



2015 Edition Corresponding Lesson Plans

Dear Educator:

This year's teacher guide is full of **new ideas** and **supplemental materials**. The lesson plans in this PDF can be used in almost any classroom or curriculum area. The material is designed to be flexible to fit the needs and time criteria unique to your classroom, regardless of whether you teach one major subject, a cluster of subjects or supervise an after-school program.

The first thing you'll notice on the next page is a **table of contents**, which makes searching for lessons the simplest it's ever been. The format is tailored to busy teachers who want the most important information at the top. Look for features like **vocabulary exercises**, **sample rubrics** and a **suggested lesson length**.

Lessons are paired with higher order thinking **skills** and everything you need to teach the lesson (**materials**, **suggested length**, **subjects**, **supplemental worksheets**, **graphic organizers** and **reading comprehension quizzes**). The nuts-and-bolts of the lesson are bulleted and easy to read.

The lessons work great for a condensed unit or even spread out over the year as ***Movin' On Monday!***

As the teacher, do what you do best — tailor the lessons to fit your students. You can overlap, delete, edit, improvise or follow the directions as they are written.

We hope we have provided enough material to give you a firm foundation and enough “wiggle-room” to customize the lessons in a way that will reach your students.

Sincerely,
The staff at *Movin' On*

P.S. You may want to have students write their names on their individual copies of the magazines. Then, collect after each section. At the end of the unit, send the magazines home in a large envelope with the letter on page four for their parents to read, too.

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Letterhead of School

Date

Re: Career Discovery

Dear Parent,

Your student has completed a career discovery unit to help determine his or her career interests and pathways. ***Movin' On*** magazine was part of that unit. Read through it – you will find it very helpful as you talk with your child about his or her future.

Career discovery is important in directing your child's choice of courses in the years ahead. As he or she looks forward to life after high school, **now** is the time to continue the conversation at home about their future educational and career goals.

Here are a few questions to start talking with your child about the future:

1. What kind of personality did the Personality Style Quiz say you are? Do you agree with it?
2. What careers interested you? Do you know anyone in that profession? Would you like to talk to this person about his/her career to get "insider" thoughts on the career?
3. What courses should you take in high school to help prepare you for that career field?

We hope these questions will help stimulate conversation with your child. Please email or call the following people to get more information about career pathways and opportunities in high school. We are here to help your student achieve their dreams of a successful future!

Guidance Counselor

Career Pathway/ CTE Contact

Name: _____

Anticipation Guide Worksheet

Before you crack open *Movin' On*, make a list of what you want to know about college — or career fields. Then, as you work your way through *Movin' On*, record interesting things you want to remember. Use this worksheet, or keep it in your journal.

WHAT I WANT TO KNOW	WHAT I WANT TO REMEMBER
1. EXAMPLE: What kinds of jobs can I do with my hands?	1. EXAMPLE: Not all jobs require a university degree.

COOPERATIVE GROUP ACTIVITY: Digital worldview

- As a class, read the Health Science section on page 2. Discuss how the clinic in Uganda increased testing for people with HIV/AIDS. What percentage of Uganda's population lives with HIV? It's 7.2%, as reported by AVERT, a company based in the UK that supports and builds partnerships with local organizations working to directly prevent the spread of HIV and AIDS. For more statistics, go to <http://www.avert.org/hiv-aids-uganda.htm> and <https://www.cia.gov/library/publications/the-world-factbook/geos/ug.html>.
- Divide students into groups of three or four. As a cooperative group, research statistics for another country (worksheet included):
 - What number/percentage of people have HIV?
 - What number/percentage of people dies each year?
 - What are the biggest issues for people in this country?
 - What is the life expectancy for the average person?
 - What has recently been reported about this country in the news?
- As a class, brainstorm ways to help these countries.
- As a cooperative group, come up with an idea for using a digital device to help people in this country. What devices are already widely available to people in that country? Is there a way to leverage those devices? What software would be needed? What other forms of media could be used?

Going Beyond: Contact a volunteer NGO group in the country and explore partnerships to implement your plan. Develop the tool.

Subjects: Health, Social Studies, Technology, Any

Skills: Problem solving, Brainstorming

Suggested length of lesson: Three to five class periods

Materials: Access to Internet.

Names: _____

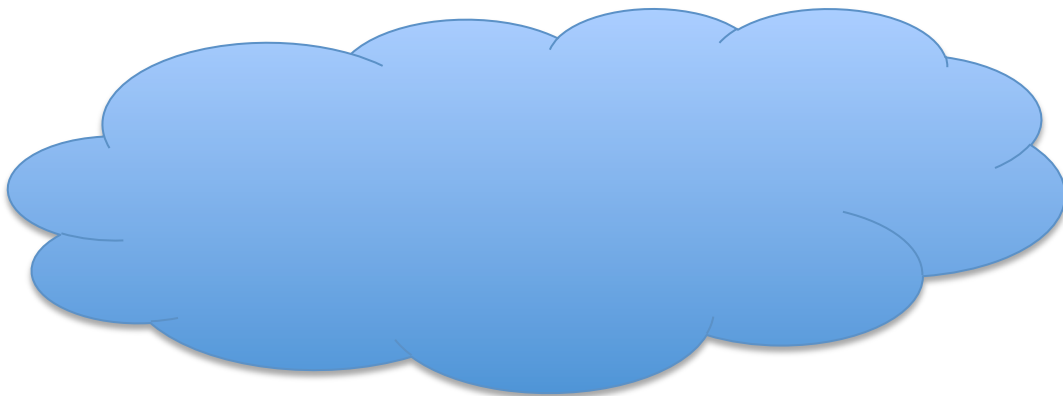
Planning for Tomorrow's Jobs Today
Digital Worldview Cooperative Group Worksheet

Country: _____

Fill in the chart.

What is the number or percentage of people with HIV?	
What is the number or percentage of people who die each year?	
What are the biggest issues for people in this country?	
What is the life expectancy for the average person?	
What has recently been reported about this country in the news?	
What questions do you have about the country?	

In the cloud below, write your ideas to help these countries, starting with the ones your class brainstormed.



As a cooperative group, come up with an idea for using a digital device to help people in this country. What devices are already widely available to people in that country? Is there a way to leverage those devices? What software would be needed? What other forms of media could be used? On the back of this paper, make a plan.

INDIVIDUAL ACTIVITY: Be an actuary for a day!

- Read the “Sports and Training” section on page 4, including the paragraph on technology in action.
- Brainstorm things that can be predicted using numbers. For example, a sports team’s ranking.
- Compile the numbers of wins/losses from your favorite sports team’s past three seasons.
 - What is the average of those numbers?
 - Using the average and pattern, predict the next season’s record.

Going Beyond: Watch the movie *Moneyball* or read the book. ([Find some clips here: https://www.google.com/search?client=safari&rls=en&q=moneyball+movie+clip&ie=UTF-8&oe=UTF-8](https://www.google.com/search?client=safari&rls=en&q=moneyball+movie+clip&ie=UTF-8&oe=UTF-8).) Do research on sabermetrics. Write a summary of how numbers are used in the movie.

Subjects: Math, Business Applications, Any

Skills: Predicting, Identifying patterns

Suggested length of lesson: One-half to a whole class period

Materials: Access to Internet.

CLASS ACTIVITY: Cyber crime discussion

Read the Cyberspace sidebar on page 5. Additional resources:

<http://www.fbi.gov/about-us/investigate/cyber>, <http://www.interpol.int/Crime-areas/Cybercrime/Cybercrime>, <http://www.reuters.com/subjects/cyber-crime>.

