a triangle is 180.

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5. A special lottery is to be held to select the student who will live in the only deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. Each senior's name is placed in the lottery 3 times; each junior's name, 2 times; and each sophomore's name, 1 time. What is the probability that a senior's name will be chosen?

   (A) $^1/_8$

   (B) $^2/_9$

   (C) $^2/_7$

   (D) $^3/_8$

   (E) $^1/_2$

First of all, let's take a look at what's offered in the directions. Calculators are ok. (The SAT specifies what types may be used.) The numbers used in the problems will be real numbers, unless otherwise specified. Figures will be drawn to scale, unless otherwise specified. Formulas are provided for finding Area, Circumference, and Volume, and there are reminders about some of the properties of triangles.

This is a probability problem. You want to figure out the total number of names that could be drawn: 300 senior names (100 students x 3 chances for each student) + 300 junior names (150 students x 2 chances for each student) + 200 sophomore names (1 chance each). So there will be a total of 800 names to choose from. Of these, 300 will be senior names. The probability that a senior's name will be chosen is $\frac{300}{800}$, or $\frac{3}{8}$.

D is the correct answer.

Difficulty: MEDIUM

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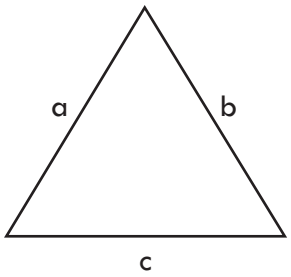
6. 


Note: Figure not drawn to scale.

If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle would be which of the following?

I. 15

II. 20

III. 22

(A) I only

(B) I and II only

(C) I and III only

(D) II and III only

(E) I, II, and III

It's important to notice that the figure is not drawn to scale, so you can't base your answer on any measurements you observe. Perimeter means the sum of a + b + c. You have to consider each possible answer – 15, 20, and 22 – separately, and then figure out which combination of answers is correct.

The key to this problem is a rule of geometry: the triangle inequality. This rule says that the sum of the lengths of any two sides of a triangle must be greater than the length of the third side ($a+b>c$). (Don't be fooled, as our writer was, into using the formula for figuring out the sides of a right triangle: $c^2 = a^2 + b^2$. The problem doesn't specify a right triangle.)

We know that the sum of two of the sides is 11.

- In I, the third side would be 4 (5 + 6 + 4 = 15). Any two sides are greater than the third side, so a perimeter of 15 is possible.
- In II, the third side would be 9 (5 + 6 + 9 = 20). A perimeter of 20 is also possible.
- In III, the third side would be 11 (5 + 6 + 11 = 22). A perimeter of 22 is not possible, because the sum of two sides (5 + 6) is **equal to** (rather than greater than) the third (11).

B (I and II only) is the correct answer.

Difficulty: HARD

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*STRATEGIES FOR THE MATHEMATICS SECTION:*

- **Don't try to use a calculator on every question.** First, decide how you will solve the problem. Then decide whether you will use a calculator. Taking a practice test with a calculator on hand will help you determine how often you'll need to use it on test day.
- **The test does not require you to memorize formulas.** Commonly used formulas are provided in the test booklet at the beginning of the mathematics section. It's up to you to decide which formula is appropriate.
- **Read the problem carefully.** Note key words that tell you what the problem is asking. Ask yourself: What is the question asking? What do I know?
- **For some problems, it may be helpful to draw a sketch or diagram of the given information.**
- **Use the test booklet for scratch work.** You are not expected to do all the reasoning and figuring in your head.
- **For multiple-choice questions, you may want to refer to the answer choices before you determine your answer.**
- **Eliminate choices.** If you don't know the correct answer to a question, try some of the choices. It's sometimes easier to find the wrong answers than the correct one.
- **Make sure your answer is reasonable to the question asked.** This is especially true for the Student-Produced Response questions, where no answer choices are given.
- **All figures are drawn to scale EXCEPT when it is stated in a specific problem that the figure is not drawn to scale.**

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# ANSWER KEY: SAT MATHEMATICS STUDENT-PRODUCED RESPONSES

## Directions

Each of the questions in this section requires you to solve the problem and enter your answer by marking the circles in the special grid at the bottom of the answer sheet page. You may use any available space for scratchwork.

7. Of the 6 courses offered by the music department at her college, Kay must choose exactly 2 of them. How many different combinations of 2 courses are possible for Kay if there are no restrictions on which 2 courses she can choose?

   **ANSWER:** 15

One way to solve this problem is to list the possible pairs and add them up. If you name the courses A, B, C, D, E, and F, these are the possible combinations:

| | | | | |
|---|---|---|---|---|
| AB | BC | CD | DE | EF |
| AC | BD | CE | DF | |
| AD | BE | CF | | |
| AE | BF | | | |
| AF | | | | |

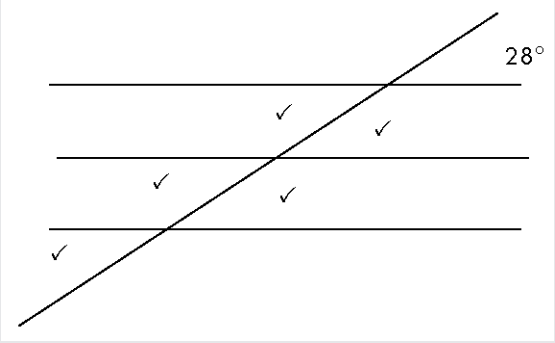
15 is the correct answer.

Difficulty: MEDIUM

8. Three parallel lines in a plane are intersected by a fourth line, forming twelve angles. If one of the angles has measure 28°, how many of the other eleven angles have measure 28°?

   **ANSWER:** 5

Drawing a picture helps here.




Vertical angles and alternate interior angles are equal. They are marked with check marks.

5 is the correct answer.

Difficulty: EASY

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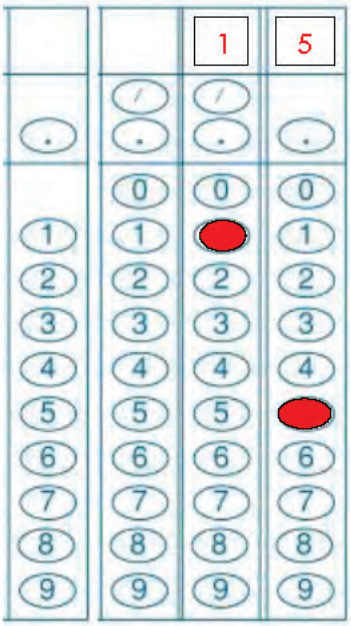
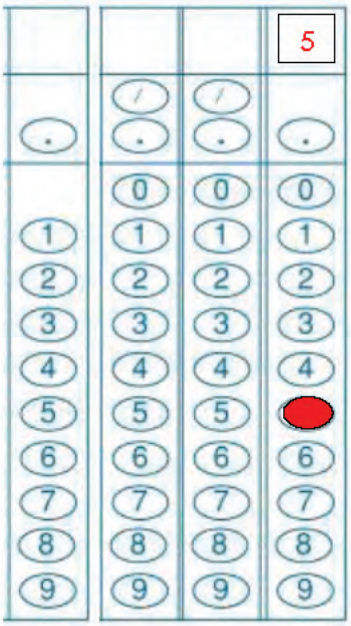
7.




8.

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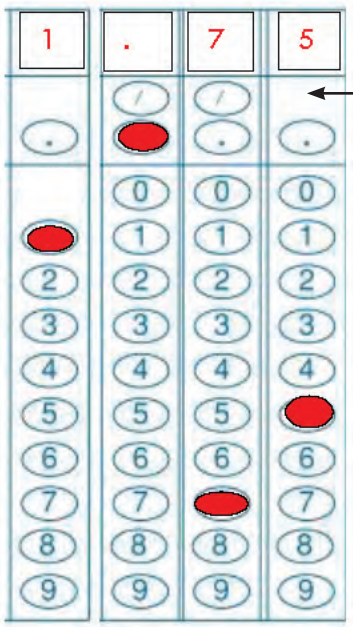
# STUDENT PRODUCED RESPONSES PRACTICE GRIDS ANSWER KEY

1. **$1.75**




Write your answers in the top boxes to help you record answers accurately.

Use these lines for fractions.
Use these points for decimals.

Mark no more than one circle in any column.

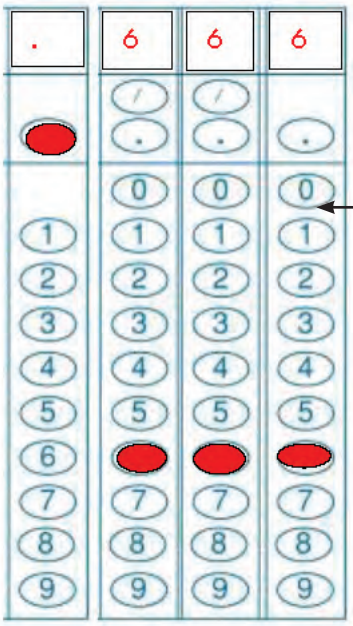
You may start your answers in any column, space permitting. Columns not needed should be left blank.

No question has a negative answer.

Mixed numbers such as $3\frac{1}{2}$ must be gridded as 7/2 or 3.5.

2. **3 ½**

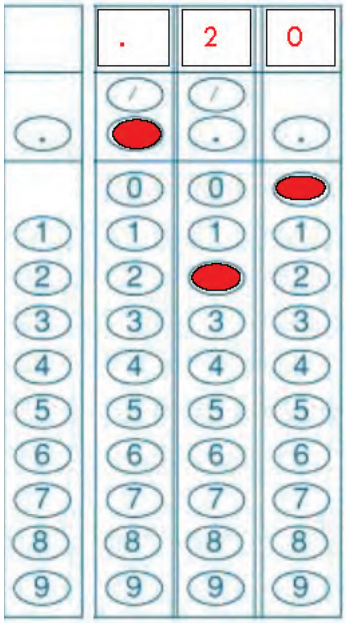
3. .6666…




Some problems may have more than one correct answer. In such cases grid only one answer.

If you obtain a decimal answer with more digits than the grid can accommodate, it may be rounded or truncated. For example, 0.6666… should be recorded as .666 or .667. (2/3 would also be correct.) **A less accurate value such as .66 or .67 will be scored as incorrect.**

4. 20%

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The College Board's SAT Preparation Center includes a Mathematics Review, by subject. You can figure out if you need more help with exponents, factoring, or properties of a triangle, as well as review definitions (like the difference between mean, mode, and median). It's a great study guide. Use it! (www.collegeboard.com/student/testing/sat/prep_one/prep_one.html)

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# ANSWER KEY: SAT IMPROVING SENTENCES

**Directions**

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

9. Laura Ingalls Wilder published her first book <u>and she was sixty-five years old then</u>.
   (A) and she was sixty-five years old then
   (B) when she was sixty-five
   (C) at age sixty-five years old
   (D) upon the reaching of sixty-five years
   (E) at the time when she was sixty-five

B is the correct answer. It sounds good. A is not correct because joining the two sentences with "and" gives them equal importance. (The first part, Wilder wrote a book, is more important than the second, how old she was when she wrote it.) C and D are not idiomatic. (That is, this isn't the way English is usually phrased.) E is awkward and wordy.

Difficulty: EASY

10. <u>Scenes from the everyday lives of African-Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner</u>.
    (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
    (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
    (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
    (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
    (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

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C is the correct answer. It's the only complete sentence. All of the other choices are fragments; none contain verbs.

Difficulty: MEDIUM

*STRATEGIES FOR THE IMPROVING SENTENCES SECTION:*

- Read the entire sentence carefully but quickly and ask yourself whether the underlined portion is correct or needs to be revised.
- Remember that choice (A) is the same as the underlined portion. Even if you think the sentence has no errors, it's a good idea to reach each choice quickly to make sure.
- While reading choices (A) through (E), replace the underlined part of the sentence with each answer choice to determine which answer creates a sentence that is clear, precise, and meets the requirements of written standard English.
- Look for common problem areas in sentences, for example, subject-verb agreement.
- Remember that the right answer will be the one correct version among the five choices.
- Keep in mind that while the answer choices change, the rest of the sentence stays the same.

**Note**: the Writing Section also includes six Improving Paragraphs questions. For more info, see The SAT Preparation Booklet or visit www.collegeboard.com/satprep.

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# ANSWER KEY: SAT IDENTIFYING SENTENCE ERRORS

**Directions**

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

11. The students have discovered (A) that they (B) can address issues more effectively through (C) letter-writing campaigns and not (D) through public demonstrations. No error (E)

- ❍ A
- ❍ B
- ❍ C
- ❍ D
- ❍ E

12. After (A) hours of futile debate, the committee has decided to postpone (B) further discussion of the (C) resolution until their (D) next meeting. No error (E)

- ❍ A
- ❍ B
- ❍ C
- ❍ D
- ❍ E

D is the correct answer. "Has" (a singular verb) shows that "committee" is a singular noun – one group. "Their" should be replaced by "its" to make the sentence correct.

Difficulty: HARD

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*STRATEGIES FOR THE IDENTIFYING SENTENCE ERRORS SECTION:*

- Read the entire sentence carefully but quickly. Pay attention to the underlined choices (A) through (D). Ask yourself whether any of the underlined words or phrases in the sentence contain a grammar or usage error. Keep in mind that some sentences do not contain an error.
- Select the underlined word or phrase that must be changed to make the sentence correct. Mark (E) No error if you believe the sentence is correct as written.
- Look for the most common mistakes that people make in grammar: subject-verb agreement, pronoun reference and agreement, and adjective/adverb confusion.

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# ANSWER KEY: SAT ESSAY

**Directions**

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet—you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

## Important Reminders:

- A pencil is required for the essay. An essay written in ink will receive a score of zero.
- Do not write your essay in your test book. You will receive credit only for what you write on your answer sheet.
- An off-topic essay will receive a score of zero.
- If your essay does not reflect your original and individual work, your test scores may be canceled.

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

> Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.
>
> —Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

**Assignment:** Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observation.

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What is your point of view on this issue? You may choose either point of view ("memories help people learn and succeed" or "memories hinder people in their efforts to learn and succeed") as long as your writing supports it.

Give examples you could use to make your case:

3 sample essays provided by the College Board include these 3 examples:

- Learning from a personal mistake
- Writer Elie Wiesel's experiences in writing his memoir of the Holocaust
- Problems created by the Sedition Acts of WWI and how the lessons learned can be applied to present-day situations

*STRATEGIES FOR THE SAT ESSAY SECTION:*

- **Read the entire assignment. It's all there to help you.**
- Every essay assignment contains a short paragraph about the issue. **Imagine that you are talking to the author of the paragraph.** Would you argue with him or her, or agree? What other ideas or examples would you bring up?
- **Don't oversimplify.** An essay with one or two thoughtful, well-developed reasons or examples is more likely to get a high score than an essay with three short, simplistic examples.
- **There's nothing wrong with using "I."** You are asked to develop your point of view on the issue, not give a straight report of the facts. This is your opinion, so feel free to use "I," and give examples that are meaningful to you, even ones from your personal life or experiences.

The SAT Preparation Booklet and website contain sample essay answers and explain how they're scored. Try the sample essay question yourself, then compare your answers with those in the booklet.

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# SAT Strategies

## Parts of the Test

### CRITICAL READING:

This is your chance to show how well you understand what you read.

Total time: 70 min.

(Two 25-min. sections and one 20-min. section)

- Sentence Completion (19 questions)
  Each sentence has one or two blanks. You choose 1 of 5 answers to fill them in.
- Passage-Based Reading (48 questions)
  You are given a passage to read, and answer questions based on the passage. Questions may be about the meaning of a word, information that's directly stated, or reasoning (examples: analyzing, synthesizing, or evaluating the writer's message).

### MATHEMATICS:

This section covers math taught in the first three years of high school.

Total time: 70 min.

(Two 25-min. sections and one 20-min. section)

- Multiple Choice (44 questions)
  Each problem has five answer choices.
- Student-Produced Responses (10 questions)
  You come up with your own answers in this section. There's no penalty for guessing.

### WRITING:

Total time: 60 min.

(One 35-min. multiple choice section and one 25-min. essay section)

- Student-Written Essay (25 minutes)
  You develop a first-draft essay in response to an excerpt. This section is scored by two readers, who assign a grade from 1 to 6 based on organization, use of language, and development of ideas.

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Multiple Choice Questions

- Improving sentences (25 questions)
  You are given a sentence, part of which is underlined. You choose from among five ways of expressing the underlined material. (The first choice is the same as the original.)

- Identifying sentence errors (18 questions)
  You are given a sentence with one or no errors. You identify the part, if any, where the error occurs.

- Improving paragraphs (6 questions)
  You are asked to read a short passage. Questions ask you to select improvements to the passage.

## Approaches to Taking the SAT

- **All questions count the same, so answer the easy questions first.** The easier questions are usually at the beginning of the section, and the harder ones are at the end. The exception is the critical reading section, where questions are ordered according to the logic and organization of each passage.

- **Make educated guesses.** You have a better chance of guessing the right answer if you can rule out one or more answers for multiple-choice questions.

- **Skip questions that you really can't answer.** No points are subtracted if an answer is left blank. ¼ point is subtracted for each wrong answer.

- **Limit your time on any one question.** All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.

- **Keep track of time.** You can pace yourself by figuring out approximately how much time you have for each question. For example, if you have 25 minutes to answer 20 questions, you know you can only spend about a minute on each.

- **Use your test booklet as scratch paper.**

- **In your test booklet, mark the questions that you skipped and to which you want to return.**

- **Check your answer sheet to make sure you are placing your answers correctly.**

- **Review your work.** If you finish a section before time is called, go back and check to make sure that you've only marked one answer per question. Do not go back to any other section of the test!

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# SAT SENTENCE COMPLETION PRACTICE QUESTIONS

**Directions**

Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are five words or sets of words labeled A through E. Choose the word or set of words that, when inserted in the sentence, best fits the meaning of the sentence as a whole.

1. Hoping to _____ the dispute, negotiators proposed a compromise that they felt would be _____ to both labor and management.

   (A) enforce . . useful

   (B) end . . divisive

   (C) overcome . . unattractive

   (D) extend . . satisfactory

   (E) resolve . . acceptable

2. There is no doubt that Larry is a genuine _____ : he excels at telling stories that fascinate his listeners.

   (A) braggart

   (B) dilettante

   (C) pilferer

   (D) prevaricator

   (E) raconteur

## STOP

STRATEGIES FOR SENTENCE COMPLETION QUESTIONS:

- _____
- _____

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# SAT PASSAGE-BASED READING PRACTICE QUESTIONS

**Directions**

The passages below are followed by questions based on their content; questions following a pair of related passages may also be based on the relationship between the paired passages. Answer the questions on the basis of what is stated or implied in the passages and in any introductory material that may be provided.

The questions below are based on the following passage.

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the
Line 5 unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teachers always talked about the Burgess Shale
Line 10 animals. It looked like one of them. My hands began to shake."
Hou had indeed found a Naraoia like those from Canada. However, Hou's animal was 15 million years
Line 15 older than its Canadian relatives.

3. In line 5, "surveying" most nearly means
   (A) calculating the value of
   (B) examining comprehensively
   (C) determining the boundaries of
   (D) polling randomly
   (E) conducting a statistical study of

4. It can be inferred that Hou Xianguang's "hands began to shake" (line 11) because he was
   (A) afraid that he might lose the fossil
   (B) worried about the implications of his finding
   (C) concerned that he might not get credit for his work
   (D) uncertain about the authenticity of the fossil
   (E) excited about the magnitude of his discovery

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# STOP

STRATEGIES FOR PASSAGE-BASED READING QUESTIONS:

- _____

- _____

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# SAT MATHEMATICS MULTIPLE-CHOICE PRACTICE QUESTIONS

## Directions

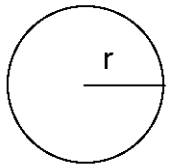
For this section, solve each problem and decide which is the best of the choices given. Fill in the corresponding circle on the answer sheet. You may use any available space for scratchwork.

### Notes

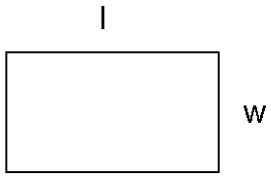
- The use of a calculator is permitted.
- All numbers used are real numbers.
- Figures that accompany problems in this test are intended to provide information useful in solving problems.

  They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.
- Unless otherwise specified, the domain of any function is assumed to be the set of all real numbers $x$ for which $(x)$ is a real number.

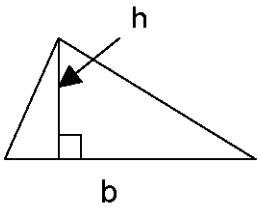
### Reference Information



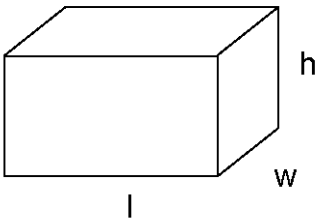

$A = \pi r^2$
$C = 2\pi r$



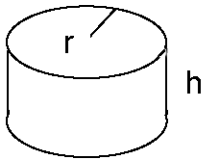

$A = l\,w$



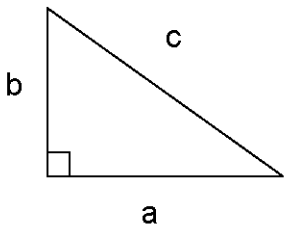

$A = \frac{1}{2}bh$



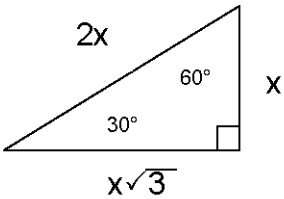

$V = l\,w\,h$

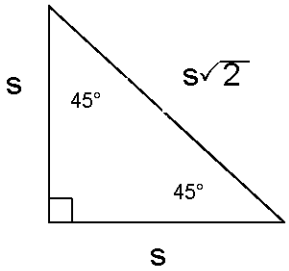



$V = \pi r^2 h$




$c^2 = a^2 + b^2$




Special Right Triangles

The number of degrees of arc in a circle is 360. The sum of the measures in degrees of the angles of a triangle is 180.

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5. A special lottery is to be held to select the student who will live in the only deluxe room in a dormitory. There are 100 seniors, 150 juniors, and 200 sophomores who applied. Each senior's name is placed in the lottery 3 times; each junior's name, 2 times; and each sophomore's name, 1 time. What is the probability that a senior's name will be chosen?

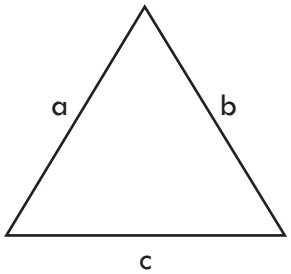
   (A) $^1/_8$

   (B) $^2/_9$

   (C) $^2/_7$

   (D) $^3/_8$

   (E) $^1/_2$

6. 


   Note: Figure not drawn to scale.

   If two sides of the triangle above have lengths 5 and 6, the perimeter of the triangle would be which of the following?

   I. 15

   II. 20

   III. 22

   (A) I only

   (B) I and II only

   (C) I and III only

   (D) II and III only

   (E) I, II, and III

## STOP

STRATEGIES FOR THE MATHEMATICS MULTIPLE-CHOICE SECTION:

- _____

- _____

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# SAT MATHEMATICS STUDENT-PRODUCED RESPONSES PRACTICE QUESTIONS

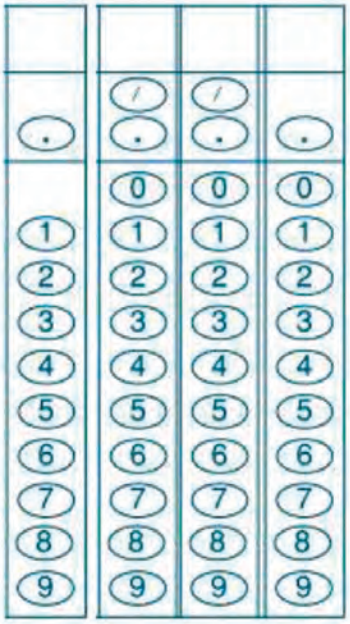
**Directions**

Each of the questions in this section requires you to solve the problem and enter your answer by marking the circles in the special grid at the bottom of the answer sheet page. You may use any available space for scratchwork.

7. Of the 6 courses offered by the music department at her college, Kay must choose exactly 2 of them. How many different combinations of 2 courses are possible for Kay if there are no restrictions on which 2 courses she can choose?

8. Three parallel lines in a plane are intersected by a fourth line, forming twelve angles. If one of the angles has measure 28°, how many of the other eleven angles have measure 28°?

7.



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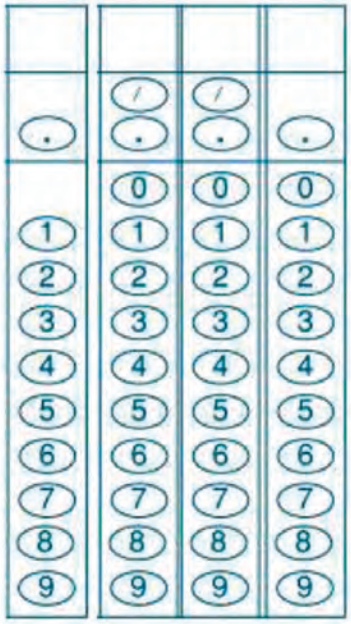

## STOP

STRATEGIES FOR THE MATHEMATICS STUDENT-PRODUCED RESPONSES SECTION:

- _____
- _____

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# SAT MATHEMATICS STUDENT-PRODUCED RESPONSES PRACTICE GRIDS

1. **$1.75**

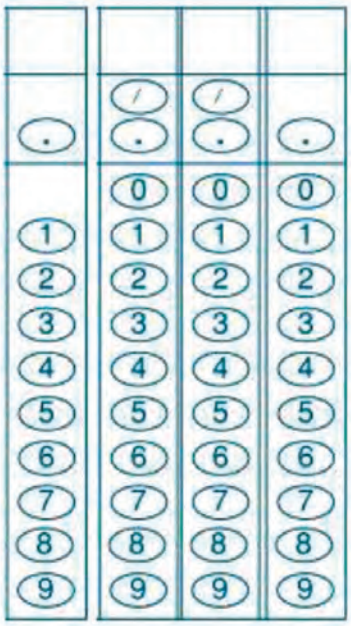
NOTES:

2. **3 ½**

3. .6666…

NOTES:

4. 20%



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The College Board's SAT Preparation Center includes a Mathematics Review, by subject. You can figure out if you need more help with exponents, factoring, or properties of a triangle, as well as review definitions (like the difference between mean, mode, and median). It's a great study guide. Use it! (www.collegeboard.com/student/testing/sat/prep_one/prep_one.html)

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# SAT IMPROVING SENTENCES PRACTICE QUESTIONS

**Directions**

The following sentences test correctness and effectiveness of expression. Part of each sentence or the entire sentence is underlined; beneath each sentence are five ways of phrasing the underlined material. Choice A repeats the original phrasing; the other four choices are different. If you think the original phrasing produces a better sentence than any of the alternatives, select choice A; if not, select one of the other choices.

In making your selection, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, sentence construction, and punctuation. Your selection should result in the most effective sentence—clear and precise, without awkwardness or ambiguity.

9. Laura Ingalls Wilder published her first book <u>and she was sixty-five years old then</u>.
   (A) and she was sixty-five years old then
   (B) when she was sixty-five
   (C) at age sixty-five years old
   (D) upon the reaching of sixty-five years
   (E) at the time when she was sixty-five

10. <u>Scenes from the everyday lives of African-Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner</u>.
   (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
   (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
   (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
   (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
   (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

## STOP

STRATEGIES FOR THE IMPROVING SENTENCES SECTION:

- _____
- _____

**Note**: the Writing Section also includes 6 Improving Paragraphs questions. For more info, see The SAT Preparation Booklet or visit www.collegeboard.com/satprep.

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# SAT IDENTIFYING SENTENCE ERRORS PRACTICE QUESTIONS

**Directions**

The following sentences test your ability to recognize grammar and usage errors. Each sentence contains either a single error or no error at all. No sentence contains more than one error. The error, if there is one, is underlined and lettered. If the sentence contains an error, select the one underlined part that must be changed to make the sentence correct. If the sentence is correct, select choice E. In choosing answers, follow the requirements of standard written English.

11. The students <u>have discovered</u> (A) that <u>they</u> (B) can address issues more effectively <u>through</u> (C) letter-writing campaigns <u>and not</u> (D) through public demonstrations. <u>No error</u> (E)

❍ A
❍ B
❍ C
❍ D
❍ E

12. <u>After</u> (A) hours of futile debate, the committee has decided <u>to postpone</u> (B) further discussion <u>of the</u> (C) <u>resolution</u> (A) until <u>their</u> (D) next meeting. <u>No error</u> (E)

❍ A
❍ B
❍ C
❍ D
❍ E

## STOP

STRATEGIES FOR THE IDENTIFYING SENTENCE ERRORS SECTION:

• _____

• _____

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# SAT ESSAY PRACTICE QUESTION

**Directions**

The essay gives you an opportunity to show how effectively you can develop and express ideas. You should, therefore, take care to develop your point of view, present your ideas logically and clearly, and use language precisely.

Your essay must be written on the lines provided on your answer sheet — you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

## Important Reminders:

- A pencil is required for the essay. An essay written in ink will receive a score of zero.
- Do not write your essay in your test book. You will receive credit only for what you write on your answer sheet.
- An off-topic essay will receive a score of zero.
- If your essay does not reflect your original and individual work, your test scores may be canceled.

You have twenty-five minutes to write an essay on the topic assigned below.

Think carefully about the issue presented in the following excerpt and the assignment below.

> Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.
>
> —Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

**Assignment:** Do memories hinder or help people in their effort to learn from the past and succeed in the present? Plan and write an essay in which you develop your point of view on this issue. Support your position with reasoning and examples taken from your reading, studies, experience, or observation.

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What is your point of view on this issue? _____

_____

_____

Give examples you could use to make your case: _____

_____

_____

STRATEGIES FOR THE SAT ESSAY SECTION:

- _____
- _____

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## The BIG Idea

- How do I register for the SAT? What do I need to know for test day?

## AGENDA

Approx. 45 minutes

I. Warm Up: Planning Ahead (5 minutes)

II. SAT Registration (30 minutes)

III. Test Day the Right Way (5 minutes)

IV. Wrap Up: Looking Ahead (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 24, Planning Ahead
  - Student Handbook page 25, Test Day the Right Way
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, SAT Registration Notes (completed with necessary test day information)
- ❑ Blue and/or black pens
- ❑ Chart Paper
- ❑ Laptop and LCD projector

## OBJECTIVES

During this lesson, students will:

- Identify tasks to do before Test Day.
- Register for the SAT College Entrance Exam.
- Understand Test Day Procedures.

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## OVERVIEW

The New York State lottery slogan - "You've got to be in it to win it" – can be paraphrased for the SAT College Entrance Exam: "You've got to be registered to take it." Therefore, during this lesson, students will register for the test. You will help the class navigate through the process, identifying what's required and important to fill out now, and what can be addressed later when students have more time.

Students who have credit card information or a fee waiver #, plus a valid e-mail address, may register online and print out their admission tickets. (Printing can also be done later, at home, once the student has established an online account.) **NOTE: Online registration is the preferred way to sign up for this test.** All other students will fill out paper forms, which must be obtained from the guidance counselor.

Students who brought checks or money orders will put them with their finished paper forms into the SAT registration envelopes (provided with the application), and give them to you to be mailed. Remaining students will take home their finished paper copies to mail along with payment.

## PREPARATION

- ❑ If possible, arrange to use a classroom with Internet access so you can illustrate the online registration process using your laptop and LCD projector.
- ❑ Determine how many students will not be registering online (i.e., students who will bring in checks or money orders, or students who will need to take registration forms home to send in later with payment). Contact the school counselor to obtain SAT registration packets for each of these students. **Note:** Registration packets can also be ordered online and mailed to individual students; or quantities can be ordered by school counselors and mailed to the school. Registration packets CANNOT be downloaded and printed out from the website.
- ❑ Obtain your high school code number from the guidance counselor.
- ❑ Enlist the help of the guidance counselor, and/or host teacher for this lesson. They can circulate and help students who have questions during the process. If both are able to co-facilitate this lesson, assign one to help students registering online, the other to students filling out paper forms.
- ❑ To familiarize yourself with the SAT Online Registration, go online to


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www.collegeboard.com/student/testing/sat/reg.html and follow the process to register for the SAT online, so you will be familiar with it. Check to make sure costs and directions for completing forms are current, as these may change year to year. Create your own web account – you can use your own name and information or make this up – and continue through the application until the last page, when you will be asked for payment. You can exit at this point.

- ❑ Look through an SAT Registration Booklet, and review the instructions, which may change from year to year. Note that each booklet contains an envelope for mailing the registration form. The envelope contains SAT TEST DATE LABELS to affix to the front of the envelope, as well as a registration form. Note that "Required Fields" on the registration form are labeled as such. The SAT Registration Booklet has valuable information about registering, making changes, planning for test day, etc., that you may find useful.
- ❑ Purchase stamps for mailing paper forms; one first-class postage stamp is required for each envelope.
- ❑ Find out when and where the SAT will be given near your students' school. This information is available at http://apps.collegeboard.com/cbsearch_code/codeSearchSatTest.jsp. (**NOTE:** This should be the same information you provided in **Lesson 1, Activity IV: SAT FAQs**). You may want to do several different "city" searches, plugging in the names of neighboring towns. Some locations are very limited in how often they offer the test, whereas other test sites have many more test dates. Jot down the test dates and locations, and code numbers for each test center.
- ❑ For each school, make a copy of **Facilitator Resource #1, SAT Registration Notes,** and fill in the following information:
  - Test dates (from website)
  - Locations (from website)
  - Site codes (from website)
  - High school code (from guidance counselor)

  Make enough copies of this sheet to give to every student as a handout.
- ❑ Be thoughtful about how to address students who are not planning to attend college. The recommendation is that they create an SAT online account and follow the instructions anyway, so they are familiar with the process if they change their minds later.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Make sure all information on Student Handbook page __, Plan of Action is filled out (exception: if students are choosing to leave out credit card and social security information, and fill out later with family members.) **REMINDER: To avoid identity theft or unauthorized purchases, remind student to NEVER share credit card information with anyone.**

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## BACKGROUND INFORMATION

Filling out registration forms can be daunting for anyone, especially teens. Helping students navigate through this process will help ensure that they sign up for the SAT College Entrance Exam. There are many details that need to be handled correctly, like filling in the appropriate information while registering, remembering to bring your ticket and identification on test day, turning off your cell phone, etc. Hearing the information in advance, and having a checklist to take home, will help.

Students should be urged to establish SAT online accounts, and complete the sign-up online. There are many advantages to having an online account: making changes, adding additional information, sending scores to colleges, etc. **Students who have Internet access at home, but did not bring credit card information to class, can complete all but the credit card information, then add this last piece of the application at home. They can then print out the admission ticket on their own.**

## IMPLEMENTATION OPTIONS

If you feel you'll be pressed for time, you can skip **Activity I, Warm Up: Planning Ahead.**

If you find you're out of class time after the registration process, suggest students read **Student Handbook page 25, Test Day the Right Way,** on their own.

If you are able to enlist the help of your host teacher or school counselor, you may want to split the class into two groups, with one adult giving instructions for registering online and one giving instructions for the paper version. **Note: the online and paper forms do not match, so providing instructions to both groups simultaneously will be challenging.**


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## ACTIVITY STEPS

### I. Warm Up: Planning Ahead (5 minutes)

1. Write "Today: SAT Registration. www.collegeboard.com" on the board, and remind students, as they enter, that you are registering for the SAT in class today. Direct students to the DO NOW, **Student Handbook page 24, Planning Ahead**. Give them two minutes to fill in the page.

2. **SAY SOMETHING LIKE:** As you know, today we're going to register for the SAT. We'll also cover some of the basics you need to know in order to be ready for the exam. The practice questions we did last week will help prepare you for the test itself. But there are other details you can take care of in advance to get ready for test day. So let's take a look at **Student Handbook page 24, Planning Ahead** to see if you agree, or disagree, with Jasmine's list of "To Do's".

   Read aloud the list from **Student Handbook page 24, Planning Ahead,** asking for a show of hands as to who agreed or disagreed to each item. Don't comment until you reach the end.

   **SAY SOMETHING LIKE:** The truth is, every one of Jasmine's concerns is valid, and your "To Do" list should look like hers! Most of the reasons should be self-evident, but if you're wondering why you should consider, for example, what to wear, it's not because you should look good that day; you won't be graded on style. It's because test centers may not traditionally be open on Saturdays, so the rooms may be colder or hotter than during the week, and you want to be comfortable during testing. So it's smart to think ahead and be prepared.

### II. SAT Registration (30 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to register for the SAT. We're doing this together in class so I can help guide you through the process. I will direct you to skip some of the less-important questions now, which you can come back to and fill in when you have more time.

   [Hand out the copies you made of **Facilitator Resource 1, SAT Registration Notes**.]

2. **SAY SOMETHING LIKE:** This handout will help you keep track of your registration information. You'll fill it in as you go along, and take it home for safekeeping.

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By a show of hands, how many of you plan to register online, and have credit card information? [Students respond.]

How many of you plan to register online today, but pay at home later, with credit card information? [Students respond.]

How many of you brought checks or a money order, and plan to register with a mail-in packet? [Students respond. If, at this point, everyone in the class is covered, hand out packets to the mail-in students, and ask the others to log onto the website on the board: www.collegeboard.com. If there are students who haven't answered, remind them they are going to follow the process using the method they prefer.]

You will note that the sections in the online registration are not in the same order as the paper version, so you'll need to listen carefully for the directions for the version you're completing.

[**Note:** Directions for online registration are underlined.]

3. **Creating an Online Account for SAT Registration**
   **SAY SOMETHING LIKE:** *For those of you registering online, click on "Register for the SAT", then "Register Now." Click "Sign up" to create a new account. Follow the prompts and answer the questions on this page. Then stop and wait so we can all move forward together. Here are some important reminders for this page:*
   - *In Step 1, put your legal name rather than a nickname. Use* **your SAT Registration Notes** *to write down the name you use. The computer (or the person granting access on test day) will not know that Susanne and Sue are the same person, so it's important to use exactly the same name every time you log on.*
   - *College counselors will have access to your e-mail address, so make sure it's professional. For example, use your first name followed by your last name, rather than "the diva" or "pretty mama."*
   - *Monthly Student Newsletters and the Official SAT Question of the Day are optional. Check these only if you want to receive them.*
   - *Step 2 allows you to choose a parent (or other adult who is helping you in the college search) to stay in the loop, receiving the same SAT announcements you get.*
   - *After completing Step 3, use your SAT Registration Notes to write down your e-mail address, username, and password so you can log on to this account in the future.*


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4. **Personal Information**

   **SAY SOMETHING LIKE:** Students registering by mail, open your Registration Booklet and find the envelope in the middle. It contains your Registration Form. We'll be working on that form right now. Make sure you use a blue or black pen - I have extras for anyone who needs one. Please print clearly, using capital letters. Please fill in section 1, 2, 3, 6, and 7. (Note: we'll return to 4 and 5 in a moment.) Then everyone wait before moving on.

   - *Online students should continue to the second screen. You'll see "Update Personal Info" at the top. This is already filled in, except for your social security number. Though your social security number isn't required, it's a good idea to fill it in if you have it. There may be other students with names similar to yours, but your social security number links to you and only you.*
   - Mail-in students should enter their social security number in section 4.
   - **SAY SOMETHING LIKE:** *Your SAT scores are reported to your high school counselor, so you need to identify your high school. Online students, do this now in the section marked "Your High School."*
   - Mail-in students will provide the information in section 5. Your high school code is listed on the top of your **SAT Registration Notes** page.
   - *Online students should enter their addresses and phone numbers at the bottom of the page.*
   - Mail-in students should enter addresses and phone numbers in section 12. If you'd prefer to receive a copy of your admissions ticket by e-mail, complete your e-mail address in section 15. (Note: sections 13 and 14 are only for students living outside the U.S., so you may skip this section.)

   Walk around and check to see that everyone is following along. The online process is easier than the written version, in part because the program won't let you continue until you've properly completed each section, so you might want to pay more attention to the mail-in students as you circulate. Field questions if students have them. Check to make sure everyone is ready to move on.

4. **Student Profile/SAT Questionnaire:**

   **SAY SOMETHING LIKE:** *The next section for online students is called Build College Profile. It has a different name on the mail-in registration form; I'll direct mail-in students to it in just a moment.*

   The My Profile section has several purposes. The first is research; it helps the College Board determine whether the test is "fair and accurate for all students." It also gives

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colleges information that will help them guide you in your future plans. If you give permission, your information can be provided to colleges so they can alert you to programs in which you might be interested. This is called the Student Search Service.

- *To indicate whether you want to participate in the student search service, check yes or no at the bottom of the page.*
- Mail-in students should go to section 8 to answer this question.

The Build College Profile section takes about ten minutes to fill out. Today, we'll complete only the required sections, and you can return later to complete the rest.

Students completing the mail-in form will find similar profile questions listed in section 22 – SAT Questionnaire. Instructions for completing these questions are found on pages 22 - 29 of your registration booklet. (Note that completion of this section is helpful, but not required.) You may begin work on this section while I describe the "required" items to students completing the online form.

*Students registering online:*

- In the section marked *Start by telling us a little about yourself:*
  *choose the race/ethnicity that best describes you*
  *select your parents' highest education levels*
  *select combined family income.*

*Note: this information will not be shared with schools.*

- *Under GRADE POINT AVERAGE, select the choice that best describes you.*
- *Under LANGUAGES, select the language(s) you spoke first and the language(s) you know best.*

Save your answers and skip the rest of the Build Profile Info section. You'll need to click "Continue" several times to reach the end of this section. You can return to Build Profile Info and complete additional questions at any time.

5. **Terms and Conditions**

**SAY SOMETHING LIKE:** *Before you officially register for the test, you need to review the rules and sign off, indicating that you understand them. Online registrants should be on the screen that says SAT Registration. Click the button that says "Begin." On the next screen, click "Register for a Test." The next screen shows "Terms and Conditions." Please read through these, then click "I Agree" to continue.*

Mail-in registrants will find rules for taking the test, and information on reporting


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scores, throughout the registration booklet. For now, please turn to page 31 and 32, and read through "Test Security and Fairness." Then turn to section 22 of your registration form, and sign on the bottom line to indicate that you understand and agree to these conditions.

6. **Select Test and Center**
   **SAY SOMETHING LIKE:** *We're nearly done. All that remains is choosing a date and place to take the SAT, identifying where you'd like your scores to be sent (if you know), and paying.* [You may wish to write these tasks on the board.]

   Check the box that shows you'll be taking the test in the U.S. Your first choice is whether to sign up for the SAT Reasoning Test or the SAT Subject Tests. You can take one or the other in a single test day, but not both. Today we'll sign up for the SAT Reasoning Test, so check this box.

   Mail-in students, please find section 9, where you'll fill in the bubble next to the SAT.

7. **Disabilities/Fee Waiver**
   If you are a student with documented disabilities, and you're requesting testing accommodations, you must register by mail and include a letter of request. This procedure is described on page 6 of the mail-in Registration Booklet.

   *If you've already received an SSD eligibility code, you can enter it on this page and continue online.*

   *If the school counselor has given you a fee waiver code, you should enter it on this page.*

   Mail-in students will enter their fee waiver code in Box 19, if eligible.

8. **Test Date and Location**
   Next, choose the date when you'd like to take the test.

   Mail-in students should do this in section 9, by filling in the circle next to the month in which you want to take the test.

   *On the next screen, indicate whether or not you want a copy of the questions and your answers mailed to you six to eight weeks following the SAT. This costs extra, so don't check "yes" without clearing this with your parent or guardian.*

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Mail-in students will find this option in section 18, under SAT Answer-Reporting Services.

*On the next screen, select your first and second choice of test centers for this test.*

Mail-in students will find a list of test centers online. Use section 10 to list your top two choices.

9. **Score Reports**
   Online students, continue on to the next screen. If you definitely know you want your scores reported, select schools using the "add" button. This will direct you to a search engine to find the schools' codes. The first four are free; charges apply after that.

   *Please note that you do not have to list schools now. If you are planning to take the exam again, you may want to wait. This information can also be added later, for free, until nine days after the Saturday when you take the test, or for a fee after that time.*

   *If you have a fee waiver, it allows you up to four additional free score reports.*

   Mail-in students should complete sections 11a if they know where they'd like their scores sent, using 11b for additional reports. College codes can be found online.

10. **Resources**
    **SAY SOMETHING LIKE:** *The SAT provides many resources to help you prepare for the test. Since these cost money, please check with your parents before ordering them online. For now, click "Continue."*

    Mail-in students will find these options listed in section 17, Publications.

    *Online students, continue clicking through screens, so you can fill in the correct Test Code Center, based on the information on your handout. Stop when you reach the Review Information Page.*

    [Wait for everyone to be done filling in information, students should be on the page/screen asking for "Review of Information and Payment."]

11. **Review and Payment**
    **SAY SOMETHING LIKE:** Now, please review all your information, and check it carefully. Make sure it matches what you recorded on your handout! **Once you submit your**


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**registration, you cannot cancel.** Though many fees can be transferred to a different date, most are not refundable.

*Online students: when you're ready, type your credit card information, check it twice, and then click "submit."*

[**To avoid identity theft or unauthorized purchases, remind student to NEVER share credit card information with anyone. If students or family members are concerned about these issues, students may complete everything but the credit card information in class, and add this information at home.**]

Judge if your online students have time in class now to print out their admission tickets. If you all share one printer, this may not be possible, and you should advise them to print it out at home, which they can do by accessing their web account. If there is time, however, let them print out their tickets and take them home.

**SAY SOMETHING LIKE:** Mail-in students should write the cost for the SAT Reasoning Test in section 20, line C1. Write this number under 21c, Total Test Fees, as well. If no publications or additional services were ordered in sections 17 and 18, this number also goes in the TOTAL box in section 21. Check whether you're paying by credit card, check/money order, or fee waiver. (If you're paying by credit card, use section 16 to record your information.)

Double check your information, and put the registration form in the SAT Registration envelope. Check the correct test date on the front of the envelope where indicated.

Hand out a first-class stamp to each mail-in student, and have them put it on their envelopes. Collect the envelopes of all students who've completed their registration and enclosed a check payable to "The College Board" for the correct amount. Students who have not completed their forms will mail theirs from home.

**SAY SOMETHING LIKE:** Mail-in students, put your SAT Registration Booklet and your **SAT Registration Notes** in a safe place. You can refer to your booklet for information about test day procedures, how to make changes, etc.

*Online students, if you printed out tickets, put them with your handout, take them home, and keep them in a safe place. However, if you do lose a ticket, you can print out a replacement from your web account.*

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Mail-in students should expect to receive their paper admission tickets no later than two weeks before the test. Admission tickets will also be available to all students online, no matter how you registered. Further information about lost or missing tickets, and how to make changes to your registration information, can be found on the SAT website or by calling (866) 756-7346.

For those of you mailing your packets from home, make sure you check the *registration* deadline and send the packet at least a week in advance of that date.

## III. Test Day the Right Way (5 minutes)

1. **SAY SOMETHING LIKE:** All right, good work! Put your registration materials in a safe place to take home. Then, turn to **Student Handbook page 25, Test Day the Right Way**. It is a list of test-day suggestions. Let's read through them together.

   [Call on students to read each suggestion aloud, if there is time. If not, suggest they read this on their own.]

## V. Wrap Up: Looking Ahead (5 minutes)

1. **SAY SOMETHING LIKE:** Congratulations to you all! You are now registered, or close to being registered, for the SAT College Entrance Exam. You are on the right path toward planning your future, and taking a big step toward reaching your goals.

   Here are some last minute things to remember:
   - If you are mailing your registration from home, or completing your online application at home, do it by the deadline.
   - If you filled out a paper application, look for your ticket in the mail. If it doesn't arrive two weeks before the test, call the SAT office telephone number which you'll find online, or in your registration booklet (**Contact #:** (866) 756-7346).
   - Online students: log onto the SAT website and finish the application sections we skipped.
   - Visit the SAT website to take more practice tests.
   - Revisit Jasmine's "To Do" list and start making one of your own.

   Okay, today's class is over, but you have things to do! Get going and I'll see you next week!


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# SAT Registration Notes

MY HIGH SCHOOL CODE # is _____

Upcoming SAT Test Date, Location, Site Code: _____ _____ _____

Upcoming SAT Test Date, Location, Site Code: _____ _____ _____

*(circle the date you chose on your registration form)*

Registration Deadline for my chosen date: _____

Date I completed registration: _____

My name as spelled on form: _____

My address as spelled on form: _____

_____

E-mail address used on form: _____

Username for SAT Web Account: _____

Password for SAT Web Account: _____

Additional info needed to complete registration: _____

Deadline for this info: _____

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# Planning Ahead

Jasmine is an 11th grader who wants to take the SAT College Entrance Exam. She made this list of things she thinks are important to do before test day.

Write "A" if you agree, or "D" if you disagree, in each blank.

1. Go online to the SAT website and read about the test. ____
2. See when the test is offered near my house. ____
3. Sign up! ____
4. Set up a ride to and from the test site. ____
5. Make sure whoever's driving knows how long it takes to get there (or, do a trial run). ____
6. Decide what to wear. ____
7. Check if I should bring a calculator. If yes, put in new batteries. ____
8. Think about breakfast that day. What will I eat? ____
9. Do practice questions for each SAT test subject. ____
10. Decide what time to leave that morning so I won't be late. ____
11. Plan how to calm down if I feel stressed during the test. _____

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# Test Day the Right Way

- Check your ticket for Test Location, and reporting time
- Bring admission ticket with you
- Bring acceptable official photo identification (see SAT website, www.collegeboard.com, for what's ok)
- Bring several sharpened #2 pencils with good erasers
- Bring an acceptable calculator (see SAT website, www.collegeboard.com, for what's ok)
- Make sure calculator works and put in fresh batteries
- Bring a watch so you can pace yourself
- Bring your glasses if you need them
- Bring snacks, which may be eaten during the breaks
- Arrive at the testing center by 7:45am, unless your admission ticket indicates a different time. Testing starts between 8:30am and 9:00am, and ends between 12:30pm and 1:00pm.
- Turn OFF your cell phone and/or pager, or leave it at home. *If it goes off during testing, you will be dismissed and your test will not be scored.*

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## The BIG Idea

- What kinds of tests might I face when applying for jobs, the military, or vocational training?

## AGENDA

Approx. 45 minutes

I. Warm Up: Real World Challenge (5 minutes)

II. No school, No tests? No chance! (5 minutes)

III. Testing the Basics, and Beyond (15 minutes)

IV. Sharing and Comparing (20 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 26 and 27, Real World Challenge
- Student Handbook page 28, Adult Education Tests
- Student Handbook pages 35-42, Testing the Basics and Beyond
- Student Handbook page 43, Organizer
- Student Handbook page 44, Notes

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Real World Challenge Answer Key

## OBJECTIVES

During this lesson, the student(s) will:

- Examine standardized tests given outside the high school environment.
- Learn what workforce, vocational, and military entrance exams evaluate.
- Sample the types of questions asked.
- Understand how employers and other organizations use the results of these tests.

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## OVERVIEW

Students take many paths when they leave high school, and those not immediately heading for college need information about workforce options, including standardized tests they will likely face when applying for jobs, the military, apprenticeships, or vocational studies. Even students attending college next year may someday face these evaluations, so it will be helpful for everyone to explore them. This lesson plan will look at three frequently used assessments: the ASVAB (Armed Services Vocational Aptitude Battery), the ACT WorkKeys Foundational, and the ACT WorkKeys Personal Assessments.

## PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Peruse the ACT WorkKeys website, http://act.org/workkeys/index.html, to become familiar with a common range of workplace, job analysis and training tests, and some of the reasons why employers give them.
- ❑ Make an overhead transparency of the following handouts:
  - **Facilitator Resource 2, Adult Education Tests**
  - **Student Handbook page 43, Organizer**
- ❑ Divide the class into groups of four to work together on **Activity III, Testing the Basics, and Beyond**, and **Activity IV, Sharing and Comparing.** Try to balance the groups so each has a mix of students headed for college as well as students considering vocations.

## BACKGROUND INFORMATION

The workplace and adult world is rife with tests and evaluations to measure candidates for jobs, training programs, and sometimes, state and federal aid. Some assessments help place applicants in jobs requiring specific skills, and some are simply used to weed people out, and streamline the hiring process. Students should know that test taking doesn't end with high school graduation. It's also important to know what to expect on tests that probe personality attributes and workplace traits.


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## IMPLEMENTATION OPTIONS

If you think you will be short on time, skip **Activity II, No school, No tests? No chance!,** and use it as a reference.

For **Activity III and IV,** you may wish to assign more than one group to a test, or assign portions of the ACT WorkKeys to different student groups, as follows:

**ACT WORKKEYS FOUNDATIONAL:**

- Communication
- Problem Solving
- Interpersonal

**ACT WORKKEYS PERSONAL SKILLS**

- Performance
- Talent
- Fit

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## ACTIVITY STEPS

### I. Warm Up: Real World Challenge (5 minutes)

1. Direct students to **Student Handbook pages 26 and 27, Real World Challenge**. Give them two minutes to read the scenarios and answer the questions.

   **SAY SOMETHING LIKE:** When you're watching a movie, and the characters at a job have a workplace dilemma, or are so totally clueless how to do their jobs that they end up messing everything up, it's usually funny. In real life, it's not. It means the work doesn't get done, which is a problem for the boss. So before hiring people, many employers give applicants written tests to evaluate their ability to perform in the workplace. Sometimes these tests measure basic education skills. Many others, like the one you've just taken, judge personality traits, like how you'll react to workplace conflicts. Let's talk about the scenarios you just read. Raise your hand if you read and answered the Level #3 Scenario. [Students raise hands.]

   Okay, tell me which answer you picked. Remember, the question asks how the goal for the team might be best met – because that's what the employer cares about, and wants to know you'll keep in mind if you're hired.

   Take answers. Most students will probably pick the right answer. If you feel the class needs more explanation, point out that the situation requires recognition and acceptance of the team goal, and the job requires the painter to set aside her immediate task to help in the problem area.

   Okay, that scenario was pretty straight-forward. And we're all familiar with the concept of teamwork. The Level #5 question is more complex. Anyone tackle that one? What answers did you get? [Allow students to respond.]

   This scenario is pretty complex. It's really not clear how to accomplish the goal. But an employer would be looking for someone who has leadership skills to keep the discussion productive; who displays initiative by showing willingness to try new tasks; and who knows how to be assertive by voicing personal convictions.

   So, as you can see, instead of saying goodbye to tests once you graduate high school, there are many other exams you'll encounter. Some will test your teamwork abilities, some will test your educational abilities, and others will test skills you need to succeed at a specific job. Thinking about how to do well on such tests is a good idea. So, today


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we'll take a look at a few tests you may meet in the outside world, and get acquainted with the most common ones.

## II. No school, No tests? No chance! (5 minutes)

1. Put the transparency of **Facilitator Resource 2, Adult Education Tests,** on the overhead projector. Read each category heading, and then ask students to read the brief descriptions that follow. Before going on to the next category, ask for at least one reason why an employer or training program officer might find these tests helpful and necessary.

   If, as suggested in the **IMPLEMENTATION OPTIONS** section, you are skipping this, advise students to take a look at it on their own.

## III. Testing the Basics, and Beyond (15 minutes)

1. Write the following on the board:
   - Armed Services Vocational Aptitude Battery (ASVAB)
   - ACT WorkKeys Foundational Assessments
   - ACT WorkKeys Personal Assessments

   **SAY SOMETHING LIKE:** Now we're going to take a more in-depth look at three of the most commonly used adult assessment tests: the ASVAB, or Armed Services Vocational Aptitude Battery, the ACT WorkKeys Foundational Assessments, and the ACT WorkKeys Personal Assessments.

   In order to get to know these three "real world" tests, you'll work in groups of four, and each group will explore one test. You'll answer a questionnaire about it. Then, you'll share what you've learned, by giving a short presentation for the rest of the class.

   Put the students into groups of four. Assign each group a test to study. Most likely, you will have more than one group per test. If this is the case, follow the suggestions in **IMPLEMENTATION OPTIONS**.

   Place a transparency of **Student Handbook page 43, Organizer** on the overhead and give students instructions on completing it.

   **SAY SOMETHING LIKE:** Okay, now take five minutes to quietly read through the overview of the test your group has been assigned. I'll tell you when your time is up.

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[Give the class five minutes to read. Then call "Time".]

**SAY SOMETHING LIKE:** Now, collaborate with your teammates to answer the questionnaire, and prepare a short presentation. You'll have ten minutes total, and I'll let you know when five minutes are up, so if you haven't started working on your presentation yet, you'll know it's time to kick into gear! A good way to organize is to choose one person to present each of the main categories on your "Organizer" sheet. Okay, begin working.

Notify the students when 5 minutes has passed. Explain to students that they should begin preparing for the class presentation. Give them a one-minute warning before it's time to wrap up, and move on to **Activity IV, Sharing and Comparing**.

## IV. Sharing and Comparing (20 minutes)

1. **SAY SOMETHING LIKE:** Now let's share what we've learned about workplace tests.

   Call on each group to do its presentation. Depending on how many groups you have, assign them three to four minutes to speak. Tell the students who are listening that they should take notes on the presentations using **Student Handbook page 44, Notes**. Model how to do this, if needed.

   When students have finished their presentations, congratulate them on learning about the many tests they will face after high school. Encourage them to keep learning, throughout high school and beyond, so that they can do well at the tests that will help them succeed in the paths they desire.


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## SKILLS CHECKLIST

Direct students' attention to **Portfolio page 24, Grade 11 Skills Checklist.** Have students complete the skills checklist questions for Test Prep skills.

### Taking Tests

**I can…**

| | | | |
|---|---|---|---|
| Describe the purpose of the ACT and SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Describe the types of questions found on the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Register for the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Report my scores to colleges that require them. | ❑ not at all | ❑ somewhat | ❑ very well |
| Locate resources for further test preparation. | ❑ not at all | ❑ somewhat | ❑ very well |
| Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring. | ❑ not at all | ❑ somewhat | ❑ very well |
| Name a standardized test I might be required to take after high school graduation and describe its purpose. | ❑ not at all | ❑ somewhat | ❑ very well |

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# Real World Challenge Answer Key

## From ACT WorkKeys Assessment, Level 3

Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

A. asking for more time to complete the project.

B. buying extra wallpaper to allow for torn pieces.

C. continuing to work individually on each room.

D. working together on the wallpapering and painting in both rooms.

*ANSWER:*

A. This action is costly, could annoy the customer, and may be unnecessary.

B. This is an unnecessary expense that can be eliminated if the team can avoid the tearing in the first place.

C. This action ignores the problem with the wallpaper.

D. This action contributes the most to task completion (finishing the job at the least cost) and also shows cooperative team relationships. **Correct**

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample3.html

## From ACT WorkKeys Assessment, Level 5

Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 AM. The instructors teach aerobics and weightlifting classes during the daytime and early

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evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day.

One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

**As a member of this team, the instructor who usually works the extra hours should:**

A. suggest that the fairest solution would be for the team to vote on who should teach the early class.

B. suggest that the team tell the manager to forget about the early class; it isn't going to work.

C. voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.

D. walk out to protest her hours and let them find a solution without her help.

*ANSWER:*

A. In this situation, a vote does not guarantee a "fair" solution. It does not encourage good decision-making skills.

B. This action does not contribute to either team relationships or goal accomplishment.

C. <u>The instructor uses assertiveness to communicate her honest concerns, and still recognizes that the goal of providing the early class is important</u>. **Correct**

D. This action does not contribute to goal accomplishment

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample5.html

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# Real World Challenge

These two scenarios are from the ACT WorkKeys Foundational Skills: Interpersonal Assessment. Read and answer the questions for one of the scenarios below. Level 5 is the more challenging scenario.

## Level 3 Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

a. asking for more time to complete the project.

b. buying extra wallpaper to allow for torn pieces.

c. continuing to work individually on each room.

d. working together on the wallpapering and painting in both rooms.

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample3.html

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## Level 5 Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 AM. The instructors teach aerobics and weightlifting classes during the daytime and early evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day. One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

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**As a member of this team, the instructor who usually works the extra hours should:**

a. Suggest that the fairest solution would be for the team to vote on who should teach the early class.

b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.

c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.

d. Walk out to protest her hours and let them find a solution without her help.

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample5.html

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# Adult Education Tests

1. Tests that evaluate core academic mastery:

   - **ABT: Ability-to-Benefit tests**. Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.

   - **GED: General Educational Development**. Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests Language Arts/Reading, Social Studies, Science, Language Arts/Writing, and Mathematics. Credentials awarded by home state Department of Education.

2. Tests that evaluate basic skills PLUS skills required for specific jobs:

   - **ACT WorkKeys Foundational Skills**. Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.

   - **Civil Service Exams**. Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.

   - **Apprenticeship exams**. Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

3. Tests that evaluate personality traits and people skills:

   - **ACT WorkKeys Personal Skills**. Designed to predict job behavior and measure an individual's potential.

   - Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

**Note**: many employers also require urine tests to make sure employees are drug free.

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## I. ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is one of the most widely used, multiple-aptitude tests in the world, developed and maintained by the Department of Defense. Over half of all high schools nationwide administer the ASVAB test to students in grades 10, 11, and 12 (sophomores cannot use their scores for enlistment eligibility). Students may also take the test at another school or through a recruiter, and may retake the test at any time.

The ASVAB consists of the following eight individual tests:

**General Science**
A 25-item test measuring knowledge of life science, earth and space science, and physical science

**Arithmetic Reasoning**
A 30-item test measuring ability to solve basic arithmetic word problems

**Word Knowledge**
A 35-item test measuring ability to understand the meaning of words through synonyms

**Paragraph Comprehension**
A 15-item test measuring ability to obtain information from written material

**Mathematics Knowledge**
A 25-item test measuring knowledge of mathematical concepts and applications

**Electronics Information**
A 20-item test measuring knowledge of electrical current, circuits, devices, and electronic systems

**Auto and Shop Information**
A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices

**Mechanical Comprehension**
A 25-item test measuring knowledge of the principles of mechanical devices, structural support, and properties of materials

Students are provided with scores on each of these individual tests and three Career Exploration Score composites: Verbal Skills, Math Skills, and Science and Technical Skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.

The military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior, senior, and post-secondary school students can use their ASVAB scores for enlistment for up to two years after taking the test.

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## Sample ASVAB Questions:

### General Science:

An eclipse of the sun throws the shadow of the

**A.** moon on the sun.

**B.** moon on the earth.

**C.** earth on the sun.

**D.** earth on the moon.

### Math:

If X + 6 = 7, then X is equal to

**A.** -1

**B.** 0

**C.** 1

**D.** 7/6

### Electronics Information:

Which of the following has the least resistance?

**A.** wood

**B.** iron

**C.** rubber

**D.** silver

### Auto and Shop:

A car uses too much oil when which of the following parts are worn?

**A.** pistons

**B.** piston rings

**C.** main bearings

**D.** connecting rods

(answers: B,C,D,B)

*(sources: http://todaysmilitary.com/before-serving/asvab-test/asvab-sample-page, http://www.asvabprogram.com/)*

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## II. ACT WorkKeys Foundational Assessment

The ACT WorkKeys Foundational Skills Assessments measure different applied job skills in the areas of communication, problem solving, and interpersonal skills. In particular, it measures cognitive abilities such as applied math, reading for information and locating information.

### Communication:

1. **Business Writing**
   The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.
2. **Listening**
   The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.
3. **Reading for Information**
   The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.
4. **Writing**
   The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

### Problem Solving:

1. **Applied Technology**
   The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.
2. **Applied Math**
   This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.
3. **Locating Information**
   The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

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4. **Observation**
   The WorkKeys *Observation* test measures the skill people use when they pay attention to and remember work-related instructions, demonstrations, and procedures.

## Interpersonal Skills:

1. **Teamwork**
   The WorkKeys *Teamwork* test measures the skill people use for choosing behaviors that both lead toward the accomplishment of work tasks and support the relationships between team members. A team is defined as any workplace group with a common goal and shared responsibility in achieving that goal.

### ACT WorkKeys Foundational Assessment Sample Questions:

1. **Communication: Reading for Information**

Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

According to the policy shown, what should you do if you lose an authorization sticker?

1. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
2. Send a request for return authorization along with the rejected part directly to the manufacturer's corporate address.
3. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
4. Use a sticker from another company's folder.
5. Send the rejected part to your sales representative.

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2. **Problem Solving: Applied Math**
   Quik Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges $7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?
   1. $39.50
   2. $41.48
   3. $41.87
   4. $54.00
   5. $54.54

3. **Interpersonal Skills: Teamwork**
   *Scenario:* A daily newspaper is changing from an afternoon to a morning delivery schedule. This change affects every employee, from the editor to the delivery people. The paper will have a 10:00 P.M. press deadline, and the reporters will be unable to write complete stories for many evening sports events, cultural events, and community meetings. The editor has told the team of five reporters to propose a revised schedule of assignments. This schedule should take into account each reporter's area of expertise and still ensure that all important stories are covered by the deadline.

   When the team meets to discuss this schedule, a major concern is how to make the evening stories as timely as possible within the new time constraints. Team members offer several suggestions regarding how to shift assignments around to accommodate the deadline. One of the reporters insists on covering only the political stories, which are his particular interest. Another reporter argues that the political reporter should help out the sports writer by preparing background material in the afternoon for the evening's sports stories. The political reporter refuses, saying that he wasn't hired to work on sports and doesn't know anything about them. The sports writer complains that the change to a morning edition is the whole problem, that coverage of evening sports events is going to be ruined, and that management doesn't know what they are doing. The cultural reporter agrees and adds that he is thinking about finding a job elsewhere. The society reporter retorts that he should do just that; she hates doing the society stories and would take the cultural assignment in a minute.

   As a member of this team, the sportswriter can best support the team and accomplish the task by:
   1. suggesting that all of the reporters work on background for all types of stories so that each can do final details and editing in his or her area of expertise.
   2. suggesting the editor hire several part-time reporters to help cover sports stories.
   3. suggesting they keep their current assignments and accept a one-day delay in coverage of all evening stories.
   4. volunteering to tell management that the morning edition change is a mistake and should be withdrawn.

*SOURCE: http://www.act.org/workkeys/assess/foundational.html*

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## III. ACT WorkKeys Personal Skills Assessments

The ACT WorkKeys Personal Skills Assessments are designed to predict job behavior and measure an individual's potential. There are assessments to measure "Performance," "Talent," and "Fit."

The Performance Assessment is a prescreening tool to measure a job applicant's tendency toward unsafe behaviors and attitudes toward work. The Talent Assessment predicts characteristics such as cooperation, discipline, influence, and stability. The Fit Assessment helps discover a job applicant's interests and values in order to determine the fit between a candidate and occupations in an organization.

1. **Performance Assessment**

   This test measures "General Work Attitudes," related to issues like prevalence of theft, productivity, absenteeism, resilience to work-related stress, team orientation, and employee work satisfaction. It also measures "Risk Reduction" to evaluate the likelihood of work-related accidents, unnecessary risk-taking in a work environment, and organizational conduct that may impact the individual or others (like working under the influence of alcohol or drugs, outbursts of physical or verbal aggression).

2. **Talent Assessment**

   The Talent Assessment is designed to measure the following characteristics:

   *Carefulness*—tendency to think and plan carefully before acting or speaking.

   *Cooperation*—tendency to be likable and cordial in interpersonal situations.

   *Creativity*—tendency to be imaginative and to think "outside the box."

   *Discipline*—tendency to be responsible, dependable, and follow through with tasks without becoming distracted or bored.

   *Goodwill*—tendency to be forgiving and to believe that others are well intentioned.

   *Influence*—tendency to affect and dominate social situations by speaking without hesitation and often becoming a group leader.

   *Optimism*—tendency toward having a positive outlook and confidence in successful outcomes.

   *Order*—tendency to be neat and well organized.

   *Savvy*—tendency to read other people's motives, understand office politics, and anticipate the needs and intentions of others.

   *Sociability*—tendency to enjoy being in other people's company and to work with others.

   *Stability*—tendency to maintain composure and rationality in situations of actual or perceived stress.

   *Striving*—tendency to have high aspiration levels and to work hard to achieve goals.

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3. **Fit Assessment**

The Fit Assessment consists of two different inventories that match individual interests and values to the work environment, providing information that can help determine how well a candidate matches up with occupations in an organization. It assesses work-related interests and a broad range of work-related values, such as Autonomy, Physical Activity, Influencing Others, and Precision.

Here are some target areas assessed:

| | |
|---|---|
| *Administration & Sales:* | Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management. |
| *Business Operations:* | Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities. |
| *Technical:* | Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery, as well as raising crops/animals. |
| *Science & Technology:* | Investigating and attempting to understand phenomena in the natural sciences through reading and research. |
| *Arts:* | Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities. |
| Social Service: | Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, engaging in social/political studies. |
| *Public Contact:* | Interacting with external customers or the public in general. |
| *Autonomy:* | Making one's own plans and decisions at work. |
| *Influencing Others:* | Convincing or advising people to do things, even in non-supervisory roles. |
| *Order:* | Putting things in order for others; using a system or rules to arrange things. |
| *Intellectual Stimulation:* | Thinking about difficult concepts and working to solve complex problems. |
| *Precision:* | Being exact or very accurate in one's work. |
| *Creativity:* | Creating something new or finding new ways of doing things; original thinking. |

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## ACT WorkKeys Personal Skills Assessments Sample Questions

### Work Values Inventory

**Instructions:** Indicate how important each of the following work values is to you. Choose your answer from the scale below.

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

| NI | SI | I | VI | EI | Work Values | Descriptions |
|---|---|---|---|---|---|---|
| | | | | | Authority | Telling people what to do; controlling the behaviors of others |
| | | | | | Helping People | Improving the lives of others by activities such as teaching, physically assisting, or mentoring. |
| | | | | | Creativity | Creating something new or finding new ways of doing things; original thinking. |
| | | | | | Order | Putting things in order for others; using a system or rules to arrange thingsV |
| | | | | | Physical Activity | Moving around in my work by walking, bending, lifting, etc. |

*SOURCE: http://www.act.org/workkeys/assess/personal.html*

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# ORGANIZER

Check yes or no to show whether this test evaluates each of the following skills or traits. Then answer the three questions below. Use the back of this page if you need more room.

**Name of Test:** _____

| Does it evaluate this skill or trait? | Yes | No |
|---|---|---|
| Math | | |
| Reading | | |
| Science | | |
| Language | | |
| Following Directions | | |
| Work Ethic | | |
| Work Attitude | | |
| Interests | | |
| People Skills | | |
| Leadership Ability | | |
| Management Potential | | |
| Problem Solving Skills | | |
| Technical Skills | | |
| Performance Tendencies (toward safe/unsafe behavior) | | |
| Talent Characteristics (such as cooperation, discipline, stability) | | |
| Interests and values | | |
| Listening | | |
| Writing | | |
| Locating Information | | |
| Observation | | |
| Teamwork | | |

1. Who might take this test? What does it tell an employer/evaluator? _____

_____

2. What types of questions are on this test? Give examples. _____

_____

3. How might you prepare for this test? _____

_____

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# NOTES

Use this page to record information about each test.

**1) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

**2) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

**3) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

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# UNIT 2

# TAKING TESTS (ACT version)

## Lesson Descriptions

**Taking Tests 1: Introduction to ACT/SAT (ACT Version)**
*Why should I take a college entrance exam (ACT or SAT), and how can I prepare?*
**NOTE:** *This lesson requires coordination with your school counselor.*
*It also requires making arrangements to use the computer lab.*

**Taking Tests 2: ACT Practice Questions**
*What kinds of questions will be on the ACT?*

**Taking Tests 3: ACT Registration**
*How do I register for the ACT? What do I need to know for the test day?*
**NOTE:** *This lesson requires coordination with your school counselor.*
*It also requires making arrangements to use the computer lab.*

**Taking Tests 4: Workforce and Adult Education Tests**
*What kinds of tests might I face when applying for jobs, the military, or vocational training?*

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# PLANNING PYRAMID

## GRADE 11, Unit 2, Taking Tests (ACT version)

**Some Students Will:**

- Prepare to take the ACT using resources identified in class.

**Most Students Will:**

- Identify strategies for approaching ACT questions.
- Register to take the ACT.
- Decide whether or not to take the writing portion of the ACT.
- Understand the mechanics of preparing for test day (for example, make sure your calculator has fresh batteries) and know what to do after arriving at the testing site.

**All Students Will:**

- Understand the purpose of the ACT.
- Understand the types of questions included on the ACT.
- Recognize that since there is no penalty for guessing on the ACT, it's in their best interest to answer every question.
- Understand how employers and other organizations use standardized tests.


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# ROADS to SUCCESS

Grade 11 Taking Tests

Family Newsletter

## Test Prep

Is your student thinking about applying to college? The application process varies from school to school. Some community colleges require only a high school diploma or GED. More competitive colleges require more.

Many colleges will want to know your son or daughter's GPA (grade point average) or class rank (how her grades compare to her classmates). Many colleges also require a score from a standardized test that helps them compare students from different schools.

Your student can take one of two tests used to compare students applying to college – the ACT or the SAT. Most schools accept either test. Visit test websites for more info.

- ACT: www.actstudent.org
- SAT: www.collegeboard.com

**When and where are these tests given?**
Students can take the ACT and SAT in 11th or 12th grade, starting in the fall of junior year. Experts recommend taking either test during the 11th grade, when subjects like algebra and geometry will be fresh in students' minds. This option also gives students a chance to re-take the test in 12th grade, if needed.

Test dates and locations are available from your school counselor, or on the ACT and SAT websites listed below.

**How does my student sign up?**
Both the ACT and SAT offer two ways to register. Online registration requires a credit card and an e-mail address. It's easier for students to update and confirm information if they register online.

Students may also register by mail, where they can pay by check or money order. The school counselor can provide mail-in registration forms.

**How much does the test cost?** As of 2009-2010, the ACT costs $32, plus an extra $15 for students taking the writing test. The SAT costs $45. (SAT Subject Tests cost extra.) Check the websites for yearly updates. Students who cannot afford to pay may be excused from these fees. They should see their school counselor for details.

**How do scores get reported to colleges?**
While registering, students can choose up to four colleges to receive their test scores. Later on, they may request more score reports. Extra reports cost $9.00 per college for the ACT, and $9.50 per college for the SAT (as of 2009-2010).

**How can my student prepare for these tests?**
The ACT and the SAT aren't the kind of test students can cram for, but it helps to understand the rules and know what kinds of questions will be asked. Practice tests are available on the websites below. It's well worth your student's time to try at least one practice test – start to finish – before the actual test day.

**Where can I go for more information?**
Some communities offer test prep courses through after school programs. Companies like Kaplan, Barron's, and the Princeton Review sell test prep books with tips and practice questions. You can get these from your guidance counselor, the library, or most bookstores. There's also lots of info online:

- ACT: www.actstudent.org
- SAT: www.collegeboard.com
- www.number2.com
- http://ineedapencil.com/

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.

