

Grade 10



Introduction



Taking Tests



Careers



Finding a Job



Education After High School



Money Matters

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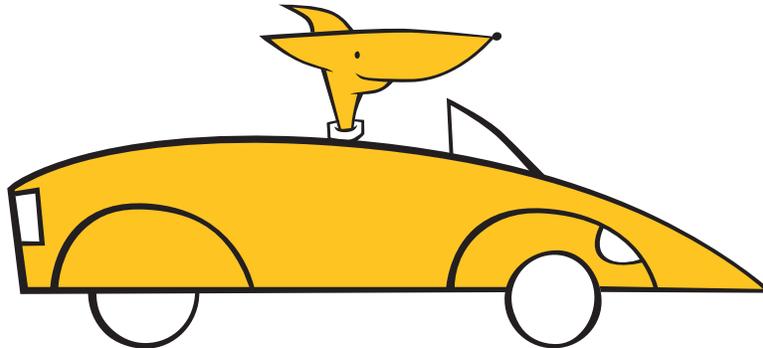
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UNIT 8: PORTFOLIO REVIEW

Roads to Success Overview



Your Mission

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

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

Your Grade

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

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

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

- Abide by Roads to Success rules and procedures.

Your Portfolio

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

Roads to Success Ninth Grade vs. 10th Grade

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

Topics:

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

College & Careers Quiz



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

1. Who should take the ACT PLAN?
 - a. Only students who are certain that they want to go to college.
 - b. No one. It is a waste of time.
 - c. Everyone. It's a good opportunity to practice test-taking regardless of whether or not you're planning on going to college.
2. Which of the following should you not expect of your first (or even second or third) job?
 - a. You will gain experience that you can use to get a better job in the future.
 - b. It will help you figure out what you want to do (or at least what you don't want to do!) later in life.
 - c. It will be your dream job.
3. When should you start thinking about what you are going to do after graduating from high school?
 - a. The summer after you graduate.
 - b. Starting now.
 - c. If you don't have a plan yet, it's already too late.

Our Destination

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

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

1. Why is this goal important to you?

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

Reflecting on the Structures Activity

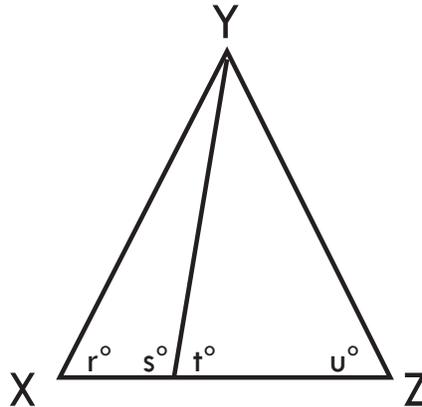
1. How did your group decide how to divide up the tasks?
2. How were group decisions made in completing this activity?
Were everyone's ideas heard equally? Explain.
3. During the group activity, where did you see the skills respect, responsibility, and teamwork being demonstrated? Explain your answer.
4. During the group activity, where did you see a complete lack of respect, responsibility, and teamwork being demonstrated? Explain your answer.

