



## 2016 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 five 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.

## Pages 2–5: “How to be a Superstar in Business”

### General Activity: Discussion

**Subjects:** Math, English, Business, Home Economics, Communications

**Suggested Length of Lesson:** 1 class

#### **Skills**

- Students will be able to explore possible business careers in a variety of fields
- Students will be able to analyze and assess what they read about business careers
- Students will be able to do a self-assessment to see if they have entrepreneurial skills

**Advance preparation:** Read the article and have answers to the following questions in mind. Be prepared to ask additional questions or suggest answers if students struggle. Be prepared to call on individual students to assess participation and understanding. You may choose to make copies of these questions to distribute to students.

As a whole class, discuss the following questions:

#### Before reading the article

- What businesses are the most interesting to you? Why?
- What businesses would you like to know more about?
- What is your definition of success?
- What do you think makes a business successful?

#### While or after reading the article

- What careers are represented in this article? Make a list on the board.
- How did Kevin O’Leary make his fortune?
- In what ways are Sunny Anderson’s career diverse?
- What can you learn from Sunny’s career?
- What are some reasons why it’s a good time to be an entrepreneur?
- Who is Neil Cavuto?
- Describe the types of guests he has on his program.
- What does a chief information officer do?
- What are some elective courses you should take to be successful in business?
- Do you have what it takes to become an entrepreneur? Why or why not?
- What are some hospitality careers?
- What are some reasons you need to be fully committed if you want to be an entrepreneur?
- Describe the differences between a promotions manager and a sales manager.
- What does Chelsea Hutchinson do?
- How is she successful?
- How has her career evolved?
- How is she using her experience and training to benefit her business?
- Does being a small business owner appeal to you? Why or why not?

After reading the article

- Which of the careers or people mentioned in the article is most interesting to you? Why?
- Which person is the most successful? Why?
- Refer back to your definition of success before we read the article.
- How do most people define success and how is your definition similar or different?
- What makes you feel successful? How do you achieve success in this classroom?
- How does this success relate to future success in college or a job?

**Assessment:** Assess students' understanding based on participation in the discussion. If you have students write down answers, walk around while they are doing this and provide a limited amount of time. You may want to give a completion or participation grade for this activity.

**Modification/Teaching Tip:** You may have students write down their answers to these questions in a journal before discussing them, or discuss them with a partner before sharing them with the class—especially for students with disabilities or special needs.



## Individual Activity: Create your own business plan

**Subjects:** Any, Math, Business, Marketing, Home Economics, Economics, Social Studies

**Suggested Length of Lesson:** 2 classes

### Skills

- Creative thinking
- Understanding marketing and persuasion
- Communicating effectively
- Thinking critically

**Advance preparation:** Have sample businesses and answers to the questions prepared to help lead students in the brainstorming process.

As a class, brainstorm a list of interesting small businesses on the board. Use the article to start, but also consider businesses that exist or may be needed in your community. From this list, have students choose one to research and create a business plan.

In this business plan, students should answer most of these questions:

- What are the legal requirements for starting a business in your state or city?
- What is the timeline for establishing a legal business charter?
- How much money will you need (start-up costs, operating expenses, salaries, etc.)?
- What products and/or services will you provide?
- Who is your target market?
- What competition already exists and how will this affect your financial goals?
- How easy is it to break into this business? (Is there a lot of resistance? Would it be welcome by your community?)
- Does the community already see a need, or will you need to create a perceived need?
- What is your interest level in this business?
- How will you maintain it? (For, example, if one of your weaknesses is finances, how will you raise or conserve capital?)
- How will you get the emotional support you will need?
- Will you have partners? Why or why not? If so, who would these people be?
- Create a job application for future employees. What information will you include on the job application to get the kind of employees you want?
- How will you grow the business?
- How will you market the business – first in your community and then to a broader market?

After researching and brainstorming answers to these questions, create a business plan with the answers in a neat format of 2–4 pages. Students may use charts and graphs as needed.

**Assessment:** Require students to condense their plan to the page requirement while still including a certain number of answers to the questions. Create a rubric based on how many answers they include and the depth and quality with which they answer.

**Modification:** If students struggle making a list, give them time to do research on the internet or in your local newspaper or phonebook for ideas of local businesses. For extra points, you may have students interview a professional involved in a business related to the one they chose and have this professional comment on their business plan in a letter. You may choose to limit the field to ones related to your subject area.

**Teaching Tip:** You may want to model this with students first – so they can see sample answers for a business or at least talk through answers with them as a group or individually.

## Group Activity: Dazzling Entrepreneurs

**Subjects:** Film Studies, Business, Theater Arts, Speech, Social Studies, Communications

**Suggested Length of Lesson:** 2 classes

**Skills:**

- Demonstrate creativity
- Demonstrate an understanding of marketing and persuasion

**Advance preparation:** Record, rent, or download an episode of “Shark Tank,” a show on the Food Network, The Travel Channel, or clips from a variety of shows.

Acquire/borrow a means to show the programming to the class. Also secure a projector and video cameras or, more practically, ask students to use their smart phones. Select groups for students.

Show students an episode or clip. Discuss and analyze it as a class.

- What is the premise of the show?
- Would/do you watch this show regularly?
- Who is the target audience? How do you know?
- What business is portrayed and how?
- Who is the host and how does he or she contribute to the show’s effectiveness?
- Does the show accomplish its goal? How do you know?

In their groups, students should create their own show based on a business. Have them film an episode of the show. Require students to answer the questions they answered above in their episode. Show the video projects in class. Ask viewing students to respond to each group’s video as you show these in class.

**Assessment:** Evaluate based on answers to questions, completion of video project, participation of each student in the groups and viewing participation of other groups.

**Modification:** Have students watch a show of their choice for homework and analyze it on their own. Then, have them bring in their analysis to discuss in a small or large group.

## Group Activity: Small Business Career Fair

**Subjects:** Business, English, Communications

**Suggested Length of Lesson:** 2 to 3 classes

### **Skills**

- Be able to write a business letter and a thank-you letter
- Learn to build relationships within the community
- Be able to research careers in small business

As a class, make a list of questions about small businesses. Display these for students to see. Then, brainstorm about small businesses in your local community.

Review the business letter format. Have students write letters to local businesses asking them to send a representative for the school's Small Business Career Fair. They can use the list of questions to help them brainstorm as they write their letters.

As you hear from professionals who are willing to make presentations, assign two to three students to each professional. These students should be responsible for communicating with and orienting the professional to the school, as well as gathering and setting up materials the professional may need. Ask professionals to bring a display board and be prepared to give presentations to small groups. Have students walk around the fair asking their questions from the first step.

Following the fair, have a discussion where students share the answers they have received to their questions. Debrief on the experience of putting together the fair. What went well? What could be improved? Was there anything they could have done differently to make the fair run more smoothly or more organized? Also, as a class, write thank you letters to all of the professionals who participated in the fair.

**Small Business Discussion Panel:** The class could invite 4-8 local businesses to participate in a small business discussion panel. If students in the class have parents who are small business owners, they may be invited. Each business owner would have 5 minutes to describe their business. Then students would ask questions. Students would write a report about the discussion— answering a list of questions you could make a worksheet for.

**Assessment:** Have students make a copy of their letters before mailing them to turn in for a grade based on understanding of a letter format. Have students complete a self-assessment following the fair to determine their level of involvement.

**Modification/Teaching Tip:** This is a great way to get the whole school involved. Your class can organize a career fair, but try to get a large room reserved and invite the whole school. Or do a smaller version and have one professional come to your class each month.