## Grade by Grade

Roads to Success introduces all 11th-graders to the ACT, SAT, and a few tests they might encounter after high school. We walk students through the registration process for the ACT or SAT, depending on which test is most often taken by students in your area. Students who register online will need a parent's credit card information, which they can bring to school or add later at home. Students who mail in their registrations will need to include a check or money order (or fee waiver).

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# Introduction to ACT/SAT (ACT Version)

## The BIG Idea

- Why should I take a college entrance exam (ACT or SAT), and how can I prepare?

## AGENDA

Approx. 45 minutes

I. Warm Up: Re/ACT! (5 minutes)

II. Why and Why Now? (5 minutes)

III. Sizing up the Heavyweights: ACT vs SAT (5 minutes)

IV. Getting into the Act, with ACT (20 minutes)

V. Wrap Up: Plan of Action (10 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 45, Re/ACT!
- Student Handbook page 46, Why and Why Now?
- Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT
- Student Handbook pages 48 and 49, Getting into the Act, with ACT
- Student Handbook pages 50-51, Plan of Action

❑ Handout with local ACT test dates, locations, and education codes. (See **PREPARATION**.)

## OBJECTIVES

During this lesson, the student(s) will:

- Learn that colleges require entrance exams, and the reasons that they do.
- List good reasons to take the ACT or SAT in 11th grade.
- Become familiar with the basic content of the SAT and ACT.
- Gather the practical information they need to register for the ACT.

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## OVERVIEW

By 11th grade, most students know that high school will not last forever, and that one option after they graduate is to go to college. They may not know, however, that planning ahead is necessary, and that many colleges require applicants to take either the ACT or SAT college entrance exam. This four-lesson unit will help students get ready to take the ACT as well as other tests they may encounter after high school.

The first lesson introduces students to both the SAT and ACT, explains why colleges require an entrance exam, cites reasons to take one of the two tests this year, provides basic information about the content, and articulates what students need to know before signing up for the ACT.

## 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 46, Why and Why Now?**
  - **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT**
  - **Student Handbook pages 48 and 49, Getting into the Act, with ACT**
- ❑ For **Activity II, Why and Why Now?**, make a T-chart on chart paper. On the left column write "Why do colleges require entrance exams?" and on the right column write "Why should I take a college entrance exam in 11th grade?" This chart will be used to record students predictions before looking at **Student Handbook page 46, Why and Why Now?**
- ❑ For **Activity IV, Getting into the Act, with ACT,** research upcoming ACT test dates, locations and location codes (available on the ACT website, www.act.org), as well as registration deadlines. Please note that the registration deadlines are about six weeks in advance of the test. Be sure to select test dates for which your class will have enough time to register when you go online together in two weeks (Lesson #3).
  - Create a handout with this information, and make enough copies for each student. Include the website name and URL.
  - List local test prep courses on this handout.
  - Check for current information on the cost of the test. (Students will need to enter these amounts on **Student Handbook page 48** and **51**.)
- ❑ For **Activity IV, Getting into the Act, with ACT,** talk to the school counselor:
  - Find out about local test prep options.

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- Obtain "Preparing for the ACT" booklets to give out to students or download and print these from the web: http://www.act.org/aap/pdf/preparing.pdf
- Make sure the office has enough ACT Registration packets for your students who may end up filling out the paper forms. These can be ordered in quantity, on the ACT website: http://www.act.org/aap/forms/counsel.html
- Discuss where to direct students who have questions about the test, or want to request fee waivers.
- Discuss enlisting the counselor and/or host teacher's help for Lesson 3 (in two weeks), when students register for the ACT in class.
- Discuss how to handle special education classes.

❑ **Obtain permission from your school administrator to register students for the ACT in class. This will involve two options:**

- Online registration (much preferred), for which students are encouraged to bring in credit card information; or
- Filling out and mailing the registration packet, for which students are encouraged to bring in a check or money order, made out to "ACT Registration."
- Discuss the possibility of offering a Saturday practice test at your school.

**Discuss procedures for obtaining parental permissions for bringing in social security numbers, as well as credit card information. (NOTE: To avoid identity theft or unauthorized purchases, students should NOT share credit card information with anyone. If students or family members are concerned about these issues, they may complete the online registration in class, and fill in the credit card information at home.)**

❑ Decide how to handle students who are reluctant to register for the ACT. Even if they aren't planning to attend college, it's recommended that they create an ACT online account and follow instructions so they're familiar with the process if they change their minds later.

## BACKGROUND INFORMATION

It's critical that students know by fall of junior year that they will be required to take the SAT or ACT entrance exam in order to apply to college. Students who aren't sure of their plans should also be strongly encouraged to take the test. And though most students will be familiar with the notion of a "standardized test," many (especially if their parents didn't attend college) won't know that taking the SAT or ACT is different – you don't just show up and wing it. Students need

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to learn that they must prepare for this test well in advance, logistically as well as academically. They'll have registration deadlines to meet, fee waivers to apply for (if eligible), decisions to make about which tests and test options to choose. Plus, they need to recognize it's a huge advantage to be familiar with the test, and to be armed with the appropriate test-taking strategies.

To point students in the right direction, you should motivate them to become pro-active about taking the ACT. Give out test dates and locations, recommend helpful websites that post practice tests, and inform students about community test-prep resources.

## IMPLEMENTATION OPTIONS

For **Activity II, Why and Why Now?** you could structure this as a discussion, and then just point students to the **Student Handbook page 46, Why and Why Now?** for reference.

Another option for **Activity II** is to ham it up a bit, by turning this into a role-playing exercise. You would assume the role of a college admissions officer (donning a bowtie, letter sweater, or college cap) and let students ask you questions about "Why and Why Now?" Then, point them to **Student Handbook page 46, Why and Why Now?** as a summary of your answers.

For **Activity III, Sizing up the Heavyweights: ACT vs SAT,** you may choose to turn this activity into a competition. Allow students to scan **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT,** for one minute, then ask students questions that are addressed in the handbook page. You may wish to give prizes to students to correctly answer a question.

For **Activity IV, Getting into the Act, with ACT,** you might suggest your students take notes and circle information they'll want to complete outside of class.

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## ACTIVITY STEPS

### I. WARM UP: Re/ACT! (5 minutes)

1. Direct students, as they come in to **Student Handbook page 45, Re/ACT!** Give them three minutes to complete their responses.

2. **SAY SOMETHING LIKE:** Today we start a new unit about something very important – test preparation. Specifically, the next three lessons will focus on preparing you for a college entrance exam – a *big* test you have to take if you want to get into college. Some colleges don't require it, but many do. So even if you're not sure you want to go to college, or where you're applying, it's to your advantage to take this test. (For those of you who are thinking about going to work after you graduate from high school, the fourth lesson in this unit focuses on standardized tests used in the workplace.)

   There are two college entrance exams you can take: the SAT or the ACT. How many of you have heard of these tests? [Students respond.]

   How many of you felt nervous when I mentioned them? [Students respond, probably most will nod, say "me!".]

   I don't blame you. Most of us don't like taking tests, and we get especially nervous when we know a test will have a big impact on our future. But, just like anything scary that you haven't experienced before, the more you know, the less you fear. And when it comes to taking the SAT or ACT, the more you know, the better you'll do. So let's go over your answers on **Student Handbook page 45, Re/ACT!** to see what you know and how you feel.

   Go over **Student Handbook page 45, Re/ACT!**, encouraging students to share what they know.

   If the class has a large number of students who don't know anything about these tests, limit the discussion of question #6, "How do you feel about taking the SAT or ACT?", so students won't be scared off; but if most kids have friends or siblings who have taken the tests, let them express their anxiety.

### II. Why and Why Now? (5 minutes)

1. Display chart paper with T-chart (See **Preparation**). Call on a volunteer to read the first question (Why do colleges require entrance exams?) aloud and then call on vol-

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unteers to share their predictions. Record their answers on the chart paper. Repeat this procedure with the second question. (Why should I take a college entrance exam in the 11th grade?)

2. **SAY SOMETHING LIKE:** Most 11th graders across the country are feeling the same way you are about taking college entrance tests. But colleges have very good reasons for requiring these tests. And it makes good sense to take them this year. Let's see why.

   Refer students to **Student Handbook page 46, Why and Why Now?** Put the transparency of this document on the overhead projector. Call on students to read each point aloud. Spend more time covering the "Why Now?" section, allowing for questions and discussion.

   **SAY SOMETHING LIKE:** You can see why it's important for us to spend some class time preparing for the college entrance exam. You should also talk to your parents about taking the test, and it might be a good idea to include this list of **Why and Why Now?** as part of your discussion.

## III. Sizing up the Heavyweights: ACT vs. SAT (5 minutes)

1. **SAY SOMETHING LIKE:** As you know, there are two different standardized tests, both nationally administered, that you can take: the ACT and the SAT. Traditionally, students in the coast states like California and New York have taken the SAT, students in the middle of the country have taken the ACT. Colleges accept scores from either test and do not usually have a preference. But the tests are different. In general, the ACT questions are more direct and test you on the subjects you've learned in high school. The SAT is considered more abstract, focusing on problem solving, reasoning ability and critical thinking skills. Here's a brief look at how the two compare, so you will know your options.

   Put the transparency you made of **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT** onto the overhead projector. Give students one minute to scan the page and then read it aloud. (See **Implementation Options** for Suggestions.)

   **SAY SOMETHING LIKE:** For future reference, you have the same information in **Student Handbook page 47, Sizing up the Heavyweights: ACT vs SAT.** And if you want to compare the two exams in further detail, you can find commentaries on how the tests compare online, by typing "SAT vs ACT" into your browser.

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## IV. Getting into the Act, with ACT (20 minutes)

1. **SAY SOMETHING LIKE:** Since most of you will take the ACT, for the rest of today's lesson, and for the next two lessons, we're going to focus on preparing you for that test. So, let's get into the act, with ACT!

   Ask students to turn to **Student Handout pages 48 and 49, Getting into the Act, with ACT**, while you display this document on the overhead projector.

2. **Registration Dates**
   **SAY SOMETHING LIKE:** Today we're going to make sure you have all the information you need to be ready to register, which we'll do together in class, two weeks from now. Of course you can register at home with a parent, too, but you'll leave today knowing what to expect.

   We'll start with the first thing you need to do in order to register, which is to select a date to take the test. I checked the ACT website, and created this handout listing upcoming test dates.

   Hand out the information sheet you prepared with up to date information about when and where the ACT will be offered, and the registration deadline for each date. Read the dates out loud. Point out the difference between the registration deadline and the actual test date.

3. **Reporting scores to colleges**
   **SAY SOMETHING LIKE:** Next on your list is to look up when each college or scholarship agency you're interested in applying to needs to have your ACT scores, so you can be sure to pick a test date that gives you time to meet their deadlines. But what if you don't know what schools you want to apply to? Or if don't know which scholarships might be right for you? Are any of you thinking this now? [Students respond.]

   **SAY SOMETHING LIKE:** This is perfectly fine; most 11th graders don't know these answers yet. So think about it a bit, and investigate some possibilities. If you decide to take this test during your senior year, you may want to think when your scores would be delivered. Visit some college websites, see when they want scores. Do the same with scholarship agencies. Your ACT scores are typically mailed four to five weeks after the exam, so get out a calendar and make sure the test you sign up for gives you *plenty* of time to meet any possible deadlines.

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Another question you might have is: what if my scores are bad, and I don't want colleges to see my first try? Don't worry. With the ACT, you can choose to send scores for the test dates you want. You can sign up to send your scores to specific schools for free when you register, or you can send them later, for a fee.

**Saturday testing**

One thing you should know is that the only acceptable reason NOT to take a test on a Saturday is for religious reasons. If that's the case for you, see the school counselor to investigate your options. If you work on Saturdays, you'll have to get permission to have this time off. You'll need about four to five hours on the test day, from the time you arrive to sign in, until you leave. Most bosses will understand how important it is for you to take the test. But if you need help convincing him/her, ask your parents, or school counselor, for help.

**Disabilities**

If you have a diagnosed disability and qualify for extended time accommodations in school, you may be eligible for the same on the ACT. Check for the requirements and application process with your school counselor, or look in the ACT registration booklet. This information is also available on the ACT website: www.actstudent.org.

**Writing Test**

Once you've chosen a test date, you'll have to decide which "Test Option" to check. The basic ACT test is the "ACT Assessment," and includes the four multiple choice tests: English, Math, Science, and Reading. If you want to take the Writing portion, you will choose the option called "ACT Assessment Plus Writing." This will give you two additional scores to report to colleges: a Writing Test score for your essay, and a Combined English/Writing Score.

Let's talk for a minute about whether or not you should take the Writing portion? Any ideas how to decide? [Students respond]

**SAY SOMETHING LIKE:** The basic advice on the ACT website is to check with your colleges to see if they require the Writing Test. Some do, others don't.

Checking requirements is usually simple. Go to an individual college's website, click on "Admissions." Or, log on to IHaveAPlanIowa.gov, and click the **College Planning** tab and then click **Explore Post-secondary Schools**. Type the school name into the search bar or use any of the search tools. Click into the **School Profile** and then click the link

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for the school's official website and click on "Admissions." There should be a tab for something like "undergraduate admission requirements."

If for some reason you can't find the requirements on the web, you can always call the admissions office. A contact number will be on the website.

Another reason you might want to take the Writing Test is to show off your ability if you are a strong writer. Also, if you take the Writing test, your scores might be used by colleges for course placement.

Please note, as you'll see on your handout, that the ACT Assessment Plus Writing takes longer to grade, so be sure to allow extra time for your scores to reach colleges that need them.

Next on your handout, you'll see the costs for the ACT. It's $31 for the basic test, $46 with the Writing section [NOTE: These are prices for the year 2009. Future prices may be subject to change.] Fee waivers are available if you're eligible; see your guidance counselor for the details. But don't wait for the last minute! You'll need to this information to register in two weeks.

**Preparation**

So, where can you go to get some good, solid preparation for the ACT? Several online options are listed on **Student Handout pages 48-49, Getting into the Act, with ACT**. Local test prep options are listed on the handout with local test dates. Definitely visit the ACT website. Download the "Preparing for the ACT" booklet, or ask your guidance counselor for a copy.

**SAY SOMETHING LIKE:** The more you look at ACT prep materials, the more you'll know what to expect. You'll be able to identify subjects you learned but need review again. And you'll be able to target areas you need to work on the most.

## V. WRAP UP: Plan of Action (10 minutes)

1. **SAY SOMETHING LIKE:** Congratulations! You are now well on your way to taking the ACT. Next week, we'll go over some sample questions from an ACT exam. And the following week, we'll go online to actually register for the test. So, you have a number of things to take care of between now and then, which are listed on **Student Handbook pages 50-51, Plan of Action.** [Tell students to turn to that page.]
   - Visit the website to get familiar with the ACT information (www.actstudent.org).

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- Select a test date and location.
- Decide if you're taking the ACT Assessment with or without the Writing Test.
- Get fee waiver information from the guidance counselor; if you're eligible for free or reduced lunch, you may be excused from paying this fee.
- Get credit card information from your parent or guardian, and plan to register online. If this is not an option, get a check or money order and plan to fill out the form in class.
- And last but not least – relax! By the time the test date arrives, you will be prepared and ready to give it your all.

Now, who has questions? I'll answer as best I can, and if there's something I don't know, we'll generate a list for the guidance counselor, and I'll report back to you on them next week.

[Field questions, and ask a student to write down unanswered questions. Bring the list of questions to your school counselor so that you can report back to the students next week.]

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# Re/ACT!

**Directions:** Answer the questions below.

1. What is the purpose of the SAT or ACT?

_____

_____

_____

2. What have you heard about these tests?

_____

_____

_____

3. Did you take the PSAT? If so, how did you feel before you took it? After?

_____

_____

_____

4. Do you have friends or siblings who have taken the SAT or ACT? If so, which test?

_____

_____

_____

5. How do you feel about taking the SAT or ACT? Check off all that apply:

- ❑ Nervous
- ❑ Excited
- ❑ Clueless
- ❑ Worried
- ❑ Ready for the challenge
- ❑ Unsure what to expect
- ❑ Competitive
- ❑ Afraid
- ❑ Eager to prove yourself
- ❑ Like hiding

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# Why and Why Now?

## Why do colleges require entrance exams?

- The tests show your mastery of the material colleges expect you to learn in high school you've mastered.
- The tests help colleges compare students from different kinds of high schools.
- The tests show how well you analyze, reason, problem solve and communicate.
- The tests show your readiness for the demands of a specific college.

## Why should you take a college entrance exam in 11th grade?

- If you're in a college prep program in high school, much of the material you've been studying will correspond to the content and be fresh in your mind.
- Your test scores can help you decide what areas you need to strengthen.
- Your test scores can help you decide on coursework to take senior year, or during the summer.
- Some colleges are more difficult to get into than others. Knowing your score will help you find a college that's a good match.
- When considering where to apply, you'll be able to compare your test scores with those of typical students at the colleges you're considering. This will help you see if the school is a good choice for you. For example, in 2008 the University of Charleston in West Virginia expected a minimum score of 19 on the ACT; whereas the middle 50% of students at Emory University in Georgia scored between a 29 and 33.
- Colleges who get your test scores this year will be able to contact you about their academic programs, scholarships, special programs and/or visiting days. (You get to decide where to send your scores.)
- Some colleges and scholarships have application deadlines for which you might need scores soon, or in the early fall.
- You'll be able to take the test again next year if you feel you can do better.

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# Sizing up the Heavyweights: ACT vs SAT

| | ACT | SAT |
|---|---|---|
| **Subjects Tested** | Math, Science, English, Reading<br>Writing is optional (though required by some colleges) | Math, Writing (includes an Essay), Critical Reading (Note: no science) |
| **Scores** | Each subject scored: 1-36<br>Composite score created (out of 36)<br>Separate score for Writing: 1-12 | Each section scored: 200-800<br>Composite score created (out of 2400) |
| **Length of Test** | 2 hours, 25 minutes<br>Including Writing: 3 hours, 25 minutes | 3 hours, 45 minutes |
| **Questions** | 215, all multiple choice | Essay, plus 140 questions, some multiple choice, some math requires showing work |
| **Math Content** | Algebra, Geometry, 4 questions Trigonometry | Algebra II, Basic Geometry |
| **Penalty for wrong answers** | None | ¼ point off for each wrong answer, except for math grid-ins |
| **Score History** | You decide which to send (easier to hide bad scores) | Entire score history reported automatically, colleges generally consider the best score |

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# Getting into the Act, with ACT

**1. Registering—Selecting a Test Date**

- Find out when the test is being offered, and where. This information can be found on the ACT website (www.actstudent.org).
- Look up when each college or scholarship agency you're interested in applying to needs to have your ACT scores. Scores are typically mailed 4-5 weeks after the exam.
- If you need to take the test on a day other than a Saturday because of religious reasons, you'll have to pay special attention to the dates and locations (there are fewer options, but they do exist).
- If you have a diagnosed disability and documentation of extended time accommodations in school, you may be eligible to test on national test dates with extended time. Information is available on the website (www.actstudent.org) or in the registration booklet located in your guidance office.

**2. Registering: Selecting a Test Option**

- Your options are: ACT Assessment (which includes the four multiple choice tests: English, Math, Science, Reading) or ACT Assessment Plus Writing (which provides you with two additional scores: a Writing Test subscore and a Combined English/Writing Score).
- If you choose the ACT Assessment Plus Writing, be aware that the test results are mailed only after all the scores are released, so make sure you allow enough time to meet all your projected deadlines.
- Make your choice before actual registration (in class, two weeks from today).

**3. Costs**

- $_____ without the Writing Assessment (includes reports for you, your high school, and up to four colleges requested as part of registration).
- $_____ with the Writing Assessment (includes reports for you, your high school, and up to four colleges requested as part of registration). The $_____ Writing Test fee is refundable, upon request, if you are absent on the test day or remove the Writing Test option before you begin the test.
- Fee Waivers are available for certain students who are eligible for free or reduced lunches. See your guidance counselor and get a fee waiver number before actual registration (which will occur in class, two weeks from today).

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**4. Test Prep Options**

- Visit the ACT website: (www.actstudent.org).
- IHaveAPlanIowa.gov has in-depth and free ACT test preparation. Visit other websites: www.collegeboard.com, www.kaplantest.com, www.vocabulary.com, www.freevocabulary.com.
- Ask your school counselor for a copy of **Preparing for the ACT**, a free booklet published by ACT. You can also download this free from the ACT website.
- Check your public or school library for information and practice tests.
- Once you know what to expect, review those content areas you have studied but need to review again.
- Identify areas you have not mastered, and seek materials and prep classes that will help you get ready.

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# Plan of Action

**Things to do to get ready to sign up for the ACT on _____ (date).**

- ❑ Visit the ACT website (www.actstudent.org)
- ❑ Select an ACT test date and location
- ❑ Decide if you are taking the ACT Assessment with or without the Writing Test
- ❑ If you are eligible for a free or reduced lunch, talk to your guidance counselor about fee waivers, and get a fee waiver number
- ❑ Think about what colleges should receive your test scores. ACT will send your scores to four schools free if you list them on your registration; but you may prefer to decide later, once you see your scores. (Note: fees apply).
- ❑ Discuss with your parent or guardian whether or not you want to use your social security number when registering for the ACT. (Social security numbers are used to distinguish between students who have similar names.)

  Social Security #: _____

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❑ Get credit card information from a parent, in order to register for the ACT in class. **(Note: You still sign up online in class and fill in credit card information later at home, on your own computer.)**

**WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.**

**If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Type of credit card: _____

Credit card #: _____

Name of cardholder: _____

Expiration date: _____

Security Code
(last three digits- located on the back of card where cardholder's signature is) _____

---

If you are going to use a credit card to register for the ACT, please have your parent or guardian complete the information below.

_____ (name of student) has my permission to use my credit card to register online for the ACT during his/her Roads to Success class. I understand that the following costs will be charged to my card:

$_____ ACT registration fee

$_____ Writing Test fee

$_____ Total amount charged on card

_____
(Signature of parent/guardian)

_____
(Printed name of parent/guardian)

_____
(Date)

**If you are bringing in a check or money order, make it out to "ACT Registration".**

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## The BIG Idea

- What kinds of questions will be on the ACT?

## AGENDA

Approx. 45 minutes

I. Warm Up: Making the Write Decision (5 minutes)

II. How to ACT (5 minutes)

III. The Real Deal (30 minutes)

IV. Wrap Up: Registration Clarification (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 52, Making the 'Write' Decision
  - Student Handbook page 53, How to ACT
  - Student Handbook pages 54-56, The Real Deal: ACT English Test Sample
  - Student Handbook pages 57 and 58, The Real Deal: ACT Math Test Sample
  - Student Handbook page 59-61, The Real Deal: ACT Science Test Sample
  - Student Handbook pages 62 and 63, The Real Deal: ACT Reading Test Sample
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, The Real Deal Answer Key
- ❑ Timer
- ❑ Calculators (one class set)
- ❑ Chart paper
- ❑ Overhead or LCD projector
- ❑ highlighters

## OBJECTIVES

During this lesson, students will:

- Analyze whether to take the Optional ACT Writing Test.
- Learn general ACT test-taking strategies.
- Get to know the structure and content of the ACT.
- Work through sample questions from each ACT section.

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## OVERVIEW

Every website and test prep guide for students taking the ACT stresses the importance of practice tests. There is no substitute for being familiar with the format and types of questions asked, and there's no doubt that having prior experience tackling real "retired" ACT questions will help students better prepare for the test day. Also, students will do better if they approach the test armed with general ACT test-taking strategies. This lesson includes practice questions, strategies, and tips.

## PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ For **Activity I, Warm Up,** visit a few college websites to see if they recommend taking the ACT Assessment Plus Writing. Jot down the answers so you can share them with the class. Try to find examples that might be familiar, such as a city college or state university, a popular college in town, or a desirable "reach" school in the region.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 53, How to ACT.**
  - **Facilitator Resource 1, The Real Deal Answer Key**
- ❑ Visit www.actstudent.org for a complete discussion about preparing for the ACT, and also to review other test examples not included in this lesson.
- ❑ Print out extra copies of the checklist from last week's lesson (Grade 11, Test Prep 1, Introduction to ACT-SAT) **Student Handbook pages 50-51, Plan of Action for Activity IV, Wrap Up: Registration Clarification. (NOTE: Remind students that it is critical to keep this information confidential if parents decide to provide credit card information or social security information.)**

## BACKGROUND INFORMATION

Understanding what to expect and practicing sample questions will help students immensely when they take the ACT. Although there is no substitute for solid schoolwork as the best prepa-

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ration for the ACT, familiarity and experience will go far in helping to boost confidence, and ultimately, scores. Many students from upper-middle class families take "prep courses" that give them this leg up; but test-taking tips and practice questions are free to students who look for them on the internet, in school guidance offices, and at public libraries. This lesson should arm students with practical knowledge about the ACT, give them a sense of what to expect and how to approach it, and also motivate them to seek out more practice on their own.

## IMPLEMENTATION OPTIONS

In **Activity III, The Real Deal**, only go over as many answers as you have time for in each section – probably one or two. (Students who want to check the rest of their answers can do so on the ACT website, where these sample questions and answers were posted.) How much you cover may vary section to section. Also, it's more valuable to focus on the strategies for each section, rather than on the explanation of any one answer.

If math isn't your area of expertise, ask a star student to explain the math section answers, or refer students to their math teacher for help. **Again, the general test-taking strategies are more important than individual answers.**

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## ACTIVITY STEPS

### I. WARM UP: Making the 'Write' Decision (5 minutes)

1. Direct students to **Student Handbook page 52, Making the 'Write' Decision.** Give students two minutes to complete.

2. **SAY SOMETHING LIKE:** As you know, next week we'll register in class for the ACT, and you'll have to know if you're taking the ACT Assessment *Plus Writing*, which includes the essay. Let's talk a little about this decision. How many of you have thought about it?

   [Wait for hands to go up, but don't call on anyone yet.]

   Okay. And how many of you have checked with schools you might consider applying to, to see if it's required?

   [Again, wait for hands. If many go up, call on students to report their findings, and tell which schools did or didn't require it. Read the results of your own research, if no one covered them. If most hands did NOT go up, continue as follows.]

   Is it fair to say that you're still unsure about what schools to apply to, so you're having trouble making this decision?

   [Let kids nod, comment, express their anxiety.]

   I know how you feel. But this is an important decision you need to make and you need to do the right thing for *you*. So think about it carefully, talk to your parents, and check a few college websites to learn their requirements. I checked a few college websites at random and here's what I found. [Read your findings.]

   So, as you can see, schools are all different, and you have to make your decision based on an educated guess of where you might apply. Even if you don't end up applying to those schools, it won't hurt to know their requirements, and it might help you decide about the Writing Test. Of course, if you are a strong writer you'll want to take it to demonstrate your strength in this area.

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You can explore the Writing Test in further depth on the ACT website – www.act.org. The address is on your **Student Handbook page 52, Making the 'Write' Decision**. You can also ask your school counselor for help.

## II. How To ACT (5 minutes)

1. **SAY SOMETHING LIKE:** It's always smart to go into an exam as prepared as possible, and that includes knowing some strategies that will help with that particular test. You may have studied some last year, in preparation for the PSAT or the ACT PLAN, but the ACT is a little different. So, let's quickly go over some test-taking tips suggested on the ACT website. Please turn to **Student Handbook page 53, How to ACT**.

   Display **Student Handbook page 53, How to ACT**, on the overhead projector. Give each student a highlighter. Call on students to read each point aloud. Students should highlight important information as it is read aloud.

   **SAY SOMETHING LIKE:** Knowing how to approach a test frees you up to focus on the content. It's like knowing the rules when you play a sport. Once you have them down, you don't have to think about them anymore. So you're free to work on just being awesome! Likewise, if you learn these tips, you'll walk into the ACT test, free to focus on the questions themselves.

## III. The Real Deal (30 minutes)

1. **SAY SOMETHING LIKE:** Okay, here's your chance to practice. You're going to try some real questions from previous ACT tests, which have been "retired" and made available for practice. There are examples from each of the four sections of the basic ACT Assessment: English, Math, Science, and Reading. Please turn to **Student Handbook page 54, The Real Deal: ACT English Test Sample**.

   [Hand out calculators to any student who needs one. When everyone has turned to **Student Handbook page 54**, continue.]

   You'll have two minutes to answer questions in each section, and then we'll discuss them. In addition to going over the answers, I'll give you some helpful strategies you can use if you encounter a similar type of question on the real test.

   Each section has more questions than you can finish in two minutes – you may have time to answer only one or two. Do as many as you can in the allotted time. How many you do is not important today; the goal is to try your hand at some real ACT content.

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Keep working on each designated section until I call time. Don't flip forward, or turn back to other test sections, and stop working immediately when you hear me say, "stop". In the real test, you'll be disqualified if you don't put your pencil down when the proctor says "stop".

One other thing you should know: in the real test, you will have a standardized answer sheet with ovals to fill in; today, you will just circle the answer.

The first section is the **ACT English Test Sample**.

[Get your timer ready and announce, "Go." Give students two minutes to work.]

Okay, STOP! Pencils down.

Spend five minutes discussing the answers, and going over the strategies listed on your **Facilitator Resource 1, The Real Deal Key.** Display these strategies on an overhead projector or chart paper. During your discussions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. **If it seems unnecessary, do not go over the "wrong" answers.**

Tell students to write down at least two strategies on their page, as indicated. Then tell students to turn to the next page, and start the next section.

Continue in this manner, giving students two minutes to work, and five minutes to discuss, until you have covered the four sections of sample questions, explanations, and strategies.

## III. WRAP UP: Registration Clarification (5 minutes)

1. Write this web address on the board: http://www.actstudent.org/testprep/index.html

   **SAY SOMETHING LIKE:** The more practice you get, the better prepared you'll be on test day. [Point to the web address on the board.] So do yourself a favor, and visit this website, where you can find many more practice questions, along with information and test-taking tips.

   Take out the copies you made of Grade 11, Test Prep 1, Introduction to ACT-SAT, **Student Handbook pages 50-51, Plan of Action**, and hold them up in front of the class.

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Remember that next week you'll register in class for the ACT exam. You will need to have completed everything on last week's checklist. I have copies here for anyone who needs one. Please raise your hands if you do.

[Give out the sheets, while going over the points out loud.]

For next week you need to:

- Select a test date and location
- Decide if you are taking the Writing Test.
- Ask your guidance counselor for a fee waiver number if you need financial assistance with the registration fee.
- Bring in credit card information, and a permission note to use the credit card from your parent. You'll also need the name and address of the credit card holder (i.e. your parent), the credit card company name (Visa, American Express, Discover, etc), the card number, the expiration date, and the three or four digit security code (located on the back of the card where the card holder's signature is).
- If you are planning on completing the paper registration, bring in a check or money order made out to "ACT Registration".

**WARNING: To avoid identity theft or unauthorized purchases, please do NOT share this information with anyone.**

**If you're concerned about these issues, you may complete everything but the credit card information in class, and log on to add this information at home.**

Any questions? [Field questions.] See you next week, on Registration Day.

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# The Real Deal Answer Key

During your discussions, if your students provide the correct answers and seem to understand, skip the formal explanations and focus on the strategies. If it seems unnecessary, do not go over the "wrong" answers.

The layout of the test examples (in all sections except Math) make it difficult to put the answers immediately after the questions. Therefore, the answers appear at the end of the test questions in this answer key, except for Math.

Please note that all questions and answers have been excerpted from the ACT website: http://www.actstudent.org/sampletest/index.html. Test-taking strategies have been also been excerpted from this site. For more ACT practice questions and answers, please visit the website above.

## SAMPLE ENGLISH TEST

On the ACT English Test, students have 45 minutes to read five passages and answer 75 multiple choice questions about them. In this sample, they must read a passage and choose which alternatives are the best replacement for underlined words and phrases. They are being judged on their ability to find the word or phrase most appropriate for standard written English, or most consistent with the style and tone of the passage as a whole. Your guide has answers for the first four questions, which should be more than enough to discuss in four minutes.

**Philosophy and Baseball**

In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a <u>university that was located in the Midwest</u> at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.

| | | |
|---|---|---|
| **1.** | **A.** | NO CHANGE |
| | **B.** | midwestern university then |
| | **C.** | midwestern university |
| | **D.** | university which was in the Midwest |

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| | | | |
|---|---|---|---|
| 2 Baseball is unique among | **2.** | **Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?** | |
| | | **F.** | Accounting for this kind of behavior is easy. |
| | | **G.** | Most of the students in the class were not fond of this instructor. |
| | | **H.** | Today, most World Series games are played in the evening. |
| | | **J.** | He did a remarkable job, considering how distracted he must have been. |
| American sports by its ability to appeal to a | **3.** | **A.** | NO CHANGE |
| | | **B.** | as |
| | | **C.** | in |
| | | **D.** | because |
| love resembling that of a child of fable and legend. | **4.** | **F.** | NO CHANGE |
| | | **G.** | love that seems to occur during childhood |
| | | **H.** | love like that of children |
| | | **J.** | childlike love |

*ENGLISH TEST ANSWERS:*

1. **The best answer is C,** which concisely and clearly expresses the idea that the university the writer attended was in the Midwest. The other choices all contain defects of style. Choices A and D are both needlessly wordy; in addition, the confusing arrangement of relative clauses and prepositional phrases they contain oddly suggests that the university was "in the Midwest at the time" - but may later have moved. Choice B is pointlessly redundant, because the word *then* and the phrase "at the time" mean the same thing here.

2. **The best answer is F,** which is the only sentence to directly connect the topic of the first para-

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graph (the professor's behavior) with the topic of the second paragraph (the hold that baseball has on people's imagination). The other choices add sentences that do not make that shift clear and that also do not serve as accurate introductions or signals to the topic of the second paragraph - something a good transition must do. The claim in Choice G is unsupported by either paragraph and thus cannot link them. While Choices H and J are logical offshoots of the first paragraph, they do not signal the shift in focus from the professor to the magic of baseball and, in fact, are unconnected to anything in the second paragraph. Therefore, they don't work as transitions.

3. **The best answer is C,** which is the most idiomatically standard usage. The other choices are nonstandard usage, and some create other grammatical problems as well. Choice A is nonstandard usage ("Baseball is unique . . . by its ability"). Choices B and D replace the preposition needed with a conjunction (*as* and *because,* respectively), an action which creates sentence fragments in addition to nonstandard usage.

4. **The best answer is J,** because it avoids unnecessary wordiness and because it logically and clearly places the noun *love* closest to the prepositional phrase "of fable and legend" that modifies it. Choices F, G, and H are excessively wordy and separate the noun from its prepositional phrase, which unnecessarily clouds the meaning of the sentence.

*ENGLISH TEST STRATEGIES:*

- Be aware of the writing style used in each passage.
- Consider the elements of writing that are included in each underlined part of the passage. Some questions will ask you to base your decision on some specific element of writing, such as the tone or emphasis the text should convey.
- Be aware of questions with no underlined portions—that means you will be asked about a section of the passage or about the passage as a whole.
- Examine each answer choice and determine how it differs from the others. Many of the questions in the test will involve more than one aspect of writing.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Determine the best answer.
- Reread the sentence, using your selected answer.

Excerpted from the ACT website: http://www.actstudent.org/sampletest/index.html

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# SAMPLE MATH TEST

*Note: On the ACT Mathematics Test, you have 60 minutes to answer 60 multiple-choice questions.*

---

**DIRECTIONS:** Solve each problem, choose the correct answer, and circle it.
You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems are best done without one.

**Note:** Unless otherwise stated, all of the following should be assumed:

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

---

## START

**1.** Which of the following is equivalent to $(x)(x)(x)(x)$, for all $x$ ?

**A.** $4x$

**B.** $x^4$

**C.** $x + 4$

**D.** $4^x$

**E.** $2x^2$

**ANSWER:** The correct answer is B.

By definition, $x^4$ means the product of 4 factors of $x$ so $x^4$ is equivalent to $(x)(x)(x)(x)$.

**A.** $4x = x + x + x + x$, which is not the same as the product of 4 factors of $x$.
**C.** $x + 4$ is not the same as the product of 4 factors of $x$.
**D.** $4^x$ is $x$ factors of 4, which is not the same as the product of 4 factors of $x$.
**E.** $2x^2$ is $2 \cdot x \cdot x$, which is not the same as the product of 4 factors of $x$.

**2.** A rectangle is twice as long as it is wide. If the width of the rectangle is 3 inches, what is the rectangle's area, in square inches?

**F.** 6

**G.** 9

**H.** 12

**J.** 15

**K.** 18

**ANSWER:** The correct answer is K.

The rectangle is 3 inches by 6 inches, so the area is 3(6) = 18 square inches.

F. If the area were 6, then $l = \frac{8}{13} = 2$, but this length isn't twice the width.
G. If the area were 9, then $l = \frac{9}{3} = 3$, but this length isn't twice the width.
H. If the area were 12, then $l = \frac{12}{3} = 4$, but this length isn't twice the width.
J. If the area were 15, then $l = \frac{15}{3} = 5$, but this length isn't twice the width.

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**3.** A vendor has 14 helium balloons for sale: 9 are yellow, 3 are red, and 2 are green. A balloon is selected at random and sold. If the balloon sold is yellow, what is the probability that the next balloon, selected at random, is also yellow?

**A.** $\frac{8}{13}$

**B.** $\frac{9}{13}$

**C.** $\frac{5}{14}$

**D.** $\frac{8}{14}$

**E.** $\frac{9}{14}$

**ANSWER:** The correct answer is A.

There are 14 balloons, of which 9 are yellow. If a yellow balloon is sold, there are 13 balloons left, of which 8 are yellow. The probability of selecting a yellow balloon is $\frac{8}{13}$.

**B.** $\frac{9}{13}$ cannot be the probability of selecting a yellow balloon; $\frac{9}{13} \neq \frac{8}{13}$ because $9(13) \neq 8(13)$.

**C.** $\frac{5}{14}$ cannot be the probability of selecting a yellow balloon; $\frac{5}{14} \neq \frac{8}{13}$ because $5(13) = 65$, $14(8) = 112$, and $65 \neq 112$.

**D.** $\frac{8}{14}$ cannot be the probability of selecting a yellow balloon; $\frac{8}{14} \neq \frac{8}{13}$ because $8(13) \neq 8(14)$.

**E.** $\frac{9}{14}$ cannot be the probability of selecting a yellow balloon; $\frac{9}{14} \neq \frac{8}{13}$ because $9(13) = 117$, $14(8) = 112$, and $117 \neq 112$.

**4.** $3\ 3\ 10^{-4} = ?$

**F.** –30,000

**G.** –120

**H.** 0.00003

**J.** 0.0003

**K.** 0.12

**ANSWER:** The correct answer is J.

$$3\ 310^{-4} = 3\ 3\ \frac{1}{10^4} = 3\ 3\ \frac{1}{1000} = 0.0003$$

**F.** -30,000 in scientific notation is $-3\ 310^4$, not $3\ 310^{-4}$.
**G.** -120 in scientific notation is $-1.2\ 310^2$, not $3\ 310^{-4}$.
**H.** 0.00003 in scientific notation is $3\ 310^{-5}$, not $3\ 310^{-4}$.
**K.** 0.12 in scientific notation is $1.2\ 310^{-1}$, not $3\ 310^{-4}$.

*MATH TEST STRATEGIES:*

- Read each question carefully to make sure you understand the type of answer required.
- If you use a calculator, be sure it is working on test day and has reliable batteries. Use your calculator wisely.
- Solve the problem.
- Locate your solution among the answer choices.
- Make sure you answer the question asked.
- Make sure your answer is reasonable.
- Check your work.

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# SAMPLE SCIENCE TEST

*Note: On the ACT Science Test, you have 35 minutes to answer 40 multiple-choice questions.*

---

**DIRECTIONS:** The passage in this section is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

You are NOT permitted to use a calculator on this section.

---

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# START

Measles is an extremely contagious viral infection spread by the respiratory route. **Figure 1** shows the course of measles from time of exposure to recovery from the infection.

After recovery from measles, the infected individual develops immunity or resistance to reinfection. Figure 1 shows the development of immunity indicated by the antibody level.

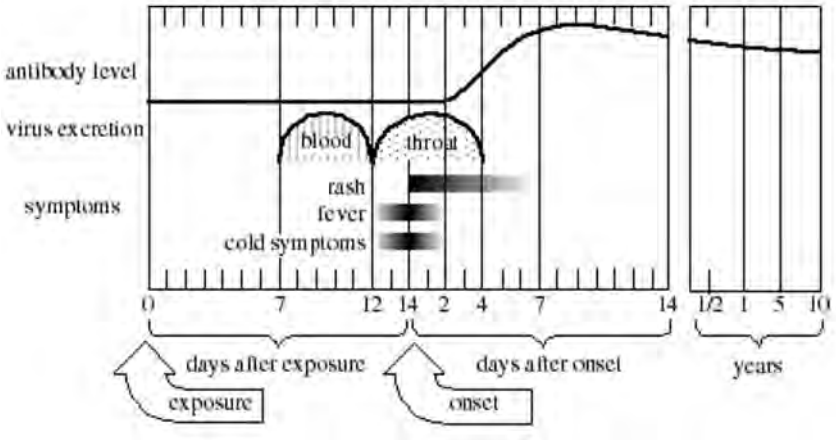


Figure 1 adapted from D. M. McLean, *Virology in Health Care*. ©1980 by Williams & Wilkins.

The number of reported cases of measles from 1950 through 1987 is depicted in **Figure 2**.

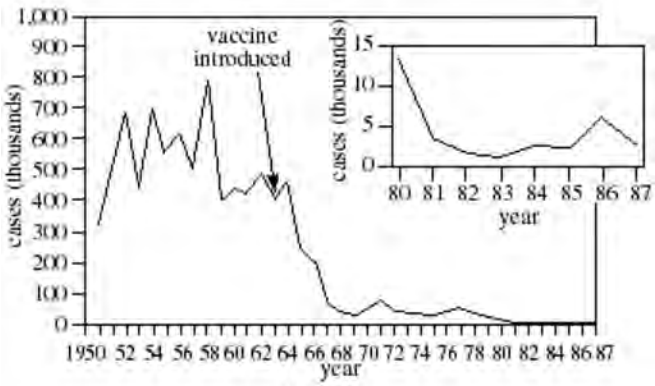


Figure 2 adapted from MMWR, "*Summary of Notifiable Diseases*." ©1986 Communicable Disease Center.

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**1.** On Day 10 after exposure to measles, one could conclude that the greatest concentration of the measles virus would most likely be found in which of the following locations?

**A.** Skin

**B.** Mouth

**C.** Blood

**D.** Throat

**2.** The introduction of the measles vaccine had which of the following effects, if any, on the occurrence of measles?

**F.** It completely eradicated measles after 1963.

**G.** It caused a decrease in the number of measles cases only during 1963.

**H.** It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.

**J.** The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.

**3.** Based on the information presented in the passage and in Figure 1, would it be possible to determine that a person had immunity against the measles virus 6 months after exposure?

**A.** Yes; the level of protective antibodies against measles would be elevated 6 months after exposure.

**B.** Yes; the virus would still be present in the respiratory tract to protect against reinfection.

**C.** No; the level of protective antibodies against measles would be undetectable 6 months after exposure.

**D.** No; the virus would no longer be present in the blood to protect against reinfection.

**4.** On the basis of Figure 1, one can conclude that there is a rise in the antibody level when the:

**F.** fever vanishes.

**G.** rash first appears.

**H.** cold symptoms are most severe.

**J.** virus is present in the blood.

## *SCIENCE TEST ANSWERS*

**1.** The best answer is C.
**Figure 1** indicates where the virus excretion is found. Therefore, **Figure 1** should be used to answer this question.

**A.** *Skin*
Incorrect. **Figure 1** does not indicate an elevated concentration of measles in the skin. Thus there is no evidence to support the claim that on Day 10, the greatest concentration of the measles virus would be on the skin.

**B.** *Mouth*
Incorrect. **Figure 1** does not indicate an elevated concentration of measles in the mouth. Thus there is no evidence to support the claim that on Day 10, the greatest concentration of the measles virus would be in the mouth.

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**C.** *Blood*
Correct. **Figure 1** indicates that virus excretion is present in the blood between Day 7 and Day 12 of exposure. **Figure 1** does not indicate that virus excretion is present in any other part of the body on Day 10. Thus, C is correct.

**D.** *Throat*
Incorrect. **Figure 1** indicates that virus excretion is present in the throat on Day 12 after exposure, but not before Day 12. Thus, there is no indication of a high concentration of the measles virus in the throat on Day 10.

**2.** The best answer is H.
**Figure 2** indicates that the measles vaccine was introduced during 1963. **Figure 2** also indicates the number of reported cases (in thousands) of measles from 1950 through 1987.

**F.** *It completely eradicated measles after 1963.*
Incorrect. **Figure 2** indicates that cases of measles were reported after 1963. Therefore it is not correct to say that measles were eradicated after 1963.

**G.** *It caused a decrease in the number of measles cases only during 1963.*
Incorrect. **Figure 2** does show a slight dip in the number of measles cases during 1963, however, the figure also indicates that following the introduction of the measles vaccine, the number of reported cases continued to drop through 1967.

**H.** *It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.*
Correct. According to **Figure 2**, in 1963, there were approximately 400,000 measles cases reported. Following 1963, this number continued to drop, reaching approximately 1,500 in 1985. Thus, H is the correct answer.

**J.** *The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.*
Incorrect. According to Figure 2, prior to the introduction of the measles vaccine, the number of reported cases of the measles never fell below 300,000. However, once the measles vaccine was introduced in 1963, the number of reported cases of measles gradually fell.

**3.** The best answer is A.
Figure 1 depicts the progression of the measles from time of exposure until 10 years after exposure. Figure 1 also indicates the antibody level in the body.

**EXPLANATION:**

**A.** *Yes; the level of protective antibodies against measles would be elevated 6 months after exposure.*
Correct. Figure 1 indicates that 6 months after exposure, the antibody level is elevated. Since this level is not elevated prior to infection, it would be possible to determine that a person had immunity against the measles virus 6 months after exposure by measuring the antibody level and determining that it was elevated.

**B.** *Yes; the virus would still be present in the respiratory tract to protect against reinfection.*

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Incorrect. Figure 1 indicates that the virus excretion is present in the throat 2 to 3 weeks after exposure. However, the virus excretion is not present in the throat after 6 months.

**C.** *No; the level of protective antibodies against measles would be undetectable 6 months after exposure.*
Incorrect. Figure 1 indicates that the antibody level remains elevated for at least 10 years. Thus, the protective antibodies against measles would be detectable 6 months after exposure, making C incorrect.

**D.** *No; the virus would no longer be present in the blood to protect against reinfection.*
Incorrect. Even if the virus was no longer present in the blood, other factors could be measured to determine that a person had immunity against the measles virus 6 months after exposure. For example, the antibody level remains elevated for at least 10 years.

**4.** The best answer is F, fever vanishes.
Figure 1 indicates the change in antibody level. It also indicates the presence of a fever, the presence of a rash, the presence of cold symptoms, and when the virus is found in the blood. Therefore, Figure 1 should be used to answer this question.

**F.** *fever vanishes.*
Correct. The fever vanishes on Day 2 of onset. This is also when the antibody level begins to increase. Therefore, one can conclude that there is a rise in the antibody level when the fever vanishes.

**G.** *rash first appears.*
Incorrect. The rash first appears on Day 0 of onset. The antibody level remains constant until Day 2 of onset. Thus, the antibody level does not rise when the rash first appears.

**H.** *cold symptoms are most severe.*
Incorrect. Cold symptoms are most severe on approximately Day 0 of onset. The antibody level remains constant until Day 2 of onset. Thus, the antibody level does not rise when cold symptoms are most severe.

**J.** *virus is present in the blood.*
Incorrect. Figure 1 indicates that the virus excretion is present in the blood between Day 7 of exposure and Day 12 of exposure. Day 12 of exposure is 2 days before onset and 4 days before the antibody level begins to rise.

*SCIENCE TEST STRATEGIES:*

- Read the passage carefully.
- Refer to the scientific information in the passage when answering the question.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Note conflicting viewpoints in some passages.

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# ACT READING TEST SAMPLE

*Note: On the ACT Reading Test, you have 35 minutes to answer 40 questions – 10 questions about each of four passages.*

---

**DIRECTIONS:** The passage in this test is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

---

**HUMANITIES:** This passage is adapted from the article "Japan's Tansu: Cabinetry of the 18th and 19th Centuries" by Rosy Clarke (©1985 by W.R.C. Smith Publishing Company).

The Japanese, always pressed for room on their island empire, have long been masters at utilizing space. This is especially evident in the native handmade Japanese cabinetry known as *tansu*, produced from about 1750 to 1900. A prolific range of wooden tansu was created for a variety of needs, and a diverse group of pieces emerged, ranging from small, portable medicine chests to giant trunks on wheels.

Prior to Japan's Edo Period (1603-1867), ownership of furniture was limited to the nobility. Primarily, these were black-and-gold lacquered pieces of Chinese inspiration. But with the demise of Japan's feudal society and the rise of a moneyed merchant class by the mid-Edo Period, furniture in Japan took on its own personality, as craftsmen enjoyed the freedom to create original designs that combined function and beauty. Today, examples of these skillfully constructed chests tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era (1868-1912).

The greatest demand was for clothing and merchants' chests; within these two categories, hundreds of stylistic variations occurred. Most clothing tansu were constructed with four long drawers for kimono storage

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25 and a small door compartment that opened to two or three tiny drawers for personal items. The chests were usually built in two pieces that stacked, a design that allowed for easy portability. A favorite wood used to build clothing tansu was paulownia, noted for its light
30 weight and subtle, natural sheen. In the Edo Period, it was customary for Japanese fathers to plant a paulownia tree when a daughter was born. When she married, the tree was cut down and made into a trousseau chest.

1. According to the passage, the original popularity of tansu resulted primarily from the:

   **A.** desire to display clothing and other personal items.

   **B.** need to make good use of space.

   **C.** need to disguise a merchant's wealth.

   **D.** desire to be different from the Chinese.

2. The author claims that by studying examples of handcrafted Japanese tansu that are still available today, scholars can learn about which of the following?

   I. How mass production first began in Japan

   II. How Japanese industrialists developed shortcuts in building furniture

   III. How the Japanese lived during the Edo Period and the Meiji Era

   **F.** II only

   **G.** III only

   **H.** I and II only

   **J.** I, II, and III

## STOP

*READING TEST ANSWERS:*

1. **The best answer is B.** Support for the answer is found in the first two lines of the passage.

2. **The best answer is G.** Support for the answer exists in lines 17–20, where the passage states that tansu can "tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era."

*READING TEST STRATEGIES:*

- Read the passage carefully.
- Read and consider all of the answer choices before you choose the one that best responds to the question.
- Refer to the passage when answering the questions.

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# Making the 'Write' Decision

Next week we will be registering for the ACT Assessment in class. You must decide before then if you are taking the "optional" Writing portion. The following statements may help you decide. Read them, and then answer the question below.

## DID YOU KNOW …

1. The word "optional" is tricky. The "option" really belongs to colleges; *they* have the option of requiring it. If you apply to schools that require it, you have to take it.

2. Not all schools require or recommend it. To be sure, you must check directly with the institutions you are considering.

3. Most colleges will accept scores from the Writing Test even if they don't require it.

4. It's scored separately. It won't affect your subject area scores.

5. The test is 30 minutes. You write one essay on a given topic. You are given two points of view on the topic; you can choose one of these to write on, or pick your own point of view on the same topic.

6. You can find more information and sample essays at http://www.actstudent.org/writing/index.html .

**Are you planning to register for the writing portion of the ACT?** ❑ **yes** ❑ **no**

**Explain why.**_____

_____

_____

_____

_____

_____

_____

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# How to ACT

The ACT contains multiple-choice tests in four areas: *English, Mathematics, Reading*, and *Science*. Each of these tests contains questions that offer either four or five answer choices from which you are to choose the correct, or best, answer. The following suggestions apply to all four tests:

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each test carefully. Note that the English, Reading, and Science Tests ask for the "best" answer. The Mathematics Test asks for the "correct" answer. You should know these directions before the day of the test so that you won't waste valuable time.
- Read each question carefully. Note that some questions may require you to go through several steps, others can be done more quickly.
- Pace yourself. Figure out approximately how much time you have for each question, and use it as a guideline. For example, in the Math section, you have 60 minutes to answer 60 multiple-choice questions: that's about one per minute. The Reading Test has 40 questions to answer in 35 minutes (a little under a minute).
- Don't spend too much time on any one answer. If you get stuck, go on to the other questions and come back if there is time.
- Pay attention to the announcement of five minutes remaining for each test section.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, use logic to eliminate as many incorrect answers as you can. Then compare the remaining answer choices, and make an educated guess.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing on the ACT.
- Review your work. If you finish a test before time is called, go back and check your work. Be sure that you marked only one answer to each question. However, do not go back to any other section! You may not return to a section after time has been called on it.

**Note: this is a compilation from the ACT website. Please visit this Internet address to find out more:** http://www.actstudent.org/testprep/index.html.

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# ACT ENGLISH TEST SAMPLE

*Note: On the ACT English Test, you have 45 minutes to read five passages and answer 75 multiple choice questions about them.*

---

**DIRECTIONS:** In the passage that follows, certain words and phrases 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 the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and circle it. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

---

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# START

**Philosophy and Baseball**

In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a

university that was located in the Midwest at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.

| | | |
|---|---|---|
| **1.** | **A.** | NO CHANGE |
| | **B.** | midwestern university then |
| | **C.** | midwestern university |
| | **D.** | university which was in the Midwest |

2 Baseball is unique among

| | | |
|---|---|---|
| **2.** | **Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?** | |
| | **F.** | Accounting for this kind of behavior is easy. |
| | **G.** | Most of the students in the class were not fond of this instructor. |
| | **H.** | Today, most World Series games are played in the evening. |
| | **J.** | He did a remarkable job, considering how distracted he must have been. |

American sports by its ability to appeal to a

| | | |
|---|---|---|
| **3.** | **A.** | NO CHANGE |
| | **B.** | as |
| | **C.** | in |
| | **D.** | because |

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| | | | |
|---|---|---|---|
| love resembling that of a child of fable and legend. | **4.** | **F.** | NO CHANGE |
| | | **G.** | love that seems to occur during childhood |
| | | **H.** | love like that of children |
| | | **J.** | childlike love |

## STOP

STRATEGIES FOR THE ENGLISH TEST:

- _____
- _____

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# ACT MATH TEST SAMPLE

*Note: On the ACT Mathematics Test, you have 60 minutes to answer 60 multiple-choice questions.*

---

**DIRECTIONS:** Solve each problem, choose the correct answer, and circle it.
You are permitted to use a calculator on this test. You may use your calculator for any problems you choose, but some of the problems are best done without one.

**Note:** Unless otherwise stated, all of the following should be assumed:

1. Illustrative figures are NOT necessarily drawn to scale.
2. Geometric figures lie in a plane.
3. The word *line* indicates a straight line.
4. The word *average* indicates arithmetic mean.

---

## START

(on next page)

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## START

**1.** Which of the following is equivalent to $(x)(x)(x)(x)$, for all $x$ ?

**A.** $4x$

**B.** $x^4$

**C.** $x + 4$

**D.** $4^x$

**E.** $2x^2$

**2.** A rectangle is twice as long as it is wide. If the width of the rectangle is 3 inches, what is the rectangle's area, in square inches?

**F.** 6

**G.** 9

**H.** 12

**J.** 15

**K.** 18

**3.** A vendor has 14 helium balloons for sale: 9 are yellow, 3 are red, and 2 are green. A balloon is selected at random and sold. If the balloon sold is yellow, what is the probability that the next balloon, selected at random, is also yellow?

**A.** $\frac{8}{13}$

**B.** $\frac{9}{13}$

**C.** $\frac{5}{14}$

**D.** $\frac{8}{14}$

**E.** $\frac{9}{14}$

**4.** $3 \times 10^{-4} = ?$

**F.** –30,000

**G.** –120

**H.** 0.00003

**J.** 0.0003

**K.** 0.12

## STOP

STRATEGIES FOR THE MATH TEST:

- _____
- _____

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# ACT SCIENCE TEST SAMPLE

*Note: On the ACT Science Test, you have 35 minutes to answer 40 multiple-choice questions.*

---

**DIRECTIONS:** The passage in this section is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

You are NOT permitted to use a calculator on this section.

---

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# START

Measles is an extremely contagious viral infection spread by the respiratory route. **Figure 1** shows the course of measles from time of exposure to recovery from the infection.

After recovery from measles, the infected individual develops immunity or resistance to reinfection. Figure 1 shows the development of immunity indicated by the antibody level.

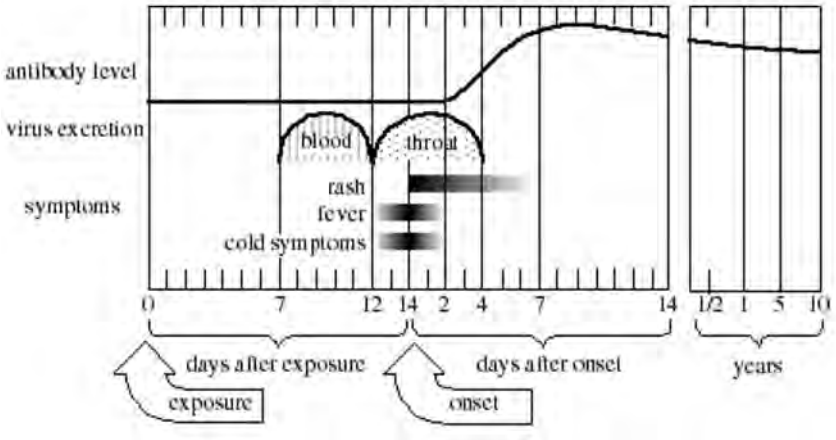


Figure 1 adapted from D. M. McLean, *Virology in Health Care*. ©1980 by Williams & Wilkins.

The number of reported cases of measles from 1950 through 1987 is depicted in **Figure 2**.

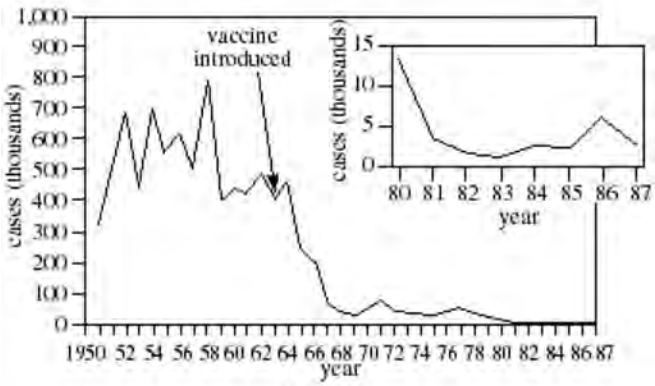


Figure 2

Figure 2 adapted from MMWR, "*Summary of Notifiable Diseases*." ©1986 Communicable Disease Center.

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1. On Day 10 after exposure to measles, one could conclude that the greatest concentration of the measles virus would most likely be found in which of the following locations?

   **A.** Skin

   **B.** Mouth

   **C.** Blood

   **D.** Throat

2. The introduction of the measles vaccine had which of the following effects, if any, on the occurrence of measles?

   **F.** It completely eradicated measles after 1963.

   **G.** It caused a decrease in the number of measles cases only during 1963.

   **H.** It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.

   **J.** The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.

3. Based on the information presented in the passage and in Figure 1, would it be possible to determine that a person had immunity against the measles virus 6 months after exposure?

   **A.** Yes; the level of protective antibodies against measles would be elevated 6 months after exposure.

   **B.** Yes; the virus would still be present in the respiratory tract to protect against reinfection.

   **C.** No; the level of protective antibodies against measles would be undetectable 6 months after exposure.

   **D.** No; the virus would no longer be present in the blood to protect against reinfection.

4. On the basis of Figure 1, one can conclude that there is a rise in the antibody level when the:

   **F.** fever vanishes.

   **G.** rash first appears.

   **H.** cold symptoms are most severe.

   **J.** virus is present in the blood.

**STOP**

STRATEGIES FOR THE SCIENCE TEST:

- _____

- _____

Excerpted from the ACT website: http://www.actstudent.org/sampletest/index.html

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# ACT READING TEST SAMPLE

*Note: On the ACT Reading Test, you have 35 minutes to answer 40 questions – 10 questions about each of four passages.*

---

**DIRECTIONS:** The passage in this test is followed by several questions. After reading the passage, choose the best answer to each question and circle it. You may refer to the passage as often as necessary.

---

**HUMANITIES:** This passage is adapted from the article "Japan's Tansu: Cabinetry of the 18th and 19th Centuries" by Rosy Clarke (©1985 by W.R.C. Smith Publishing Company).

The Japanese, always pressed for room on their island empire, have long been masters at utilizing space. This is especially evident in the native handmade Japanese cabinetry known as *tansu*, produced from about 1750 to 1900. A prolific range of wooden tansu was created for a variety of needs, and a diverse group of pieces emerged, ranging from small, portable medicine chests to giant trunks on wheels.

Prior to Japan's Edo Period (1603-1867), ownership of furniture was limited to the nobility. Primarily, these were black-and-gold lacquered pieces of Chinese inspiration. But with the demise of Japan's feudal society and the rise of a moneyed merchant class by the mid-Edo Period, furniture in Japan took on its own personality, as craftsmen enjoyed the freedom to create original designs that combined function and beauty. Today, examples of these skillfully constructed chests tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era (1868-1912).

The greatest demand was for clothing and merchants' chests; within these two categories, hundreds of stylistic variations occurred. Most clothing tansu were constructed with four long drawers for kimono storage

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25 and a small door compartment that opened to two or three tiny drawers for personal items. The chests were usually built in two pieces that stacked, a design that allowed for easy portability. A favorite wood used to build clothing tansu was paulownia, noted for its light
30 weight and subtle, natural sheen. In the Edo Period, it was customary for Japanese fathers to plant a paulownia tree when a daughter was born. When she married, the tree was cut down and made into a trousseau chest.

1. According to the passage, the original popularity of tansu resulted primarily from the:

   **A.** desire to display clothing and other personal items.

   **B.** need to make good use of space.

   **C.** need to disguise a merchant's wealth.

   **D.** desire to be different from the Chinese.

2. The author claims that by studying examples of handcrafted Japanese tansu that are still available today, scholars can learn about which of the following?

   I. How mass production first began in Japan

   II. How Japanese industrialists developed shortcuts in building furniture

   III. How the Japanese lived during the Edo Period and the Meiji Era

   **F.** II only

   **G.** III only

   **H.** I and II only

   **J.** I, II, and III

## STOP

STRATEGIES FOR THE READING TEST:

- _____

- _____

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# ACT Registration

## The BIG Idea

- How do I register for the ACT? What do I need to know for the test day?

## AGENDA

Approx. 45 minutes

I. Warm Up: ACTing Ahead (5 minutes)

II. ACT Registration (30 minutes)

III. Test Day the Right Way (5 minutes)

IV. Wrap Up: Looking Ahead (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 64, ACTing Ahead
- Student Handbook page 65, Test Day the Right Way

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, ACT Registration Notes (completed necessary test day information)

❑ #2 pencils (class set)

❑ Chart Paper

## OBJECTIVES

During this lesson, students will:

- Identify tasks to do before the Test Day.
- Register for the ACT College Entrance Exam.
- Understand test day procedures.

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## OVERVIEW

The New York State lottery slogan - "You've got to be in it to win it" – can be paraphrased for the ACT College Entrance Exam: "You've got to be registered to take it." Therefore, during this lesson, students will register for the test. You will help the class navigate the process, identifying what's required and important to fill out now, and what can be addressed later when students have more time.

Students who have credit card information or a fee waiver #, plus a valid e-mail address registered online, can print out their tickets (printing can also be done later, at home, once the student has established an online account). **Note: Online registration is the preferred way to sign up for this test.** All other students will fill out paper forms, which must be obtained from the guidance counselor.

Students who bring checks or money orders will put them with their finished paper forms into the ACT Registration packet envelopes (provided with the application), and give them to you to be mailed (*requires three first class stamps). The other students will take home their finished paper copies to mail along with payment.

## PREPARATION

- ❑ Make arrangements for the computer lab.
- ❑ Determine how many students will not be registering online (i.e., students who will bring in checks or money orders, or students who will need to take them home to send in later with payment). Contact the school counselor to obtain ACT registration packets for each of these students. **Note:** Registration packets can also be ordered online and mailed to individual students; or quantities can be ordered by school counselors and mailed to the school. Registration packets CANNOT be downloaded and printed out from the website.
- ❑ Obtain your high school code number from the school counselor.
- ❑ Enlist the help of the guidance counselor, and/or host teacher for this lesson. They can circulate and help students who have questions during the process. If both are able to co-facilitate this lesson, assign one to help students registering online, the other for students filling out paper forms. **Note: the online and paper forms do not match, so providing instructions to both groups simultaneously will be challenging.**

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- ❑ To familiarize yourself with the ACT Online Registration , go online to www.actstudent.org/regist/index.html and follow the process to register for the ACT online, so you will be familiar with it. Create your own web account – you can use your own name and information or make this up – and continue through the application until the last page, when you will be asked for payment. You can exit at this point.
- ❑ Look through an ACT Registration packet and review the instructions, which may change from year to year. Note that each packet has ACT TEST DATE LABELS to affix to the front of the envelope, and a bubble sheet that students will use to fill in their information. The pamphlet has a lot of valuable information about registering, making changes, planning for test day, etc., that you may find useful.
- ❑ Note the amount of postage required for mailing paper forms, and purchase stamps. Note that students will use the envelope containing their materials to mail in the bubble form.
- ❑ Find out when and where the ACT will be given near your students' school. This information is available at www.actstudent.org/regist/centers.html. (**Note:** This should be the same information you provided in **Lesson 1, Activity IV: Getting into the Act, with ACT).**You may want to do several different "city" searches, plugging in the names of neighboring towns. Some locations are very limited in how often they offer the test, whereas other test sites have many more test dates. Jot down the test dates and locations, and code numbers for each test center.
- ❑ For each school, make a copy of **Facilitator Resource #1, ACT Registration Notes,** and fill in the following information:
  - Test dates (from website)
  - Locations (from website)
  - Site codes (from website)
  - High school code (from guidance counselor)

  Make enough copies of this sheet to give to every student as a handout.
- ❑ Be thoughtful about how to address students who are not planning to attend college. The recommendation is that they create an ACT online account and follow the instructions anyway, so they are familiar with the process if they change their minds later.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Make sure all information on **Student Handbook page 50-51, Plan of Action** is filled out (exception: if students are choosing to leave out credit card and social security information, and fill out later with family members.) **REMINDER: To avoid identity theft or unauthorized purchases, remind student to NEVER share credit card information with anyone.**

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## BACKGROUND INFORMATION

Filling out registration forms can be daunting for anyone, especially teens. Helping students navigate through this process will help ensure that they sign up for the ACT College Entrance Exam. There are many details that need to be handled correctly, like filling in the appropriate information while registering, remembering to bring your ticket and identification on test day, turning off your cell phone, etc. Hearing the information in advance, and having a checklist to take home, will help.

Students should be urged to establish ACT online accounts, and complete the sign-up online. There are many advantages to having an online account for making changes, adding additional information, sending scores to colleges, etc. Students who have Internet access at home, but did not bring credit card information to class, can complete all but the credit card information, then add this last piece of the application at home. They can then print out the ticket on their own. **Students who fill out and mail paper registration forms should also be encouraged to create online accounts as soon as their paper packets have been processed (two to four weeks) and they receive an admission ticket in the mail with their ID number.**

## IMPLEMENTATION OPTIONS

If you feel you'll be pressed for time, you can skip **Activity I, Warm Up: ACTing Ahead.**

If you find you're out of class time after the registration process, have students bring **Student Handbook page 65, Test Day the Right Way,** home so they can read it on their own.

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## ACTIVITY STEPS

### I. Warm Up: ACTing Ahead (5 minutes)

1. Write "Today: ACT Registration. www.actstudent.org" on the board, and remind students, as they enter, that you are registering for the ACT in class today. Direct students to **Student Handbook page 64, ACTing Ahead**. Give them two minutes to fill in the page.

2. **SAY SOMETHING LIKE:** As you know, today we're going to register for the ACT. We'll also cover some of the basics you need to know in order to be ready for the exam. The practice questions we did last week will help prepare you for the test itself. But there are other details you can take care of in advance to get ready for test day. So let's take a look at **Student Handbook page 64, ACTing Ahead** to see if you agree, or disagree, with Jasmine's list of "To Do's".

   Read aloud the list from **Student Handbook page 64, ACTing Ahead,** asking for a show of hands as to who agreed or disagreed to each item. Don't comment until you reach the end.

   **SAY SOMETHING LIKE:** The truth is, every one of Jasmine's concerns is valid, and your "To Do" list should look like hers! Most of the reasons should be self-evident, but if you're wondering why you should consider, for example, what to wear, it's not because you should look good that day; you won't be graded on style. It's because test centers may not traditionally be open on Saturdays, so the rooms may be colder or hotter than during the week, and you want to be comfortable during testing. So it's smart to think ahead and be prepared.

### II. ACT Registration (30 minutes)

1. **Getting started:**

   **SAY SOMETHING LIKE:** Now we're going to register for the ACT. We're doing this together in class so I can help guide you through the process. I will direct you to skip some of the less-important questions now, which you can come back to and fill in when you have more time.

   [Hand out the copies you made of **Facilitator Resource 1, ACT Registration Notes**.]

2. **SAY SOMETHING LIKE:** This handout will help you keep track of your registration

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information. You'll fill it in as you go along, and bring it home for safekeeping.

By a show of hands, how many of you plan to register online, and have credit card information? [Students respond.]

How many of you plan to register online today, but pay at home, later, with credit card information? [Students respond.]

How many of you brought checks or money order, and plan to register with a mail-in packet? [Students respond. If, at this point, everyone in the class is covered, hand out packets to the mail-in students, and ask the others to log onto the website on the board: www.actstudent.org. If there are students who haven't answered, remind them they are going to follow the process, anyway, using the method they prefer.]

[**Note:** Directions for online registration are underlined below.]

3. **SAY SOMETHING LIKE:** *For those of you registering online for the ACT, click on "SIGN UP/LOG IN", then go to "Create a New Account." Follow the prompts and answer the questions to the end of the page asking for your date of birth and social security number. If you don't have a social security number with you, or prefer not to use it, you may leave this blank. Then stop and wait so we can all move forward together.* Students doing the mail-ins, open your packets and take out the Registration Folder—the sheet with the bubbles. Make sure you use a number two pencil—I have extras for anyone who needs one—and fill in section A, B, C and D. Then everyone wait before moving on.

   [Walk around and check to see that everyone is following along. The online process is easier than the written, so you might want to pay more attention to the writers until they're comfortable filling in the bubbles.]

   **SAY SOMETHING LIKE:** *Online users will be assigned an ACT ID# on the next screen. You can go back and fill in your social security number later, at home, by accessing your account online and updating your information.*

   Mail-in students, you can also leave your social security number blank, if you prefer. In a few weeks, when you receive your admission ticket in the mail, you can – and should—create an online ACT account using the ID# you will receive on the ticket. All the information you put on this mail-in sheet today will be online waiting for you; they will scan it into the ACT computer as part of the registration process. Then, when you

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create an account, your name will automatically link to your information. However, it's important to know that it will only link if you use the exact same identifying information. For example, if you use "Daniel" today, you can't go online and use "Dan".

[Refer students to the transparency of **Facilitator Resource 1, ACT Registration Notes**.]

*That's why it's important to fill out this sheet to keep track of what you do here today. You will bring this home with you, to use later, as a record. Obviously you can't fill in the online information yet if you're doing a mail-in packet, but do record the rest so you can match your information later when you do create an online account.*

[See if everyone is ready. Field questions if students have them.]

**SAY SOMETHING LIKE:** *Okay, let's keep going. Online students, continue to the next screen, and create your user ID and password, and enter your e-mail address. Also record this information on your handout. Fill in your high school information using the code provided. (You can also search by city and state.) Continue until the page that says "Register Now!" Click this button, and you'll see a page with a beige box at the bottom. If you want to receive college and scholarship info, check the box next to this direction. If you don't, make sure to un-check the box. Then continue until you reach the section called "Your High School Summary."*

Mail-in students, continue through the letter "O" on your bubble sheet. You will find your high school code on the top of your **ACT Registration Notes** handout. Please note that this is not the code for colleges you want your scores sent to; it is your high school code. Fill this in where it should go. [Direct students.]

Continue, choosing your Test Option – that means you're taking the ACT with or without the Writing Test - and also, your Test Date.

[Circulate, making sure everyone is keeping up and completing it correctly.]

**SAY SOMETHING LIKE:** When you reach the option to select colleges, fill it in if you want your scores sent to prospective colleges. You can find the college codes in your pamphlet. However, if you don't want to fill this in now, you can fill in this information online later. In order to send your scores without an extra charge, you must enter your college codes by noon on Thursday, following the Saturday you take the test. Or, you can send your scores after you get your results to whomever you want for a fee per school. [NOTE: Check the ACT website for current information regarding fees.]

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You will note that the sections in the online process are not in the same order as the paper version, which is why your mail-in students are choosing colleges to report scores to now, and the online registrants haven't reached this choice yet. If you prefer, you can ask your mail-in students to skip this now and return to it with the rest of the class; just remember to come back to it.

4. **Sections to Skip:**
**SAY SOMETHING LIKE:** *We are going to skip some parts of this registration form that do not need to be filled in today. The ACT application has an extensive Student Profile Section, which asks you for a lot of personal information, about things like your High School Summary, College Plans, College Interests, Special Interests, Extracurricular Activities, Plans for paying for College, Background Information, and Accomplishments. This information is designed to help you think about your educational future. ACT also gives this information to colleges so they can send you information if they think you are a potential candidate for them. However, it is time consuming and can be answered at any point up until 12 noon on the Thursday immediately following your Saturday Test Day by logging onto your student ACT web account.*

*For now, we'll skip it. We'll also skip the section called "Your Interest Inventory." If you're online, go straight to the section called "Select Where to Test," click on "US," and continue to Registration Information.*

[**Note:** Mail-in students should also skip the information described above.] Mail-in students, open your registration pamphlet to page 10.

5. **Prohibited Behavior at the Test Center**
**SAY SOMETHING LIKE:** *Online students, scroll down and click on the link for "Prohibited Behavior at the Test Center."* Mail-in students, you'll see the same information on page 10. Everyone, take a moment to read this information.

[Give the students a minute to read the rules. You will note that the order the rules are presented is different online than it is in the pamphlet, so you cannot read it aloud together.]