- Discuss:
 - What is cyber security?
 - What kinds of information do you share on the Internet?
 - What security issues have you seen in the news in the past year?
 - Why is it important to protect information shared on the Internet?
 - What are some ways the average person can protect him/herself?
 - What new jobs have been created related to Internet security?
 - What do you think needs to be done on a government policy level to combat cyber crimes?

Going beyond: Read Truman Capote’s *In Cold Blood*, the first true crime novel. What is the topic? Discuss how crime has changed since 1966, but also what remains the same. What format did Capote use? To whom did he write? What do you think Capote’s purpose was in writing this? For a more in-depth lesson plan on Capote’s works, go to <http://www.readwritethink.org/classroom-resources/lesson-plans/what-purpose-examining-cold-a-30740.html>. For an article about the book to discuss (in lieu of reading the whole book), use http://en.wikipedia.org/wiki/In_Cold_Blood.

Subjects: Technology, Science, English, Computer

Skills: Analyzing content, Making predictions

Suggested length of lesson: One class period.

II. How Do I Choose a College?

Pages 6-7

COOPERATIVE GROUP ACTIVITY: College Commercial

- Divide students into groups of three or four. Make a list of colleges in your state or local area. Colleges may be either two-year or four-year. Assign each group two to four different colleges, based on their interests, or allow them to choose from the list. (For resources on colleges, try www.collegeview.com, www.petersons.com, www.collegeboard.com, and www.collegeboard.com/student/csearch/where-to-start/150494.html. Also check out the websites of local two-year colleges in your area.)
- Groups will request a college catalog and admissions materials, as well as analyze the webpage. Look for the following (rubric included):
 - Requirements for admission
 - Location
 - Financial aid/scholarship
 - Housing
 - Interesting majors
 - Student/faculty ratio
 - Extracurricular activities
 - Study abroad programs
 - Any other information of interest
- From the data collected, choose one college. Create a commercial, including a script of three to five minutes. Use persuasive techniques like the ones mentioned here, http://www.readwritethink.org/files/resources/lesson_images/lesson1166/PersuasiveTechniques.pdf.
- The commercial should include all researched information and can be performed as a skit or filmed prior to the presentation class period.
- Students can vote on the best commercial at the end — the one they find most persuasive.

Subjects: Drama, Digital Media, Any

Skills: Research, Analyzing data, Comparing/Contrasting

Suggested length of lesson: One week, plus time for presentations.

Materials: Access to media like computer lab, camera and Internet.

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Requirements for admission & location		25
Financial aid, scholarships & housing		25
Interesting majors & student/faculty ratio		15
Extracurricular activities & study abroad programs		15
Participation		10
Creativity, persuasiveness & overall presentation		10
TOTAL POINTS		100

Name: _____

How Do I Choose a College? College Introduction Worksheet

College: _____

Interview someone at the college you've chosen above and ask for answers to these questions by email, phone or during a campus visit. Add one of your own at the bottom. With a highlighter, mark answers that are surprising/interesting or require follow-up.

1. How many classes does the average student take per semester or quarter?	
2. On average, how many hours per week do students study?	
3. How do you register for classes?	
4. How easy is it to get the classes you want?	
5. What are the most popular majors?	
6. Is the academic environment traditional or progressive?	
7. Is it career-oriented?	
8. What is the average class size for freshman?	
9. Are classes generally lecture-style or seminars?	
10. What percentage of students lives on campus?	
11. Describe the typical student?	
12. What clubs and organizations are on campus?	
13. What are student issues on campus?	
14. How safe is the campus?	
15. Your Question:	

Name: _____

How Do I Choose a College?

True/False Worksheet (KEY)

Read the “Big Decision” sidebar on page 7. Then, read the statements below. If the statement is **TRUE**, highlight it. If the statement is **FALSE**, draw a line through it.

1. College selection is too big of a decision to just go where your friends are going.
2. When choosing a major, be prepared for unexpected courses you may have to take.
3. ~~The campus visit is not an important part of the decision-making process.~~
4. In many locales, a community college will have a world-class authority on whatever a particular student has chosen to study.
5. ~~All two-year colleges are essentially the same.~~

Name: _____

**How Do I Choose a College?
True/False Worksheet**

Read the “Big Decision” sidebar on page 7. Then, read the statements below. If the statement is TRUE, highlight it. If the statement is FALSE, draw a line through it.

1. College selection is too big of a decision to just go where your friends are going.
2. When choosing a major, be prepared for unexpected courses you may have to take.
3. The campus visit is not an important part of the decision-making process.
4. In many locales, a community college will have a world-class authority on whatever a particular student has chosen to study.
5. All two-year colleges are essentially the same.

INDIVIDUAL ACTIVITY: Current Events

- Assign each student one of the jobs from the article.
- Find a current event news story for that job.
- In an audio, NPR-style story, explain:
 - The history of the job.
 - How the job has changed in the last 10 years.
 - How these jobs are used today.
 - The projected future of the job.
- An example of an NPR story, <http://www.npr.org/2014/10/26/358875644/take-this-job-and-puzzle-it>.

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Clear presentation		10
History		10
Changes over 10 years		10
Today		10
Future projections		10
TOTAL POINTS		50

Subjects: Speech, Business, Marketing

Skills: Comparing/Contrasting, Predicting

Suggested length of lesson: One week

Materials: audio recorders

INDIVIDUAL ACTIVITY: From here to there

- Choose one of the jobs on page 8 of the magazine.
- Make a timeline for the education process, using the flow chart provided on page 18 of the lesson plans (or one you have created).

Name: _____

Going to College
Matching Worksheet (KEY)

Draw a line matching the salary with the job.

1. Bank Teller	A. \$24,940
2. Geological Technician	B. \$52,700
3. Biomedical Engineer	C. \$86,960
4. Accountant	D. \$63,550
5. Technical Writer	E. \$65,500
6. Human Service Assistant	F. \$28,850
7. Computer & Info. Scientist	G. \$102,190
8. Physicist	H. \$106,360
9. Public Relations Manager	I. \$95,450
10. Auditing Clerk	J. \$35,170