**Helpful information:**

For information on businesses, visit

- <http://www.myownbusiness.org/>
- <http://www.sba.gov/smallbusinessplanner/index.html>
- <http://sbinformation.about.com/od/bizopportunities/a/bestsmallbiz.htm>

**Factoids:**

- Did you know that legendary business man and Hollywood producer Samuel Goldwyn was born with the name Schmucl Gelbfisz?
- Celebrity tycoon Ross Perot ran for President of the United States in 1992 as an independent candidate.
- What now-famous businessman co-founded Apple Computer with fellow computer enthusiast Steve Wozniak in 1976? A: Steve Jobs.
- Did you know that celebrity business woman Martha Stewart was sentenced to five months in prison on July 16, 2004, as part of a stock fraud case?
- Famous tycoon Howard Hughes bought the Desert Inn Hotel in Las Vegas after management attempted to evict him from his room.
- What business celebrity began his illustrious career by collecting and selling lost golf balls? A: Warren Buffett.
- Did you know that Oprah Winfrey was sued by a group of cattle producers in 1996 after discussing mad cow disease on television?
- The richest person in the United States in 2015 is Bill Gates with estimated wealth of \$53 billion.

## **Be A Superstar in Business Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Projections
2. Stock market
3. Analysis
4. Entrepreneur
5. Investor
6. Financial
7. Manager
8. Resources
9. Career
10. Consulting

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – Be A Superstar in Business

1. What is a Type D entrepreneur?
  - a. Someone who sits around and day dreams.
  - b. Someone with desire, drive, discipline, and determination.**
  - c. Someone who can think deep thoughts.
2. One of the most common and practical business degrees is . . .
  - a. accounting.**
  - b. zoology.
  - c. English literature.
3. Promotions managers develop . . .
  - a. new potato chip flavors.
  - b. better ways to send messages to customers.
  - c. programs that combine advertising with consumer incentives.**
4. Two good elective courses for a business degree are . . .
  - a. language arts and computer science classes.**
  - b. botany and health science classes.
  - c. architecture and graphic design classes.
5. Sunny Anderson of the Food Network combined her \_\_\_\_\_ flair with her \_\_\_\_\_ acumen to succeed.
  - a. athletic / design
  - b. artistic / business**
  - c. marketing / automotive
6. Executive chefs earn up to \_\_\_\_\_ annually depending on where they work.
  - a. \$74,000**
  - b. \$59,000
  - c. \$48,000
7. Because Americans love to enjoy life, there are many careers in the field of . . .
  - a. dentistry.
  - b. chemistry.
  - c. hospitality.**
8. To start a business you will need money to cover your . . .
  - a. start-up costs.**
  - b. vacation time to think about your ideas.
  - c. a new car to drive to work.
9. Kevin O’Leary made a fortune in what industry?
  - a. Real estate
  - b. Medical research
  - c. Global educational software**
10. Many entrepreneurs find investors through \_\_\_\_\_ sites.
  - a. equity crowd funding**
  - b. local news
  - c. mapping

Name: \_\_\_\_\_

## Reading Comprehension Quiz – Be A Superstar in Business

1. What is a Type D entrepreneur?
  - a. Someone who sits around and day dreams.
  - b. Someone with desire, drive, discipline, and determination.
  - c. Someone who can think deep thoughts.
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  - a. new potato chip flavors.
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  - a. athletic / design
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  - b. vacation time to think about your ideas.
  - c. a new car to drive to work.
9. Kevin O’Leary made a fortune in what industry?
  - a. Real estate
  - b. Medical research
  - c. Global educational software
10. Many entrepreneurs find investors through \_\_\_\_\_ sites.
  - a. equity crowd funding
  - b. local news
  - c. mapping



## Pages 6-7: “How to Reach Your Goals”

### Individual Activity: Book Report

**Subjects:** English, Any

**Skills**

- Understanding personality and career inventory
- Be able to write a report summarizing a book or the article.

After reading the article on pages 6 and 7, have students choose one of the books at the bottom of page 7 to read and write a report on.

- Summarize the book in a creative way.
- How is the book helpful?
- What did you learn from reading the book?
- What goals can you set or changes will you make now after reading the book?
- Would you recommend the book? Why or why not?
- What is an excerpt from the book that could be shared with the class? Why did you choose this excerpt?

**Assessment:** Give students a completion grade for completing the report.

**Modification:** Instead of reading one of the books, use the article as the basis for the report.

**Teaching Tip:** Brainstorm together as a class.

## Individual Activity: Goal-setting

**Subjects:** Study Skills, Any

### Skills

- Be able to set goals.
- Be able to adjust goals.
- Be able to establish or build on good study skills.
- Be able to prepare for college.

Assist students in setting goals for themselves. Brainstorm possible realistic goals for students. Goals may be academic-oriented or community-oriented. Students should choose one goal from the list, or a practical, measurable goal of their own (such as finishing their homework before dinner three nights a week or researching one college of their choice). Help students think through ways to incorporate the ideas on pages 6 and 7 into their goal setting. Students should choose one goal for the month. Have them choose a friend or mentor to hold them accountable. They should check in at least weekly with this mentor. Have them document this accountability.

At the end of the month, students will write a summary of their accomplishments, answering the following questions:

- Do you think too far ahead, take on too much, or procrastinate?
- Was this goal realistic? Why or why not?
- Was it measurable? Why or why not?
- How can you avoid procrastinating next time, if that is a problem for you? Make a plan for how you could have structured your time differently.

**Assessment:** Collect summaries from students and conference with them regarding their results.

**Modification/Teaching Tip:** Repeat every month, or have goals that extend for a longer period of time: quarter, semester, year, etc. OR group students with the same goals together and come up with a plan as a group, which becomes an accountability group for the rest of the semester.

## **How to Reach Your Goals Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Articulate

2. Credentials

3. Specific

4. Essential

5. Internship

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – How to Reach Your Goals

1. It really helps to put your goals . . .
  - a. on social media.
  - b. into writing.**
  - c. into short videos.
  
2. When setting a goal you should be . . .
  - a. specific.**
  - b. a little bit vague.
  - c. open to whatever happens.
  
3. Rodger Roeser's career advice is to . . .
  - a. "Always pick a job that pays a lot of money."
  - b. "Try six or seven careers before making a decision."
  - c. "Figure out what you love or you're already good at."**
  
4. A good way to build credentials is to . . .
  - a. complete a degree or certificate program.**
  - b. take a long vacation.
  - c. talk to your friends about what you'd like to do one day.
  
5. The author advises to do "everything in \_\_\_\_\_."
  - a. multiples of ten.
  - b. moderation.**
  - c. your imagination.

**Name:** \_\_\_\_\_

## **Reading Comprehension Quiz – How to Reach Your Goals**

1. It really helps to put your goals . . .
  - a. on social media.
  - b. into writing.
  - c. into short videos.
  
2. When setting a goal you should be . . .
  - a. specific.
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4. A good way to build credentials is to . . .
  - a. complete a degree or certificate program.
  - b. take a long vacation.
  - c. talk to your friends about what you'd like to do one day.
  
5. The author advises to do "everything in \_\_\_\_\_."
  - a. multiples of ten.
  - b. moderation.
  - c. your imagination.

## **Pages 8 - 9: “You Can Be Fully Prepared for Today, Tomorrow, and the Rest of Your Life”**

### **Individual Activity: Stepping Up to the Right Career**

**Subjects:** Career Exploration and Planning, Writing

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- The ability to assemble a list of job and career possibilities
- The ability to explore and experience planning a career
- Learn to understand the value of long-range career planning

This is a career exploration activity in which students will create a Career Step Plan, outlining the job steps they anticipate taking in order to achieve their ultimate career goals.

The Career Step Plan of Action should include the types of jobs they’re interested in, why each job step is important in achieving their ultimate career goals, and how long they predict they will stay employed at each step.

After reading the article, “You Can Be Fully Prepared for Today, Tomorrow, and the Rest of Your Life,” begin a discussion by asking the following questions:

- Do you believe there is only one job for any one person?
- Do you believe once you choose a job, you should stay at that job for the rest of your life?

Encourage students to participate and explain their answers.

Stress that choosing a career is an important decision everyone must make. Ask students, “What things are important to you in a job? What things are you looking for in a job?” List these items on an overhead transparency, chart paper, or on the board. This list might include such items as status, income, power, geographic location, and opportunity for advancement. This list is limitless because each student will have his or her own priorities.

After making the list, ask students to start thinking of a job in terms of opportunities the job may provide in the future and not just what it will immediately offer.