**SAY SOMETHING LIKE:** *Online students, when you're done reading, click the "I understand" box, and continue on to the next screen, where you will select your Test Date and Test Option. Test dates are on your ACT Registration Notes. Then, continue on until you reach the section called "Your High School Courses and Grades." Stop there and wait.*

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6. **High School Courses**
   **SAY SOMETHING LIKE:** Mail-in students, go back to page 2, where it says "High School Course/Grade Information. When everyone is on this page, we'll continue.

   [There may be confusion here, since the mail-in students may think they were supposed to "skip" this section. But in fact, they need to do it now. The flipping back and forth was to compensate for the online process having a different order, where returning to a section is harder than flipping back to a page.]

   Everyone should now fill in your High School Course Grade Information. This is required. You can always return to it, and make changes online when you have the correct information. But to register, you need to fill it in, to the best of your ability.

   [Give students a minute or two to fill in this section.]

7. **Finishing Registration**
   **SAY SOMETHING LIKE:** Mail-in students, whenever you're ready, turn to page 4, and fill in everything else. This should be self-explanatory, but if you have questions, give me a moment and I'll get to you.

   *Online students, continue on to the next screen. Choose "Your Score Report Choices". If you definitely know you want your scores reported, select schools using the "add a choice" button. This will direct you to a search engine to find the schools' codes. The first four are free; charges apply after that.*

   *Please note that you do not have to list schools now. If you are planning to take the exam again, you may want to wait. This information can also be added later, for free, until 12 noon on the Thursday immediately following your Saturday Test Date, or for a fee after that time.*

   *If you have a fee waiver, you should know that the waivers apply only to the registration fee. So if you put schools on your application now, your scores will be sent at no extra charge. However if you decide to wait to send your scores until you know how you did, you will need to pay a fee for each school. But if you want to wait to see how you do, and take the test again, you will be eligible for one more fee waiver. You would have the option of adding colleges then, taking advantage of the four free choices at that time.*

   [Depending on who's where in the process now, you may have to adjust your directions

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to accommodate both the online and mail-in students. If online students have the time, they should fill in, to the best of their knowledge, "Your Plans for the Future." If there isn't time while the mail-in students complete their final page, tell students to return and fill it in later.]

**SAY SOMETHING LIKE:** *Online students, continue clicking through screens, so you can fill in the correct Test Code Center, based on the information on your handout. Stop when you reach the "Review Your Information" page.*

[Wait for everyone to reach this point.]

8. **Review and Payment**

**SAY SOMETHING LIKE:** Now, please review all your information, and check it carefully. Make sure it matches what you recorded on your handout!

When you're ready, click "Continue". Online students with credit card information should type it in, and check it twice. When you're ready click "Submit." You should know that once you submit you cannot cancel and most fees are non-refundable.

**[To avoid identity theft or unauthorized purchases, remind student to NEVER share credit card information with anyone. If students are family members are concerned about these issues, students may complete everything but the credit card information in class, and add this information at home.]**

Judge if your online students have time in class now to print out their admission tickets. If you all share one printer, this may not be possible, and you should advise them to print it out at home, which they can do by accessing their ACT web account. If there is time, however, let them print out their tickets and take them home.

**SAY SOMETHING LIKE:** If you have mail-in forms, double check your information, and put the bubble sheet in the ACT Registration envelope. Affix the correct ACT TEST DATE LABEL to the front of the envelope where indicated. If you're not eligible for a fee waiver, make sure to enclose your check or money order.

Hand out three first-class stamps to each mail-in student and have them put them on their envelopes. Collect the envelopes of all students who've completed their registration; students who have not completed their packets will mail theirs from home.

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**SAY SOMETHING LIKE:** Mail-in students, put your ACT Registration pamphlet and the handout with all your information from today's sign-up in a safe place. You can refer to it for information about test day procedures, how to make changes, etc.

*Online students, if you printed out tickets, put them with your handout, bring them home, and keep them in a safe place. However, if you do lose a ticket, you can print out a replacement from your web account.* Likewise, for mail-in students, look for your admission ticket in two to four weeks. Or, if you establish an ACT online account, you can print it out from there. Further information about lost or missing tickets, and how to make changes to your registration information, can be found on the ACT website.

For those of you mailing your packets from home, make sure you check the *registration* deadline and send the packet at least a week in advance of that date. Also remember that the envelope is oversized, and requires extra postage.

## III. Test Day the Right Way (5 minutes)

1. **SAY SOMETHING LIKE:** All right, good work! Put your registration materials in a safe place to take home. Then, turn to **Student Handbook page 65**, **Test Day the Right Way**. It is a list of test-day suggestions. Let's read through them together.

   [Call on students to read each suggestion aloud, if there is time. If not, suggest they read this on their own.]

## V. Wrap Up: Looking Ahead (5 minutes)

1. **SAY SOMETHING LIKE:** Congratulations to you all! You are now registered, or close to being registered, for the ACT Entrance Exam. You are on the right path toward planning your future, and taking a big step toward reaching your goals.

   Here are some last-minute things to remember:
   - If you are mailing your registration from home, or completing your online application at home, do it by the deadline.
   - If you filled out a paper application, look for your ticket in the mail. If it doesn't arrive intwo to four weeks, call the ACT office telephone number which you'll find online, or in your pamphlet (Contact#: 319-337-1270).
   - Online students: log onto the ACT website and finish the application sections we skipped. Mail-in students, you will do this when you receive your ticket and open an online account using the ID# on your ticket.
   - Visit the ACT website to take more practice tests.
   - Revisit Jasmine's "To Do" list and start making one of your own.

   Okay, that's it for today. But remember you still have things to do! I'll see you next week.

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# ACT Registration Notes

MY HIGH SCHOOL CODE # is _____

Upcoming ACT Test Date, Location, Site Code: _____ _____ _____

Upcoming ACT Test Date, Location, Site Code: _____ _____ _____

*(circle the date you chose on your registration form)*

Registration Deadline for my chosen date: _____

Date I complete or mail in registration: _____

My name as spelled on form: _____

My address as spelled on form: _____

_____

ACT ID# (if not using SS#): _____

E-mail address used on form:_____

Username for ACT Web Account:_____

Password for ACT Web Account: _____

Additional info needed to complete registration: _____

Deadline for this info:_____

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# ACTing Ahead

Jasmine is an 11th grader who wants to take the ACT College Entrance Exam. She made this list of things she thinks are important to do before test day.

Write "A" if you agree, or "D" if you disagree, in each blank.

1. Go online to the ACT website and read about the test. ____
2. See when the test is offered near my house. ____
3. Sign up! ____
4. Set up a ride to and from the test site. ____
5. Make sure whoever's driving knows how long it takes to get there (or, do a trial run). ____
6. Decide what to wear. ____
7. Check if I should bring a calculator. If yes, put in new batteries. ____
8. Think about breakfast that day. What will I eat? ____
9. Do practice questions for each ACT test subject. ____
10. Decide what time to leave that morning so I won't be late. ____
11. Plan how to calm down if I feel stressed during the test. _____

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# Test Day the Right Way

- Check your ticket for Test Option (ACT, or ACT PLUS with writing), Test Location, and reporting time
- Bring admission ticket with you
- Bring acceptable official photo identification (see ACT website, www.act.org, for what's ok)
- Bring several sharpened #2 pencils with good erasers
- Bring an acceptable calculator ((see ACT website, www.act.org, for what's ok)
- Make sure calculator works and put in fresh batteries
- Bring a watch so you can pace yourself
- Bring your glasses if you need them
- Arrive at the time indicated on your ticket (usually by 8:00AM, 7:45 recommended)
- Expect to be processed for check-in before going to your assigned room
- Turn OFF your cell phone and/or pager. ***If it goes off during testing, you will be dismissed and your test will not be scored.***

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## The BIG Idea

- What kinds of tests might I face when applying for jobs, the military, or vocational training?

## AGENDA

Approx. 45 minutes

I. Warm Up: Real World Challenge (5 minutes)

II. No school, No tests? No chance! (5 minutes)

III. Testing the Basics, and Beyond (15 minutes)

IV. Sharing and Comparing (20 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 66 and 67, Real World Challenge
- Student Handbook page 68, Adult Education Tests
- Student Handbook pages 75-82, Testing the Basics and Beyond
- Student Handbook page 83, Organizer
- Student Handbook page 84, Notes

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Real World Challenge Answer Key

## OBJECTIVES

During this lesson, students will:

- Examine standardized tests given outside the high school environment.
- Learn what workforce, vocational, and military entrance exams evaluate.
- Sample the types of questions asked.
- Understand how employers and other organizations use the results of these tests.

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## OVERVIEW

Students take many paths when they leave high school, and those not immediately heading for college need information about workforce options, including standardized tests they will likely face when applying for jobs, the military, apprenticeships, or vocational studies. Even students attending college next year may someday face these evaluations, so it will be helpful for everyone to explore them. This lesson plan will look at three frequently used assessments: the ASVAB (Armed Services Vocational Aptitude Battery), the ACT WorkKeys Foundational, and the ACT WorkKeys Personal Assessments.

## PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Peruse the ACT WorkKeys website, http://act.org/workkeys/index.html, to become familiar with a common range of workplace, job analysis and training tests, and some of the reasons why employers give them.
- ❑ Make an overhead transparency of the following handouts:
  - **Facilitator Resource 2, Adult Education Tests**
  - **Student Handbook page 83, Organizer**
- ❑ Divide the class into groups of four to work together on **Activity III, Testing the Basics, and Beyond**, and **Activity IV, Sharing and Comparing.** Try to balance the groups so each has a mix of students headed for college as well as students considering vocations.

## BACKGROUND INFORMATION

The workplace and adult world is rife with tests and evaluations to measure candidates for jobs, training programs, and sometimes, state and federal aid. Some assessments help place applicants in jobs requiring specific skills, and some are simply used to weed people out, and streamline the hiring process. Students should know that test-taking doesn't end with high school graduation. It's also important to know what to expect on tests that probe personality attributes and workplace traits.


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## IMPLEMENTATION OPTIONS

If you think you will be short on time, skip **Activity II, No school, No tests? No chance!,** and use it as a reference.

For **Activity III and IV,** you may wish to assign more than one group to a test, or assign portions of the ACT WorkKeys to different student groups as follows:

**ACT WORKKEYS FOUNDATIONAL:**

- Communication
- Problem Solving
- Interpersonal

**ACT WORKKEYS PERSONAL SKILLS**

- Performance
- Talent
- Fit

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## ACTIVITY STEPS

### I. Warm Up: Real World Challenge (5 minutes)

1. Direct students to the "Do Now," **Student Handbook pages 66 and 67, Real World Challenge**. Give them two minutes to read the scenarios and answer the questions.

   **SAY SOMETHING LIKE:** When you're watching a movie, and the characters at a job have a workplace dilemma, or are so totally clueless how to do their jobs that they end up messing everything up, it's usually funny. In real life, it's not. It means the work doesn't get done, which is a problem for the boss. So before hiring people, many employers give applicants written tests to evaluate their ability to perform in the workplace. Sometimes these tests measure basic education skills. Many others, like the one you've just taken, judge personality traits, like how you'll react to workplace conflicts. Let's talk about the scenarios you just read. Raise your hand if you read and answered the Level #3 Scenario. [Students raise hands.]

   Okay, tell me which answer you picked. Remember, the question asks how the goal for the team might be best met – because that's what the employer cares about, and wants to know you'll keep in mind if you're hired.

   [Take answers. Most students will probably pick the right answer. If you feel the class needs more explanation, point out that the situation requires recognition and acceptance of the team goal, and the job requires the painter to set aside her immediate task to help in the problem area.]

   Okay, that scenario was pretty straight-forward. And we're all familiar with the concept of teamwork. The Level #5 question is more complex. Anyone tackle that one? What answers did you get? [Allow students to respond.]

   This scenario is pretty complex. It's really not clear how to accomplish the goal. But an employer would be looking for someone who has leadership skills to keep the discussion productive; who displays initiative by showing willingness to try new tasks; and who knows how to be assertive by voicing personal convictions.

   So, as you can see, instead of saying goodbye to tests once you graduate high school, there are many other exams you'll encounter. Some will test your teamwork abilities, some will test your educational abilities, and others will test skills you need to succeed at a specific job. Thinking about how to do well on such tests is a good idea. So, today

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we'll take a look at a few tests you may meet in the outside world, and get acquainted with the most common ones.

## II. No school, No tests? No chance! (5 minutes)

1. [Put the transparency of **Facilitator Resource 2, Adult Education Tests,** on the overhead projector. Read each category heading, and then ask students to read the brief descriptions that follow. Before going on to the next category, ask for at least one reason why an employer or training program officer might find these tests helpful and necessary.

   If, as suggested in the **IMPLEMENTATION OPTIONS** section, you are skipping this, advise students to take a look at it on their own.]

## III. Testing the Basics, and Beyond (15 minutes)

1. Write the following on the board:
   - Armed Services Vocational Aptitude Battery (ASVAB)
   - ACT WorkKeys Foundational Assessments
   - ACT WorkKeys Personal Assessments

   **SAY SOMETHING LIKE:** Now we're going to take a more in-depth look at three of the most commonly used adult assessment tests: the ASVAB, or Armed Services Vocational Aptitude Battery, the ACT WorkKeys Foundational Assessments, and the ACT WorkKeys Personal Assessments.

   In order to get to know these three "real world" tests, you'll work in groups of four, and each group will explore one test. You'll answer a questionnaire about it. Then, you'll share what you've learned, by giving a short presentation for the rest of the class.

   Put the students into groups of four. Assign each group a test to study. Most likely, you will have more than one group per test. If this is the case, follow the suggestions in **IMPLEMENTATION OPTIONS**.

   Place a transparency of **Student Handbook page 83, Organizer** on the overhead and give students instructions on completing it.

   **SAY SOMETHING LIKE:** Okay, now take five minutes to quietly read through the overview of the test your group has been assigned. I'll tell you when your time is up.

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[Give the class five minutes to read. Then call "Time".]

**SAY SOMETHING LIKE:** Now, collaborate with your teammates to answer the questionnaire, and prepare a short presentation. You'll have ten minutes total, and I'll let you know when five minutes are up, so if you haven't started working on your presentation yet, you'll know it's time to kick into gear! A good way to organize is to choose one person to present each of the main categories on your "Organizer" sheet. Okay, begin working.

Notify the students when five minutes has passed. Explain to students that they should begin preparing for the class presentation. Give them a one-minute warning before it's time to wrap up, and move on to **Activity IV, Sharing and Comparing**.

## IV. Sharing and Comparing (20 minutes)

1. **SAY SOMETHING LIKE:** Now let's share what we've learned about workplace tests.

   Call on each group to do its presentation. Depending on how many groups you have, assign them three to four minutes to speak. Tell the students who are listening that they should take notes on the presentations using **Student Handbook page 84, Notes**. Model how to do this, if needed.

   When students have finished their presentations, congratulate them on learning about the many tests they will face after high school. Encourage them to keep learning, throughout high school and beyond, so that they can do well at the tests that will help them succeed in the paths they desire.

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## SKILLS CHECKLIST

Direct students' attention to **Portfolio page 24, Grade 11 Skills Checklist.** Have students complete the skills checklist questions for Test Prep skills.

### Taking Tests

**I can…**

| | | | |
|---|---|---|---|
| Describe the purpose of the ACT and SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Describe the types of questions found on the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Register for the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Report my scores to colleges that require them. | ❑ not at all | ❑ somewhat | ❑ very well |
| Locate resources for further test preparation. | ❑ not at all | ❑ somewhat | ❑ very well |
| Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring. | ❑ not at all | ❑ somewhat | ❑ very well |
| Name a standardized test I might be required to take after high school graduation and describe its purpose. | ❑ not at all | ❑ somewhat | ❑ very well |

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# Real World Challenge Answer Key

## From ACT WorkKeys Assessment, Level 3

Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

A. asking for more time to complete the project.

B. buying extra wallpaper to allow for torn pieces.

C. continuing to work individually on each room.

D. working together on the wallpapering and painting in both rooms.

*ANSWER:*

A. This action is costly, could annoy the customer, and may be unnecessary.

B. This is an unnecessary expense that can be eliminated if the team can avoid the tearing in the first place.

C. This action ignores the problem with the wallpaper.

D. This action contributes the most to task completion (finishing the job at the least cost) and also shows cooperative team relationships. **Correct**

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample3.html

## From ACT WorkKeys Assessment, Level 5

Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 AM. The instructors teach aerobics and weightlifting classes during the daytime and early

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evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day.

One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

**As a member of this team, the instructor who usually works the extra hours should:**

A. suggest that the fairest solution would be for the team to vote on who should teach the early class.

B. suggest that the team tell the manager to forget about the early class; it isn't going to work.

C. voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.

D. walk out to protest her hours and let them find a solution without her help.

*ANSWER:*

A. In this situation, a vote does not guarantee a "fair" solution. It does not encourage good decision-making skills.

B. This action does not contribute to either team relationships or goal accomplishment.

C. <u>The instructor uses assertiveness to communicate her honest concerns, and still recognizes that the goal of providing the early class is important</u>. **Correct**

D. This action does not contribute to goal accomplishment

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample5.html

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# Real World Challenge

These two scenarios are from the ACT WorkKeys Foundational Skills: Interpersonal Assessment. Read and answer the questions for one of the scenarios below. Level 5 is the more challenging scenario.

## Level 3 Scenario:

A two-person painting and wallpapering crew is redecorating the first floor of a house for a family that has gone on vacation. The team has two days to finish the job. They have completed the dining room and family room. One team member is finishing the painting in the kitchen; the other has begun wallpapering the living room. The second team member finds that after the paste is applied, the wallpaper tears very easily when he is trying to adjust it on the wall and trim it to fit.

They discuss the situation. The one who is painting suggests that they both work on the wallpapering first and then finish painting the kitchen. She explains that one of them can hold up the bottom of the wallpaper strip while the other one does the trimming. This might prevent the tearing by eliminating the extra weight on the paper.

**In this situation, the goal for the team can best be accomplished by:**

a. asking for more time to complete the project.

b. buying extra wallpaper to allow for torn pieces.

c. continuing to work individually on each room.

d. working together on the wallpapering and painting in both rooms.

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample3.html

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## Level 5 Scenario:

A small health club employs a receptionist, four instructors, and a custodian. The club opens at 9:00 AM. The instructors teach aerobics and weightlifting classes during the daytime and early evening hours. The custodian cleans the facilities in the early morning hours before the club opens, and does odd jobs during the rest of the day. One of the instructors is a young mother who took the job because she was told that she would be expected to work only during the hours that her children were in school. Another is a college student who takes classes in the mornings and teaches weightlifting classes in the late afternoons and evenings. The other two instructors work a variety of hours. One of these instructors doesn't want to work any additional hours. Although the other one likes earning the extra money, she has commented that the other three instructors take advantage of her willingness to work extra hours and pressure her to work whenever no one else wants to.

The club has received requests from several of its clients for an early morning aerobics class. The manager has told the team to discuss how such a class could be added without hiring any more instructors. At the meeting, several objections are raised. The custodian argues that a class early in the morning would interfere with cleaning the club. The instructor who has the young children says that there is no way she could teach the class because she needs to get her children ready for school at that time. She suggests that perhaps the instructor who is usually eager for extra work could teach the early class. That instructor groans, folds her arms, and does not reply or participate. The college student argues that, since the people requesting this class are already clients, the club will not really be gaining business by starting this class. The receptionist counters that there have been some calls from others about such a class. The fourth instructor is concerned that those clients who have requested this class may go elsewhere if it isn't offered.

**As a member of this team, the instructor who usually works the extra hours should:**

a. Suggest that the fairest solution would be for the team to vote on who should teach the early class.

b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.

c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.

d. Walk out to protest her hours and let them find a solution without her help.

SOURCE: http://www.act.org/workkeys/assess/teamwork/sample5.html

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# Adult Education Tests

1. Tests that evaluate core academic mastery:

   - **ABT: Ability-to-Benefit tests**. Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.

   - **GED: General Educational Development**. Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests Language Arts/Reading, Social Studies, Science, Language Arts/Writing, and Mathematics. Credentials awarded by home state Department of Education.

2. Tests that evaluate basic skills PLUS skills required for specific jobs:

   - **ACT WorkKeys Foundational Skills**. Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.

   - **Civil Service Exams**. Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.

   - **Apprenticeship exams**. Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

3. Tests that evaluate personality traits and people skills:

   - **ACT WorkKeys Personal Skills**. Designed to predict job behavior and measure an individual's potential.

   - Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

**Note**: many employers also require urine tests to make sure employees are drug free.

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## I. ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is one of the most widely used, multiple-aptitude tests in the world, developed and maintained by the Department of Defense. Over half of all high schools nationwide administer the ASVAB test to students in grades 10, 11, and 12 (sophomores cannot use their scores for enlistment eligibility). Students may also take the test at another school or through a recruiter, and may retake the test at any time.

The ASVAB consists of the following eight individual tests:

**General Science**
A 25-item test measuring knowledge of life science, earth and space science, and physical science

**Arithmetic Reasoning**
A 30-item test measuring ability to solve basic arithmetic word problems

**Word Knowledge**
A 35-item test measuring ability to understand the meaning of words through synonyms

**Paragraph Comprehension**
A 15-item test measuring ability to obtain information from written material

**Mathematics Knowledge**
A 25-item test measuring knowledge of mathematical concepts and applications

**Electronics Information**
A 20-item test measuring knowledge of electrical current, circuits, devices, and electronic systems

**Auto and Shop Information**
A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices

**Mechanical Comprehension**
A 25-item test measuring knowledge of the principles of mechanical devices, structural support, and properties of materials

Students are provided with scores on each of these individual tests and three Career Exploration Score composites: Verbal Skills, Math Skills, and Science and Technical Skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.

The military uses students' ASVAB scores to identify the occupations that best suit their abilities. Junior, senior, and post-secondary school students can use their ASVAB scores for enlistment for up to two years after taking the test.

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## Sample ASVAB Questions:

### General Science:

An eclipse of the sun throws the shadow of the

**A.** moon on the sun.

**B.** moon on the earth.

**C.** earth on the sun.

**D.** earth on the moon.

### Math:

If X + 6 = 7, then X is equal to

**A.** -1

**B.** 0

**C.** 1

**D.** 7/6

### Electronics Information:

Which of the following has the least resistance?

**A.** wood

**B.** iron

**C.** rubber

**D.** silver

### Auto and Shop:

A car uses too much oil when which of the following parts are worn?

**A.** pistons

**B.** piston rings

**C.** main bearings

**D.** connecting rods

(answers: B,C,D,B)

*(sources: http://todaysmilitary.com/before-serving/asvab-test/asvab-sample-page, http://www.asvabprogram.com/)*

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## II. ACT WorkKeys Foundational Assessment

The ACT WorkKeys Foundational Skills Assessments measure different applied job skills in the areas of communication, problem solving, and interpersonal skills. In particular, it measures cognitive abilities such as applied math, reading for information and locating information.

## Communication:

1. **Business Writing**
   The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

2. **Listening**
   The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.

3. **Reading for Information**
   The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

4. **Writing**
   The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

## Problem Solving:

1. **Applied Technology**
   The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.

2. **Applied Math**
   This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.

3. **Locating Information**
   The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

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4. **Observation**
   The WorkKeys *Observation* test measures the skill people use when they pay attention to and remember work-related instructions, demonstrations, and procedures.

## Interpersonal Skills:

1. **Teamwork**
   The WorkKeys *Teamwork* test measures the skill people use for choosing behaviors that both lead toward the accomplishment of work tasks and support the relationships between team members. A team is defined as any workplace group with a common goal and shared responsibility in achieving that goal.

### ACT WorkKeys Foundational Assessment Sample Questions:

1. **Communication: Reading for Information**

Goldberg's Auto Parts is served by more than fifty different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

Standard procedure for returning an item begins with your written request to the company for authorization. Always send the request to the corporate address, not to the shipping address. Unless the company file folder contains a form for this procedure, write a business letter to the manufacturer supplying the item's stock number, cost, and invoice number; the date it was received; and the reason for its return. The manufacturer's reply will include an authorization number from the sales representative, a sticker for you to place on the outside of the box to identify it as an authorized return, and a closing date for the company's acceptance of the returned item. If you do not attach the provided sticker, your returned box will be refused by the manufacturer as unauthorized, and you will need to obtain a new letter, authorization, sticker, and closing date. Always send a returned box to the shipping address, not to the company's corporate address.

According to the policy shown, what should you do if you lose an authorization sticker?

1. Send a request for a return authorization along with the rejected part directly to the manufacturer's shipping address.
2. Send a request for return authorization along with the rejected part directly to the manufacturer's corporate address.
3. Repeat the standard procedure to obtain a new letter, authorization, sticker, and closing date.
4. Use a sticker from another company's folder.
5. Send the rejected part to your sales representative.

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2. **Problem Solving: Applied Math**
   Quik Call charges 18¢ per minute for long-distance calls. Econo Phone totals your phone usage each month and rounds the number of minutes up to the nearest 15 minutes. It then charges $7.90 per hour of phone usage, dividing this charge into 15-minute segments if you used less than a full hour. If your office makes 5 hours 3 minutes worth of calls this month using the company with the lower price, how much will these calls cost?
   1. $39.50
   2. $41.48
   3. $41.87
   4. $54.00
   5. $54.54

3. **Interpersonal Skills: Teamwork**
   *Scenario:* A daily newspaper is changing from an afternoon to a morning delivery schedule. This change affects every employee, from the editor to the delivery people. The paper will have a 10:00 P.M. press deadline, and the reporters will be unable to write complete stories for many evening sports events, cultural events, and community meetings. The editor has told the team of five reporters to propose a revised schedule of assignments. This schedule should take into account each reporter's area of expertise and still ensure that all important stories are covered by the deadline.

   When the team meets to discuss this schedule, a major concern is how to make the evening stories as timely as possible within the new time constraints. Team members offer several suggestions regarding how to shift assignments around to accommodate the deadline. One of the reporters insists on covering only the political stories, which are his particular interest. Another reporter argues that the political reporter should help out the sports writer by preparing background material in the afternoon for the evening's sports stories. The political reporter refuses, saying that he wasn't hired to work on sports and doesn't know anything about them. The sports writer complains that the change to a morning edition is the whole problem, that coverage of evening sports events is going to be ruined, and that management doesn't know what they are doing. The cultural reporter agrees and adds that he is thinking about finding a job elsewhere. The society reporter retorts that he should do just that; she hates doing the society stories and would take the cultural assignment in a minute.

   As a member of this team, the sportswriter can best support the team and accomplish the task by:
   1. suggesting that all of the reporters work on background for all types of stories so that each can do final details and editing in his or her area of expertise.
   2. suggesting the editor hire several part-time reporters to help cover sports stories.
   3. suggesting they keep their current assignments and accept a one-day delay in coverage of all evening stories.
   4. volunteering to tell management that the morning edition change is a mistake and should be withdrawn.

*SOURCE: http://www.act.org/workkeys/assess/foundational.html*

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## III. ACT WorkKeys Personal Skills Assessments

The ACT WorkKeys Personal Skills Assessments are designed to predict job behavior and measure an individual's potential. There are assessments to measure "Performance," "Talent," and "Fit."

The Performance Assessment is a prescreening tool to measure a job applicant's tendency toward unsafe behaviors and attitudes toward work. The Talent Assessment predicts characteristics such as cooperation, discipline, influence, and stability. The Fit Assessment helps discover a job applicant's interests and values in order to determine the fit between a candidate and occupations in an organization.

1. **Performance Assessment**

   This test measures "General Work Attitudes," related to issues like prevalence of theft, productivity, absenteeism, resilience to work-related stress, team orientation, and employee work satisfaction. It also measures "Risk Reduction" to evaluate the likelihood of work-related accidents, unnecessary risk-taking in a work environment, and organizational conduct that may impact the individual or others (like working under the influence of alcohol or drugs, outbursts of physical or verbal aggression).

2. **Talent Assessment**

   The Talent Assessment is designed to measure the following characteristics:

   *Carefulness*—tendency to think and plan carefully before acting or speaking.

   *Cooperation*—tendency to be likable and cordial in interpersonal situations.

   *Creativity*—tendency to be imaginative and to think "outside the box."

   *Discipline*—tendency to be responsible, dependable, and follow through with tasks without becoming distracted or bored.

   *Goodwill*—tendency to be forgiving and to believe that others are well intentioned.

   *Influence*—tendency to affect and dominate social situations by speaking without hesitation and often becoming a group leader.

   *Optimism*—tendency toward having a positive outlook and confidence in successful outcomes.

   *Order*—tendency to be neat and well organized.

   *Savvy*—tendency to read other people's motives, understand office politics, and anticipate the needs and intentions of others.

   *Sociability*—tendency to enjoy being in other people's company and to work with others.

   *Stability*—tendency to maintain composure and rationality in situations of actual or perceived stress.

   *Striving*—tendency to have high aspiration levels and to work hard to achieve goals.

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3. **Fit Assessment**

The Fit Assessment consists of two different inventories that match individual interests and values to the work environment, providing information that can help determine how well a candidate matches up with occupations in an organization. It assesses work-related interests and a broad range of work-related values, such as Autonomy, Physical Activity, Influencing Others, and Precision.

Here are some target areas assessed:

| | |
|---|---|
| *Administration & Sales:* | Persuading, influencing, directing, or motivating others through activities such as sales, supervision, and aspects of business management. |
| *Business Operations:* | Developing and/or maintaining accurate and orderly files, records, accounts, etc.; designing and/or following systematic procedures for performing business activities. |
| *Technical:* | Working with tools, instruments, and mechanical or electrical equipment. Activities include designing, building, and repairing machinery, as well as raising crops/animals. |
| *Science & Technology:* | Investigating and attempting to understand phenomena in the natural sciences through reading and research. |
| *Arts:* | Expressing oneself through activities such as painting, designing, singing, dancing, and writing; artistic appreciation of such activities. |
| Social Service: | Helping, enlightening, or serving others through activities such as teaching, counseling, working in service-oriented organizations, engaging in social/political studies. |
| *Public Contact:* | Interacting with external customers or the public in general. |
| *Autonomy:* | Making one's own plans and decisions at work. |
| *Influencing Others:* | Convincing or advising people to do things, even in non-supervisory roles. |
| *Order:* | Putting things in order for others; using a system or rules to arrange things. |
| *Intellectual Stimulation:* | Thinking about difficult concepts and working to solve complex problems. |
| *Precision:* | Being exact or very accurate in one's work. |
| *Creativity:* | Creating something new or finding new ways of doing things; original thinking. |

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## ACT WorkKeys Personal Skills Assessments Sample Questions

### Work Values Inventory

**Instructions:** Indicate how important each of the following work values is to you. Choose your answer from the scale below.

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

| NI | SI | I | VI | EI | Work Values | Descriptions |
|---|---|---|---|---|---|---|
| | | | | | Authority | Telling people what to do; controlling the behaviors of others |
| | | | | | Helping People | Improving the lives of others by activities such as teaching, physically assisting, or mentoring. |
| | | | | | Creativity | Creating something new or finding new ways of doing things; original thinking. |
| | | | | | Order | Putting things in order for others; using a system or rules to arrange things. |
| | | | | | Physical Activity | Moving around in my work by walking, bending, lifting, etc. |

*SOURCE: http://www.act.org/workkeys/assess/personal.html*

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# ORGANIZER

Check yes or no to show whether this test evaluates each of the following skills or traits. Then answer the three questions below. Use the back of this page if you need more room.

**Name of Test:** _____

| Does it evaluate this skill or trait? | Yes | No |
|---|---|---|
| Math | | |
| Reading | | |
| Science | | |
| Language | | |
| Following Directions | | |
| Work Ethic | | |
| Work Attitude | | |
| Interests | | |
| People Skills | | |
| Leadership Ability | | |
| Management Potential | | |
| Problem Solving Skills | | |
| Technical Skills | | |
| Performance Tendencies (toward safe/unsafe behavior) | | |
| Talent Characteristics (such as cooperation, discipline, stability) | | |
| Interests and Values | | |
| Listening | | |
| Writing | | |
| Locating Information | | |
| Observation | | |
| Teamwork | | |

1. Who might take this test? What does it tell an employer/evaluator? _____

_____

2. What types of questions are on this test? Give examples. _____

_____

3. How might you prepare for this test? _____

_____

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# NOTES

Use this page to record information about each test.

**1) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

**2) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

**3) Name of Test:** _____

What does it test? _____

_____

Why might I take it? _____

_____

Types of questions: _____

_____

How to prepare: _____

_____

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# UNIT 3

# CAREERS

## Lesson Descriptions

**Careers 1: Interest Inventory**
*How can career development tools, such as the IHaveAPlanIowa.gov Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?*

**Careers 2: My Career Research**
*How do I know if I'm on a good career path, and how can I overcome obstacles that may stand in my way?*

**Careers 3: My Career Choice: Just Right or Rethink**
*How do I know if I'm academically prepared for my career goal, and how can I overcome obstacles that may stand in my way?*

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# PLANNING PYRAMID

## GRADE 11, Unit 3, Careers

**Some Students Will:**

- Modify or commit to career goals based on research and reflection.

**Most Students Will:**

- Compare their own academic preparation and skills to those required for a career.
- Review transcripts and set goals for improvement.

**All Students Will:**

- Use an interest inventory and skills inventory to create a list of potential careers.
- Understand the benefits and limitations of an interest inventory.
- Identify the main tasks, education requirements, and career outlook for a chosen career.


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# ROADS to SUCCESS

Grade 11 Careers

Family Newsletter

## What do you want to be? Ten Tips for Teens

**What do you want to be when you grow up?** Little kids always have an enthusiastic (and often unrealistic!) answer to this question. For older students, not knowing the answer can be stressful. Teens may feel especially torn as they select educational options that narrow their choices. Here are tips to share with your teen as he figures out his future.

**Know yourself.** Look for career possibilities in the things you're good at and enjoy doing.

**Investigate anything that looks interesting.** Use IHaveAPlanIowa.gov to explore and discover new careers.

**Compare TV and movie portrayals to the real deal.** Find out how doctors, lawyers, police officers, etc., really spend their time.

**Use the careers you know about as a way to jump into new territory.** Career websites often group related careers into clusters, which makes research easier.

**Know how much education you're willing to invest in.** Will you be comfortable spending 4 more years in school to be a teacher or an architect? Even more to be a doctor or a lawyer? Or would you prefer less time in school?

**Find out what jobs will be available when you graduate.** You don't have to pick an "in-demand" job, but it's helpful to know where the work will be, and how much competition you'll face.

**Talk to adults who share your interests.** They can provide helpful advice on good schools, career paths, and what they like and dislike about their jobs.

**Get out there.** There's no substitute for spending time in the workplace. Look for part-time jobs and internships that will let you "try on" a career.

**Explore.** Many students begin college with only a hazy idea of what they want to do when they graduate. Most 4-year colleges require you to take courses from a variety of subject areas, so stay attuned to what inspires you. You may discover a new field of interest.

**Know that your first career decision isn't your last.** Many people's ideas about careers change as they gain experience.

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?

A majority of college students change their major at least once.

Most people change careers 4 or 5 times during their work life.

SOURCE: www.quintcareers.com

## Grade by Grade

Grade 11 provides a final chance to continue in-class career research begun in earlier grades. Students take a career interest inventory and investigate the job responsibilities, education requirements, and career outlook for their first-choice career. They compare their grades and courses taken with courses recommended for their careers. As they finish high school, students who need more information about careers will know where to go for further information and all the right questions to ask.

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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 page 85, What is IHaveAPlanIowa.gov?
- Student Handbook pages 86 and 87, IHaveAPlanIowa.gov Basic Directions
- Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW

❑ Computer & LCD Projector or Chart Paper

## OBJECTIVES

During this lesson, students will:

- Use an interest inventory tool to arrive at a list of careers.
- Recognize the benefits and limitations of an interest inventory.
- Use a skills inventory to assist in determining career suitability.
- Combine the list of their interest and skills assessment to learn which skills 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 IHaveAPlanIowa.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 IHaveAPlanIowa.gov website is accessible from the 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.IHaveAPlanIowa.gov on the board.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 85, What is IHaveAPlanIowa.gov?**
  - **Student Handbook pages 86 and 87, IHaveAPlanIowa.gov Basic Directions**
  - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
  - **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection**

## BACKGROUND INFORMATION

### 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 account where they can store assessment results, save careers and colleges of interest, build a resume, 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.

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## EDUCATOR LOGIN: NEW ACCOUNT CREATION

With your IHaveAPlanIowa.gov educator login, you can review portfolios, run a variety of reports, and more.

To access your Professional Center Account, complete the following steps:

### 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.
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.

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## 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
- Student using computers for purposes other than career research

Students unfamiliar with the computer lab will need instructions on its use.

### 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

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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 by the interest inventory. Explain that this inventory should be seen as a guide. These careers choices are designed to reflect the students' interests; however, students may research a career that is not on 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.

**Skills Inventory:** an assessment for identifying skill strengths.

**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. These skill statements are concrete activities that illustrate advancing levels of achievement.

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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**.)

***Directions:*** In 10th grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.

**Career I chose last year:** _____

- ❑ I'm still excited about this career! Here's what I have to do next to reach my goal:
- ❑ I have doubts about this career. Some of the things I'm concerned about are:
- ❑ I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

If you have students who were not in the Roads to Success program in 10th grade, feel free to use the following alternate DO NOW.

1. Currently, what career(s) are you most interested in and why?
2. If you could go to a workplace for a day to learn more about what happens on a day-to-day basis, where would you go and why? (E.g. a law office, doctor's office, an elementary school, etc.)

Students unfamiliar with the computer lab and/or unfamiliar with www.IHaveAPlanIowa.gov will need instructions on its use. Students unfamiliar with www.IHaveAPlanIowa.gov should be paired with students who are familiar with the site and its tools from previous years. Have students who are experienced Internet users show less experienced students how to navigate through the site.

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.

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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 (or anytime they click the results of the completed assessment), they will be taken to the Results page with the students' Top Interest Areas. From this page, students can click on **View Careers.** In the upper right corner, students can enter the name of a career to see how it compares with those on their list.

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.

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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 their Careers Unit, which is made up of three lessons.

   **SAY SOMETHING LIKE:** During this unit, you'll make sure your career goals are clear, and that you are on track to pursue the education you'll need after high school. It's important to review your career choices periodically as new information becomes available – the class you loved, or the part-time job you hated. This kind of self-assessment is important to your work satisfaction throughout your life, whether you're sixteen or sixty.

   The first item on the agenda is to update your Interest Profiler, which should be very familiar by now.

### II. Interest Profiler (20 minutes)

1. Guide the students through the following sequence to sign in to IHaveAPlanIowa.gov. Instruct students to turn to **Student Handbook pages 86 and 87, IHaveAPlanIowa.gov Basic Directions**. Display these directions on an overhead projector or chart paper. If your students are very 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, enter your Account ID and Password.
- Record your account ID and password on **Student Handbook page 85, 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. Then quickly guide them through the following steps: 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**.

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- 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.

3. **SAY SOMETHING LIKE**: Now you will use the Interest Profiler - a tool that matches careers to your interests. You can find the directions on **Student Handbook page 87, IHaveAPlanIowa.gov Basic Directions.** 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**

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**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 struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

4. Read aloud the instructions on the Introduction page as students follow along independently.

   Explain that based on their answers about their interests, the Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.

5. Once students have completed the Interest Profiler, ask them to take a few minutes to review their list of careers.

   **SAY SOMETHING LIKE:** 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 the Interest Profiler (and other such tools) is it may offer possibilities you never knew existed.

6. Explain that their list is saved and they will be able to check it out again whenever they want. Each time you complete the assessment, your 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 this page. Read the instructions for Part 1 aloud and model for the students how to complete one example. Then have students fill out the **Part 1: Interest Profiler Results.**

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## 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? 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

2. **SAY SOMETHING LIKE:** 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 you 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.

   [Note the number of students that raise their hands. It is likely that very few students will raise their hands].

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**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. The Basic Skills Survey asks about these challenging skills in order to match you to careers that require that type of skill.

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. You will all have different skills areas that you excel at.

As you complete the Basic Skills Survey, you should consider which tasks you can do today AND which tasks you believe that you will be able to do by the time you enter the world of work. That way, careers will appear on the list that require skills that you plan to develop in the future. Remember, 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.

Now lets 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 page 87, IHaveAPlanIowa.gov Basic Directions** as students follow along independently.

3. **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 by the time you enter the world of work. Later, we will combine these results with the results of the Interest Profiler to find careers that are a good match for your Interests and Skills. [Circulate around the computer lab, helping students as needed. When students have finished the Basic Skills Survey, give them a few minutes to review their results.]

4. 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 instruc-

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tions 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.**

## IV. Career Finder (10 Minutes)

1. **SAY SOMETHING LIKE:** Now we're going to combine your Interest Profiler and your Basic Skills Survey results using the Career Finder tool. This will generate a list of careers that are a match for both your interests and your skills. You can find the instructions for the Career Finder on **Student Handbook p 87, IHaveAPlanIowa.gov Basic Directions**.

- First, 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.**
- When you have clicked on the **Career Finder,** you will see a number of criteria listed on the left side of the screen. The words 'Choose Characteristics' appear at the top of this list. This list is divided into sections. Each section begins with a heading printed onto a blue bar. To combine the results of the Interest Profiler and the Basic Skills Survey, you will first look for the section with the heading 'Skills'. Click **Basic Skills.** This will give you the option to add your basic skills into the Career Finder.
- Add your Basic Skills Survey Results by clicking on **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.

2. 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.

   **SAY SOMETHING LIKE:** 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 career search further.

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## V. WRAP UP: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests 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 simply provide suggestions that may be helpful in focusing your career search. In the end, your own likes, dislikes, and skills are the best guide.

   We won't spend a lot of time on career research this year, because there's so much to do to get you ready to graduate and plan the next couple of years of your life. But you're free to return to IHaveAPlanIowa.gov any time you need more info.

2. Next week, we'll take a look at your first choice career to learn more about skills and education needed for this job. Then you'll see if you're on the right track academically to reach your goal.

   [Refer students to **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection**. Have them reflect on the results of the Interest Profiler tool by responding to each question. If they did not take the Interest Inventory in grade 9, they may skip the last question.]

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# DO NOW
# Careers 1: Interest Inventory

**Directions:** In tenth grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.

Career I chose last year: _____

❑ I'm still excited about this career! Here's what I have to do next to reach my goal.

_____

_____

_____

❑ I have doubts about this career. Some of the things I'm concerned about are:

_____

_____

_____

❑ I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

_____

_____

_____

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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 (for example: FirstName.LastName@iowaid): _____

Enter your **password** for your portfolio: _____

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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**).
- Enter your Account ID and Password.

**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.

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- You will now see your confirmation page. Notice that your account name includes @iowaid. Click **Continue** to sign into your account.

**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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# Interest Profiler and Basic Skills Survey Reflection

Please answer the following questions based on your interest inventory results.

List your top two or three interest areas. Does this seem like an accurate description of your interests? Why or why not?

_____

_____

_____

List your top two or three skills areas. Does this seem like an accurate reflection of your skills? Why or why not?

_____

_____

What careers were surprising?

_____

_____

_____

What changes did you see from your Grade 10 career matches?

_____

_____

_____

What careers are you most likely to pursue? Why?

_____

_____

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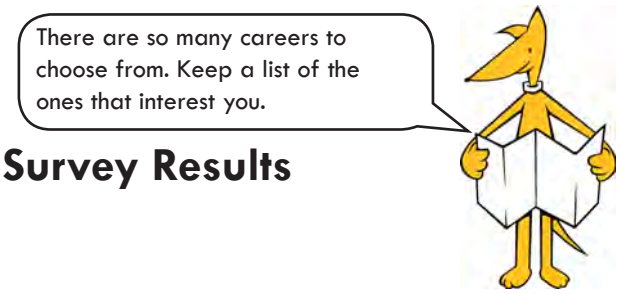


# Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

**Part I: IHaveAPlanIowa.gov 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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## My Career Research

### The BIG Idea

- How do I know if I'm on a good career path, and how can I overcome obstacles that may stand in my way?

## AGENDA

Approx. 45 minutes

I. Warm Up: Career Choice Reflection (5 minutes)

II. Aligning Career Choices with Skills (10 minutes)

III. Education Research (10 minutes)

IV. Investigating Career Outlook (10 minutes)

V. Wrap Up (10 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Careeers 1)
  - Portfolio page 2, Evaluating Top Career Choices
  - Portfolio page 3, Career Summary & Tasks
  - Portfolio page 4-5, Education Requirements
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 89, Career Inspirations & Obstacles
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, IHaveAPlanIowa.gov Directions
  - Facilitator Resource 2, Identify that Education
- ❑ Overhead projector
- ❑ Laptop
- ❑ LCD projector
- ❑ Facilitator-created list of local career opportunities, one per student (See **Preparation** for details.)

## OBJECTIVES

During this lesson, the student(s) will:

- Investigate job description, education, and career outlook for a chosen career.
- Devise strategies to overcome career obstacles.

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## OVERVIEW

In this lesson and the one that follows, students consider potential career goal obstacles and possible solutions. This week they evaluate their top career choice according to two considerations: 1) their enjoyment of the type of tasks required by the job, and 2) the local job outlook and their willingness to work in a highly competitive market and/or relocate to pursue a career. The lesson concludes with students sharing their obstacles and possible solutions with their classmates.

## PREPARATION

- ❑ Arrange 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 words and definitions on the board.
- ❑ Write the web address www.IHaveAPlanIowa.gov on the board.
- ❑ For instructions on accessing and using the IHaveAPlanIowa.gov website, see the previous lesson, **Careers 1, Interest Inventory**.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 2, Evaluating Top Career Choices**
  - **Facilitator Resource 1, IHaveAPlanIowa.gov Directions**
  - **Facilitator Resource 2, Identify that Education**
- ❑ Create a list of 20-30 jobs that are in high demand in your students' area, using the website below. Each career on the list must require one of the following post-secondary education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school. Make a copy for each student.

  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.

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- ❑ Provide extra copies of **Portfolio page 2, Evaluating Top Career Choices** and **Portfolio page 3, Career Summary & Tasks,** for students who wish to consider a second career.

## BACKGROUND INFORMATION

As students begin their junior year of high school, they need to begin thinking about steps to take towards pursuing careers that interest them, and possible obstacles they may encounter along the way. Identifying a career is an important first step. Recognizing challenges to reaching their goals is essential, too. Knowing in advance what obstacles they will face (e.g., skills, career outlook, cost, etc), can help students be better prepared to solve these problems, and ultimately find a career that best suits their skills, interests, and needs.

## 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 filled within a particular career in a given year.

## IMPLEMENTATION OPTIONS

**DO NOW:**

If you prefer, you may choose to use **Student Handbook page 89, Career Inspirations & Obstacles** as a DO NOW. Once students complete the page, continue with the discussion in the **Warm Up**.

If time allows, you may choose to have some students investigate two top choice careers, rather than one. In this case, have students complete two evaluations, one for each career.

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If your students are comfortable with IHaveAPlanIowa.gov, feel free to reduce the amount of modeling you do for navigating around the IHaveAPlanIowa.gov website.

In **Activity III, Education Research,** if you think students will run short on time have them record only the suggested courses they have not already taken.

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## ACTIVITY STEPS

### I. WARM UP: Career Choice Reflection (5 minutes)

1. As students enter the classroom, direct them to their completed **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** from last week's lesson, "IHaveAPlanIowa.gov Interest Inventory".

2. **SAY SOMETHING LIKE:** Over the last couple of years, you have been investigating and learning about different careers. Maybe you even found a career field that you hope to work in one day. Today, you will take a look at your top career choice and think about ways in which it's a good fit (or not). You'll also consider obstacles you might face in reaching your goal, and explore ideas for getting around them.

3. **SAY SOMETHING LIKE:** First, I'd like you to review **Portfolio page 1, Interest Profiler and Basic Skills Survey Results,** which you completed last week. Please select one career that you are most interested in pursuing. Open to **Student Handbook page 89, Career Inspirations and Obstacles**. Write the career at the top of the page. Then answer the question about why you find this career inspiring, and list at least two obstacles you might face as you pursue this career.

4. Allow students 3 minutes to respond to the prompts.

### II. Aligning Career Choices with Skills (10 minutes)

1. **SAY SOMETHING LIKE:** Most of your junior and senior years in Roads to Success will be spent working through the specific steps you need to take to find a job or apply for education after high school. Let's look at careers you're considering and obstacles to obtaining them. Being realistic can help you figure out the steps required to reach your goal.

2. Have students turn to **Portfolio page 2, Evaluating Top Career Choices,** and project a copy on the LCD panel or overhead projector. Review the questions listed in the left column with students. Say that today they will investigate the first two potential career obstacles listed: skills and career outlook. Explain that next week they will compare their academic performance with the education requirements for their career. If financing their education is a concern, explain that you'll talk more about that next week as well. Instruct students to put this page aside for later use.

3. **SAY SOMETHING LIKE:** The first step in evaluating a career is to review what the job

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is and find out what tasks people in the job do day-to-day. Open to **Portfolio page 3, Career Summary & Tasks**. You will use the IHaveAPlanIowa.gov website to find the career profile related to your career and read the **What They Do** page. Then you will summarize what you read on this page. You will identify at least three tasks related to this career and list them on this page, too. To find three things a professional in your career does in his or her job, you need to read the entire **What They Do** page.

4. 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 on the **Explore Careers** section. Then type in the name of the career in the **Search for Careers** box. As an example, type in "Librarian" and click ***Go!*** When the link appears, click it to access the Career Profile. The first page of the career profile is the **What They Do** page. Remind students they can also search for careers alphabetically by clicking a letter on the **Explore Careers** page.

5. When students complete the handout, instruct them to return their attention to **Portfolio page 2, Evaluating Top Career Choices**.

   **SAY SOMETHING LIKE:** Now that you know what your career involves, answer the first question on the chart: Do I use and/or enjoy the skills needed in this career in my day-to-day life? If your answer is "Yes," use the middle column to give evidence of how you use the skills in your daily life. If your answer is "No," use the middle column to explain why, or identify the obstacle. For example, if you want to be a librarian, what are some things you probably already enjoy? [Students respond.]

   In some cases, the obstacle will simply be a lack of training. For example, if you want to be a surgeon, you obviously haven't had a chance to operate. But if you hate the sight of blood, or were grossed out when your biology teacher dissected a frog, this might be a clue that your interests lie elsewhere. If you answered no, use the third column, "Solutions," to provide possible ways to overcome this obstacle. In our surgeon example, one solution might be to get more exposure to your field – work in a hospital or doctor's office, or take more biology courses. These experiences might give you more information.

## III. Education Requirements (10 minutes)

1. **SAY SOMETHING LIKE:** Different kinds of careers require different types of education and academic strengths. Some jobs, such as editor, require strong writing skills, while others, such as computer programmer, may involve more math. In a few minutes,

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you will return to IHaveAPlanIowa.gov to see what type of education and courses are required for your top career choice. But before we begin our research let's review the different types of post-secondary education you learned about last year.

[Display **Facilitator Resource 2, Identify that Education,** on an overhead projector. As a class, match each type of post-secondary education to its correct description. Make sure students understand the number of years required for each type of education listed. Here are the correct answers in consecutive order for **Facilitator Resource 2, Identify that Education: C, B, A, D, E.**]

2. Instruct students to turn to **Portfolio pages 4-5, Education Requirements**. Explain that they will use these portfolio pages to record their education research. At the top of the first page they will write a summary detailing the required and recommended levels of education. Then they will list suggested high school courses for their career.

   Use the LCD projector to display the IHaveAPlanIowa.gov website. Model how to navigate to a particular career's education prerequisites by clicking the **Career Planning** tab at the top of the page and then on the **Explore Careers** section. Then type in the name of the career in the **Search for Careers** box. As an example, type in "Computer Programmer" and click ***Go!*** When the link appears, click it. Then click the **What to Learn** button.

   As a class, briefly read the paragraphs under the title "Education Level." Then discuss the required versus recommended level of education needed for a Computer Programmer. Make sure students understand the amount of years needed for the recommended level of education. Once the discussion is complete, scroll to the top of the page to the first section, titled "High School" and click on the link for the **Information Technology Cluster** to view a sample High School Program of Study. (See **Implementation Options** for suggestions.)]

3. **SAY SOMETHING LIKE:** Some of the courses suggested are requirements for graduating from high school and for admittance to college, such as English/Language Arts, Math, and Social Studies. When you develop your high school plan of study, you should select career and technical or electives courses that support your future career goals.

4. As a class, discuss any trends in the recommended courses from grades 9-12. Ask students what courses are recommended in all four grades. Then ask for a volunteer to explain how this information could be useful to them as high school students. Explain

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that next week they will be comparing their academic performance with the career education requirements.

5. Have students go online to www.IHaveAPlanIowa.gov to review the recommended course plans for the cluster that their chosen career is a part of. Then write their summaries and generate a list of suggested courses for the career of their choice. Students should print out the suggested courses, or record them on **Portfolio pages 4-5, Education Requirements.**

## IV. Investigating Career Outlook (10 minutes)

1. **SAY SOMETHING LIKE:** As you plan for your future, it is important to consider the outlook for the careers you are considering. A **career outlook** refers to the anticipated job openings, or the number of positions expected to be available in a specific career. It also refers to the general trend in job openings—whether they are are expected to increase or decrease in the future. [Point to the definitions on the chalkboard and have a volunteer read them aloud.]

2. **SAY SOMETHING LIKE:** What do you think you could do if you find out that there are very few openings in the career field that interests you the most? [Give students a chance to respond. Be sure they note solutions such as: consider other options within the same general career field, consider living somewhere where there are more job openings in the field, work very hard and really distinguish themselves in the field.]

3. **SAY SOMETHING LIKE:** Now let's check www.IHaveAPlanIowa.gov to see how to find career outlook information.

   [Model how to navigate to **Money and Outlook** for a sample career. First click the **Career Planning** tab at the top of the page and then on the **Explore Careers** section. Then type in the name of the career in the **Search for Careers** box. As an example, type in "Pilot" and click ***Go!*** When the link appears, click it. Then, click the **Money and Outlook** tab and scroll to the bottom of the page to see the career outlook information for Aircraft Pilot/Flight Engineer.]

   **SAY SOMETHING LIKE:** How many commercial pilots are employed in our state ? How many openings are there on average each year? What does this tell you about this career? Is the outlook promising, or will there be tough competition for a few jobs? [Allow students to respond.]
   Just a note here – if you find that information for a particular career is not available

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for your state, don't assume that there are no jobs. Information is limited for some careers. It's worth checking the outlook in neighboring states to see if more information is available.

Students can also access career outlook information from this site:

- **http://www.projectionscentral.com/lt_search.aspx**
- Select your state using the drop-down box.
- Select "Search by Title" to find your career.
- The jobs are listed alphabetically; scroll down to find the one you're looking for.

4. Distribute the list of "high demand jobs" that you created for your state.

   **SAY SOMETHING LIKE:** Here's a list of jobs that are currently in demand in our state. If your career is here, you're in luck! This is also good information to have if you're undecided, or if job security is very important to you. As you complete your IHaveAPlanIowa.gov research, you may find that your career has limited opportunities. Earlier we discussed some of the solutions to this obstacle. One option is to consider similar careers that have stronger outlooks. Take a look at the list of high-demand jobs in our state. Do you see any that are similar to your career choice?

5. Have students research the Career Outlook for their top choice career. Then instruct them to return their attention to **Portfolio page 2, Evaluating Top Career Choices**.

   **SAY SOMETHING LIKE:** Now that you know the career outlook for your career, answer the last question on the chart: Will jobs be available when I graduate? If your answer is "Yes", use the middle column to give evidence, such as average annual openings. If the local career outlook concerns you, use the middle column to note your concerns, including the average annual openings. If you do not think there will be enough jobs available when you graduate, provide possible ways to overcome this obstacle, in the column titled "Solutions." Remember to look at the list of high-demand jobs in our state when thinking about solutions.

## V. Wrap Up (10 minutes)

1. Conclude the lesson by having students share the obstacles and solutions they identified during the lesson. Encourage other students in the group to contribute solutions to their classmates' obstacles.

2. Wrap up class by reminding students that today's work is just one step in the lifelong process of finding satisfying work. Their career goals may be different tomorrow, next week, or next year. It's never too late to gather additional information and make a different choice.

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# IHaveAPlanIowa.gov Directions

1. **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.

**2. What They Do**

- 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 for Careers** box near the center of the page and click **Go!**
- As an example, type in "Librarian" and click **Go!**
- When the link to the career appears in the results list, click it.
- Remember, you can also search for careers alphabetically by clicking a letter on the **Explore Careers** page.

**3. What to Learn**

- 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 for Careers** box near the center of the page and click **Go!**
- As an example, type in **Computer Programmer**, and click **Go!**
- When the link appears in the results list, click it.
- Then click the **What to Learn** button on the left-hand side of the screen.
- Read the section titled "Education Level". Then scroll to the top of the page and find the section titled "High School". Click the link for the **Career Pathway** that this career is a part of in order to view the sample **High School Program of Study**. The **High School Program of Study** will give you a list of suggested courses.

**4. Money and Outlook**

- 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 for Careers** box near the center of the page and click **Go!**
- As an example, type in **Pilot**, and click **Go!**
- When the link appears, click it.
- Then click the **Money and Outlook** button on the left-hand side of the screen.

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- Scroll down to the bottom of the page to see the **Employment and Outlook** information for that career.
    - If there is no information for your state, select another nearby state from the pull-down menu at the top right corner of the page that says, "To view earnings and outlook for another state, select it from the following list:".

* **If you have trouble finding career outlook information, go to this website:**

- **http://www.projectionscentral.com/lt_search.aspx**
- Select your state using the drop-down box.
- Select "Search by Title" to find your career.
- The jobs are listed alphabetically; scroll down to find the one you're looking for.

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# Identify that Education!

Directions: Below you will see six categories of education. Match the type of education to its description below by writing the letter (A, B, C, D, E) next to each one.

A. Apprenticeship
B. Technical/trade program
C. Community college
D. Four-year college
E. Graduate school

_____ a post-secondary school that offers career training, or preparation for a four-year college.

_____ a post- secondary school that offers instruction and training in a variety of skills and trades.

_____ a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

_____ a post-secondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.

_____ a school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

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# Career Inspirations and Obstacles

**REFLECTION:** Write the name of your top career choice. Then answer both questions below.

Career: _____

1. Why is this career inspiring to you, or why do you find it interesting?

_____

_____

_____

_____

_____

_____

_____

2. What obstacles do you predict you will face as you pursue this career? (List at least two obstacles.)

_____

_____

_____

_____

_____

_____

_____

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# Evaluating Top Career Choices

**Directions:** Answer each question. For "Yes" answers, provide evidence. For "No" answers, use the middle column to explain what obstacle is standing in your way, then describe a possible solution in the last column.

| Question | Answer/Evidence | Solution |
|---|---|---|
| **Skills:**<br>Do I practice/enjoy the skills I need for this career in my day-to-day life? | | |
| **Career Outlook:**<br>Will jobs be available when I graduate? | | |
| **Academic preparation:**<br>Am I academically prepared for the education I will need after high school? | | |

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# Career Summary & Tasks

**Directions:** Write a brief summary of the job description for your career choice. Then list at least three day-to-day tasks the job requires.

**Career Choice:**_____

**Job Description Summary:**

_____
_____
_____
_____
_____

**Tasks:**

1. _____
_____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____
_____

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# Education Requirements

**Directions:** Write a brief summary of the required and recommended level of education for your career choice. Make sure to include the number of years needed for each level. Then list the suggested subjects for each grade. Note that these are only suggestions; courses offered at your high school will vary.

**Name of Career:** _____

**Education Summary:**

_____
_____
_____
_____
_____

## Suggested High School Subjects

Grade 9

- _____
- _____
- _____
- _____
- _____
- _____

Grade 10

- _____
- _____
- _____
- _____
- _____
- _____

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Grade 11

- _____
- _____
- _____
- _____
- _____
- _____

Grade 12

- _____
- _____
- _____
- _____
- _____
- _____

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## My Career Choice: Just Right or Rethink

### The BIG Idea

- How do I know if I'm academically prepared for my career goal, and how can I overcome obstacles that may stand in my way?

## AGENDA

Approx. 45 minutes

I. Warm Up: Career Research Reflection (5 minutes)

II. Parts of a Transcript (10 minutes)

III. Comparing Academic Performance with Career Requirements (10 minutes)

IV. Improvement Plan (15 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Careers 1)
  - Portfolio page 2, Evaluating Top Career Choices (from Careers 2)
  - Portfolio pages 4-5, Suggested High School Subjects (from Careers 2)
  - Portfolio page 6, Plan for Improvement
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 90, Career Research Reflection
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Suggested Subjects for a Computer Programmer
  - Facilitator Resource 2, Academic Performance
  - Facilitator Resource 3, Sample Transcript
  - Facilitator Resource 4, SAMPLE Plan for Improvement
- ❑ Overhead projector
- ❑ Laptop
- ❑ LCD projector
- ❑ Student transcripts

## OBJECTIVES

During this lesson, the student(s) will:

- Compare education requirements for career choice with current academic performance.
- Devise strategies to overcome career obstacles.

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## OVERVIEW

In this lesson, students continue to consider potential career goal obstacles and possible solutions. They examine their current academic performance to evaluate if they are on track to meet the education requirements for their top career choice. The lesson concludes with students sharing their academic obstacles and possible solutions with their classmates.

## PREPARATION

- ❑ Meet with the school counselor(s) to obtain students' transcripts. Your counselor will need to explain what each part of the transcript means so that you can accurately address students' questions during the lesson. In addition, you will also need to obtain the district or state requirements for graduation. This includes specific courses needed along with the number of credit hours needed to graduate. Explain to the counselor(s) that in this lesson, students review their academic records to gauge their level of preparation for future careers. (NOTE: Transcripts are also requested in **Education After High School 1: Choosing Courses for Senior Year**, so students should save them in their Portfolios for future use.) If transcripts are unavailable, provide copies of **Facilitator Resource 2, Academic Performance**, so students can estimate their current academic performance (one copy per student). In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Create a sample transcript that is based on your school's template. Make sure that the grades in your sample transcript match the ones listed on **Facilitator Resource 3, Sample Transcript**.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 2, Evaluating Top Career Choices**
  - **Portfolio page 6, Plan for Improvement**
  - **Facilitator Resource 1, Suggested Subjects for a Computer Programmer**
  - **Facilitator Resource 2, Academic Performance**
  - **Facilitator Resource 3, Sample Transcript** (If possible, replace this with a sample transcript from your school district, with all identifying student information removed.)
  - **Facilitator Resource 4, SAMPLE Plan for Improvement**

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## IMPLEMENTATION OPTIONS

**DO NOW:**

If you prefer, you may choose to use **Student Handbook page 90, Career Research Reflection** as a DO NOW. Once students complete the page, continue with the **Warm Up** discussion.

If time allows, you may choose to have some students investigate two top choice careers, rather than one. In this case, have students complete two evaluations, one for each career.

For **Activity III, Comparing Academic Performance with Career Requirements,** if transcripts are not available, allow time for students to use **Facilitator Resource 2, Academic Performance** to list the courses they are taking and their grade in each.

You may also wish to change the courses listed in **Facilitator Resource 4, SAMPLE Plan for Improvement** to reflect courses offered at your school.

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## ACTIVITY STEPS

### I. WARM UP: Career Research Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Last week you took a look at your top career choice and thought about the ways in which it matched your interest and skills. You also considered obstacles you might face in reaching your goal, and explored ideas for getting around them. Today you are going to use the education research you did on IHaveAPlanIowa.gov last week to consider whether you are academically prepared for your career's education requirements.

2. **SAY SOMETHING LIKE:** First, I'd like you to reflect on your research from last week. Open to **Student Handbook page 90, Career Research Reflection**. Write the career at the top of the page. Then answer the questions below.

3. Give students 3 minutes to respond to the prompts.

### II. Parts of a Transcript (10 minutes)

1. Display a copy of **Facilitator Resource 3, Sample Transcript** or the sample transcript you created (See **Preparation**) on chart paper or an overhead/LCD projector. Give each student a copy of this handout so all can follow along.

2. Walk the students through this sample transcript highlighting where students can find the GPA, class rank, number of credits this student earned along with any other important information. Note that high school transcripts are usually provided to a college as part of the application process.

3. Display a copy of the district/state requirements for graduation. Review the credits for each subject required by your district/state. Then, as a class, examine if this sample student is on track to meet these requirements.

4. Distribute students' transcripts. (If you were not able to access them, see **IMPLEMENTATION OPTIONS**.) Give students a few minutes to look over their transcripts and answer any questions students may have about their transcripts. Then have them determine whether they are on track to graduate on time by calculating the number of credits earned so far.

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## III. Comparing Academic Performance with Career Requirements (10 minutes)

1. **SAY SOMETHING LIKE:** Last week you found a list of suggested high school courses recommended for your career. You probably noticed trends in the courses recommended. How many people found their career suggested a lot of math and science courses? [Show of hands; then call on a few students to share what career they researched.] Who found that their career recommended a lot of English or writing courses? [Show of hands; then call on a few students to share what career they researched.]

   In this activity, you will compare your transcript with the education requirements for your career to see how your academic preparation compares with the expectations of your top career choice.

   **SAY SOMETHING LIKE:** Last week we looked at the Education for a Computer Programmer as a class. Let's review the recommended subjects for this career.

   Display a copy of **Facilitator Resource 1, Suggested Subjects for a Computer Programmer** using an overhead or LCD projector.

   **SAY SOMETHING LIKE:** Some of the subjects suggested are requirements for graduating from high school and for admittance to college, such as English/Language Arts, Math, and Social Studies. Remember, in addition to required courses, you should select other courses like Career and Technology Education courses or academic electives that support your career goals.

   To assist students in viewing a more specific program, tell them the names of classes offered at your school that support the career goal of becoming a computer programmer. You may choose to list these in the Career and Technology Education row on **Facilitator Resource 1, Suggested Subjects for a Computer Programmer.**

   One of the suggested high school subject listed for all the grade levels is English or Language Arts. English must be important. Look at the sample transcript we looked at in the last activity. You can see the student failed English first semester of ninth grade, but his grades have improved over time. The student will want to make sure to stay on top of his English grade.

   Computer programming involves lots of math; I see Math is in the Suggested Subjects. This student did not do so well in Algebra in ninth grade, but he's gotten As in math courses since then. He will need to stay on top of his math grades, and maybe get extra help in reviewing algebra.

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2. Give students a few minutes to compare the suggested subject list for their top career choice with their transcripts.

3. Have students return to **Portfolio page 2, Evaluating Top Career Choices**.

   **SAY SOMETHING LIKE:** Now that you have an idea of the education requirements for your career, answer the second question: "Am I academically prepared for the education I will need after high school?" If your answer is "Yes", use the middle column to give evidence of your academic readiness. If your answer is "No," use the middle column to explain why, or what the obstacle is. Then use the third column "Solutions" to provide possible ways to overcome this obstacle.

   For example, the student in the sample transcript might say, "I need to bring up grades in my computer courses. In addition, I should also try to take more of these types of courses in the future." I'll be walking around the class while you are working, so raise your hand if you have any questions.

   Give the students a few minutes to complete the last row in **Portfolio page 2, Evaluating Top Career Choices**.

## IV. Plan for Improvement (15 minutes)

1. Draw students' attention to **Portfolio page 6, Plan for Improvement** as you display **Facilitator Resource 4, SAMPLE Plan for Improvement** on the overhead project.

2. **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. You all started by identifying what career you would like to pursue. Your next step was figuring out what post-secondary education, if any, you need.

   Next, you'll need to evaluate how you're doing in each of your classes, so you'll know where to focus your energy. If you're not certain of your grade right now, think about the grade you got last semester, or on your last test. On the top of **Portfolio page 6, Plan for Improvement** write in the two classes you feel need the most improvement. Next you will write in your current grades and then identify your desired grade for each course.

   Give students two minutes to complete this top section of their portfolio page.

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**SAY SOMETHING LIKE:** The next step is to identify small, doable actions you can take right away that will help you raise your grades. By identifying these actions, and setting a date to each, you increase your chance of making your longer-term goals a reality. Before you create your own action plans, let's look back at our sample student. In this case, this student needs to raise his grade in Computer Science and Chemistry. He currently has a B in Chemistry and a C in Computer Science.

3. Direct students' attention to the "Part II: Creating an Action Plan" section on **Facilitator Resource 4, SAMPLE Plan for Improvement**. Make sure to cover up all of the English row. For the Computer Science row, only display the box titled "Reason for Low Performance".

   Have a volunteer read the "Reason for Low Performance" in Computer Science. Then ask the class what desired goal this student should work for. After students respond, show the desired grade. Next ask the class what realistic actions this student should take to improve his C grade in Computer Science. Jot their ideas on chart paper. Make sure students are addressing the underlying problem. Simply saying, "I'll stop passing notes during class," may not be enough to raise this student's Computer Science grade.

   Once you have heard from a few students display the "Action Plan" for raising your Computer Science grade.

4. **SAY SOMETHING LIKE:** Those of you who had Roads to Success in 9th grade may remember SMART goals. Today we are going to focus on the first three parts of SMART goals: Specific, Measurable, and Achievable.

5. 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 this sample student's Computer Science grade grade fits each of these criteria.
   - Is my goal Specific?
   - Is it Measurable?
   - Is it Achievable?

6. 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 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

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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 6, Plan for Improvement**. 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 not be ready for college work. This could result in the students needing to take "catch up" classes at their school or college. These courses cost money and don't count toward college credits.

## V. Wrap Up (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 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 post-secondary plans. Strong academic skills reveal to a college or employer that you can succeed. So, set your goals, work hard, and you will be well prepared.

3. Wrap up class by reminding students that today's work is just one more step in the lifelong process of finding satisfying work. Their career goals may be different tomorrow, next week, or next year. It's never too late to gather additional information and make a different choice.

### SKILLS CHECKLIST

Direct students' attention to **Portfolio page 25, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for Careers skills only.

**CAREERS**
**I can…**

| | | | |
|---|---|---|---|
| Identify careers that match my skills and interests. | ❑ not at all | ❑ somewhat | ❑ very well |
| Compare my interests and academic skills to a career I'm interested in. | ❑ not at all | ❑ somewhat | ❑ very well |
| Use Career Outlook information to decide if I need to consider a back-up plan (a career where more jobs are available). | ❑ not at all | ❑ somewhat | ❑ very well |


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# Suggested Subjects for a Computer Programmer: Information Technology Cluster

| | Sample High School Program of Study | | | |
|---|---|---|---|---|
| | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| | **English/Language Arts** | | | |
| Math | Algebra I<br>* 1 credit(s)<br>OR<br>Geometry<br>*1 credit(s) | Algebra II<br>* 1 credit(s)<br>OR<br>Geometry<br>*1 credit(s) | Algebra II<br>*1 credit(s)<br>OR<br>Pre-Calculus<br>*1 credit(s)<br>OR<br>Trigonometry<br>*1 credit(s) | AP Calculus<br>* 1 credit(s)<br>OR<br>Pre-Calculus<br>*1 credit(s)<br>OR<br>Trigonometry<br>*1 credit(s)<br>OR<br>AP Computer Science<br>*1 credit(s) |
| Science | Earth Science<br>* 1 credit(s)<br>OR<br>Life Science<br>*1 credit(s)<br>OR<br>Physical Science<br>*1 credit(s) | Biology<br>* 1 credit(s) | Chemistry<br>*1 credit(s) | Applied Physics<br>* 1 credit(s) |
| English/Language Arts | English<br>* 1 credit(s)<br>OR<br>Language Arts I<br>* 1 credit(s | English<br>* 1 credit(s)<br>OR<br>Language Arts II<br>* 1 credit(s | English<br>* 1 credit(s)<br>OR<br>Language Arts III<br>* 1 credit(s | English<br>* 1 credit(s)<br>OR<br>Language Arts IV<br>* 1 credit(s |
| Social Studies | Civics<br>* 1 credit(s)<br>OR<br>State History<br>* 1 credit(s)<br>OR<br>World History<br>*1 credit(s) | | Economics<br>*1 credit(s)<br>OR<br>Political Science<br>*1 credit(s) | |
| Technology | Information Technology Applications<br>*1 credit(s)<br>OR<br>Introduction to Infor-mtion Technology<br>*1 credit(s | Fundamentals of Computer Systems<br>*1 credit(s) | Fund. Of Programming and Software Development<br>*1 credit(s) | Software Development Tools<br>*1 credit(s) |

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# Academic Performance

**Directions:** Add courses you are taking or that you took last semester to the list. Put a check mark if the class is required for education for your career. Record your grade for each course.

| *Course* | *Grade* | *Required for your career?* |
|---|---|---|
| Math | | |
| English | | |
| Social Studies | | |
| Science | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

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# Sample Transcript

LOS ANGELES UNIFIED SCHOOL DISTRICT
OFFICIAL HIGH SCHOOL TRANSCRIPT

**Sample Transcript**

**Grade 10**

Locke Senior High
325 East 111th St.
Los Angeles, CA 90061
(323)420-2100
CEEB: 051523 06/06/07

Locke Hi Grade=09
Term Ending 02/04/05

| Class Title | Credits | Marks | WH | CO |
|---|---|---|---|---|
| ENGLISH 9A | 0.0 | Fail | S | S |
| CREAT WRITING | 5.0 | B | S | S |
| HEALTH SH | 5.0 | B | S | S |
| ALGEBRA 1A | 5.0 | C | S | E |
| SOFTBALL | 5.0 | C | S | S |
| BIOLOGY A | 5.0 | B | E | E |

Locke Hi Grade=09
Term Ending 06/27/05

| Class Title | Credits | Marks | WH | CO |
|---|---|---|---|---|
| ENGLISH 9B | 5.0 | B | S | E |
| CREAT WRIT WK | 5.0 | B | E | E |
| ESSENTIAL MATH | 5.0 | A | E | E |
| SOCCER | 5.0 | B | E | E |
| BIOLOGY B | 5.0 | A | E | E |
| LIFE SKLS 21ST | 5.0 | A | S | E |

Locke Hi Grade=10
Term Ending 08/16/05

| Class Title | Credits | Marks | WH | CO |
|---|---|---|---|---|
| PAINTING 1A | 5.0 | B | S | S |
| ENGLISH 9A | 5.0 | A | E | E |

Locke Hi Grade=10
Term Ending 02/03/06

| Class Title | Credits | Marks | WH | CO |
|---|---|---|---|---|
| ENGLISH 10A | 5.0 | B | E | E |
| SPAN SP 1A | 5.0 | A | E | E |
| GEOMETRY A | 5.0 | A | s | s |
| AEROBICS | 5.0 | A | E | E |
| CHEMISTRY A | 5.0 | B | S | S |
| WHG: MOD WLD A | 5.0 | C | E | E |
| AVID 2A | 5.0 | A | E | E |

CAHSEE ELA P 03/25/06 Math F 03/20/07

Transcript from The Fulfillment Fund, www.fulfillmentfund.org

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# SAMPLE: Plan for Improvement

## **Part I:** *Identifying Areas in Need of Improvement*

List two courses where you need to improve your grade. Write the name of the course and your current grade. (If you are not certain of your exact grade, make your best guess.)