PREVIEWING THE PSAT

SAMPLE GRID-IN QUESTION

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

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



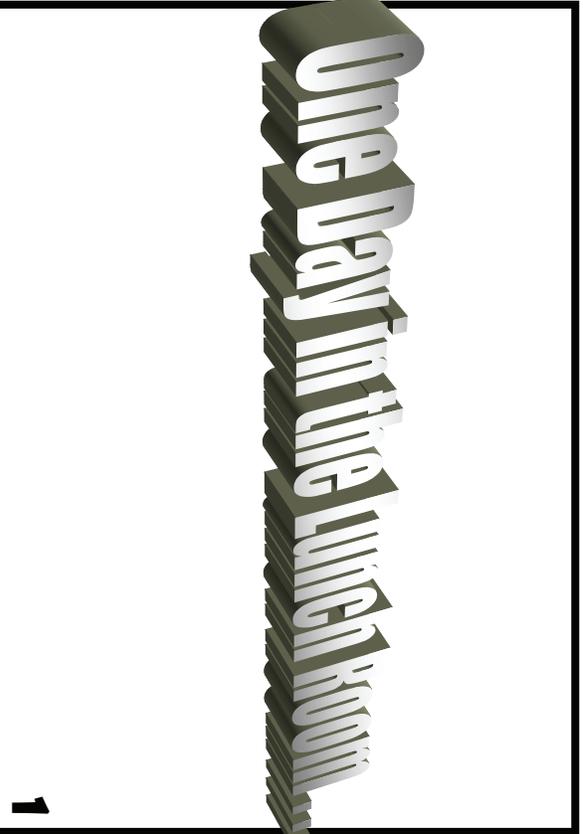
SAMPLE ENGLISH QUESTION

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