Name: _____

**Going to College
Matching Worksheet**

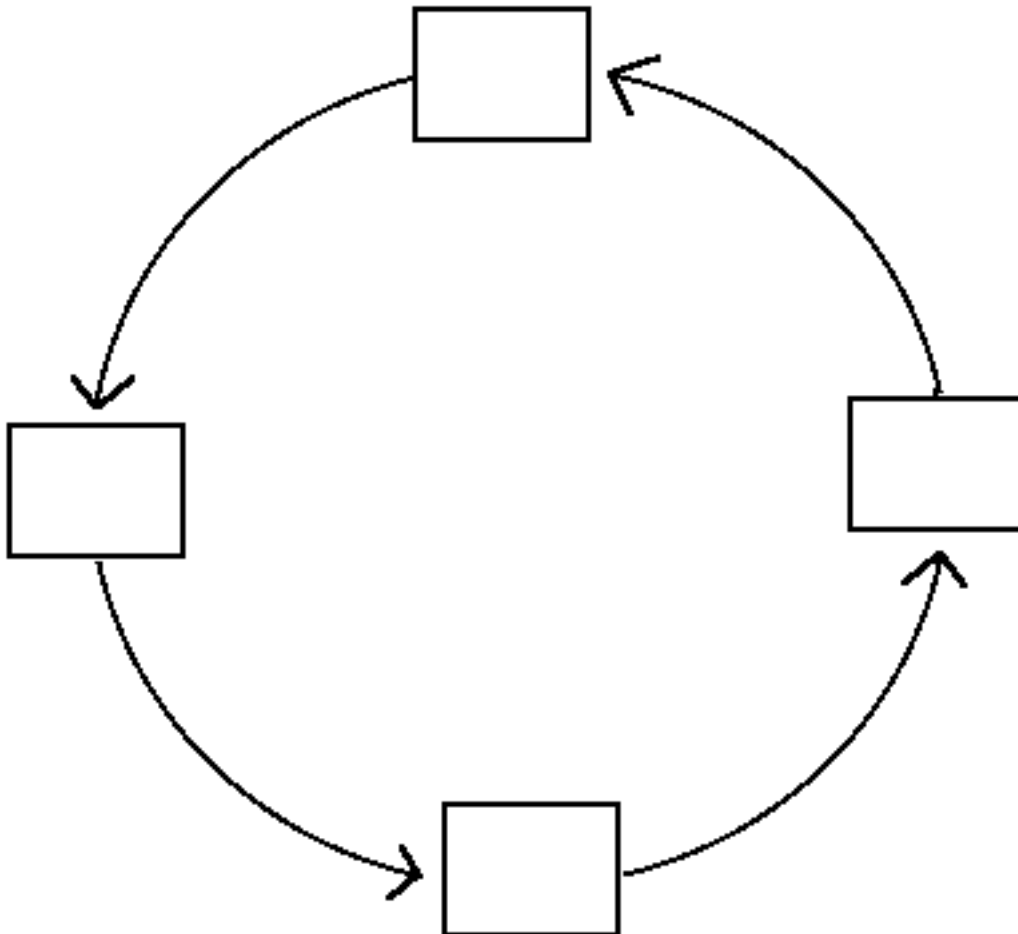
Draw a line matching the salary with the job.

1. Bank Teller	A. \$63,550
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3. Biomedical Engineer	C. \$35,170
4. Accountant	D. \$95,450
5. Technical Writer	E. \$65,500
6. Human Service Assistant	F. \$106,360
7. Computer & Info. Scientist	G. \$24,940
8. Physicist	H. \$52,700
9. Public Relations Manager	I. \$102,190
10. Auditing Clerk	J. \$86,960

Name: _____

**Going to College
Flow Chart Worksheet**

Using all of the resources available to you, make a flow chart that explains the process of going from high school to starting the job of your dreams. Use the one below to help you get started.



INDIVIDUAL ACTIVITY: Gwendolyn Brooks

- Gwendolyn published her first poem at age 13.
- Read a poem by Gwendolyn Brooks, such as this one:
<http://www.poetryfoundation.org/poem/172082>
- Analyze the poem.
 - Circle any words that are repeated.
 - Highlight any words or phrases that are descriptive.
 - What is the theme?
 - Stop at the end of each stanza and summarize it.
 - Rephrase the poem in a sentence or two.
 - What other information can you uncover about the poem?
 - What year was it written? What was going on at that time?
 - Why did Brooks write the poem?

Going Beyond: Write your own poem or song with a similar theme.

Subjects: English, Social Studies

Skills: Analyzing, Creative writing.

Suggested length of lesson: One class period

COOPERATIVE GROUP ACTIVITY: Summarize success

- In a group of three or four, choose one of the successful people described in the article. Discuss these questions.
 - What were this person's goals?
 - How was this person successful?
 - From what school did this person graduate?
 - What obstacles did he or she encounter?
 - What job does he or she do now?
 - What can you learn from this person?

Subjects: Any

Skills: Setting goals, Examining viewpoints, Drawing conclusions

Suggested length of lesson: One class period

COOPERATIVE GROUP ACTIVITY: Make your own wood craft

- Using this website, <http://www.scoutstuff.org/bsa/crafts/wood/kits.html>, select a design for a wood craft.
- Assemble **birdhouses, small boxes or a small table**.
- Divide students into groups with the following roles. (Worksheet and self-assessment are included.)
 - Quality control inspector: checks the product after each step to ensure the best quality.
 - Health and safety engineer: sets standards for health and safety and makes sure the environment is clear and safe for working.
 - Manager: keeps everyone on task and helps everyone remember his/her role and the end goal.
 - Line workers: physically put together the product the group has chosen.
- Analyze the process. How could your group have been more efficient? How would it have been different without one person in your group? Discuss the answers to these questions as a class.

Subjects: Construction, Wood shop, Economics, Business

Skills: Analyzing, Making a Hypothesis, Following a Process

Suggested length of lesson: One week.

Materials: wood, glue, possibly a saw, paint and an area that can be messy.

Make your own wood craft

Cooperative Group Worksheet (one per group)

Each group member should have a role. Divide your group into the following roles.

1. **Quality Control Inspector:** Checks the product after each step to ensure the best quality. Writes a report of two to four sentences after each step.
 2. **Health & Safety Engineer:** Sets standards for health and safety and makes sure the environment is clear and safe for working. Writes a report of two to four sentences after each step.
 3. **Manager:** Keeps everyone on task and helps everyone remember his/her role and the end goal. Writes a report of two to four sentences after each step.
 4. **Line workers:** Physically put together the product the group has chosen.
-

Name _____

Make your own wood craft

Cooperative Group Worksheet: Group Assessment (one per person)

Circle the number (1-5) that best matches your response. **1** means little effort was given to the project. **5** means outstanding effort was given to the project.

- | | | | | | |
|--|----------|----------|----------|----------|----------|
| 1. The quality control inspector checked the product after each step and wrote timely reports. | 1 | 2 | 3 | 4 | 5 |
| 2. The health & safety inspector kept the area safe and wrote timely reports. | 1 | 2 | 3 | 4 | 5 |
| 3. The manager kept the project moving along, gave helpful reminders and wrote timely reports. | 1 | 2 | 3 | 4 | 5 |
| 4. The line workers physically put the project together in a timely manner. | 1 | 2 | 3 | 4 | 5 |
| 6. Each group member participated. | 1 | 2 | 3 | 4 | 5 |

V. College 101 Top 10 Tips

Pages 10-11

COOPERATIVE GROUP ACTIVITY: High school *Dos & Don'ts*

- Divide the class into cooperative groups of three to four students each.
- Brainstorm *Dos & Don'ts* for surviving high school.
- Create a video or multimedia presentation (rubric below.)

RUBRIC	POINTS EARNED	POINTS POSSIBLE
5 <i>Dos</i>		13
5 <i>Don'ts</i>		13
An image for each point		10
Participation		9
Creativity & Presentation		5
TOTAL POINTS		50

Subjects: Technology, Language Arts, Character Education

Skills: Solving problems, Elaboration, Comparing/Contrasting

Suggested length of lesson: Two class periods, plus time for presentations.

Materials: Access to media like computer lab, camera and/or magazines.

INDIVIDUAL ACTIVITY: New study habits

- Choose one of the activities from the article that you can do now.
- For one week, experiment with a new study habit, time management technique or stress reliever.
- Keep a journal about the experience. How has it affected your school work/grades? Consider asking a teacher/parent what they've noticed in your behavior/performance.
- Fill in the Cause/Effect chart based on your experience.

Subjects: Any, Study Skills

Skills: Determining cause/effect

Name: _____

**College 101 Top 10 Tips
Cause & Effect Worksheet**

What are the actions (CAUSES) that caused successful results (EFFECT)? The first one has been completed as a sample.