Ask students to raise their hand if they know what career they want to pursue. Then ask them to think of jobs related to career goal and skills they may need in that career. Then ask for ways they can find out more about a particular job or career. Answers may include: researching the Internet and in books, interviewing professionals in the field, internships and/or part time jobs in the field.

Emphasize that during career exploration, students should think about what's right for them. Take into account all their likes and dislikes. Also emphasize career planning is not a one-time project to be completed and never looked at again; rather it is a continuous process requiring frequent reassessment of goals and current status.

Have students make a 5-Column Table.

The title of the table is "My Career Goals: \_\_\_\_\_"

The heading for each column is as follows:

1. Job Steps I will take to Reach My Career Goals
2. Pros of Each Job Step
3. Cons of Each Job Step
4. Time Spent at Each Job Step
5. Knowledge or Skills Gained from Each Job Step

Have students brainstorm at least five entry-level or intermediate jobs they may have on their path to their ultimate career goals. They can list more if they want. Then list the pros and cons of each, how long they might stay in that job step, and the knowledge or experience that job might provide them that will help in reaching their ultimate career goals.

For example, if one of their career goals is to own and run a chain of restaurants, some jobs they might take to move towards their goal could be cashier in a fast food restaurant, waiter or waitress, dishwasher, busboy, host or hostess, pizza delivery person, manager of a restaurant, bookkeeper for a restaurant chain, etc.

Or if they want to be a school principal, they might first be a tutor, graduate teacher's assistant, summer camp counselor, daycare worker, or nanny, then a teacher or guidance counselor, curriculum writer, assistant principal, etc.

Have students begin working on their plan. If there is time they can complete them in class, if not they can finish as part of their homework. After completing their tables students will share their plan with the class. Encourage students to ask questions and give positive feedback.

**Assessment:** Students can be assessed based on completion of the career step plan, and participation during discussion and presentation using a teacher created rubric.

## **Individual Activity: My Future Job Outlook**

**Subjects:** Career Exploration and Planning, Writing

**Suggested length of lesson:** 1 to 2 classes

### **Skills**

- The ability to research statistics for the current job outlook.
- The ability to recognize the job outlook for future employment

In this activity, students will use the United States Department of Labor online Occupational Outlook Handbook, to gather information and answer questions on the job outlook for this year. The resource to use to research job and career prospects is <http://www.bls.gov/oco/>

### **Advance preparation:**

- Access to computers with Internet capability
- A large envelope for collecting student opinion forms.
- Teacher should view and be familiar with the web page [www.bls.gov/oco/](http://www.bls.gov/oco/) in order to assist students in their search for information.
- A worksheet with a list of job outlook research questions for students to answer (Some suggested questions are included below).

Establish focus for the lesson by asking students to take a blank sheet of paper, put their name on it, and write down their current career of choice.

Then, on a scale of 1-5, mark how confident they are that they'll have a positive and successful future job outlook.

Remind the students 1 represents little or no chance to achieve the job success they would like and 5 represents many opportunities available to achieve their job success. Have students fold their papers in half for you to collect. Without looking at the pages, place them inside an envelope and seal.

Explain that you will re-distribute the pages at the end of the lesson. Ask students what they know about the job outlook in the careers they want to enter. Encourage participation and discussion by using some of the following questions:

- What are the pros and cons for such a job?
- What is the outlook for the future?
- Are there challenges they would be willing to accept?
- Are the salaries sufficient for a comfortable living or is there at least enough potential to achieve a comfortable living within a reasonable amount of time?

Remind students they should find out as much as possible about a job before pursuing it. Have students go to the computer, sign on, and go to <http://www.bls.gov/oco/>. Help students access the webpage. Make sure students understand how to access information



using this website, helping them where needed. Allow students to begin their research on the career they chose.

The following is a list of questions that will guide them as to what information they should be looking for.

- What is the specific job you would like to pursue?
- How easy will it be for you to get that job?
- What education is required for this job?
- What type of competition will you have, if any?
- Does the job you want have a current abundance of employees?
- Is it a “popular” job that everyone wants to have or is it a unique job where not too many people currently work?
- Where would you have to live to have the job?
- Would this mean you would have to move to get the job? If so, is that okay with you?
- Is there any reason that would limit your moving should you receive the job?
- What is the cost of living in the area where you would work?
- What are average rental rates and property values in the area?
- About how much will it cost to provide yourself with housing, food, and other necessities for a week, month, or year?
- Will your job income meet your living needs?
- Do opportunities exist in your selected job for advancement? If so, what are they?
- Would you be able to move up the career ladder within the same company or would you have to change employment?

After students have had time to complete their research, have them share what they learned during a class discussion. Ask students if they learned any interesting and unique pieces of information and encourage responses.

Re-distribute the pages each student completed where, on a scale of 1-5, they felt they stood with regard to their job outlook. Ask if they have changed their self-rating. Have them explain why or why not. Have them submit their answers to research questions along with their written response to their self-rating.

**Modification:** The research portion of this may be assigned as a homework assignment after demonstrating to students how to access and use the BLS website. This could also be made into a larger research project, having students create a display board to present their information.

**Assessment:** Students can be assessed based on completion of the job outlook questions and participation during discussion and presentation using a teacher created rubric.

***More Information about the book and author:***

***What I Wish I Knew at 18—Life Lessons for the Road Ahead* by Dennis Trittin is a “Life Skills” curriculum with a complete Student Workbook and Teacher Guide. Check out the website and learn more about Dennis and this wonderful curriculum - [www.dennistrittin.com](http://www.dennistrittin.com).**

## **You Can Be Fully Prepared Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. M.B.A.

2. Resume

3. Internship

4. Diversity

5. Disciplined

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – You Can Be Fully Prepared

1. In college you should get to know your \_\_\_\_\_ and their expectations.
  - a. professors
  - b. student council
  - c. alumni association
  
2. When reading an assignment it's important to . . .
  - a. finish a chapter each day.
  - b. read more than one book at a time.
  - c. highlight key passages as you read.
  
3. One key thing to consider when choosing a college major and an eventual career path:
  - a. That you'll make lots of money since that's all that matters.
  - b. That the job you study for will be viable and show growth potential when you graduate.
  - c. That you'll get to travel to exciting places around the world.
  
4. Analyzing your performance in school so you can make adjustments to your methods as needed should happen . . .
  - a. on an ongoing basis.
  - b. at the end of the school year
  - c. once every semester.
  
5. A good resume will provide . . .
  - a. your most recent, full color picture.
  - b. maximum information in the least amount of words.
  - c. your Instagram and Twitter names.

**Name:** \_\_\_\_\_

## **Reading Comprehension Quiz - You Can Be Fully Prepared**

1. In college you should get to know your \_\_\_\_\_ and their expectations.
  - a. professors
  - b. student council
  - c. alumni association
  
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4. Analyzing your performance in school so you can make adjustments to your methods as needed should happen . . .
  - a. on an ongoing basis.
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  - c. once every semester.
  
5. A good resume will provide . . .
  - a. your most recent, full color picture.
  - b. maximum information in the least amount of words.
  - c. your Instagram and Twitter names.

## Page 12: “5 Mistakes to Avoid When Planning for College”

### Individual Activity: Goal-setting

**Subjects:** Study Skills, Any

**Suggested length of lesson:** 1 class or throughout the school year

**Skills:**

- The ability to set goals.
- The ability to adjust goals.
- The ability to establish or build on good study skills.
- The ability to prepare for college.

Assist students in setting goals for themselves. Brainstorm possible realistic goals for students. Goals may be academic-oriented or community-oriented. Students should choose one goal from the list, or a practical, measurable goal of their own (such as finishing their homework before dinner three nights a week or researching one college of their choice). Students should choose one goal for the month. Have them choose a friend or mentor who will hold them accountable. They should check in at least weekly with this mentor. Have them document this accountability.

At the end of the month, students will write a summary of their accomplishments, answering the following questions:

- Do you think too far ahead, take on too much, or procrastinate?
- Was this goal realistic? Why or why not?
- Was it measurable? Why or why not?
- How can you avoid procrastinating next time, if that is a problem for you?  
Make a plan for how you could have structured your time differently.