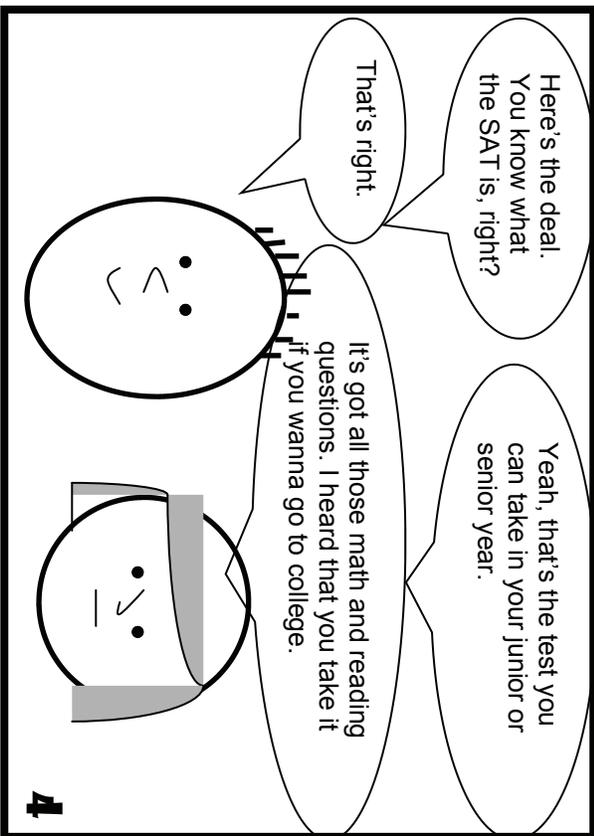
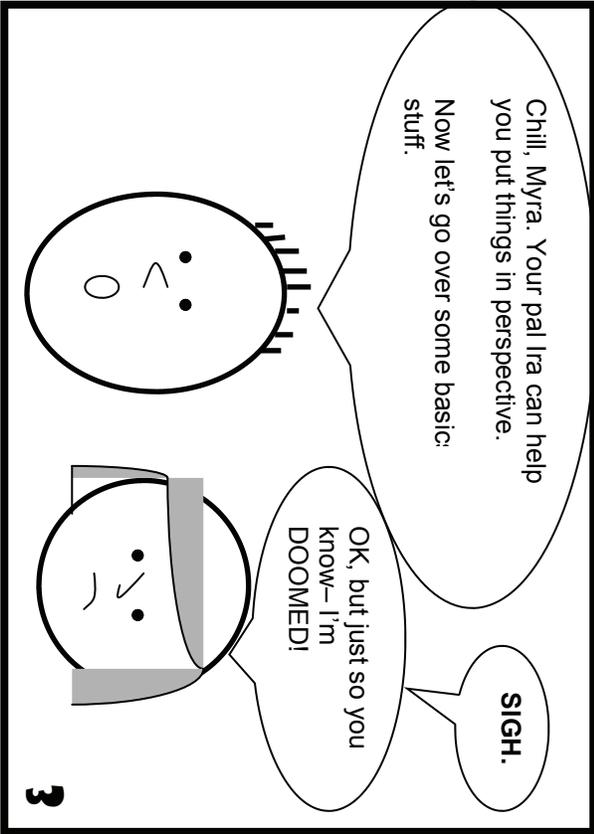
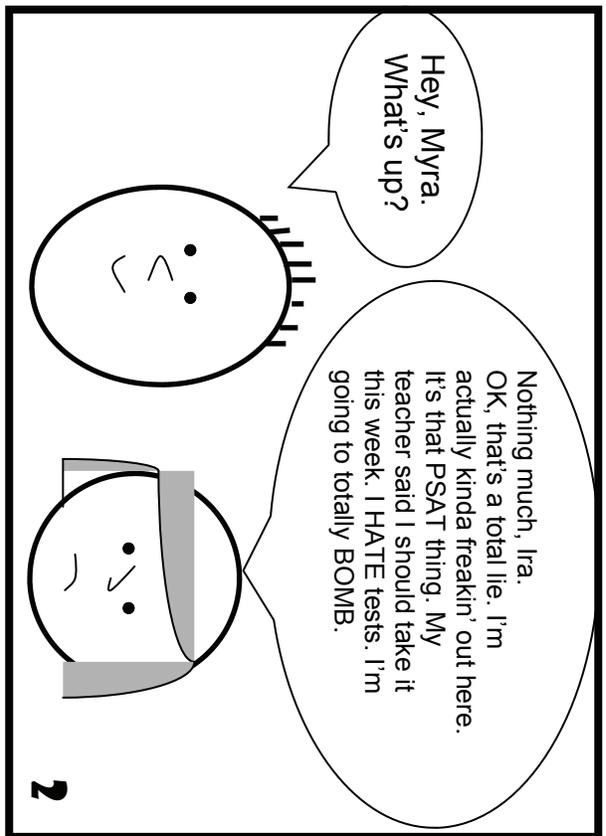
1.) In many respects Anna Karenina and Emma Bovary are
A
very similar characters, but Bovary has the most spirit
B C D
and determination. No Error.
E