CAUSE	EFFECT
1. Student goes to bed early.	1. Student wakes up refreshed and focused for the next day.

COOPERATIVE GROUP ACTIVITY: Your work history

- Break students into two groups: those who have had jobs and those who haven't.
- Pair students who haven't had a job with someone who has. Students who haven't had a job should interview someone who has.
 - Describe the field.
 - Describe the job.
 - What was challenging?
 - What were your successes?
 - What did you learn?
 - What would you change for your next job?
- Make a resume entry for the job. Sample resume entry:
 - Job title, dates
 - List of skills
 - Supervisor and phone number

Subjects: Any, Business/Marketing

Skills: Determining relevance, Analyzing

INDIVIDUAL ACTIVITY: History of yoga

- Write a research paper on the history of yoga or another relaxation technique.
 - What are the different types of yoga?
 - How is yoga different in different cultures?
 - Find a current event that is related to yoga.
 - How does yoga help with relaxation?
 - Why is yoga controversial in some areas?

Subjects: Physical education, Health, Study Skills

Skills: Research, Judging accuracy, Determining advantages/disadvantages

Suggested length of lesson: Two class periods

VI. First Impressions Can Last Forever

Pages 12-13

COOPERATIVE GROUP ACTIVITY: Stereotype

- Discuss stereotypes.
 - What is a stereotype?
 - Are they always true?
 - How can they be false?
- As a class, make a list of examples.
 - How are they beneficial?
 - How are they harmful?
 - How are they racial, cultural or ethnic in nature?
 - Can you relate to any of them?
 - Any personal experiences to share?
 - Have you ever judged someone wrongly because of a stereotype, or been a victim of a stereotype?
- Sort stereotypes by these categories.
 - Grooming
 - Situational
 - Body Image/Language
 - Relational
- Divide students into groups. Each group should choose one category and display their stereotypes in a multimedia presentation.
- Include an explanation of the stereotype and how it can be deconstructed. Why are they harmful? What is a better way of describing someone?

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Explanation of stereotype		10
Deconstruction of stereotype		15
Participation		10
Creativity & Presentation		15
TOTAL POINTS		50

Subjects: English, Social Studies, Study Skills, Any

Skills: Analyzing literature, Making inferences

COOPERATIVE GROUP ACTIVITY: Mac or PC?

- Give students time to view the ads found at the following sites. Explain the campaign for students who are not familiar.
 - Apple: <http://www.apple.com/getamac/ads/>
 - Microsoft: <http://www.youtube.com/watch?v=hi1se9rH7S8>
- Students should take notes when viewing ads and write out the script as it is presented. Students may want to watch the ads more than once to make sure they have the appropriate script.
- Analyze the commercials. Discuss these in small groups or together as a class.
 - What do you like about the ads? Dislike about them?
 - Are the ads visually appealing? How?
 - Are they humorous? How?
 - How does each type of person identify himself?
 - What words would you use to describe a PC user based on these ads? Mac user?
 - Who are the target audiences? How do you know this? Point to specific things in the ad that show this.
- Write paragraphs together or individually to describe a PC person and a Mac person based on what you see in the ads.
- Divide students into groups. Then, consider something in your community or school that divides people (football teams, extracurricular activities, major companies in the area, crunchy/smooth peanut butter, Papa Johns/Dominos, etc.). Have students create an ad for this based on the Mac/PC ads. For example, "I'm an Alabama fan." "And, I'm an Auburn fan."
- Write a script for a two-minute ad.
- Choose setting and costume/dress.
- Consider how you will identify each type of person. Actions, mannerisms.
- Either act out the commercials, or film them to show in class. After each commercial, have students give each other feedback.

Subjects: Digital Studies, Drama, Marketing, Social Studies

Skills: Comparison/Contrast, Analyzing, Following a process

Suggested length of lesson: One week.

Name: _____

First Impressions Can Last Forever

Colloquialism Worksheet (KEY)

Below are colloquialisms used in the article. Draw a line to match each colloquialism with its meaning, based on how it is used in the article.

Colloquialism	Meaning
1. Thumbs up	I agree or I like.
2. Thumbs down	I disagree or I don't like.
3. Let down	To relax.
4. An "off" time	Below average.
5. Fake it till you make it	If you don't feel a certain way, pretend that you do to be socially appropriate.
6. Take me as I am	Please accept me with all my strengths and weaknesses. They're not going to change.
7. Throw away	To discard.
8. Blow it	To fail.
9. Dress rehearsal	Practice.
10. VIP	Very important person.

Name: _____

First Impressions Can Last Forever Colloquialism Worksheet

Below are colloquialisms used in the article. Draw a line to match each colloquialism with its meaning, based on how it is used in the article.

Colloquialism	Meaning
1. Thumbs up	To relax.
2. Thumbs down	I disagree or I don't like.
3. Let down	To discard.
4. An "off" time	Please accept me with all my strengths and weaknesses. They're not going to change.
5. Fake it till you make it	If you don't feel a certain way, pretend that you do to be socially appropriate.
6. Take me as I am	Practice.
7. Throw away	Below average.
8. Blow it	I agree or I like.
9. Dress rehearsal	Very important person.
10. VIP	To fail.

VII. Top Tips for Time Management

Pages 14-15

COOPERATIVE GROUP ACTIVITY: Rotating study habits

- Make a list of good study habits and another list of bad study habits. Start with the ones from the *Movin' On* articles.
- Put as many habits as you can on posters and hang them around the room.
- Students will walk around the room and respond to each one.
 - If they already do a particular habit or if they want to implement it into their study routine, they should put a check on the poster.
 - They are also free to add comments as long as they put their name beside them.
 - If it is a bad study habit that is part of their routine, they should write how they can improve that habit.
- After they finish commenting and checking, have students walk around to see what other students have written. Discuss as a whole class.

Subjects: Study Skills, Any.

Skills: Summarizing, determining cause and effect, Time management.

Suggested length of lesson: One class period.

Materials: Markers and posters or large post-its to hang around the classroom.

CLASS ACTIVITY: The Last Lecture

- Show this 10-minute clip to students. It's a short version of Randy Pausch's last lecture. <http://www.youtube.com/watch?v=ncoSRKoU6GQ>
- Answer these questions from the video:
 - What do you learn about Randy Pausch? Make a list of 5 facts. Make a list of 2 feelings.
 - What does it mean to give a "last lecture"?
 - What does the phrase "elephant in the room" mean? What is Pausch's elephant in the room?
 - What does it mean to be morose? Why is Pausch not morose?
 - What photos does Pausch show? Describe 3 of them.
 - Why does he show those photos?
 - What kind of childhood did Pausch have?
 - What should you not underestimate?
 - What is a good apology?
 - Who is Jackie Robinson?
 - What is the purpose of his lecture?
- Discuss students' answers to the questions. What did they learn from the video?

Subjects: Study Skills, Any.

Skills: Summarizing, determining cause and effect, Analysis.

Suggested length of lesson: One class period.

VIII. Explore Your Future

Name: _____

Pathways Worksheet

Choose one or two career pathways of most interest. Then, fill in the chart with careers from those pathways.

EDUCATION LEVEL	CAREERS
Certificate	
Associate	
Bachelor	
Graduate	

After completing your chart, choose one of these careers to research.

IX. Hot Jobs with Bright Futures

Pages 17-25

CLASS ACTIVITY: Your personality

- Take the personality quiz on page 17.
- Divide the class into groups based on their personality types.
- Each personality group should collaborate together on a skit to explain their personality type.