**Assessment:** Collect summaries from students and conference with them regarding their results.

**Modification/Teaching Tip:** Repeat every month, or have goals that extend for a longer period of time: quarter, semester, year, etc.

**Helpful Information:**

For other lesson plans on setting goals or other good tips for planning ahead, try <http://www.lessonplanspage.com/SSLAOMDCommunityUnit-GoalSettingL36.htm>

For additional tips on planning for college, try <http://www.collegeboard.com/student/plan/index.html>

## **5 Mistakes to Avoid Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Deadline
2. Contractual
3. Transfer
4. Semester
5. Transition
6. Expertise
7. College catalogue
8. Bachelor's degree

Name: \_\_\_\_\_

### Reading Comprehension Quiz (KEY) - 5 Mistakes to Avoid

1. Two-year college students who plan to transfer to a four-year school should \_\_\_\_\_.
  - a. check out exactly what is required by the transfer school
  - b. take as many elective classes as possible
  - c. try to get their transcripts early
  
2. If you don't have the money for school you should apply for scholarships or Federal student aid and \_\_\_\_\_.
  - a. sell things you are no longer using
  - b. ask people in your neighborhood for donations
  - c. consider attending part-time while working
  
3. Long-range goals are always good, but if you decide to attend a two-year school you should consider \_\_\_\_\_ your first semester or two.
  - a. exploring different courses or programs
  - b. getting a job that allows you to travel a lot
  - c. taking just one or two classes
  
4. If you put things off when applying for schools you can miss deadlines or \_\_\_\_\_.
  - a. fail to meet your instructors
  - b. run the risk of not getting a parking sticker
  - c. discover that you're preferred programs or courses are already full
  
5. If you don't review all your program and degree options, you may end up \_\_\_\_\_.
  - a. In the wrong building for your first class
  - b. taking the wrong courses
  - c. spending too much on tuition



Name: \_\_\_\_\_

### Reading Comprehension Quiz - 5 Mistakes to Avoid

1. Two-year college students who plan to transfer to a four-year school should \_\_\_\_\_.
  - a. check out exactly what is required by the transfer school
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  - a. exploring different courses or programs
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4. If you put things off when applying for schools you can miss deadlines or \_\_\_\_\_.
  - a. fail to meet your instructors
  - b. run the risk of not getting a parking sticker
  - c. discover that you're preferred programs or courses are already full
  
5. If you don't review all your program and degree options, you may end up \_\_\_\_\_.
  - a. In the wrong building for your first class
  - b. taking the wrong courses
  - c. spending too much on tuition

## Pages 10-11: “Key Job Skills”

### Individual activity: Read And Discuss.

Read the article on page 15 and ask students the following:

- What are soft skills?
- What are some examples of soft skills?
- If you already have a job, what kinds of skills are you developing? Describe them.

### Individual activity: Create a “resume”

**Subjects:** Reading, English, Writing

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Learn the early version of a resume—a personal data sheet.
- Recognize what they can contribute to the workplace.
- Organize work history, skills, and strengths into a time-saving, concise document.
- Complete a clean and neat job application properly.

**Materials/Preparation:** Find resume examples that can be printed from the Internet. Pick up various job applications around the area and make a list of the most common information requests on each one. Collect some local newspapers.

1. Show and discuss resume and job application examples.
2. Help students create a personal data sheet that can be used to apply for a full-time job.
- 3.. Talk about references and the kinds of people who make good references (pastors, coaches, teachers, someone from a particular field who knows them personally, etc.).
4. Using the information on their personal data sheet, ask them to fill out the application—and neatness counts! Explain the importance of a clean, error-less application, suggest making a “practice” copy to complete in pencil before filling out the “real” copy in ink.
5. Remind them that EVERY line should have something written on it—even an “n/a” (not applicable) or strike-through to indicate they saw the entry and did not overlook it.

## Group activity: “Apply” For A Job

**Subjects:** English, speech/theater, journalism, social studies

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Ability to prepare of job interview
- Ability to see interview from the interviewer prospective
- Develop public speaking skills
- Team work

**Materials/Preparation:** Purchase a few \$5 gift cards for a local print shop or copies of Dale Carnegie’s *How to Win Friends and Influence People*.

1. Divide students into groups of eight.
2. Using the classified ads from your local paper or internet, give each group an ad for a job.
3. Each group must elect 1–4 interviewers and have at least four interviewees. This may be reduced depending on the number of students.
4. Reshuffle into two groups: the interviewers work together to determine the questions they will ask their interviewees. The interviewees, on the other hand, will work to help each other prepare for their interviews.
5. Reconvene to the original groups of eight. Each group will have the opportunity to conduct their interviews in front of the class. Just before each group takes center stage, read the ad that explains the job. As each group has their turn, the interviewees will go out into the hall to wait their turns and return to the hallway following their interviews. Interviewers must ask questions and jot notes during each interview. When all interviews have been conducted within a group, the interviewers will consult with the class to constructively critique each interview and ultimately determine who “gets” the job. It is important to discuss “why” the interviewee was successful.
- F. Give the winner of each group a gift certificate to a local print shop (for resume help) or a paperback copy of *How to Win Friends and Influence People* by Dale Carnegie.

**Additional Resources:**

***Career Planning at About.com*** Various articles, contact information, personality profiles, and step-by-step procedures: <http://careerplanning.about.com>

## **Key Job Skills Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Communication
2. Team-oriented
3. Memo
4. Experience
5. Clarity
6. Recruiting
7. Capabilities
8. Adaptability
9. Leadership
10. References

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) - Key Job Skills

1. Success requires not just the right educational background, but the development of some key \_\_\_\_\_.
  - a. **job skills**
  - b. hobbies
  - c. life skills
2. Perhaps the most important job skill is the ability to \_\_\_\_\_ effectively.
  - a. ask for raise
  - b. work fewer hours
  - c. **communicate**
3. These are two key ways to brush up on proper grammar and to minimize slang.
  - a. Practice speaking to your friends every day.
  - b. **Practice speaking with professionals and adults whom you admire.**
  - c. Practice speaking in various foreign languages.
4. Communication is more than just speaking and writing, you must also be able to \_\_\_\_\_.
  - a. **work in teams with people from different backgrounds**
  - b. think collectively as a group
  - c. find a good conference room with a projector
5. Everyone should take classes in \_\_\_\_\_ to excel in the written and spoken word.
  - a. biology
  - b. **English**
  - c. History
6. Working in a temporary job can prepare you for the realities of \_\_\_\_\_.
  - a. car payments
  - b. **the job market**
  - c. time management
7. Temporary jobs help build \_\_\_\_\_ that can be helpful in the future.
  - a. **a work record**
  - b. your confidence
  - c. a credit score
8. Soft skills include being able to \_\_\_\_\_.
  - a. work alone
  - b. find the best route to work
  - c. **get along with others**
9. Other soft skills include initiative, adaptability, leadership, \_\_\_\_\_ and honesty.
  - a. **a strong work ethic**
  - b. dressing well
  - c. a good diet
10. This is an important list to develop early in your career.
  - a. vocabulary
  - b. **references**
  - c. cell phone plans

Name: \_\_\_\_\_

### Reading Comprehension Quiz (KEY) - Key Job Skills

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  - a. job skills
  - b. hobbies
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10. This is an important list to develop early in your career.
  - a. vocabulary
  - b. references
  - c. cell phone plans

## Pages 13: “Learn More = Earn More”

### Individual Activity: Earning Potential

**Subjects:** Study Skills, Any

**Suggested length of lesson:** 1 class

**Skills:**

- The ability to build relationships with the counseling office/community.
- The ability to set goals.

**Materials/ Preparation:** Communicate with the counseling office regarding their involvement in the activity.

Schedule a meeting for students with the counseling office. Or have students contact the local census office. Students should get data on graduates from your high school or members of your community. They should ask questions like:

- Where did they go after high school?
- Where are they now?
- How much education did they receive?

Instruct students to set a career goal for themselves and make a visual representation to share with the class to help them remember it (poster, model, film clip, PowerPoint, etc.). Include the year it should be accomplished, the steps needed to get from here to there, and the education and emotional support that will be needed.