1. Computer Science - C
2. Chemistry - B

## **Part II:** *Creating an Action Plan*

| **Course Name** | **Reason for low performance** | **Desired Grade** | **Action Plan (Strategy to Raise My Grade)** |
|---|---|---|---|
| Computer Science | I sit next to my friend and all we do is pass notes during class. I don't pay attention, and then I am lost when it comes time to completing on our projects, because I haven't taken notes while the teacher was giving instructions. | B+ | I need to start taking this class more seriously. I will start by telling my friend that I need to stop writing notes during class. This will help me pay attention so that I can take notes during class. If I am still having trouble in a week, I will ask my teacher if I can get extra help after school and even see if there is something I can work on at home. |
| Chemistry | 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 seem to make careless errors on the tests. | A | 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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# Career Research Reflection

**Directions:** Write the name of your top career choice. Then answer both questions below.

**Career:** _____

1. Did you find any obstacles to your career goal during last week's lesson? If so, explain the obstacle and one possible solution you came up with.

_____

_____

_____

_____

_____

_____

_____

2. Last class you researched the education needed for your career goal. Do you think you are academically prepared for this education? Explain.

_____

_____

_____

_____

_____

_____

_____

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# Plan for Improvement

## **Part I:** *Identifying Areas in Need of Improvement*

List two courses where you need to improve your grade. Write the name of the course and your current grade. (If you are not certain of your exact grade, make your best guess.)

1. _____
2. ._____

## **Part II:** *Creating an Action Plan*

| Course Name | Reason for low performance | Desired Grade | Action Plan (Strategy to Raise My Grade) |
|---|---|---|---|
| | | | |
| | | | |

Adapted from the Fulfillment Fund: www.fulfillment.org

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UNIT

4

# JOB SHADOW

## Lesson Descriptions

**Job Shadow 1: Introduction to Job Shadow**
*What can I learn from a job shadow and how do I make it happen?*
***Note:*** *This lesson requires coordination with your school administrator and/or counselor.*

**Job Shadow 2: Creating Resumes I**
*What is a resume and how can I use it to feature my strengths and skills?*

**Job Shadow 3: Creating Resumes II**
*How does a good resume catch the interest of an employer or an admissions director?*
***Note:*** *This lesson requires coordination with your school administrator and/or counselor.*

**Job Shadow 4: Workplace Behavior**
*What behavior and dress is acceptable in the workplace?*

**Job Shadow 5: Informational Interview I**
*What is an informational interview, and how can it help me find a satisfying careers?*

**Job Shadow 6: Informational Interview II**
*How can I prepare for a successful informational interview?*

**Job Shadow 7: Reflection and Thank-You Note**
*What did I learn from my job shadow experience, and how will this help me plan for my future career?*

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# PLANNING PYRAMID

## GRADE 11, Unit 4, Job Shadow

### Some Students Will:

- Proofread and revise resumes outside of class.
- Use information gathered during the workplace visit to gauge the suitability of a career.

### Most Students Will:

- Arrange, confirm, and participate in a workplace visit.
- Create a resume that highlights personal accomplishments.
- Research a company prior to a site visit.
- List questions in preparation for an informational interview, and use the job shadow as an opportunity to ask them.
- Compare their own skills to those observed on the job.
- Write a thank-you note.

### All Students Will:

- Recognize the benefits of a workplace visit (job shadow).
- Understand the process of making a cold call, identifying the person who can arrange a job shadow, and setting up a visit.
- Understand the purpose of a resume and identify items that are appropriate to include.
- Identify personal accomplishments of interest to an employer.
- Understand the unwritten, unspoken rules of workplace etiquette.
- Understand the benefits of an informational interview.


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# ROADS to SUCCESS

Grade 11 Job Shadow

Family Newsletter

## Job Shadow

As teens mature, they get better at comparing their own skills and interests with job requirements. Dreams of being a rock star or pro athlete fade as students get more realistic about career possibilities.

At this stage, students need lots of information about possible careers. Print and online sources are a great way to begin career research. A workplace visit helps complete the picture.

**What is a job shadow?**
A job shadow is a career exploration activity where students follow a worker for a half or full day to learn more about a particular career that interests them. Students get a firsthand look into what a specific job involves, including the rewards and challenges.

This experience is designed to give students the opportunity to learn more about what adults do in the working world and how this relates to their classroom experiences.

**Benefits of a Job Shadow**
*A job shadow can help your child….*

- Discover jobs she may not have known existed.
- Make educated decisions about career choices.
- Connect what he learns in school to the skills required to succeed in a career.
- Understand the education, experience and personal skills required to enter a career.
- Learn what it takes to get ahead in a career from people working in those fields.
- Develop and apply communication skills by speaking with adult workers.
- Realize that different jobs have different work cultures and environments.

**Resources:**

- http://www.quintcareers.com/job_shadowing.html
- http://www.jobshadow.org/

## Grade by Grade

In Roads to Success, eleventh-graders will compare their skills, interests, and abilities with the day-to-day 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. To gain firsthand knowledge of their career interests, each student will participate in a job shadow. Your student will have updates on all the details and permission slips required to particiapte.

In class, students will:

- Create a personal resume and cover letter.
- Develop interview questions to ask an employer during the job shadow.
- Conduct research on the company they will be visiting.

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?
Informal, face-to-face informational interviews greatly improve a job candidate's chances. One out of every 200 resumes (some studies put the number as high as 1,500 resumes) results in a job offer. However, one out of every 12 informational interviews results in a job offer.

Source: http://www.quintcareers.com/information_background.html

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## Introduction to Job Shadow

### The BIG Idea

- What can I learn from a job shadow and how do I make it happen?

## AGENDA

Approx. 45 minutes

I. Warm Up: Workplace Experiences & Discussion (10 minutes)

II. Job Shadow: What it is and How it Works (10 minutes)

III. Setting Up a Job Shadow (20 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 91, Workplace Observations
  - Student Handbook page 92, Benefits of a Job Shadow
  - Student Handbook page 93, Job Shadow Checklist
  - Student Handbook page 94, Tips for Setting Up the Job Shadow
  - Student Handbook pages 95-96, Job Shadow Phone Call Script
  - Student Handbook pages 97-98, Job Shadow Phone Call Responses
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Calendar
- ❑ List of Participating Employers (optional)
- ❑ Overhead projector
- ❑ Chart paper and markers
- ❑ Parent Permission Form, provided by your school (see **Preparation**)

## OBJECTIVES

During this lesson, the student(s) will:

- Identify benefits of a job shadow.
- Understand preparations required for a job shadow.
- Practice setting up a job shadow with an employer.

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## OVERVIEW

This lesson begins with students considering workplaces they are familiar with – either from firsthand experience or observation – and discussing questions they can answer by visiting a workplace. After establishing what a job shadow is, including how it works and the benefits of participation, students use a script to practice setting up a job shadow. Then students review a checklist of tasks they will complete before, during, and after the job shadow. The lesson concludes with students modeling their job shadow set-up phone calls with the class.

## PREPARATION

- ❑ Discuss the job shadow project with your school administrator, including possible business partners, parents who might be willing to assist, transportation, and parent permission, including school district forms. (See **BACKGROUND** for details.)
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 91, Workplace Observations**
  - **Facilitator Resource 1, Calendar** (both pages)
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ Determine the deadlines for each task on **Student Handbook page 93, Job Shadow Checklist**. Transfer these dates to the overhead transparencies of **Facilitator Resource 1, Calendar** during **Activity II, Job Shadow: What it is and How it Works?**
- ❑ Write the months and dates on **Facilitator Resource 1, Calendar** (both pages). Make copies of both pages of this calendar (one per student).
- ❑ As the end of the unit approaches, remind students to call their job shadow contacts (the person they spoke to when setting up their job shadow) to confirm their appointment, and to use this call to gather information regarding directions, parking, dress, etc.


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- ❑ Make copies of Parent Permission Forms as required by your school.

**NOTE:** Due dates should be established at your discretion, in a way that makes sense with your school's calendar. Students should set up job shadow and return permission slips no later than two weeks before the scheduled job shadow date.

## BACKGROUND INFORMATION

The *School-to-Work Glossary of Terms*, published by the National School-to-Work Office, defines job shadowing as part of career exploration activities in which a student "follows an employee at a firm for one or more days to learn about a particular occupation or industry." Among its many benefits, a job shadow provides students the opportunity to observe firsthand the work environment, gauge their employability, see occupational skills in practice, and consider potential employment options in a career of interest. Additionally, the job shadow experience increases career awareness, helps model behavior through examples, and reinforces in students the link between classroom learning and work requirements. Almost any workplace can serve as a potential job shadowing site.

**Resources:**

- http://www.state.nj.us/education/voc/shadow.htm
- Paris, K., & Mason, S. (1995). *Planning and Implementing Youth Apprenticeship and Work-Based Learning*. Madison, WI: University of Wisconsin, Center on Education and Work

In 11th grade, Roads to Success students are expected to participate in a job shadow experience, which requires each student to set up a half- or full-day visit with a local employer. The purpose of the visit is to introduce students to the behind-the-scenes operation of the workplace, ideally in their fields of interest.

It is recommended that job shadow visits take place during a designated period (perhaps a week or two) so that students can prepare and debrief together. In some situations, all students visit the workplace on a designated day.

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**Standard Job Shadow Experience**

Students are responsible for the following:

- Making an initial call to set up the visit
- Making a follow-up call to confirm the visit
- Obtaining written parent permission prior to the visit
- Arranging transportation to and from the workplace
- Notifying teachers of absence and making up missed work
- Securing a written evaluation from the employer, to be mailed to the RTS Facilitator with a signature across the sealed flap of the envelope. Alternatively, schools may to choose to accept company letterhead or a business card as evidence of a visit, along with a student-delivered evaluation from the employer.

Companies are responsible for the following:

- Providing a liaison who will direct the student's activities while in the workplace and complete the written evaluation at the end of the visit.
- Providing a safe environment for the student's visit.
- Communicating problems to the RTS Facilitator in a timely manner.
- Providing appropriate access to work activities, planning meetings, etc.
- Allowing time (at least 15 minutes) for the student to conduct an informational interview with one of the company employees, preferably the person assigned as the liaison.

The school is responsible for:

- Creating inducements for students to participate, for example, making the job shadow visit a course requirement.
- Offering the missed time as an "excused absence" where appropriate documentation is provided.
- With the RTS facilitator, cultivating relationships with local employers that enable students to connect with appropriate workplaces. For maximum effectiveness, this process should begin when the RTS program is instituted in grade 9.

The RTS Facilitator is responsible for:

- Tracking permission slips and employer evaluations.
- Providing instruction re: contacting employers and setting up job shadow opportunities.
- Describing workplace expectations.
- Assisting students in planning informational interviews.

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For more information about creating a job shadow program, visit www.jobshadow.org.

**Alternate Job Shadow Experience**

In areas with few job opportunities, or where lack of transportation presents a hurdle, schools may choose to take multiple students to visit a single workplace. For example, a visit to a local hospital could include opportunities for small groups of students to shadow a variety of jobs in the medical field (nurse, doctor, radiologist, etc.) and in fields represented by other departments as well (accountant, lawyer, hospital administrator, chef, social worker, security, etc.).

Advantage:

- Visits aren't dependent on individual student initiative

Requirements:

- School relationships with local employers
- Employers willing and able to host large numbers of students. (Many may limit the number of visitors to 20 or fewer.)
- Advance planning re: field trip permissions, transportation arrangements, chaperones, etc.

Disadvantages:

- Fewer opportunities for individual employer/student interaction
- Less freedom to choose fields of interest
- Disruptions to other classroom activities

## VOCABULARY

**Job Shadow:** a work experience in which students learn about a career of interest by following or "shadowing" a worker for a day.

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## IMPLEMENTATION OPTIONS

**DO NOW:**

If you prefer, you may choose to use **Student Handbook page 91, Workplace Observations** as a DO NOW. Give the students 5 minutes to complete it. Once they complete the page, continue with the Warm Up discussion.

If you think it is too early to distribute the permission slips during this lesson, you may choose to hand them out at a time you feel is more appropriate. You should still show students your school's **Parent Permission Form** and explain its importance.


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## ACTIVITY STEPS

### I. WARM UP: Workplace Experiences & Discussion (10 minutes)

1. **SAY SOMETHING LIKE:** At the end of this unit, you are going to participate in a **job shadow**—an experience in which you will visit a company and follow, or "shadow," a worker for a half or full day to learn more about a career that interests you. Today's lesson is about preparing for and setting up your job shadow.

2. **SAY SOMETHING LIKE:** Open to **Student Handbook page 91, Workplace Observations.** Think about workplaces you have visited, worked at, or seen on TV. For each place, list at least two observations about what it would be like to work there. One example has been done for you.

3. Allow students 5 minutes to complete **Student Handbook page 91, Workplace Observations.**

4. **SAY SOMETHING LIKE:** Last year, you had an opportunity to visit a college, and find out firsthand what it is like to be a student there. How did that visit help you learn about college in a way that catalogs and websites alone could not? [Allow students to respond.]

   How might visiting a worker in his or her place of employment be like visiting a student at college? [You can find out firsthand what a job is like by following a worker as he or she goes about his day-to-day tasks.]

5. Encourage discussion by having students share the workplaces and observations they noted on their handout, and identify what new information they might learn, or questions they may find answers to, by visiting one of the workplaces on their list. Jot down their ideas on chart paper or the board.

### II. Job Shadow: What it is and How it Works (10 minutes)

1. **SAY SOMETHING LIKE:** What other benefits might come out of a job shadow? Let's take a look at **Student Handbook page 92, Benefits of a job shadow** and find out.

   [Invite volunteers to read aloud each of the benefits on the handout.]

2. **SAY SOMETHING LIKE:** As you can see, a job shadow can be a great way to learn about the workplace. In order for the experience to be a successful one, you need to

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do some groundwork and planning over the next few weeks. Let's review together what these responsibilities and tasks include.

3. Project **Student Handbook page 93, Job Shadow Checklist** and **Facilitator Resource 1, Calendar** on the LCD panel or overhead projector. Give each student a copy of these pages and have them follow along. Note that you will need two calendar pages to fit in dates for all of the checklist items.

4. **SAY SOMETHING LIKE:** A successful job shadow requires some advance planning. In order to find a workplace you're interested in, each of you will be responsible for setting up your own visit. The first tasks in the checklist involve setting up and confirming your job shadow. You will learn how to do this in today's lesson. You should plan to contact someone and set up your job shadow by [**fill in date**]. Two days before you are to attend your job shadow, you must call to confirm the job shadow. A confirmation phone call is a way of making sure the employer is ready for your visit. Your job shadows will be completed during the week of [**insert date**].

   Once you have set up your job shadow, the next step involves getting your parent or guardian to sign the **Parent Permission Form.** This form must be signed in order to participate in the job shadow. [Distribute forms and explain the due dates for them. Also, display this form on the overhead projector. (See **Implementation Options** for suggestions.)]

   It is important to schedule your job shadow BEFORE having your parent or guardian sign the permission forms, so that they know when and what they are giving you permission to do.

   The next tasks in the **job shadow Checklist** are activities you will do in class with my guidance. These include drafting a resume—a one-page summary of your skills, work experience (if any), education, and career goals. Once you've set up your job shadow, you will conduct online research to learn as much as you can about the company. Finally, you will generate questions to ask your job shadow host (that cannot be answered through independent research), that will help you figure out whether the career is a good fit for you.

5. Point out to students that they are to complete the next items on the checklist AFTER the job shadow. First, they will need to ensure that the employer completes an evaluation and returns it to school. Then, in class, they will reflect upon the experience and will draft thank you letters to send to their job shadow hosts.

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## III. Setting Up a job shadow (20 minutes)

1. **SAY SOMETHING LIKE:** Once you identify a workplace of interest, the next step is to make a phone call to schedule a job shadow. Remember, when calling a business, use a professional voice, not a conversational tone you might use when talking to your friends on the phone. Unlike a friend, a potential job shadow host has never met you, so when you call to introduce yourself, you are making an important first impression.

2. Have students open to **Student Handbook page 94, Tips for Setting Up the job shadow**. Invite volunteers to read aloud each tip. Emphasize Tip #3—the importance of not giving up if they don't reach the right person to set up the job shadow. If you've set up the job shadow for students in advance, someone will be expecting their call. However, if you are not able to alert the company in advance, the student will have to be patient, polite, and pro-active to arrange a visit. Encourage them to be persistent in finding the right person to help them make it happen.

3. **SAY SOMETHING LIKE:** One way to prepare for your call is to have a script and use it to practice what you will say. You don't need to follow the script word for word, but having something prepared will help you stick to the point and get the information you need. A script can also be helpful in case you are nervous or are worried about getting flustered during the call.

4. Have students open to **Student Handbook pages 95-96, job shadow Phone Call Script** and with help from a volunteer, model a call to set up a job shadow. Point out how this script reflects some of the tips in **Student Handbook page 94, Tips for Setting Up the job shadow**. Then have volunteers come to the front of class to model the different options on **Student Handbook pages 97-98, job shadow Phone Call Responses**. Make sure that you address each of the options listed on the form.

   Ask students to give examples of how you followed the tips, including any of the following:
   - Introduced yourself right away.
   - Stated the purpose of your call.
   - Confirmed that you were talking to the person responsible for scheduling job shadows.
   - Spoke clearly and slowly.
   - Said "thank you" at the end of the call.

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5. **SAY SOMETHING LIKE:** Now it's your turn. With a partner, take turns rehearsing the job shadow set-up call using the job shadow Phone Call Script. The partner playing the recipient of the call is to use **Student Handbook pages 97-98, job shadow Phone Call Responses.** For questions that require a response, choose one of the options listed. The partner making the call should adapt what to say based on the responses. For example, if the recipient says she or he is not the one to schedule job shadows, then the caller needs to repeat his introduction when he's transferred to a new person.

6. Allow students time to practice, taking turns being the caller and the person who answers the call.

## IV. Wrap Up (5 minutes)

1. Invite pairs to model for the class the job shadow phone call they have been practicing.

2. **SAY SOMETHING LIKE:** When you visit the workplace during your job shadow, you will take along similar documents to those you would take to a job interview. Next week will be the first of two lessons on creating an effective resume. The first will focus on how you can use a resume to feature your strengths and skills. During the second lesson, you will create a resume you can use to describe your school and work experience.

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# CALENDAR

**Month:** _____

You will use this calendar to keep track of your job shadow due dates.

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |
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# CALENDAR

**Month:** _____

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | | | | |
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# Workplace Observations

**Directions:** List two workplaces you have visited, worked at, or seen on TV. For each, list at least two observations about what it might be like to work there. An example has been done for you.

| Workplace | How Observed | Observations |
|---|---|---|
| **Fast food restaurant** | **Visited a friend who works as a cashier** | **Job is fast-paced and a little stressful.**<br><br>**Lots of people my age work there and are friendly toward each other.** |
| | | |
| | | |

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# Benefits of a Job Shadow

A job shadow can help you…

- Explore and define career interests.
- Get a first-hand look into what a specific job involves, including the benefits and challenges.
- Understand the education and experience required to enter a career.
- Discover jobs you may not have known existed.
- Decide if a career is a good fit for you.
- Learn what it takes to get ahead from people working in your field of interest.
- Connect what you are learning in school to the skills required to succeed in a career.
- Get inside information about a company's culture (i.e., is it very casual with people rollerblading through the corridors? Or is it very corporate – formal offices, suits and ties?).
- Learn how to communicate in the workplace.
- Meet people who may provide ongoing career guidance.

SOURCES:
Nathan Hale High School, West Allis - West Milwaukee School District
http://www.quintcareers.com/job_shadowing.html
http://www.state.nj.us/education/voc/shadow.htm
http://www.jobshadow.org/start/
http://www.cbia.com/ed/Employers/job_shadowing_ers.htm
http://www4.uwm.edu/cdc/research_experience.html
http://www.state.vt.us/stw/wblm/2C0jobshadow.pdf

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# Job Shadow Checklist

**Directions:** With guidance from your teacher, review each task in the job shadow process. Identify dates to complete each task, and write them in the boxes on the right. As you finish each task, put a check mark next to it.

| Check when complete | Items to complete | Date due |
|---|---|---|
| | **SET-UP (student responsibility)** | |
| ❑ | Make contact with company to set up job shadow | |
| ❑ | Confirm job shadow | |
| | **PARENT/GUARDIAN PERMISSION (student responsibility)** | |
| ❑ | Parent permission form | |
| | **IN-CLASS PREPARATION** | |
| ❑ | Resume | |
| ❑ | Interview questions | |
| ❑ | Company research | |
| | **IN-CLASS FOLLOW UP** | |
| ❑ | Reflect on your experience | |
| ❑ | Write a thank-you letter | |
| | **EMPLOYER EVALUATION OF STUDENT** | |
| ❑ | Employer completes evaluation | |
| ❑ | Student returns evaluation to school | |

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# Tips for Setting up the Job Shadow

1. **Introduce yourself:** Begin by introducing yourself and stating the purpose of your call.

2. **Be prepared:** Prepare an introduction in advance. Practice what you're going to say a few times before you make the call.

3. **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 that he or she is the right person to set up the job shadow. Be understanding if the person needs to forward the call to someone else, or if he or she asks you to call back another time.

4. **Speak clearly and slowly.**

5. **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.

6. **Keep it brief:** Respect the other person's time. Keep the topic of the call to setting up the job shadow, including time and place.

7. **Say thank you:** Always thank the person for their time and their help.

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# Job Shadow Phone Call Script

**Directions:** Use the script below to schedule your job shadow. Fill in the blanks for statements 1, 3 and 6 before you make your call. The lines in bold indicate where you should be taking notes during the call. Make sure to record all of this information before you finish the call.

1. Hi, my name is _____ and I am a Junior at _____ High School. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career. May I speak with the person who might help me schedule this?
   a. If person is unavailable or out for the day get their name and the name of the person you spoke with.
      i. **Name of person you spoke with:** _____
      ii. **Name of job shadow contact person:** _____
2. Repeat step 1 if transferred to another individual
3. May I schedule a job shadow with one of your employees?
   a. If the answer is yes, go on the next question. If the answer is no, thank this person for their time and politely end the phone call.
4. Common time ranges for job shadows include:

   Half Day: 8AM-11PM; 9AM-12PM; 1PM-4PM. Full Day: 8AM-3PM; 9AM-4PM
5. Would it be possible to schedule my job shadow during the week of _____ [as given by your teacher]?
   a. **Date and time of job shadow:** _____
6. Repeat date and time you schedule.

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7. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.

   a. **Name:** _____

   b. **Phone Number:** _____

   c. **E-mail:** _____

   d. **Address:** _____

   e. **Directions:** _____

   _____

   _____

   _____

   f. **Appropriate dress for this workplace:**_____

   _____

8. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.

9. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

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# Job Shadow Phone Call Responses

1. Hi, my name is _____ and I am a Junior at _____ High School. I am interested in participating in a job shadow at your company. May I speak with the person in charge of scheduling job shadows?

   **Possible Responses:**

   **Option A:** I am the person in charge of scheduling job shadows.

   **Option B:** I am not the person in charge of scheduling job shadows. I'll transfer you to him/her.

   **Option C:** He/She is out of the office or unavailable at the moment. Can I take a message and have him/her get back to you?

   **Option D:** We don't do that here.

2. Repeat above or continue if transferred to another individual.

3. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career.

4. May I schedule a job shadow with one of your employees?

   **Possible Responses:**

   **Option A:** Sure. I know the perfect person. Her name is _____.

   **Option B:** I really don't know which employee is interested. I'll have to get back to you.

5. Common time ranges for job shadows include:
   **Half Day:** 8AM-11PM; 9AM-12PM; 1PM-4PM. **Full Day:** 8AM-3PM; 9AM-4PM

6. Would it be possible to schedule my job shadow during the week of _____ [as given by teacher]?

   **Possible Responses:**

   **Option A:** That week is perfect. Let's schedule for Tuesday that week from 1-4.

   **Option B:** That week will not work for me.

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7. Repeat date and time you schedule.

8. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.

9. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.

10. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

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# Creating Resumes I

## The BIG Idea

- What is a resume and how can I use it to feature my strengths and skills?

## AGENDA

Approx. 45 minutes

I. Warm Up: Uncovering Accomplishments (5 minutes)

II. Sharing Accomplishments (10 minutes)

III. Identifying Accomplishment Statements (10 minutes)

IV. Your Accomplishments (10 minutes)

V. Wrap Up: What Goes Where? (10 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 99, Accomplishment Questionnaire
  - Student Handbook page 100, Model Resume
  - Student Handbook pages 101 and 102, Creating Accomplishment Statements
  - Student Handbook page 103, Resume Action Words
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Parts of a Resume
- ❑ Overhead projector
- ❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Identify their own skills and strengths and describe their accomplishments.
- Examine a sample resume to identify accomplishments and to determine resume conventions (e.g., contact information, profile, education, experiences, etc.).

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## OVERVIEW

In this lesson, students discover that one of the main purposes of a resume is to reveal their strengths and skills to potential employers or admissions directors. Using a model resume, students discover how to translate their skills into accomplishment statements. Finally, they review the parts of a resume.

## PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 100, Model Resume**
  - **Student Handbook pages 101 and 102, Creating Accomplishment Statements**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.

## BACKGROUND INFORMATION

An outstanding resume is a vital tool for students pursuing their goals, whether they plan to enter the workforce upon graduation or go on to post-secondary education.

With so many candidates applying to a limited number of jobs and placements in colleges, most employers must make a decision about the strength or weakness of a potential employee or student within 10 seconds of reviewing his or her resume. According to statistics,* of 1100 resumes submitted for the average job, employers discard 900 based on a mere 10-second review. Upon a deeper, 30-second review of a resume, hiring managers reject all but the top candidates. These statistics make clear the need to help students develop precise resumes that make their accomplishments stand out.


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In addition to landing a job or gaining placement in a college or university, there are other important reasons for writing a resume, including:

- Constructing a professional or academic image of yourself and establishing your credibility
- Providing an example of your written communication skills

Statistics source:
http://ww1.educationplanner.com/builder/vcl/index.php?page_name=resumes/importance.php&sponsor=2869&po=0

## VOCABULARY

**Accomplishment**: a special skill or ability that is usually gained by training.

**Resume**: a summary of your career experience and education that describes your skills and experiences so an employer can see, at a glance, how you can contribute to the workplace.

## IMPLEMENTATION OPTIONS

**DO NOW:**
If you prefer, you may choose to use **Student Handbook page 99, Accomplishment Questionnaire** as a DO NOW. Give the students three minutes to complete it. Once the students have completed their questionnaire, begin with the discussion in the Warm Up.

With lower-level learners, you may prefer to do **Activity IV, Your Accomplishments,** on the overhead as a whole-class activity.

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## ACTIVITY STEPS

### I. WARM UP: Uncovering Accomplishments (5 minutes)

1. **SAY SOMETHING LIKE**: Last week, we talked about the upcoming job shadow Day, when you'll have an opportunity to spend time in the workplace. You'll find out about specific jobs, and what it might feel like to work in a particular business. You'll also get a chance to share information about yourself with the employer.

2. Ask for a show of hands of students who have set up a job shadow. Congratulate them on being on top of things. Ask students to share any difficulties they've encountered, and quickly brainstorm some solutions out loud.

3. **SAY SOMETHING LIKE**: During the last unit (Careers), you got a chance to look over your transcripts to see if you're academically prepared for your top career choice. Today we're going to talk about how your experiences outside of the classroom can make you stand out to an employer. Over the next two weeks, you will learn how to create the document that formally presents your skills and accomplishments . . . your resume.

   You've probably heard people who are looking for jobs talk about their resumes. What do you think of when you hear the word "resume"? [Jot students' responses on chart paper or the board.]

   Draw students' attention to the definition of **resume** on the chalkboard. Invite a volunteer to read the definition aloud.

4. **SAY SOMETHING LIKE**: A successful resume needs to grab the attention of the person who's reading it. Most employers make a decision about the strength or weakness of a potential employee within 10 seconds of reviewing his or her resume. According to statistics*, of 1100 resumes submitted for the average job, over 900 are discarded based on a 10-second review. And after a 30-second in depth review of a resume, hiring managers reject all but the top candidates.

   *Statistics source: http://ww1.educationplanner.com/builder/vcl/index.php?page_name=resumes/importance.php&sponsor=2869&po=0

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All of your great qualities as a potential employee should leap off the page. To get started, you need to identify your **accomplishments** so far.

Draw students' attention to the definition of **accomplishment** on the chalkboard. Invite a volunteer to read the definition aloud.

5. Refer students to **Student Handbook page 99, Accomplishments Questionnaire**. Instruct them to answer two of the four questions.

## II. Sharing Accomplishments (10 Minutes)

1. **SAY SOMETHING LIKE**: What did you learn about yourself from the questionnaire? Share what you discovered with a partner by following these instructions:
   - Partner A has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner B.
   - Partner B has 30 seconds to repeat or summarize what he or she learned about Partner A.
   - Partner B has one minute to describe his or her abilities, accomplishments, strengths, etc. to Partner A.
   - Partner A has 30 seconds to repeat or summarize what he or she learned about partner B.

2. Remind students that this is good practice speaking positively about themselves. Talking about their strengths does not mean they are bragging or being conceited. In a job interview, being shy could make an employer think you're not qualified for the job. Select students to share specific accomplishments or abilities that they learned about their partners. List these on chart paper and save for the next activity.

   **SAY SOMETHING LIKE**: Great job uncovering your accomplishments and abilities and listening to each other! You should feel proud of yourselves. Did you notice how your accomplishments and abilities cover so many different areas? [Point out examples that illustrate the range.]

## III. Identifying Accomplishment Statements (10 minutes)

1. **SAY SOMETHING LIKE**: Many young people entering the workforce for the first time wonder what accomplishments to include in a resume when they don't have a lot of work experience. Let's take a look at a sample resume to see how a high school student might handle this issue.

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[Project a transparency of **Student Handbook page 100, Model Resume** on the overhead projector, or display on chart paper.]

2. **SAY SOMETHING LIKE**: This student's accomplishment statements are sprinkled throughout the resume. For example, right at the very top, in the Profile section, it says, "Always completed class assignments on time." I will circle this statement. What does this say about this student? [Allow students time to respond.]

   This statement shows the employer that the candidate is a responsible person. Rather than just say he is responsible, he shows how he is responsible.

3. **SAY SOMETHING LIKE**: Now turn to **Student Handbook page 100, Model Resume,** and with your partner, review the resume for other accomplishment statements. Circle all the examples you find. When you are done, I'll ask each pair to provide a different example of an accomplishment from the sample resume, which we'll add to the list we've begun.

4. Have the students provide examples of accomplishments from the model resume, and add these to the list of student accomplishments started in **Activity II**.

## IV. Your Accomplishments (10 minutes)

1. Refer to the list the class has created.
   **SAY SOMETHING LIKE**: These are great examples of accomplishments that a potential employer or director of admissions would want to know about. They reveal important information about professionalism, worth ethic, problem solving, and teamwork. Notice how the accomplishments from the model resume begin with action verbs. Action verbs like *built, coached, designed, launched,* etc. enable the reader to picture you as an active employer or student. They add strength to your statements that grab the reader's attention.

2. **SAY SOMETHING LIKE**: Now it's your turn to create action-packed accomplishment statements based on your skills and abilities. Open to **Student Handbook pages 101 and 102, Creating Accomplishment Statements**. [Project a transparency of the page on the overhead]. First, look at the activities in the left-hand column. Place a check mark beside any you participate in. At the bottom of the page, write additional activities, jobs, or work experience in the spaces under "other". [Allow a minute or two to do this.]

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Let's read the "Skills" list in the right-hand column. [Have volunteers read skills aloud.] Notice that these skills are general, and could relate to any number of activities or jobs. To bring these skills to life, and create powerful accomplishment statements, think about how your activities demonstrate these skills.

You're going to create your own accomplishment statements. Let's take a look at a few examples to see how this is done. In example A, the writer has provided specifics about his babysitting duties. Notice that each item begins with a verb: cared, created, and fixed. In resumes, these verbs provide a picture of the work you performed.

Ask students to identify the action verbs in the "Band" and "Vehicle Maintenance" examples.

**SAY SOMETHING LIKE**: Now you try writing action-packed accomplishment statements based on your skills. You can use the list of action verbs on **Student Handbook page 103, Resume Action Words,** to help.

3. Instruct students to complete **Student Handbook pages 101 and 102, Creating Accomplishment Statements** by following these steps:
   - Review the what you checked off in the "Activities and Work Experience" column.
   - Review the "Skills" list in the right column, and check the ones that apply to you.
   - On the second page of **Creating Accomplishment Statements,** write statements next to your activities and jobs that show how you've demonstrated the skills you've checked. Begin each statement with an action verb.

   Have students work independently. Circulate throughout the classroom, helping individuals as needed.

## V. Wrap Up: What Goes Where? (10 minutes)

1. **SAY SOMETHING LIKE**: Employers have limited time to review resumes, so it is very important that your resume is easy to read, organized, and includes the most relevant information.

2. Display Model Resume on overhead projector again. Draw students' attention to it. **SAY SOMETHING LIKE**: Notice how the resume is divided into sections to make it easy to read: PROFILE, EDUCATION, EXPERIENCE, HOBBIES AND INTERESTS.

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Review what goes into each section by pointing to that section on the overhead projector as you read each of the section descriptions from **Facilitator Resource 1, Parts of a Resume.**

Next week, we'll continue to work on creating your resumes. We'll discuss ways people with little to no work experience can show employers they'd be great for a job.

3. Collect **Student Handbook pages 101 and 102, Creating Accomplishment Statements,** and review before next week's meeting.

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# Parts of a Resume

## Contact Information

Start with a heading that includes the following:

Name (first and last):

Address (street, city, state, zip code):

Phone (include area code):

E-mail address (if checked daily):

## Profile (also known as a Summary)

Two to four bulleted statements highlighting your skills that entice the employer to want to read the rest of the resume. Make your statements specific — *show, don't tell!*

## Education

List all education, training, and certifications. List degree(s) awarded, school(s) attended, dates of attendance or year of graduation/completion. List your education by dates attended, starting with your most recent first. Include your grade point average if it is B or better.

Special achievements, activities, or honors may be included here or in a separate section, titled "Interests & Awards".

## Experience

List employer name, city, state; your dates of employment; and your job title. This may include both paid and volunteer work experiences. Follow this information with a concise description of your responsibilities in each job, using short phrases and lots of action verbs. List each work experience separately, by date, with your most recent job first.

## Hobbies & Interests (could also be titled Interests & Awards)

List interests and activities that demonstrate job-related skills, such as teamwork, leadership, organization, etc. You may include personal accomplishments (e.g., raising money for a charity), and any honors, awards or formal recognitions of outstanding achievements.

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# Accomplishment Questionnaire

**Directions:** In this lesson, you'll learn how to create a resume that shows off your accomplishments. To prepare, answer *two* of the questions below.

1. Think of a family member, teacher, coach or friend you have a good relationship with. If this person were asked to speak about your best qualities, what would he or she say?

_____

_____

_____

2. Describe a school project you are proud of and why you are proud.

_____

_____

_____

3. Think of a problem you were able to solve that was difficult for others. How did you solve the problem? What does that say about your abilities?

_____

_____

_____

4. Describe something you designed, created, built, or fixed. Tell why you felt good about this accomplishment.

_____

_____

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# TIMOTHY ZIEGLER

512 Grove Boulevard · Orlando, Florida 32819 · 407-555-1212 · Ziegler@net.net

**PROFILE**

- High School Senior good in athletics and working with children in sports-related activities.
- Dependable and mature. Always completed class assignments on time.

**EDUCATION**

**FLORIDA PUBLIC HIGH,** Orlando, Florida
**High School Diploma,** 2004

- *Member,* Swim Team, 2000-2004
- *Member,* Track Team, 2000-2004

**EXPERIENCE**

**ORANGE STATE PARK,** Orlando, Florida. . . . . 2002 - Present
**Lifeguard**

- Work full summer schedule as part of a five-lifeguard team.
- Rescued a seven-year-old when he was pushed under by a wave.
- Teach children safety rules and how to behave when on the beach.
- Never missed a day of work.

**SELF-EMPLOYED,** Orlando, Florida . . . . . 2000-2002
**Lawn Care Worker**

- Mowed neighbors' yards.
- Trimmed plants.
- Operated lawn care equipment.

**HOBBIES AND INTERESTS**

- **MEMBER,** Boy Scouts of America, Present
- **COACH,** Little League Baseball, Present
- Enjoy skateboarding, swimming, going to Disney World, hiking, and boating.

SOURCE: www.resumeedge.com

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# Creating Accomplishment Statements

Even if you've never collected a paycheck, you have lots to offer an employer. Your resume should show that you have the skills they're looking for.

1. In **Column A** below, check all of your activities and work experience. Please add anything that's not included on the list.
2. In **Column B**, check the skills you think you've demonstrated. At the bottom of the list, add any skills specific to the job you're considering.

## Column A

**Activities and Work Experience**

- ❑ Sports Team
- ❑ School Club
- ❑ Band
- ❑ Choir
- ❑ Musical Instrument
- ❑ Art
- ❑ School Play
- ❑ School Newspaper
- ❑ Youth Group / Place of Worship
- ❑ Scouts
- ❑ School Project
- ❑ Babysitting
- ❑ Political Campaign
- ❑ Mentoring Program
- ❑ Volunteer Program
- ❑ Part-Time Job
- ❑ Help family or community member
- ❑ Academic competition
- ❑ Other:
- ❑ Other:
- ❑ Other:

## Column B

**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

- ❑
- ❑
- ❑

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List three of your activities next to the letters D through F below, followed by specific evidence showing you have the skills your employer is looking for. Start each item with an action word that tells what you did. Examples have been provided for you.

A. Babysitting

- Cared for infant and 4-year-old
- Created list of emergency phone numbers
- Fixed healthy snacks

B. Band

- Moved from 4th-chair to 2nd-chair trumpet
- Practiced during lunch period, 5 days a week, during football season in 9th, 10th, and 11th grade

C. Family Responsibilities

- Changed oil and maintained family car
- Made repairs to tractor and 4-wheeler on family farm

D. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

E. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

F. _____ (activity or work)

- _____ (accomplishment)
- _____ (accomplishment)
- _____ (accomplishment)

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# Resume Action Words

Show employers what you can do by choosing action words that call attention to your accomplishments. See examples below. (For online lists of more verbs that will get you noticed, type "resume action words" into your search engine.)

Example 1: Babysitter

- **Created** a list of emergency phone numbers
- **Prepared** healthy after-school snacks
- **Cared for** three children under the age of 7

Example 2: Computer Consultant

- **Taught** new computer users the basics of e-mail and MS Word
- **Backed up** files each week

| Communication/ People Skills | Creative Skills | Management/ Leadership Skills | Helping Skills | Organizational Skills |
|---|---|---|---|---|
| Collaborated | Combined | Assigned | Aided | Arranged |
| Communicated | Created | Coordinated | Arranged | Categorized |
| Developed | Developed | Decided | Assisted | Distributed |
| Edited | Drew | Improved | Contributed | Organized |
| Incorporated | Illustrated | Led | Cooperated | Recorded |
| Proposed | Planned | Managed | Encouraged | Responded |
| Suggested | Revised | Organized | Helped | Updated |
| Synthesized | Shaped | Oversaw | Motivated | |
| | | Recommended | Supported | |
| | | Reviewed | Prepared | |
| | | Supervised | | |

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# Creating Resumes II

## The BIG Idea

- How does a good resume catch the interest of an employer or an admissions director?

## AGENDA

Approx. 45 minutes

I. Warm Up: What Goes in a Resume? (10 minutes)

II. Drafting a Resume (15 minutes)

III. Creating a Profile (15 minutes)

IV. Wrap Up: Proofread (5 minutes)

## MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 7, Blank Resume Template

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 104, What Goes in a Resume?
- Student Handbook page 101 and 102, Creating Accomplishment Statements (from Job Shadow 2)
- Student Handbook page 103, Resume Action Words (from Job Shadow 2)
- Student Handbook page 105, Model Resume: Maria Cruz
- Student Handbook page 106, Model Resume: Anthony Martino
- Student Handbook page 107, Resume Proofreading Checklist

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, What Goes on a Resume? ANSWERS
- Facilitator Resource 2, Model Profile Summaries

❑ Multiple computers with word processing program

❑ Overhead projector

❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Draft a resume, using action words to highlight accomplishments.
- Create a profile summary that grabs readers' attention.
- Proofread resume for consistent formatting and correct spelling, punctuation, and grammar.

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## OVERVIEW

In this lesson, students draft resumes, giving particular attention to developing strong profiles that emphasize skills relevant to their top career choice. They review what does and does not belong in a resume, and conclude using checklists to proofread their resumes.

## PREPARATION

- ❑ If possible, arrange for the class to meet in the computer lab with access to word-processing software. See the Roads to Success website (**www.roadstosuccess.org/materials/templates**) for an electronic version of **Portfolio page 7, Blank Resume Template**. Make this document available electronically to all students.
- ❑ The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Portfolio page 7, Blank Resume Template**
  - **Facilitator Resource 2, Model Profiles**
- ❑ Write the name of the high school, city, and state on the chalkboard.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.

## BACKGROUND INFORMATION

Given the limited time an employer or admissions director has to review a resume, it is essential that it not only emphasizes the most relevant information first, but that it also appeals to the reader aesthetically. An effective resume has the following qualities:

- **Consistent Formatting**: At a quick glance, the list of experiences, activities, etc. should be easy to follow. For example, company names, dates, job titles, should be presented in a consistent way.
- **Clear Text**: Bold text, italics, and artistic fonts are hard to read. So too, is very small text. A resume should use a traditional font, such as Times New Roman or Arial, and use a font size no smaller than 11 point. A good resume has a clean, clear appearance, with content to match.
- **White Space**: Wide margins and space between sections grab attention. Avoid heavy blocks of text with narrow or nonexistent margins.

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- **Prioritization of Information:** The most relevant and important information must catch the employer's eye right away. It should be immediately clear what a candidate could offer a company in terms of skills, achievements, experiences, education, etc.

Adapted from http://www.educationplanner.com/builder/index.php

## VOCABULARY

**Profile Summary:** a short personal description highlighting a job applicant's most relevant skills and qualifications.

## IMPLEMENTATION OPTIONS

**DO NOW:**

If you prefer, you may choose to use **Student Handbook page 104, What Goes in a Resume** as a DO NOW. Give the students three to four minutes to complete it. Once the students have completed the page, begin the Warm Up discussion.

If computer access is limited or nonexistent, students may use **Portfolio page 7, Blank Resume Template** to draft their resumes by hand. At some later point, students will need to gain access to a school or home computer to type their resumes.

Schools in Iowa have access to IHaveAPlanIowa.gov. Students can use the Resume Builder within IHaveAPlanIowa.gov to create their resumes. Have students log in to IHaveAPlanIowa.gov by entering their account ID and password. Next, have students click on the **Career Planning** tab and then on the **Get a Job** section. Students should then click on **Resume Builder**. Ask students to read the directions and then click **Build a new resume**. Students should then follow the instructions and fill in the information asked for in each of the ten steps. Once students have entered all of their information they can view their resume by clicking **See Your Resume** on the last step. To print their resume, students can click on the **Print This** button in the upper right corner of the screen.

In **Activity II, Drafting Your Resume**, you may prefer to have students create their resumes at their own pace, using the **Student Handbook pages 105 and 106 (Model Resumes)** as their guide.

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## ACTIVITY STEPS

### I. WARM UP: What Goes on a Resume? (10 minutes)

1. **SAY SOMETHING LIKE:** Today, each of you will create your own resume. Because employers receive many resumes for every job opening, they have little time to devote to each; some research says as little as 10 seconds. So it is very important that your resume is easy to read, organized, and includes the most important, or relevant, information for the job you are interested in. What information should you include in a resume? Let's see what you know!

2. **SAY SOMETHING LIKE:** Open to **Student Handbook page 104, What Goes in a Resume?** Read each item listed in the left column and decide whether it should or should not be on a resume. If you think it should be included, in the right hand column, write what section it belongs in.

3. Give students three to four minutes to complete the activity. Give students a one-minute warning to wrap up. When time is up, review the answers as a class using **Facilitator Resource 1, What Goes on a Resume? ANSWERS**. Display the answers on the overhead as you discuss each item. Invite volunteers to share their answers, and explain how they came to their conclusions.

   **SAY SOMETHING LIKE:** Summer vacation could go either way, depending on what you did. Should you put your summer job as a camp counselor on your resume? Why or why not? [Students respond.] What section would you put it in? [Students respond.] If you went on a beach vacation with your family, would that go on your resume? Why or why not? [Students respond.]

### II. Drafting Your Resume (15 Minutes)

1. [Have students turn to **Portfolio page 7, Blank Resume Template,** and display a transparency of the template on the overhead projector.]

2. **SAY SOMETHING LIKE:** It's time to get to work on your own resume. Let's start with the easy stuff – your contact information. That includes your name, address, phone number, and e-mail address. Remember, use an e-mail address that you check on a regular basis. If you're currently using a catchy e-mail address, now is the time to create one that's professional; for example, first name.last name@_____. Center your contact information at the top of your resume. [Give students a minute to type (or write) their contact information. If working in the computer lab, help them save their

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documents onto the desktop so as not to lose any work. Continue to have them "save" throughout the lesson as they work on their resumes.]

3. **SAY SOMETHING LIKE:** For now, we're going to skip over the "Profile Summary." We'll return to it later in the lesson. Let's move onto the "Education" section. Type in the name of your high school, the city and state. I've written this information on the chalkboard for your reference. Now add the dates you've attended school, and the date you expect to graduate. Is your GPA better than a B average (3.0)? If so, add it in. [Give students a minute to complete the Education section.]

4. **SAY SOMETHING LIKE:** You are doing great! Let's move onto the "Experience" section. This is where you add all your jobs (paid and/or volunteer), beginning with the most recent. To complete this section, simply copy your completed **Student Handbook pages 101 and 102, Creating Accomplishment Statements** (from last week's lesson) into your resume. This is a good chance to make sure you used the best possible action words. For help, refer back to **Student Handbook page 103, Resume Action Words**. [Give students five to eight minutes to complete this section.]

5. **SAY SOMETHING LIKE:** Have you received any awards, honors, or certificates? Do you have any interests or activities you think an employer might find interesting or relevant? If you answered yes to any or all, add a final section titled "Interests and Honors" or just "Interests" or "Honors," if you only have one or the other. If you answered "No," then do not include this heading.

   [Allow three minutes for students who have relevant interests and/or honors to complete this section. Encourage students who are not doing this section to review prior sections for thoroughness.]

## III. Creating a Profile (15 minutes)

1. **SAY SOMETHING LIKE:** Now we're going to return to the "Profile Summary" at the top of your resume. What is a **Profile Summary**? [Invite a volunteer to read the definition on the chalkboard.] Now let's take a look at a Profile Summary.

2. [Project a transparency of the top half of **Facilitator Resource 2, Model Profiles,** so just Maria Ann Cruz's profile appears. You may cover the other profile with a sheet of paper to conceal it from view. Allow students 10 seconds to read it. Then remove the transparency from the overhead projector.]

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**SAY SOMETHING LIKE:** What did you find out about the job applicant, Maria Anne Cruz? [Allow students to respond, while you jot their responses on chart paper or the board.]

You may have learned a lot about this applicant in just 10 seconds! That's because the applicant has a clear, well-written profile summary that highlights qualities and skills that are relevant to the job for which she is applying.

Just as a movie trailer gives viewers a sneak preview of what is to come in the film, a strong Profile Summary provides the employer with a sense of the candidate. Like a trailer, a Profile Summary does not tell the *entire* story (every skill and achievement), just the most enticing points to make the employer want to read on and show you are well qualified for the job. For example, if you were applying for a job as a childcare worker, listing that you are certified in CPR would be a relevant and important skill to highlight. Other skills not relevant to childcare, such as computer literacy, would not be listed in your Profile Summary.

Did you know you can have more than one version of your resume? Since different skills are required for different jobs, you can change the skills you highlight in the Profile Summary depending on the job. And, if you are applying to college, you may choose to highlight an academic achievement in your Profile Summary.

3. Project the entire transparency for **Facilitator Resource 2, Model Profiles** so both Profile Summaries are revealed.]

   **SAY SOMETHING LIKE:** Review both Profile Summaries. [Allow students a minute to review both. Then ask the following questions, allowing students time to respond and discuss each.
   - What did each student choose to highlight in his/her Profile Summary?
   - Why did he/she highlight these particular points? (They choose information most relevant to their goals.)
   - What similarities do you notice between the two Profile Summaries? (Neither uses complete sentences.)
   - What differences are there between the two Profile Summaries? (One uses bullets and one does not.)

4. **SAY SOMETHING LIKE:** Now turn to **Student Handbook page 105, Model Resume: Maria Cruz** and **Student Handbook page 106, Model Resume: Anthony Martino,** to

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see how these students' profiles compare to their complete resumes. How are the skills featured in the Profile Summaries different from what these candidates put in the rest of their resumes? (Profile Summary includes only the most relevant information, not every skill and achievement.)

5. **SAY SOMETHING LIKE:** Before writing your own Profile Summary, it will help you to think about which of your qualities are most relevant to your job shadow job. To help organize your thoughts, let's do a Pair/Share. Decide who will talk first.

   When I say "Go," Partner A has one minute to describe what he thinks are his most relevant skills, achievements, etc. required for his top career choice. Partner B is to listen carefully, then spend 30 seconds reviewing the achievements that stood out. Remind students when time is up for each step of the process. Swap roles and repeat.

6. Students are to use the remaining minutes to write their Profile Summaries. Circulate and help students as necessary. Have students print out their resumes, and save their files to a disk or flash drive before deleting them from the desktops.

## IV. Wrap Up: Proofread (5 minutes)

1. **SAY SOMETHING LIKE:** After working hard to highlight your skills, you want to make sure you do not make a silly mistake on your cover letter, like misspelling a word or forgetting a period. You want to show that you pay careful attention to details, so you don't give the employer a reason to decide you're not the right person for the job. In this final activity, you will proofread a partner's letter for correct spelling, grammar, punctuation, and for correct business letter format.

2. **SAY SOMETHING LIKE:** To help proofread your resume at home, use **Student Handbook page 107, Resume Proofreading Checklist.** Be sure to have a parent or other adult proofread your resume, too. [Students need to include a final, edited version of their resume in their Portfolios.]

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# What Goes in a Resume? ANSWERS

**Directions:** Read each item in the left column. In the middle column, check the item if it belongs on a resume. For items that you check YES, note in which section of a resume it should appear.

| ITEM | √ for YES | RESUME SECTION |
|---|---|---|
| Where I went on summer vacation | | |
| Volunteer jobs | √ | **Experience** |
| My height and weight | | |
| Honorable mention for my award-winning essay | √ | **Interests & Awards** |
| Weekend babysitting job | √ | **Experience** |
| Religious affiliation | | |
| Debate team successes | √ | **Profile, if relevant** |
| 3.2 GPA | √ | **Education**<br>**Otherwise "Interests and Awards"** |
| Birth date | | |
| Fluent in French | √ | **Profile, if relevant**<br>**Otherwise "Interests and Awards"** |
| Current job salary | | |
| Snowboarding | √ | **Interests & Awards** |

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# Profile Summary Models

**Maria Anne Cruz**
1 Desert Rose Lane
Albuquerque, New Mexico 87124
(505) 555-1212
cruzin@com.net

## Profile Summary

Personable and reliable high school graduate with excellent sewing skills to work as a seamstress or in tailoring shop. Completes all work quickly and to a client's request. Bilingual, with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

**Anthony Martino, Jr.**
661 Idaho Avenue
Chicago, Illinois 60681
(312) 555-1212
tony_martino@net.com

## Profile Summary

- Physically fit and morally strong high school senior seeks entry into college to study Criminology and Police Science for a future career as a police officer or in corrections.
- Maintained a solid "B" average in high school courses with honors in Math.
- Comes from three generations of law enforcement officers.

SOURCE: www.resumeedge.com

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# What Goes in a Resume?

**Directions:** Read each item in the left column. In the middle column, check the item if it belongs in a resume. For items that you check YES, note in which section of a resume it should appear.

| ITEM | √ for YES | RESUME SECTION (Profile, Education, Experience, Interests and Awards) |
|---|---|---|
| Where I went on summer vacation | | |
| Volunteer jobs | | |
| My height and weight | | |
| Honorable mention for my award-winning essay | | |
| Weekend babysitting job | | |
| Religious affiliation | | |
| Debate team successes | | |
| 3.2 GPA | | |
| Birth date | | |
| Fluent in French | | |
| Current job salary | | |
| Snowboarding | | |

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# Maria Anne Cruz

# 1Desert Rose Lane
Albuquerque, New Mexico 87124
505-555-1212
cruzin@con.net

**Profile**

Personable and reliable High School Graduate with good skills in sewing to work as a seamstress or in a Tailoring shop. Complete all work quickly and to client's request. Bilingual with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

**Education**

Desert High School, Albuquerque, New Mexico
High School Diploma, 2003

- Received A's in Introduction to Sewing and Advanced Sewing
- Made costumes for school play, Man of La Mancha

**Experience**

Dress Express, Albuquerque, New Mexico
Salesclerk 2003 – present

- Helped customers select dresses and other women's wear.
- Write up credit card payments, ring sales, and box items.

Millers Groceries, Albuquerque, New Mexico
Grocery Bagger, nights and weekends, 2002 – 2003

- Bagged groceries for customers
- Helped customers carry bags to their cards and loaded them inside.
- Did price checks on products when asked.

SOURCE: www.resumeedge.com

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**Anthony Martino, Jr.**
661 Idaho Avenue
Chicago, IL 60681
312-555-1212
tony_martino@net.com

**Profile**

Physically fit and morally strong High School Senior seeks part-time job while enrolled in the Portland State University Criminology program.

Maintained a solid "B" average in high school courses with honors in Math.

Comes from three generations of law enforcement officers.

**Education**

Chicago High School, Chicago, IL
2006-2010
Expected graduation date: June 2010

- GPA: 3.4
- Member, Varsity Football Team, 2008 - 2010
- Member, Varsity Wrestling Team, 2008 - 2010

**Experience**

Martino Security Firm, Chicago, IL
General Worker, summers and weekends, 2008 - present

- Answer telephones, fill out customer requests, and schedule appointments for my uncle's security company
- Run errands and pick up equipment, as needed
- Train new summer workers on company policies
- Supervise one assistant

**Interests & Honors**

- Member, Police Scouts, 2006 – 2008
- Member, Law Enforcement Cadets, 2008 – Present
- Enjoys hiking, swimming, fishing, and hunting with dad and uncles

SOURCE: www.resumeedge.com

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# Resume Proofreading Checklist

**Directions:** Proofread your resume for each of the areas listed below.

## Spelling

- ❑ All words are spelled correctly

## Punctuation & Capitalization

- ❑ Sentences end with punctuation mark
- ❑ Commas between city and state
- ❑ Commas between items in a list
- ❑ Apostrophes used for contractions and to show possession
- ❑ Sentences begin with a capital letter
- ❑ Proper nouns are capitalized (example: company names, cities, street names)

## Grammar & Usage

- ❑ Job and activity descriptions start with action verbs
- ❑ Verb tenses are correct: present tense for current jobs and activities, past tense for past jobs and activities
- ❑ Date forms are consistent (5/07/08 or May 7, 2008)

## Format

- ❑ Spacing and margins are the same throughout
- ❑ Resume is one page
- ❑ Traditional font (Arial or Times New Roman), and same font throughout the resume
- ❑ Personal contact information appears at the top
- ❑ Profile Summary appears at the top, just below contact information

## Proofreading Help

- ❑ Parent or other adult has proofread my resume
- ❑ I used a dictionary or computer spell-check to confirm spelling when needed

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# Blank Resume Template

_____

_____

_____

_____

## Profile Summary

## Education

## Experience

## Interests & Honors

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## The BIG Idea

- What behavior and dress is acceptable in the workplace?

## AGENDA

Approx. 45 minutes

I. Warm Up: Workplace Rules & Responsibilities (10 minutes)

II. Unspoken Rules (10 minutes)

III. Real-Life Scenarios (15 minutes)

IV. Wrap Up: Dress for Success (10 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 108, What's the Problem?
  - Student Handbook page 109, Agree or Disagree?
  - Student Handbook page 110, Workplace Etiquette Scenarios
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Workplace Etiquette
- ❑ Photos of business casual dress
- ❑ Tie-tying instructions (one classroom set)
- ❑ Ties (one classroom set)

## OBJECTIVES

During this lesson, the student(s) will:

- Recognize and understand written workplace rules and unspoken rules such as workplace etiquette and responsibility.
- Learn what behaviors are acceptable in the workplace.

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## OVERVIEW

This lesson reviews and explores workplace behavior, including etiquette and dress. By the completion of the lesson, students will recognize that workplaces have two kinds of rules: written rules (often found in employee handbooks), regarding punctuality, safety, etc., and unspoken rules, such as being a team player, being respectful, and being responsible. Through "real-life" scenarios, students will read about worker behaviors and identify them as acceptable or unacceptable and explain why. Then the class discusses workplace etiquette and generates a list of responsibilities. Finally, the class reviews and discusses appropriate forms of dress, and boys practice tying a tie.

## PREPARATION

- ❑ The following handout needs to be made into an overhead transparency or copied onto chart paper:
  - **Student Handbook page 108, What's the Problem?**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ For **Activity IV, Wrap Up,** gather pictures of men and women dressed in business casual outfits. Cut out the pictures to share with the class, or display them using your laptop and LCD projector.
- ❑ Collect ties to bring to school to use for practice. If possible, bring one tie for each student in your largest class. Review the following web sites for how to tie a tie. Print out the one you like best, and make copies for all students in your classroom.
  http://www.tieguide.com/four-in-hand.htm
  http://www.ehow.com/video_2970_tie-tie.html
  http://www.tie-a-tie.net/

## BACKGROUND INFORMATION

Students entering the workforce for the first time may lack experience in workplace **etiquette**, such as showing up on time, reporting absences, dressing appropriately, and limiting personal

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phone calls. They may also need coaching on workplace attitude in order to recognize entry-level jobs as places to learn transferable skills and begin a positive work history. Finally, teens may need guidance on appropriate work attire.

## VOCABULARY

**Business Casual:** a professional, but relaxed, style of dress that is appropriate in many businesses today.

**Etiquette:** rules of correct behavior.

## IMPLEMENTATION OPTIONS

**DO NOW:**
If you prefer, you may choose to use **Student Handbook page 108, What's The Problem?** as a DO NOW. Give the students five minutes to complete it. Once they complete the page, continue with the Warm Up discussion.

For **Activity I, Warm Up: Workplace Rules and Responsibilities,** if the DO NOW activity is too long, have students respond to two of the four behaviors.

For **Activity IV, Wrap Up: Dress for Success,** invite a male guest to class to model how to tie a tie. He will also serve as a "mentor" of sorts, to model appropriate work wear and behavior.

If you're short of time, you may skip **Student Handbook page 109, Agree or Disagree,** in **Activity II, Unspoken Rules**. In that case, present **Activity III, Real-Life Scenarios** first, then return to **Activity II,** Step 4, to create a list of rules.

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## ACTIVITY STEPS

### I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE**: As we approach job shadow day, it's time to discuss the type of behavior that's expected in the workplace. Of course you want to represent yourself and your school well on job shadow day. But you may also be curious about how to conduct yourself in any workplace. Believe it or not, figuring out how to fit in is something that affects all adults as they begin new jobs, because some rules are written down and some are not. Let's talk about the written rules first. You can usually find these posted in a workroom, or written in an employee manual provided to you during training.

2. Display **Student Handbook page 108, What's the Problem?** on the overhead projector.

   **SAY SOMETHING LIKE**: Open to **Student Handbook page 108, What's the Problem?** In the left column, there are four important workplace rules. Next to each rule, in the middle column, is an example of an employee breaking each rule. Your job is to put yourself in the boss' shoes, and explain why that behavior is a problem. Think through each situation and answer to the best of your ability. When you're finished, I'll select students to share their ideas.

3. Allow students three to four minutes to complete the activity. When time is up, select a different student to share his or her response for each example.

4. **SAY SOMETHING LIKE**: Good job on this activity. As you can see, sometimes the rules are obvious, like being safe on the job. However, other job behavior is not always obvious. Let's explore this idea.

### II. Unspoken Rules (10 minutes)

1. **SAY SOMETHING LIKE**: What do you think would happen if you kept showing up for work at 10 am when you were scheduled to start at 9am? That's right, you'd probably end up being fired because you were not meeting your basic job responsibilities.

   Unfortunately, the rules aren't always so clear-cut. The workplace, like many other social situations, has a set of unwritten rules that are still important to observe. For example, let's think about sports **etiquette**. Imagine you are not in the starting line-up for your soccer team. Rather than sit glumly on the bench, muttering about how unfair your coach is, you're expected to demonstrate a good attitude by cheering on your teammates.

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Who can think of other sports "rules" that aren't written down? [Students respond.]

2. **SAY SOMETHING LIKE**: In this activity, we will look at subtle rules of etiquette that will be useful to you in your job shadow experience, and as you start your work life. Turn to **Student Handbook page 109, Agree or Disagree?** Read each statement and decide whether you agree with the behavior or disagree. Be prepared to discuss your answers.

3. Give students five minutes to complete the handbook page. Then, select students at random to explain their responses.

4. **SAY SOMETHING LIKE**: As you prepare for your job shadow, let's brainstorm a general list of workplace rules. Many of these will be related to the workplace principles of responsibility, teamwork, and respect that we've discussed in earlier lessons. [See **Facilitator Resource 1, Workplace Etiquette** to see how these principles relate to workplace etiquette]. For example, a responsible employee should think before e-mailing, and not send anything he or she wouldn't want everyone in the office to see. So, let's start our list with this rule: "Think before you e-mail." What are some other rules of etiquette? [Jot down students' ideas on the board or chart paper, asking questions as needed to make sure all topics are addressed.]

## III. Real-Life Scenario (15 minutes)

1. **SAY SOMETHING LIKE**: As you begin your job shadow, you will encounter situations in which you're not sure how to behave. Let's take a look at some possibilities.

2. **SAY SOMETHING LIKE**: Open to **Student Handbook page 110, Workplace Etiquette Scenarios.** In this activity, you and a partner will put yourselves in Anna's shoes. Anna is a high school student participating in a job shadow at the XYZ Corporation. Like all new workers, she is running into situations she is not sure how to handle. Read Anna's story with your partner and discuss each of Anna's situations. Then write down your agreed-upon suggestions on the lines below each situation.

3. Divide class into pairs and give them 10 minutes to complete the handout. When time is up, bring the whole class together to review responses to each situation in the scenario. Invite different pairs to read each section and share their responses.

## IV. Wrap Up: Dress for Success (10 minutes)

1. **SAY SOMETHING LIKE**: Dressing appropriately for your job shadow and future jobs is also part of good etiquette and key to job success. What this looks like varies from job

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to job. [Ask students for examples.] When you're not sure of the dress code, "**business casual**" is a good bet.

2. Pass around the pictures you clipped from magazines of men and women dressed in business casual, or display these using your laptop and LCD projector.

   **SAY SOMETHING LIKE**: For males, this means a shirt, tie, and pants other than jeans or sweats. Females can wear similar clothes (no tie needed) or a conservative dress, or a skirt and sweater. Dress shoes (or your best sneakers if you don't have dress shoes) are appropriate. Both genders should look neat and clean. Extreme "fashion statements" should be avoided.

3. Distribute ties to each pair of students, and hand out a copy of instructions on how to tie a tie. (See **Preparation** section.) Or, if you've invited a guest to demonstrate, introduce him now.

   **SAY SOMETHING LIKE** Today you will learn to tie a necktie, or if you already know how, you will take some time to practice or show a classmate.

4. Distribute tie-tying instructions. Invite a volunteer to read each step of the tie instructions as a second volunteer demonstrates. If necessary, you may repeat the process. Working in pairs, have the guys practice tying their own ties. If some students know how to do it, have them partner with those who don't know. Once they have figured it out, have partners demonstrate for each other.

5. Compliment students on their efforts, and let them know that they'll spend the next two weeks studying informational interviews – what to say on their job shadow day.

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# Workplace Etiquette

## RESPONSIBILITY:

- Be where you're supposed to be, when you're supposed to be there.
- Don't make/take personal phone calls or text messages during work time.
- Think before you e-mail. Don't send anything you wouldn't want everyone to see.
- Ask questions when you're not sure how to do something.
- Don't waste or take supplies belonging to your employer.

## TEAMWORK:

- Not every task will be exciting. Don't complain (or ignore the work) when asked to do something you think might be "beneath" you.
- If you finish an assigned task, look for the next thing that needs to be done.
- Pitch in when and where your help is needed.

## RESPECT:

- Listen carefully when someone suggests a different way of doing things.
- State your opinion without raising your voice or insulting the other person.
- Be the kind of person others trust. Don't gossip.
- Dress in a way that's appropriate for your workplace.

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# What's The Problem?

**Directions:** Read each rule in the first column. Then read the "Breaking the Rule" item in the second column. In the third column, explain why the behavior is a problem.

| Rule | Breaking the Rule | Why This Is a Problem |
|---|---|---|
| Show up on time, and work assigned hours. | A sales associate leaves his job early because there are not many customers and not much to do. | |
| Follow employer's safety guidelines, and wear required protective clothing and equipment. | A construction worker does not wear her hardhat because it gives her a headache. | |
| Treat co-workers and customers with courtesy and respect. | A customer at a fast food restaurant curses at a cashier, complaining that his food is cold. The cashier responds by insulting the customer. | |
| Work together to solve problems, and let employers know when you need help. | Employees at Roads to Success are working together packing materials that must be delivered to schools in a few days. One employee is confused by the instructions and abandons the project. | |

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# Agree or Disagree?

**Directions:** Read each statement and decide if you agree or disagree by checking the appropriate column. Be prepared to justify your choices.

| Behavior | Agree | Disagree |
|---|---|---|
| I'm often late, but I let my friends know I'm on the way with text or cell phone messages. | | |
| Making photocopies is a mindless job, but if my boss asks me to do it, I should. | | |
| I'm known for my sense of style, and like my clothes to make a big impression. | | |
| I ask questions when I'm not sure what to do. | | |
| Babysitting is an easy job, so it's okay to make personal phone calls while I'm working. | | |
| I get angry when someone points out my mistakes. | | |
| I see a classmate struggling with an assignment that I found easy. It's better to let him or her figure it out rather than to help him or her. | | |
| In my cashier job, if I have no customers, I should enjoy the downtime and take a break. | | |
| Rather than stop to buy paper towels on the way home from work, I take a couple of rolls from the office's supply closet. | | |
| When friends e-mail me at work, I do not reply. | | |

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# Workplace Etiquette Scenarios

**Directions:** Anna just started her job shadow at the XYZ Corporation, and she's facing some challenging situations. Read each section and decide the best way for Anna to respond.

1. Anna is getting dressed for her job shadow at the XYZ Corporation. When she visited the company previously, she noticed many employees wore jeans, t-shirts, and sneakers. Anna wants to make a good impression and wants to fit in with her co-workers. How should she dress?

2. When Anna arrives at the office, she approaches a very busy receptionist. She introduces herself and says she is here for the job shadow day. The frenzied receptionist has no idea what Anna is talking about and is somewhat unfriendly. What should Anna do?

3. Finally, Anna meets her host, who keeps her engaged in a variety of tasks. Suddenly, her host is called into a meeting. After an hour, Anna has completed the tasks on her list. She is bored and not sure what to do next. What would you advise Anna to do?

4. Anna finds herself in the cafeteria with some employees of the company who are close to Anna's age. They are gossiping about their boss, who she's noticed can be very demanding. What should Anna do?

5. A recent college graduate who works at the company has been assigned the job of showing Anna what her workday is like. She is very helpful. Anna wants to thank her at the end of the day, but she is nowhere to be found. Anna remembers her first name, but not her last name. What should she do?

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# Informational Interview I

## The BIG Idea

- What is an informational interview, and how can it help me find a satisfying career?

## AGENDA

Approx. 45 minutes

I. Warm Up: Understanding the Informational Interview (10 minutes)

II. Informational Interview vs. Job Interview (15 minutes)

III. Generating Questions (15 minutes)

IV. Wrap Up: If The Job Fits… (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 111, An Informational Interview
- Student Handbook pages 112 and 113, Informational Interview vs. Job Interview
- Student Handbook page 114, Got Questions?

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Benefits of Informational Interviews
- Facilitator Resource 2, Informational Interview vs. Job Interview Answers

❑ Laptop and LCD projector or overhead projector

❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Understand the benefits of an informational interview, including its potential as a networking opportunity.
- Identify similarities and differences between an informational interview and a job interview.
- Generate a list of informational interview questions.

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## OVERVIEW

This lesson explores the purpose and benefits of an informational interview. To understand the benefits, students read a personal account of an informational interview. They identify benefits of that meeting. After noting differences and similarities between an informational interview and a job interview, students generate questions appropriate to ask in an informational interview. The lesson concludes with students analyzing a quotation about the value of finding a career that best "fits" your needs, interests, skills, etc., and how an informational interview is key to reaching this goal.

## PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 112 and 113, Informational Interview vs. Job Interview**
  - **Student Handbook page 114, Got Questions?**
  - **Facilitator Resource 1, Benefits of Informational Interviews**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary words and definitions on the board.
- ❑ Determine pairs for **Activity II, Informational Interview vs. Job Interviews**.

## BACKGROUND INFORMATION

Richard Nelson Bolles, author of the famous career guidebook, *What Color is Your Parachute?* coined the term "informational interview," describing this process as "trying on jobs to see if they fit you." An **informational interview** is an essential step in the career search process. In addition to providing jobseekers an opportunity to learn more about a career field, it enables them to build a network of contacts within that field. The power of an informational interview should not be underestimated: Statistics reveal that just one out of every 200 resumes leads to a job offer with some studies claiming the number as high as one out of 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; thus the informational interview can help a jobseeker gain

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insight into the hidden job market.** For all of these reasons, and many more, an informational interview should be treated as an integral part of students' networking and job-hunting plans.

Statistic Sources:
*http://www.quintcareers.com/information_background.html
**http://www.quintcareers.com/information_dress.html

## VOCABULARY

**Informational Interview:** a meeting between a job seeker and someone working in a career field for the purposes of learning about an occupation, discovering whether more training or experience is needed, how one might get future job leads, and networking within an industry.

**Networking:** the art of building alliances or talking to people who can help you and whom you can help.

## IMPLEMENTATION OPTIONS

**DO NOW:**
If you prefer, you may choose to use **Student Handbook page 111, An Informational Interview** as a DO NOW. Give the students five minutes to complete it. Once they complete the page, continue with the **Warm Up** discussion.

For **Activity I, Warm Up**, rather than use **Student Handbook page 111, An Informational Interview,** you can share your own informational interview experience.

For **Activity II, Informational Interview vs. Job Shadow,** you may prefer to have students work independently. If you are running short on time, you may have students record only the number corresponding to each statement in the Venn Diagram rather than rewriting each statement.

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## ACTIVITY STEPS

### I. WARM UP (10 minutes)

1. **SAY SOMETHING LIKE**: Do you have questions about your career goals? Do you wonder if you have what it takes to be in your dream career? One of the best ways to learn about a field is to talk, or **network**, with people in the field. Someone working in the career can tell you what a job is *really* like – the challenges, opportunities, outlook, and more. Conversations with people in the field are known as **informational interviews**. You'll have an opportunity to ask your host questions during your job shadow day – a chance to practice your information interviewing skills.

   Why bother with an informational interview if there is no specific job available? One reason is that informational interviews could lead to a job down the road. Statistics show that one out of every 200 resumes leads to a job offer. In comparison, one out of every twelve informational interviews results in a job offer.*

   In the next two lessons, you will learn more about the art of informational interviewing. Let's begin by reading about a sample informational interview.

   Statistic Source:
   *http://www.quintcareers.com/information_background.html

2. **SAY SOMETHING LIKE**: Turn to **Student Handbook page 111, An Informational Interview**. Read the story about an informational interview, and then answer the questions at the bottom.

   Give students five minutes to complete the activity. When time is up, invite volunteers to share their responses to the questions on the handbook page. Write their responses on the board or chart paper.

3. **SAY SOMETHING LIKE**: Are you surprised by how much this job seeker got out of the informational interview? Explain your answer. [Give students a minute to discuss their ideas.]

4. Project **Facilitator Resource 1, Informational Interview Benefits** on the LCD panel or overhead projector.

   **SAY SOMETHING LIKE**: In addition to the benefits you identified, there are a number

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of others you may not have considered! Let's review them together.

Invite volunteers to read each of the benefits as listed on the overhead transparency. Elaborate on any they may not understand by giving an example.

## II. Informational Interview vs. Job Interview (15 minutes)

1. **SAY SOMETHING LIKE**: An informational interview is not the same as a job interview. Because you are not interviewing for a job, and *you* are the one who gets to ask the questions, an informational interview is less stressful than a real interview. Even though there may not be an actual job opening, the informational interview is a great opportunity to practice for the real thing. The process can help you build the necessary confidence required for a job interview.

2. Project **Student Handbook page 112, Informational Interview vs. Job Interview,** and have students turn to this page.

   **SAY SOMETHING LIKE**: By identifying similarities and differences between informational and job interviews, you will gain a better understanding of the goals and purposes of each type of interview. Working with a partner, read each statement on **Student Handbook pages 112 and 113, Informational Interview vs. Job Interview**. Then decide whether it describes an informational interview, a job interview, or both, and write it in the correct place on the Venn diagram. If a statement is true of both interviews, write it in the space where the circles overlap.

3. Model how to do the activity. Ask a volunteer to read aloud the first statement: "Research the company prior to interview".

   **SAY SOMETHING LIKE**: Researching a company before interviewing for a real job is essential. Researching before an informational interview is important, too. Since an informational interview generally lasts no more than 20 minutes, you want to use your time wisely by asking questions you can't find answers to online or in company literature. Researching a company before an informational interview helps you come up with intelligent and relevant questions. So, I will write the statement "Research the company prior to interview" in the overlapping section.

4. Divide students into predetermined pairs. Allow pairs 10 minutes to complete the activity. After, have the class come together to share how they categorized each item. Encourage students to provide a rationale for why they categorized each item as they

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did. For guidance see **Facilitator Resource 2, Informational Interview v. Job Interview Answers.**

## III. Generating Questions (15 minutes)

1. **SAY SOMETHING LIKE**: Remember, an informational interview is your opportunity to answer questions about a career that really interests you. In this activity, we will explore and generate good questions to ask on an informational interview.

2. Have students open to **Student Handbook page 114, Got Questions?** Instruct them to take the next few minutes to write down three questions they would want to ask someone working in the career they plan to pursue.