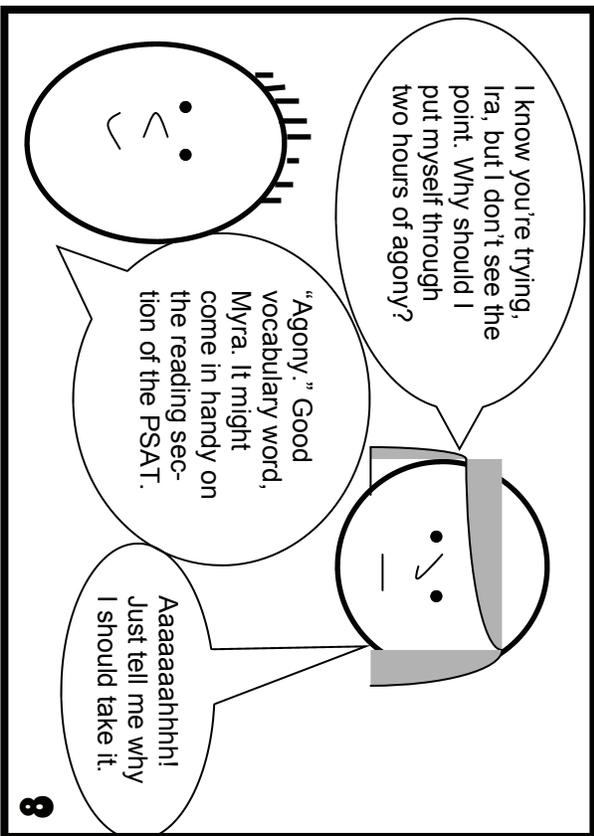
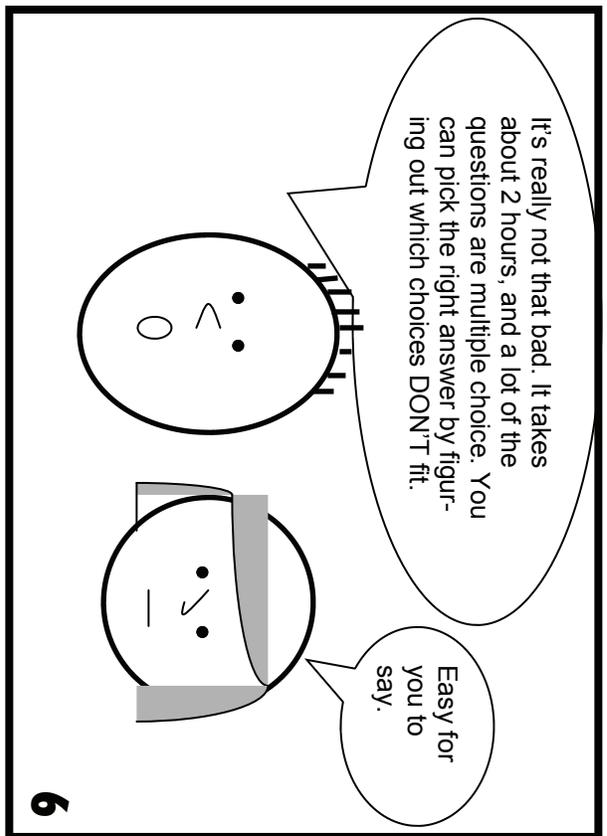
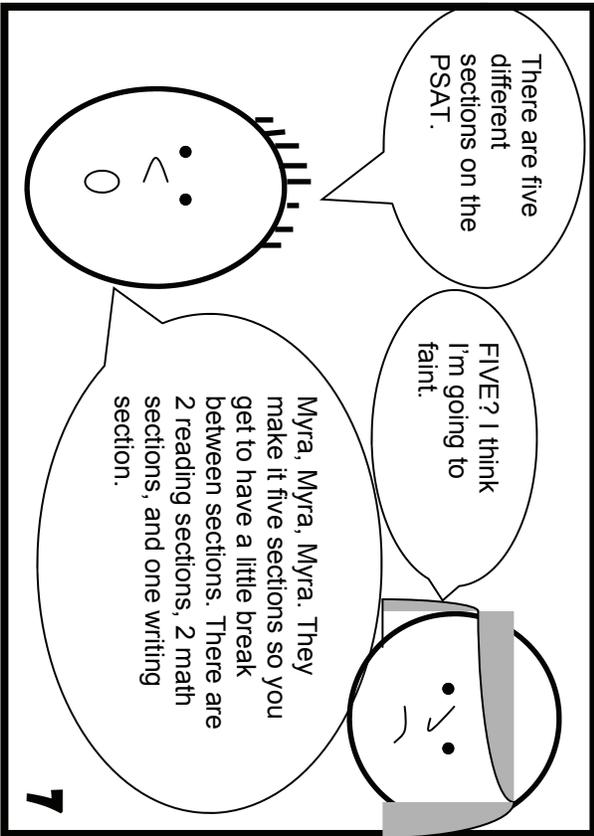