**Modification:** Poll students in your grade on their goals and create a chart to illustrate the results.

## Group and Class Activity: Win, Lose Or Draw

**Suggested length of lesson:** 1 class

**Skill:**

- Students will understand that increased education results in decreased unemployment.

Divide students into groups. Assign each group a section from the chart (bachelor's, master's, some college, etc.). Each group should come up with a list of at least 10 jobs that will be in that category, such as a photographer for a bachelor's degree.

Then, as a class, play *Win, Lose or Draw* with the data. Compile all of the jobs in "hats"—still divided by groups. Then, have each group choose blindly from another group's "hat" and attempt to draw the job on the board/overhead/large piece of paper. The guessing team must guess the job and the category. For example, if a student chooses photography, he or she must draw something that represents a photographer. Once his or her team has guessed "photographer," they must also say "bachelor's degree" to receive a point for the turn.

After the game, discuss which jobs require more education and provide more job security and vice versa.

**Helpful Information:**

<http://www.bls.gov/OCO/>



## **Learn More = Earn More Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Associate Degree
2. Bachelor's Degree
3. Master's Degree
4. Doctoral Degree
5. Median Weekly Earnings

Name: \_\_\_\_\_

### Reading Comprehension Quiz (KEY) - Learn More = Earn More

1. According to the U.S. Census Bureau, over a 40-year period those who earn a bachelor's degree earn about \_\_\_\_\_ more than someone with an associate degree.
  - a. \$300,000
  - b. \$600,000**
  - c. \$1 million
  
2. Those who earn a doctoral degree earn about \_\_\_\_\_ more than someone with a master's degree.
  - a. \$250,000
  - b. \$500,000
  - c. \$700,000**
  
3. According to the College Board someone with a bachelor's degree will earn about \_\_\_\_ percent more than a typical high school graduate over a 40-year career.
  - a. 39
  - b. 66**
  - c. 84
  
4. According to *Forbes* all 10 of the top jobs in 2015 were in a STEM field or \_\_\_\_\_.
  - a. sports management
  - b. human resources
  - c. health care**
  
5. Unemployment in 2014 for someone with a doctoral degree was about \_\_\_\_ percent.
  - a. 16
  - b. 2**
  - c. 7

Name: \_\_\_\_\_

### Reading Comprehension Quiz - Learn More = Earn More

1. According to the U.S. Census Bureau, over a 40-year period those who earn a bachelor's degree earn about \_\_\_\_\_ more than someone with an associate degree.
  - a. \$300,000
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  - c. health care
  
5. Unemployment in 2014 for someone with a doctoral degree was about \_\_\_\_ percent.
  - a. 16
  - b. 2
  - c. 7

## **Pages 10-11: “Start College Right”**

### **Group and Individual Activity: Solve The Problem**

**Subjects:** Any

**Suggested length of lesson:** 1 to 2 classes

**Skills**

- To think critically about college and high school
- To build connections
- To encourage positive role models and leadership

**Advanced Preparation:** Arrange for a former student to come back and speak or ask several students and set-up as a panel discussion.

As a class, come up with a list of common problems college students may have to face, and any other questions about college. Write these on the board. Then, individual students should explain how this article addresses the questions that were brainstormed? What other suggestions do you have for solving problems?

Have a former student or students return to class. When the former student or students comes back, have each student ask him/her a question related to college.

Then, do the same with questions students had before entering high school. Use the answers to these to make a website for middle school students. Schedule a day to present/launch the website in a local middle school classroom.

**Helpful Information:**

For information on creating your own website, try [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com), or [www.squarespace.com](http://www.squarespace.com).

## **Start College Right Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Master Schedule
2. Assignments
3. Special Interests
4. Seminar
5. Academic Advisor
6. Syllabus
7. Collegiate
8. Undergraduate

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – Start College Right

1. It's important to be organized so you can spend your time \_\_\_\_\_.
  - a. **completing work rather than looking for lost notes**
  - b. at the football game on Saturday
  - c. taking naps between classes
  
2. Educational research has shown that for most students, a key to success in college is getting connected with . . . .
  - a. fellow students
  - b. professors
  - c. **both of the above along with others in the college community**
  
3. Don Dunbar, an educational consultant and author, suggests . . .
  - a. "The best time to study is over the weekend."
  - b. **"The day you attend your first classes, attack your assignments immediately."**
  - c. "Don't worry about pop quizzes; it's the major exams that count."
  
4. A helpful way to manage your time is to create a schedule for when you'll study, \_\_\_\_\_, and when you'll do everything else.
  - a. **how much you'll read or work on a project per day or week**
  - b. when you'll take a break
  - c. when your final exams are
  
5. It's important to meet your \_\_\_\_\_ to make sure you understand all your class requirements.
  - a. head librarian
  - b. **academic advisor**
  - c. financial aid counselor

Name: \_\_\_\_\_

### Reading Comprehension Quiz – Start College Right

1. It's important to be organized so you can spend your time \_\_\_\_\_.
  - a. completing work rather than looking for lost notes
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  - b. when you'll take a break
  - c. when your final exams are
  
5. It's important to meet your \_\_\_\_\_ to make sure you understand all your class requirements.
  - a. head librarian
  - b. academic advisor
  - c. financial aid counselor

## Page 16: “Let Your Career Goals Take Flight”

### Individual Activity: What Makes You *You*?

**Subjects:** English, Family Consumer Science

**Suggested length of lesson:** 1 class

**Skills:**

- To be able to connect with a text.
- To be able to reflect.
- To be able to express oneself through writing.
- To be able to communicate.

Using the following questions to guide you, write a story, poem, article, or create a visual collage to represent you:

- What events/circumstances make you who you are?
- Who has influenced you?
- How are you successful?

Here are some other questions to consider as you plan:

- Where were you born?
- Where do you live now?
- What is your family like?
- Make a list summarizing some of your most vivid memories.
- How have these things made you who you are today?

**Modification:** For a specific content area, have students write their history in that area, like a writing history or a math history.



## Individual Activity: Speech

**Subjects:** Speech, Any

**Suggested length of lesson:** 1 class

**Skills:**

- To be able to practice effective speaking techniques.
- To be able to make good first impressions.
- To be able to analyze first impressions of others.

Review or introduce effective persuasive speech techniques, including:

- Consider the audience
- Thesis
- Start with a hook
- Support your thesis with examples
- Conclude in a way that summarizes your argument

Assign students a speech on one of the six career pathways, or a job within a particular cluster. Consider using the websites at the bottom of the page for help with research for the speech.

Require students to wear professional clothing; speak clearly and articulately; speak with a strong, steady volume; avoid slang; and stand with confident body language. Come up with this list together as a class.

Using the requirements, create a form for the students who are not presenting to evaluate the students giving speeches.

**Assessment:** Evaluate students based on requirements from above.

**Teaching Tip:** Check with students beforehand to make sure they have access to professional clothing. You may need to make some exceptions to this requirement, but help students think through what they have to wear that is “professional.”

**For a free online personality inventory:**

<http://www.keirsey.com/sorter/instruments2.aspx?partid=0>

## **Let Your Career Goals Take Flight Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Lifestyle
2. Perceptions
3. Career Cluster
4. Investment
5. Aptitude
6. Correspond
7. Job shadowing
8. Concentrate

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – Let Your Career Goals Take Flight

1. This is a key question to help you know yourself.
  - a. What special skills do I have?
  - b. What is the name of the closest community college?
  - c. Where am I going to live one day?
  
2. Finance is a career cluster in what career pathway?
  - a. Arts and Communication
  - b. Health Services
  - c. Business, Management and Technology
  
3. When researching career options it's always a good idea to check the \_\_\_\_\_ predictions and \_\_\_\_\_ range with the U.S. Bureau of Labor.
  - a. cost of living/educational
  - b. employment/salary
  - c. real estate/health
  
4. Education & Training is a career cluster in what career pathway?
  - a. Natural Resources/Agriculture
  - b. Industrial and Engineering Technology
  - c. Human Services
  
5. Following someone over an entire day to see what they do is called \_\_\_\_\_.
  - a. professional evaluation
  - b. job shadowing
  - c. market research

**Name:** \_\_\_\_\_

### **Reading Comprehension Quiz – Let Your Career Goals Take Flight**

1. This is a key question to help you know yourself.
  - a. What special skills do I have?
  - b. What is the name of the closest community college?
  - c. Where am I going to live one day?
  