3. **SAY SOMETHING LIKE**: There are some questions that you may want to know answers to, but may be too personal or sensitive to ask. For example, did anyone ask about salary? [Give students a chance to respond, and if possible, ask students to share how they asked this question.] It's okay to ask about salary, but you need to ask in a tactful and polite way. For example, instead of asking, "What do you make?" you can ask a more general, less personal question, such as "What can a person in an entry level position expect to make in this career field?

4. **SAY SOMETHING LIKE**: Did anyone ask a question such as, "What does this company do or make?" Why might you *not* want to ask this question? [Give students a chance to respond.] As we discussed in the previous activity, there are many questions you can find the answers to by researching the company in advance, enabling you to use your limited interview time to ask questions you can't find answers to elsewhere. To research, you may review the company's web site, read their literature, or even browse a general career web site, such as IHaveAPlanIowa.gov (or other website students are familiar with), and look up your career to see what it entails.

5. Project **Student Handbook page 114, Got Questions?** on the LCD or overhead projector.

   **SAY SOMETHING LIKE**: Let's come up with more questions to make sure you take full advantage of this opportunity. Look at the question categories at the bottom of **Student Handbook page 114, Got Questions?**. See if you can come up with one question for each category, and write it in the box next to its category. For example, you should ALWAYS ask a couple of **networking** questions, as this is one of the main goals of the informational interview. You might ask, "Who else would you suggest I speak to?"

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6. Model the kinds of questions you can ask, pointing out that it's okay to ask questions about the employee's personal experience. Read aloud and point to the category: "What I Need to Do to Get a Job in this Field".

   **SAY SOMETHING LIKE**: Rather than asking the generic question, "What do I need to do to get a job in this field?," the informational interview is a perfect opportunity to ask a person working in the career about his or her personal experiences. People enjoy talking about themselves and sharing their successes. What are some questions you could ask to get this conversation started? [Students respond.]

7. When students finish writing questions for each category, bring the class back together. Invite students to share questions in each category, and use their responses to create a class list of best questions to ask on an informational interview.

## IV. Wrap Up: If the Job Fits… (5 minutes)

1. **SAY SOMETHING LIKE**: "Informational interview" is a term created by the Richard Nelson Bolles, author of the best-selling career book *What Color is Your Parachute?* Bolles describes the process of informational interviews as "trying on jobs to see if they fit you." What do you think Bolles means?

2. Have students discuss their ideas about the quotation. If the following point does not come out of their responses, be sure they understand that meeting with, and asking questions of, people working in careers of interest enables them to see if the job is one that best "fits" their needs, interests, abilities, etc.

3. **SAY SOMETHING LIKE**: Great job today! Next week, you will research the companies you'll be visiting and practice informational interviews with a partner.

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# Benefits of Informational Interviews

*Informational interviews help you…*

- Learn more about a career and the skills required to succeed.
- Grow your network of contacts by receiving referrals to other professionals in your field of interest.
- Clarify your own goals as you explore different career paths.
- Uncover the hidden job market: up to 90% of all jobs are never advertised.
- Develop confidence and gain practice for real job interviews. (Informational interviews tend to be less stressful than job interviews).
- Evaluate whether the career is compatible with your skills, interests, values, personality, lifestyle, and goals.
- Get the most up-to-date career information.
- Gain insight on needs and opportunities in your career field.

Source: Adapted from http://career.ucla.edu/Students/ExploreCareers/WhatIsAnInformationalInterview.aspx

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# Informational Interview vs. Job Interview Answers

## Informational Interview

- No expectation of receiving a job offer after interview
- Main focus is on gaining more knowledge about a company and career field
- Interview may be with an assistant or someone without hiring power
- You are the interviewer

## Both

- Research the company prior to interview
- Follow up with a thank you note
- Dress in business casual clothing
- Don't use slang or act too casual around the company contact
- Is a professional meeting
- Ends with a plan of action*

## Job Interview

- Main focus is promoting yourself for a specific job opening
- You are the interviewee

*Explain to students that when completing a job interview, they should know in advance what the rest of hiring process looks like and when they should check back with the company. For informational interviews, students should know who they will talk to next, or decide whether they are prepared to apply for jobs.

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# An Informational Interview

**YOU**: a junior in high school, interested in a career in construction, but not sure what kind of education you'll need or next steps to take

**JOE SMITH**: a friend of your next-door-neighbor's, he owns a small construction company

## THE SET-UP:

Your neighbor encourages you to call Joe Smith to learn more about your future career, so you do. While you're on the phone, Joe interrupts you twice to yell instructions to one of his workers. Joe is on a tight deadline this week, and can't meet with you at all, but offers to give you 15 minutes of his time first thing Saturday morning, 8am sharp. On Friday afternoon, he calls to let you know that first thing tomorrow won't work. He's scheduled the cement mixers to arrive then, and suggests you meet at noon instead.

## THE CONVERSATION:

When you arrive, Joe invites you to sit with him in his truck, and he spends a half hour telling you what he knows between bites of baloney and cheese sandwiches and gulps of coffee.

He learned the business from his father, he says, but would recommend further education for someone starting out today. He mentions a good program at the community college, where you can also take the management and accounting courses you'll need if you want to run your own company one day.

He also recommends two apprenticeships – one for carpenters and one for electricians. He describes one of the local trade schools as "lousy." He says "the guys who graduate from there are a bunch of know-nothings."

He says he loves being in business for himself, loves seeing the finished product, loves problem-solving, and hates the stress of being behind schedule. Just then, someone knocks on the truck window and says they're running behind schedule. He laughs, says he needs to get back to work, shakes your hand, and tells you to call him if you "need anything – anything at all."

## THE FOLLOW-UP:

1. What did you learn from visiting the construction site?

2. What did you learn from interviewing Joe Smith?

3. Was Mr. Smith generous with his time? Explain.

4. How should you follow up on this informational interview?

5. Is there any benefit to staying in touch with Mr. Smith? Explain.

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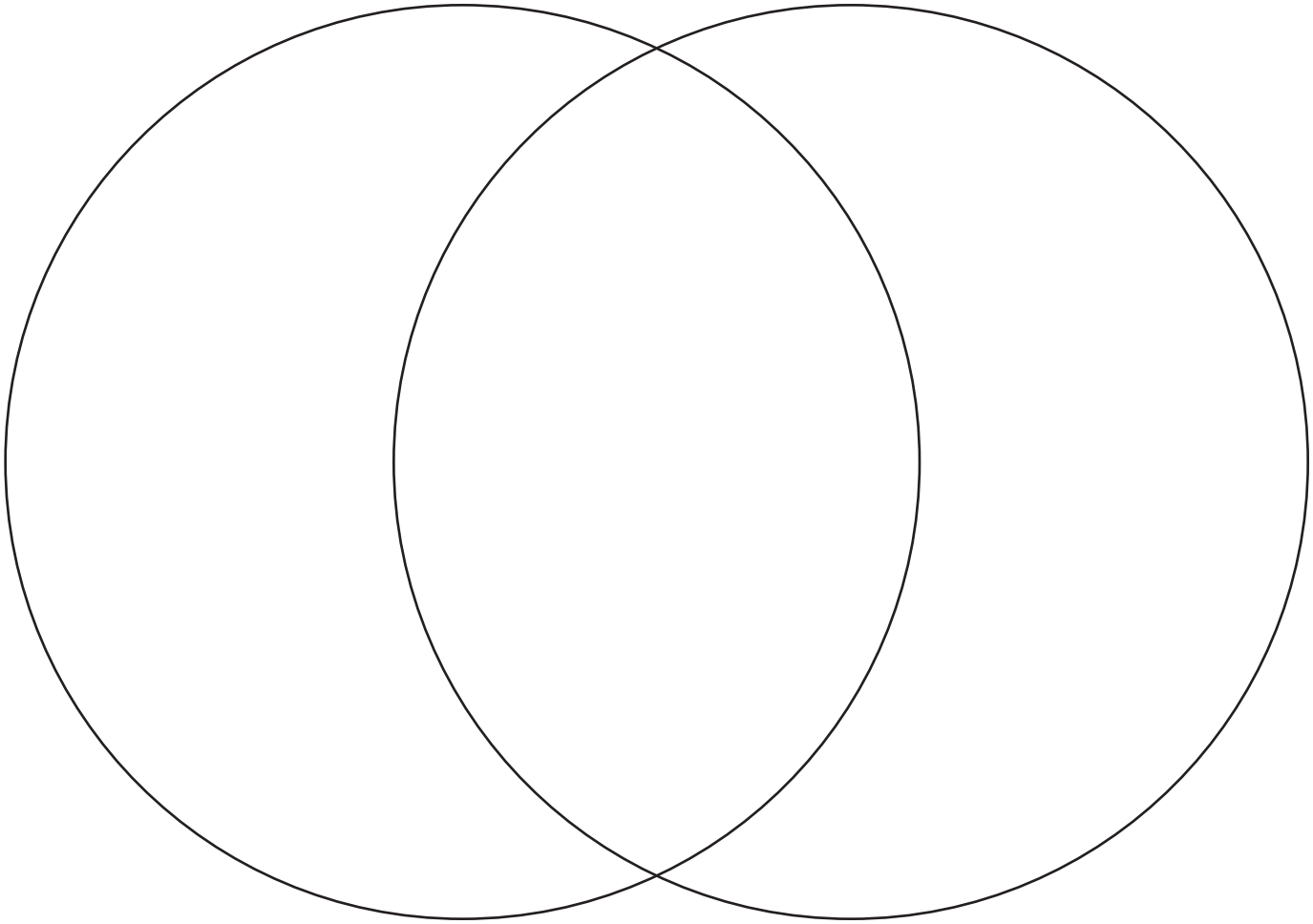
# Informational Interview vs. Job Interview

**Directions:** Read each statement on the next page, and write it in the correct place on the diagram below. Some statements apply to Informational Interviews, some apply to Job Interviews, and some apply to both.

**INFORMATIONAL INTERVIEW** **JOB INTERVIEW**



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## Statements

1. Research company prior to interview
2. No expectation of receiving a job offer after interview
3. Follow up with thank you note
4. Main focus is to gain more knowledge about a company and career field
5. You are the interviewer
6. Main focus is promoting yourself for a specific job opening
7. You are the interviewee
8. Dress in business casual clothing
9. Interview may be with an assistant or someone without hiring power
10. Don't use slang or act too casual around the company contact
11. Is a professional meeting
12. Ends with a plan of action

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# Got Questions?

**Directions:** Write three questions to ask someone working in a career field that interests you most.

1. _____

_____

2. _____

_____

3. _____

_____

# Question Categories

**Directions:** Write one question for each category.

| | |
|---|---|
| What the Job is Like | |
| What I Need to Do to Get a Job in this Field (Education, Background Experience, etc.) | |
| Working Conditions | |
| How to Get Ahead in this Career (On-the-Job Behavior) | |
| Future/Outlook of Career Field | |
| Salary | |
| Referral/Networking | |

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# Informational Interview II

## The BIG Idea

- How can I prepare for a successful informational interview?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Conducting Interviews (10 minutes)

III. Research (15 minutes)

IV. Interview Practice (10 minutes)

V. Wrap Up: Confirming Your job shadow Appointment (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 115, Informational Interview Evaluation Rubric
- Student Handbook page 116, Research Questions
- Student Handbook page 114, Got Questions? (from Job Shadow 5, Informational Interview I)
- Student Handbook page 117, Job Shadow Appointment Confirmation
- Student Handbook page 118, Job Shadow Employer Evaluation

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW
- Facilitator Resource 2, Model Interview Script

❑ Laptop and LCD projector

❑ Chart paper and markers

❑ Overhead projector (optional)

## OBJECTIVES

During this lesson, the student(s) will:

- Research a company in preparation for an informational interview.
- Practice conducting an informational interview.

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## OVERVIEW

Students prepare for informational interviews by conducting online research and participating in mock interviews. The lesson concludes with instructions on confirming a Job-Shadow appointment.

## PREPARATION

- ❑ Make arrangements to use the computer lab, and make sure students have access to the Teach for America website (www.teachforamerica.org).
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 115, Informational Interview Evaluation Rubric**
  - **Student Handbook page 116, Research Questions**
  - **Student Handbook page 117, Job Shadow Appointment Confirmation**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the day's vocabulary word and definition on the board.
- ❑ For the **Warm Up** activity, make a copy of **Facilitator Resource 2, Model Interview Script** for the student who will assist you. Choose a volunteer to play the role of the Interviewer, and give him/her a few minutes to review the script as the class is getting settled.
- ❑ For **Activity IV, Interview Practice,** determine pairs for mock interviews.
- ❑ At the end of the job shadow, each student will need to have his/her employer fill out **Student Handbook page 118, Job Shadow Employer Evaluation.** You may choose to have the students bring them to the class directly following the job shadow or have the employers mail them directly to you. If you choose the latter, each student will need to be provided with a self-addressed envelope and stamp.

## BACKGROUND INFORMATION

To reap the benefits of an informational interview, it is important to go into the interview knowing key facts about the company: what it does, biggest challenges, accomplishments, etc. Conducting research is important for the following reasons:

- Shows the interviewee (the employee) that the interviewer respects and values his/her time by not asking questions easily answered elsewhere

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- Reveals initiative, eagerness, and interest in the company
- Helps the interviewer craft specific questions

The Web is an ideal place to conduct research about a company. While information is not always posted for the job seeker specifically, most company websites provide information that is useful in preparing for interviews.

## VOCABULARY

**Informational Interview:** a meeting between a job seeker and someone working in a career field for the purposes of learning about an occupation, discovering whether more training or experience is needed, how one might get future job leads, and networking within an industry.

## 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 organization are you going to be visiting for your job shadow?
2. What does your organization do or make?
3. What's one question you plan on asking the employee that you interview?

[Then call on students to read their answers and continue with the Warm Up as written.]

For **Activity III, Research,** if no computer access is available, print out information about companies students will be visiting on job shadow day. If this becomes too cumbersome, students could complete **Student Handbook page 116, Research Questions,** using information found on the Teach for America website. In addition, students can use this information to conduct the practice interviews in **Activity IV, Interview Practice.**

For **Activity III, Research,** you may choose to replace the company listed with a local organization.

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## ACTIVITY STEPS

### I. WARM UP (5 minutes)

1. **SAY SOMETHING LIKE:** Last week, we discussed the kinds of questions you might ask in an informational interview. Hopefully, you have a few questions you can't wait to ask. There are two more informational interview elements to consider before you're ready for your job shadow:
   - Finding out more about the company you'll be visiting.
   - Figuring out what a successful informational interview should look and sound like.

   We will discuss each of these today. We'll also take a moment at the end of class to review how to confirm your job shadow appointment so that your host is ready for your arrival.

   Let's begin with item two – what a good informational interview should look and sound like.

   [Introduce your volunteer, who will be interviewing you as a teacher or Roads to Success teacher.]

   Be prepared to discuss any strengths and weaknesses you notice.

2. [Have your selected volunteer assist you in dramatizing **Facilitator Resource 2, Model Interview Script.**]

### II. Conducting Interviews (10 minutes)

1. [When you've finished the model interview, create a T-chart with columns labeled "Desirable Informational Interview Behavior" and "Undesirable Informational Interview Behavior." Ask students for their observations in each category, which might include the following:

| **Desirable Informational Interview Behavior** | **Undesirable Informational Interview Behavior** |
|---|---|
| Introduced self | Didn't shake hands |
| Set a purpose for the interview | Interrupted |
| Had prepared questions | Didn't ask follow-up questions |
| Asked for additional contacts | Asked questions that could have been answered elsewhere |
| Said thanks | |

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2. Have students turn to **Student Handbook page 115, Informational Interview Evaluation Rubric**. Project a copy on the LCD panel or overhead projector, and discuss each item as follows.

**SAY SOMETHING LIKE:**

- **Listen carefully:** Remember the story about Joe Smith from last week's lesson? In that interview, he talks about how he learned the construction business from his father, but if someone was to enter this field now, he recommended going on for more education after high school.
- **Ask follow-up questions:** Someone may give you a bit of information that makes your ears perk up. It's totally appropriate to say, "That's interesting! I'd love to hear more about it!" Let's practice asking follow-up questions with a few examples. Suppose your interview subject says [insert example below]. What could you ask to get more information?
  - *One of the reasons I became a teacher is because my godmother is a teacher, and I spent a lot of time with her when I was growing up…*
  - *I think I've always known that I wanted to start a business of my own, I just wasn't sure what kind…*
  - *I remember being completely overwhelmed when it was time to choose a college.*
  - *I loved my experience at State University.*
- **Ask questions that can't be answered elsewhere:** We'll return to this idea in a moment.
- **Ask about the interviewee's experiences:** Asking people about their own experiences is a good way to get career advice.
- **Ask for referrals and permission to use your interviewee's name:** Last week we discussed networking. Though referrals are more commonly requested when you're out of school and looking for a job, you may want to follow up on a college lead or a summer job possibility. If so, it's polite to ask your interviewee if you can use her name when you contact someone she recommends.
- **Say thank you**. Thank the interviewee for his or her time at the end of the interview, and send a thank you note right away. It's a rule in this game, and it will help your interviewee remember you as professional and businesslike.

In a few minutes, you'll have a chance to practice an informational interview with a partner. First, let's return to item #3 – asking questions that could not be answered elsewhere.

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## III. Research (15 minutes)

1. **SAY SOMETHING LIKE**: Think back to last year's college trip and the research you did before your visit. What were the benefits of checking things out in advance? [Students respond.] Your job shadow is a similar situation – you'll want to arrive on the scene equipped with some background knowledge about the company. Where might you find this information? [Students should suggest Internet research, but may not be aware that many companies have their own websites. Note that they can use a search engine like Google to find the correct web addresses of companies of interest.]

2. **SAY SOMETHING LIKE**: Please turn to **Student Handbook page 116, Research Questions**. In a moment, you'll have a chance to research the company you'll visit during your job shadow. For now, let's see what background information is available for a hypothetical interview with a Teach for America employee.

   Project the Teach for America website (www.teachforamerica.org) using your laptop and LCD projector. Have students access the site on their own computers and follow along. **NOTE**: Students don't need to write down the answers for Teach for America; they'll use **Student Handbook page 116, Research Questions** to research the company they intend to visit.

   - **What does the company do or make?** On what part of a website will you find general information about the company? [Make sure students realize that they can often find general information on a company's home page. Then click "About Us" and point out that many sites have an "About Us" page that gives more details.]
   - **How many people does the company employ?** Where can you find information about the staff? [Point out the "Our Team" link and explain that links like this will give them a sense of how many people a company employs. Point out that the staff listed on this page is the management team of Teach for America. The company actually employs over 1,200 staff members.]
   - **What kinds of jobs are available at this company?** How can you figure out what kinds of jobs exist? [Show students that all of the employees listed on the Our Team page have titles next to their names. To find out more, they can click the employees' names. You can also click on the button labeled resources for "Potential Staff," on the bottom of the left hand side. Then click on current "Job Opportunities."]
   - **What kind of work experience does the person you're interviewing have?** If there were no staff bios like the ones on this website, how might you find out about your interviewee? [Students should understand that they could search for their interviewee on Google or another search engine. Note that this information won't always be available, but it's good to check.]

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- **What are some of the company's recent achievements?** Where will you find out? [Click the "Media" link to show students what's featured. Note that if a company's website doesn't include this information, students may be able to find general news articles using the "News" feature on Google.]

3. **SAY SOMETHING LIKE**: Please take the next ten minutes to research the company you'll be visiting on job shadow day. You will use this information to create two additional questions to ask your job shadow host. You'll also use your research in the next activity, when you'll have a chance to practice your informational interview technique. Be sure to write legibly, as you'll be sharing this information with a partner.

   When students have finished, have them turn to **Student Handbook page 114, Got Questions?** (from job shadow 5, Informational Interview 1) and add two additional questions based on their company research.

## IV. Interview Practice (10 minutes)

1. Pair students for interviews.

2. **SAY SOMETHING LIKE**: Now it's time to practice. Each of you should be ready with your prepared list of questions for your turn as the interviewer. As your partner may know nothing about the company you've researched, take a moment now to exchange papers so your partner can be prepared for his role as a representative of the company you've researched.

   For the purposes of this practice interview, it's fine to make up answers. Creativity is encouraged. As the person being interviewed, it's your job to keep the conversation going.

   Partner A will have two minutes to take your turn as the interviewer, with Partner B answering your questions. When I call time, Partner B will have a minute to provide feedback by completing **Student Handbook page 115, Informational Interview Evaluation Rubric**. Then you'll swap roles.

3. Call time after two minutes to alert students that Partner A needs to wind up his interview. Allow one minute for Partner B to complete the rubric. Then have students swap roles and follow the same procedure for the second interview.

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## V. WRAP UP: Confirming Your Job Shadow Appointment (5 minutes)

1. **SAY SOMETHING LIKE**: How many of you have ever made a plan with a friend, something you were really looking forward to, only to have them not show up at the appointed day and time? Your job shadow host may have carefully planned her time with you, or she may be so busy that she barely has time to think. To avoid disappointment or mix-ups, it's important to check in a few days in advance to make sure you're both clear on the date, time, and meeting place. You can also use this phone call to double-check details such as directions and dress code.

   Please turn to **Student Handbook page 117, Job Shadow Appointment Confirmation** and take it home with you to use to confirm your appointment. Then make the call, take notes, and repeat everything carefully. If you don't reach the person with whom you need to speak, leave a message, and make sure to connect before the day arrives.

   At the end of the job shadow, each of you will need to have your employer fill out **Student Handbook page 118, Job Shadow Employer Evaluation.** [Explain to the students how these forms should be returned. You may choose to have the students bring them to the class directly following the job shadow or you may choose to have the employers mail them directly to you. If you choose the latter, each student will need to be provided with a self-addressed envelope and stamp.]

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# DO NOW
## Job Shadow 4: Informational Interviews II

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

*Questions:*

1. What organization are you going to be visiting for your job shadow?

2. What does your organization do or make?

3. What's one question you plan on asking the employee that you interview?

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# Model Interview Script

*[Interviewer enters room. Teacher is sitting at desk working. Interviewer starts to talk without shaking hands with teacher whom he/she is interviewing]*

**Interviewer:** Hello. I'm *[insert your name]*. I'm here for an informational interview.

**Teacher:** Hello *[insert student's name]*. It is nice to meet you. How can I help you?

**Interviewer:** I'm exploring career paths in the field of education. I'm hoping to gather information. I appreciate your making the time to meet with me today. I'd like to ask you some questions about what you do and get your point of view on teaching as a career.

**Teacher:** Sure. I'm happy to help!

**Interviewer:** How did you get started in this field?

**Teacher:** Well, actually, I began in a completely different career. I was a librarian, but then something happened that really made me want to be a teacher…

**Interviewer:** *[interrupt teacher's thought by asking the next question]* What is your typical day as a teacher like? What are your responsibilities?

**Teacher:** I begin the day with… *[Ad lib answer.]*

**Interviewer:** So, what grade levels does this school include?

**Teacher:** Um, it's a high school, so that would be grades 9-12.

**Interviewer:** What kinds of skills and abilities are required for this type of work?

**Teacher:** You need to be passionate about educating others and you need to be very patient. Having a basic knowledge of various subject areas is also important.

**Interviewer:** Are there other teachers, or people in the field of education, that you would recommend I speak to?

**Teacher:** Ms. Jones, an assistant principal over at Green Hills High School, would be a good person to talk to, but let me first…

**Interviewer:** *[interrupt teacher by asking the next question]* Great. I'll contact her today. Thanks.

**Teacher:** You're welcome.

*[Interviewer leaves without shaking hands or making eye contact.]*

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# Informational Interview Evaluation Rubric

**Directions:** Evaluate your partner's informational interview technique by checking "yes" or "no" for each question.

| Desirable Informational Interview Behavior | Yes | No |
|---|---|---|
| 1. Did the interviewer listen carefully? | | |
| 2. Did the interviewer ask relevant follow-up questions? | | |
| 3. Did the interviewer ask questions that could NOT be answered elsewhere? | | |
| 4. Did the interviewer ask questions about the interviewee's experiences? | | |
| 5. Did the interviewer ask for referrals? Did he/she ask permission to use the interviewee's name when making these contacts? (OPTIONAL) | | |
| 6. Did the interviewer thank the interviewee for his or her time? | | |

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# Research Questions

**Directions:** Research answers to each of the following questions on the company's website.

1. What does the company do or make?

2. How many people does the company employ?

3. What kinds of jobs are available at this company?

4. What kind of work experience does the person you're interviewing have?
   (**Note**: This information won't always be available. You may not know the name of the person you're interviewing, or be able to find information about them on the Internet.)

5. What are some of the company's recent achievements?

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# Job Shadow Appointment Confirmation

## Career

## Contact Information

Contact Person:

Job Title:

Name of Company:

Phone Number:

E-mail:

Street Address (and suite or apartment #, if needed):

City:

State:

Zip Code:

## Details

**INTRO:**

Hello, my name is _____ and I am a student at _____ _____High School. I am calling to confirm the date and time of my job shadow experience

**DISCUSS THE FOLLOWING DETAILS AND WRITE DOWN THE ANSWERS. REPEAT THEM TO MAKE SURE YOU'VE WRITTEN THEM CORRECTLY.**

Date:

Time:

Directions to the job site:

Parking (if needed):

Dress code:

Lunch arrangements:

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

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# Job Shadow Employer Evaluation

Thanks for taking the time to a host a _____ (name of high school) student at your place of work. Since we are very interested in the long-term success of our job shadowing program, we would appreciate you taking some time to evaluate your recent job shadowing experience. Your feedback is valuable as we plan future visits to the workplace.

| | |
|---|---|
| Your Name | Phone Number |
| Title | Email |
| Company | Student Name |
| Date of job shadow | |

## Please evaluate the student in each of the following areas.

| | | | | |
|---|---|---|---|---|
| **PUNCTUALITY** | | | | |
| Reported at appropriate time | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Departed at appropriate time | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| **PROFESSIONAL APPEARANCE** | | | | |
| Dressed appropriately | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Well-groomed | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| **PROFESSIONAL CONDUCT** | | | | |
| Confirmed appointment | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Behaved professionally at worksite | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| **COMMUNICATION** | | | | |
| Related well to host and others | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Asked appropriate questions | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Demonstrated interest in experience | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| **OVERALL EVALUATION** | | | | |
| Student seemed to benefit | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| I enjoyed hosting a job shadow | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |

Would you be willing to host another student in the near future? (Circle one) Yes No

Please use the back of this page for comments or suggestions for improving our job shadow program.

Signature of person being shadowed _____ Date _____

Student should return this form to _____, Roads to Success teacher.

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

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# Reflection & Thank You Note

## The BIG Idea

- What did I learn during my job shadow experience, and how will this help me plan for my future career?

## AGENDA

Approx. 45 minutes

I. Warm Up: Do Now (5 minutes)

II. Job Shadow Reaction Discussion (10 minutes)

III. Workplace Skills Evaluation (10 minutes)

IV. Reflection (10 minutes)

V. Wrap Up: Thank You Letter (10 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 8-9, Personal Skills Checklist
  - Portfolio page 10, Reflection
  - Portfolio page 25, Skills Checklist (job shadow skills only)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 119, Job Shadow Reaction
  - Student Handbook page 120, Thank You Letter Model
  - Student Handbook page 121, Thank You Letter Template
- ❑ Overhead projector or laptop and LCD projector
- ❑ Stationery or business-appropriate note cards, with matching envelopes
- ❑ Stamps

## OBJECTIVES

During this lesson, the student(s) will:

- Reflect on their job shadow experience, evaluating their interest in the career they observed.
- Consider their career readiness, and identify skills they'd like to acquire.
- Write a thank you note to their job shadow host.

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## OVERVIEW

In this lesson, students reflect on their job shadow experiences and evaluate their career readiness. They begin by discussing their initial reactions to the workplace. Next, they identify skills that would be useful in the careers they observed, and choose skills they'd like to acquire. Then, they reflect on whether this is a career they'd be interested in pursuing. Finally, using a model and template, students write the requisite thank you notes to their job shadow hosts.

**NOTE:** This lesson should be taught immediately following your students' job shadow. If necessary, postpone this lesson until all students have visited a workplace.

## PREPARATION

- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Portfolio pages 8-9, Personal Skills Checklist**
  - **Student Handbook page 120, Thank You Letter Model**
  - **Student Handbook page 121, Thank You Letter Template**
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ For **Activity II, Job Shadow Reaction Discussion,** determine pairs for the pair/share activity.
- ❑ For **Activity III, Workplace Skills Evaluation,** draw a t-chart on the board or chart paper. Label the left side, "Skills We Need to Acquire," and the right side, "How We Will Acquire These Skills"

## BACKGROUND INFORMATION

Reflection is always the final product of project-based learning. According to the Junior Achievement/job shadow Coalition, a job shadow is designed "to give kids the unique opportunity of an up-close look at the world of work and provide the answer to the commonly asked question, "Why do I have to learn this?" This lesson gives students the chance to explore their answers. The lesson also provides a chance to respond to the potentially unfamiliar culture of the workplace, and speculate on whether the observed career is a good fit.

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## IMPLEMENTATION OPTIONS

You may vary the time allowed for each activity in the lesson, depending on the needs of your students. If you're short on time, thank you notes may be assigned as homework. These must be returned to you before mailing, and checked off **Student Handbook page 25, Job Shadow Checklist** (Job Shadow 1, Intro to Job Shadow) as a requirement of this unit.

During the **Warm Up**, you may skip the pair/share if your students are eager to share their ideas with the group.

In **Activity IV, Wrap Up: Thank You Letter**, you may prefer to have your students write a less formal note, omitting the addresses from the beginning of the letter.

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## ACTIVITY STEPS

### I. WARM UP (5 minutes)

1. **SAY SOMETHING LIKE**: By now, most of you have had a chance to spend a half-day or more in the workplace, observing someone in a career you may be considering yourself. Today, we're going to talk about what you saw, how you felt, and what it means in terms of next career steps.

   **SAY SOMETHING LIKE**: Turn to **Student Handbook page 119, Job Shadow Reaction,** and take a few minutes to describe your workplace visit – the good, the bad, and the in-between. When you're finished, we'll talk about your observations to see which experiences were unique and which were common to many people in the group.

2. Allow students a few minutes to complete the activity. When time is up, give students two minutes to share their responses with a partner.

   **SAY SOMETHING LIKE**: Read the first prompt aloud, and take turns sharing your answers. Move on to the second prompt, and continue to alternate responses. Listen carefully for similarities and differences in your workplace visits.

### II. Job Shadow Reaction Discussion (10 minutes)

1. Follow up with a whole-class discussion about students' job shadow impressions. Encourage the conversation by asking some or all of the following questions and having several students respond to each:
   - How did it feel to be in a workplace for the day?
   - What did you enjoy the most? Why?
   - What was the least enjoyable part of the day? Why?
   - Was anything about the experience stressful? Explain.
   - What parts of the job could you picture yourself doing?
   - What additional information might you need to determine if the career is right for you?

2. **SAY SOMETHING LIKE**: One thing worth noting is that people often feel exhausted after their first day in a new workplace. You may not know anyone there, and you may be wondering how to fit in or make a good first impression. Or you may love the atmosphere and think "This is the place for me!" Or you may have feelings that are somewhere in between.

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## III. Workplace Skills Evaluation (10 minutes)

1. **SAY SOMETHING LIKE**: You've done a great job describing your emotional reaction to the job shadow day. Let's talk about the skills you observed while you were in the workplace. What skills did you see in action that you already possess? [Students respond.] What skills did you see that made you think "I have no clue"? [Students respond.]

2. [Have students turn to **Portfolio pages 8-9, Personal Skills Checklist** and display a copy on the overhead or LCD projector.]

   **SAY SOMETHING LIKE**: Let's take a look at a checklist of basic skills most employers say they're looking for. This checklist may be familiar – you used it to identify your job skills in Grade 10.

   Circle any skill you saw demonstrated during your Job-Shadow. Then take a look at the columns to the right and check your ability in each. Finally, at the bottom of the page, list three skills that you'd like to acquire or improve, and one strategy for working on each.

3. When students have completed their Portfolio page, show them the t-chart you created. (See **PREPARATION**.) Invite volunteers to share with the class what skills they need to acquire and how they plan to acquire them. Jot the skills and ideas for improvement/acquisition on the chart. Encourage classmates to suggest additional strategies for improvement.

4. **SAY SOMETHING LIKE**: Are you surprised by how many skills we listed on the chart? You shouldn't be! It is highly unusual to begin a job having mastered every skill you will ultimately need. Workers learn and improve their skills while on the job. The challenge of learning new skills and/or developing existing ones is part of what makes a job exciting. You are already developing skills that employers will value, and you will continue to work on these skills throughout high school and beyond.

## IV. Reflection (10 minutes)

1. **SAY SOMETHING LIKE**: There's one more thing I'd like you to consider before you move on to the final activity of the job shadow unit. Please turn to **Portfolio page 10, Reflection**. You'll notice that this page is in the Portfolio section, which means you'll save this as a record of your career ideas, so please answer thoughtfully. Unlike the rest of today's activities, your ideas on this reflection will only be shared with me. Please take the next ten minutes to consider what you observed and how you gauged this workplace experience in terms of career potential for you.

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2. Give students 10 minutes to complete their reflection and then bring them back together as a group.

## V. Wrap Up: Thank You Letter (10 minutes)

1. **SAY SOMETHING LIKE**: Last, but not least, it's time to write a thank you note to your job shadow host. This is part of the process, a rule of the game. It lets your host know you appreciated the time spent with you, and identifies you as someone who's professional and serious about your career exploration. And maintaining a connection through a thank you note makes it easier to re-contact your host if you need more help at a later time.

2. Have students turn to **Student Handbook page 120, Thank You Letter Model** and display it on the overhead or LCD projector. Invite a volunteer to read it aloud.

3. **SAY SOMETHING LIKE**: Let's look at each part of the letter.
   - **Date**: Month, Day, Year
   - **Inside Address**: host's name, including personal title (e.g., Mr., Ms., Mrs., Dr.), host's professional title (e.g., editor-in-chief), company name, street address, city, state, and zip code
   - **Salutation**: same name as the inside address, including the personal title
   - **Body**:
     - Paragraph 1: Thank the host for his or her time and effort.
     - Paragraph 2: Explain why this experience was valuable to you. Tell what you learned and/or enjoyed during the job shadow.
     - Paragraph 3: Include additional comments and thank the host again for the opportunity to shadow him or her.
   - **Closing**: End with an appropriate closing such as, "Sincerely" or "Thank you," (NOT "Love"), and don't forget to add a comma after.
   - **Signature**: Leave several line spaces between the closing and your signature. Print your name below your signature.

4. Have students use their copies of **Student Handbook page 120, Thank You Letter Model** and **Student Handbook page 121, Thank You Letter Template** to write their own thank you notes. Remind them to write neatly, and to check spelling and grammar.

5. When students have finished, **SAY SOMETHING LIKE**: Thank you for all your hard work during this job shadow unit.

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If you confirmed that the career you investigated was a good fit, that's good to know. It's possible you ruled out a career you were considering, which is also good to know. And if you're not certain, don't be discouraged. Finding satisfying work is a lifelong process, and today is just one step on the Road to Success.

## SKILLS CHECKLIST

Direct students' attention to **Portfolio page 25, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for job shadow skills.

### Job Shadow

**I can...**

| | | | |
|---|---|---|---|
| Create a resume that reflects my accomplishments and experience. | ❑ not at all | ❑ somewhat | ❑ very well |
| Recognize appropriate workplace dress and behavior | ❑ not at all | ❑ somewhat | ❑ very well |
| Prepare for an informational interview by doing company research and creating a list of questions. | ❑ not at all | ❑ somewhat | ❑ very well |
| Write a business-appropriate note thanking someone for their help. | ❑ not at all | ❑ somewhat | ❑ very well |

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# Job Shadow Reaction

**Directions:** Complete each sentence prompt about your job shadow experience.

1. I was excited by _____

2. I was disappointed by _____

3. I was surprised by _____

4. I felt I 'belonged' in this workplace because _____

5. I felt 'out of place' in this workplace because _____

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# Thank You Letter Model

May 8, 2008

Ms. Jillian Kornsweig
Researcher
Roads to Success
307 West 38th Street, Suite 1101
New York, NY 10018

Dear Ms. Kornsweig,

Thank you for taking time out of your busy schedule to teach me about your job. I enjoyed visiting Roads to Success, and learning about your day-to-day responsibilities.

The experience of helping you review and analyze information has convinced me that educational research is a career field I would find both challenging and fulfilling.

I appreciate the ideas you gave me about preparing for a career in educational research. At your suggestion, I plan to take an education class at my community college this summer.

Sincerely,

Samantha Smith

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# Thank You Letter Template

Date (month day, year)

Host's Name
Host's Professional Title
Company Name
Street Address
City, State Zip Code

Dear [Mr., Mrs., Ms., Dr. (Host's last name)],

Paragraph 1: Thank your job shadow host for his or her time and helpfulness.

Paragraph 2: Tell what you got out of the job shadow experience.

Paragraph 3: Include additional comments here and thank your host again.

Sincerely,

Sign your name

Print your name

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# Personal Skills Checklist

**Directions:** Circle the skills you saw "in action" during your job shadow. Place a check in the column that describes your ability level in each skill you circled.

| 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 program | | | |
| • Use MSExcel or other spreadsheet | | | |
| • Design a web page | | | |
| • Troubleshoot computer problems | | | |
| • Send and receive professional voicemail messages | | | |
| • Send and receive professional e-mails | | | |
| **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 | | | |
| • | | | |
| • | | | |
| • | | | |

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## PERSONAL SKILLS CHECKLIST (continued)

| SKILLS | Good at this | Some Skills | Few or no skills |
|---|---|---|---|
| **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 on a car or edit a video)** | | | |
| • | | | |
| • | | | |
| • | | | |
| • | | | |

ADAPTED FROM: Teens Working Student Guide, pages 19-22, Northwest Regional Educational Laboratory, Portland, OR.

Below, write three skills you identified as requiring further development, and describe a strategy for improving each one. (Use the back of this page if needed.)

| Skill | Strategy for Improvement |
|---|---|
| 1. _____ | _____ |
| | _____ |
| 2. _____ | _____ |
| | _____ |
| 3. _____ | _____ |
| | _____ |

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# Reflection

**Directions:** Read each question or prompt about your job shadow experience, and write a response in the spaces below.

1. Describe the company, or department of the company, you visited.

2. What type of work activities did you observe during your job shadow?

3. If you wanted to work at the company you visited, what might you do to prepare over the next few years, both in high school and after?

4. Would you consider a career in the field you visited? Why or why not?

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# UNIT 5

# EDUCATION AFTER HIGH SCHOOL

## Lesson Descriptions

**Education After High School 1: Choosing Courses for Senior Year**
*Which senior year courses will I need to graduate and which will best help me reach my educational and career goals? NOTE: This lesson requires coordination with your school counselor.*

**Education After High School 2: Choosing a College Major**
*What is a college major and how do I choose one?*

**Education After High School 3: Other Educational Paths**
*What are the benefits and things to consider for various one- and two-year programs, apprenticeships, and the military?*

**Education After High School 4: Evaluating Post-secondary Options**
*What should I consider when evaluating post-secondary options?*

**Education After High School 5: Choosing a College**
*How can I identify colleges to consider for education after high school? NOTE: This lesson requires coordination with your school counselor.*

**Education After High School 6: Research I**
*How can I find out if I'm academically qualified to attend the colleges on my list?*

**Education After High School 7: Research II**
*What financial aid options exist, and what can I do to prepare to apply for financial aid?*

**Education After High School 8: Research III**
*How do I decide where to apply, and how do I begin the process?*

**Education After High School 9: Letters of Recommendation**
*How can I get a positive letter of recommendation for college? NOTE: This lesson requires coordination with your school counselor.*

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# GRADE 11, Unit 5, Education After High School

**Some Students Will:**

- Use resources provided to continue college research outside of class.

**Most Students Will:**

- Investigate college majors and make a tentative choice.
- Identify questions to ask to determine the quality of education at post-secondary schools.
- Research and compare college choices to determine at least one reach, match, and safety school.
- Understand remaining steps needed to select colleges and apply.
- Get a letter of recommendation suitable for a college application.

**All Students Will:**

- Select courses for senior year based on high school graduation requirements, career choice, and (where applicable) recommended college prep courses.
- Understand the breadth of college course offerings and the flexibility permitted in meeting college requirements.
- Understand the benefits and potential drawbacks of community college, tech/trade schools, apprenticeships, and military training.
- Identify resources for tech/trade research.
- Understand the four types of financial aid and the FAFSA's role in determining needs-based aid.
- Understand the purpose of a letter of recommendation, and how to prepare a recommender to write an effective one.


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# ROADS to SUCCESS

Grade 11 Education After High School

Family Newsletter

## Getting Ready for College

What are you doing for the rest of your life? It's a scary question for many high school juniors and seniors. Even students who know what they want (and are well on the way to getting it) get nervous about the long list of things to do to get ready for the next step in their education.

Here are some things to focus on during junior year:

**Investigate.**
Students should gather information about schools so they know where they want to apply next fall. Experts suggest that students apply to more than one school. To find the best match, students should select some schools that are difficult to get into and some that are easier.

Junior year is also a great time to visit schools for a first-hand look.

**Take the SAT or ACT.**
Many schools select students based on grades and scores received on the SAT or ACT. Students may take these tests more than once. A first try during spring of junior year leaves time for a second try during fall of senior year.

**Don't be discouraged by the high cost of college.**
Financial aid is available to families that need it.

All students should plan on completing the Free Application for Federal Student Aid (FAFSA) in January of their senior year. The FAFSA uses information about family income to determine the amount of financial help students receive.

**Remember that there are good educational options for every student.**
Four-year colleges, community colleges, tech/trade schools, and apprenticeships are all worth investigating to find the perfect fit.

For more information, visit IHaveAPlanIowa.gov.

## Grade by Grade

In Grade 11, Roads to Success students spend nine weeks exploring their educational options – from apprenticeships to trade school, the military to 4-year colleges. They review their own grades and compare their performance with college entrance requirements. They discuss college majors and see what's recommended for their chosen careers. Finally, they compare colleges and select schools that seem like a good fit.

By fall of senior year, students should have a good idea of schools where they want to apply. This means the summer after junior year is a good time to continue college research. During senior year, Roads to Success will guide students through the application process, whether they're headed to school or work.

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?
In 2007-2008, the U.S. government provided $83 billion in grants, work-study, and low-interest college loans. During the 2008-2009 school year, more than $130 billion in financial aid was available to students and their families.

SOURCE: http://studentaid.ed.gov

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## Choosing Courses for Senior Year

### The BIG Idea

- Which senior year high school courses will I need to graduate and which will best help me reach my educational and career goals?

## AGENDA

Approx. 45 minutes

I. Warm Up: Looking Back, Looking Ahead (10 minutes)

II. Graduation Requirements (5 minutes)

III. Courses for Your Career and Interests (5 minutes)

IV. Courses for College-Bound Seniors (5 minutes)

V. Preliminary Course Selection (15 minutes)

VI. Wrap Up (5 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 11, Four-Year Plan
  - Portfolio page 1, Interest Profiler and Basic Skills Survey Results
  - Portfolio page 2, Evaluating Top Career Choices (from Careers 2)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 122, Recommended Courses for College
  - Student Handbook page 123, Questions for My School Counselor
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, DO NOW
- ❑ Overhead projector
- ❑ Sample packet of local school district's 12th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 12th grade courses w/ syllabus, course selection form, etc.)

## OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required for high school graduation in their state or district.
- Understand which courses are required or recommended by four-year colleges.
- Identify the courses that will help them explore their interests and prepare for future careers.
- Use the criteria above to select courses for their senior year.

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## OVERVIEW

In this lesson, students begin to select courses for their senior year. They first record the classes they will have completed by the end of junior year. Then they review three important criteria for selecting classes: state or district requirements for graduation; courses that help them prepare for specific careers and explore their interests; and requirements or recommendations for college-bound students. Next, they use a listing of course offerings to select options for next year. Finally, they complete a list of questions for their school counselor regarding their final selections. Some schools may elect to use this class for official course selection by inviting the school counselor to co-facilitate.

## PREPARATION

- ❑ This lesson is designed to help students prepare for their meetings with the school counselor to select courses for the 12th grade. Be sure to coordinate with the counselor to become better acquainted with the processes involved. If possible, 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 contact local school officials well in advance of this lesson to identify and assemble necessary information and forms for your district's course selection process (juniors choosing courses for their senior year). This packet of information should include: district or state requirements for graduation, a listing of senior year courses, the course selection card or form, and any other information needed to help students and their parents understand the senior year course selection process.
- ❑ Ask your school counselor if it's possible to access a copy of each student's transcript so students don't have to guess regarding the number of credits they've accumulated.
- ❑ 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 122, Recommended Courses for College**
    - **Portfolio page 11, Four-Year Plan**
    - **Portfolio pages 4-5, Education Requirements**

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## VOCABULARY

**Advanced Placement (AP) Classes:** challenging courses that give students the opportunity to earn college credit while still in high school. Students must successfully complete an exam at the end of each AP course.

## 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. 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 during your senior year that would help you reach that career goal?

After they have completed their answers, call on students to read their answers. Then begin with the **Warm Up** as written.

**Activity IV, Courses for College-Bound Seniors:** If you already know some colleges to which students will likely apply, you may want to check their course requirements and recommendations online. An easy resource for this information is the College Board. Enter the college name under "College QuickFinder" (**http://collegesearch.collegeboard.com/search/index.jsp)** Once you've selected your college, click through several screens to find the "Am I On Track?" feature. This Academic Tracker allows students to compare courses they've completed with college recommendations. (This website is revisited in **Education After HS 6, College Research I.**)

**Activity V, Preliminary Course Selection:** If your school has an official course request form for students to complete, you may choose to have students complete this form instead of completing the 12th grade column in **Portfolio page 11, Four-Year Plan.**

With students' permission, you may wish to collect **Student Handbook page 123, Questions for My School Counselor,** to share students' scheduling concerns.

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## ACTIVITY STEPS

### I. Warm Up: Looking Back, Looking Ahead (10 minutes)

1. **SAY SOMETHING LIKE**: Welcome, everybody. This week, we're going to begin a new unit on Education After High School. Right now, you all may have very different plans, from going to a four-year college, to completing a technical degree, to launching right into a career. But whatever your plan, it's important to know what kind of education or training can help you in your future and how you can prepare for that now. In today's lesson, we're going to look at an important decision you'll be making about your immediate future — planning your classes for next year.

2. Have students turn to **Portfolio page 11, Four-Year Plan**.
   **SAY SOMETHING LIKE**: To start, please fill in the courses for the first three years — in other words, the high school classes that you took in 9th and 10th grade along with the classes you are currently taking. This is an essential step in determining which classes you'll take next year. Now, we'll review some of the criteria for choosing next year's classes, including:
   - Which classes you need to graduate
   - Which classes fit your interest and career goals
   - Which classes are required or recommended by colleges

3. Give students about five minutes to complete the first three years of this chart (9th–11th), reminding them to leave the fourth column (12th) blank.

### II. Graduation Requirements (5 minutes)

1. **SAY SOMETHING LIKE**: First things, first: How many of you want to graduate from high school? (Show of hands.) 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 display a copy on the overhead 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 their own Four-Year Plans.

4. Take a few minutes to let students ask questions about these requirements.

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## III. Courses for Your Career and Interests (5 minutes)

1. **SAY SOMETHING LIKE**: Of course, graduation requirements shouldn't be the only thing you consider. 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.

   Earlier this year, you completed the IHaveAPlanIowa.gov's Interest Profiler to identify careers that matched your interests and goals. For your top career choice, you recorded recommended classes from IHaveAPlanIowa.gov. Let's turn back to **Portfolio pages 4-5, Education Requirements**, to review those lists.

2. Display a copy of this page on the overhead projector to remind them what this form looked like.

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 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.

## IV. Courses for College-Bound Seniors (5 minutes)

1. **SAY SOMETHING LIKE**: The final 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 next year. These courses are also an important foundation for success in most careers.

   If you have capable students who aren't planning on taking college courses, you may point out that people can decide to enter college at any age, and can take courses to get ready at a local community college if they haven't had them before. But the opportunity cost for postponing these pre-college courses is that 1) these courses will cost money later on, and 2) adult students often have to fit school into a schedule that includes other responsibilities—like a job or family. Now is a great time to take college prep courses – while it costs them nothing and school is their main responsibility.

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2. **SAY SOMETHING LIKE**: Let's take a look at the courses that are recommended by most colleges. Please turn to **Student Handbook page 122, Recommended Courses for College**. [Display this page on the overhead projector and review the recommendations as a class.]

   Keep in mind that these are general recommendations. You'll want to check with the colleges you're applying to for their specific requirements. [See **IMPLEMENTATION OPTIONS** for a recommended website to find this information.]

   Note if there are any differences between the graduation requirements from your high school and the college recommendations. For example, if your school requires students to complete two years of foreign language, students who are planning on applying to a four-year college should be encouraged to take a third year.

3. **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 know 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.

4. Give students a few minutes to review the recommendations and compare them to their **Four-Year Plan**. They may also want to compare these courses with those in their **Portfolio pages 4-5, Education Requirements,** which recommend courses that prepare students for specific career paths.

5. Take a few minutes to let students ask questions about these requirements.

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## V. 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 courses from this list of course offerings for next year. [Hand out copies of this list (obtained from your school counselor) and display a copy on the overhead projector.] You'll share these preliminary choices with the school counselor when you make your final schedule.

2. **SAY SOMETHING LIKE**: Please turn back to **Portfolio page 11, Four-Year Plan** that you started at the beginning of the class. Now, I'd like you to take some time to complete the column for 12th grade, considering the criteria that we discussed today. Remember that the first thing to consider is whether you have the necessary graduation requirements.

3. Give students about 15 minutes for this step. Walk around the classroom to answer questions they may have as they make their selections.

## VI. Wrap Up (5 minutes)

1. Have students turn to their **Student Handbook page 123, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections.

2. **SAY SOMETHING LIKE**: Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the ones you chose 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.

3. **SAY SOMETHING LIKE**: Great job today, everyone. Next week, we're going to talk more about education after high school and start exploring college majors—what they are and how to choose one that helps you meet your goals for the future.

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# DO NOW:
# Choosing Courses for Senior Year

**Directions:** Read the questions below and record your responses.

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 during your senior year that would help you reach that career goal?

_____
_____
_____
_____
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_____
_____
_____

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# Recommended High School Courses for College

| Subject | Number of Courses | Recommended Courses |
|---|---|---|
| English | Four or more years | Grammar, composition, literature |
| Math | Three or more years | Algebra I and II, geometry, trigonometry and/or calculus |
| Science | Three or more years | Biology, chemistry, physics, earth/space science; include lab classes |
| Social Studies | Three or more years | U.S. history, U.S. government, economics, world history or geography, civics |
| Foreign Language | Three or more years | At least two years of the same language. |
| Other/Electives | Varies with colleges | Check with each college; some require courses in computer science or the arts (including visual arts, music, theater, drama, dance) |
| Advanced Placement (AP) Courses | Recommended | 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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Name _____

## 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 your school counselor. Write your questions below.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

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# Four-year Plan

**Warm Up:** Please fill in the first three columns of the chart below to record your classes in 9th, 10th, and 11th grades. Your teacher will provide instructions for filling in the column for 12th grade.

| | Courses Taken/Planned | | | |
|---|---|---|---|---|
| **SUBJECT** | **9th** | **10th** | **11th** | **12th** |
| 1. Language Arts | | | | |
| 2. Math | | | | |
| 3. Science | | | | |
| 4. Social Studies | | | | |
| 5. Foreign Language | | | | |
| 6. Other/ Electives (Arts, Computer Science, etc.) | | | | |

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# Choosing a College Major

## The BIG Idea

- What is a college major and how do I choose one?

## AGENDA

Approx. 45 minutes

I. Warm Up: Thinking About College (5 minutes)

II. What Classes Will You Take in College? (10 minutes)

III. Choosing a Major (10 minutes)

IV. Which Major is Right for You? (15 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 1, Interest Profiler and Basic Skills Survey Results
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 124, Thinking Ahead
  - Student Handbook page 125, IHaveAPlanIowa.gov and College Board Directions
  - Student Handbook page 126, Sample College Requirements
  - Student Handbook page 127, What's a Major?
  - Student Handbook page 128, Possible Majors and Schools
- ❑ Overhead projector and/or LCD projector
- ❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Understand that colleges have course requirements that often offer more choice and flexibility than high school courses.
- Understand the connection between career aspirations and a choice of college major.
- Make a tentative choice of a college major.

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## OVERVIEW

In this lesson, students begin by reflecting on their expectations for college. Then they discuss college requirements and identify courses they would choose to fulfill those requirements. Next, they discuss college majors and review a list of common questions about college majors. Using IHaveAPlanIowa.gov, they identify recommended majors for a career of interest and find schools in their states that offer each major. Finally, they explore one of the majors they identified and list some of the typical courses within that major.

## PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure IHaveAPlanIowa.gov, or a similar 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.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 126, Sample College Requirements**
  - **Student Handbook page 128, Possible Majors and Schools**
  - **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
- ❑ Write the following web addresses on the board, chart paper or overhead projector:
  - http://www.ric.edu/academics/generalEducation.php/
  - www.IHaveAPlanIowa.gov (be sure that students have access to their own Account ID and password)
  - www.collegeboard.com/csearch/majors_careers/profiles/

## VOCABULARY

**Major**: your field of specialization in college.


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## IMPLEMENTATION OPTIONS

In the **Warm Up**, you may prefer to introduce the topic, then present **Student Handbook page 124, Thinking Ahead**.

**Activity II, What Classes Will You Take in College?:** If time is limited, you may choose to complete this activity as a class.

If computer access is limited, you may wish to print out the website pages listing the University of Iowa core curriculum requirements for undergraduate students (http://www.clas.uiowa.edu/students/handbook then click on General Education Program on the left side of the screen). Students could choose directly from these lists rather than going online themselves. This option may also be helpful if you think you will run short on time.

If you prefer, you may choose to find an example from a college near you.

**Activity IV, Which Major Is Right for You?** You may wish to choose a different major to explore required courses.

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## ACTIVITY STEPS

### I. Warm Up: Thinking About College (5 minutes)

1. To begin this lesson, refer students to **Student Handbook page 124, Thinking Ahead**. Give students about three minutes to record their responses.

2. **SAY SOMETHING LIKE**: Welcome, everybody. This week, we're going to continue our unit on Education After High School. In today's lesson, we're going to look at the classes you take in college, what a major is, and how you choose a major.

### II. What Classes Will You Take in College? (10 minutes)

1. **SAY SOMETHING LIKE**: Just like in high school, most colleges have certain requirements that you must fulfill in order to graduate. You might be thinking that's a drag—after all, isn't college for taking the classes you want to take? Well, before you jump to any conclusions, there are three things to remember about these requirements:
   - First, four-year colleges have these requirements so that their graduates are well-rounded. They want their graduates to enter the world equipped with important skills and knowledge to help them succeed as adults.
   - Second, taking a wide range of courses means you'll be exposed to classes you might not take otherwise—and you might just discover a passion for something completely new.
   - Third, even though you'll still have to take courses in different subjects, there are many, many more courses to choose from to meet each requirement.

2. **SAY SOMETHING LIKE**: Let's take a look at an example of what a college might require for graduation. Please turn to **Student Handbook page 126, Sample College Requirements**. This chart shows the requirements for University of Iowa, a typical, large four-year state university. These are the courses that must be fulfilled in order to graduate.

   As you see, these don't look like your typical high school requirements, do they? Rather than requiring a certain number of courses in different subject areas, their requirements are organized by objectives—in other words, the skills they feel are important for their students.

3. **SAY SOMETHING LIKE**: Now, you're probably wondering what kinds of classes will fulfill these objectives. Well, let's find out!

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[Have students work in small groups or pairs to go online and view a list of courses that fulfill the Iowa College requirements: http://www.clas.uiowa.edu/students/handbook and then click on **General Education Requirements.**]

4. **SAY SOMETHING LIKE**: Let's take a quick look at the first general education area, "Rhetoric." How many courses are students required to take to fulfill this objective? (A minimum of 4-8 semester hours.) If we click on **Rhetoric,** we will see that all but two of the rhetoric classes are worth 4 semester hours. Two of the rhetoric classes are worth three semester hours. This means that you would need to take one or two classes to meet the requirements. Why do you think that a range of required semester hours are listed? (Because some majors require four semester hours and others require up to eight.) How would you know how many you should take? (Look up your own major or speak to an advisor. Remind students that it is always recommended that they speak to an advisor when planning classes.)

5. Let's move on to the next general education area, "Foreign Language" How many classes are required for this objective? [Point out that fourth semester-proficiency is required.] Let's click on **Foreign Language** to learn what that means. [Read the explanation of the three ways that a student can achieve proficiency in a foreign language. Allow students to ask questions if they don't understand the process.]

   **SAY SOMETHING LIKE:** The next General Education area is Interpretation of literature. three semester hours are required in this area. By clicking on **Interpretation of Literature,** we see that we have three classes to choose from.

6. **SAY SOMETHING LIKE**: Great, now you're going to select four General Education Areas that interest you and choose one course requirement for each. Look at the related lists and choose the courses you would take to fulfill each requirement. Note that some courses are found under more than one Core Requirement, but you can't count the same course twice. If you use a course to satisfy one Core Requirement, you have to pick a different course for another general education area.

7. Give students time to choose one course for each of the Core Requirements they've chosen, and write their choices on their charts.

## III. Choosing a Major (10 minutes)

1. **SAY SOMETHING LIKE**: Chances are, someone's already asked you what you think you'll study in college. Some of you may already know, some of you may still be figur-

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ing this out, and many of you have no idea. Today we're going to answer some basic questions about a college major. Please turn to **Student Handbook page 127, What's a Major?** As we discuss each of these questions, you can use this page to take notes.

2. **SAY SOMETHING LIKE**: First of all, **what is a major?** A major is an academic subject or field that college students select to focus their studies. Depending on your major, somewhere between a quarter to a half of your courses will be in the major you choose. Just as you'll have some general graduation requirements, there will also be requirements within your major. (However, many of these requirements will overlap.)
   - **When do you choose a major?** Most colleges don't require you to declare a major until the end of your sophomore year. Students often take general courses in their first year or two of college, and focus on a major in their later years. In fact, unless you're absolutely sure about a major, it's probably wise not to rush into this decision. Instead, narrow down your choices of majors, and take classes in each one before you decide.
   - **Why do I have to think about this now?** You'll want to choose a school that offers the subjects (and majors) you want to study, or one that has a particularly strong program in that major.
   - **How do you choose a major?** Well, if you know what you want to do, you choose a major that will prepare you for that career. You can also choose a major that fits your talents, interests, and goals. We'll talk more about this in a few minutes.
   - **What if I have no idea?** That's okay. More than half of all college freshman start without knowing their major.
   - **What if I change my mind?** You can definitely change your major. But the sooner you do, the better, because if you wait too long, you may have to spend more time (and money) in school to fulfill all the requirements.
   - **What if I can't decide between two majors?** Since you'll be taking classes outside your major, you may find a passion for another subject. This doesn't mean you have to change your major—some schools offer "minors," which require fewer courses, but still show that you have a concentration in that subject. Some students choose to double-major, majoring in two different subjects. This is a great option if you have career plans that combine more than one subject. For example, say you want to be a scientific illustrator. You could get a double major in art and biology.

## IV. Which Major is Right for You? (15 minutes)

1. **SAY SOMETHING LIKE**: So which major is right for you? Fortunately, you'll have many, many to choose from—from agriculture to zoology. The major you choose should reflect your interests, talents, and career plans. After all, your major can put you on

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the path to your future goals—and some careers may require or recommend certain majors. So if you know now what you want to do, you'll want to choose a major that puts you on the right path.

2. **SAY SOMETHING LIKE**: Choosing a major may seem like a scary decision. After all, you might think that choosing a major is really deciding on a career, right? Well, don't worry. Choosing a major is *not* picking a career. There are some majors that prepare you for a specific career, but most majors prepare you for many careers. Also, keep in mind that are two main kinds of majors:
   - Career-oriented majors, like nursing, engineering, technicians, accounting. These majors put you directly on a path for that career.
   - Liberal arts majors, like English, history, political science, psychology, and sociology. You will gain many important skills from these majors, which can be used in a variety of careers. With these majors, you create your own career path.

3. **SAY SOMETHING LIKE**: How do you know which major will put you on the right path? One place to start is IHaveAPlanIowa.gov, which you used earlier in the year to find careers that matched your skills, interests, and goals. Let's turn back to your **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

   [Display a copy of this page on the overhead projector to remind them what this form looked like.]

4. Have students choose their top career choice from the **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** page. Then have students turn to **Student Handbook page 128, Possible Majors and Schools** and write that career at the top of the page. Explain that in Part A, they'll be exploring that career using IHaveAPlanIowa.gov. On the IHaveAPlanIowa.gov site, they'll find related majors and schools in your state that offer programs that will prepare them for their top career interest.

5. Model how to use IHaveAPlanIowa.gov to find recommended majors for specific careers and colleges that offer those majors. For example:
   - Use your name and password to sign on to IHaveAPlanIowa.gov
   - Click **Career Planning** and then click **Explore Careers**
   - Enter "Police Detective" into the search bar
   - Click **Police Detective** for details about that career
   - Click **What to Learn** and scroll down to "Beyond High School"; point out that many similar majors may have different names at different colleges, such as "Forensic

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Science and Technology" ,"Criminal Justice/Police Science", and "Criminalistics and Criminal Science". Therefore, they should click on each one when they're searching for programs.

- Click **Criminal Justice/Police Science**, then click **Schools Offering This Program** on th left side of the screen. Choose "Bachelor's Degree" and then click **Go** for a list of schools in the state that offer that program.

6. **SAY SOMETHING LIKE**: Now you're probably wondering what these majors are all about—and what kinds of classes you might take. For Part B, you'll choose one major you identified in Part A and use another website to explore more details about that major.

   Model how to use the College Board "Major Profiles" site (http://www.collegeboard.com/csearch/majors_careers/profiles/) to find out more about a major, such as "Special Education." Show students how to click the + sign to expand categories. Then point out the information available, specifically the "Typical Major Courses" listed in the right-hand column.

7. Give students about 10 minutes to complete **Student Handbook page 128, Possible Majors and Schools**.

## V. Wrap Up (5 minutes)

1. Ask students to share what they found in their research and how they're feeling about choosing and pursuing a major. Possible discussion questions include:
   - What were some of the majors recommended for your career?
   - When you identified typical classes for your major, which ones sounded interesting?
   - When you think about choosing and pursuing your major, what are you most excited about?
   - What makes you nervous?

2. **SAY SOMETHING LIKE**: If you're feeling nervous or overwhelmed, remember that you don't have to go it alone—you'll have lots of help figuring this stuff out. College students are assigned academic advisors, who help you make course selections and approve your choices. They'll also keep an eye on your schedules to make sure you're on track to fulfill your requirements. Colleges also have Career Centers, where staff can help you figure out the best direction for you to take.

3. **SAY SOMETHING LIKE**: Today, we've been focusing on four-year colleges. Next week, we'll continue our unit on Education After High School, but look at other options for higher education, such as community colleges, technical and trade schools, and apprenticeships.

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# THINKING AHEAD

Today we're going to talk about choosing classes and majors in college. Take a few minutes to reflect on what classes and majors you might want to pursue.

1. What career are you most interested in?

_____

_____

2. What college major do you think would help you pursue that career?

_____

_____

3. What is one question you have about selecting a college major?

_____

_____

_____

_____

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# IHaveAPlanIowa.gov and College Board Directions

## IHaveAPlanIowa.gov

**1. Connecting to IHaveAPlanIowa.gov**

- Type the web address into the dialog box (www.IHaveAPlanIowa.gov ).
- When the IHaveAPlanIowa.gov home page appears, type your Account ID and password into the dialog boxes provided and click **Sign In**.

**2. Possible Majors and Schools**

- Click on the **Career Planning** tab and then 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 Police Detective, and click **Go.**)
- When the link appears, click it. (As an example, click on **Police Detective**.)
- Click on the blue **What to Learn** button on the left-hand side of the page and scroll down to the section called Beyond High School. Majors have different names at different colleges, so you can pick any of them when you're searching for programs. If the career you are reviewing doesn't have links to programs, go back to search results page and choose a similar career.
- Click on whichever program you're interested in. (As an example, click on **Criminal Justice/Police Science.**) This will take you to a program description. To view a list of schools in Iowa that offer this program, click **Schools Offering This Program** on the left side of the page.

## College Board

**3. Connecting to College Board and Finding Majors**

- Type the web address into the dialog box (www.collegeboard.com/csearch/majors_careers/profiles/).
- Click on the **+ sign** next to the field of study you're interested in. (As an example, click on **History**.)
- Then click on one of the subcategories to find out more. (As an example, click on **U.S. History**.)
- Scroll down, and on the right-hand side of the page, you should see a section titled **Typical Major Courses**.
- List the three major courses you're most interested in, in Part II of **Student Handbook page 128, Possible Majors and Schools**.

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# SAMPLE COLLEGE REQUIREMENTS

The following chart shows the requirements of the University of Iowa General Education Requirements — the courses that must be fulfilled to graduate. Which classes would you choose if you went to University of Iowa?

1. Go to the University of Iowa General Education page for a list of courses that fulfill these requirements:

   http://www.ric.edu/academics/generalEducation.php/ then click on **General Education Program**.
2. On the chart below, circle the four General education areas of Study that interest you the most.
3. For each of four selected categories, choose the courses you would take to fulfill the requirement.

   (Some courses are found under more than one objective, but you can't count the same course twice. If you use a course to satisfy one objective, you have to pick a different course for another objective.)

| Core Requirements | Requirements (# of Semester Hours) | Your Course Selection |
|---|---|---|
| **Rhetoric**<br>Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading, and to build competence in research, analysis, and argumentation. | 4-8 S.H. | |
| **Foreign Language**<br>Courses in this area provide students with speaking, listening, reading, and writing skills in a second language. | 4th Semester Proficiency or Equivalent | |
| **Interpretation of Literature**<br>Students focus on the major genres of literature and increase their abilities to read and analyze a variety of texts. | 3 S.H. | |
| **Historical Perspectives**<br>Courses in this area help students understand a period (or periods) of the past in its (their) own terms; comprehend the historical processes of change and continuity, sharpen their analytical skills in the evaluation of evidence, and develop their ability to generalize, explain, and interpret historical change. | 3 S.H. | |

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| | | |
|---|---|---|
| **Humanities**<br>Courses in the humanities focus on the ways individuals and cultures have interpreted and understood themselves, others, and the world. | 3 S.H. | |
| **Natural Sciences**<br>These courses explore the scope and major concepts of a scientific discipline. | 7 S.H. including one lab | |
| **Quantitative or Formal Reasoning**<br>Courses in this area help develop analytical skills through the practice of quantitative or formal symbolic reasoning. | 3 S.H. | |
| **Social Sciences**<br>Courses in this area focus on human behavior and social systems that shape and are shaped by that behavior. | 3 S.H. | |
| **Distributed General Education:**<br>• Cultural Diversity<br>• Fine Arts<br>• Foreign Civilization and Culture<br>• Health and Physical Activity<br>• Historical Perspectives<br>• Humanities | 6 S.H. total. 3 S.H. must be taken from two different categories | |

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# WHAT'S A MAJOR?

What will you major in? First, let's review some important information about majors. Take notes below as we discuss each question.

1. What is a major?

_____

_____

2. When do you choose a major?

_____

_____

3. Why do I have to think about this now?

_____

_____

4. How do you choose a major?

_____

_____

5. What if I have no idea?

_____

_____

6. What if I change my mind?

_____

_____

7. What if I can't decide between two majors?

_____

_____

Other questions about majors:

_____

_____

_____

_____

_____

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# POSSIBLE MAJORS AND SCHOOLS

**Part I.** Use IHaveAPlanIowa.gov to search for a career you identified in your Interest Inventory. Then look under "What to Learn" to identify related programs. Finally, search for at least one school in your state that offers each program.

**Career** _____

| Related College & University Programs | Schools with this Program |
|---|---|
| | |
| | |
| | |
| | |

**Part II.** Next, find one of the majors you identified above from the list of majors on the College Board site: http://www.collegeboard.com/csearch/majors_careers/profiles/. (Click the + signs to expand the categories further to find individual majors.) Read details about that major, then list three "Typical Major Courses" (from the right-hand column) below.

1. _____

2. _____

3. _____

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## The BIG Idea

- What are the benefits and things to consider for various one- and two-year programs, apprenticeships, and the military?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Researching Post-secondary Options (20–25 minutes)

III. Apprenticeship/Military Focus (10–15 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 129, Other Options After High School
- Student Handbook pages 130-131, Researching Post-secondary Options
- Student Handbook page 132, Apprenticeship Focus: Becoming an Electrician
- Student Handbook page 133, U.S. Armed Forces Focus: Joining the Army

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Post- Secondary Options Summaries
- Facilitator Resource 2, Post-secondary Options Websites

❑ Overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- Recognize that there are multiple paths to similar careers.
- Describe the differences between those paths.
- Compare the job training offered in one- and two-year programs.

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## OVERVIEW

Students explore post-secondary educational options other than 4-year colleges: technical and trade programs, community colleges, apprenticeships, and the military. Students discuss what each option offers, its benefits, and things to consider. In addition, they visit websites to answer questions about a specific apprenticeship program and the U.S. Army.

## PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure the NAJTC and Army websites are 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.
- ❑ For each of your classes, make 10 copies of **Facilitator Resource 1, Post-Secondary Options Summaries** for students to use in **Activity II, Researching Post-secondary Options**.
- ❑ Make a class set of **Facilitator Resource 2, Post-secondary Options Websites** to give to students who are interested in pursuing one of these options.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook pages 130-131, Researching Post-Secondary Options**
  - **Student Handbook page 132, Apprenticeship Focus: Becoming an Electrician**
  - **Student Handbook page 133, U.S. Armed Forces Focus: Joining the Army**

The following websites will provide helpful background information when preparing for this lesson, as well as links for students who wish to pursue these options:

**GENERAL**

**FastWeb: Types of Schools**

http://www.fastweb.com/fastweb/resources/articles/index/100036?

**Accreditation — Make Sure It's the Real Deal**

http://www.fastweb.com/fastweb/resources/articles/index/110294

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## COMMUNITY COLLEGES

**American Association of Community Colleges (See "About Community Colleges" or "Community College Finder")**
http://www.aacc.nche.edu

**Five Myths About Community Colleges**
http://www.fastweb.com/fastweb/resources/articles/index/110262?

## TECH/TRADE SCHOOLS (CAREER COLLEGES)

**Fast Web: All About Career Schools**
http://www.fastweb.com/fastweb/resources/articles/index/104163?

**Accrediting Council of Independent Colleges and Schools (ACICS)**
**(Go to "Accreditation," then "ACICS Directory of Institutions" to download PDF of accredited schools, which includes career colleges)** http://www.acics.org

## APPRENTICESHIPS

**U.S. Department of Labor: Benefits for Apprentices (also see "Finding a Program")**
http://www.doleta.gov/OA/inbenef.cfm

**Apprenticeship Training Resources**
http://www.khake.com/page58.html

**How to Become an Apprentice**
http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp

**Career Voyages: Registered Apprenticeships (find apprenticeships in high-growth industries, then find apprenticeship opportunities in your state)**
http://www.careervoyages.gov/apprenticeship-main.cfm

**National Joint Apprenticeship and Training Committee: Apprenticeship Training (Electrical Industry Careers)**
http://www.njatc.org/training/apprenticeship/index.aspx

## U.S. ARMED FORCES

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**Military.com: Join the Military (see "Benefits," "Education," and "Join the Military")**
http://www.military.com/
United States Army: http://www.goarmy.com
United States Air Force: http://www.airforce.com/
United States Navy: http://www.navy.com/
United States Marine Corps: http://www.marines.com/
United States Coast Guard: http://www.gocoastguard.com/
Army National Guard: http://www.1800goguard.com/
Air National Guard: http://www.goang.com/

**Army.com: I Want Out (Details about your legal commitment to the military)**
http://www.army.com/resources/item/886

## BACKGROUND INFORMATION

Post-secondary 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 four-year colleges as the only legitimate form of higher education, there are many other acceptable and accessible forms of post-secondary education, including community college and career/technical schools. These schools 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 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

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## VOCABULARY

**Accreditation**: official approval of a program after a school has met specific requirements.

**Apprenticeship:** a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

**Associate 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.

**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.

**Community College**: two-year colleges that offer a degree after the completion of two years of full-time study.

**Financial Aid:** scholarships, grants, loans, and other assistance programs that help pay for tuition and other post-secondary school expenses.

**Journey Worker:** skilled, certified worker in a trade, craft, or occupation who is recognized by a state or federal agency as fully qualified.

**Licensed:** legally permitted to operate.

**Post-secondary Education:** schooling after high school that includes programs at technical colleges, community colleges, and four-year colleges.

## IMPLEMENTATION OPTIONS

In the **Warm Up**, you may prefer to introduce the topic, then present **Student Handbook page 129, Other Options After High School**.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. To begin this lesson, as students enter the classroom, refer them to **Student Handbook page 129, Other Options After High School**. Give students about three minutes to complete the activity.

2. **SAY SOMETHING LIKE**: Welcome, everybody. This week, we're going to continue our unit on Education After High School. In a couple of weeks, we're going to begin researching four-year colleges. But before we begin that research, we're going to spend the next two classes looking at other educational options you can pursue after high school. These include one- or two-year programs like community college, tech schools, and trade schools. We're also going to discuss apprenticeships and the military. As we cover this topic, there are a few things I'd like you to keep in mind:
   - Even if you're set on attending four-year college, this might be a viable step on your path to college.
   - If you're not planning on pursuing education after high school, you may end up choosing this path at some point in order to gain critical skills for the workplace.
   - Today, there are many jobs available for people with mid-level skills—skills obtained through one- and two-year programs. This is a path toward many careers.

### II. Researching Post-secondary Options (20-25 minutes)

1. **SAY SOMETHING LIKE**: You often hear about the importance of pursuing education after high school. Well, it's true — as many as 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 four-year school, which is what most people think of when they hear the word "college". 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. Some jobs require one- or two-year degrees. Some of these programs typically train you in specific jobs, like computer programming, auto repair, nursing, etc. Others bridge your education between high school and a traditional four-year college or university.

2. Ask students to explain what they know about community college, tech/trade schools, apprenticeships and U.S. Armed forces. Record their answers on chart paper, using a different piece of paper for each option.

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3. Assign each student to a group of four.

4. **SAY SOMETHING LIKE**: In a few minutes each of you are going to become an expert about one of the options we just discussed. In this next activity, you are going to work in your groups of four to "jigsaw" a reading about the four options we just discussed. This means that you are going to divide the reading four ways so that each person reads about a different education option. Then each of you will take turns teaching the rest of your group members about the option you read.

   You will have seven minutes to independently read your summary and record the most important information onto **Student Handbook pages 130-131, Researching Post-Secondary Options.** Then you will have eight minutes for all four members of your groups to take turns teaching, while their group members take notes on **Student Handbook pages 130-131, Researching Post- Secondary Options.** Any questions?