RUBRIC	POINTS EARNED	POINTS POSSIBLE
Participation from each person		20
3-5 minutes in length		10
Creativity & Presentation		20
TOTAL POINTS		50

Subjects: Any

Skills: Originality, Collaboration

Suggested length of lesson: Two class periods

Name: _____

**Hot Jobs with Bright Futures
Peer Evaluation**

Please answer the following questions honestly based on your group experience.
Keep your answers confidential.

1. List the names of the people in your group.

2. Summarize what it was like to work in this group.

3. Did each person contribute?

4. Who did most of the work?

5. Who did the least work?

6. How did your group deal with conflict?

7. How did your work compare to the others in your group?

8. What grade would you give your group? Why?

Hot Jobs for Bright Futures Project Worksheet

Complete the quiz on page 17 in the magazine and read the article on the following pages. Then, choose the activity that most interests you based on your strengths.

1. Create a map. It can be a map of your school or classroom or community. Draw it or design it on the computer with as much detail as possible.
2. Create a healthy menu for a week, based on 1500 calories per day. Also include a physical training program.
3. Redesign your classroom. Think about walkways, seating arrangements, teacher desk, cabinets & supplies, etc.
4. Create a model of a cabinet.
5. Plan an event. Don't forget about refreshments, decorations, invitations and follow-up.
6. Make a video. Think about images to include, people to interview. Edit the final version down to three minutes.
7. Shadow an electrician or a veterinarian. Write a short report about a problem that occurs and how it is resolved.
8. Design and create a website.
9. Using mathematical modeling, figure out how much space is inside a cardboard box.
10. Create a survey to determine the success of a company's product. Or create your own product and survey consumers who use your product. Analyze the data.
11. Shadow an HVAC technician when he or she is installing a system. Write a short report about the process.
12. Create a financial plan for your first year of living on your own.
13. Write a novel.
14. Another activity of your own design, approved by your teacher.

Name: _____

Anticipation Guide (KEY)

Draw a line through the statements that you think are FALSE. **All statements are TRUE.**

1. Two-year colleges can be large, urban schools or small schools in rural areas.
2. Forty-five percent of all undergraduate students have community college experience.
3. With a two-year degree, you can start your career much earlier than a bachelor's degree.
4. Public colleges are operated under the authority of state or local governments and funded by tax dollars.
5. One strength of two-year colleges is hands-on training under the supervision of instructors with credentials and field experience.
6. A key to the success of two-year colleges is that they maintain close relationships with local employers.
7. Faculty who teach at two-year colleges are highly qualified.
8. It is possible to transfer to a university after starting at a two-year school.
9. Counselors, tutors and other staff assist students in choosing classes, making career plans or coping with personal problems.
10. A good place to start exploring two-year colleges near you is with the school's website.

Look through the article to check your answers.

Name: _____

Start Here, Go Anywhere!

Anticipation Guide

Draw a line through the statements that you think are FALSE.

1. Two-year colleges can be large, urban schools or small schools in rural areas.
2. Forty-five percent of all undergraduate students have community college experience.
3. With a two-year degree, you can start your career much earlier than a bachelor's degree.
4. Public colleges are operated under the authority of state or local governments and funded by tax dollars.
5. One strength of two-year colleges is hands-on training under the supervision of instructors with credentials and field experience.
6. A key to the success of two-year colleges is that they maintain close relationships with local employers.
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8. It is possible to transfer to a university after starting at a two-year school.
9. Counselors, tutors and other staff assist students in choosing classes, making career plans or coping with personal problems.
10. A good place to start exploring two-year colleges near you is with the school's website.

Look through the article to check your answers.

Name: _____

Start Here, Go Anywhere!

Cause/Effect Worksheet (KEY)

Match the CAUSE with its EFFECT.

CAUSE	EFFECT
1. Finish at a two-year college.	A. Start your career earlier.
2. Complete core credits for less cost.	B. Transfer to a university after two years.
3. Faculty members have experience and credentials.	C. Get practical, hands-on learning.
4. Do an internship.	D. Be experienced to start your career right away.
5. Smaller class sizes are found at two-year colleges.	E. Get individual attention from professors.

Name: _____

Start Here, Go Anywhere!
Cause/Effect Worksheet

Match the CAUSE with its EFFECT.

CAUSE	EFFECT
1. Finish at a two-year college.	A. Get practical, hands-on learning.
2. Complete core credits for less cost.	B. Be experienced to start your career right away.
3. Faculty members have experience and credentials.	C. Get individual attention from professors.
4. Do an internship.	D. Transfer to a university after two years.
5. Smaller class sizes are found at two-year colleges.	E. Start your career earlier.

XI. Be Debt-Free at Graduation

Pages 30-31

COOPERATIVE GROUP ACTIVITY: Jigsaw

- Divide students into seven groups, one for each of the sections in the article plus the sidebars. Each group should read its section and give a presentation answering the following questions, such as “Avoid Credit Card Debt” or “Save on Tuition.”
 - How can students save on college costs?
 - What is one suggestion for staying debt-free?
 - Why is it important to be debt-free?
 - Why should you consider a two-year college based on this section?
 - What is the most interesting/surprising part of this section?

Subjects: English, Communications, Study Skills, Any.

Skills: Summarizing, determining cause and effect, Analysis.

Suggested length of lesson: One class period.

INDIVIDUAL & CLASS ACTIVITY: The cost of college

- Ask students if they have plans to go to college, and if they have an idea how much it costs. Write the amounts they guess on the board.
- Have students take out a piece of paper and divide the paper in half. Label one side *Income Sources* and the other side *Expenses*.
- Discuss with students how they plan to **pay for college** (parents, job, student loans, etc.). Ask students to record these options on their paper under the heading *Income Sources*.
- Discuss with students some of the **costs** they may have when they move out on their own to go to college (rent, food, gas, entertainment, tuition). Also discuss with students different college experiences that affect the costs of college. (Two-year versus four-year programs; living in the dorm versus living off-campus versus living at home.)
- Ask students to come up with a list of **basic college expenses** and list them on their paper under the *Expenses* heading. Costs can include items like tuition, room and board, books and supplies, cell phone, transportation, and entertainment.
- Ask students if they know anything about **keeping a budget**, and if they plan to use a budget while in college. Ask them to think about how they might use a budget to help save money for college, or to manage their expenses once they are in college.
- Have students begin to research the costs of going to college using websites listed below. They can edit their *Income* and *Expenses* lists as they come across new ideas in their research. After students have had some time to

research and revise their lists, explain to students they will be completing three different budget scenarios, with a different set of expenses for each.

- **Scenario 1** will be "Living the Dream," which means students can come up with any type of college and money is no object. They can spend whatever they like.
 - **Scenario 2** will be "Moderation is Key" which means they can still attend any college they would like but have to keep their yearly expenses under \$35,000.
 - Finally, **Scenario 3** will be "How Low Can You Go" which means students should attempt to spend as little money as possible.
- Using these three scenarios, have students complete the Expenses Budget Tables on the worksheet included. Now review the *expenses* side of the three budget scenarios. Then, ask students to add up the expenses in each scenario.
 - Once students know how much revenue is needed, ask them to begin to brainstorm different revenue options. Write the students' ideas on the board.
 - Next, ask students to complete the *income* side of each of their three budget scenarios. As a class, discuss the different scenarios students came up with.
 - Ask students to explain the least expensive and most expensive, and what were the major contributing costs. Ask students if they think they were able to moderate costs in different ways, and to explain the most effective way they did so.