2. Finance is a career cluster in what career pathway?
  - a. Arts and Communication
  - b. Health Services
  - c. Business, Management and Technology
  
3. When researching career options it's always a good idea to check the \_\_\_\_\_ predictions and \_\_\_\_\_ range with the U.S. Bureau of Labor.
  - a. cost of living/educational
  - b. employment/salary
  - c. real estate/health
  - d.
  
4. Education & Training is a career cluster in what career pathway?
  - a. Natural Resources/Agriculture
  - b. Industrial and Engineering Technology
  - c. Human Services
  
5. Following someone over an entire day to see what they do is called \_\_\_\_\_.
  - a. professional evaluation
  - b. job shadowing
  - c. market research

## Pages 17-25: “Hot Jobs With Bright Futures”

### Group Activity: Career Fair

**Subjects:** Any, English, Communications

**Suggested length of lesson:** 2 to 3 classes

**Skills:**

- The ability to write a business and a thank you letter.
- The ability to build relationships with the business community.
- The ability to expose students to careers in small business.

As a class, make a list of questions about careers. Display these for students to see. Then, brainstorm careers in your local community.

Review the business letter format. Have students write letters to local companies asking them to send a representative for a Career Fair. They can use the list of questions to help them brainstorm their letters.

As you hear from professionals who are willing to make presentations, assign two to three students to each professional. These students should be responsible for communicating with and orienting the professional to the school, as well as gathering and setting up materials the professional may need. Ask professionals to bring a display board and be prepared to give presentations to small groups. Have students walk around the fair asking their questions from the first step.

Following the fair, have a discussion where students share the answers they have received to their questions from step one. Debrief on the experience of putting together the fair. What went well? What could be improved? Was there anything they could have done differently to make the fair run more smoothly or more organized? Also, as a class, write thank you letters to all of the professionals who participated in the fair.

**Assessment:** Have students make a copy of their letters before mailing them to turn in for a grade based on their understanding of a letter format. Have students complete a self-assessment following the fair to determine their level of involvement.

**Modification/Teaching Tip:** This is a great way to get the whole school involved. Your class can organize it, but try to get a large room reserved and invite the whole school. Or do a smaller version and have one professional come to your class each month or several over a week or a month.

## General Activity: Discussion

**Subjects:** Any

**Suggested length of lesson:** 1 class

**Skills:**

- The ability to better understand one's personality.
- The ability to make connections between one's interests and personality and potential careers.

As a whole class, discuss the following questions:

BEFORE reading the article

- What do you know about your personality?
- Ask a trusted friend or mentor to tell you what he or she knows about your personality.

WHILE or AFTER reading the article

- Read the personality section on page 17. Choose one to three personality types that seem to resonate with you.
- Have you ever thought about pursuing a job based on your personality?
- What kinds of jobs do your parents have? Did they consider their personalities when choosing a job? How do you think their lives would have been different if they had/hadn't?
- As you read the following pages, mark jobs that interest you and/or are suggested for people with your personality.

AFTER reading the article

- Do you agree with the personality test?
- Write a short reflection.

**Assessment:** Collect the reflections.

**Modification:** Have students get in groups with others who have the same personality and draw a symbol to represent their personality. Display these on the wall.

## **Individual Activity: The Path To Your Career: Who Am I And What Should I Do With My Life?**

**Subjects:** Speech, Art, Any

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- The ability to help students make connections between personality types and meaningful careers.
- The ability to introduce students to job possibilities they may not have considered.
- The ability to practice giving an oral presentation.

**Part 1:** After taking the personality test, students should read through the Six Career Pathways and mark jobs that interest them. Have them choose one job to research and present to the class from the list of jobs recommended for their personality. Students should find out what the salary range is and how that changes based on education level, or if and what education is required. Write a short report on this research.

**Part 2:** Then, students should make a list of questions they have about the career presented in Part 1. Interview two people in that field—depending on the difficulty of the student getting the interview you may consider including a Career & Tech Education teacher as one interview. Require one library reference book/online/DVD resource.

**Part 3:** Conference with students, if possible (two to three at a time, if necessary.) Have them answer these questions to prepare for their presentations:

- Why did you choose this job? How does it fit with your personality?
- Where would you live? Would you have a roommate, be married, have children?
- What would your daily life be like? How many hours would you work?
- Who would you work for? A large or small company? Your own business?
- How old would you be when you finished your education? Would you work first before finishing your education? Would it matter where you were educated?
- Would there be any room for advancement (promotions, etc.)? How far would you want to advance?
- What would you enjoy about the job? What would you dislike about the job?
- Is there anything you have done or can do to prepare for this job while you are still in high school?
- How would you convince others to do the same job?

**Part 4:** Students should give a three to five-minute presentation about their job to complete the project.

**Assessment:** Give students a rubric before they give their presentation with a list of skills for oral presentations that you have modeled and will be looking for, including a list of required research for them to include in the presentation.

**Modification:** Instead of a presentation, have students create a visual representation of their research and display them around the room. This could also be a video presentation.

**Teaching Tip:** Giving time at the beginning of an assignment like this or giving time consistently at the beginning of class will give students the chance to ask you questions.



## Group Activity: The Path To Your Career: Get Practical!

**Subjects:** Math, Family Consumer Science, Any

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Students will be able to practically sort through finances.
- Students will be able to create a budget.
- Students will be able to analyze their career choice and life expectations.

**Advance Preparation:** Provide students with community research, like housing information, or be prepared to direct them to some trusted sources, or provide sources in your classroom. Students will need access to Excel and computers.

After choosing their career and researching the salary range, place students in groups based on their salary ranges. As a group, have students create a budget for their salary. Some roles for students can include charter, organizer, time manager, research assistant, and double checker. Use Excel, or another software that makes spreadsheets. Create a formula to calculate as you add in new expenses. Encourage students as they add expenses, to shuffle things around to make their budget work. Ask them to divide their salary by 12 months to calculate a monthly income. Include the following in their chart and require the starred ones:

- \* Monthly Income
- \* Housing expenses (property values/ranges based on your area and calculated into a monthly mortgage or apartment rent prices)
- \* Taxes
- Charitable Giving
- \* Utilities – Water, Gas, Electric – depends on housing
- \* Phone/Cell phone
- \* Trash pick-up
- Internet
- Cable
- Car maintenance (including gas) and insurance or Monthly public transportation costs
- Saving Goals
- Groceries for your family size (Estimate what a day’s worth of meals cost and multiply it by 31.)
- Eating out
- Clothing
- Home repair
- Gifts
- Entertainment
- Furniture to furnish your house/apartment
- Travel
- Health Insurance
- Renter’s Insurance/Homeowner Insurance
- Miscellaneous expenses – toiletries, laundry soap, etc.

Check your calculations to make sure the budget balances. If it doesn't, go back and remove some expenses.

After all groups have completed their budgets, discuss what students learned in this assignment. Did any students change their minds about their career choice? Was this a difficult assignment? Why or why not?

**Assessment:** Make sure students have at least included the required categories. Check their math calculations. Have students create a neat, organized budget to turn in for a grade.

**Modification:** For students who struggle with math and logical assignments, make sure they are partnered with stronger students. If you have access to Quicken or some other budget software, you may want to introduce the whole class to budgeting software.

**Teaching Tip:** Display these on the wall, with a "Get Practical" banner.

## Group Activity: The Straight And Narrow Path

**Subjects:** Any

**Suggested length of lesson:** 1 class

**Skills:**

- The ability to build community.
- The ability to think critically about careers.
- The ability to compare strengths and weaknesses.

**Advance Preparation:** Reserve some time in the computer lab. Teach or review with students how to use PowerPoint or other presentation software.