   Give each group one copy of **Facilitator Resource 1, Post- Secondary Options Summaries**. Circulate around the room, assisting any students who need help. After 15 minutes bring the class together and discuss the students' findings. Make sure to fill in any gaps or missing information.

## III. Apprenticeship/Military Focus (10-15 minutes)

1. **SAY SOMETHING LIKE**: Let's spend a few minutes on additional strategies for those of you who are considering the military. You may find it helpful to do the following*:
   - Visit with friends, neighbors, and relatives who have served in various branches of the Armed Forces.
   - Study the military literature available in your counseling office.
   - Evaluate any physical limitations that might prevent you from serving in the Armed Forces.
   - Compare military training opportunities with possible civilian occupations.
   - Arrange with your counselor to visit with various military recruiters during your junior and senior years of high school. When meeting with recruiters, listen very carefully, ask tons of questions, and ask to see all the details in writing.
   - Compare benefits, tours of duty, training, and promotion opportunities of military programs.

   * From "Mapping Your Future: Options After High School" [http://mappingyourfuture.org/collegeprep/mhscfuture.htm]

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2. **SAY SOMETHING LIKE**: Note that you may enter the military as an **enlisted** person right out of high school. If you want to enter as a **commissioned officer**, you'll need more training after high school, either through a military school like West Point (which are very competitive) or through an ROTC (Reserve Officers Training Corps) program at the college you attend.

3. **SAY SOMETHING LIKE**: For this next activity, you will have a choice of taking a closer look at one of the two following options: apprenticeship or military service. Before you make your decision let's take a look at each one. Please turn to your **Student Handbook page 132, Apprenticeship Focus: Becoming an Electrician**. In this activity, you'll imagine that you are considering a career in the electrical industry. Many skilled electrical workers in the country receive their training through an apprenticeship program provided by the National Joint Apprenticeship and Training Committee (NJATC). Apprentices in this program earn money while they're learning valuable skills in the electrical trade.

4. **SAY SOMETHING LIKE**: Now, let's take a closer look at your second option. Please turn to your **Student Handbook page 133, Apprenticeship Focus: Joining the Army**. In this activity, you'll imagine that you are considering joining the U.S. Army after high school. You'll visit the Army website at www.goarmy.com and answer the questions.

5. Allow students to complete one of the two Student Handbook pages listed above. Students can work individually or in pairs. After 10 minutes bring the class back together and have a discussion about what they found.

## IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Keep in mind that for many careers, there is no one perfect educational pathway. Often there's more than one way to reach a career goal. For example, say your career goal requires a four-year degree, but you don't have the resources or grades to start at a four-year college. You could get a two-year degree at a community college and then move on to a four-year school. It's a way of getting used to college a little at a time, and can save you money too! While there may be many paths to a career, your job opportunities and salary will increase as you attain more education.

2. **SAY SOMETHING LIKE**: Next week we're going to talk about evaluating some of these options.

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# Post-secondary Options Summaries

## I. Community College

### What is community college?

- Community colleges typically don't have the strict admissions standards that many four-year colleges do, but you still need to have certain skills to succeed and graduate.
- Almost 50 percent of students who enter community college end up dropping out in the first year. Those who graduate are generally the ones who worked hard in high school.
- Community colleges are run by your city or county.
- Community colleges 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 to transfer to a four-year college or university.

### What are the benefits?

- You can use a community college as a stepping-stone on the way to a four-year degree.
- May offer evening or weekend classes (allowing students to work while going to school part-time).
- Frequently offers specialized job training (apprenticeships and on-the-job training).
- May be more affordable than a four-year college.
- Location—live at home, save money.
- Small class size and personal attention from professors or instructors.
- Professors focus on teaching–their main job is teaching, not research and publishing. Most have practical experience in the subjects they teach.

### Things to Consider…

- Make sure your credits will be accepted if you are planning to finish your degree at a four-year school.
- Many students at community colleges do not live on campus, but commute to school instead.
- Research shows students are more likely to graduate from the toughest schools they can get into—graduation rates are better at four-year schools.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, Ph.D.

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## II. Tech/Trade Schools

### What is a technical/trade school?

- 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 two-year Associate's degree programs and one to two 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
  - Paralegal

### What are the benefits?

- Offer courses that prepare you for a specific career.
- Shorter program length; you begin working soon after graduation.
- Offer an excellent opportunity to gain practical experience in your future trade.
- Small classes and more individual attention.
- Flexible schedule: night and weekend courses for those who work full-time.
- Focuses on students' and employers' needs.

### Things to Consider….

- The quality of the courses can vary; ask about the school's accreditation and reputation.
- This school makes you an expert in only one thing, so it's hard to switch careers.

Adapted from www.fastweb.com, "Types of Schools," by Kay Peterson, Ph.D.

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## III. Apprenticeships

### What is an apprenticeship, and how is it different from other educational opportunities?

- There are over 850 occupations that provide apprenticeships for careers in skilled trades or crafts. Some examples are:
  - Aircraft mechanic, automotive service technician and mechanic, carpenter, cook, electrician, emergency medical technician (EMT), firefighter, hairdresser, cosmetologist, nurse (licensed practical & licensed vocational nurse), etc.
- Combination of on-the-job training and related classroom instruction under the supervision of a trained professional, during which the apprentice receives practical and theoretical training for a highly skilled career.
- Depending on the occupation, training can last from one to five years.
- During training, the apprentice receives a salary, which increases over time if the apprentice makes satisfactory progress.
- Upon completing the apprenticeship, the worker receives an Apprenticeship Completion Certificate, which is nationally recognized by the U.S. Department of Labor.

### What are the benefits?

- You receive full-time pay while you receive training—and if you do well, your pay will continue to increase.
- You get hands-on experience to learn a skill and see if you really want to do this as a career.
- These highly-skilled occupations typically pay well.
- Certificates may count towards college degrees, other licenses, or certification.
- Certificates are nationally recognized and reflect a high level of training, so you can easily market yourself for a job—anywhere in the country.

### Things to Consider….

- Apprenticeships may require a long time commitment—and often require a lot of work.
- You will spend time in classes and will likely spend a lot of time studying.
- Even though you're getting paid, you may have to cover the cost of tools and textbooks.
- You will be trained in one specific occupation, so you will need new and different training if you want to change careers.
- There is a standard application procedure for an apprenticeship, which typically involves an entrance exam, and an interview. Some can be extremely competitive.
- Applicants are placed on a waiting list in order of their qualifications, which includes test results, past education, grades, and interviews.

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## IV. U.S. Armed Forces

### Description and Requirements:

- The overall mission of the Armed Forces is U.S. security and peace.
- There are five main branches of the U.S. Armed Forces—and each has a unique mission: Army, Navy, Air Force, Marine Corp, and Coast Guard.
- Those who are on active duty are full-time soldiers and sailors.
- There are also the Army National Guard, Air National Guard, and Reserves of different branches—these are for people with civilian jobs who can be called to full-time military duty.

Each branch has its set of requirements, but they all include these:

- You must be a U.S. citizen or resident alien.
- You must be at least 17 years old (17-year old applicants require parental consent).
- You must (with very few exceptions) have a high school diploma.
- You must pass a physical medical exam.

### What are the benefits?

- To serve your country
- To travel to new places
- To learn life skills, like leadership, teamwork, self-confidence, discipline
- To learn specific job skills for the workforce, like computer programming or aircraft repair
- Full-time employment
- Educational benefits (tuition assistance, college fund programs, and special loans)*
- Other benefits (health care, life insurance, housing)]

* Educational benefits vary with each branch, so it's important to check with your local military recruiter.

### Things to Consider….

- You need to be comfortable with authority, and respect the authority of higher-ranking people. Once in the military, your job is to implement and enforce policy, and there is little or no room to question that policy.
- You may be deployed far away from home and your family.
- You may be called into combat, and may be killed or injured, or have to kill or injure someone.
- When you enlist in the military, you sign a legal contract to at least an eight-year commitment, which means you may sign up for two years of active duty, but are still committed to six years in the reserves. You cannot simply change your mind and get out.

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# Post-secondary Options Websites

## General

**FastWeb: Types of Schools**
http://www.fastweb.com/fastweb/resources/articles/index/100036?

**Accreditation — Make Sure It's the Real Deal**
http://resources.monster.com/education/college-accreditation.asp

## Community Colleges

**American Association of Community Colleges**
(See "About Community Colleges" or "Community College Finder")
http://www.aacc.nche.edu

**Five Myths About Community Colleges**
http://www.fastweb.com/fastweb/resources/articles/index/110262?

## Tech/Trade Schools (Career Colleges)

**Fast Web: All About Career Schools**
http://www.fastweb.com/fastweb/resources/articles/index/104163?

**Accrediting Council of Independent Colleges and Schools (ACICS)**
(Go to "Accreditation," then "ACIS Directory of Institutions to download PDF of accredited schools, which includes career colleges) http://www.acics.org

## Apprenticeships

**U.S. Department of Labor: Benefits for Apprentices** (also see "Finding a Program")
http://www.doleta.gov/OA/inbenef.cfm

**Apprenticeship Training Resources**
http://www.khake.com/page58.html

**How to Become an Apprentice**
http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Become/default.asp

**Career Voyages: Registered Apprenticeships** (find apprenticeships in high-growth industries, then find apprenticeship opportunities in your state)
http://www.careervoyages.gov/apprenticeship-main.cfm

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**National Joint Apprenticeship and Training Committee: Apprenticeship Training** (Electrical Industry Careers)
http://www.njatc.org/training/apprenticeship/index.aspx

## U.S. Armed Forces

**Military.com: Join the Military** (see "Benefits," "Education," and "Join the Military")
http://www.military.com/
United States Army: http://www.goarmy.com
United States Air Force: http://www.airforce.com/
United States Navy: http://www.navy.com/
United States Marine Corps: http://www.marines.com/
United States Coast Guard: http://www.gocoastguard.com/
Army National Guard: http://www.1800goguard.com/
Air National Guard: http://www.goang.com/

**Army.com: I Want Out** (Details about your legal commitment to the military)
http://www.army.com/resources/item/886

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# Other Options After High School

Suppose you want more education after high school, but you do not have the time or resources for a four-year degree.

1. Name two educational options other than a four-year college.

_____

_____

2. Name a pro and con for each option you listed above.

**Option #1:** _____

Pro: _____

Con: _____

**Option #2:** _____

Pro: _____

Con: _____

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# Researching Post-secondary Options

| | Community Colleges | Tech/Trade Schools |
|---|---|---|
| **Description** | | |
| **Benefits** | | |
| **Things to Consider** | | |

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# Researching Post-secondary Options Cont'd

| | Apprenticeships | U.S. Armed Forces |
|---|---|---|
| **Description** | | |
| **Benefits** | | |
| **Things to Consider** | | |

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# Apprenticeship Focus: Becoming an Electrician

Imagine you are considering a career in the electrical industry. Many skilled electrical workers in the country receive their training through the National Joint Apprenticeship and Training Committee (NJATC). Apprentices in this program earn money while they're learning valuable skills in the electrical trade. Visit the NJATC website about apprenticeship training at: http://www.njatc.org/training/apprenticeship/index.aspx for answers to the questions below.

1. Aside from on-the-job-training, how do apprentices learn essential skills and knowledge for electrical careers?

_____

2. What are the four specialty areas for electrical workers?

_____

_____

3. What are the requirements for becoming an apprentice in one of the programs?

_____

_____

4. What are the two sections of the Aptitude Test? (Click **Qualifying Score on an Aptitude Test,** then click **The Application Process** in the left-hand menu.)

_____

5. Read about the work and training for outside wiremen. (In the window you opened for the previous question, click **Outside Lineman.**) What is one essential area of knowledge and one skill that has been identified for outside wiremen?

_____

_____

6. Identify one training center in your state. (Return to the first website and scroll to the bottom.)

_____

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# U.S. Armed Forces Focus: Joining the Army

Imagine you are considering joining the U.S. Army after high school. Visit the Army website at www.goarmy.com for answers to the questions below.

1. What is the main difference between Active Duty and Army Reserve? (Click **About the Army** in the top menu, then **Active Duty & Army Reserve**.)

_____

_____

2. How long is the length of service for an Active Duty Soldier? How long is a typical deployment?

_____

3. Name two jobs that are available in the U.S. Army in Transportation and Aviation. (See "Careers and Jobs" in the top menu.)

_____

4. What is the ASVAB and how will it be used to determine the type of training I get? (See "Learn How to Join" in the right-hand menu.)

_____

_____

5. What happens at Military Entrance Processing Station (MEPS)? What will they test in the physical exam? (See "Learn How to Join" in the right-hand menu.)

_____

_____

6. What is the G.I. Bill? What do you need to do to receive benefits?

_____

On the back, write down at least two other questions you would ask your local recruiter.

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# Evaluating Post-secondary Options

## The BIG Idea

- What should I consider when evaluating post-secondary education options?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. What to Look For (10 minutes)

III. School Research (25 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 134, What Do You Want to Know?
  - Student Handbook page 135, Resources for School Research
  - Student Handbook page 136, Top Tips for Judging Schools
  - Student Handbook pages 137-138, School Research
- ❑ Overhead projector
- ❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Examine what questions to ask when applying to a one- or two-year program and where to find the answers.

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## OVERVIEW

In this lesson, students discuss the importance and process of evaluating one- and two-year programs, such as community, technical, and career colleges. They begin by writing three questions they would have about one of these programs. Then they discuss the importance of accreditation, and questions to ask when evaluating a school or program. Next, they choose a career from a list and use IHaveAPlanIowa.gov and the Web to research two schools that offer training in that career. Finally, they discuss the challenges they faced and further options for finding the information they need.

## PREPARATION

- ❑ Make arrangements for the class to use the computer lab, and make sure IHaveAPlanIowa.gov (or similar website) is accessible from students' computers.
- ❑ 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 overhead transparencies or copied onto chart paper:
  - **Student Handbook page 137-138, School Research**
- ❑ For **Activity III**, Item 5, review the website of a community college or tech/trade school in your area.
- ❑ The following websites will provide helpful background information when preparing for this lesson:

**INFORMATION ABOUT ACCREDITATION**

**What is Accreditation?**

http://www.fastweb.com/fastweb/resources/articles/index/104246

- Explains the sometimes-confusing accreditation process.

**Accreditation—Make Sure It's the Real Deal**

http://www.fastweb.com/fastweb/resources/articles/index/110294

- Includes questions to ask to make sure your degree will be worth your time and money.

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**U.S. Department of Education Database of Accredited Post-secondary Institutions and Programs**

http://ope.ed.gov/accreditation/

- Search for a specific school or program, those accredited by a specific organization, or those in your city or state; includes community colleges and technical and trade programs.

**American Association of Community Colleges**
(See "About Community Colleges" or "Community College Finder")
http://www.aacc.nche.edu

- Accreditation doesn't seem to be included on this site, so make sure and check this independently (for example, on the U.S. Department of Ed website, above.)

**Accrediting Council of Independent Colleges and Schools (ACICS)**
(Go to "Accreditation," then "ACIS Directory of Institutions to download PDF of accredited schools, which includes career colleges) http://www.acics.org

- Download a list of accredited institutions, by state.

**APPRENTICESHIPS**

**U.S. Department of Labor: Apprenticeships: State Offices of Apprenticeship**

http://www.doleta.gov/OA/stateoffices.cfm

- Includes addresses and phone numbers, by state.

**CAREER VOYAGES: REGISTERED APPRENTICESHIPS**

http://www.careervoyages.gov/apprenticeship-main.cfm

- Find apprenticeships in high-growth industries, then find apprenticeship opportunities in your state.

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## VOCABULARY

**Internship/Apprenticeship:** a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

**Licensed:** having legal permission to operate.

**Accreditation**: official approval of a program after a school has met specific requirements.

**Financial Aid:** scholarships, grants, loans, and work-study programs that help students pay for tuition and other post-secondary expenses.

## IMPLEMENTATION OPTIONS

In the **Warm Up**, you may prefer to introduce the topic, then present **Student Handbook page 134, What Do You Want to Know?**.

In **Activity III, School Research**, you may wish to replace the school example in Item 5 with one specific to your area.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. As students enter the classroom, refer them to **Student Handbook page 134, What Do You Want To Know?** Give students about three minutes to write down their questions.

2. **SAY SOMETHING LIKE:** Welcome, everybody. Last week, we explored some post-secondary options other than four-year colleges, including community college, tech schools, and trade schools. Today, we're going to examine how to evaluate these options.

3. Have students share some of the questions they listed on **Student Handbook page 134, What Do You Want To Know?** Then ask them to brainstorm some ways they could find answers to these questions.

### II. What to Look For (10 minutes)

1. **SAY SOMETHING LIKE:** If you choose to attend a community college or tech or trade school, it is extremely important to research the school carefully. The two main questions you'll want to answer about any program you're considering are:
   - Do they offer an appropriate level of training?
   - What are my chances of succeeding there?

   **SAY SOMETHING LIKE:** So, how do you know if a school is going to offer the right training and help their students succeed? Luckily, there are ways to check to make sure they meet certain educational standards. You can make sure that the school is licensed or accredited. When a school or program receives accreditation, it has been evaluated by an independent body and its mission and courses have met certain standards. Some schools or programs may be licensed by the state.

   To find out if a school or one of its programs is accredited, you can just go online. The U.S. Department of Education provides a database of all accredited schools and programs. [Refer students to **Student Handbook page 135, Resources for School Research**.]

2. **SAY SOMETHING LIKE:** This research is also important if you're looking at an apprenticeship. If you're considering this path, make sure that the apprenticeship program is registered and recognized by either your state or the federal government.

3. **SAY SOMETHING LIKE:** Okay, so you've checked a program or school, and you know


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it's accredited. What are some of the ways you could find out more about a program you're interested in? [Look at websites and/or school brochures, talk to school reps, your school counselor, people in the field, and alumni.]

What are some of the questions you could ask to make sure your time and money will be well-spent? [What will you learn? How long is the program? What are the costs? Is financial aid available? Will they help you get a job after graduation?]

Let's take a look at some basic information you'll want to research for a school you're considering. [As a class, go over **Student Handbook page 136, Top Tips for Judging Tech Schools.** Discuss the meaning of any vocabulary that might be new to students, like internship, licensed, accreditation, and financial aid. (See **VOCABULARY.**)]

## III. School Research (25 minutes)

1. **SAY SOMETHING LIKE**: Now it's your turn to work with a partner to see what you can find out about one- and two-year programs. I'm going to assign you and a partner a career. Then you're going to use IHaveAPlanIowa.gov and the Web to research basic information about two schools that offer training for that career.

2. Have students find a partner, and ask them to turn to **Student Handbook pages 137-138, School Research**. Display this page using an overhead or LCD projector. Explain that they'll use IHaveAPlanIowa.gov to identify two schools that provide training in their assigned career. Then they're going to visit each school's website to find the information listed on their student handbook page.

3. **SAY SOMETHING LIKE**: Before you begin, I want to let you know that researching information on one- and two-year programs can be extremely challenging. I will not be able to give you step-by-step directions and you may find it frustrating to comb through the websites. When you search for information on four-year colleges and universities, you'll find a wealth of online information about the schools' programs, majors, requirements, etc. But this information is not as readily available for one- and two-year programs. It may take a lot patience—and searching—to find the information, and there may be some information can't find at all. If you run into a roadblock and can't find a piece of information you're looking for, don't worry. Just put a question mark in the space.

4. **SAY SOMETHING LIKE**: Let's look at an example together. I'm going to look for schools that provide training to be an electrician.

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5. Model how to use IHaveAPlanIowa.gov to find a school in your state that offers training for that career. Using an overhead or LCD projector, record the research you find for each column in the chart on **Student Handbook pages 137-138, School Research**. Instruct students to record this information on their handbook page as they follow along.
   - Use your Account ID name and password to sign on to IHaveAPlanIowa.gov.
   - Click the **Career Planning** tab and then click the **Explore Careers** section.
   - Enter "Electrician" in the **Search for** box.
   - Click **Electrician** for details about that career.
   - Click **What to Learn** and scroll down to the section titled "Education Level". Is apprenticeship a path for this career? Yes it is, so check **Yes**.
   - Now scroll up to "Beyond High School." [Point out that there may be different names for similar programs. Therefore, students should investigate each one when they're searching for programs.]
   - Click **Electrician**, then click **Schools Offering This Program** on the left side of the page. Select **Certificate Programs** and then click **Go** for a list of schools in the state that offer that program. [Explain that students should be recording only two-year and Career & Tech programs (not four-year programs).]
   - Use Northeast Iowa Community College - Calmar as an example. Write "Northeast Iowa Community College-Calmar" in the chart, then point out that it is identified as a two-year program, so you would write "Community College" in the chart.
   - Click on the school name to view its profile, and then click the school's website, which is posted in the blue box in the center of the screen.
   - Ask students where to find information on the electrician program. They'll probably figure out that they should click **Programs of Study** in the tan menu bar near the top of the page. They should then scroll down the alphabetical list until they get to the letter "E." There is no specific Electrician option, but there is an **Electronic Technology** option, which is the only logical choice. Click **Electronic Technology**. Read all of the information on the page. Clicking on the links: **Required Courses, Education Plan, Employment and Wage Data**, and **NICC College Catalog and Handbook** will give the students additional details about this program.
   - Note that students may need to contact the school for additional information about the program.
   - As time permits, you may want to look for other information, reinforcing that information is difficult to find, and often not available at all.

6. Give students about 10 minutes to complete their research. Remind students not to spend too much time searching for one piece of information. If they get stuck, they should write a question mark in the box.

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## IV. Wrap Up (5 minutes)

1. Come back together as a class and have students share what they learned. What information was difficult (or impossible) to find? Would you apply to this program without knowing these facts? Did you feel that either of the schools you researched would be worth your time and money? Why or why not?

2. **SAY SOMETHING LIKE**: So, what do you do if you can't find the information you need? [Take answers from volunteers.] Contact the school directly! Most sites include e-mail address, phone number, and/or a contact page. Typically, they want to hear from prospective students, and will even mail materials to your home.

3. **SAY SOMETHING LIKE**: While it may take some extra legwork to research these schools and programs, maybe there's a way we could help each other, and maybe even future classes. What are some things we could do as a class to help each other find this information? [Take suggestions from volunteers. Some suggestions include: Start a library of information for one- and two-year programs. Keep a three-ring binder for one- and two-year programs, including notes from research, e-mails, and informational phone calls.]

4. **SAY SOMETHING LIKE**: Great job today, everyone! Next week, we'll turn to a different post-secondary option and begin our research on four-year colleges.

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# What Do You Want to Know?

You are interested in pursuing one of the post-secondary options below, but you have important questions to answer before you make up your mind. Remember, you are the consumer—it's your time and money you're about to commit, so you want to make a careful decision. Now, imagine you are sitting across from an admissions officer at a community college or trade school, a potential employer for an apprenticeship, or a military recruiter. What do you want to know before making your decision? First, circle the option you might pursue. Then write down three questions you might have.

## Post-secondary Options:

Community College  Tech/Trade School  Apprenticeship  Military

**Question 1:**

_____

_____

**Question 2:**

_____

_____

**Question 3:**

_____

_____

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# RESOURCES FOR SCHOOL RESEARCH

A good school can be hard to find! Here are some resources to help in your search.

## Information about Accreditation

**What is Accreditation?**
http://www.fastweb.com/fastweb/resources/articles/index/104246

- Explains the sometimes-confusing accreditation process.

**Accreditation—Make Sure It's the Real Deal**
http://resources.monster.com/education/college-accreditation.asp

- Includes questions to ask to make sure your degree will be worth your time and money.

**U.S. Department of Education Database of Accredited Post-secondary Institutions and Programs**
http://ope.ed.gov/accreditation/

- Search for a specific school or program, those accredited by a specific organization, or those in your city or state; includes community colleges and technical and trade programs.

**American Association of Community Colleges**
(See "About Community Colleges" or "Community College Finder")
http://www.aacc.nche.edu

- Search for community colleges by state. We don't see anything about accreditation on this site, so make sure to check this independently using the U.S. Department of Ed website listed above.

**Accrediting Council of Independent Colleges and Schools (ACICS)**
(Go to "Accreditation," then "ACIS Directory of Institutions to download PDF of accredited schools, which includes career colleges) http://www.acics.org

- Download a list of accredited institutions, by state

## Apprenticeships

**U.S. Department of Labor: Apprenticeships: State Offices of Apprenticeship**
http://www.doleta.gov/OA/stateoffices.cfm

- Includes addresses and phone numbers, by state.

**Career Voyages: Registered Apprenticeships**
http://www.careervoyages.gov/apprenticeship-main.cfm

- Find apprenticeships in high-growth industries, then find apprenticeship opportunities in your state.

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# Top Tips for Judging Schools

1. **Compare programs.**
   Locate and compare different programs. What courses do you take? Do you graduate with a certificate, a license, or a degree? How long is the program and how much does it cost? How much hands-on experience will you get (including internships and apprenticeships)?

2. **Find out about other costs.**
   Will you be required to purchase your own supplies and materials? What is the cost of your tools, equipment, supplies, and books?

3. **Ask about instructors, classrooms, and equipment.**
   Tour the campus before enrolling. Check to see if the equipment is up-to-date. Meet some of the instructors and find out about their qualifications.

4. **Learn about the success rate.**
   Ask what percentage of their students graduate and find jobs. What kind of jobs do they get? Ask to be put in touch with some recent graduates to get their perspective on the training they received.

5. **Find out if there's financial aid.**
   Does the school offer financial aid? Can government financial aid be used?

6. **See if the school's licensed and accredited.**
   Find out if the school is licensed (usually done by a state agency). Also look for accreditation, which is usually done through a private agency or association.

7. **Do a background check.**
   See if the school has had any complaints against it. Check with the Better Business Bureau and your state's Attorney General's office. Verify that the school has a good reputation when you speak with potential employers or those already in the field.

Adapted from www.fastweb.com, "Do Your Homework Before You Enroll," by Stephen Borkowski

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# School Research

**Check the box in front of the career you're investigating.**

| | | |
|---|---|---|
| ❑ Administrative Assistant | ❑ Computer Programmer | ❑ Paramedic |
| ❑ Automobile Mechanic | ❑ Dental Hygienist | ❑ Interior designer |
| ❑ Chef | ❑ Paralegal | ❑ Truck Driver |

**Then use IHaveAPlanIowa.gov to identify and learn about two schools that offer training in that program:**

1) Go to IHaveAPlanIowa.gov (www.IHaveAPlanIowa.gov) and search for the career you selected by clicking the **Career Planning** tab and then the **Explore Careers** section. Type the career name into the **Search for** box and click **Go!**

2) Click **What to Learn** and read the third section, titled "Education Level". Is apprenticeship a path for this career?

   ❑ Yes ❑ No

3) Click the most appropriate category under "Beyond High School," then click on a program. Click the **Schools Offering This Program** tab. Select **Certificate Program** or **Associate Degree** (you may need to try both). Then click **Go.** Write down two schools that offer the program. (If no schools appear on the list, you may need to go back to the "What to Learn" page of the career profile and select another program listed under "Beyond High School".) Include only two-year and Career & Tech programs on the chart on **Student Handbook page 138**.

4) Visit the websites for each school and record the information you can find. If you cannot find the information, write a question mark on the chart (**Student Handbook page 138**).

5) When you're done, return to the IHaveAPlanIowa.gov site for that career and click **Other Resources.** On the back of this page, write the names of at least two resources you could contact for more information.

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Name of Career: _____

| School Name | Community College or Tech School | Program and Degree Offered | Sample Courses | Tuition/ Financial Aid | Accreditation (yes/no) | Contact (phone / e-mail) |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
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## The BIG Idea

- How can I identify colleges to consider for education after high school?

## AGENDA

Approx.45 minutes

I. Warm Up: My Dream School (5 minutes)

II. Safety, Match, Reach: College Search Vocabulary (5 minutes)

III. Online College Search (25 minutes)

IV. My Calendar of Deadlines (5 minutes)

V. Wrap Up: All Aboard? (5 minutes)

## MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 12, List of Top Ten Schools
- Portfolio pages 13 - 22, My Top Ten Schools

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 139, My Dream School
- Student Handbook pages 140-142, School Finder College Search Steps
- Student Handbook page 143, Calendar of Deadlines

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Safety, Match, Reach: College Search Vocabulary

❑ Overhead and/or LCD projector

## OBJECTIVES

During this lesson, the student(s) will:

- Learn about reach, match, and safety schools.
- Explore the School Finder Tool in IHaveAPlanIowa.gov.
- Develop a "Top Ten" list of colleges.
- Order materials from these schools to be mailed home.

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## OVERVIEW

As students near the end of 11th grade, it's time to start zeroing in on some realistic college choices, and identifying schools that might be "a good fit". This lesson, and the three that follow, will help students do this. Key to the process is personal assessment and college research. Students must evaluate career goals, think about lifestyle preferences, assess academic standing, factor in finances, research schools, and compare the results. Luckily, this process can be streamlined by using an online college search tool.

In this lesson, students go online to IHaveAPlanIowa.gov and complete the School Finder tool. They identify approximately ten schools that make up a good personal list of reach, match, and safety schools. They will order informational materials from these schools. In addition, they will review a list of suggested steps for junior and senior years.

## PREPARATION

- ❑ Talk to the school counselor and collaborate on ways to facilitate the process of choosing colleges.
- ❑ If, during the course of facilitating these lessons, you encounter questions you can't answer, please consult your school counselor to make sure you're providing the most accurate and up-to-date information.
- ❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Facilitator Resource 1, Safety, Match, Reach: College Search Vocabulary**
  - **Student Handbook page 143, Calendar of Deadlines**
  - **Student Handbook pages 140-142, School Finder College Search Steps**
  - **Portfolio pages 13 - 22, My Top Ten Schools**

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## BACKGROUND INFORMATION

Developing a realistic list of college choices sounds easier than it is. There are many factors to consider, and it takes time, effort and research, and the process involves a personal honesty and self-awareness that may not be comfortable or familiar. But ultimately, it's empowering for students to think about who they are and what they want, and to develop a list of schools that will be right for *them*.

## VOCABULARY

**Safety School:** a school where you'll almost surely be accepted because your grades and exam scores are higher than the requirements.

**Match School:** a school where you think you'd be happy academically and socially, and where you fall into the middle of their GPA and ACT/SAT score range.

**Reach School:** a top choice or "dream" school that is less likely to accept you because it is highly competitive and/or because your academics are just equal to, or fall short of, the school's requirements.

## IMPLEMENTATION OPTIONS

For the remainder of the unit, students considering tech and trade schools may continue to research these options. Encourage students considering these post-secondary choices to research community colleges or four-year schools in their field of interest if there is any chance they may go to these types of schools. Students considering entering the military should compare this choice with civilian options.

There may not be as much information readily available for tech and trade schools, so students considering these choices need to be proactive, making phone calls to gather information they need to make decisions. If you can enlist the help of your school counselor or host teacher to assist in troubleshooting these issues as students work independently, that would be helpful.


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It is highly unlikely that your students will complete their research for all ten schools during class time. Feel free to reduce the number of schools students are required to research to four or five. Students be should strongly encouraged to complete the research for the rest of their schools on their own time.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. As students enter, direct them to **Student Handbook page 139, My Dream School.** Give them 2 to 3 minutes to answer the questions.

2. **SAY SOMETHING LIKE:** How many of you found it easy to imagine yourself in college, and picture the details of that dream school? [Students respond.] And how many of you thought, "Um, ah, gee, well…I really don't have a clue!" [Students respond, probably in the majority.] Well, if you were in the "um, er, well, I dunno" group, you're probably in the majority. Most juniors don't know where they'll end up after high school, and find it hard to visualize their future. And even if you do have a dream school, after taking everything into consideration, it might not be where you end up wanting to go. So today we're going to look at some of the factors that will help you decide where to apply.

### II. Safety, Match, Reach: College Search Vocabulary (5 minutes)

1. Place the transparency of **Facilitator Resource 1, Safety, Match, Reach: College Search Vocabulary** on the overhead projector.

2. **SAY SOMETHING LIKE:** In a moment we'll go to a website where you'll answer a questionnaire to help focus your college search, and develop a list of prospective schools. But first, let's look at the three different categories of schools you should end up with on your list. They're called safety, match, and reach schools. Let's start with "safety." What's a **safety school**?

   [Ask a student to read aloud the definition for **safety school.**]

   Okay, so a safety school is one where you're almost certain to be admitted, based on your current GPA and the scores of any standardized college exams you've already taken.

   [Ask a student to read aloud the definition for **match school.**]

   That's right. A match school is one where you feel you'd fit in, and you fall into the middle of their GPA and ACT/SAT score range, so there's a good chance you'll be accepted.

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[Ask a student to read aloud the definition for **reach school**.]

Okay, so a reach school is a big "maybe"—worth reaching for, because you're passionate about applying to that particular school, or because you might end up boosting your grades and scores before applying and it's worth a try.

## III. Online College Search (25 minutes)

1. **SAY SOMETHING LIKE**: Now let's go to IHaveAPlanIowa.gov. We'll be using the School Finder. This is a tool that will help you develop a list of school choices. You will be able to evaluate the schools on this list to see which ones are safety, match, and reach schools. It's a little like "E-Harmony," except you end up with a list of possible colleges…instead of a list of possible dates!

2. Write www.IHaveAPlanIowa.gov on the board, and tell students to go to the site. As they are finding it, explain that in addition to generating a list of schools they can print out and take home, IHaveAPlanIowa.gov will give them the option to click on individual college websites, where they can request information to be mailed to them at home.

3. **SAY SOMETHING LIKE**: We'll go through the basic part of the School Finder together, step by step, but please know that you have the same information on **Student Handbook page 140 - 142, School Finder Steps**, so if you get lost or want to move ahead more quickly, you can use that as your guide. Raise your hand if you need more time to find the website. [Wait if necessary.] Okay, let's begin.

   First, you should sign in to IHaveAPlanIowa.gov by entering your Account ID and password. Next, click on the **College Planning** tab and then on the **Explore Post-secondary Schools** section. Click on the **School Finder** tool. You'll find this under the heading School Exploration Tools.

   Along the left side of the page you will see the heading Choose Characteristics. There are eight categories you can choose to answer questions about: Key Facts, Admissions, Costs and Financial Aid, Academics, Student Body, Sports, Campus Life and Services, and Career Connect. You can select criteria from any category that interests you. We'll start out by selecting a few criteria, together.

   Let's start by choosing criteria about **Location**. You'll find this in the first category, titled Key Facts. You can check off as many items as you want. You may wish to select certain states, like Iowa , or you may wish to choose an entire region, like theMidwest. If

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you choose many states or a region, you are likely to get a larger number of college matches that you will if you choose a single state.

Please check off the states or regions that interest you now.

Next, we're going to consider the second criteria. Click on **School Type**. If you want to go to a technical or trade school, check the box next to Vocational or Technical programs. If you want to go to a two-year college, check the box next to Associate degree programs, and if you want to go to a four-year college, check the box next to Bachelor's degree programs.

Let's look at the other types of criteria that you can select under key facts. These criteria are Public/Private, School Setting, School Size, Academic Calendar, and Historically Black. Some of these criteria may be important to you. For example, you may really want to attend college in a major city or alternatively, you may want to attend college in a rural area. If this is important to you, you should click **School Setting** from the list of criteria and check off the setting that you are interested in. On the other hand, you may not have a preference as to whether your school is Public or Private. If you don't have a preference in that area, you don't need to click on **Public/Private** and select a criteria.

I'm going to give you a few minutes to select any other criteria under Key Facts that are important to you and to check off your selections.

[Circulate to make sure everyone's comfortable with the process.]

The next section is labeled Admissions. There are a number of criteria that you can choose in this section. Let's start out by clicking on **GPA**. Choose the GPA range that your own GPA falls within.

**Remember the scale:**
4.0 = A
3.0 = B
2.0 = C
1.0 = D

After we have finished the examples, you can go back and select other criteria under Admissions, if any other criteria are important to you.

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The next section is called Costs and Financial Aid. You might not want to limit your school search based on costs at this stage. Financial aid may put expensive schools within your reach. It's a good strategy to apply to several schools that vary in cost, so that if you don't get the financial aid you'd planned on, you have a less expensive Plan B.

Now let's look at the section called Academics. Click on the link for **Programs/Majors** offered. Click the **Show Programs** button next to your favorite Career Cluster or Clusters. Check the box next to any programs that you are interested in. At the bottom of the page, make sure you select Search for ANY. This will search for schools that offer at least one of your majors.

Now I'm going to give you a few minutes to choose any of the other criteria from your list that are important to you. Remember, the more criteria you choose the shorter, or more focused, your list will tend to be. Raise your hand if you have any questions.

[Circulate around the room and assist students as needed.]

**SAY SOMETHING LIKE**: When you are finished selecting your criteria, scroll to the bottom of the criteria list. The last item says Save your current search as:. Enter a name for this search in the box below, and then click on the **Save your current search as**: link. Now this search is saved and you will be able to access it at any time from your portfolio. You can also create new searches at any time.

For now, click the link in the center of the page that says **View schools based on the characteristics you chose**. This will show you the list of schools that match the criteria that you selected.

Don't worry if you don't recognize all the schools on your list. If there is a school that you really love that didn't come up in your results list, you can still research it. But make sure to stay open minded; a school you've never heard of could be the perfect fit for your interests and career goals.

Make sure everyone is with you now, following along. Then instruct students to record their top 10 choices on **Portfolio page 12, List of Top Ten Schools**. NOTE: Students can also list five schools from their list and five other schools that they are interested in researching.

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Then have students turn to **Portfolio pages 13-22, My Top Ten Schools**. Instruct students to record the name of each college along with the info listed under the General Info box (top left). The information in this box can be found within each school profile. Students will need to click the tabs on the left side of the page to find the information.

Circulate and make sure everyone is printing out, or hand-writing, their list. If there are any students whose search did not generate a list, or who did not get at least ten schools, suggest they return to the survey later and request more general selections so that more schools will be included. Remind students that they will fill in the remaining information in the upcoming weeks.

If time permits have students request free information from their top schools. For each school they will need to click on the Admissions tab on the school profile. This page will generally provide a contact e-mail for students requesting information from the office of admissions.

4. **SAY SOMETHING LIKE**: Whenever you log into the IHaveAPlanIowa.gov website, you can click on **College Planning** and then on **Explore Post-secondary Schools**. If you click on **School Finder**, you will see a list of any searches that you have saved in the box on the right labeled, Saved Searches. Just click on the name of any search, and your schools will come up.

5. **SAY SOMETHING LIKE**: You've all done a great job today thinking about your future and coming up with a list of potential schools. If any of you feel you weren't quite ready to make some of the decisions on the questionnaire, spend some time this week thinking about the basics: two- or four-year school, close to home or farther away, big or small campus, what you might be interested in studying. Then go back to the IHaveAPlanIowa.gov site, and do a new college search. See what comes up!

   You can go through this process as many times as you like; no one will see your investigations, and the process of thinking about the future will ultimately help you pursue, and reach, your goals. If any of you feel ready to identify your top school choices, spend some time this week browsing the schools' websites, getting to know them better. And in a day or so, start checking your mail! Read the pamphlets you get from the colleges you e-mailed today, and see if you can imagine yourself there. Eventually, I promise, you *will* find a school that's just right for you.

## IV. Wrap Up: My Calendar of Deadlines (5 minutes)

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1. **SAY SOMETHING LIKE**: Great job completing the IHaveAPlanIowa.gov School Finder. Take the list home, share it with your parents, and bring it to class next week. During that lesson, you'll explore the schools you selected in greater detail.

2. **SAY SOMETHING LIKE**: Now, turn to **Student Handbook page 143, Calendar of Deadlines**. This list will help you organize for the rest of junior and senior year. Take a quick glance at it, as I read the points aloud.

3. Read the calendar aloud. Field questions.

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# Safety, Match, Reach
## College Search Vocabulary

**Safety School:** a school where you'll almost surely be accepted because your grades and exam scores are higher than the requirements.

**Match School:** a school where you think you'd be happy academically and socially, and where you fall into the middle of their GPA (grades) and ACT/SAT (standardized test) score range.

**Reach School:** a top choice or "dream" school that is less likely to accept you because it is highly competitive and/or because your academics are just equal to, or fall short of, the school's requirements.

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# My Dream School

Imagine you have a crystal ball and you can see into the future. You can see yourself after high school, enrolled at a college or school of higher education that is perfect for you. It has the right academics or training program, it's in the right setting, the other students are people you like, and the social, cultural, and/or sports activities are just what you want.

Describe the following about your dream school:

1. The setting (i.e. state or geographic region, city vs. country, big or small campus).

_____

_____

_____

2. The subjects you're studying (i.e. nursing, mechanical engineering, liberal arts).

_____

_____

_____

3. The other students (i.e. friendly, competitive, international, like/unlike me).

_____

_____

_____

4. Social/cultural or sports events you'll go to this weekend (i.e. bluegrass concert, school dance, basketball game, pick-up game of dodge ball, art show).

_____

_____

_____

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# School Finder College Search Steps
# IHaveAPlanIowa.gov

## 1. 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 ID and password into the sign in area on the right side of the screen.

## 2. SCHOOL FINDER

- Now, click on the **College Planning** tab on the top of the screen and then click on **Explore Post-secondary Schools**.
- Under the section titled School Exploration Tools, click on the **School Finder.**
- Select criteria that are important to you from beneath each of the eight headings. The eight headings are: Key Facts, Admissions, Costs and Financial Aid, Academics, Student Body, Sports, Campus Life and Services, and Career Connect.
- In today's lesson, you will be using the following criteria:
  - **Location** (found under the Key Facts heading): Click the link for Location. You can check off as many locations as you want. You may wish to select certain states, like Iowa, or you may wish to choose an entire region, like the Midwest. If you choose many states or a region, you are likely to get a larger number of college matches that you will if you choose a single state.
  - **School Type** (found under the Key Facts heading): Click on School Type. If you want to go to a technical or trade school, check the box next to Vocational or Technical programs. If you want to go to a two-year college, check the box next to Associate degree programs, and if you want to go to a four-year college, check the box next to Bachelor's degree programs.
  - Select any other criteria under Key Facts that are important to you and to check off your selections.
  - **GPA** (found under the Admissions heading): Click on GPA. Choose the GPA range that your own GPA falls within.

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Remember the scale:
4.0 = A
3.0 = B
2.0 = C
1.0 = D

- Select any other criteria under Admissions that are important to you.
- **Costs and Financial Aid**: Although you can select from any of the listed criteria, you might not want to limit your school search based on costs at this stage. Financial aid may put expensive schools within your reach. It's a good strategy to apply to several schools that vary in cost, so that if you don't get the financial aid you'd planned on, you have a less expensive Plan B.
- **Programs/Majors Offered** (found under the Academics heading): Click on the link for **Programs/Majors Offered**. Click the **Show Programs** button next to your favorite Career Cluster or Clusters. Check the box next to any programs that you are interested in. At the bottom of the page, make sure you select **Search for ANY**. This will search for schools that offer at least one of your majors.

- Now, choose any of the other criteria from the list that are important to you. Remember, the more criteria you choose the shorter, or more focused, your list will tend to be

**3. SAVING SEARCHES**

- When you are finished selecting your criteria, scroll to the bottom of the criteria list.
- The last item says Save your current search as: Enter a name for this search in the box below, and then click on **Save your current search as:**.
- Now this search is saved and you will be able to access it at any time from your portfolio. You can also create new searches at any time.

**4. YOUR RESULTS**

- Access your list of schools by clicking on **View schools based on the characteristics you chose**. This is found in the center of the page that appears after you have saved your search. Alternatively, you can click on the name that you saved your search under in the Saved Searches box
- A list of schools matching your criteria will appear.
- Print your list of schools by clicking **Print This** in the upper right corner of the page, or record your top ten school choices on **Portfolio page 12, List of Top Ten Schools**. If there are schools that interest you that were not in your results, feel free to add them to your list.

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At least five schools need to come from your School Finder results.

- Turn to **Portfolio pages 13-22, My Top Ten Schools**. Record the name of each college along with the info listed under the General Info box (top left). The information in this box can be found within each school profile. You will need to click the tabs on the left side of the page to find the information.

- Whenever you sign into the IHaveAPlanIowa.gov website, you can click on **College Planning** and then on **Explore Post-secondary Schools**. If you click on **School Finder**, you will see a list of any searches that you have saved in the box on the right labeled, Saved Searches. Just click on the name of any search, and your schools will come up.

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# Calendar of Deadlines

## Junior Year

- ❑ Identify your top ten college choices: three safety, three match, three reach schools (plus one extra). Get information and application materials mailed to you at home.
- ❑ Take the ACT or SAT, and any other tests required for admission.
- ❑ If possible, visit your top college choices.
- ❑ About 400 colleges across the country offer the chance to apply early. If you already know where you want to go to school, talk to your school counselor about Early Action or Early Decision options. (See www.collegeboard.com/student/apply/the-application/104.html for details. And start working on your application this summer.)
- ❑ Ask teachers, counselors, or employers for letters of recommendation. Explain your goals and ambitions so they'll be more prepared to write about you. Check your application for the number of recommendations the school requires.

## Senior Year

- ❑ Continue to visit schools.
- ❑ Finalize your college list.
- ❑ Stay on track with your grades and extracurricular activities.
- ❑ Take standardized tests if necessary.
- ❑ Make a calendar showing the application deadlines for admission, financial aid, and scholarships for your choice schools.
- ❑ Complete applications. Make sure you and your school's guidance office have sent all necessary materials, including test scores, recommendations, transcripts, and essays. Send in all of your materials early to make sure there is plenty of time to meet each school's application deadline.

For details, go to the IHaveAPlanIowa.gov College Planning Timeline. This is found under the **College Planning** tab in the **Prepare for College** section.

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# List of Top Ten Schools

**IHaveAPlanIowa.gov Account ID:** _____

**IHaveAPlanIowa.gov Password:** _____

## My Top Ten Schools

**Directions:** Record your top ten school choices from your School Finder results page. If there are schools that interest you that were not in your results, feel free to add them to your list. Just make sure that at least five schools are from your School Finder list.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT combined (Admissions tab):

Mid-50% ACT (Admissions tab):

Average secondary school GPA (Admissions tab):

Tuition (In-State/Out-of-state) (Costs and Financial Aid tab):

Website:

**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

**Academic Info**

GPA:
3.75+ _____
3.5 – 3.74 _____
3.25- 3.49 _____
3.0 – 3.24 _____
2.5 – 2.99 _____
2.0 – 2.49 _____
1.0– 1.99 _____
below 1.0 _____
Class rank: Important?_____
Top tenth _____
Top quarter _____
Top half _____
Bottom half _____
Bottom quarter _____

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | |
| **Campus Facilities (Student Life tab)**<br>• Living on Campus (Dorms information) | |
| **Campus Life (Student Life tab)**<br>• Extracurricular Activities/Student Organizations<br>• Fraternity/Sorority<br>• Athletics | |
| **Off-Campus Community**<br>• Things to Do (At a Glance tab, Campus Summary)<br>• Transportation (Student Life tab, Getting Away) | |

**Is this school for me?** ❑ Probably not ❑ Maybe ❑ Definitely

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT combined (Admissions tab):

Mid-50% ACT (Admissions tab):

Average secondary school GPA (Admissions tab):

Tuition (In-State/Out-of-state) (Costs and Financial Aid tab):

Website:

**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

**Academic Info**

GPA:
3.75+ _____
3.5 – 3.74 _____
3.25- 3.49 _____
3.0 – 3.24 _____
2.5 – 2.99 _____
2.0 – 2.49 _____
1.0– 1.99 _____
below 1.0 _____
Class rank: Important?_____
Top tenth _____
Top quarter _____
Top half _____
Bottom half _____
Bottom quarter _____

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | |
| **Campus Facilities (Student Life tab)**<br>• Living on Campus (Dorms information) | |
| **Campus Life (Student Life tab)**<br>• Extracurricular Activities/Student Organizations<br>• Fraternity/Sorority<br>• Athletics | |
| **Off-Campus Community**<br>• Things to Do (At a Glance tab, Campus Summary)<br>• Transportation (Student Life tab, Getting Away) | |

**Is this school for me?** ❑ Probably not ❑ Maybe ❑ Definitely

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT combined (Admissions tab):

Mid-50% ACT (Admissions tab):

Average secondary school GPA (Admissions tab):

Tuition (In-State/Out-of-state) (Costs and Financial Aid tab):

Website:

**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

**Academic Info**

GPA:
3.75+ _____
3.5 – 3.74 _____
3.25- 3.49 _____
3.0 – 3.24 _____
2.5 – 2.99 _____
2.0 – 2.49 _____
1.0– 1.99 _____
below 1.0 _____
Class rank: Important?_____
Top tenth _____
Top quarter _____
Top half _____
Bottom half _____
Bottom quarter _____

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | |
| **Campus Facilities (Student Life tab)**<br>• Living on Campus (Dorms information) | |
| **Campus Life (Student Life tab)**<br>• Extracurricular Activities/Student Organizations<br>• Fraternity/Sorority<br>• Athletics | |
| **Off-Campus Community**<br>• Things to Do (At a Glance tab, Campus Summary)<br>• Transportation (Student Life tab, Getting Away) | |

**Is this school for me?** ❑ Probably not ❑ Maybe ❑ Definitely

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT combined (Admissions tab):

Mid-50% ACT (Admissions tab):

Average secondary school GPA (Admissions tab):

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**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

**Academic Info**

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3.75+ _____
3.5 – 3.74 _____
3.25- 3.49 _____
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1.0– 1.99 _____
below 1.0 _____
Class rank: Important?_____
Top tenth _____
Top quarter _____
Top half _____
Bottom half _____
Bottom quarter _____

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | |
| **Campus Facilities (Student Life tab)**<br>• Living on Campus (Dorms information) | |
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| **Off-Campus Community**<br>• Things to Do (At a Glance tab, Campus Summary)<br>• Transportation (Student Life tab, Getting Away) | |

**Is this school for me?** ❑ Probably not ❑ Maybe ❑ Definitely

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT combined (Admissions tab):

Mid-50% ACT (Admissions tab):

Average secondary school GPA (Admissions tab):

Tuition (In-State/Out-of-state) (Costs and Financial Aid tab):

Website:

**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

**Academic Info**

GPA:
3.75+ _____
3.5 – 3.74 _____
3.25- 3.49 _____
3.0 – 3.24 _____
2.5 – 2.99 _____
2.0 – 2.49 _____
1.0– 1.99 _____
below 1.0 _____
Class rank: Important?_____
Top tenth _____
Top quarter _____
Top half _____
Bottom half _____
Bottom quarter _____

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | |
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Location (At A Glance tab):

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## The BIG Idea

- How can I find out if I'm academically qualified to attend the colleges on my list?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Comparing Academic Readiness with School Selectiveness (20 minutes)

III. College Research Begins (15 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 13- 22, My Top Ten Schools (from previous lesson)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 144, College Research Vocabulary
  - Student Handbook page 145, My Top Ten Schools Tips
- ❑ Overhead and LCD projector
- ❑ Laptop with Internet connection

## OBJECTIVES

During this lesson, the student(s) will:

- Compare their GPA, test scores, and class rank with qualifications required for colleges on their list.
- Begin researching college websites to find out more about the student population, facilities, academics, campus life, and the surrounding community.

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## OVERVIEW

The next three lessons in this unit are devoted to further research of the colleges discovered last week using the School Finder tool on IHaveAPlanIowa.gov. Each of these lessons begins with a review of some aspect of the application process: comparing academic qualifications to school requirements, applying for financial aid, and assembling materials needed for applications.

In this lesson, students use the Academic Tracker, an online tool on the College Board's website, to compare their academic readiness with each of their potential college's selectiveness/difficulty. Students then move on to consider elements that they're looking for in a school. At the conclusion of the lesson, students discuss their research findings, both positive and negative, and share ideas on next steps.

## PREPARATION

- ❑ If you've not already done so in Education After High School 1, meet with your school's counselor(s) to obtain students' transcripts. Explain the purpose of this lesson: to compare students' class rank, GPA, and test scores with college requirements.
- ❑ Go to: http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet and familiarize yourself with the "Academic Tracker" tool.
- ❑ Arrange for the class to use the computer lab.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Write the web address: http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet on the board.
- ❑ The following handout needs to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 144, College Research Vocabulary**
  - **Student Handbook page 145, My Top Ten Schools Tips**
  - **Portfolio pages 13- 22, My Top Ten Schools** (from previous lesson)
- ❑ Tell students to bring in the college catalogs, applications, and other materials that should be arriving in the mail over the next few weeks.

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## VOCABULARY

**American College Test (ACT**): college entrance exam that measures educational development in English, mathematics, social studies, and the natural sciences. (NOTE: Most colleges accept scores from either the ACT or SAT.)

**Class Ranking:** a number that compares students to others in his or her graduating class, usually based on grade point average. (For example, a student is 40th in a class of 250.)

**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.

**GPA (Grade Point Average):** the average grade earned by a student, figured by dividing the grade points earned by the number of credits taken.

**Major**: your field of specialization in college.

**Scholastic Aptitude Test (SAT):** an exam measuring the critical thinking skills needed for academic success in college. It measures skills in three areas: critical reading, mathematics, and writing. (Note: Most colleges accept scores from either the ACT or SAT.)

**Transcript:** a record of the classes taken by a student in high school and the grades earned.

**Tuition:** fees paid for instruction, especially for post-secondary education.

## IMPLEMENTATION OPTIONS

For **Activity II, Comparing Academic Readiness with School Selectiveness,** if you are not teaching in Iowa you may wish to use another college as an example.

It is highly unlikely that your students will complete their research for all ten schools during the

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three research classes. Feel free to reduce the number of schools students are required to research to four or five. Students be should strongly encouraged to complete the research for the rest of their schools on their own time.

If your students' transcripts do not include their GPAs, use the chart below to help students determine their approximate GPAs for **Activity II, Comparing Academic Readiness with School Selectiveness.**

**GPA CALCULATOR**

| GPA | (In Letter Grades) | (In Number Grades) |
|---|---|---|
| 3.75+ | A | 93-100 |
| 3.5 – 3.74 | A- | 90-92 |
| 3.25 – 3.49 | B+ | 87-89 |
| 3.0 – 3.24 | B/B- | 80-86 |
| 2.5 – 2.99 | C+ | 77-79 |
| 2.0 – 2.49 | C-/C | 70-76 |
| 1.0 – 1.99 | D | 60-69 |
| Below 1.0 | F | 59 or below |

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. As students enter the classroom, hand them their high school transcripts. Have them take out **Portfolio pages 13-22, My Top Ten Schools** from last week's lesson.

2. **SAY SOMETHING LIKE:** Last week, your online research resulted in a list of ten schools. Over the next three weeks, you will spend time in this class researching information for each of the colleges on your list. You will use online tools and any of the college materials you ordered that arrive during this time. What you find out will help you narrow your list and help you think about what you want in a college. As you research each school on your list, you will discover answers to questions such as… [Write these on the board]
   - What is the student population like?
   - What campus facilities (dorms, dining halls, rec center, library) are available?
   - What academic programs are offered?
   - What social activities are offered?
   - What is the off-campus community like?

   As you begin your research, keep in mind that this process is not just about which college will or will not accept you, but also about what you want in a college.

3. Project **Student Handbook page 144, College Research Vocabulary** on the overhead projector.

   **SAY SOMETHING LIKE:** First, let's talk about what the school wants. You will begin your research by using an online tool that compares your academic record with averages from the freshmen class of each college you're considering. Some information about your academic record—such as grade point average (GPA), SAT or ACT scores, and class rank—will be required. Let's take a look at the overhead to review these terms.

   Invite volunteers to read definitions of GPA, SAT or ACT and Class Rank from **College Research Vocabulary** on the overhead. Then instruct students to open to **Portfolio pages 13-22, My Top Ten Schools,** from last week's lesson. Using their transcripts, have them fill in their GPA, SAT/ACT scores, and Class Rank at the top right-hand corner of the first page.


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NOTE: If students have not taken the SAT/ACT at this point in the year, tell them to leave it blank and fill it in once they've taken the test and received their scores.

## II. Comparing Academic Readiness with School Selectiveness (20 minutes)

1. **SAY SOMETHING LIKE**: Last week, the information you gathered from your School Finder search on IHaveAPlanIowa.gov included the middle range of ACT and SAT scores for students at schools of your choice.

2. Using a computer and LCD projector, walk students through the use of the Academic Tracker found at http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet. Demonstrate how to use the tool by modeling these steps:

   **Step 1**: Type "University of Iowa" in FIND A COLLEGE BOX and click **FIND**.

   **Step 2**: Enter information for a hypothetical student in the Update Academic Profile on the right side of the screen, as follows:
   - For "GPA" select 3.0-3.24.
   - For "Class Rank," select Top Half.
   - Click **UPDATE**.

3. **SAY SOMETHING LIKE**: Let's see how I stack up against current freshmen at University of Iowa. [Click the "How do I stack up?" tab at the top.] What percentage of freshmen has the same GPA range as mine? [14%] What percentage of students have GPAs greater than mine? [80%] What percentage of students have lower GPAs? [6%]

   Click the link **How important is this to the college?** and invite a volunteer to read it aloud.

4. **SAY SOMETHING LIKE**: Let's scroll down to see how my class rank compares to the current freshman class at University of Iowa. I see that more than 91% of the freshman class are in the top half of their class, just like me. [Click the link **How important is this to the college** and invite a volunteer to read it aloud.]

5. Project **Portfolio page 13, My Top Ten Schools**, on the overhead projector. Point to the box that says "Academic Info".

   **SAY SOMETHING LIKE**: **My Top Ten Schools** has a space titled "Academic Info" for you to write the percentage of GPA ranges and high school class rank of freshmen at

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each college you research. First, be sure you've written the name of the college at the top. [Write University of Iowa at the top]. Then write percentages of each PGA as they appear on Academic Tracker. [On the overhead projector, write the GPA ranges and percentage of students with that range for the University of Iowa.]

NOTE: School stats may change from year to year.

Next, you will write down the percentages of each class rank range.

6. **SAY SOMETHING LIKE**: Now it is your chance to go online and use the Academic Tracker to compare yourself academically to each school on your list. Remember to note your findings on **Portfolio pages 13- 22, My Top Ten Schools.**

7. Give students 10 minutes to find and record the information. When they have finished, ask them what the purpose of this information is.

   Knowing how students compare with others students should give them an idea of whether the school is a good fit academically—how likely it is that they'll be accepted and do well there. Remind students that they should not rule out a school because they're not an exact fit. These numbers provide best guesses about whether a school is a good fit, not guarantees.

   **SAY SOMETHING LIKE**: In addition, you can use the Academic Tracker to see what high school courses are recommended by a particular college. It also includes the SAT and ACT information.

8. **SAY SOMETHING LIKE**: When considering you for admission, schools look at more than your academic standing, but knowing how you compare academically can help you to figure out if a school is a safety, match, or reach. You can record your best guess in the "Academic Match?" box on the **My Top Ten Schools** page.

   Let's look at our model for University of Iowa as an example. Notice that more than 80% of freshmen have GPAs higher than the one we used as an example, making the school a bit of a reach. And, more than 91% of freshmen at University of Iowa were in the top half of their high school class, making that a match with our class ranking (also top half). So University of Iowa is somewhere between a match and a reach. Remember that while academic information can be a predictor of sorts, schools look at other factors as well, such as the difficulty of the courses you took, your extracurricular activities, and your college essay (where required).

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Have students check off the "Academic Match" box on their **My Top Ten Schools** portfolio pages.

## III. College Research Begins (15 minutes)

1. **SAY SOMETHING LIKE**: Now that you've researched the academic factors (GPAs, test scores, and class rank) for each college on your list, it's important to research other aspects, too. Remember, the college search process is a two-way street—the college decides if you have what it takes academically to be admitted, and you decide if the school is right for you academically, socially, financially, etc. To figure this out, you will research the items listed on **Portfolio pages 13-22**, **My Top Ten Schools.** You may use online materials (college web sites) and offline materials (catalogs and other materials received in the mail) to conduct your research.

2. Keep **Portfolio page 13**, **My Top Ten Schools**, from **Activity II**, projected on the overhead. Using a computer, go to University of Iowa at at www.uiowa.edu and display the home page using an LCD projector.

   **SAY SOMETHING LIKE**: Let's continue to look at University of Iowa. Where do you think you should click if you are coming to this school as a freshman? [Admissions] That's right! You'd be a future student. Keep in mind, not every college web site is the same. Some sites may have an "undergraduate" or "future students" link. And sometimes a school may call it something else altogether. In those cases, you may have to search around a bit. Now, look at the categories at the top of the page in the yellow bar AND look at the categories to research on your **My Top Ten Schools** page. Which of these links do you think will be helpful for your research? [Majors and Programs, Housing, Costs and Financial Aid, Student Life, Visit Campus] Excellent!

   Sometimes information is not very easy to find on a web site. The information you're looking for may be buried many pages deep. Sites such as IHaveAPlanIowa.gov, College Board, Princeton Review, and Peterson's provide profiles or summaries of colleges that give you the facts you need right up front. For example, when you type a college into College Search on Collegeboard.com, a profile comes up with information about setting, student population, and academics. So, if you can't find what you need on a college's website or a catalog, try one of these sites.

   Want to find out what students who go to a college have to say about it? Some sites, such as Princeton Review, feature areas where current students give future students like you an insider's point of view. (www.princetonreview.com asks you to create a Account

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ID and password to access comments on student life).

Researching can be a lengthy process, but it can also be fun and amazingly helpful as you search for schools that will be right for you.

3. Project **Student Handbook page 145, My Top Ten School Tips** while students conduct their research. Students may also refer to their own copies of this page for reference as they research. Circulate throughout the classroom as students conduct research, helping them as needed. Refer students to **Student Handbook page 144, College Research Vocabulary,** to check unfamiliar terminology related to their research.

## IV. Wrap Up: Research Findings (5 minutes)

1. Have students stop researching for today. Remind them that they have two more lessons devoted mostly to researching. Encourage them to share their findings so far.

   **SAY SOMETHING LIKE**: Who found a college today that seems like a great match for them? What makes it a great match? [Allow students time to respond.]

2. **SAY SOMETHING LIKE**: What information did you find that is confusing or discouraging? [Give students a chance to respond.] What do you think you can do to overcome these difficulties? [Give students a chance to respond. Then ask how you or other students in the class can help.]

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# College Research Vocabulary

**American College Test (ACT)**: college entrance exam that measures educational development in English, mathematics, social studies, and the natural sciences. (NOTE: Most colleges accept scores from either the ACT or SAT.)

**Class Rank:** student's academic standing in his or her graduating class. For example, top 25 percent, lower 50 percent, etc.

**Free Application for Federal Student Aid (FAFSA)**: financial aid form from the federal government for students seeking aid.

**Financial Aid:** any type of assistance used to pay college costs.

**Grade Point Average (GPA)**: a weighted average based on the grades you receive and the number of credits you take.

**Major**: subject area a student concentrates in during college. At most colleges, students take a third to half of their courses in their major.

**Scholastic Aptitude Test (SAT):** an exam measuring the critical thinking skills needed for academic success in college. It measures skills in three areas: critical reading, mathematics, and writing. (NOTE: Most colleges accept scores from either the ACT or SAT.)

**Transcript:** official record of a student's coursework.

**Tuition:** cost of instruction charged by a school; tuition does not include fees, books, room, meals, or other charges.

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# MY TOP TEN SCHOOLS

**Name of College** _____

**My Info**
My GPA:
My Class Rank:
My ACT score:
My SAT score:

**General Info** (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

Mid-50% SAT c

Mid-50% ACT (

Average second

Tuition (In-State/

Website:

The College Board's Academic Tracker shows the percentage of freshman who enter with a particular GPA and class rank. Beside each number, write the % for this school.
**http://collegesearch.collegeboard.com/academictracker/servlet/ACTServlet**

**Academic Info**
(from www.collegeboard.com)

GPA:

| | |
|---|---|
| 3.75+ | _____ |
| 3.5 – 3.74 | _____ |
| 25.25- 3.49 | _____ |
| 3.0 – 3.24 | _____ |
| 2.5 – 2.99 | _____ |
| 2.0 – 2.49 | _____ |
| 1.0– 1.99 | _____ |
| below 1.0 | _____ |

Class rank:

| | |
|---|---|
| Top tenth | _____ |
| Top quarter | _____ |
| Top half | _____ |
| Bottom half | _____ |
| Bottom quarter | _____ |

**Academic match?**
❑ Safety (I'm likely to get in) ❑ Good match ❑ A reach?

Your Opinion Here

| | |
|---|---|
| **Academics (Academics tab)**<br>• Majors<br>• Faculty | College web sites and catalogs have an "Academics" section where you will find a list of majors and minors. This section will also tell you what type of Academic Calendar the school operates on. Information about faculty is also available. |
| **Student Population (Student Life tab)**<br>• Diversity<br>• Percent of Freshmen who live in school housing | Find population facts under the Student Life tab in IHaveAPlanIowa.gov. If you research on other sites, you might find this information in the "About the College" section. |
| **Campus Facilities (Student Life tab)**<br>• Living on Campus (Dorms information) | Look in the "Student Life" section of any college catalog or web site to find out about where on campus to live, eat, study, work out, hang out, and much more. |
| **Campus Life (Student Life tab)**<br>• Extracurricular Activities/Student Organizations<br>• Fraternity/Sorority<br>• Athletics | Look in the "Student Life" section of any college catalog or web site to find out about on-campus activities, clubs, organizations, sports, and fraternities and sororities. |
| **Off-Campus Community**<br>• Things to Do (At a Glance tab, Campus Summary)<br>• Transportation (Student Life tab, Getting Away) | College web sites and catalogs feature a section about the community where the college is located. In IHaveAPlanIowa.gov this is found under both the At A Glance tab and the Student Life tab. In other sites this might appear right on the home page, or under a heading like "About the College". |

**Is this school for me?** ❑ Probably not ❑ Maybe ❑ Definitely

Your Opinion Here

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## The BIG Idea

- What financial aid options exist, and what can I do to prepare to apply for financial aid?

## AGENDA

Approx. 45 minutes

I. Warm Up: Financial Aid and FAFSA Review (10 minutes)

II. College Research Continues (30 minutes)

III. Wrap Up: Research Review (5 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio pages 13-22, My Top Ten Schools (from Ed After HS 5)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 146, Financial Aid 411
  - Student Handbook page 145, My Top Ten School Tips (from previous lesson)
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Need vs. Merit-Based Financial Aid
- ❑ Overhead projector
- ❑ Laptop and LCD projector

## OBJECTIVES

During this lesson, the student(s) will:

- Review financial aid options and understand the role of the FAFSA in obtaining financial aid.
- Know where to go to obtain scholarship information.
- Continue to research college websites and catalogs to find out more about student population, facilities, academics, campus life, and off-campus community.

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## OVERVIEW

This lesson begins with a review of financial aid options, and describes the role of the FAFSA in obtaining needs-based aid. For the remainder of the lesson, students continue to research colleges on their lists. Students begin to identify which colleges are probably not a good match and which ones remain under consideration. At the conclusion of the lesson, students discuss their research findings.

## PREPARATION

- ❑ Make arrangements for students to use the computer lab.
- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ The following handouts needs to be made into an overhead transparency or copied onto chart paper.
  - **Student Handbook page 146, Financial Aid 411**
  - **Facilitator Resource 1, Need vs. Merit-Based Financial Aid**
- ❑ Tell students to bring in the college catalogs, applications, and other materials that they've received in the mail.

## 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

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The key to obtaining needs-based aid is the Free Application for Federal Student Aid (FAFSA). The federal government, state governments, and individual colleges and universities use the FAFSA to determine student need.

Students wishing to apply for merit-based financial aid must conduct a separate search for scholarships. This lesson provides a brief review of needs-based and merit-based aid.

## VOCABULARY

**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.

**Financial Aid:** scholarships, grants, loans, and work-study programs that help pay for tuition and other post-secondary school expenses.

**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.

**Loan:** financial aid that must be repaid.

**Scholarships:** funds for college 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.

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## ACTIVITY STEPS

### I. Warm Up: Financial Aid and FAFSA Review (10 minutes)

1. **SAY SOMETHING LIKE**: Today you will continue your college research. Before you begin, we will spend a few minutes discussing how to pay for your education. Because many of you may want to get a head start on your college applications over the summer, we'll review some of the basics of finding financial aid. As you continue your college research, you should keep both higher-priced and less expensive college options in mind. If an expensive school offers you lots of financial aid after you've applied, it will definitely be worth considering. If a higher-priced school doesn't offer enough financial aid to make it an affordable choice, you'll still have less expensive options available.

2. **SAY SOMETHING LIKE**: Does anyone remember the four main types of financial aid? [Give students a chance to respond. Jot their responses on the board. Students may come up with some or all of the following: grants, loans, scholarships, and work-study.]

3. Project **Student Handbook page 146, Financial Aid 411** on the overhead or LCD projector.

   **SAY SOMETHING LIKE**: Grants, loans, scholarships, and work-study are four categories of financial aid. Each is different, but in the end, they all help you pay for college. [Invite volunteers to read definitions of each.] How is a scholarship different from the other forms of aid? [Give students a chance to respond.] A scholarship awards financial aid based on merit or accomplishments. The other forms of financial assistance are often based on need. So, there are two kinds of financial aid – merit-based and needs-based. [Ask students to predict the differences between these two types of aid.]

4. **SAY SOMETHING LIKE**: Needs-based assistance may come from a college or from the government. Any student applying for federal assistance (from the government), must complete the **Free Application for Federal Student Aid (FAFSA)**. Many schools also use the FAFSA to award their own financial aid. There is no charge to complete the FAFSA. The FAFSA helps the government and colleges ensure that they are providing support to students who need it the most.

   The FAFSA is completed during your senior year, but it's helpful to learn about this information in advance so you're ready when the time comes. For one thing, the FAFSA requires information about your family's finances. If your parent or guardian is getting

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worried about paying for school, you can help prepare him or her for the next steps. There's a very comprehensive government publication that has absolutely everything you need to know about financial aid: *Funding Education Beyond High School: The Guide to Federal Student Aid*. It's downloadable from the website, http://studentaid.ed.gov/students/publications/student_guide/index.html, which is listed on **Student Handbook page 146, Financial Aid 411**.

5. **SAY SOMETHING LIKE**: Finding merit-based aid is a separate process. Colleges may offer merit-based aid to attract outstanding students, musicians, or athletes to their schools. There are also many different scholarships provided by various companies and organizations. Researching scholarships is another good use of your time this summer. Two resources to make your scholarship search easier are www.fastweb.com and www.collegeboard.com. Both of these websites are listed on **Student Handbook page 146, Financial Aid 411.**

   Display **Facilitator Resource 1, Need vs. Merit-Based Financial Aid** using an overhead projector. Ask for a volunteer to explain the difference between merit and need-based financial aid, making sure to clarify any misconceptions the students may have. Make sure that students also understand that scholarships, grants, and work-study do not need to be paid back; they are in essence "free money". Loans however do need to be paid back with interest.

## III. College Research Continues (30 minutes)

1. Have students open to **Portfolio pages 13-22, My Top Ten Schools** and take out any college catalogs they brought with them.

2. **SAY SOMETHING LIKE**: Now you will continue researching colleges on your list. Remember, you will find the information you are looking for in catalogs you received in the mail as well as college websites. You should have already researched the academic requirements for each school, so today you can focus on the other elements listed on **Portfolio pages 13-22, My Top Ten Schools.**

   As you research, you may discover a college is not right for you—maybe because it doesn't have a major in your area of interest, or because it is too difficult or too easy academically, or because it is too far away from, or too close to, home. If you've decided a school is not for you, there's no need to research further. Mark the "Probably Not" choice at the end of **Portfolio pages 13-22, My Top Ten Schools.**

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On the other hand, if there is something about a college that is very important to you, such as a strong art program or opportunities to study abroad, then you'll want to focus on this for all schools that you are researching. As you find colleges that fit your needs, mark the "Definitely" choice at the end of the Portfolio page.

3. Circulate throughout the classroom as students conduct research, helping them as needed.

## IV. Wrap Up: Research Findings (5 minutes)

1. Have students stop researching for today, and encourage them to share their findings so far.

   **SAY SOMETHING LIKE**: Describe something interesting you discovered during your research today. How did this affect your interest in the college? [Allow students time to respond.]

   **SAY SOMETHING LIKE**: Sometimes finding the information you need is not easy. If you are feeling frustrated, you are not alone. What information are you having a hard time finding? [Give students a chance to respond. As each student with an issue states his or her problem, invite classmates to share solutions based on their own research.]

   Remind students that they'll continue their research next week. Let them know you'll also review the college application process next week so they know what the next steps are once they've identified colleges of interest.

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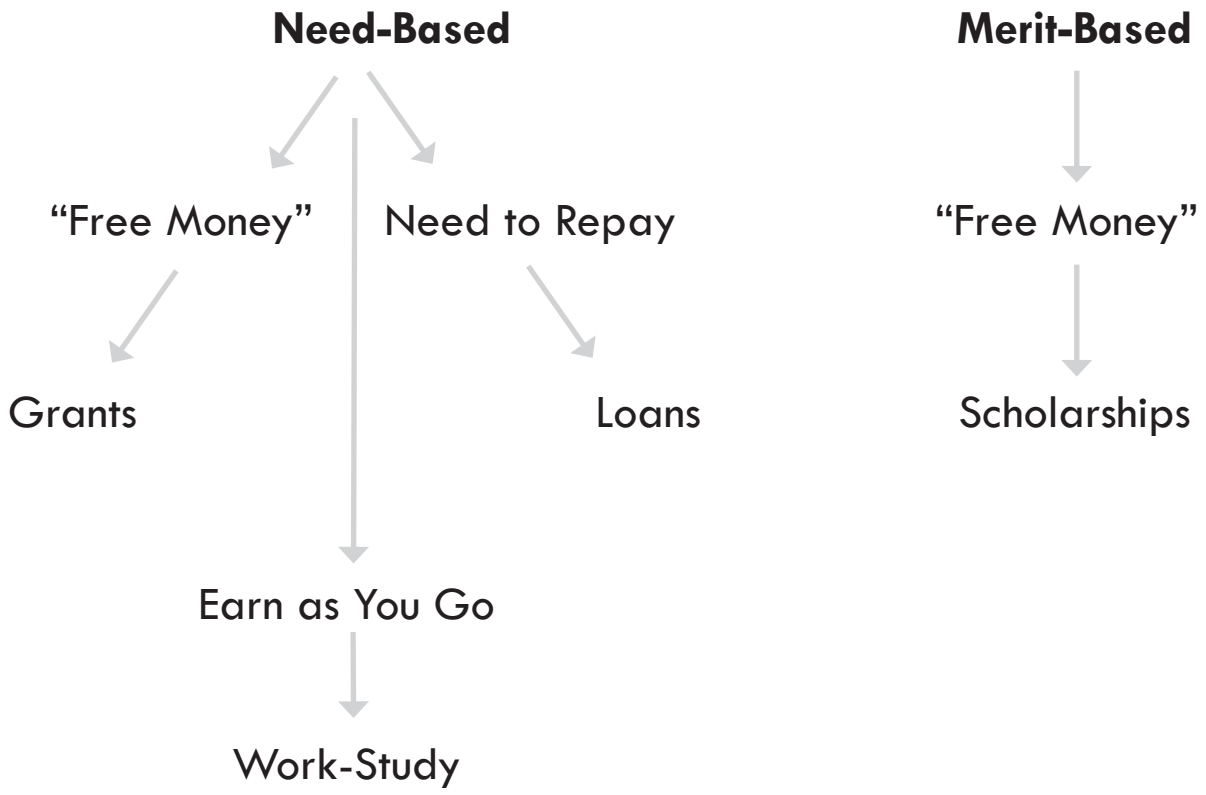
# Need vs. Merit-Based Financial Aid

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# Financial Aid 411

## VOCABULARY

**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.

**Financial Aid:** scholarships, grants, loans, and work-study programs that help pay for tuition and other post-secondary school expenses.