Helpful Information:

For college budget tools and resources, use these:

http://www.nextstudent.com/tools_and_resources/calculators/college_budget.asp,

<http://studentloan.citibank.com/mbslcsite?op=budget&formtype=loadbudget&source=yahoo>,

http://www.salliemae.com/about/news_info/newsreleases/082307.htm,

<http://www.collegeanswer.com/global/quicktools/quicktools.jsp>.

Subjects: Math, Writing, Any

Skills: Making predictions, determining cause and effect, Analysis.

Suggested length of lesson: Two to three class periods.

Materials: Internet access, calculator

Name: _____

Be Debt-Free After Graduation

Citibank "What College Costs"

http://studentloan.citibank.com/slcsite/fr_hswat.asp

AOL Monday and Finance "How much should I budget for college living expenses?"

<http://calculators.aol.com/tools/aol/college11/tool.fcs>

CNNMoney.com "What will college run you?"

<http://cgi.money.cnn.com/tools/collegecost/collegecost.html>

College Board "Break Down the Bill: What's It Going to Cost?"

<http://www.collegeboard.com/student/pay/add-it-up/482.html>

College Board "Find the Right Colleges for You"

<http://apps.collegeboard.com/search/index.jsp>

ANNUAL DATA	SCENARIO 1	SCENARIO 2	SCENARIO 3
Income:			
Jobs			
Parents			
Student Loans			
Scholarships			
Financial Aid			
Gifts			
TOTAL			

EXPENSES:	SCENARIO 1	SCENARIO 2	SCENARIO 3
Tuition			
Books & supplies			
Room & board			
Car Payment or Transportation			
Cell phone			
Eating Out or Entertainment			
Miscellaneous			
TOTAL			

INDIVIDUAL ACTIVITY: Online scavenger hunt

- Go to www.studentaid.ed.gov.
 - What is the difference between merit and need?
 - Copy or print the checklist for your grade level.
 - What is one thing to consider when choosing a school?
 - What is a work-study job?
 - What different types of schools are out there?
 - What is one required test?
 - What is one scholarship that you might be eligible for?
 - When do you start repaying loans?
 - How are some loans forgiven?

Planning for Tomorrow's Jobs Today Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. omnipresent
2. underserved
3. locomotives
4. advent
5. disengaged
6. platooning
7. simulation
8. sabermetrics
9. artificial intelligence
10. cybercrime

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

How Do I Choose a College

Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with the definition on the right. Draw a line connecting the word with the definition.

1. probability	A. the measure of the likeliness that an event will occur.
2. certificate	B. a document certifying completion of a training program.
3. workforce	C. all people who are available for work.
4. articulation	D. the process of comparing the content of courses that are transferred between postsecondary institutions.
5. niche	E. any position for which one is well-suited, such as a particular market in business.

How Do I Choose a College Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

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4. articulation	D. a document certifying completion of a training program.
5. niche	E. all people who are available for work.

Going to College Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. economically
2. prosperous
3. investment
4. actuary
5. anesthesiologist

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

A Legacy of Excellence
Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with the definition on the right. Draw a line connecting the word with the definition.

1. elite	A. representing the most select group
2. inducted	B. formally named to a position or office.
3. segregation	C. the separation of things or people.
4. posthumously	D. after death.
5. honorary	E. given as an honor, with no duties attached, and without payment.

A Legacy of Excellence Vocabulary Worksheet

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College 101 Top 10 Tips Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. orientation
2. prerequisite
3. syllabi
4. internships
5. ambassador

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

First Impressions Can Last Forever
Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with the definition on the right. Draw a line connecting the word with the definition.

1. convey	A. To communicate.
2. posture	B. The way a person holds and positions their body.
3. emerge	C. To come into view.
4. grooming	D. To care for one's personal appearance, hygiene and clothing.
5. proxies	E. Someone who is authorized to act for another person.

First Impressions Can Last Forever Vocabulary Worksheet

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4. grooming	D. To care for one's personal appearance, hygiene and clothing.
5. proxies	E. To come into view.

Top Tips for Time Management Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. cliché
2. essence
3. calculation
4. immersed
5. perfectionist

DEFINITION	CHARACTERISTICS
EXAMPLES	NON-EXAMPLES

Hot Jobs with Bright Futures

Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with an **ANTONYM**. Draw a line to connect the two words that have **opposite** meanings.

1. conventional	A. modern
2. precise	B. indefinite
3. orderly	C. jumbled
4. friendly	D. hostile
5. ambiguous	E. clear

For the remaining words, use each in a complete sentence. You may use more than one word per sentence. For bonus points, write a fictional story using as many words as possible.

1. Sterilizing
2. Cardiovascular
3. Surveyor
4. Drafting
5. Resonance
6. Hydraulic
7. Defibrillator
8. Clerical
9. Nuclear
10. Feasibility
11. Infiltrate
12. Cartographer
13. Photogrammetrist
14. Extracting
15. Logistician
16. Geoscientist
17. Optometrist
18. Curator
19. Biophysicists
20. Anthropologist

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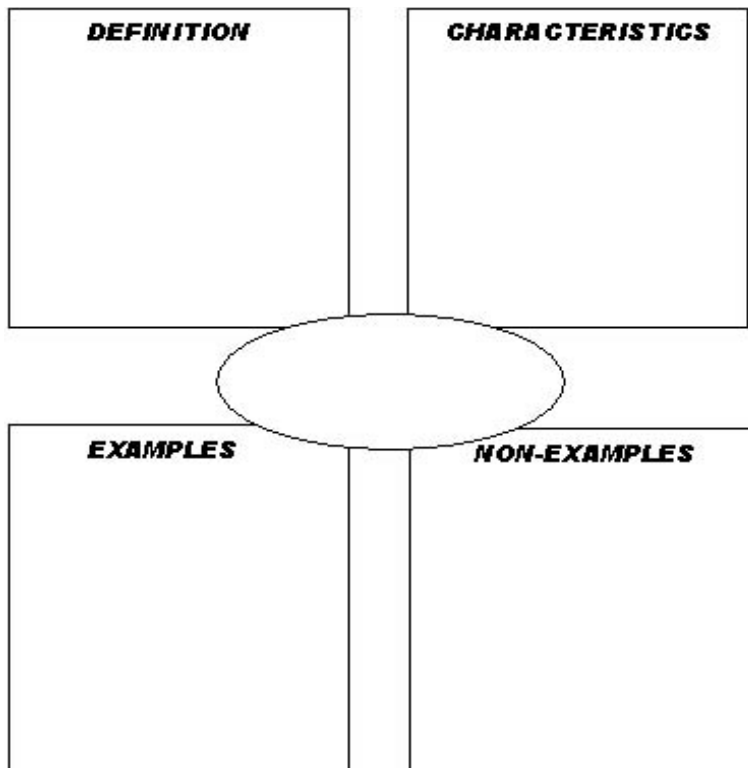
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20. Anthropologist

Start Here, Go Anywhere!
Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and create a box like the one below.

1. Affordability
2. Venture
3. Reputation
4. Developmental
5. Study abroad
6. Greek life
7. Baccalaureate
8. Substantial
9. Springboard
10. Procrastinate



Be Debt-Free at Graduation
Vocabulary Worksheet (KEY)

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

Then, take each word and match it with the definition on the right. Draw a line connecting the word with the definition.