Divide students into six groups. Give each group one of the career pathways. Create a PowerPoint presentation. Incorporate music, video, or other multimedia whenever possible. The presentation should include slides for:

- Descriptions of the jobs mentioned in the article for that pathway, as well as two more that the group adds. This may be researched on the Internet.
- A picture to represent each job (this can be a photo, an illustration, a cartoon, etc.)
- Descriptions of tools or equipment used for this job
- Skills or subjects needed for this job
- Famous people or companies related to this job
- Historical significance of this job
- Demand for this job
- Pay scale for this job
- Most unique thing about this job

It may be helpful for students to create a rough draft of their slides before creating them in PowerPoint.

**Assessment:** Assess students based on completion of above slide requirements, as well as a creativity component.

**Modification:** Create slide requirements together as a class. Have a few required ones in mind and let students add to them, based on their interests.

**Teaching Tip:** Make sure students know how to save their presentations so that you can show them in class. Allow students to do a test run before the final presentation is due.

**Some helpful information on jobs:** [www.bls.gov/oco/](http://www.bls.gov/oco/).

**A sample budget chart:** [http://en.wikipedia.org/wiki/Personal\\_budget](http://en.wikipedia.org/wiki/Personal_budget).

## Hot Jobs with Bright Futures Vocabulary Worksheet

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Economically
2. Personality type
3. Career path
4. Educational level
5. Realistic
6. Investigative
7. Artistic
8. Social
9. Enterprising
10. Conventional

Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) - Hot Jobs with Bright Futures

1. A \_\_\_\_\_ isn't a degree but a credential showing successful completion of a basic, core curriculum in many technical-vocational and other career fields.
  - a. service plaque
  - b. certificate
  - c. monthly review
2. A \_\_\_\_\_ person considers him or herself to be practical and down-to-earth.
  - a. marketing
  - b. centered
  - c. realistic
3. A four-year degree earned by completing 128 or more semester hours of required and elective courses is called a \_\_\_\_\_.
  - a. law degree
  - b. Bachelor's degree
  - c. education degree
4. An \_\_\_\_\_ degree is awarded by schools for completion of a program totaling 62 or more hours of required and elective courses.
  - a. Archival
  - b. Independent
  - c. Associate
5. Someone with a personality that is expressive and independent tends to be \_\_\_\_\_.
  - a. mathematical
  - b. artistic
  - c. introverted
6. An \_\_\_\_\_ personality tends to be precise, scientific, and intellectual.
  - a. inconspicuous
  - b. investigative
  - c. optimistic
7. A person with a social personality would typically enjoy \_\_\_\_\_ or \_\_\_\_\_.
  - a. sales / marketing
  - b. engineering / construction
  - c. teaching / social work
8. Someone with an additional two years of study beyond a bachelor's degree has earned a \_\_\_\_\_.
  - a. electrician's certificate
  - b. Master's degree
  - c. honorary degree
9. An enterprising person likes to \_\_\_\_\_ people and to sell things or ideas.
  - a. amuse
  - b. understand
  - c. lead
10. Someone who likes to work in a set and orderly way has a \_\_\_\_\_ personality.
  - a. non-traditional
  - b. conventional
  - c. discreet

Name: \_\_\_\_\_

### Reading Comprehension Quiz - Hot Jobs with Bright Futures

1. A \_\_\_\_\_ isn't a degree but a credential showing successful completion of a basic, core curriculum in many technical-vocational and other career fields.
  - a. service plaque
  - b. certificate
  - c. monthly review
2. A \_\_\_\_\_ person considers him or herself to be practical and down-to-earth.
  - a. marketing
  - b. centered
  - c. realistic
3. A four-year degree earned by completing 128 or more semester hours of required and elective courses is called a \_\_\_\_\_.
  - a. law degree
  - b. Bachelor's degree
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5. Someone with a personality that is expressive and independent tends to be \_\_\_\_\_.
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  - a. electrician's certificate
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  - a. amuse
  - b. understand
  - c. lead
10. Someone who likes to work in a set and orderly way has a \_\_\_\_\_ personality.
  - a. non-traditional
  - b. conventional
  - c. discreet

## Pages 26-29: “Hit Your Stride At A Two-Year College”

### Group Activity: Demystifying Two-Year Colleges

**Subjects:** English, Art, Communications, Social Studies

**Suggested length of lesson:** 1 class

**Skills:**

- The ability to use inductive and deductive reasoning.
- The ability to think critically about stereotypes.
- The ability to be creative.
- The ability to read, infer, and analyze an article.

**Advance Preparation:** Either provide poster board/paper for students, or have them bring in their own.

Generate the following handout, or write these on the board:

- Two-year colleges are all the same.
- Students in two-year colleges drop out.
- I’ll never survive a four-year college after attending a two-year college.
- Competitive four-year colleges don’t accept two-year college credits.
- Transferring from a two-year college to a four-year college is too hard.
- I can’t get financial aid if I go to a two-year college.
- Two-year colleges are for older students and students who work full-time.
- Two-year colleges are not “real” colleges.
- Nobody who is anybody goes to a two-year college.
- I shouldn’t go to a two-year college unless I want a vocational/technical career.

Use these statements as an anticipation guide. Read them aloud and discuss student perceptions of them as a class. Do they agree or disagree? Allow students to share their thoughts, without correcting them.

Then, students should read “Hit Your Stride...” and “Your Transfer Ticket.” Discuss the following:

- What are some positive aspects of two-year colleges? Make a list.
- What advice do the experts give for transferring to a four year school? Make a list.

Find statements that disprove each of the initial statements about two-year colleges in either the article or other sources. Divide the class into groups. Each group should create a poster for one of the statements, demystifying it.

**Assessment:** Make sure posters include the original statement, a statement from one of the articles disproving it, and some type of visual expression.

**Modification:** You may want to have students add their own stereotypes about two-year colleges to the list at the beginning.

## Group Activity: College Commercial

**Subjects:** Film Studies, Any

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Students will learn things about two-year colleges that they may not know.
- Students will be able to practice researching skills.
- Students will be able to prepare for college.

Divide students into groups of three. For each group, assign them three two-year colleges with websites from your state that are easy to navigate, or allow them to choose their own.

Students will analyze the webpage for that college and request a college catalog. Look for the following: requirements for admission, financial aid/scholarship information, housing, interesting majors, student/faculty ratio, location, extracurricular activities and study abroad programs, and any other additional information of interest to the student.

Have the groups then create a commercial, including a script, of 2-4 minutes. The commercial should include as much of the information as they can in their allotted time, as well as how/why someone would go there and what you would do with a two-year degree. They should do all of this with a persuasive purpose. Students may choose to present the commercial as a skit in class, or to film it beforehand. Each member of the group needs to be able to communicate to you how he or she was involved—especially if they only worked on this outside of class.

**Assessment:** Evaluate students by their level of involvement and minimum of information included in the commercial.

**Modification:** You may choose to only allow students one minute for their commercial. Students could vote on the best commercial at the end—the one that they find most persuasive. OR You could have students come up with their own questions at the beginning of the assignment to drive their research.

**Teaching Tip:** You may want to show some college commercials. You can find them on their websites or record them from your local television stations.

**Helpful Information:**

For resources on colleges, try [www.collegeview.com](http://www.collegeview.com), [www.petersons.com](http://www.petersons.com), [www.collegeboard.com](http://www.collegeboard.com), and [www.collegeboard.com/student/csearch/where-to-start/150494.html](http://www.collegeboard.com/student/csearch/where-to-start/150494.html). Also check out the websites of local two-year colleges in your area.