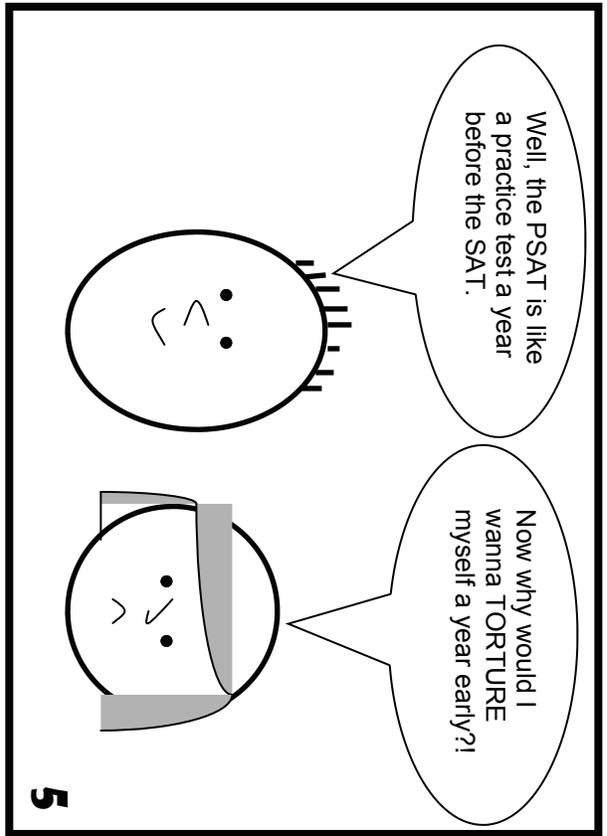
SOURCE: www.collegeboard.com/student/testing/psat/prep.html