1. Debt-free	A. Meaning you have no outstanding bills to be paid.
2. Stafford loan	B. Loans that undergraduate or graduate students may qualify for based on need. These must be repaid.
3. Collateral	C. Something promised as security for repayment of a loan.
4. Reputable	D. Having a good name.
5. Lender	E. One who allows someone to borrow something temporarily.
6. Forestall	F. To get in front of something.
7. Discern	G. To understand with the senses.
8. Adage	H. An old saying.
9. Gratification	I. The act of pleasing the mind, taste or appetite.
10. Perkins loan	J. A low-interest loan for undergraduate or graduate students may get. These must be repaid.

Be Debt-Free at Graduation Vocabulary Worksheet

Find the following words in the article. First, guess what the words mean based on the context or any prior knowledge. Write these definitions on your paper. Compare your definitions with a dictionary and correct any as needed.

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10. Perkins loan	J. To understand with the senses.

Tools for Reading Comprehension

Visualizing	The reader makes a picture or image (movie in his or her mind) as he or she reads. That is why the book is often seen as better than the movie because our imaginations are unlimited and we can make great productions in our mind.
Looking for what's important	The reader prioritizes what's important. Underline these things.
Calling on prior experiences	The reader connects what he or she is reading with personal experiences. "I remember when I went to the beach." "I know what it means to taste the salt on my lips and feel the sea breeze."
Predicting	The reader predicts what will happen next in the story. "I bet that character is evil because the dog doesn't like him."
Questioning	The reader asks questions about what he or she is reading. "I wonder what this word means." "I wonder why that character did this."
Synthesizing	The reader puts ideas together as he or she reads. "Ah ha! Now I get it."

Name _____

Planning for Tomorrow's Jobs Today

Reading Comprehension Quiz (KEY)

1. All vocational paths, to one degree or another, require solid training and proficiency in the latest:
A. Hardware and their applicable programs.
B. Artistic renderings.
C. Television series.
2. What kind of technology is impacting patients in remote, underserved areas of the world?
A. audio technology.
B. nanotechnology.
C. mobile computer technology.
3. What does the United Nations Mobile Health Alliance do?
A. Electronic education initiatives
B. Questionnaires to increase public awareness of diseases.
C. All of the above.
4. The Mobile Health Alliance recently texted HIV/AIDS quizzes to 15,000 mobile phone subscribers in which country?
A. Uganda
B. Liberia
C. Syria
5. What does the health information technology (HIT) software do?
A. Sends information back and forth between the United States and Uganda.
B. Collect, store and exchange patient data through the clinical practice of medicine.
C. Creates an Ebola vaccine.
6. What do HIEs control?
A. The electronic sharing of health information in pre-established geographic regions.
B. Computer science.
C. The transportation of sensitive chemicals across the United States.
7. Which of the following is NOT an example of a change in transportation technology?
A. Steamboats to cruise ships.
B. Automobile assembly line to satellite systems that track boats.
C. Getting a driver's license at 16.
8. How are computer systems used in transportation today?
A. To guide tens of thousands of flights per day.
B. To control climate control systems in cars.
C. All of the above.

9. How can fuel efficiency for truckers be improved, according to MIT Technology Review?
- A. By using a new computer controlled convoy system to reduce wind drag.**
 - B. With a geodetic surveyor
 - C. By driving faster on highways.
10. How much of a concern is cyber security for U.S. electric utilities?
- A. The top concern.
 - B. Not much of a concern.
 - C. A top five concern.**

Name _____

Planning for Tomorrow's Jobs Today

Reading Comprehension Quiz

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 - A. The top concern.
 - B. Not much of a concern.
 - C. A top five concern.

Name _____

How Do I Choose a College?

Reading Comprehension Quiz (KEY)

1. What is one thing two-year and four-year schools have **IN COMMON**?
 - A. They offer small class sizes.
 - B. They are very affordable.
 - C. They offer the same curriculum for the first two years.**

2. Finish this sentence. Two-year schools are less _____ than four-year schools.
 - A. fun.
 - B. expensive.**
 - C. digital.

3. Who is someone you can ask questions about a college you're considering?
 - A. Admissions counselor.**
 - B. President of the college.
 - C. Your younger brother.

4. What should you do when considering a college?
 - A. Make a campus visit.
 - B. Start early.
 - C. All of the above.**

5. What should you look for in the first two years of college?
 - A. As many social groups as possible.
 - B. Support services, like small class sizes.**
 - C. A place where most of your friends are going.

Name _____

How Do I Choose a College?

Reading Comprehension Quiz

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5. What should you look for in the first two years of college?
 - A. As many social groups as possible.
 - B. Support services, like small class sizes.
 - C. A place where most of your friends are going.

Name _____

Going to College

Reading Comprehension Quiz (Key)

1. What is one career that requires a graduate/professional degree?
 - A. Civil Engineer
 - B. Data Entry Specialist
 - C. Physicist**

2. In a recent survey, the Census Bureau discovered that over a 40-year work life, those who hold an associate degree earn how much, on average?
 - A. \$3.5 million
 - B. \$1.8 million**
 - C. \$2.8 million

3. In a recent survey, the Census Bureau discovered that over a 40-year work life, those who hold a master degree earn how much, on average?
 - A. \$2.8 million**
 - B. \$3.5 million
 - C. \$1.8 million

4. All of the 50 highest paying jobs require what?
 - A. a good personality.
 - B. sports ability.
 - C. a college degree or higher.**

5. Which job makes the most money?
 - A. Anesthesiologist**
 - B. Geological Technician
 - C. Human Service Assistant

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A Legacy of Excellence

Reading Comprehension Quiz (KEY)

1. Morgan Freeman starred in which movie?
A. *The Shawshank Redemption*
B. *Harry Potter and the Half-Blood Prince*
C. *Steel Magnolias*
2. Who was part of the Apollo 13 mission, which couldn't land on the moon due to technical problems?
A. Gwendolyn Brooks
B. Jackie Robinson
C. Fred Haise
3. Who was the first African-American baseball player in the major leagues?
A. Morgan Freeman
B. Jackie Robinson
C. Gwendolyn Brooks
4. What is Tom Golisano known for?
A. Aeronautics
B. Segregation
C. Charitable work
5. At what age did Gwendolyn Brooks publish her first poem?
A. 55
B. 26
C. 13

Name _____

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College 101 Top 10 Tips

Reading Comprehension Quiz (KEY)

1. Whom should you treat with respect?
A. Custodian
B. College president
C. All of the above.
2. What will an orientation class teach you?
A. The school's procedures, policies and resources.
B. contributing to the overall success of your employer.
C. the economy has become sluggish over the years.
3. What is the most important thing you can do to succeed in class?
A. Participate in discussions.
B. Always go to class.
C. All of the above.
4. What is the best way to be organized?
A. Keep a notebook or tablet with you all the time.
B. Keep all class materials in different places.
C. Skip taking notes.
5. What is the primary goal of higher education?
A. To learn to balance a budget.
B. To become a librarian.
C. To become a self-taught, lifelong learner.
6. Which statement is **GOOD** advice?
A. Don't do anything until you're overwhelmed.
B. Don't worry about your professor's office hours.
C. Organize a study group with classmates.
7. Which places do you need to locate on campus?
A. Student center and Financial Aid office
B. Counseling center and professors' offices
C. All of the above.
8. Which of the following is NOT an opportunity to practice what you're learning?
A. Community service projects.
B. Joining lots of clubs.
C. Internships in corporations related to your field.
9. Who can help you plan your course outline?
A. A faculty advisor
B. The college president
C. Close friends
10. What do course descriptions, syllabi, important assignments and assigned grades have in common?
A. All provide income for college.
B. All help your health.
C. All can help you plan your course of study.