## **Hit Your Stride At A Two-Year College Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Top-notch
2. Financing
3. Transfer
4. Flexibility
5. Options
6. Accreditation
7. Intercollegiate
8. Intramural
9. Phi Theta Kappa
10. Alternative

Name: \_\_\_\_\_

### Reading Comprehension Quiz (KEY) – Hit Your Stride at a Two-Year College

1. On average, tuition at a two-year college is \_\_\_\_ that of a four-year public college, and a fraction of the cost at a private school.
  - a. twice
  - b. one-fifth to three-eighths
  - c. **one-third to one-half**
  
2. Eighty percent of professors at two year schools hold a \_\_\_\_\_.
  - a. Bachelor's degree
  - b. teaching certificate
  - c. **master's degree or doctorate**
  
3. In addition to study-abroad opportunities, honors programs, and volunteer activities, some community colleges offer \_\_\_\_\_.
  - a. elite athletic programs
  - b. **internships with local employers**
  - c. off-campus libraries
  
4. While some students complete a one-year or two-year program and then enter the workforce, others \_\_\_\_\_.
  - a. take several weeks off before deciding their future
  - b. reevaluate the courses they've taken
  - c. **transfer to a four-year college or university**
  
5. Since not all courses offered by two-year colleges will transfer to a four-year school, it's important to \_\_\_\_\_.
  - a. take only classes you know you'll enjoy
  - b. **work with an advisor before selecting classes**
  - c. talk to your friends to get their advice

Name: \_\_\_\_\_

### Reading Comprehension Quiz – Hit Your Stride as a Two-Year College

1. On average, tuition at a two-year college is \_\_\_\_\_ that of a four-year public college, and a fraction of the cost at a private school.
  - a. twice
  - b. one-fifth to three-eighths
  - c. one-third to one-half
  
2. Eighty percent of professors at two year schools hold a \_\_\_\_\_.
  - a. Bachelor's degree
  - b. teaching certificate
  - c. master's degree or doctorate
  
3. In addition to study-abroad opportunities, honors programs, and volunteer activities, some community colleges offer \_\_\_\_\_.
  - a. elite athletic programs
  - b. internships with local employers
  - c. off-campus libraries
  
4. While some students complete a one-year or two-year program and then enter the workforce, others \_\_\_\_\_.
  - a. take several weeks off before deciding their future
  - b. reevaluate the courses they've taken
  - c. transfer to a four-year college or university
  
5. Since not all courses offered by two-year colleges will transfer to a four-year school, it's important to \_\_\_\_\_.
  - a. take only classes you know you'll enjoy
  - b. work with an advisor before selecting classes
  - c. talk to your friends to get their advice

## Pages 30–32: Four Creative Ways To Pay For College

### Individual Activity: Find The Most Bizarre Scholarship

**Subjects:** Math, Economics

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Research at least one scholarship (or grant) they qualify for
- Creative thinking in looking for alternative sources for college funding
- Investigation of monies available in scholarship funds

**Preparation:** Call your local Chamber of Commerce to see if they have information about local businesses, civic groups, and clubs that offer scholarships. Contact as many as you can and obtain as much information as you can about these groups and businesses—not the scholarships themselves. In addition, provide some of the web addresses listed below.

- A. Give students time to research and find the most unique scholarships available on a national level and a local level. Challenge them to find at least one, if not both, for which the individual student would qualify.
- B. Have each student read their discoveries and each scholarship's (or grant's) qualifications.
- C. As a class, determine who found the most unusual type of financial aid.
- D. As an extra step, offer to help students who have decided to actually apply for the kind of aid they reported.

## **Group Activity: From The Horse's Mouth**

**Subjects:** Math, Economics, English

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Listening and taking notes of a presentation
- Critical thinking about different ways to pay for college
- Evaluating content of questions

**Preparation:** Arrange for any/all of the following to come in and discuss how their organizations can assist/pay for higher education:

- A banker to discuss loans
- An employer whose company provides assistance
- A military representative
- A financial aid officer from a local college who can discuss work-study and grant programs

Prior to the day the outside guests arrive, assign students to develop two questions for the above panel or presenters. Go over these as a class and develop a final list of the best questions. Keep these to 10 questions. You may have more if time permits.

After the presentations, students should write a one-page evaluation of what they learned from the panel. Suggested topics to cover in their papers are:

- What was the most surprising thing you learned about college financing?
- What was the most creative way you heard about college financing?
- What suggestion seemed the most practical?

**Assessment:** Create a rubric with the questions, class participation and a final one-page paper on the most important facts the student learned from the professional panel.

## Group Activity: Cost-Of-Living, Cost Of School

**Subjects:** Math, Economics, English

**Suggested length of lesson:** 1 to 2 classes

**Skills:**

- Information gathering
- Communication
- Organizing of collected content for presentation

**Preparation:** Get the financial information/fees from the following:

- The closest trade school in your area
- The closest two-year college in your area
- The closest four-year college in your area

If possible, try and get average cost information on book and student activity fees.

- A. Divide the class into three groups and assign them each one of the three types of schools listed above.
- B. Ask them to determine the costs for one year at their assigned school, including:
  - Classes
  - Books
  - Activity fees
  - Lodging (apartment, living at home, Greek fees, dormitory)
  - Food (grocery bill, cafeteria passes, etc.)
  - Entertainment
  - Transportation (owning a car, parking, shuttle bus passes, bicycle)
- C. Have each group report back their findings, and let the other two groups determine any “holes” they might have missed. Each group should make a 3 minute presentation to the class, along with an outline of the information created as a “hand-out” to the class.

**Assessment:** Create a rubric for grading including: research, organization of material on the hand-out, presentation, class participation.

**Additional Resources:**

**Sallie Mae® College Answer**—a comprehensive, step-by-step approach to planning, selecting, and paying for college: [www.collegeanswer.com](http://www.collegeanswer.com)

**FastWeb!**—With over 1.3 millions awards, this “match-making” database is updated frequently: [www.fastweb.com](http://www.fastweb.com)

**Federal Student Aid**—Gives direct information about various funding sources: [www.studentaid.ed.gov](http://www.studentaid.ed.gov)

**FinAid**—Enables students to apply for financial assistance online: [www.fafsa.ed.gov](http://www.fafsa.ed.gov)

## **4 Creative Ways to Pay For College Vocabulary Worksheet**

Guess what the following words mean based on any prior knowledge. Write these definitions on your paper. Then, find them in the article. Compare your definitions and correct any as needed.

1. Financial assistance
2. Advanced placement
3. College-Level Examination Program (CLEP)
4. Tuition
5. Scholarship
6. Dual Enrollment
7. Accrue
8. Reimburse
9. Internally administrated exams
10. Beneficial



Name: \_\_\_\_\_

## Reading Comprehension Quiz (KEY) – 4 Creative Ways to Pay for College

1. \_\_\_\_\_ or dual enrollment programs allow you to pick up college credits while still in high school and save money in the process.
  - a. Regional Specialty
  - b. Five Year
  - c. **Advanced Placement**
  
2. Dropping classes too readily, failing to complete enough credits each term, or changing majors several times can result in \_\_\_\_\_.
  - a. early graduation
  - b. losing your scholarship
  - c. **wasting your time and resources**
  
3. If you work while in school, you may be eligible for \_\_\_\_\_ through your employer.
  - a. bookstore credit
  - b. **educational benefits**
  - c. free transportation
  
4. These grants are available to undergraduate students only and do not have to be repaid.
  - a. Fifty State Grants
  - b. 21<sup>st</sup> Century Grants
  - c. **Federal Pell Grants**
  
5. Online classes can save trips to campus and provide work flexibility but it's important to remember that these courses \_\_\_\_\_.
  - a. are very expensive
  - b. **demand discipline and strong writing skills**
  - c. last six to nine months

Name: \_\_\_\_\_

### Reading Comprehension Quiz - 4 Creative Ways to Pay for College

1. \_\_\_\_\_ or dual enrollment programs allow you to pick up college credits while still in high school and save money in the process.
  - a. Regional Specialty
  - b. Five Year
  - c. Advanced Placement
  
2. Dropping classes too readily, failing to complete enough credits each term, or changing majors several times can result in \_\_\_\_\_.
  - a. early graduation
  - b. losing your scholarship
  - c. wasting your time and resources
  
3. If you work while in school, you may be eligible for \_\_\_\_\_ through your employer.
  - a. bookstore credit
  - b. educational benefits
  - c. free transportation
  
4. These grants are available to undergraduate students only and do not have to be repaid.
  - a. Fifty State Grants
  - b. 21<sup>st</sup> Century Grants
  - c. Federal Pell Grants
  
5. Online classes can save trips to campus and provide work flexibility but it's important to remember that these courses \_\_\_\_\_.
  - a. are very expensive
  - b. demand discipline and strong writing skills
  - c. last six to nine months