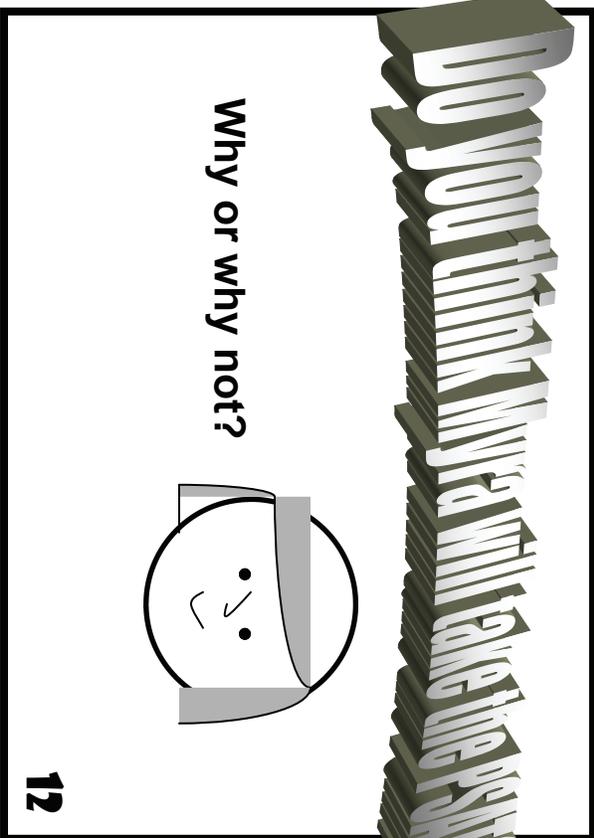
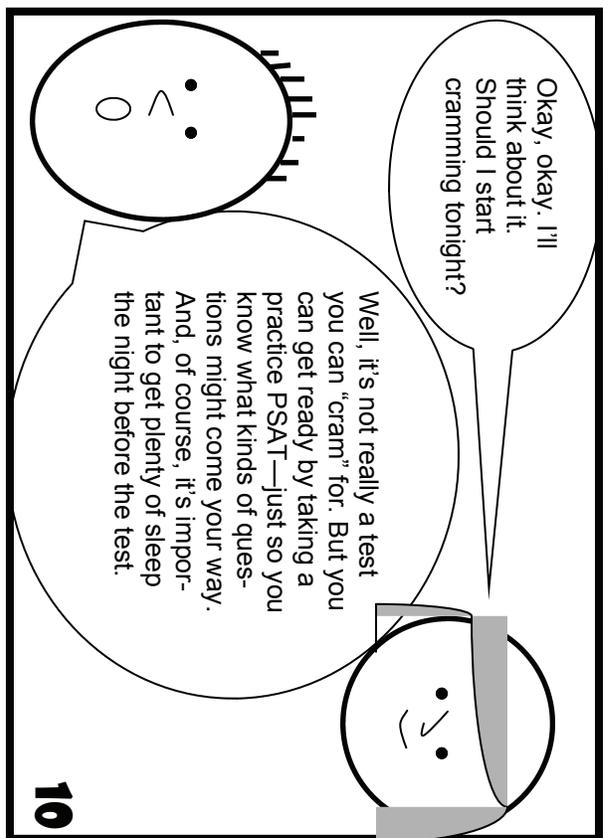
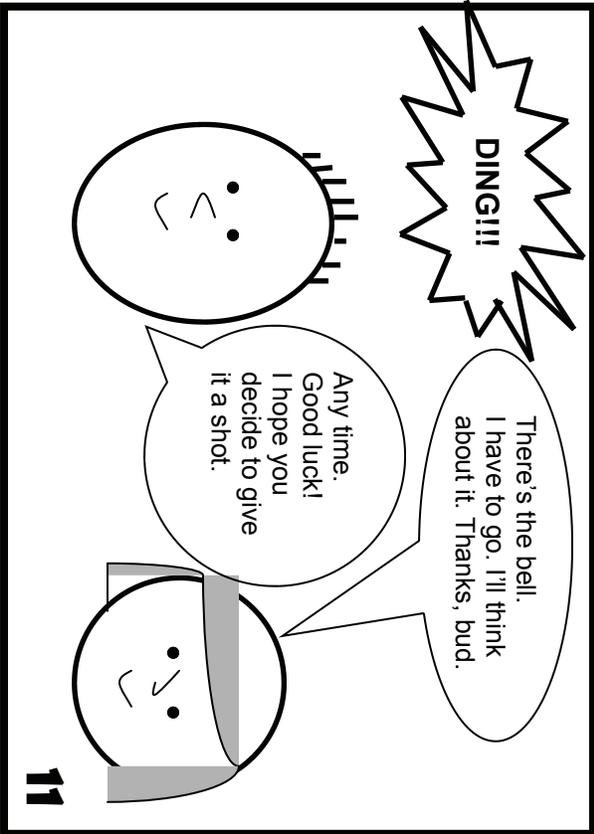
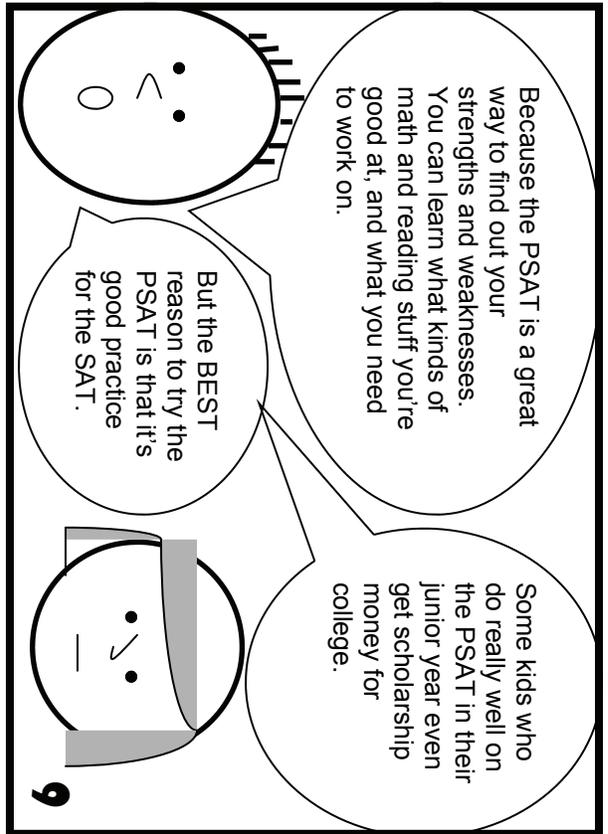
One Day in the Lunch Room