**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.

**Loan:** financial aid that must be repaid.

**Scholarships:** funds for college 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.

## RESOURCES

**Funding Education Beyond High School: The Guide to Federal Student Aid**
http://studentaid.ed.gov/students/publications/student_guide/index.html

**CollegeBoard Scholarship Search**
http://apps.collegeboard.com/cbsearch_ss/welcome.jsp

**FastWeb: Scholarships, Financial Aid, and Colleges**
http://www.fastweb.com

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## The BIG Idea

- How do I decide where to apply, and how do I begin the process?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Application Review (10 minutes)

III. College Research Continues (20 minutes)

IV. Wrap Up: The Finalists Are . . . (10 minutes)

## MATERIALS

- ❑ **PORTFOLIO PAGES:**
  - Portfolio page 23, College Comparison Chart
  - Portfolio pages 13-22, My Top Ten Schools (from Ed After HS 5)
- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 147, What I Need to Complete a College Application
  - Student Handbook page 148 and 149, College Application Elements
- ❑ Overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- Review what they need to know, and what they need to do, to complete a college application.
- Continue college research.
- Tentatively decide on three or more college choices, including at least one reach, match, and safety.

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## OVERVIEW

Students begin by briefly reviewing the college application process, and learn what they can do to begin during the summer. The remainder of the lesson is devoted to the completion of research of colleges on their Top Ten list. At the conclusion of the lesson, students discuss how to compare their research findings.

## 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 148 and 149, College Application Elements**
  - **Portfolio page 23, College Comparison Chart**
- ❑ Tell students to bring in the college catalogs, applications, and other materials that they've received in the mail.

## BACKGROUND INFORMATION

Once students choose the colleges they wish to apply to, the next critical step is organizing and compiling information for their college applications. Students need to recognize that college applications are often long and involved, and therefore require time and effort to complete accurately. The summer is a perfect opportunity for college-bound teens to begin working on their applications. For example, asking teachers to write letters of recommendation during the summer—rather than fall when they will be competing with other classmates for the teacher's attention—puts less pressure on the teachers and themselves. Beginning applications over the summer also means students are not rushing, and therefore less likely to make mistakes. The extra time to proofread (and have others proofread) all elements of their applications, including essays, puts applicants at an advantage. Students also need time to read each application in its entirety to make sure they understand what each college wants from them. By doing this step in the summer, students have time to call the admissions office to get answers to items they may not understand.

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## IMPLEMENTATION OPTIONS

If students need more than 20 minutes to research their colleges, skip the **Warm Up** activity, and begin with **Activity II, Application Review**.


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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. Direct students, as they enter, to the "Do Now" on **Student Handbook page 147, What I Need to Complete a College Application**. Give them 2 minutes to complete the activity.

2. Invite volunteers to share what they wrote down.

3. **SAY SOMETHING LIKE**: As you've probably seen from your research, college applications consist of many parts. Right now, this may seem overwhelming, and something you don't have to think about until sometime in the distant future. But you can start the process this summer and avoid rushing around next fall to meet deadlines. You don't want to have to choose between completing college applications and other senior-year activities: schoolwork, part-time jobs, and more entertaining pursuits.

   Being prepared is key to accurately completing your applications. Today we are going to spend a few minutes reviewing what you need to consider as you begin thinking about the application process.

### II. Application Review (10 minutes)

1. Project **Student Handbook pages 148-149, College Application Elements** on the overhead projector.

   **SAY SOMETHING LIKE**: Last year, you reviewed the Practice Application in IHaveAPlanIowa.gov. Next year, you will focus on certain elements of the application, such as the essay, over several lessons.

2. Direct students' attention to the overhead.

   **SAY SOMETHING LIKE**: Although applications may vary from college to college, most require some, if not all, of these pieces [point to overhead]. It's important to gather all of the information the applications require well before the submission due date. For example, it's helpful if you allow plenty of time for teachers to write recommendations. Making this request in the spring gives your teachers the time they need to write quality letters, and lets you beat the rush of requests they'll get in the fall. We'll talk more about this next week.

3. Read aloud each of the elements on **Student Handbook pages 148 and 149, College**

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**Application Elements.** Emphasize elements students can work on this summer, as noted on the overhead. Remind students that the college application process will be reviewed in more depth next fall.

## III. College Research Continues (20 minutes)

1. Have students take out **Portfolio page 13- 22, My Top Ten Schools**.

2. **SAY SOMETHING LIKE**: Today you will continue researching colleges on your list. Remember, you will find the information you are looking for on the colleges' websites and in the catalogs you received in the mail. It's quite possible that you won't get to every item for each school, so don't sweat it. Before class ends, we'll regroup and talk about how to decide which schools to apply to.

   Give students 20 minutes to continue researching their colleges.

## IV. Wrap Up: The Finalist Are . . . (10 minutes)

1. **SAY SOMETHING LIKE**: You've done a great job researching colleges these last few weeks. You are now well on the road to finding schools that will be a good fit for you. Don't stop now! You can continue to research on your own this summer. The time you put in now will save you from rushing around in the fall, and will allow you to really consider your needs and interests.

2. Have students review **Portfolio pages 13- 22, My Top Ten Schools** portfolio pages.

   **SAY SOMETHING LIKE**: Look at your research portfolio pages so far. What schools have you ruled out for sure? Why? [Give students a chance to respond]. What schools are definitely in? Why? [Give students a chance to respond.] There may be colleges on your list that you are still not sure about, maybe because you don't have all of the information you need. If this is the case, what do you think are your next steps? [Give students a chance to respond. Be sure students recognize they can continue their research online and/or call the school if they can't find answers to questions on the site or in the catalog.]

3. **SAY SOMETHING LIKE**: As you narrow down the list of colleges this summer, and determine which ones you will apply to, make sure to include at least one safety, one match, and one reach school. If you don't have at least one school in each category, you can return to IHaveAPlanIowa.gov and complete the School Finder tool as often as you like by adjusting the criteria to fit different needs and interests.

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4. Distribute **Portfolio page 23, College Comparison Chart,** to each student, and display a transparency of this page on the overhead projector.

   **SAY SOMETHING LIKE**: You've collected quite a bit of information over the past few weeks, and will continue to do so in the weeks ahead. To help you compare your findings, use **Portfolio page 23, College Comparison Chart**. This "at-a-glance" chart allows you to put all the pros and cons in one place, so that you can compare your options quickly and easily. For each college you are considering, mark items you rate positively with a "+", items you rate negatively with a "-", and record a "0" for neutral, or no opinion. [Model how to do this.]

   For example, if you're hoping to major in music, a strong music program gets a plus, and an only-ok program gets a minus. (If the school has no music program, you can drop it from your list.) For the item marked "Academic Match," write safety, match, or reach in the box provided.

   Please feel free to see me or your school counselor if you encounter any difficult college research questions over the next few weeks. And keep up the good work. Any research you do now will save you time and stress in the fall.

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# What I Need to Complete a College Application

**Directions:** List four items that might be included in a college application.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

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# College Application Elements

Most colleges give you a choice of completing an application online and submitting it directly to the school. Or, you can fill out your application offline and send it in the mail, the old-fashioned way.

## Application Fee

- Most colleges charge a fee to apply. The fee is usually non-refundable, even if you are not offered admission to the school. Most application fees are about $25. Some colleges charge up to $60. Other colleges have no fee. Many colleges offer fee waivers for applicants from low-income families.
- **WHAT TO DO THIS SUMMER**: If you need a fee waiver, call the college's admissions office for more information.

## High School Transcript

- An official at your high school, such as your school counselor, completes a form that includes your transcript. Remember, a transcript is an official record of your classes and grades. If the school provides a form with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.
- **WHAT TO DO THIS SUMMER**: Gather the transcript forms for the schools to which you are applying so you can pass them along to your school counselor in the fall.

## Admission Test Scores

- Many colleges require SAT, SAT Subject Test, or ACT test scores. Test scores are a standard way of measuring your ability to do college-level work.
- **WHAT TO DO THIS SUMMER**: Contact the College Board or the ACT and direct them to send your scores to colleges not included on your list when you took the test. If you've not taken the SAT or ACT, make arrangements to do so.

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## Letters of Recommendation

- Most colleges request letters of recommendation from a teacher, counselor, or other adult who knows you well.
- **WHAT TO DO THIS SUMMER**: Make a list of teachers, counselors, and others whom you would like to request letters of recommendation. Make your request to those people. For those who agree, be sure to provide a deadline.

## Essay

- Many colleges ask you to write an essay. Essays are a chance for you to show what makes you stand out from everyone else. The essay is your opportunity to be creative and show admissions committees what makes you different.
- **WHAT TO DO THIS SUMMER**: Review college applications and check out the required essay topics. Start thinking about how you might answer these questions.

## Interview

- Although some colleges may not require interviews, you should take advantage of the opportunity. A face-to-face interview lets you connect with a person who will have some say in whether you will be offered admission.
- **WHAT TO DO THIS SUMMER**: Set up on-campus interviews for local colleges to which you are applying. For colleges that are far away, arrange to meet with an alumnus (somebody who graduated from that college) in your community.

## Audition/Portfolio

- Music and art colleges or programs may ask for samples of your work, such as a portfolio, video, CD, etc. to demonstrate your ability.
- **WHAT TO DO THIS SUMMER**: Work on creating your portfolio, video, CD, etc. Your high school teachers may have advice on what to include.

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# College Comparison Chart

**Directions:** Write the names of the colleges you are considering across the top row. For each criterion, mark items you rate positively with a "+", items you rate negatively with a "-" , and mark items that are neutral with a "0". Next to "Academic Match," rate whether the college is a reach, match, or safety school.

| Criteria | College 1 | College 2 | College 3 | College 4 | College 5 | College 6 | College 7 | College 8 | College 9 | College 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Academic Match | | | | | | | | | | |
| Setting | | | | | | | | | | |
| Tuition | | | | | | | | | | |
| Academics | | | | | | | | | | |
| Student Population | | | | | | | | | | |
| Campus Facilities | | | | | | | | | | |
| Campus Life | | | | | | | | | | |
| Off-Campus Community | | | | | | | | | | |

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## The BIG Idea

- How can I get a positive letter of recommendation for college?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Positive Recommendation (10 minutes)

III. Asking for a Recommendation (10 minutes)

IV. Recommendation Worksheet (15 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 150, I'm Right for the Job
  - Student Handbook pages 151 and 152, One Student, Two Letters
  - Student Handbook page 153, Recommendation Worksheet
- ❑ Overhead and LCD projector

## OBJECTIVES

During this lesson, the student(s) will:

- Review letters of recommendation and identify important elements of a positive recommendation.
- Understand whom to ask for a recommendation, how to ask, and how to help this person write an effective letter.
- Identify someone to write a recommendation and complete a worksheet to help that person write his or her letter.

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## OVERVIEW

Students review the purpose of letters of recommendation for college applications. They will read examples and identify important characteristics of effective letters. Next, they will discuss steps they can take to help someone write effective references for them. Finally, they will complete a worksheet with important details about their achievements, goals, and challenges to help someone write a letter of recommendation. As a homework assignment, they will choose one person and use this worksheet to request a letter of recommendation.

## PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ The following handouts need to be made into overhead transparencies:
  - **Student Handbook pages 151-152, One Student, Two Letters**
  - **Student Handbook page 153, Recommendation Worksheet**
- ❑ Prior to facilitating this lesson, consult with your school counselor regarding the procedures for requesting letters of recommendation.
- ❑ Decide on how you want to handle the letter of recommendation homework assignment for students who are not applying to college. Your school counselor may have suggestions.

## IMPLEMENTATION OPTIONS

In **Activity IV,** if you feel your students will need more time to complete **Student Handbook page 153, Recommendation Worksheet,** this activity could be introduced in class and assigned as homework.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. As students enter, ask them to complete **Student Handbook page 150, I'm Right for the Job.** Give them three minutes to complete the activity.

2. Discuss this activity with the class, helping them to see the importance of a recommendation and the challenges a writer may face: What was easy about this task? What was difficult? What do you think it would be like to write a recommendation for someone else?

3. **SAY SOMETHING LIKE**: Today, we're going to talk about letters of recommendation — an important component of your college application. First, what is a letter of recommendation? Why are they important? [Let students share answers.]

   There's more to you than your grades, test scores, and extracurricular activities. Letters of recommendation reveal another side of you. They describe your character and qualities that make you stand out from all the other applicants.

4. **SAY SOMETHING LIKE**: In today's class, we'll talk about what makes a strong letter and how to improve your chances of receiving one. We'll look at whom to ask, how to help that person write a positive letter, and how to follow up afterwards.

### II. A Positive Recommendation (10 minutes)

1. **SAY SOMETHING LIKE**: Today, we're focusing on recommendations for college, but this will certainly not be the only recommendation letter you'll need in your life. Letters of recommendation — also called references — are required in all sorts of situations that require good character. A letter of recommendation provides insights into your past behavior as a prediction of how you might act in the future. What are some examples of times you'll need references? [Example: getting an apartment, adopting a child.]

   You'll also need recommendations for future jobs. Though these references are usually done by phone instead of in writing, they are an important part of the hiring process. Employers count on these references to determine what kind of employee you'll be.

2. Have students turn to their **Student Handbook pages 151 and 152, One Student, Two Letters,** which provide two examples of letters of recommendation. Ask students to read both letters and underline details that might impress them if they were the admissions officers.

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3. **SAY SOMETHING LIKE**: Well, what did you think? Which letter is going to make a better impression on an admissions committee? Why? [Discuss both letters]:
   a. Letter A: Point out that the first letter repeats information on the application. There's no depth; it gives specific qualities — "bright and hard-working" — but offers no examples to show these qualities. Also, it's missing an important component of a good letter of reference: the student's strengths *and* weaknesses.
   b. Letter B. This letter is full of specific examples about Amelia's strengths and ways in which she overcame challenges. If the letter writer knows you well, letters of recommendation can also help explain academic problems (for example, low grades during a family illness).

## III. Asking for a Recommendation (10 minutes)

1. **SAY SOMETHING LIKE**: Now that we know what a great recommendation looks like, how can you make sure someone writes one for you? First, think about who's writing the letter and choose the writers wisely. Ask people who know you personally through school or extra-curricular activities, such as a teacher, counselor, coach, boss, or internship director. Make sure you have a positive relationship with this person.

   Also keep in mind that many schools require two to three recommendations. Typically, at least one should be a teacher, ideally from a junior or senior year class. Have a backup person in mind in case one person isn't able to write one for you.

   Remember that letter writers must usually send their letters directly to the school. This demonstrates that their response is confidential. Sometimes a letter writer might choose to give you a copy so you can see all the nice things he or she said about you, but this is not required.

2. **SAY SOMETHING LIKE**: Next, think about how you ask these people for a recommendation. Imagine I'm a student, and _____ [choose a student near you] is my math teacher. Which of these approaches do you think would be more effective?

   Model the following ways of asking for a recommendation.
   a. "Yo, Mr. T. I need you to write a letter of recommendation for college. The school needs it sometime next week. You can just give it to me and I'll mail it."
   b. "Hi Mr. Thompson. I'm applying to City College and they have requested a letter of recommendation. It would be great if you could write one for me, since you know me through class and the school newspaper. The letter is due in six weeks, on November 15. If you have a few minutes some time this week, I'd like to sit down

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and talk with you about the letter."

3. Discuss both approaches as a class.

4. **SAY SOMETHING LIKE**: Here are some important things to remember about requesting a recommendation letter:
   - Be clear about the details. It's helpful to let the recommender know what college you're applying to. He or she may be more or less willing to write a recommendation depending on the school(s) you're applying to. And make the deadline clear so they know when schools need to receive the letter. Always give the writer a pre-addressed stamped envelope for each college that should receive the recommendation. Some schools offer a way to submit recommendations online. If this is the case, make sure your recommender has instructions for doing so.
   - Be clear about why you've asked this person instead of others. Maybe you made significant improvement in his or her class? Perhaps he or she was the teacher advisor for an extracurricular club you were active in?
   - Give the person plenty of time. Be respectful of the person's own schedule. Give him or her at least two months. Since most applications are due in January, this means asking for letters no later than the fall (September, October) of your senior year. It is actually preferred to ask your teachers at the end of your junior year.
   - Let the person know how much you appreciate it. Don't take this for granted. After all, you're asking this person to spend a good amount of his or her own time on this letter. Be appreciative!

5. **SAY SOMETHING LIKE**: But here's the **most important** thing you can do to ensure an effective letter: Give the writer details that will jog his or her memory about specific projects and all your great qualities. Remember, you probably have only a handful of teachers, but every teacher may see more than a hundred students a day. A few details will help your teacher remember what you accomplished in his class, and it will be easier for him to give examples that describe you. The bottom line is this: **The more information you give the person about yourself (accomplishments, goals, and even challenges), the better the letter will be.**

## IV. Recommendation Worksheet (15 minutes)

1. **SAY SOMETHING LIKE**: Now you're going to work on a recommendation worksheet — a one-page form that includes everything a writer would need to write your recommendation.

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2. **SAY SOMETHING LIKE**: Even if the person has already agreed to write a recommendation, you should deliver this in person. Don't just e-mail it or drop it on his or her desk. Schedule a time to meet with the person and go over it in case he or she has any questions. Also, it's a good idea to follow up with this person one week before the deadline to see if they need additional information from you and to make sure they've remembered to send the letter.

3. Have students turn to their **Student Handbook page 153, Recommendation Worksheet.**

   **SAY SOMETHING LIKE:** This worksheet includes everything the writer needs for your letter of recommendation: details about which college to send the application, the deadline, and details about your achievements, challenges, and goals. To ensure a strong letter, be as specific and detailed as possible.

   Give students about 15 minutes to complete the worksheet.

4. Come together as a class. Discuss and answer any questions students have. If time permits, you could have students exchange their worksheets with a partner for feedback.

5. **SAY SOMETHING LIKE**: Now, for the big assignment! For homework, I'd like each of you to follow through in requesting a recommendation. Use your worksheet to make the request, asking the writer to send the letter in time for your first college deadline. Next week, let me know whom you've asked.

## V. Wrap Up: Saying Thank You and Keeping in Touch (5 minutes)

1. **SAY SOMETHING LIKE**: In this lesson, we've seen that asking for a letter of recommendation takes a little work. But let's not forget that it takes even more work to write that letter. That's why it's so important to follow up with a thank-you note. Even if you say it in person, which I'm sure you will, a short note is critical and should be written right away.

2. **SAY SOMETHING LIKE**: You should also follow up to let the person know which college you selected. They'll appreciate knowing that their effort made a difference. And keep in touch with these people. You may need their help in the future, and you also want to honor their investment of time with news of your success.

3. **SAY SOMETHING LIKE**: That wraps up our Education After High School unit for this year. We'll pick up this subject again next fall. Till then I hope you'll continue your college research. If you have questions, please don't hesitate to ask.

   Next week, we'll begin a new unit on Money Matters, when you'll learn about renting

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an apartment, choosing a car, and more.

## SKILLS CHECKLIST

Direct students' attention to **Portfolio page 26, Grade 11 Skills Checklist.** Have students complete the skills checklist questions for Education After High School skills.

### Education After High School

**I can...**

| | | | |
|---|---|---|---|
| Choose courses for senior year based on high school graduation requirements, college recommendations, and suggested courses for a career of interest. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify college majors I'm interested in. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify and compare several options for education after high school. | ❑ not at all | ❑ somewhat | ❑ very well |
| Find answers to questions about community college, tech/trade school, apprenticeships, and the military. | ❑ not at all | ❑ somewhat | ❑ very well |
| Compare my academic record with college requirements. | ❑ not at all | ❑ somewhat | ❑ very well |
| Find out more about the FAFSA and college scholarships on my own. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify steps in the college application process that can be done during the summer between my junior and senior year. | ❑ not at all | ❑ somewhat | ❑ very well |
| Research and compare colleges that interest me. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify at least one reach, match, and safety school that I'd like to attend. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify and effectively ask someone to write a recommendation. | ❑ not at all | ❑ somewhat | ❑ very well |


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# I'm Right for the Job

A friend has just been offered a part-time job he can't take, and he's been asked to recommend a friend. You'd like the job, and he's asked you to help him describe you to the employer.

List three adjectives you'd use to describe yourself that would convince an employer you should be hired.

_____

_____

_____

Describe a situation in which you showed that you were a trustworthy and responsible person.

_____

_____

_____

_____

_____

_____

_____

_____

_____

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# One Student, Two Letters

Read the following letters and underline details that might impress you as an admissions officer. Which one do you think would make a better impression on an admissions committee? Why?

## Letter A:

To Whom It May Concern:

I'm writing on behalf of Amelia Smith, a senior at Avonlea High School, where I was her sophomore English teacher. Amelia is a bright and hard-working student, as evidenced by her high grades and excellent SAT scores.

Ms. Smith has been a member of the National Honor Society since her junior year. She is active in the Future Teachers of America and the school language club, where she serves as the group's secretary.

She would be an asset to any college program, and I highly recommend her.

Sincerely,

Robert McCoy

Honors English Teacher

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# One Student, Two Letters (continued)

## Letter B:

To Whom It May Concern:

I'm writing on behalf of Amelia Smith, whom I've known since her sophomore year at Avonlea High Schol. Two years ago, Ms. Smith became a volunteer in my first-grade classroom because of her avid interest in a career as an elementary teacher. There was no official program in place, so Amelia had to set up an interview with the school principal - not an easy task! Once she met with his approval, she arranged to help out two afternoons a week after school. She was steadfast about showing up on time and throwing herself with great enthusiasm into the business of teaching. She created ingenious board games for practicing phonics skills, as well as elegant displays of student work in the hallways.

In addition, Amelia volunteered her time as a summer tutor for her next-door neighbors - second- and third-grade boys struggling with reading. She met with them four mornings a week during July and August following her sophomore year. When we spoke later, she mentioned that she had a lot to learn about teaching.

Amelia is also an active member of her scout troop. For her, this is a much greater commitment than an occasional camp-out or cookie sale. Several years ago, her troop set their sights on a trip to Europe between their junior and senior years, and it was amazing to see this happen last summer. The parents of the troop members are not wealthy; most of the money for the trip was earned baby-sitting, house-cleaning, and through team efforts like flower sales and car washes. Amelia laughingly told me her neighbors used to hide when they saw her coming, knowing that she probably had some product to sell.

Amelia has a fine academic record, but it only tells half the story. Her generosity of spirit, curiosity, and initiative will serve her well in her pursuit of a career as an elementary teacher.

I highly recommend her for your program.

Sincerely,

Margaret Simms

Teacher, Westlea Elementary School

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# Recommendation Worksheet

Complete the following worksheet for each person you ask to write a letter of recommendation.

| | |
|---|---|
| **Student's Name** | |
| **Phone Number** | |
| **E-mail** | |
| **Date of Request** | |
| **College to receive recommendation** | |
| **Date due** | |
| **Stamped, addressed enveloped attached (check)** ❑ | |

Answer the following questions to give the writer more information about yourself. To ensure a strong letter, be as specific and detailed as possible. Use the back if you need more space.

1. What assignment or accomplishment for this class or activity are you most proud of? Why?

_____

2. List three adjectives that describe you. _____

_____

3. What do you think sets you apart from other students? What makes you different?

_____

4. Describe one weakness you have or a challenge you've faced and how you overcame it.

_____

_____

5. What career or major would you like to pursue? Why is this college the best place for you to accomplish your goals? (Or simply explain why you have selected this college.)

_____

6. What other information would help this person write your recommendation?

_____

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UNIT

6

# MONEY MATTERS

## Lesson Descriptions

**Money Matters 1: Understanding Credit**
*What is credit and why does it matter to me?*

**Money Matters 2: Credit Cards**
*What are the risks of choosing and using credit cards?*

**Money Matters 3: Let's Go Car Shopping**
*What are the most important things to consider when buying a car?*

**Money Matters 4: Paying For A Car**
*How much will it cost to buy, operate, and insure a car?*

**Money Matters 5: Renting Your First Place**
*What do I need to know before I rent my first place? How is renting different than buying?*

**Money Matters 6: Signing a Lease**
*How can a lease help me, and what other protection do I have in case of a dispute with my landlord?*

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# PLANNING PYRAMID

## GRADE 11, Unit 6, Money Matters

### Some Students Will:

- Understand relationships between down payment, interest rate, and term of loan in determining a monthly car payment.

### Most Students Will:

- Understand how high interest rates and minimum payments affect credit card balances.
- Know what to consider when choosing a credit card.
- Identify online resources for researching a car purchase.
- Understand how to determine a reasonable monthly car payment, given a particular budget.
- Understand how to determine a reasonable monthly rent payment, given a particular budget.
- Understand the contents of a lease, and know how to resolve problems re: a rental property (for example, getting repairs made in a timely manner).

### All Students Will:

- Know what a credit rating is, where to find it, and its potential impact on a person's ability to buy a house or car.
- List advantages and disadvantages of credit cards.
- Identify criteria to consider when choosing a car.
- Understand the need for car insurance.
- Identify the costs of operating a car.
- Identify household expenses other than rent.
- Understand what to look for in a rental property.


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# ROADS to SUCCESS

Grade 11 Money Matters

Family Newsletter

## First Apartment

Imagine you're 18. You're eager to start life on your own. Will you buy a new car? Live in luxury? There's one question you'll want to answer before you make a purchase or sign a lease: How much can you afford?

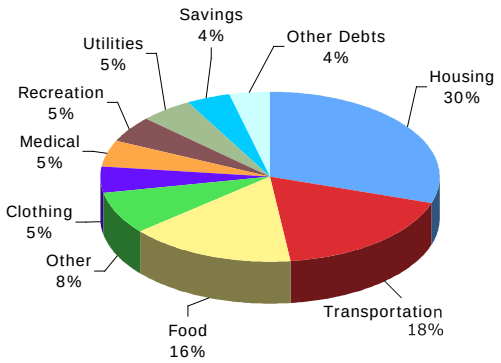
**Rent**
Experts say it's safe to spend about 30% of your take-home pay on a place to live. (So, if your monthly income is $1200, you should plan on paying about $360 for rent.) You'll need another 5% for utilities. For many young people, the cost of housing means sharing their first apartment with roommates.

**Questions to Ask**

**Apartment Questions:**
- How much is the rent?
- Are utilities included?
- What security deposit is required?
- Is the neighborhood safe?
- How close is it to work, school, shopping, and entertainment?
- Is it clean and in good repair?
- What extras are included?
- Is the landlord trustworthy?

**Roommate Questions:**
- How will we split expenses?
- How will we share chores?
- Do we agree on the basics: guests, noise, privacy, cleaning?
- What happens if someone loses his job or wants to move out?

**Personal Budget**




Credit: www.practicalmoneyskills.com

**Leases**
Leases can cover everything from parking to paint color to pets. Leases protect both the landlord and tenant. Take the time to read the lease carefully. If the landlord promises something that's not in the lease, it's wise to get it in writing. Don't assume that rules in the lease won't be enforced.

For more information:
www.consumerjungle.org
www.apartments.about.com

## Grade by Grade

By high school graduation, Roads to Success students should be able to create a budget for their first year of work or college. To prepare, 11th-graders focus on the top two household expenses, housing and transportation. Topics include:

- Questions renters should ask
- Renting vs. buying a house
- Leases
- Buying a car
- Extra expenses: utilities, moving costs, household insurance; gas, maintenance, repairs, car insurance
- Credit card use

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?
**94%** of students age 16 to 22 say they're likely to turn to their parents for financial info.

**79%** of students this age have never taken a personal finance course in school.

Source: www.consumerjungle.org

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## The BIG Idea

- What is credit and why does it matter to me?

## AGENDA

Approx. 45 minutes

I. Warm Up: What Do You Know About Credit? (10 minutes)

II. Credit: The Good, The Bad, The Bottom Line (10 minutes)

III. What Your Credit Rating Means to You (15 minutes)

IV. Finding Out Your Credit Rating (5 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 154, Your Car, Your Credit
- Student Handbook page 155, How Much Will You Pay?
- Student Handbook page 156, What's Behind Your Credit Rating?
- Student Handbook page 157, Credit Rating Quiz

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Credit Rating Scores
- Facilitator Resource 2, Credit Rating Quiz Answer Key

❑ Overhead Projector

❑ Chart paper and markers

❑ Calculators (one per student)

## OBJECTIVES

During this lesson, the student(s) will:

- Understand credit, as well as its advantages and risks.
- Understand credit ratings and the advantages of having a good credit rating.
- Understand what actions lead to a good credit rating and a poor credit rating.

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## OVERVIEW

In this lesson, students read a scenario about making their first car purchase and reflect on what they know about credit and credit ratings. Next, they define credit and discuss its advantages and disadvantages. Then they discuss credit ratings, and complete an activity in which they compare car loans based on different credit ratings. Finally, they talk about what's on a credit report, how to access their own reports, and what to do if there are mistakes.

## PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 155, How Much Will You Pay?**
  - **Student Handbook page 156, What's Behind Your Credit Rating?**
- Print a copy of **Facilitator Resource 1, Credit Rating Scores** and cut out the individual scores to hand out to students in **Activity III**. You may wish to reproduce this on heavy paper so cards are reusable.
- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.

## 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 fee paid for borrowing money; usually a percentage of the money borrowed.

**Credit report**: a record of all the money you've borrowed—including credit cards—and your payment history.

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## IMPLEMENTATION OPTIONS

If time is an issue, you may choose to omit the quiz in the **Wrap Up, Student Handbook page 157, Credit Rating Quiz.**

In **Activity III, Student Handbook page 155, How Much Will You Pay?,** if your students struggle with math, you may wish to calculate several examples as a class.

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## ACTIVITY STEPS

### I. Warm Up: What Do You Know About Credit? (10 minutes)

1. To begin this lesson, as students enter the classroom, refer them to **Student Handbook page 154, Your Car, Your Credit**. Give students a few minutes to read the scenario and answer the questions.

2. **SAY SOMETHING LIKE**: Welcome, everybody. Before we look at the your answers, I'd like to see a show of hands. Who thinks they might apply for a credit card in the next few years? Who here is thinking about buying a car or a house in your future? And if you're not going to buy a house, you'll need to rent, right? And who thinks they just might apply for a job at some point in their lives? Wow, that's everyone! Well, if you think you might do any of these things, then you need to understand and take care of your credit rating.

3. **SAY SOMETHING LIKE**: Today we're launching into a six-week unit that covers money and finances. This unit is called "Money Matters" because it's all about money and how it matters to you as you think about life on your own. We'll be spending this week and next on credit and credit cards, followed by two lessons about buying and maintaining a car, and two lessons about renting an apartment. Today, we're going to review what we mean by "credit," the benefits and dangers of credit, what a credit rating is, and why it matters to your future.

4. **SAY SOMETHING LIKE**: Now let's take a look at the first question from **Your Car, Your Credit**. [Take a few minutes to let students share their answers. The second question is addressed during **Activity III**.]

### II. Credit: The Good, The Bad, The Bottom Line (10 Minutes)

1. **SAY SOMETHING LIKE**: Let's start with the term **credit**. Can someone tell me, in your own words, what credit is? [Let one or two students respond.] In short, *credit is money that you borrow and pay back at a later date or over time*. When you use a credit card, you're borrowing money from the bank or financial institution that issued the credit card. When you apply for a credit card, you're making a promise that you'll pay back the money.

   Besides credit cards, what other times do we use credit? [Let students answer and write them on the board. Make sure the list includes "Buying a house" (house loans or mortgages), "Buying a car" (car loans), and "Applying for financial aid for college" (school loans).]

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2. **SAY SOMETHING LIKE**: As you can see, credit is an important tool that you'll probably use throughout your life. For example, people may not have the money up front to pay for college, but school loans allow them go to college and pay back the loans when they begin their careers. And very few people have enough money in the bank to purchase a house without credit. Home mortgages allow them to own homes by paying back the loan over time.

3. **SAY SOMETHING LIKE**: But credit has its downside, too. For starters, some people may borrow more money than they can afford to pay back. This is especially true with credit cards, because they're easy to use and you can quickly lose track of how much money you owe.

4. **SAY SOMETHING LIKE**: But there's another big disadvantage of using credit. [You may want to write this on the board.] *Credit can cost a lot of money!* In other words, the amount you pay back in the end is much more than the amount you borrowed to begin with. Does anyone know why this is? [Take answers.]

   The answer is **interest**. Any loan comes with interest, an amount you pay in addition to the money you borrow. Interest is usually a percentage of the money you borrow. The higher the interest, the more money you pay for a loan.

   Usually long-term loans, like those for homes, cars, and colleges, carry a lower interest rate. You might pay 18% annual interest (expressed as an Annual Percentage Rate) on a credit card loan, while a home loan might have an annual interest rate of closer to 6%. On the other hand, long-term loans are just that – *long term*. So even though that house loan has a lower interest rate, you're paying off the loan for over 30 years. And that means every year, your interest is adding up – and adding to the total amount you owe.

5. **SAY SOMETHING LIKE**: So, let's look at the bottom line. Anytime you apply for a loan or decide to use credit, it's important to determine how much you're going to pay in the end. This depends on three factors:
   - The amount of money you borrow.
   - The interest rate charged by the lending institution.
   - The length of the loan – or how long it takes to pay back the loan.

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## III. What Your Credit Rating Means to You (15 minutes)

1. **SAY SOMETHING LIKE**: We started this lesson with an activity about credit rating. Does anyone know what this is? [Take answers.]

   Your **credit rating**, also called a credit score, is an estimate of your ability to repay money you borrow. It's based on your **credit report**, a record of all the money you've borrowed – including credit cards – and your payment history. We'll take a closer look at what you'll find in your credit report in a few minutes.

   Your credit rating depends on several different factors. Here are just a few:
   - Your payment history: Do you pay off credit cards and other bills on time? A history of missed or late payments could hurt your credit rating.
   - Your debt: How much money do you owe now? Having credit cards with high balances close to the limit could hurt your credit rating.
   - Length of your credit history: How long have you had credit? The longer you've had credit (and used it wisely), the better your credit rating.
   - The number of times you ask for credit: Have you applied for lots of cards in a short period of time? If so, this could be a red flag to a creditor.

   All of these factors are considered to determine an individual's credit rating. People are assigned a number between 300 and 850 based on their past behavior using credit. The higher the number, the better the rating.

2. **SAY SOMETHING LIKE**: Now you might be wondering what the big deal is. Who really cares about your credit rating and credit report? Well, a lot of people will. After all, your credit rating says a lot about your judgment and trustworthiness. Insurance companies, landlords, and even potential employers can check your credit report. But most of the people who review your credit report will be lenders, like loan and credit card issuers. Anytime you apply for a loan or a credit card, the lender will automatically check your credit report.

3. **SAY SOMETHING LIKE**: Now, let's think back to that quiz we started the class with. Does anyone remember how your credit rating can affect a loan? [Take answers from the class.] In a nutshell, *your* **credit rating** *determines if you get a loan and the interest you pay on that loan.*
   - **The higher your credit rating, the lower your interest rate.** If you have a high credit rating, it means a lender will feel safer lending you money because you've proven your ability to repay loans in the past.

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- **The lower your credit rating, the higher your interest rate.** If your credit rating is low, a lender might doubt your ability to repay the loan. After all, if you didn't make payments or often paid late in the past, it's likely you could do so again. To safeguard the loan, they'll set a higher interest rate.
- **If your credit rating is very low, you could get turned down for the loan.** If you've failed to make payments in the past, a lender won't want to lend you money now.

4. **SAY SOMETHING LIKE**: Now, remember that car loan from the first activity? I'm going to assign each of you a credit rating and we're going to find out what effect it has on your car loan.

   Hand out the strips you cut from **Facilitator Resource 1, Credit Rating Scores**, so that every student is assigned a credit rating. Then have students turn to **Student Handbook page 155, How Much Will You Pay?** Have students circle their assigned credit score on the chart.

5. **SAY SOMETHING LIKE**: To purchase the car you found, you need a loan for $10,000. You've decided you need a 36-month loan, so it's paid off in full in three years. Take a minute to look at the chart and answer the questions. When you're done with questions 1-4, please find someone near you with a credit rating that falls in a different category. Work together quietly to answer questions 5 and 6.

6. Have students share information as a class to confirm that good credit provides significant savings over the life of a loan.

## IV. Finding Out Your Credit Rating (5 minutes)

1. **SAY SOMETHING LIKE**: After that activity, you might be getting curious about these credit reports that determine your credit rating. As we discussed earlier, a credit report is basically a snapshot of your credit history. This history is collected and kept on file by credit bureaus. A credit report includes the following information:

   Use chart paper or an overhead transparency of **Student Handbook page 156, What's Behind Your Credit Rating?** to present this information, as students take notes on their own Student Handbook page.

   - Personal Identification Information: name, address, social security number, telephone number, and spouse's name; past and present employer names and addresses.

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- Public Record Information: legal files, such as bankruptcies.
- Collection Agency Account Information: details if a collection agency has contacted you about an outstanding debt.
- Credit Account Information: information on every account or loan in your name, such as: when it opened, the highest balance, present balance and payment history (including if any payments are past due and by how much).
- Inquiries: companies that have requested your credit report, for a credit-card offer or application.

2. **SAY SOMETHING LIKE**: You might think you'll always know what's on your credit report, but it's a good idea to check it about once a year. You want to make sure the information is up-to-date and accurate. You can do this by contacting one of the three credit bureaus:
   - Equifax (www.equifax.com)
   - Experian (www.experian.com)
   - Trans Union (www.transunion.com)

   These credit bureaus provide free reports once a year. You can access your credit report immediately if you request one online. If you call or write, it takes about 15 days to receive one in the mail.

3. **SAY SOMETHING LIKE**: If you find a mistake on your credit report, you can write the credit bureau and it should be corrected within 60 days. But remember, you cannot remove correct information from your report, even if it has a negative impact on your credit rating. However, it won't be there forever: account information remains on your credit report for seven years from the date it occurs.

   Of course, many of you won't have a credit report yet. If you've never had a credit card, or taken out a car loan, then there's nothing to report. This is a great situation to be in because you can start off with a blank slate.

## V. Wrap Up (5 minutes)

1. As a final activity, have students turn to the **Student Handbook page 157, Credit Rating Quiz**. Give students a few minutes to answer the questions. When they're done, review the answers together. See **Facilitator Resource 2, Credit Rating Quiz Answer Key**.

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2. **SAY SOMETHING LIKE**: In this lesson, you've learned about credit and why it's important to use it wisely. [Have a class discussion to review what you learned. Some questions to spark discussion include:
   - What surprised you most about what you learned today?
   - When we did the activity on car loans, who was assigned a credit rating under 620? How did that feel to know you were paying so much money to the bank – and so much more than other students?
   - What are two things you can do to make sure you have a good credit rating?]

3. **SAY SOMETHING LIKE**: Next week, we're going to talk about something that gets lots of people into credit trouble — credit cards. As you've learned today, the way you use your credit cards has a big impact on your credit rating, so it's important to use them wisely. We'll learn more about using credit cards next week.

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# Credit Rating Scores

Cut out the strips below and hand one out to each student when you assign credit ratings.

| | | | |
|---|---|---|---|
| 757 | 840 | 800 | 730 |
| 708 | 696 | 700 | 704 |
| 682 | 665 | 670 | 674 |
| 648 | 625 | 635 | 642 |
| 604 | 594 | 601 | 612 |
| 526 | 513 | 535 | 547 |
| 830 | 717 | 683 | 657 |

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# Credit Rating Quiz Answer Key

What have you learned about credit? Take this quick quiz to find out!

1. Your credit rating is most influenced by:
   a) Your payment history on loans *(including credit cards)*
   b) The number of credit cards you own
   c) Your past and present income

2. If you have poor credit rating, you could:
   a) Be turned down for a car loan
   b) Have to a pay a higher interest rate, meaning higher payments
   c) Both

3. If you've never had a credit card, then you probably have:
   a) A perfect credit rating
   b) A poor credit rating
   c) No credit rating

4. Your credit rating is:
   a) Kept confidential, even from you, unless you apply for a loan
   b) Private information, and cannot be accessed unless you give written permission
   c) Public information, and can be accessed by anyone from potential lenders to future employers *(Future employers need written permission to access credit reports.)*

5. Information stays on your credit report:
   a) For one year from the date it occurred
   b) For seven years from the date it occurred *(Bankruptcies remain on your report for 10 years.)*
   c) Forever

6. Which of these credit rating scores would give you the *lowest* interest rate?
   a) 820
   b) 620
   c) 520

7. Your credit report includes your payment history for all your credit card accounts. It also shows:
   a) Past and present employers
   b) Where you've lived
   c) Both of these

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# Your Car, Your Credit

It is the year after graduation, and you've been saving your money to buy a car. You have a steady job, so you assume you'll have plenty for monthly payments. If you don't, you figure you'll just cover extra expenses with your credit card. On the day you go to check out cars, it doesn't take long to find the one you want. Your heart is pounding with excitement. You're thinking, this is the day I drive off with my own car! You picture yourself gripping the leather steering wheel, the sun roof open, the windows down, your favorite song blaring from the radio….

But as you walk into the dealership to start paperwork, the salesman says, "I think I can get you a great deal on this baby, today. And we offer great financing, too – it all depends on your credit rating." Suddenly, the image of you and your car is getting blurry and a queasy feeling is rising in your stomach as the words "credit rating" echo in your ears. Credit rating?! What's that? Is it going to come between you and your dream car?

Is your strategy to cover extra expenses with your credit card a good one? Why or why not?

What do you know about credit ratings? How could your credit rating affect your car purchase?

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# How Much Will You Pay?

You are applying for a three-year (36-month) car loan for $10,000. Check the credit rating you were assigned with the chart below and answer the questions.

| Credit Score | APR (annual percentage rate) | Monthly Payment | Overall Payment | Total Interest |
|---|---|---|---|---|
| 720–850 | 6.583% | $307 | | |
| 690–719 | 7.476% | $311 | | |
| 660–689 | 8.978% | $318 | | |
| 620–659 | 10.685% | $326 | | |
| 590–619 | 14.118% | $342 | | |
| 500–589 | 15.149% | $347 | | |
| Below 500 | LOAN DENIED | | | |

1. What is the APR on your car loan? _____

2. What is the monthly payment? _____

3. Determine your overall payment and write it in the chart. (Hint: Multiply your monthly payment X 36 months.)

4. Determine the total amount of interest will you pay over the life of the loan and write it in the chart. (Hint: Subtract $10,000 from your overall payment.)

5. Find a partner with a different credit rating. What is the difference between your monthly payments and theirs? _____

6. What is the difference between the total interest you pay and what your partner pays?

_____

_____

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## What's Behind Your Credit Rating?

Use the space below to list information included on a credit report.

1. Personal Identification Information such as _____

_____

_____

_____

2. Public Record Information such as _____

_____

_____

_____

3. Collection Agency Account Information (explain)_____

_____

_____

_____

4. Credit Account Information such as _____

_____

_____

_____

5. Inquiries (explain) _____

_____

_____

_____

The following companies provide credit reports:

- Equifax (www.equifax.com)
- Experian (www.experian.com)
- Trans Union (www.transunion.com)

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# Credit Rating Quiz

What have you learned about credit? Take this quick quiz to find out!

1. Your credit rating is most influenced by:
   a) Your payment history on loans *(including credit cards)*
   b) The number of credit cards you own
   c) Your past and present income

2. If you have poor credit rating, you could:
   a) Be turned down for a car loan
   b) Have to a pay a higher interest rate, meaning higher payments
   c) Both

3. If you've never had a credit card, then you probably have:
   a) A perfect credit rating
   b) A poor credit rating
   c) No credit rating

4. Your credit rating is:
   a) Kept confidential, even from you, unless you apply for a loan
   b) Private information, and cannot be accessed unless you give written permission
   c) Public information, and can be accessed by anyone from potential lenders to future employers *(Future employers need written permission to access credit reports.)*

5. Information stays on your credit report:
   a) For one year from the date it occurred
   b) For seven years from the date it occurred *(Bankruptcies remain on your report for 10 years.)*
   c) Forever

6. Which of these credit rating scores would give you the *lowest* interest rate?
   a) 820
   b) 620
   c) 520

7. Your credit report includes your payment history for all your credit card accounts. It also shows:
   a) Past and present employers
   b) Where you've lived
   c) Both of these

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## The BIG Idea

- What are the risks of choosing and using credit cards?

## AGENDA

Approx. 45 minutes

I. Warm Up: A Credit Card You Can't Pass Up? (10 minutes)

II. Credit Card Advantages and Disadvantages (15 minutes)

III. Choose a Credit Card (15 minutes)

IV. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 158, Credit Card Offer
  - Student Handbook page 159, Credit Card Notes
  - Student Handbook page 160, Same Bike, Different Cost
  - Student Handbook page 161, Choose a Credit Card
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Same Bike, Different Cost
  - Facilitator Resource 2, Credit Card Notes Answer Key
- ❑ Overhead projector
- ❑ Chart paper and markers
- ❑ Calculators (one per student)

## OBJECTIVES

During this lesson, the student(s) will:

- Understand the advantages and disadvantages of credit cards.
- Understand how interest rates can increase your credit card balance.
- Understand common pitfalls of credit card offers and how to choose one wisely.

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## OVERVIEW

In this lesson, students read a scenario about a credit card offer and identify the most important things to consider when choosing a credit card. Next, they discuss the advantages and disadvantages of credit cards, and the costs associated with using them. To understand how interest can add up, they compare the final costs of the same item bought with two different credit cards and with two different monthly payments. Next, they discover some common pitfalls when selecting credit cards, and choose from one of two cards. Finally, they explain what they'll be looking for when it's time to select credit cards for themselves.

## PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Facilitator Resource 2, Credit Card Notes Answer Key**
  - **Student Handbook page 158, Credit Card Offer**
  - **Student Handbook page 160, Same Bike, Different Cost**
  - **Student Handbook page 161, Choose a Credit Card**
- List the day's **BIG IDEA** and activities on the board.
- List the day's vocabulary words and definitions on the board.

## VOCABULARY

**Credit:** money you borrow, for example, from a bank, with the promise to pay it back at a later date or over time.

**Finance charge:** The amount of interest you owe on credit card charges that are not paid in full each month.

**Interest:** the amount you pay for the money you borrow; usually a percentage of the money you borrow.

**Credit report:** a record of all the money you've borrowed, including credit cards, and your payment history.


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## IMPLEMENTATION OPTIONS

In **Activity III,** you may wish to make completion of **Student Handbook page 158, Credit Card Notes,** into a contest, with small prizes awarded for correct answers.

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## ACTIVITY STEPS

### I. Warm Up: A Credit Card You Can't Pass Up? (10 minutes)

1. As students enter the classroom, have them turn to **Student Handbook page 158, Credit Card Offer,** and complete it as a DO NOW. Give students a few minutes to read the scenario and answer the question.

2. Place the transparency of **Student Handbook page 158, Credit Card Offer,** on the overhead projector.

   **SAY SOMETHING LIKE**: Welcome, everybody. Let's take a look at the DO NOW activity. So who thought this credit card offer was one you couldn't pass up? Who thinks they could find a better offer? [Take a few minutes to hear from students, and talk about what's appealing — and worrisome — about this offer. Some items to discuss if students don't mention them:
   - An introductory interest rate of 0% could change to a much higher rate.
   - A high credit limit may encourage you to charge things you can't afford to pay off.
   - When you pay only the minimum payment, you owe interest on the unpaid balance. You end up paying a lot more than the cost of what you originally charged.]

3. **SAY SOMETHING LIKE**: Today we're continuing the "Money Matters" unit we began last week. To review what we learned last class, who can explain what credit is? What is a credit rating? Why is it important? Today, we're going to talk about one of the most common ways we use credit, and one of the quickest ways to damage your credit rating: credit cards.

### II. Credit Card Advantages and Disadvantages (15 minutes)

1. **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 in an emergency when you don't have the cash.
   - They're safer and more convenient to carry than cash or checks.
   - They help you track your spending and 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, college, or house cheaper down the road.]


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2. **SAY SOMETHING LIKE**: Okay, so we all know credit cards have some disadvantages. What are some risks involved in using credit cards? [Make a list on the board, such as:
   - It's easy to overspend because you're not using real money.
   - They can be expensive when you pay fees and interest.
   - If you're not careful, they can damage your credit rating.]

3. **SAY SOMETHING LIKE**: You might be surprised to hear that using credit cards can actually cost you a lot of money. This is an important point, so I want to say it again: **If you use a credit card, you could pay MORE money than if you used cash.**

   Let's look at two of the main credit card costs and some terms to know that are associated with each one:
   - **Fees:** Many credit cards charge fees for using the card. Some charge *annual fees* that must be paid every year. There are *late fees*, which must be paid any time you make a late payment. And if you use the card to get cash there are *cash advance* fees.
   - **Interest:** Any time you don't pay your charges in full, you'll pay interest, a certain percentage of the remaining charges. So if you owe $100, and you only pay $10, you'll owe interest on the remaining $90. Different cards have different interest rates, expressed as an *Annual Percentage Rate* or *APR* — the amount of interest you pay over a year. The higher the APR, the more money you pay. The amount of interest you owe will show up on your bill as a *finance charge*.

4. **SAY SOMETHING LIKE**: Let's take a closer look at how interest affects the money you owe. Turn to your **Student Handbook page 160, Same Bike, Different Cost.** [Display the page on an overhead projector.]

   This chart shows what you'd pay for a $300 bike using two different credit cards, one with 14% interest and one with 20% interest. It also shows how you can reduce the amount of interest you pay by making larger monthly payments. Take a few minutes to analyze this chart and answer the questions.

   [Give students a few minutes to complete the activity. Then review the answers with the class. In the end, make sure they understand two important points:
   - The higher the APR, the more money you'll pay in interest.
   - The higher your monthly payments, the less interest you'll pay – and the faster you'll pay off your credit card bill.]

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5. **SAY SOMETHING LIKE**: Given what you just learned, which of the following purchases do you think would be an acceptable use of credit? Give each purchase a thumbs up for "go for it," a thumbs down for "skip it," or a flat hand for "debatable."
   - Buying a pair of jeans on sale
   - Buying groceries
   - Buying a luxury item, like a plasma TV

   [Discuss each example. Some ideas to think about:
   - The sale is only a bargain if you pay the bill right away. Otherwise, you'll lose your "savings" in the interest you pay.
   - Paying for groceries with a credit card is convenient, but interest will cost you a lot if you don't pay your credit card bill in full. Buying groceries on credit because you don't have money in the bank is a really bad idea, and a sure sign that you're living beyond your means. However, if it's an emergency using your credit card to buy groceries might be okay.
   - It's better to save money and pay in cash to avoid hefty interest charges.]

## III. Choose a Credit Card (15 minutes)

1. **SAY SOMETHING LIKE**: If you don't have one already, chances are that you'll be choosing a credit card in the next few years. Before you do, it's good to be aware of some common pitfalls.

   Instruct students to turn to **Student Handbook page 159, Credit Card Notes**. As you discuss each item, have students select notes from among the warnings in the box at the bottom of the page. NOTE: Some items will be used more than once.

   Here are a few:
   - **Introductory rate:** Many credit cards promise low introductory rates, which are basically low APRs. Some cards even offer a 0% introductory APR. What's the catch? The word *introductory*. The card might start out with a low APR, but the APR increases after a short period, such as six months. A low introductory rate also typically expires any time you make a late payment or take out a cash advance. The real catch is that the low, low APR can increase to a high, high APR — over 20%!
   - **Fixed vs. Variable APR:** A fixed APR means the interest rate stays the same. Like an introductory rate, a variable APR can — and almost always will — increase over time, with a late payment, or with the first cash advance. So a low variable APR rarely stays that way.
   - **Annual fee:** Some cards charge an annual fee that must be paid every year for

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using the card. If your card has an annual fee, it must be paid even if you pay your bills in full and on time every month. Not all cards charge an annual fee.

- **Rewards:** Many cards offer rewards or a "point" for every dollar spent. These points can be redeemed for airline tickets or products. These offers can be enticing, but sometimes you may end up paying more in fees and interest than you would have paid buying the "reward" on your own.
- **High credit limit:** The credit limit is the maximum amount of debt you can carry on your card. While a high credit limit may sound tempting, this is a dangerous way to accumulate debt. After all, the more money you owe, the more interest you pay. So a large credit card debt can grow so fast that you can't afford to keep up. And if you happen to go over your credit limit, you'll have to pay additional fees.
- **Low minimum payments:** The minimum payment is the least amount of money you can pay each month to avoid late fees. A minimum payment may be around $20. However, you will still be charged interest on the remaining balance, or the amount you still owe. So if you owe $100 and make a minimum payment of $20, you will still owe interest on the $80 that remains. The problem with low minimum payments is that the less you pay each month, the more interest you'll owe in the long run – and the bigger your credit card bill will be.
- **Cash advance:** Many credit cards allow you to get a cash advance, or instant cash, from a bank ATM. The interest rates for cash advances are typically higher than the rate for normal credit card purchases. Also, cash advances come with extra fees and can increase a variable or introductory APR.

2. When finished, use display **Facilitator Resource 2, Credit Card Notes Answer Key,** to review students' answers.

3. **SAY SOMETHING LIKE**: So, as you can see, there are a lot of ways credit cards can cost you money. And what may sound appealing in a credit card offer could mean higher bills and financial trouble in the long run.

4. **SAY SOMETHING LIKE**: Now it's your turn to choose a credit card. Turn to your **Student Handbook page 161, Choose a Credit Card.** [Display the page on an overhead projector.] Take a few minutes to review this chart and choose the one you think is best for you. Then identify and explain your choice on the back of the page.

   Give students a few minutes to complete the activity. Then review their choices with the class.

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5. **SAY SOMETHING LIKE**: Unfortunately, when you start shopping around for a credit card, credit card companies aren't going to present you with charts like the one you just saw. Instead, you'll have to read through the fine print of a credit card contract to find this information.

## IV. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Now that you've learned about how to choose and use credit cards wisely, let's go back to the scenario from the beginning of class. Look back at the DO NOW activity, **Student Handbook page 158**, **Credit Card Offer**. The salesperson has just handed you the flyer. What questions do you have for the salesperson before you make your decision? What would be a deal-breaker?

   Give students a few minutes to respond, then take a few answers.

2. **SAY SOMETHING LIKE**: Today we found out how easy it is to get into financial trouble with credit cards. And as I mentioned in the beginning of the lesson, credit card problems are a surefire way to damage your credit rating. And as you learned last week, that credit rating is important any time you apply for a loan, from a home mortgage to a car loan. Next week, we'll talk about buying a car.

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# Same Bike, Different Cost Answer Key

You and your roommate are buying bikes to get around campus. You each choose a bike that's $300. Neither of you has the money to pay up front, so you both decide to use your credit cards. Your credit card has a 14% APR (annual percentage rate) and your friend's card has a 20% APR.

Take a look at the chart below to figure out what each of you will pay for your $300 bike, based on the monthly payments you make. Review the chart, then answer the questions below.

| | Your Card (14% APR) | | Your Roommate's Card (20% APR) | |
|---|---|---|---|---|
| **Monthly payments** | **Number of monthly payments** | **Total Interest** | **Number of monthly payments** | **Total Interest** |
| Minimum payment ($20/month) | 17 | $33.00 | 18 | $51.00 |
| $50/month | 7 | $15.00 | 7 | $22.00 |
| $100/month | 4 | $11.00 | 4 | $16.00 |

1. Both you and your roommate make the minimum monthly payment of $20. Who will pay for the bike first? (Compare number of monthly payments.) _____**You**_____

2. How much more will your roommate end up paying for the bike? (Each of you will pay $300 for the bike, plus interest. To find out the difference in the amount paid, subtract interest you pay from interest your roommate pays.) _____**$18 more**_____

3. You decide to pay $50 a month instead of $20. How much faster will you pay for your bike than if you made the minimum payment? (Subtract number of monthly payments at $50 from number of monthly payments at $20.) _____**10 months**_____

4. If you make monthly payments of $50, how much less will you pay in interest? (Subtract total interest at $50 from total interest at $20.) _____**$18 less**_____

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# Credit Card Notes Answer Key

Credit card companies make money from the interest they get by lending you money. By enticing you with special offers and low introductory rates, credit card companies hope that you will choose them over their competitors. It's important to be a savvy consumer when shopping for a credit card.

As your class discusses the following common credit card terms, choose the appropriate warning from the box below and write its number on the line beside each bullet. The first one has been done for you. (NOTE: You'll use some items more than once.)

**Introductory Rate:**

- __1__
- __6__

**Variable Rate:**

- __1__
- __6__

**Annual Fee:**

- __3__

**Rewards:**

- __4__

**High Credit Limit:**

- __5__

**Low Minimum Payments:**

- __5__

**Cash Advance:**

- __2__

## WARNING!!!

Here are some reasons to be wary of credit card offers that sound too good to be true.

1. Low annual percentage rate (APR) can change to a higher rate.
2. You may be charged a higher interest rate for this service.
3. You'll be charged even if you make all payments on time, or don't use the card.
4. Is this a good deal? Not if you're paying big $ in interests and fees!
5. This can be a dangerous way to accumulate debt that takes years to pay off.
6. A late payment or cash advance can cause the interest rate to change.

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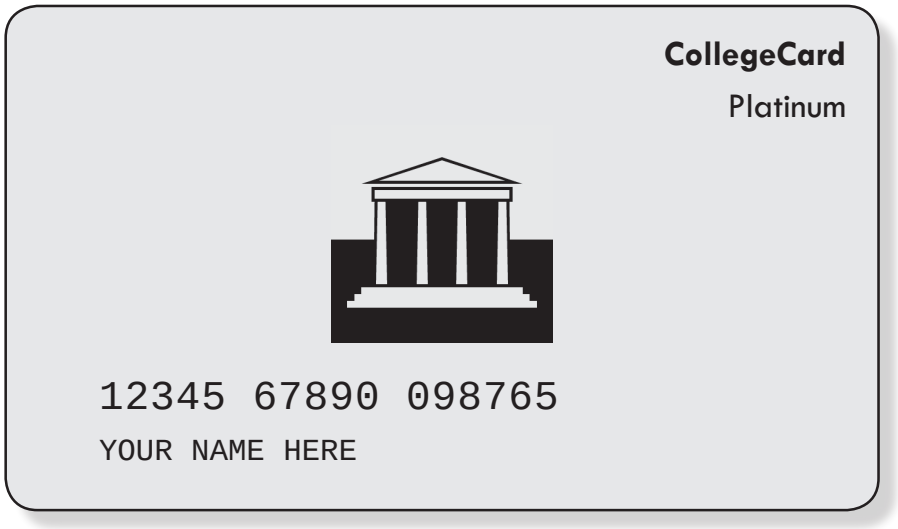
# Credit Card Offer

You're a freshman in college. It's your first week of classes and you stop by the student union for a snack on your way to the library. At the union, you notice a group of students gathered around a booth. You take a closer look and find that the booth is promoting a new credit card with your school's logo. The salesperson hands you this flyer.

## SHOW YOUR SCHOOL PRIDE!




*Put a little school spirit in your wallet with a CollegeCard credit card — it's the only card with the State U emblem! Plus, earn points for State U apparel.*

### Amazing Features

- School logo on your card.
- Rewards: Earn a point for every dollar you spend.
  Redeem points for school sweatshirts, hats, and other cool stuff!
- No annual fee.
- 0% introductory rate.
- $5000 credit limit.
- Low, low minimum payment.

**What do you think? Put a star next to the "amazing features" that look appealing. Put a question mark next to the ones that might make you skeptical.**
(Explain your response on the back.)

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# Credit Card Notes

Credit card companies make money from the interest they get by lending you money. By enticing you with special offers and low introductory rates, credit card companies hope that you will choose them over their competitors. It's important to be a savvy consumer when shopping for a credit card.

As your class discusses the following common credit card terms, choose the appropriate warning from the box below and write its number on the line beside each bullet. The first one has been done for you. (Note: you'll use some items more than once.)

**Introductory Rate:**

- __1___
- _____

**Variable Rate:**

- _____
- _____

**Annual Fee:**

- _____

**Rewards:**

- _____

**High Credit Limit:**

- _____

**Low Minimum Payments:**

- _____

**Cash Advance:**

- _____

**WARNING!!!**

Here are some reasons to be wary of credit card offers that sound too good to be true.

1. Low annual percentage rate (APR) can change to a higher rate.
2. You may be charged a higher interest rate for this service.
3. You'll be charged even if you make all payments on time, or don't use the card.
4. Is this a good deal? Not if you're paying big $ in interests and fees!
5. This can be a dangerous way to accumulate debt that takes years to pay off.
6. A late payment or cash advance can cause the interest rate to change.

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# Same Bike, Different Cost

You and your roommate are buying bikes to get around campus. You each choose a bike that's $300. Neither of you has the money to pay up front, so you both decide to use your credit cards. Your credit card has a 14% APR (annual percentage rate) and your friend's card has a 20% APR.

Take a look at the chart below to figure out what each of you will pay for your $300 bike, based on the monthly payments you make. Review the chart, then answer the questions below.

| | Your Card (14% APR) | | Your Roommate's Card (20% APR) | |
|---|---|---|---|---|
| **Monthly payments** | **Number of monthly payments** | **Total Interest** | **Number of monthly payments** | **Total Interest** |
| Minimum payment ($20/month) | 17 | $33.00 | 18 | $51.00 |
| $50/month | 7 | $15.00 | 7 | $22.00 |
| $100/month | 4 | $11.00 | 4 | $16.00 |

1. Both you and your roommate make the minimum monthly payment of $20. Who will pay for the bike first? (Compare number of monthly payments.) _____

2. How much more will your roommate end up paying for the bike? (Each of you will pay $300 for the bike, plus interest. To find out the difference in the amount paid, subtract interest you pay from interest your roommate pays.) _____

3. You decide to pay $50 a month instead of $20. How much faster will you pay for your bike than if you made the minimum payment? (Subtract number of monthly payments at $50 from number of monthly payments at $20.) _____

4. If you make monthly payments of $50, how much less will you pay in interest? (Subtract total interest at $50 from total interest at $20.) _____

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# Choose a Credit Card

You're a freshman in college. Between tuition, books, and living expenses, you're on a tight budget. You've been paying bills with cash and checks, but you'd like to get a credit card to help consolidate your bills. You're choosing between the two cards below.

| | CARD A | CARD B |
|---|---|---|
| **Initial APR** | 0% | 10% |
| **APR** | 21% (after three months, first cash advance, or first late payment) | 11% |
| **Annual Fee** | $50 | None |
| **Credit Limit** | $10,000 | $2,000 |
| **Minimum Payment** | $15 | $25 |
| **Rewards** | Earn one point for every dollar you spend. 25,000 points can be redeemed for an airline ticket (within the continental U.S., some restrictions apply). | None |

Which card would you choose? _____

List three reasons for your choice:

- _____
- _____
- _____

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# Let's Go Car Shopping!

## The BIG Idea

- What are the most important things to consider when buying a car?

## AGENDA

Approx. 45 minutes

I. Warm Up: Which Car Would You Choose? (5 minutes)

II. What to Look for in a Car (10 minutes)

III. Do Your Research Before You Go (20 minutes)

IV. Think You Found "The One"? (5 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 162, Car Ads
  - Student Handbook page 163, New vs. Used Cars
  - Student Handbook pages 164-166, Find Your Car
  - Student Handbook page 167, Test Drive Tips
- ❑ Information packets about two used car options (one per student, see **PREPARATION**)
- ❑ Overhead projector and/or LCD projector
- ❑ Chart paper and markers

## OBJECTIVES

During this lesson, the student(s) will:

- Identify criteria to consider when purchasing a car.
- Identify steps to take in researching a car purchase.
- Weigh information needed to choose a car.

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## OVERVIEW

In this lesson, students begin by choosing a car from a list of ads and explaining the reasons for their selections. Next, the class identifies some of the things people look for when buying a car, and review the advantages and disadvantages of new and used cars. Then students review two local advertisements and research the cars' actual value and fuel efficiency. Finally, students discover how to evaluate a specific car they're considering purchasing, from researching its history to looking for hidden problems. They also explore a list of "test-driving tips" to keep in mind when they finally get behind the wheel.

## PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 162, Car Ads**
  - **Student Handbook page 163, New vs. Used Cars**
  - **Student Handbook pages 164-166, Find Your Car**
  - **Student Handbook page 167, Test Drive Tips**
- List the day's **BIG IDEA** and activities on the board.
- List the day's vocabulary words and definitions on the board.
- For **Activity III, Do Your Research Before You Go,** use www.cars.com to find and print out two ads for cars under $8,000, available locally, that will appeal to your students. Also print out pages from the following sources that contain information about these cars:
  - Kelly Blue Book (www.kbb.com)
  - Car Fax (http://www.carfax.com/car_safety/ratings/SRR.cfm) Although reports from this website cost money, some information is available for free.
  - (www.fueleconomy.gov) Click on "Compare Side by Side."

  Make enough copies so that you have a class set of information packets for each car. Familiarize yourself with these websites so you can demonstrate their use.
- If Internet access is available, make arrangements to project the websites listed above via your laptop and LCD projector.
- You may wish to update **Student Handbook page 162, Car Ads,** with current models available in your area.

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## VOCABULARY

**Make:** the brand of a car, or the name of the car company, such as Ford, Toyota, or Chevrolet.

**Mileage:** the total number of miles a vehicle has been driven, as shown on the odometer; also used to refer to MPG (miles per gallon), or the number of miles a vehicle can travel on one gallon of fuel (MPG is usually provided for city driving and highway driving).

**Model**: One of the specific types of cars made by the company, such as Taurus, Corolla, or Silverado; each model has its own unique design and features.

**Warranty:** A guarantee that comes with a car that the company will repair certain problems for a specific period or number of miles.

## IMPLEMENTATION OPTIONS

In **Activity I, Which Car Would You Choose**, if time permits, have students work in pairs and spend a few minutes sharing their car choices and the reasons for their choices.

In **Activity III, Do Your Research Before You Go**, you may choose to abbreviate the activities for the sake of time, omitting the research on Car B at the bottom of **Student Handbook pages 164-166, Find Your Car**. If you choose this option, you'll also need to skip the comparison questions on this student handbook page (**Activity V**).

You may choose to complete the final page of **Student Handbook pages 164-166, Find Your Car**, in **Activity III**.

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## ACTIVITY STEPS

### I. Warm Up: Which Car Would You Choose? (5 minutes)

1. To begin this lesson, as students enter the classroom, have them turn to **Student Handbook page 162, Car Ads**. Give students a few minutes to read the scenario and answer the question.

2. **SAY SOMETHING LIKE**: Welcome, everybody. By now, I hope you've had a chance to choose a car. I'd like to see a show of hands: How many of you have shopped for a car before? How many of you think you'll shop for a car in the next few years? Well, it looks like that's almost everybody! I think you're going to be interested in the next couple of lessons in our "Money Matters" unit. Today and next week we're going to focus on buying cars — how to find and pay for a car that's right for you.

3. **SAY SOMETHING LIKE**: Even though we're going to be focusing on cars over the next few weeks, you're going to learn some important lessons for any big purchase you make in life. In a nutshell, those are:
   - Always start by figuring out what you really need — and if you really need what you're about to purchase.
   - Look closely at your budget and determine what you can really afford.
   - Do your research to make sure you're buying a quality product that will last. After all, you could be paying for it for a long time!
   - Don't believe advertisements. Carefully investigate your purchase through objective third-party reviews.

### II. What to Look for in a Car (10 minutes)

1. **SAY SOMETHING LIKE**: Now I'd like you to think about why you chose the car you did in the Warm Up activity. What do we look for when we're shopping for a car? [Write their responses on the board or chart paper. Guide them to include the following:
   - style
   - cost
   - reliability
   - speed/drivability
   - gas mileage
   - mileage
   - special features (sunroof, stereo system, etc.)
   - safety
   - size

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- reputation of car company
- proximity of local repair shops
- mileage and repair history]

2. **SAY SOMETHING LIKE**: Something else you might consider when buying a car is whether to buy a new or used car. You might think that new is always better. After all, a new car has hardly been driven. Well, both new and used cars have advantages and disadvantages. Let's look at those more closely. Please turn to your **Student Handbook page 163, New vs. Used.**

   As a class, review the advantages and disadvantages of new and used cars. As first-time car buyers, most students will probably purchase a used car. Help them understand that used cars have their advantages, as long as they thoroughly research the car.

3. **SAY SOMETHING LIKE**: Another question you'll need to consider is whether you'll buy from a dealership or a private seller. When you start searching for cars in the classifieds, you'll see ads from both types of sellers. I want to make a quick note about each:
   - Used car dealers often offer warranties or guarantees that they will repair certain problems for a specific period or number of miles. A warranty is very valuable for a used car, as you never know what could go wrong. However, you pay for this. This is one reason that car prices are typically higher at dealers.
   - Private sellers: Of course, private sellers don't offer warranties, which is why it's important to research the specific car you buy. (You'll learn more about this later in the lesson.) However, private sellers also tend to have lower prices. So if you're buying a reliable model with reasonable number of miles, and you know the car you're buying doesn't have a history of problems, this can be a smart way to buy a car.

4. **SAY SOMETHING LIKE**: Before we move on, I want to make a note about "mileage," or the number of miles the vehicle has been driven, which is always shown on a car's odometer. Of course, this is only an issue if you're buying a used car. As you can probably guess, the more miles a car has been driven, the less it will cost. But the more a car is driven, the more it could (and probably will) require in repairs and replaced parts. If you're buying a used car, especially one with lots of miles, you'll want to do your research to estimate how much you could spend on repairs and replacing parts.

## III. Do Your Research Before You Go (20 minutes)

1. **SAY SOMETHING LIKE**: When you start looking for a car, chances are you will quickly narrow down your options using the criteria we just discussed. You may first narrow

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your choices to a specific make, or brand, of car — like Ford or Toyota. Then you'll determine which model, or specific car made by that company, is right for you. Corolla or Camry are both models made by Toyota. It's always good to have at least a couple of different models in mind.

Once you've decided which models are best for you, do your research to find out what people do and don't like about these cars. You'll find car reviews online (www.cars.com) and in magazines. Also talk to people who own the car and check online bulletin boards where owners post comments about problems they've encountered. You can also find websites like CARFAX Safety and Reliability Ratings (http://www.carfax.com/car_safety/ratings/SRR.cfm), which provides information about a specific model's crash test results, safety recalls, reliability ratings, and ownership costs.

2. **SAY SOMETHING LIKE:** To get a better idea of how this research is done, we'll research two cars that are currently on sale in our area. Please turn to your **Student Handbook page 164-166, Find Your Car**, for instructions.
   - The first page of this student handbook page describes four websites where you can find information about cars for sale. We'll look at features of these websites as we use them to compare cars.
   - The second provides space to record your findings.
   - The third contains a list of questions to ask once you've finished your research.

   To save time, I've already printed out information from these websites for two cars, A (year, make, model) and B (year, make, model). You can return to these websites at home to investigate cars of your own choosing.

3. Distribute car packets you've created, providing each student with a copy of the information for both cars. (See **PREPARATION** for details.)

4. As you discuss each website, illustrate its highlights using your laptop and LCD projector. After reviewing each website, direct students to the relevant information in their packets and pause so they can record details on the first page of **Find Your Car**. Complete the chart for Car A as a class.

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**SAY SOMETHING LIKE**: The websites listed on the first page of **Find Your Car** provide a great overview of any car you're thinking about buying. These aren't the only places you'll find this information. But it's important to know that it's available, and not difficult to check out.

- **Cars for Sale:** You can search for cars for sale online using websites such as www.cars.com. Type in the year, make, model, and price you're looking for, and you'll find details on cars that fit your specifications.
- **Car's Value:** You can check to make sure you're paying a fair price on sites such as Kelley Blue Book (www.kbb.com). You can input the car's year, make, model, mileage, overall condition, and other details to find out its value. Note that there are different values listed: Private Party Value, which is closer to what you should pay a private seller, and Suggested Retail Value, which is representative of a dealer's asking price. Be sure to note who's selling the car you find and match the correct value.
- **Car's Fuel Efficiency:** You can check out your car's estimated MPG (miles per gallon) at www.fueleconomy.gov. Click on "Compare Side by Side." Enter the car's year, make, and model. Then look under "Estimated New EPA MPG" to find the "Estimated MPG" for city driving, highway driving, and combined. You'll also find the "Annual Fuel Cost" (estimated cost of gas per year) on this page.
- **Car's History:** You can even investigate a car's history, a final step in the process before you buy. We won't do this today – you need the car's Vehicle Identification Number to get the info. We'll talk more about this before the end of class.

5. Once the class has completed the chart on the second page of **Find Your Car** for Car A, have them complete the information for Car B individually. Then reconvene the class for the discussion below.

## IV. Think You Found "The One"? (5 minutes)

1. **SAY SOMETHING LIKE**: Okay, let's say you've narrowed down your choices, searched for cars for sale around you, and researched the car to make sure it's one you want and fairly priced. And now it's time to check out the car itself. You're probably pretty excited about getting in the car and taking it for a test drive. After all, you've got to see it and drive it for yourself to know if it's really "the one."

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2. **SAY SOMETHING LIKE**: First, you want to look beyond the car's exterior. After all, it's what's under the hood that could end up costing you more money than you bargained for. You'll find a lot of specific tips online for how to test-drive and evaluate a car. You can find a few in your **Student Handbook page 167, Test Drive Tips**.

   In short, you should be actively looking for anything that doesn't quite seem right — whether it's a funny smell or an odd noise. Any of these things could signal potential problems and big money down the road. And be thorough. Be sure to test everything in the car. If you find any problem with the car, it should be subtracted from the price.

3. **SAY SOMETHING LIKE**: Second, you want to make sure the car doesn't have any hidden mechanical problems. In other words, you want to make sure you're not buying a "lemon" — a car with recurring problems that are difficult to diagnose and fix.

   You've probably heard of "certified used cars" or "certified pre-owned cars." This means the car has been through a thorough inspection and any problems have been repaired. In addition, the car is backed by a manufacture's warranty. You do pay extra for a car in this condition, but it's a nice guarantee. Also, it's usually limited to cars that are under five years old and with less than 100,000 miles.