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First Impressions Can Last Forever
Reading Comprehension Quiz (KEY)

1. What makes a good first impression?
A. attitude
B. behavior
C. All of the above.
2. Why is good grooming important?
A. It helps with organization.
B. No one is favorably impressed by smelly bodies and stinky breath.
C. It makes potential employers required to pay you more.
3. Why is good posture important?
A. It conveys confidence.
B. It makes you taller.
C. It's from a musical called *The King and I*.
4. Which of the following is **GOOD** advice for making a good first impression?
A. Be warm and engaging.
B. Smile.
C. All of the above.
5. In addition to skill, intelligence, talent and hard work, what determines the course of your life?
A. good coffee
B. money
C. relationships
6. What are the three P's?
A. Peers, Powers and Proxies.
B. Perseverance, Protection and Preservation.
C. Peace, Presence and Pelagianism.
7. Why is the way you dress important for new peer encounters?
A. It will get you good grades.
B. It will get you a good job.
C. To fit in without losing yourself.
8. What role do teachers, employers, administrators and coaches play?
A. Make eye contact and act interested.
B. They hold the keys to places, awards, recommendations and jobs.
C. They do your work for you.
9. What is an example of a proxy?
A. your dad's best customer
B. your teacher
C. your friend
10. Which of the following is **NOT** a tip for making a good first impression?
A. Go into new situations determined to be impressed by others, not to impress them.
B. Stand up straight and confident (whether you are or not!)
C. Complain about how hard your week has been.

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Top Tips for Time Management

Reading Comprehension Quiz (KEY)

1. Fill in the blank. Eating _____ and seasonal foods will not only benefit your health, but it's also good for _____ farmers, the environment and the _____ economy.
A. urban
B. grain
C. local
2. What is the one commodity we all have?
A. money
B. time
C. food
3. What should be involved in keeping a time management diary?
A. Record activities for each hour.
B. Review your entries.
C. All of the above.
4. Which of the following is **GOOD** advice for time management?
A. Limit commitments.
B. Be a perfectionist.
C. Be warm and engaging.
5. Conquer _____ by breaking the job into smaller parts.
A. commitments
B. clichés
C. procrastination

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Discover a Career that's Right for You

Reading Comprehension Quiz (KEY)

1. Why is it important to know your personality type?
 - A. Because research is always helpful.
 - B. It's the best way to help the economy.
 - C. So that you can choose the best career for you.**

2. Which of the following websites will help you choose a major or career?
 - A. www.stats.bls.gov
 - B. www.careeroverview.com
 - C. Any of the above.**

3. Which of the following is **NOT** a career pathway?
 - A. Arts and Communication
 - B. Human Services
 - C. Manufacturing**

4. If you're interested in engineering, you should talk to
 - A. Doctors
 - B. Lawyers
 - C. Engineers**

5. The best paying jobs require what?
 - A. High academic achievement.
 - B. Education beyond high school.**
 - C. A good personality.

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Hot Jobs with Bright Futures

Reading Comprehension Quiz (KEY)

1. Why is it significant that NASA used duct tape?
 - A. Duct tape caused an explosion that damaged a space command module for three astronauts.
 - B. After spending tens of millions of dollars and investing countless hours of research and preparation, it was duct tape that helped bring three astronauts home after an explosion.**
 - C. There are six career paths and 16 career clusters that represent the key categories for nearly every job in the United States.
2. If you're interested in a career in Arts and Communication, you should research which career?
 - A. Arbitrator
 - B. Audiologist**
 - C. Oral Surgeon
3. What type of personality likes to work in an orderly, routine way?
 - A. Artistic
 - B. Conventional**
 - A. Social
4. What are the six main personalities?
 - A. Friendly, Hard working, Medical, Wordy, Mathematical, Insurance.
 - B. Realistic, Invigorating, Artistic, Sporty, Enterprising, Creative.
 - C. Realistic, Investigative, Artistic, Social, Enterprising, Conventional.**
5. If you're interested in a career in Business, Management and Technology, which career should you **AVOID**?
 - A. Insurance Sales Agent
 - B. Administrative Assistant
 - C. Pest Control Technician**
6. If you're interested in a career in Health Services, you should research which career?
 - A. Electrician
 - B. Construction Manager
 - C. Licensed Practical Nurse**
7. If you're interested in a career in Human Services, which career should you **AVOID**?
 - A. Training and Development Specialist
 - B. Farm Equipment Technician**
 - C. Political Scientist
8. If you're interested in a career in Industrial and Engineering Technology, you should research which career?
 - A. Systems Software Developer**
 - B. Massage Therapist
 - C. Mental Health Social Worker

9. If you're interested in a career in Natural Resources and Agriculture, which career should you **AVOID**?
- A. Cartographer
 - B. Wind Turbine Technician
 - C. Public Relations Assistant**
10. What does a cardiovascular technologist do?
- A. He or she assists with all aspects of running a library.
 - B. He or she operates special equipment to create images or conduct tests.**
 - C. He or she examines and treats injuries, in addition to finding ways to prevent physical damage.

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Start Here, Go Anywhere!

Reading Comprehension Quiz (KEY)

1. “[Two-year colleges] are a great starting point for students who intend to _____ as well as those looking for _____.
A. continue their education
B. a two-year degree or certification
C. All of the above.
2. What is the average annual tuition for a two-year college?
A. \$3,260
B. \$8,500
C. \$30,000
3. Most two-year colleges are largely funded by what?
A. Wealthy professors
B. Nonprofits
C. State or local governments
4. Which of the following is NOT a reason to consider a two-year college?
A. Transfer options.
B. Michael Gress is Interim Director of Institutional Effectiveness.
C. Career/technical connection.
5. What percentage of students start out at two-year colleges?
A. 50%
B. 12%
C. 5%
6. What do teachers at two-year colleges offer students more of?
A. teaching experience
B. time
C. All of the above.
7. At four-year schools, juniors and seniors often fill the leadership positions. At two-year schools, leadership positions are filled by _____.
A. Freshman and sophomore students.
B. Friends.
C. Teachers.
8. Which of the following is NOT a step for researching two-year colleges?
A. Consult its website or request printed information.
B. Join a sorority or a fraternity.
C. Make an appointment with the program director for a program of interest to get first-hand answers to your questions.
9. True or false. If you attend a two-year college, it **IS** possible to transfer to a university.
A. True
B. False

10. Which of the following is a reason to attend a two-year college?
- A. To raise your GPA and get into the workforce sooner.
 - B. To save money and prepare for a bachelor's degree.
 - C. All of the above.**

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Be Debt-Free at Graduation

Reading Comprehension Quiz (KEY)

1. What are Federal Plus loans?
A. Unsubsidized loans available to parents.
B. Scholarships that allow anyone to attend college for free.
C. Banks that specialize in loaning money for college.
2. What are some examples of possible sources of scholarships?
A. Civic clubs and labor unions to which you or your parents belong.
B. Businesses or fields of study.
C. All of the above.
3. Which of the following is NOT a website with helpful college planning information?
A. students.ed.gov
B. fastweb.com
C. makecollegeeasy.com
4. Which of the following is a good book to read for information about money for college?
A. *Paying for College without Going Broke*
B. *How You can Maximize Student Aid*
C. All of the above.
5. What are **FOUR** things you can do to stay out of debt?
A. Make good grades, join every club, eat well and exercise.
B. Save on tuition, be careful with loans, avoid credit card debt and be smart.
C. Ask your teachers to pay for college, change schools, read a lot and write to your congressperson.

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