   So what do you do if the car you want to buy is not certified? Simple: Get it checked out by a mechanic you trust – someone who's not affiliated with the dealership in any way. This inspection will cost you, but it's well worth the expense. If the mechanic finds a problem, it could save you from buying a lemon. If the problems are minor, they should be deducted from the final cost of the car.

4. **SAY SOMETHING LIKE**: Finally, you always want to do a little "background check" on the specific car you're going to buy. At this point, you've already researched the make and model, but now that you know the specific car, be sure to investigate the car's history. All you need is the car's Vehicle Identification Number or VIN, which is specific to every car. Once you have the VIN, you can access the car's Vehicle History Report for about $30. (You can access history reports online at www.carfax.com.) This report will tell you if the car's been in a major accident, damaged by flood, had many owners, used as a rental — factors that could affect the car's reliability, safety, and value and end up costing you in repairs.

   One note of caution here: A bad report can help you rule out a car with a problematic history. But don't use a good report as your only source of information about a

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car. Carfax and similar sources may not find all the problems you're trying to avoid. There's no substitute for investigating on your own.

5. **SAY SOMETHING LIKE**: And after all that, if you still love the car, should you make the purchase? No! Even if everything checks out, never drive off the lot that day. Take a day or two to think about it and double-check your financing. (We'll talk more about that step next week.)

## V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Before we wrap up for the day, I'd like you to consider the cars you researched today. Turn back to the third page of **Find Your Car** and complete the section listed as, "Choose Your Car." [Give students a few minutes to answer these questions.]

2. **SAY SOMETHING LIKE**: Now don't get too attached to that car! Next week, you'll find out whether or not you can afford it. We'll also talk about getting car loans—borrowing money to pay for a car.

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# Car Ads

You are about to start your freshman year in college. You will be commuting to school from home, so you need a car. You sit down one morning over your Cheerios and read over the classifieds to see what's out there. Check out the car ads below.

## AUTOMOBILES

**Brand new, fun to drive, and it's got your name on it.**
SATURN ION, 2007, Brand new, metallic blue 4-door sedan, 5-speed manual transmission, 4 cylinder 2.2 Liter engine, power locks, auto locking doors, driver airbag, AM/FM/single CD with 4 speakers, tilt steering wheel. Come into your friendly Saturn dealer and test drive today! **$12,300**

**A kickin' truck for hauling it all.**
CHEVROLET Silverado 1500, 2001, black, long bed, V8 4.8 Liter engine, 4WD, automatic transmission, A/C, power steering, AM/FM, front air bags. Excellent condition, 140,000 miles. Call Bobby after 5pm, 123-XXX-XXXX. **$6,800**

**Picture yourself in a red luxury convertible.**
BMW 328 iC, 1998, Red 2-door convertible, 6-cylinder 2.8 Liter engine, 5-speed manual transmission, A/C, power steering, AM/FM stereo, leather. Excellent condition, 105,000 miles. Call the BMW Showroom for a test drive today. **$13,000**

**The car that won't let you down.**
FORD TAURUS SE, 2000, Burgundy 4-door sedan, V6 3.0 Liter engine, automatic transmission, 2WD, power steering, driver and passenger airbags, anti-lock brakes, AM/FM cassette radio, power windows, A/C, cruise control. Good condition, 90,000 miles. Call June during the day (XXX-XXX-XXXX). **$3,660**

Which one would you choose? Write two sentences below describing the reasons for your choice.

_____

_____

_____

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# New vs. Used Cars

It's a big question every car buyer asks: Will you buy used or new? Chances are, as a first-time car buyer, you'll opt for a used car. But in case you're wondering what the difference is, here's a look at the advantages and disadvantages of each.

| | Advantages | Disadvantages |
|---|---|---|
| **Used Cars** | Lower cost: Lower purchase price and lower insurance premiums.<br><br>"Certified" used cars are under warranty.<br><br>You can research the reliability and repair history of that particular make and model. | Cost of repairs: Older cars are more likely to need repairs and replacements.<br><br>Although "certified" used cars are under warranty, these typically cover less than warranties for new cars. |
| **New Cars** | The thrill of owning the latest model.<br><br>New cars come with full warranties.<br><br>Require fewer repairs.<br><br>Despite higher costs, financing rates can be lower. | Higher cost: Higher purchase price and higher insurance premiums.<br><br>Depreciation: The moment you drive off the lot, it loses a big chunk of its value. A car's value typically decreases about 30% after the first couple of years. |

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# Find Your Car

Which car would you choose if you were looking today? Use information on the web to find and compare your options.

## Step 1: Find the Cars You're Looking for

Use online classified ads like www.cars.com to search the web by make, model, year, and price. Record the information you find under "Car Details."

## Step 2: Check the Price

Research each car's value using Kelley Blue Book (www.kbb.com). You can input the car's year, make, model, mileage, overall condition, and other details to find its value. Record this information under "Car Value."

## Step 3: Check Your Car's Fuel Efficiency and Estimate Fuel Costs

Check out each car's MPG at www.fueleconomy.gov. Click on "Compare Side by Side." Enter the car's year, make, and model. Then look under "Estimated New EPA MPG" and enter the "Estimated MPG" for city driving, highway driving, and combined. Enter the "Annual Fuel Cost" (estimated cost of gas per year).

## Step 4: Investigate the Car's History

Once you've identified your top choices, you can research the history of specific cars at www.carfax.com and similar websites. By entering the car's Vehicle Identification Number (VIN), you can find its history – fires, floods, accidents, even repairs. There's a charge for this service, so check the website for current rates. (You can also find safety and reliability ratings on this website free of charge.) Note: You should always have a reliable mechanic check out a used car you're considering. A report from Carfax (or a similar service) is not a substitute for an inspection by a qualified mechanic.

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# Find Your Car (continued)

| CAR A | | |
|---|---|---|
| Car Details | | |
| Make | Model | |
| Year | Mileage | |
| Price | Seller | |
| Features | | |
| Car Value | | |
| (check one)<br>☐ Private Party Value<br>☐ Suggested Retail Value | | |
| Estimated MPG and Fuel Costs (regular gasoline) | | |
| Combined | City | Highway |
| Estimated cost of gas per year | | |

| CAR B | | |
|---|---|---|
| Car Details | | |
| Make | Model | |
| Year | Mileage | |
| Price | Seller | |
| Features | | |
| Car Value | | |
| (check one)<br>☐ Private Party Value<br>☐ Suggested Retail Value | | |
| Estimated MPG and Fuel Costs (regular gasoline) | | |
| Combined | City | Highway |
| Estimated cost of gas per year | | |

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# Find Your Car (continued)

## Choose Your Car

Look back at the information you recorded about both cars and answer the questions below.

1. Which car has been driven fewer miles?

_____

2. Which car has more of the features you need in a car?

_____

3. How does each car's price compare with its Kelley Blue Book Price?

_____

_____

4. Which car gets the better gas mileage?

_____

_____

5. Based on what you've learned about both cars, which one would you choose?

_____

_____

6. What would you still like to know about this car before you bought it? How could you find those answers?

_____

_____

_____

_____

_____

_____

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# Test Drive Tips

You'll find lots of tips online for what to look for when testing cars. Remember, the most important thing is to take your time, be thorough, and be tough! Here's a list of some things to do and look for during a test drive:

## Before You Drive

- Test everything in the car. Open and close all the doors, test all the car seats, push every button, open and close all the windows. Test both the air conditioning and the heater – no matter what the weather's like outside.
- Sit in the passenger seat and the back seats too.
- Sit in the driver's seat and test the radio and other controls to make sure they're easy to reach while driving. Be sure to turn off the radio when you start the test drive so you can hear any unusual noises.
- Sit in the car and look in front of you and in the rear-view and side-view mirrors. Can you see well? Do you notice any blind spots?
- Look under the hood. Even if you don't know much about cars, check to make sure it looks relatively clean and that there are no funny fuel smells, leaks, or cracks in the belts. Also make sure there's no oil buildup or sludge inside the valve cover.
- Start the engine and stand behind the car. Look for abundant or dark smoke.

## On the Drive

- Drive on many types of roads. City streets, the highway, winding roads, steep climbs, smooth roads, and bumpy roads.
- Accelerate quickly to see if the car has enough power to pass slower cars or merge onto a busy highway.
- Notice if the car jumps or lurches when you switch gears.
- Test the steering and handling by taking the car around sharp turns, long curves, and short curves. Also be sure to try parallel parking.
- Test the brakes by stopping quickly in a safe place, such as a parking lot. Be sure to let your fellow passengers know and check for cars behind you before trying this!
- Test the alignment. Drive in a straight line and notice if the car pulls to the right or left.

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# Paying for a Car

## The BIG Idea

- How much will it cost to buy, operate, and insure a car?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. What Can You Spend? (15 minutes)

III. Getting the Car Loan (15 minutes)

IV. Car Insurance Basics (5 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

- ❑ **STUDENT HANDBOOK PAGES:**
  - Student Handbook page 168, Expenses After High School
  - Student Handbook page 169, What's Your Car Budget?
  - Student Handbook page 170, How Much Can You Afford?
  - Student Handbook pages 171 and 172, Compare Car Loans
  - Student Handbook page 173, A Car in Your Future?
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, What's Your Car Budget? Answer Key
  - Facilitator Resource 2, Compare Car Loans Answer Key
- ❑ Overhead projector
- ❑ Chart paper and markers
- ❑ Calculators (one per student)

## OBJECTIVES

During this lesson, the student(s) will:

- Understand monthly expenses of owning a car.
- Understand how to determine a reasonable amount to pay for a car given a particular budget.
- Understand car loans and how to compare different loans.
- Understand car insurance and the factors that affect rates.

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## OVERVIEW

In this lesson, students consider their expenses after high school graduation and predict whether they'll be able to afford the car they selected in last week's lesson. Next, they determine their "car budget" based on a certain income and expenses, and discuss some of the expenses of owning a car. Then they determine how much they can spend on car payments, and how that translates to the car's cost. They also review the variables that affect car loans and compare loans with different interest rates, loan terms, and down payments. Finally, they review the importance of car insurance and the factors that affect rates.

## PREPARATION

- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 168, Expenses After High School**
  - **Student Handbook page 169, What's Your Car Budget?**
  - **Student Handbook page 170, How Much Can You Afford?**
  - **Student Handbook pages 171 and 172, Compare Car Loans**
- List the day's **BIG IDEA** and activities on the board.
- List the day's vocabulary words and definitions on the board.

## VOCABULARY

**Annual percentage rate (APR):** the amount of interest you pay over a year.

**Collision coverage:** insurance that pays for the repair or replacement of your car when the damage is caused by a collision.

**Comprehensive coverage:** insurance that pays for the repair or replacement of your car when the damage is caused by something *other than* a collision.

**Coverage:** protection against a loss, such as car or home damage.


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**Credit rating**: a score reflecting your credit history (a record of all the money you've borrowed and your payment history) that estimates your ability to repay money you borrow.

**Interest:** the fee paid for borrowing money; usually a percentage of the money borrowed.

**Liability coverage:** insurance that pays for injuries and property damage to the *other* car if you're at fault.

**Loan term:** the length of a loan, typically expressed in months.

**Premium:** a periodic payment made by a policyholder to the insurance company.

## IMPLEMENTATION OPTIONS

For **Activity III, Student Handbook pages 171-172, Compare Car Loans,** you may wish to save time by assigning specific loan calculations to specific students or groups of students. (Example: row 1, loans A and B; row 2, loans C and D, etc.)

In **Activity V,** if time is short, you may wish to skip **Student Handbook page 173, A Car in Your Future?,** or assign it as homework.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. Refer students to **Student Handbook page 168, Expenses After High School.** In this activity, they will imagine where they'll be after graduation, predict who will pay different expenses, and predict whether or not they will be able to afford the car they selected in last week's lesson.

2. **SAY SOMETHING LIKE**: Welcome back, everyone. This week we're going to continue the subject of buying cars. Last week you researched a car that would fit your needs (or desires!) after high school. This week, you'll be figuring out if you can afford that car given a certain budget. We're also going to talk about car loans and briefly discuss car insurance.

3. Briefly discuss **Student Handbook page 168, Expenses After High School**. Invite students to share what they predict will be their three biggest expenses. Then ask for a show of hands from those who predict they'll be able to afford the car they chose last week. How many don't think they'll be able to afford it?

### II. What Can You Spend? (15 minutes)

1. **SAY SOMETHING LIKE**: Let's say you've researched the car you want to buy, you found one for a good price, you've taken it for a test drive, and you've pretty much fallen in love with it. But when you find out how much your car payment will be, you realize you wouldn't be able to pay your rent! This is why it's so important to figure out what you can afford *before* you go car shopping. So let's give ourselves a sample budget and see what we can afford.

2. Have students turn to **Student Handbook page 169, What's Your Car Budget?** and show an overhead of this page. Explain that in this activity, they will return to last week's scenario in which they're about to start their freshman year in college and need a car to commute to school. Depending on their math proficiency, you could have students work individually, in pairs, or walk through the worksheet calculations as a class.

3. Briefly review the "car budget" they calculated on the overhead. Everyone should end up with a car budget of $300.

4. **SAY SOMETHING LIKE**: Now, you might be thinking, $300 is a lot of money. Do I really want to spend it on a car? Do I really *need* a car? These are the questions you

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should *always* ask yourself before making any large purchase. For example, maybe you could carpool with a friend and help pay for gas. Or maybe there's a bus that goes right to your school. In the end, these options would cost a lot less. For this activity, let's say that carpooling and public transportation won't work with your schedule, especially since you have a part-time job at the campus bookstore. So after careful consideration, you've decided that buying a car is your best option.

5. **SAY SOMETHING LIKE**: Now that you have a monthly car budget, you might be thinking all that money will go towards car payments, right? Not so fast! There are a lot of expenses associated with owning a car. Who can name some?

   Write these down on chart paper, including the following expenses:
   - Gas
   - Insurance
   - Repairs
   - Maintenance (oil changes, etc.)

6. **SAY SOMETHING LIKE**: These costs are really dependent on the type of car you buy — typically, the more expensive the car, the more expensive it is to operate. Since we don't know yet how much we're spending on a car, here's a good rule of thumb: Operating expenses can be about one third (or .33) of the monthly cost of a car.

   Have students turn to their **Student Handbook page 170, How Much Can You Afford?** and use this formula to determine how much they should reserve for monthly operating expenses, then how much they can spend on monthly payments. (Answer: $201.)

7. **SAY SOMETHING LIKE**: Now that you've determined what you can spend on car payments every month, how do you figure out a realistic price for a car? This final price tag will depend on what kind of loan you can get. (Remember, the loan is the money you borrow to pay for the car.) We'll cover loans in more detail in a minute, but for now let's assume that our loan has a 5% interest rate, a term of 36-months, and you're able to make a $500 down payment.

8. **SAY SOMETHING LIKE**: Turn back to your **Student Handbook page 170, How Much Can You Afford?** and look at the chart in Part 2. This shows us how much you can spend on a car given your 36-month, 5% interest rate loan and $500 down payment. [Model this for students.] Once you know how much you can afford as a monthly car

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payment (shown on the bottom line), you can determine how much you can afford to pay for the car (shown on the line to the left.) For example, if you can afford a monthly car payment of $300, you can buy a $10,000 car.

If we have approximately $200 for car payments, about how much can we spend on a car? (Answer: About $7,000) How much could we spend on a car if we could double our monthly car payment to $400? (Answer: About $14,000)

## III. Getting the Car Loan (15 minutes)

1. **SAY SOMETHING LIKE**: One of the most important steps in buying a car is shopping for and securing a car loan. After all, most people don't have $7,000 in their pockets (or in their bank accounts) to pay cash for a car. Instead, they need to borrow that money from a bank, car dealership, or credit union. The money they borrow is called a car loan.

2. **SAY SOMETHING LIKE**: Now, you might think that finding a car loan happens after you find the car you want. In fact, finding a car loan is the *first* thing you should do when you're thinking about buying a car. You should always talk to a lender *before* you ever set foot in a dealership. Lenders will look at your income and credit history and will often pre-approve you for a loan. That way, you can be sure about the amount you plan to spend on a car.

3. **SAY SOMETHING LIKE**: There are three main variables that affect how much you'll pay for your car loan. [Review these variables with the class.]:
   a. **Interest rate**: This is how financial institutions make money, by charging interest on their loans. (Remember, interest is what you're charged for borrowing money.) And like credit cards, the interest for car loans is expressed as the Annual Percentage Rate (APR). The higher the interest rate, the higher your monthly payments. This is a time when your credit rating really matters, because the better your rating, the better your interest rate. In fact, if your credit rating is poor, you could get turned down for the loan altogether.
   b. **Loan term**: This is the length of the loan, expressed in months. Car loans are typically between 36 and 60 months, or three and five years. The longer the term, the lower your payments, because you're spreading the payments out over a longer period. However, the longer you spread out the loan, the more interest you'll pay, too.
   c. **Down payment**: This is the money you pay in cash. The remainder is the amount of your loan. To get a loan, you usually need to make a down payment of between

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10 and 20% of the total price of the vehicle. The more you put down, the lower your monthly payments, and the less you'll pay in the end.

4. **SAY SOMETHING LIKE**: Let's see how much these three factors can affect your car loan. Please turn to your **Student Handbook page 171**, **Compare Car Loans**. In this activity, you're looking for a car loan to pay for a $7,000 car. The chart presents eight different loan options based on different interest rates, loan terms, and down payments.

   You'll find the monthly payment for each loan. Use this number to calculate the total amount you'll pay for each loan, then the final cost of the car with that loan.

   Ask students to predict which loan would be best by circling the letter of that loan.

   Review how to calculate the total loan amount: multiply the monthly payments by the number of months in the loan term. For example, if your monthly payment is $255.83 for a 24-month loan, the total loan amount is $6139.92. To calculate the final cost of the car, add your total loan amount to your down payment. So if you put $1400 down for the loan above, the final cost of the car would be $7,539.92.

5. Give students a few minutes to complete the chart on **Student Handbook page 171**, **Compare Car Loans** and then answer the questions listed on **Student Handbook page 172**.

6. When they've completed the chart, discuss questions 1-3 on **Student Handbook page 172**, **Compare Car Loans** as a class.

7. **SAY SOMETHING LIKE**: When the time comes to search for a car loan, don't be overwhelmed with all the options and go for the first one you find. As you saw in the activity, it's important to shop for the best deal. Many dealers offer financing too. They don't always have the best interest rates, but be sure to ask and compare theirs with other rates you've found.

8. **SAY SOMETHING LIKE**: Finally, you may need to call in some help from your parents when you shop for a car loan. If you don't have a job yet, or haven't established a credit history, you may need to ask your parents to co-sign the loan with you. This means that they accept legal and financial responsibility for the loan along with you.

## IV. Car Insurance (5 minutes)

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1. **SAY SOMETHING LIKE**: No matter how careful you are, and especially if you're not careful, accidents happen. But nobody really expects one to happen to them. Like any insurance, car or auto insurance protects you when the unexpected happens. If you're in an accident or your car is stolen, auto insurance helps cover the cost. It also helps pay for other cars or other property that are damaged in an accident, and medical expenses for anyone who's hurt in an accident.

2. **SAY SOMETHING LIKE**: As you can imagine, car insurance is very important. It's also mandatory. I'll say this again: **Car insurance is not optional. It is mandatory for owning and driving a car.**

   It's also essential to have *enough* auto insurance. After all, paying for auto damage and medical bills can cost hundreds of thousands of dollars. Without insurance, a single accident could put you (or your parents) in a financial disaster.

3. **SAY SOMETHING LIKE**: There are several different types of coverage and you can decide how much you want of each one. Three basic types are:
   - **Liability insurance** pays for injuries and property damage to the *other* car if you're at fault; it does not pay for damages to your own car. *Everyone should have this type of insurance; in some states, it's required.*
   - **Collision insurance** pays for damage to *the car you're driving* in an accident.
   - **Comprehensive insurance** pays if your car is stolen or damaged in some way other than a collision, like theft, fire, or flood.

   You decide how much collision and comprehensive coverage you need to have. Some people with very old cars choose to have little or none of this coverage because it could end up costing more than it would cost to replace the car.

4. **SAY SOMETHING LIKE**: Now you can see why auto insurance is so important, right? Of course, it also costs money. You pay a premium for your policy each year. This premium is based on a number of factors.

   Write the following factors on the board or on chart paper. Then have students identify which ones they can control and which ones are out of their control.
   - The type of coverage you have
   - The amount of coverage you have
   - Your deductible: (The amount of money you must pay out of your own pocket before the company pays).

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- Age
- Gender
- Where you live
- Cost of your car
- Driving history
- How you'll use the car
- Credit history

5. **SAY SOMETHING LIKE**: It's also important to know that your premiums can change. What actions do you think could cause your premiums to increase? [Make a list on the board or chart paper. For example:
   - Accidents
   - Speeding tickets
   - DUI (driving under the influence)
   - Letting friends drive your car
   - Paying your premium late]

## V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Before we end for the day, I'd like you to turn to your **Student Handbook page 173, A Car in Your Future?** Take a few minutes to think about your own needs and expenses after high school and answer these questions.

2. Have students share their answers. Ask for a show of hands from people who felt like they did not need a car and ask volunteers to describe their other transportation options. Then ask students to share one way that this lesson changed or confirmed their plans to buy a car.

3. **SAY SOMETHING LIKE**: Great job today, everyone. We covered a lot of important information in these past two lessons. While you might not remember all of it, I hope you'll come away with a better sense of how to prepare for big purchases in your future: consider your needs, determine your budget, and do your research!

   Next week, we'll continue the Money Matters unit, but turn to another big expense in your future: renting an apartment.

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# What's Your Car Budget? Answer Key

Let's return to the scenario presented last week: You are about to start your freshman year in college. You'll be commuting to the local community college from home. Your room, board, and tuition are covered, but you will need to buy a car. You have your eye on one in particular, but now you need to figure out how much you can afford for car payments each month.

The place to start is with your budget. You'll have a part-time job at the campus bookstore, working 20 hours a week at $10/hour. You've also estimated your weekly expenses (see chart below). Use this information to determine your monthly budget (be sure to multiply weekly expenses by four). Whatever money you have leftover will be your "car budget."

| | Subtotal |
|---|---|
| **1. Net Monthly Income** | |
| a) Gross Monthly Income (hourly rate X total weekly hours X 4) | **$__800____** |
| b) Deductions (30% of a, or 0.3 X a) | **$__240____** |
| c) Net Monthly Income (a – b = c) | **$__560____** |
| **2. Monthly Expenses & Savings** | |
| a) Food (lunch on campus; pizza out with friends) (Estimate: $25/week) | **$___25____** |
| b) Clothes & Entertainment (movies, sweatshirt) (Estimate: $20/week) | **$___20____** |
| c) Savings (for emergencies and unexpected expenses) (Estimate: $20/week) | **$___20____** |
| d) Total Weekly Expenses & Savings (a + b + c = d) | **$___65____** |
| e) Total Monthly Expenses & Savings (d x 4) | **$__260____** |
| **3. Monthly Balance ("Car Budget")** (income – expenses, or 1c – 2e) | **$__300___** |

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# Compare Car Loans Answer Key

You are buying a car for $7,000.00. Compare the car loans below, and see how the monthly payment varies based on *interest rate, loan term, and down payment*. Complete the chart by calculating the total loan amount of each loan, then the final cost of the car. When you've finished the chart, answer the questions on the next page.

| **Loan Number** | **Interest rate** | **Loan Term** | **Down Payment** | **Monthly payment** | **Total Loan Amount** (monthly payment X months of loan) | **Final Car Cost** (total loan amount + down payment) |
|---|---|---|---|---|---|---|
| A | 9% | 24 months | 20% $1400 | $255.83 | **$6139.92** | **$7539.92** |
| B | 9% | 36 months | 20% $1400 | $178.08 | **$6410.88** | **$7810.88** |
| C | 9% | 24 months | 10% $700 | $287.81 | **$6907.44** | **$7607.44** |
| D | 9% | 36 months | 10% $1400 | $200.34 | **$7212.24** | **$8612.24** |
| E | 5% | 24 months | 20% $1400 | $245.68 | **$5896.32** | **$7296.32** |
| F | 5% | 36 months | 20% $1400 | $167.84 | **$6042.24** | **$7442.24** |
| G | 5% | 24 months | 10% $700 | $276.39 | **$6633.36** | **$7333.36** |
| H | 5% | 36 months | 10% $700 | $188.82 | **$6797.52** | **$7497.52** |

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# Expenses After High School

Imagine where you'll be a few months after graduation. If you think you'll be in college, will you be living in a dorm, an apartment, or commuting from home? If you're working, do you think you'll be living with your parents or will you have your own place? Of course, the biggest question is, who's paying your expenses? Take a look at the categories below and check who you think will be responsible for each expense.

| **Expenses** | *(check one)* | | |
|---|---|---|---|
| | I'll Pay | Family Will Pay | Student Loan or Financial Aid Will Pay |
| Housing (dorm, if going to college) | | | |
| Food | | | |
| Clothing | | | |
| Transportation | | | |
| Entertainment | | | |
| Tuition | | | |
| Books | | | |
| Savings/Emergency Fund | | | |

1. Which three categories do you think will be the most expensive?

_____

_____

2. How much was the car you chose last week? Do you think you'll be able to afford it? Explain why or why not.

_____

_____

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# What's Your Car Budget?

Let's return to the scenario presented last week: You are about to start your freshman year in college. You'll be commuting to the local community college from home. Your room, board, and tuition are covered, but you will need to buy a car. You have your eye on one in particular, but now you need to figure out how much you can afford for car payments each month.

The place to start is with your budget. You'll have a part-time job at the campus bookstore, working 20 hours a week at $10/hour. You've also estimated your weekly expenses (see chart below). Use this information to determine your monthly budget (be sure to multiply weekly expenses by four). Whatever money you have leftover will be your "car budget."

| | Subtotal |
|---|---|
| **1. Net Monthly Income** | |
| a) Gross Monthly Income (hourly rate X total weekly hours X 4) | $_____ |
| b) Deductions (30% of a, or 0.3 X a) | $_____ |
| c) Net Monthly Income (a – b = c) | $_____ |
| **2. Monthly Expenses & Savings** | |
| a) Food (lunch on campus; pizza out with friends) (Estimate: $25/week) | $_____ |
| b) Clothes & Entertainment (movies, sweatshirt) (Estimate: $20/week) | $_____ |
| c) Savings (for emergencies and unexpected expenses) (Estimate: $20/week) | $_____ |
| d) Total Weekly Expenses & Savings (a + b + c = d) | $_____ |
| e) Total Monthly Expenses & Savings (d x 4) | $_____ |
| **3. Monthly Balance ("Car Budget")** (income – expenses, or 1c – 2e) | $_____ |

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# How Much Can You Afford?

## Part 1: Your Monthly Car Payments

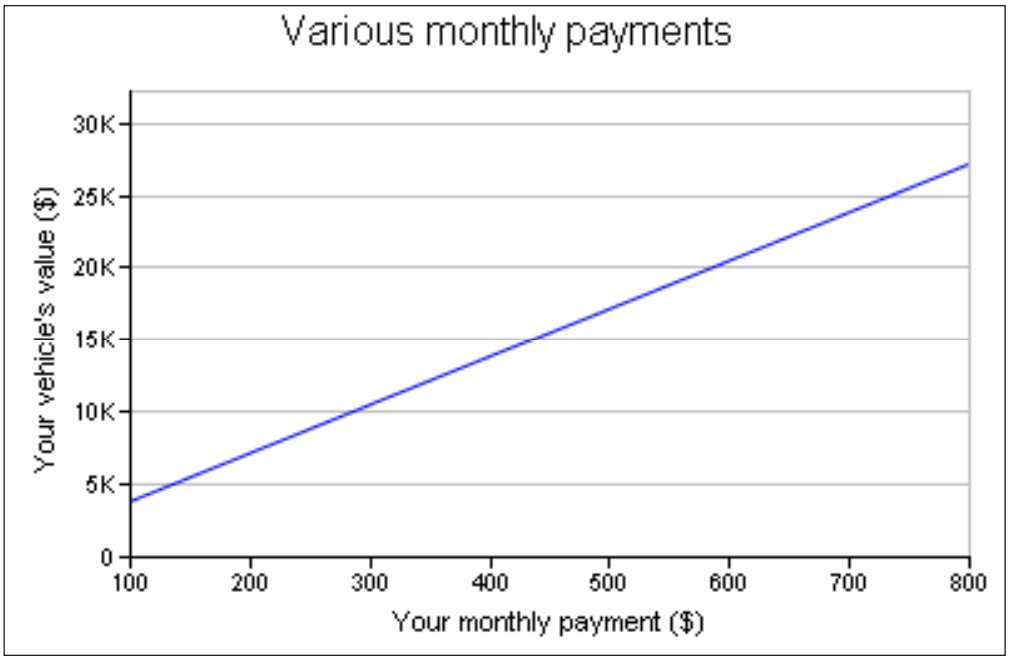
Now that you've figured out your "Car Budget," complete the chart below to figure out how much you actually have to spend on car payments – after all those operating expenses.

| | Subtotal |
|---|---|
| **a) Monthly Car Budget** (from previous worksheet) | $_____ |
| **b) Operating Expenses (gas, maintenance, insurance)** (33% of a, or 0.33 X a) | $_____ |
| **c) Monthly Balance for Car Payments** (a – b = c) | $_____ |

## Part 2: Your Car's Value

Now let's see what car value you can afford based on those monthly payments. Let's say you found a 36-month loan with a 5% interest rate, and you have $500 for a down payment. The chart below shows how your monthly payment translates to the car's value. Find your monthly payment at the bottom of the graph. Find your vehicle's value on the left.

**About how much can you spend on a car? Answer:** _____

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# Compare Car Loans

You are buying a car for $7,000.00. Compare the car loans below, and see how the monthly payment varies based on *interest rate, loan term, and down payment*. Complete the chart by calculating the total loan amount of each loan, then the final cost of the car. When you've finished the chart, answer the questions on the next page.

| **Loan Number** | **Interest rate** | **Loan Term** | **Down Payment** | **Monthly payment** | **Total Loan Amount** (monthly payment X months of loan) | **Final Car Cost** (total loan amount + down payment) |
|---|---|---|---|---|---|---|
| A | 9% | 24 months | 20% $1400 | $255.83 | | |
| B | 9% | 36 months | 20% $1400 | $178.08 | | |
| C | 9% | 24 months | 10% $700 | $287.81 | | |
| D | 9% | 36 months | 10% $1400 | $200.34 | | |
| E | 5% | 24 months | 20% $1400 | $245.68 | | |
| F | 5% | 36 months | 20% $1400 | $167.84 | | |
| G | 5% | 24 months | 10% $700 | $276.39 | | |
| H | 5% | 36 months | 10% $700 | $188.82 | | |

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1. Compare two loans with the same interest rate and down payment, but different loan terms. Which one has the higher monthly payment? With which loan would you end up paying the most for the car?

_____

_____

_____

_____

2. Compare two loans with the same loan terms and down payment, but different interest rates. How much does the lower interest rate save on your monthly payment? How much less would you pay for the car overall?

_____

_____

_____

_____

3. Which car loan would end up costing you the most money in the end? The least amount of money? For each loan, what do you notice about its interest rate, loan term, and down payment?

_____

_____

_____

_____

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# A Car in Your Future?

Take a few minutes to reflect on what you've learned today and consider your own transportation needs now and after you graduate from high school.

1. What are your current transportation needs? Will you need a car *before* you graduate from high school? Explain your answer.

   _____

   _____

   _____

2. Describe what will likely be your transportation needs after you graduate from high school. What options do you have for this transportation? Do you think you'll need a car? Why or why not?

   _____

   _____

   _____

3. How much money, if any, do you have for a down payment on a car? How much do you think you could set aside for a down payment each month? How much would that give you by next year (12 months from now)?

   _____

   _____

4. Name three transportation costs you can expect in addition to your monthly car payment.

   _____

   _____

5. Looking ahead to life after high school, estimate how much you can afford to spend on transportation each month. What portion of this would be needed for operating expenses if you owned a car?

   _____

   _____

   _____

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# Renting Your First Place

## The BIG Idea

- What do I need to know before I rent my first place? How is renting different than buying?

## AGENDA

Approx. 45 minutes

I. Warm Up: Choose Your Pad! (5 minutes)

II. Figuring Out a Budget (10 minutes)

III. Finding the Place (15 minutes)

IV. Renting vs. Owning (10 minutes)

V. Wrap Up (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 174, Rental Listings
- Student Handbook page 175, Housing Budget
- Student Handbook page 176, Rental Worksheet
- Student Handbook page 177, Renting vs. Owning
- Student Handbook page 178, Email to a Friend

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Housing Budget Answer Key

❑ Overhead Projector

## OBJECTIVES

During this lesson, the student(s) will:

- Understand how to determine a reasonable amount for rent given a particular budget.
- Understand how to search for and evaluate different rental properties.
- Understand the differences between renting and buying.

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## OVERVIEW

In this lesson, students begin by reviewing some rental listings and choosing the one they think would be the best fit for them after graduation. Next, they use a given income to figure out their housing budget, as well as what they might expect to spend on other household expenses. Then, they discuss important factors to consider when searching for a rental property before reviewing actual properties in their town. Next, they discuss the difference between renting and owning, and the advantages and disadvantages of each. The lesson concludes with advice for a friend re: choosing a place to rent.

## PREPARATION

- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 174, Rental Listings**
  - **Student Handbook page 175, Housing Budget**
  - **Student Handbook page 176, Rental Worksheet**
  - **Student Handbook page 177, Renting vs. Owning**
  - **Student Handbook page 178, Email to a Friend**
- Prepare materials for **Activity III, Finding a Place**. (See **IMPLEMENTATION OPTIONS** below.)
- List the day's **BIG IDEA** and activities on the board.
- List the day's vocabulary and definitions on the board.
- **Activity III** requires computers with Internet access. Make arrangements to use the computer lab.

## VOCABULARY

**Equity:** the difference between a property's value and the loan amount still owed.

**Rent:** regular payment from a tenant to a landlord to live in a property.

**Utility:** a service such as gas, electric, or phone.


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## IMPLEMENTATION OPTIONS

For **Activity II, Figuring Out a Budget**: After calculating their budgets, students will determine that they have $258 to spend on rent each month. If this will not cover an apartment in your area (even one shared with one or more roommates), consider increasing the monthly contribution from parents for living expenses (currently $300.00). (Teachers in major metropolitan areas may need to acknowledge that city apartments may be beyond students' means immediately after graduation, and choose to investigate locations outside the city.)

For **Activity III, Finding the Place**:

- In this section, students are asked to search rental properties and record details about their top two choices. Help them narrow down their searches by specifying a neighborhood near a college in your area.
- If computer access is not readily available, research appropriate rental properties in your area and print them out for your students: www.move.com/apartments/main.aspx is one source, searchable by zip code. You may also choose to find and photocopy classifieds from your local paper.

For **Activity V, Student Handbook page 178, Email to a Friend,** you may wish to have students present their ideas verbally rather than writing them down.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. [To begin this lesson, refer students to **Student Handbook page 174, Rental Listings,** as they enter the classroom. Give students a few minutes to read the scenario and answer the questions.]

2. **SAY SOMETHING LIKE**: Welcome, everybody. By now, I hope you've had a chance to choose a place to rent from the listings. I'd like to see a show of hands: How many of you think you'd like to find your own place after you graduate? Then I think you're going to be interested in our next two lessons. Today and next week we're going to focus on renting and buying your own place.

### II. Figuring Out a Budget (10 minutes)

1. **SAY SOMETHING LIKE**: Like any big decision you make that involves money, it's important to figure out how much you can afford first. After all, you don't want to find the place of your dreams and sign a lease, only to discover you don't have enough money after rent to cover your other bills.

2. **SAY SOMETHING LIKE**: How much *can* you afford on rent? Well, this depends on how much you make, how much you'll need to cover other expenses, and where you live. But here's a general rule about housing: You can spend between 25-35% of your net income on rent. Remember, your net income is what you take home after taxes are taken out.

3. Have students turn to their **Student Handbook page 175, Housing Budget** and display this page an the overhead projector. Review the scenario in which they are about to start their freshman year in college and have a part-time job lined up at the campus bookstore. Have students complete parts I and II to determine their monthly income and estimate how much they can spend on housing. Depending on their math proficiency, you could have students work individually or in pairs, or walk through the worksheet calculations as a class.

4. **SAY SOMETHING LIKE**: What did we determine? How much do we have to spend on monthly rent?

   Now if we spend this on rent, have we covered our household expenses? Of course not! Just think back to our car budget. There were additional costs associated with having a car, like paying for gas, repairs, insurance, and more. It's the same thing with having

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your own place. Even after you pay for rent, you still need to cover the cost of **utilities** like water, electricity, gas, phone, and cable. These costs can vary depending on where you live, but you do have some control over what you pay. For example, you can cut costs by conserving electricity and water, or by choosing basic cable or cutting it out all together. The general rule is that you should not pay more than 10% of your monthly income on these expenses. The good news is that some rentals include utilities like electricity and water.

Have students complete Part III of **Student Handbook page 175**, **Housing Budget** to estimate how much they'll spend on utilities.

5. **SAY SOMETHING LIKE**: There are even more expenses to consider if you're moving into your own place for the first time. [As time allows, review the following expenses to give students a sense for expenses associated with moving into their first place:

   a. **Moving Expenses**:
      - Rent for first and last month
      - Security deposit for rental unit
      - Deposits for utilities (telephone, electricity, water, etc.)
      - Renting a truck

   b. **"Getting Settled" Expenses**:
      - New furniture
      - Appliances
      - Sheets
      - Towels
      - Brooms
      - Utensils
      - Dishes]

6. **SAY SOMETHING LIKE**: There's one other expense I want to mention. You probably remember from the last lesson the importance of auto insurance, which covers expenses if you're in an accident or your car is damaged or stolen. Well, there's also renter's insurance, which covers expenses if your belongings are damaged or stolen. Of course, the owner of the rental unit has insurance, but this only covers the cost of the building itself – not any of your belongings inside the building. So if there's a fire, a burst pipe, or a burglary, you're responsible for your own belongings. Renter's insurance will help you repair or replace your belongings. The average cost of renter's insurance is about $200 to $240 a year, or $17 to $20 a month.

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## III. Finding the Place (15 minutes)

1. **SAY SOMETHING LIKE**: Now that you've figured out what you can afford, it's time to find a place that fits your needs. What are some of the things you should consider when looking for a place to live? [Start a list on the board, guiding them to identify the following categories:
   - Location: Is it close to work/school, public transportation, bank and stores, entertainment, friends? Is it in a safe neighborhood? Is there parking available?
   - Rent: Is it within my budget?
   - Utility bills: Are any utilities covered?
   - Overall condition: Is it clean and in relatively good condition inside and out? Do you see leak stains on the ceilings or mold around the bathtub? Do the appliances function properly?
   - Appliances/Facilities: Does the place have a washer/dryer or dishwasher? If it's an apartment complex, is there a pool?
   - Roommates/Number of Roommates: Will I need to live with other people? If so, how many? What are advantages and disadvantages of having roommates?
   - Landlord or Management Company: Does the company have a good reputation? Does the landlord seem responsive and trustworthy? If possible, talk to other tenants.]

2. **SAY SOMETHING LIKE**: Now it's time to begin your rental search, keeping some of these things in mind. You'll be searching for rentals in or near our own town. [If you have decided to narrow students' searches, specify which area or zip code they should search.]

3. Have students turn to their **Student Handbook page 176, Rental Worksheet** and display this page on the overhead projector. Explain that they will be identifying their top two choices and recording details about each one in the chart. Point out that the more bedrooms a place has, the less expensive it typically is per person. Therefore, if they have a difficult time finding a place in their price range, they should consider more bedrooms. While this may add a roommate or two, it will decrease their overall rent. Likewise, when they record their rent on the chart, be sure to divide the total rent by the number of roommates they'll have.

   If computer and Internet access is available, let students work in pairs to find places using online classifieds from your local paper or websites such as http://www.move.com/apartments/main.aspx. If the class does not have computer access, use these tools to print out options for students to select their own choices.

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4. Ask volunteers to share their top choices. When they started searching, which features were most important? Which features were they willing to sacrifice?

## IV. Renting vs. Owning (10 minutes)

1. **SAY SOMETHING LIKE**: So far today we've just focused on renting, or paying for the right to live where someone else owns the property. Someday, many of you may want to own your place. Very few people can pay cash to buy a home; most must find a bank to lend them money for this purchase. A mortgage, or a home loan, works kind of like a car loan: you pay interest for the loan and pay off the loan over time. The main difference is that you're paying off a much larger loan over years instead of months.

2. Have students turn to their **Student Handbook page 177, Renting vs. Owning** and display this page on the overhead projector. Review this chart showing some of the advantages and disadvantages of renting and owning.

3. Make sure students understand what it means to build **equity**:

   **SAY SOMETHING LIKE**: If you pay $1,000 in rent over five years, you'll spend $60,000, but have nothing to show for it. If you pay the same amount in mortgage payments for five years, you've paid $60,000 towards your home. (Some of this will go towards the interest you pay for your home loan, but much of it goes towards paying off the loan.) The value of your home, minus what you still owe on the loan, is the equity you've built. Typically, equity in your home continues to increase with time, as your home's value increases and your loan decreases.

4. **SAY SOMETHING LIKE**: So, when will you know when you're ready to buy a home? Here are some questions you'll want to ask yourself:
   - **How long do I want to stay in this location?** You'll want to know that you'll be in a location for more than a few years. If you're thinking about moving in a few years, it's usually smarter to rent. After all, buying a home is a long-term investment, which might *cost* you money in the first few years.
   - **Do I have a steady job?** It's important to know that your income is not going to decrease, or even better that it will likely steadily increase over time. You don't want to be stuck with mortgage payments you can't make if you lose your job.
   - **How much savings do I have?** There are substantial up-front costs associated with buying a house, so it's important to have enough in your savings account to cover these.

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- **How's my credit rating?** This will affect the loan you can get, so it's important to fix problems and improve credit ratings as much as possible before you start searching for a loan.

## V. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Before we end for the day, I'd like you to turn to your **Student Handbook page 178, Email to a Friend**. Here's the scenario: Your best friend is searching for a place out of town where he'll be taking classes at a community college. Read his email and think of at least three questions he should consider before he signs the lease.

2. Give students a few minutes to consider their questions. Then ask a few volunteers to share their ideas.

3. **SAY SOMETHING LIKE**: Great job today, everyone. Next week, we'll complete the **Money Matters Unit** with our final lesson: rental agreements.

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# Housing Budget Answer Key

You are about to start your freshman year in college. You're looking for a place to live, but first you need to figure out your budget to determine what you can spend on housing costs each month. The place to start is with your budget:

- **In part I,** figure out your net income. You'll have a part-time job at the campus bookstore, working 20 hours a week at $10/hour. You're also receiving $300/month from your parents to help cover living expenses.
- **In part II,** estimate out how much you can spend on housing or rent. (The rule of thumb is to spend between 25% and 35% of your income on housing, so we've used 30%.)
- **In part III,** estimate out how much you'll need for utilities and household expenses like water, electricity, and phone. (The general rule is to spend no more than 10% of your income on these expenses.)

## PART I

**1. Monthly Income**

| | |
|---|---|
| a) Gross monthly income from bookstore (hourly rate X total weekly hours X 4) | **$__800____** |
| b) Deductions (30% of a, or 0.3 X a) | **$__240____** |
| c) Net monthly income from bookstore (a – b = c) | **$__560____** |
| d) Monthly check from parents | **$__300____** |
| e) Total Monthly Income (c + d = e) | **$__860____** |

## PART II

**2. Monthly Housing Budget**

| | |
|---|---|
| a) Total Monthly Income (line 1e above) | **$__860____** |
| b) Housing Budget (30% of 1e, or 0.3 X a) | **$__258____** |

## PART III

**3. Monthly Utilities/Household Expenses**

| | |
|---|---|
| a) Total Monthly Income (line 1e above) | **$__860____** |
| b) Utilities/Household Expenses (10% of 1e, or 0.1 X 1a) | **$___86____** |

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# Rental Listings

Imagine that in a month, you're starting your freshman year at the community college. You've already secured a part-time job at the campus bookstore, but you still need to find a place to live. Read the rentals below and choose the one that you think is the best fit for you. Then answer the questions below.

## RENTALS

PEACE AND QUIET. Share a 2-BR apartment with quiet, studious roommate, 5 miles from campus on bus route. $325/month.

PLACE OF YOUR OWN. 1-BR apartment, 4 blocks from campus. $375/month, utilities included.

IF YOU PARTIED HERE, YOU'D BE HOME NOW! Two fun-loving roommates need another to share 3-BR house right across from campus. $300/month.

INSPIRED LIVING IN THE WOODS. Artist and musician looking for creative type to share a 3-BR house in the woods, just a 2-mile bike ride from campus. $350/month, including utilities.

CRASH HERE FOR CHEAP. Laid-back ex-student looking for roommate to share 1BR apartment with pullout sofa. $200/month and some utilities.

Which one did you choose?

_____

What are the advantages of this choice?

_____

_____

What concerns do you have?

_____

_____

What questions would you need to figure out before you made a decision?

_____

_____

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# Housing Budget

You are about to start your freshman year in college. You're looking for a place to live, but first you need to figure out your budget to determine what you can spend on housing costs each month. The place to start is with your budget:

- **In part I,** figure out your net income. You'll have a part-time job at the campus bookstore, working 20 hours a week at $10/hour. You're also receiving $300/month from your parents to help cover living expenses.
- **In part II,** estimate out how much you can spend on housing or rent. (The rule of thumb is to spend between 25% and 35% of your income on housing, so we've used 30%.)
- **In part III,** estimate out how much you'll need for utilities and household expenses like water, electricity, and phone. (The general rule is to spend no more than 10% of your income on these expenses.)

## PART I

**1. Monthly Income**

a) Gross monthly income from bookstore (hourly rate X total weekly hours X 4) $_____

b) Deductions (30% of a, or 0.3 X a) $_____

c) Net monthly income from bookstore (a – b = c) $_____

d) Monthly check from parents $____300_____

e) Total Monthly Income (c + d = e) $_____

## PART II

**2. Monthly Housing Budget**

a) Total Monthly Income (line 1e above) $_____

b) Housing Budget (30% of 1e, or 0.3 X a) $_____

## PART III

**3. Monthly Utilities/Household Expenses**

a) Total Monthly Income (line 1e above) $_____

b) Utilities/Household Expenses (10% of 1e, or 0.1 X 1a) $_____

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# Rental Worksheet

Search for a rental near a local college. Use the web, a local newspaper, or printouts from your teacher to search for available rentals in your price range. Record important details about your top choices below.

Remember, if the apartment or house has more than one bedroom, assume you will have enough roommates to fill each bedroom. In this case, remember to divide the rent by the number of roommates. ($900/month for three roommates is $300/each.)

I'm looking for a place near _____. The zip code is _____.

| | RENTAL #1 | RENTAL #2 |
|---|---|---|
| Rent | | |
| Roommates? (no/yes, number) | | |
| Utilities Covered? (yes/no) | | |
| Proximity to Work/School (# of miles) | | |
| Main type of Transportation (walk/bike/ bus/car) | | |
| Advantages | | |
| Disadvantages | | |
| Questions You Have | | |

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# Renting vs. Owning

Most people rent for several years after graduation. Some people rent for longer, or their whole lives, in places where property values are especially high. But someday you may think about owning a place of your own. Take a look at the benefits and drawbacks of renting and owning.

| | ADVANTAGES | DISADVANTAGES |
|---|---|---|
| **Renting** | • Not responsible for maintenance of building<br>• Allows flexibility; you can move when your lease is up | • No control over rent increases with each new lease term<br>• Could be evicted if building is sold or landlord decides to rent to someone else<br>• No equity or tax benefits |
| **Owning** | • Sense of ownership and security<br>• Monthly payments go towards owning the house, not into a landlord's pocket<br>• Build equity in house (Over time, the house may be worth more than you owe, which means you'll get money back when you sell)<br>• Tax advantages (You can deduct mortgage interest and real estate taxes and pay less income tax)<br>• Freedom to renovate, decorate, and landscape | • Responsible for your all maintenance and repairs to property<br>• Less flexibility; more difficult to move<br>• Responsible for property taxes<br>• Could lose house (and equity) if payments aren't made |

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# Email to a Friend

You just received the email below from your best friend who's looking for a place to live in a nearby town where he'll be taking classes at a community college. Read the email and write him back with your advice. Think of at least three questions he should consider (or answer) before he signs the lease.

**From:** Chris Smith
**Subject:** I think I found a place!
**Date:** July 13, 2009
**To:** You

---

Dude, wait until you see this apartment I found a few miles from school. It's got a pool and free wireless Internet access (I'm using it now!). There are two bedrooms, which rocks because you'd always have a place to stay when you visit. The landlord guy wants me to come back this afternoon to sign the lease. Whatever, I'm ready to move in today! What do you think? Should I do it?

**From:** YOU
**Subject:** Re: I think I found a place!
**Date:** July 13, 2009
**To:** Chris Smith

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# Signing a Lease

## The BIG Idea

- How can a lease help me, and what other protection do I have in case of a dispute with my landlord?

## AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Legal Terms (10 minutes)

III. Who Benefits? (10 minutes)

IV. Quiz: Rights and Responsibilities? (10 minutes)

V. Where to Go for Help (5 minutes)

VI. Wrap Up (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 179, Tenant-Landlord Disputes
- Student Handbook pages 180 and 181, Lease Agreement
- Student Handbook page 182, Tenant-Landlord Protections
- Student Handbook pages 183-184, Tenant and Landlord Rights & Responsibilities

❑ Overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- Understand a lease and the rights and responsibilities of tenants and landlords.
- Know where to go for help in case of landlord-tenant disputes.

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## OVERVIEW

In this lesson, students begin by reviewing a few disputes between tenants and landlords and describe how one might be resolved. Next, they discuss the importance of a lease, review a sample lease, and underline and review new or confusing terms. Then, they complete a chart showing how a lease protects both the landlord and the tenant. Next, they use the lease to complete a quiz about the rights and responsibilities of tenants and landlords. Finally, they review where to go for help to resolve a dispute with a landlord.

## PREPARATION

- The following handouts can be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 179, Tenant-Landlord Disputes**
  - **Student Handbook pages 180 and 181, Lease Agreement**
  - **Student Handbook page 182, Tenant-Landlord Protections**
  - **Student Handbook pages 183-184, Tenant and Landlord Rights & Responsibilities**
- List the day's **BIG IDEA** and activities on the board.
- List the day's vocabulary words and definitions on the board.

## VOCABULARY

**Evict:** to force a tenant to leave the premises for not following rules of lease or for not paying rent.

**Landlord:** the person that owns a property that is rented out.

**Lease:** a written agreement between a landlord and a tenant stating the terms under which a property will be rented.

**Rent:** regular payment from a tenant to a landlord to live in a property.

**Tenant:** the person who rents and lives in a property.

**Utility:** a service such as gas, electric, or phone.

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## IMPLEMENTATION OPTIONS

**Activity II, Who Benefits?:** You may wish to assign half the class to the role of landlord, and the other half to the role of tenant. Have students complete the portion of **Student Handbook page 182, Tenant-Landlord Protections,** which applies to them. Once they've completed the chart, have students share their results as a class.

If you feel your students will struggle with this page or the reading required, you may wish to complete it as a whole-class activity.

**Activity V, Where to Go for Help**: This section reviews steps to take if a lease is not honored. You may want to share information, procedures, and organizations for your own state or community. (See Tenant Rights for Your State: http://www.hud.gov/renting/tenantrights.cfm.)

If time is short, you may choose to omit **Activity IV, Student Handbook pages 183-184, Tenant and Landlord Rights & Responsibilities** and/or the Wrap Up in **Activity VI**.

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## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. As students enter the classroom, refer them to **Student Handbook page 179, Tenant-Landlord Disputes**. Give students a few minutes to read the scenarios, and then choose one to describe how it might be resolved.

2. **SAY SOMETHING LIKE**: Welcome, everybody. Last week we started talking about important things to know before you rent your first place. We're going to continue that theme today, focusing on the rights and responsibilities of tenants and landlords. It's important that these rights and responsibilities are clearly stated and put in writing. This is the purpose of the lease, which we'll cover in today's lesson.

### II. Legal Terms (10 minutes)

1. **SAY SOMETHING LIKE**: When you find a place you want to rent, the next step is to review and sign the lease. A **lease** is a written agreement between a **landlord**, the person who owns the property, and the **tenant**, the person who is renting the property. A lease describes the rights and responsibilities of the tenant and the landlord.

2. It's important to have this written agreement so that each party knows his or her rights are protected and concerns are addressed. Imagine you are a renter. What are some of your concerns? [Take answers from students and write them on the board, such as: wants to live in a safe, clean place; wants to be treated fairly; wants to know that repairs will be made.] What do you think are the landlord's concerns? [Take answers from students and write them on the board, such as: wants to get paid on time; wants apartment to stay in good shape; wants to make money.]

3. **SAY SOMETHING LIKE**: Like any legal document, it's important to review a lease carefully before signing it – no matter how excited you are about the place. Let's take a look at a sample lease. Please turn to **Student Handbook pages 180-181, Lease Agreement.** [Display this page on the overhead projector.] This is just an example of a lease you might encounter when you rent your first place. Different leases spell out different rules. As you'll see, it's meant to protect both the tenant and landlord by stating the rights and responsibilities of each party. I'd like you to take a few minutes to read through the lease. As you read, underline words or phrases that are unfamiliar to you.

4. As a class, review the terms students underlined. Some examples might include: parties, private residence, premises, deposit, dishonored check, occupancy, deemed hazardous,

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controlled substance, criminal conviction, sublet/sublease, prior written consent, alterations, upon notice, prior to, terminated, written notice, hold over, fail to vacate.

## III. Who Benefits? (10 minutes)

1. **SAY SOMETHING LIKE**: Now that we've read through the lease and figured out some unfamiliar terms, let's take a closer look at what the lease really says. A lease is easier to understand if you think about how it protects both the landlord and the tenant. Please turn to **Student Handbook page 182, Tenant-Landlord Protections.**

2. Place this chart on an overhead projector. Either as a class, or in small groups, have students use the lease to complete the chart. If students do this individually or in groups, take a few minutes to review the answers as a class.

## IV. Quiz: Rights and Responsibilities (10 minutes)

1. Have students turn to **Student Handbook pages 183-184, Tenant and Landlord Rights & Responsibilities.** Instruct them to check the tenant's and landlord's rights and responsibilities based on the sample lease they reviewed earlier in class.

2. Review their answers as a class. (Correct answers: 1, 3, 7, 8, 10, 11, 12, 13, 14, 16, 19, 20, 21, 23.)

3. **SAY SOMETHING LIKE**: By now, you should have a good sense of what information is included in a lease. What are some things that surprised you about the lease we reviewed today? Would you agree to rent a place without signing a lease? Why or why not?

## V. Where to Go for Help (5 minutes)

1. **SAY SOMETHING LIKE**: While a lease is an essential tool in solving problems, sometimes a landlord or a tenant doesn't honor the lease. First, what do you think happens if a tenant doesn't meet his or her responsibilities? For example, what if a tenant refuses to pay rent or late fees? What if a tenant has loud parties, keeps a pet, or damages the property out of negligent or reckless behavior? [Take answers and write them on the board: A tenant could be evicted or forced to leave, lose the security deposit, or be required to cover expenses for damages beyond normal wear and tear.]

2. **SAY SOMETHING LIKE**: But what if a landlord doesn't meet his or her responsibilities? For example, what if a landlord tries to increase your rent or change the terms of your lease? What if a landlord won't make a repair to your apartment, despite written requests? The first thing you should always do in these situations is to talk to your landlord and work it out between the two of you. But if that doesn't work, you do have options.

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3. **SAY SOMETHING LIKE**: If the problem is that the landlord is somehow trying to change the terms of your lease, you can contact your city manager or mayor's office and ask about local tenants' rights organizations. [You may want to share information about groups in your own state or community.]

4. **SAY SOMETHING LIKE**: But a much more common problem is when a landlord does not maintain or repair a property. As a tenant, you should first consider the *nature* of the problem. If the problem makes the property unsafe or uninhabitable, the landlord is legally required to fix it. (If you're not sure about the rules regarding a problem, look at your lease along with your state and local laws.)

5. **SAY SOMETHING LIKE**: What's the first thing you should do if you notice a problem? That's right: *tell the landlord*. You may want to do this in person, but it's a good idea to put this in writing, too. Remember, as a renter, this is *your responsibility*. If the problem affects the immediate safety of the property (like exposed wires), be sure to put this in writing.

6. **SAY SOMETHING LIKE**: But what if your landlord doesn't respond after repeated requests? You have a number of options:
   - If the problem is serious and affects your health or safety, hire someone to make the repairs and deduct the expense from your next month's rent. (It's always a good idea to get an official opinion on what's "unsafe," so you don't get stuck with repairs the landlord's not willing to make. DON'T do this for minor repairs, only for serious problems.)
   - Call your local housing department or building inspector. The problem may violate local or state housing codes, and these organizations could require repairs to be made.
   - Contact your local tenants' rights organization. (The city manager or mayor's office can direct you to these groups.)
   - In some states, you have a right to stop paying rent until the problem is fixed, but be sure to check the laws in your state or town. You may need to pay the rent to a third party, such as a county clerk, until repairs are made.
   - As a last resort, you may need to move out of the apartment, as long as you give the notice required in the lease.

## VI. Wrap Up (5 minutes)

1. **SAY SOMETHING LIKE**: Before we end for the day, I'd like you to turn back to today's first activity, **Student Handbook page 179, Tenant-Landlord Disputes**. Take a few minutes to revise your solution based on what you learned today.

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2. Ask a few volunteers to share their solutions. If you have time, take one answer for each scenario.

3. **SAY SOMETHING LIKE:** Great job today, everyone. This was the final lesson in our Money Matters unit. We've covered a lot of information in this unit, from using credit cards to buying cars to renting houses. [Announce what the class will be doing next week.]

**SKILLS CHECKLIST:**
Direct students' attention to **Portfolio page 27, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for Money Matters.

**MONEY MATTERS**
**I CAN ...**

| | | | |
|---|---|---|---|
| List the advantages and disadvantages of credit cards. | ❑ not at all | ❑ somewhat | ❑ very well |
| Explain why a good credit rating is important. | ❑ not at all | ❑ somewhat | ❑ very well |
| List things to consider when choosing a credit card. | ❑ not at all | ❑ somewhat | ❑ very well |
| List questions to ask when buying a car. | ❑ not at all | ❑ somewhat | ❑ very well |
| Explain the costs of buying, operating, and insuring a car. | ❑ not at all | ❑ somewhat | ❑ very well |
| List things to consider when renting an apartment. | ❑ not at all | ❑ somewhat | ❑ very well |
| Understand the terms of a lease. | ❑ not at all | ❑ somewhat | ❑ very well |
| Describe the steps to take to resolve a problem with a landlord. | ❑ not at all | ❑ somewhat | ❑ very well |

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# Tenant-Landlord Disputes

You are finally in your first apartment. Choose one of the scenarios below and describe how it might be resolved.

## CHOOSE A SCENARIO:

A. The bathroom ceiling falls in.

B. You decide you want to move back in with your family for a few months. A friend agrees to move into your apartment and pay the rent.

C. You are out of town when the rent's due and forget to pay it when you return.

D. You walk into your apartment one day, and to your surprise, your landlord's there saying he just wanted to "check things out".

E. Your friend's dog just had puppies and you can't resist – you name it Floppy and bring him home. A neighbor mentions that pets aren't allowed in the building.

F. You're only six months into your 12-month lease, and your landlord informs you he has to increase your rent by $25 a month.

G. You decide the white walls in your bedroom are boring and paint them a nice, soft shade of blue. Your roommate wonders if you're allowed to make changes like that.

## DESCRIBE A POSSIBLE SOLUTION:

_____

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# Lease Agreement

PARTIES: The parties to this Agreement are: Melissa McCracken hereinafter called Landlord and Mike Mills and Evan Jacobs, hereinafter called Tenant.

PROPERTIES: As consideration for this agreement, Landlord agrees to rent/lease to Tenant and Tenant agrees to rent/lease from Landlord for use solely as a private residence, the premises located at 123 Oak Street in the city of Des Moines, IA.

TERM: The term of this Agreement shall be for one year beginning on September 1, 2009 and ending on August 31, 2010.

RENT: The total rent for said property shall be $7200 to be paid monthly in amounts of $600 due and payable on the first day of each month. All payments are to be made by check or money order and made payable to Melissa McCracken.

SECURITY DEPOSITS: Tenant shall deposit with the Landlord $600 to be held as security deposit. This deposit will be returned in full, including any interest acquired, when this lease expires if, after inspection by the Landlord, the premises are in good condition (normal wear and tear excepted) and tenant owes no back rent.

LATE CHARGE: A late fee of $50 shall be added and due for any payment of rent made after the 15th of the month. Any dishonored check shall be treated as unpaid rent, and subject to an additional fee of $50.

UTILITIES: Tenant agrees to pay all utilities and/or services based upon occupancy of the premises except the following to be furnished by the Landlord: (X) electricity (X) heat ( ) gas (X) water ( ) hot water ( ) other: _____ (X) trash removal.

USE: The Premises shall not be used for any unlawful purpose, or for any purpose reasonably deemed hazardous by Landlord because of fire or any other risk or in any other manner which would disturb the peaceful, quiet enjoyment of any other neighbor of the Premises. Landlord reserves the right of eviction for all the illegal manufacture, distribution, or use or other illegal activities in connection with controlled substance(s). A criminal conviction shall not be necessary before Landlord can institute an eviction action based thereupon.

SUBLETTING/OCCUPANTS: Tenant shall not lease or sublease nor assign the premises without the written consent of the landlord. Guest(s) staying over 15 days without the written consent of Landlord shall be considered a breach of this agreement.

PETS: No animal and/or pet of any kind shall be kept on or about the premises, for any amount of time, without obtaining the prior written consent and meeting the requirements of the Landlord.

NOISE: Tenant agrees not to use the premises in such a manner as to disturb the peace and quiet of other tenants in the building and the immediate neighbors.

CONDITION OF PREMISES/ALTERATIONS: Tenant agrees to occupy the premises and shall keep same in good condition, except for reasonable wear and tear, and shall not make any alterations, including changing or adding locks, without the written consent of the Landlord.

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REPAIRS AND MAINTENANCE: Tenant agrees to notify Landlord immediately if any repairs are necessary. Landlord agrees to regularly maintain the building and grounds in a clean, orderly, and safe manner, including removal of ice and snow. Landlord further agrees upon notice by Tenant to complete, within a reasonable time, all necessary repairs including those of appliances and utilities, which are furnished with the premises.

RIGHT OF ENTRY: Landlord may enter premises at reasonable times for the purposes of inspection, maintenance or repair, and to show the premises to buyers or prospective tenants. In all instances, except those of emergency or abandonment, the Landlord shall give 24-hour notice prior to such an entry.

CHANGE OF TERMS: The terms and conditions of this agreement are subject to future change by Landlord after the expiration of the agreed lease period upon 30-day written notice setting forth such change and delivered to Tenant.

TERMINATION: After expiration of the leasing period, this agreement is automatically renewed from month to month, but may be terminated by either party giving to the other a 30-day written notice of intention to terminate. The premises shall be considered vacated only after all areas including storage areas are clear of all Tenant's belongings, and keys and other property furnished for Tenant's use are returned to Landlord. Should the Tenant hold over beyond the termination date or fail to vacate all possessions on or before the termination date, Tenant shall be liable for additional rent and damages.

RECEIPT OF AGREEMENT: The undersigned Tenants have read and understand this Agreement and hereby acknowledge receipt of a copy of this Rental Agreement.

TENANT'S Signature _____ Date_____

TENANT'S Signature _____ Date_____

LANDLORD'S Signature _____ Date_____

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# Tenant-Landlord Protections

The lease protects both the tenant and the landlord. Based on the lease you just reviewed, complete the chart below to show how each party is protected regarding these different issues. (Do not fill in gray boxes.)

| | How is the landlord protected? | How is the tenant protected? |
|---|---|---|
| Security deposits | | |
| Late charge | | |
| Use of apartment | | |
| Subletting/Occupants | | |
| Pets | | |
| Conditions/Alterations | | |
| Repairs/Maintenance | | |
| Right of Entry | | |
| Change of Terms | | |
| Termination | | |

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# Tenant and Landlord Rights & Responsibilities

The lease describes the rights and responsibilities of both the tenant and the landlord. Based on the lease you just reviewed, check the rights and responsibilities of each party below.

## TENANT

### Rights

1. ☐ To rent the premises without any changes to the lease before its term ends.
2. ☐ To keep a pet on the premises, as long as it's small and quiet.
3. ☐ To live in a premises in which the building and grounds are maintained in a safe and clean manner.
4. ☐ To paint the bedroom walls.
5. ☐ To have parties at any time of the day or night.
6. ☐ To sublet the apartment to a responsible friend if rent is paid on time.

### Responsibilities

7. ☐ To pay the monthly rent by the end of that month.
8. ☐ To pay for all utilities besides electricity, water, and trash removal.
9. ☐ To maintain the grounds, such as removing ice and snow.
10. ☐ To keep the premises in good condition.
11. ☐ To notify landlord immediately of needed repairs.
12. ☐ To vacate the premises and remove all belongings at the end of the lease, unless there is a written agreement extending the lease.

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# LANDLORD

## Rights

13. ☐ To charge a late fee if the rent is more than a week late.

14. ☐ To evict the tenant for use of controlled substances.

15. ☐ To show the apartment to potential renters without notifying tenants.

16. ☐ To keep the security deposit if tenants still owe rent or to cover damages to premises beyond normal wear and tear.

17. ☐ To change the rent or conditions of the lease before its term ends.

## Responsibilities

18. ☐ To pay for the phone services of the premises.

19. ☐ To return security deposit (with interest) if premises are in good condition after end of lease.

20. ☐ To give tenants 24-hour notice before entering premises, except in case of emergency.

21. ☐ To maintain building and grounds in safe and clean manner.

22. ☐ To clean the interior rooms of the premises.

23. ☐ To make repairs in a reasonable time to building or appliances furnished with the premises.

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UNIT

7

# PORTFOLIO REVIEW

## Lesson Descriptions

**Portfolio Review 1: Year in Review**
*What have I learned this year?*

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# PLANNING PYRAMID

## GRADE 11, 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 24-28, Grade 11 Skills Checklist
- ❑ **FACILITATOR PAGES:**
  - Facilitator Resource 1, Grade 11 Jeopardy Board
  - Facilitator Resource 2, Grade 11 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. At the end of class, students receive review pages from the Education After High School unit to assist them with college and financial aid research during the summer.

## PREPARATION

- ❑ List the day's **BIG IDEA** and activities on the board.
- ❑ Use **Facilitator Resource 1, Grade 11 Jeopardy Board,** to create the Jeopardy game template on an overhead transparency or chart paper
- ❑ Make copies of the following items from previous lessons. Staple these together and place each set in a file folder, one per student.
  - **Portfolio page 13-22, My Top Ten Schools** (Education After High School 5), five copies per student
  - **Portfolio page 23, College Comparison Chart** (Education After High School 8), one copy per student
  - **Student Handbook page 135, Resources for School Research** (Education After High School 4), one copy per student
  - **Student Handbook page 145, My Top Ten Schools Tips** (Education After High School 6), one copy per student
  - **Student Handbook page 146, Financial Aid 411** (Education After High School 7), one copy per student
  - **Student Handbook pages 148-149, College Application Elements** (Education After High School 8), one copy per student

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## 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.

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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 11 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!

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.

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[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 1 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 your work. 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 24-28, Grade 11 Skills Checklist**, to review skills covered in the 11th grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

2. When students have finished, let them know how much you've enjoyed working with them during the past year, and that you'll begin next fall with more information on applications and financial aid. Wish them a great summer, and distribute file folders so that those who wish to continue to research independently may do so.

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# Grade 11 Jeopardy Board

| Taking Tests | Job Shadow | Education After High School (four-year Colleges) | Education After High School (Other Options) | 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 11 Jeopardy Questions

| | Taking Tests | Job Shadow | Education After High School (four-year Colleges) | Education After High School (Other Options) | Money Matters |
|---|---|---|---|---|---|
| $100 | Name two things to do to prepare for standardized tests. **A:** sleep well, eat breakfast, wear comfy clothes, take a practice test, know the rules | What's the purpose of a resume? **A:** List education, skills, and workplace experience of interest to an employer | What is the FAFSA used for? **A:** To determine a family's ability to pay for college, to award needs-based financial aid | How is an apprenticeship different from most other postsecondary options? **A:** You earn while you learn | List two disadvantages of using credit cards. **A:** Buy things you don't need, lose track of spending, can cost a lot (interest) and take a long time to pay off |
| $200 | How can someone get a fee waiver for the ACT/SAT? **A:** See your school counselor | What's the purpose of an informational interview? **A:** Learn about a career & skills needed to succeed | List three things to consider when deciding where to go to college. **A:** academics, cost, major, facilities, campus life, off-campus community | Name two reasons to attend community college. **A:** associate's degree or transfer to a 4-year school, lower cost | Why is it important to have a good credit rating? **A:** Credit rating estimates your ability to repay a loan, a low one means high interest or no loan |
| $300 | Why might someone not planning to go to college learn about the ACT/SAT? **A:** So they know what to do if they change their mind | List three things to include in a resume. **A:** contact info, education, work experience, interests, awards | List three items that might be included in a college application. **A:** transcript, ACT/SAT scores, essay, letter of recommendation | What happens if you change your mind after you've entered the military? **A:** Unlike other jobs, you can't quit if you don't like it. | What is the purpose of a lease? **A:** write down tenant & landlord's rights & responsibilities |
| $400 | Describe one standardized test you might be required to take after graduating from high school. **A:** ASVAB (armed forces), TABE, ACT WorkKeys | Give an example of one workplace behavior that might be expected, but not written down. | How can you tell if a college is a good academic match for you? **A:** Compare ACT/SAT scores, class rank, GPA with current freshmen | Name two options for entering the military. **A:** As an enlisted person (with high school degree), as an officer (after college) | Name three things to consider when buying a car. **A:** what you can afford, age, how much it's been driven, MPG, repair record, size, style |
| $500 | List two ways to send your ACT/SAT scores to colleges you want to attend. **A:** Include 4 schools for free when you register, or later, for a fee | Demonstrate how to tie a tie. **Alternate:** Describe an obstacle to a career goal, and a way of getting around it. | Name a website where you can find scholarship information. **A:** fastweb.com, collegeboard.com, scholarships.com | Name two ways (other than a website) to get info about a tech/trade school. **A:** call the school, ask a grad or someone in the business, visit an accreditation website. | Name three expenses of car ownership (other than your car payment). **A:** insurance, maintenance, gas, registration |

**Final Jeopardy:** Name three things you can do this summer to get ready to apply to college in the fall.

**Answer:** Learn more about the FAFSA, investigate scholarships, research & visit colleges, ask the ACT/SAT to send scores to schools where you'll apply, gather transcript forms from your school counselor, think about essay questions

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## Grade 11 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions on page 28.

## TAKING TESTS

**I can …**

| | | | |
|---|---|---|---|
| Describe the purpose of the ACT and SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Describe the types of questions found on the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Register for the ACT/SAT. | ❑ not at all | ❑ somewhat | ❑ very well |
| Report my scores to colleges that require them. | ❑ not at all | ❑ somewhat | ❑ very well |
| Locate resources for further test preparation. | ❑ not at all | ❑ somewhat | ❑ very well |
| Take care of these test-taking details: admission ticket, when and where the test is held, transportation, and what to bring/not to bring. | ❑ not at all | ❑ somewhat | ❑ very well |
| Name a standardized test I might be required to take after high school and describe its purpose. | ❑ not at all | ❑ somewhat | ❑ very well |

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## CAREERS

**I can …**

| | | | |
|---|---|---|---|
| Identify careers that match my skills and interests. | ❑ not at all | ❑ somewhat | ❑ very well |
| Compare my interests and academic skills to a career I'm interested in. | ❑ not at all | ❑ somewhat | ❑ very well |
| Use career outlook information to decide if I need to consider a back-up plan (a career where more jobs are available). | ❑ not at all | ❑ somewhat | ❑ very well |

## JOB SHADOW

**I can …**

| | | | |
|---|---|---|---|
| Create a resume that reflects my accomplishments and experience. | ❑ not at all | ❑ somewhat | ❑ very well |
| Recognize appropriate workplace dress and behavior. | ❑ not at all | ❑ somewhat | ❑ very well |
| Prepare for an informational interview by doing company research and creating a list of questions. | ❑ not at all | ❑ somewhat | ❑ very well |
| Write a business-appropriate note thanking someone for their help. | ❑ not at all | ❑ somewhat | ❑ very well |

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## EDUCATION AFTER HIGH SCHOOL

**I can …**

| | | | |
|---|---|---|---|
| Choose courses for senior year based on high school graduation requirements, college recommendations, and suggested courses for a career of interest. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify college majors I'm interested in. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify and compare several options for education after high school. | ❑ not at all | ❑ somewhat | ❑ very well |
| Find answers to questions about community college, tech/trade school, apprenticeships, and the military. | ❑ not at all | ❑ somewhat | ❑ very well |
| Compare my academic record with college requirements. | ❑ not at all | ❑ somewhat | ❑ very well |
| Find out more about the FAFSA and college scholarships on my own. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify steps in the college application process that can be done during the summer between my junior and senior year. | ❑ not at all | ❑ somewhat | ❑ very well |
| Research and compare colleges that interest me. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify at least one reach, match, and safety school that I'd like to attend. | ❑ not at all | ❑ somewhat | ❑ very well |
| Identify and effectively ask someone to write a recommendation. | ❑ not at all | ❑ somewhat | ❑ very well |

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## MONEY MATTERS

**I can …**

| | | | |
|---|---|---|---|
| List the advantages and disadvantages of credit cards. | ❑ not at all | ❑ somewhat | ❑ very well |
| Explain why a good credit rating is important. | ❑ not at all | ❑ somewhat | ❑ very well |
| List things to consider when choosing a credit card. | ❑ not at all | ❑ somewhat | ❑ very well |
| List questions to ask when buying a car. | ❑ not at all | ❑ somewhat | ❑ very well |
| Explain the costs of buying, operating, and insuring a car. | ❑ not at all | ❑ somewhat | ❑ very well |
| List things to consider when renting an apartment. | ❑ not at all | ❑ somewhat | ❑ very well |
| Understand the terms of a lease. | ❑ not at all | ❑ somewhat | ❑ very well |
| Describe the steps to take to resolve a problem with a landlord. | ❑ not at all | ❑ somewhat | ❑ very well |

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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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4. List three things you can do this summer to get ready to apply to college next fall.

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