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







IMPORTANT PSAT INFORMATION

What's On the Test?

The PSAT includes 5 sections:

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

1. CRITICAL READING

This section has 48 multiple-choice questions:

- 13 sentence completion questions
- 35 critical reading questions

2. MATH

This section has 38 questions:

- 28 multiple choice questions
- 10 student produced responses or grid-ins.
- Students are strongly encouraged to use a calculator for this portion.

3. WRITING SKILLS

This section includes 39 multiple-choice questions:

- 14 identifying sentence errors
- 20 improving sentences
- 5 improving paragraph questions

REGISTRATION and DATES

- The PSAT is given in the middle to end of October. Your guidance counselor will have information on the exact test date for your school.
- You must sign up for the PSAT at your school. The test is given at your high school. (There is no online registration for the PSAT.)
- The fee for the PSAT is \$13. Your guidance counselor will have more information on applying for a waiver for the test fee.

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

CALCULATOR USE

Important Tips:

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

Calculators you are allowed to use:

- Four-function calculators
- Scientific Calculators
- Graphing Calculators

Calculators you are NOT allowed to use:

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

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

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

Context Clues

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

Martin Luther King Jr.

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

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

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

Mystery Monster

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

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

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

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

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

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

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

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

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

GUESS WHAT'S NEXT

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

Harry Potter And The Sorcerer's Stone

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

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

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

Mohammed Ali

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

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

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

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

Building Word Power

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

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

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

SAMPLE:

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

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

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

SAMPLE:

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

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

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

SAMPLE:

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

EXAMPLE FROM THE NEW YORK TIMES

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

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

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

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

PSAT Wrap-Up

1. Date the PSAT is given at my school:
2. How do I sign up for the PSAT?
3. If I have more questions about the PSAT, who should I ask?
4. List 2 reasons for taking the PSAT.
5. List 2 things you can do right now to help prepare for the PSAT and SAT.

For more info, check out:

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

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



Bull's-Eye! The PSAT Game Show

Reading: Sentence Completion

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

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

- (A) invalidate
- (B) diminish
- (C) objectify
- (D) celebrate
- (E) enrich

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

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

- (A) parallel -- an identical
- (B) precise -- an exact
- (C) interchangeable -- a particular
- (D) exclusive -- a separate
- (E) useful -- a useless

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

TIPS FOR ANSWERING SENTENCE COMPLETION QUESTIONS:

-
-
-

Reading: Passage-Based Reading

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

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

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

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

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

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

Reading: Passage-Based Reading

3. The author indicates that the **trauma of culture conflict** initially resulted from the
- (A) migration of American Indians from northeast Asia to the Western Hemisphere
 - (B) linguistic and cultural differences between the various American Indian groups
 - (C) extreme social and economic discrimination practiced by European Americans
 - (D) different attitudes toward land held by Europeans and American Indians
 - (E) decline of the American Indian population after the arrival of the Europeans
4. As used in the paragraph above, the word **common** most nearly means
- (A) coarse
 - (B) familiar
 - (C) mediocre
 - (D) plain
 - (E) shared

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

TIPS FOR ANSWERING PARAGRAPH-BASED READING QUESTIONS:

-
-
-

Math: Multiple Choice

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

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

- (A) $n - 1$
- (B) $n + 1$
- (C) $2n$
- (D) $3n + 1$
- (E) $4n + 1$

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

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

- * All 3 lockers are to be assigned
- * Abby and Ben cannot share a locker with each other.
- * A senior cannot share a locker with a junior.

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

- I. Abby and Ben
- II. Ben and Cathy
- III. Cathy and Dave

- (A) I only
- (B) II only
- (C) III only
- (D) I and II only
- (E) I, II, and III only

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

TIPS FOR ANSWERING MATH MULTIPLE-CHOICE QUESTIONS:

-
-
-

Math: Student-Produced Response

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

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

ANSWER: _____

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

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

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

ANSWER: _____

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

7.

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

8.

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Math Section: Student Produced Response Practice Grids

1. \$1.75

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

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

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. .4444.....

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

4. 20%

.	/	/	.
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

TIPS FOR ANSWERING MATH STUDENT PRODUCED RESPONSE QUESTIONS:

-
-
-

Writing: Identifying Sentence Errors

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

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

(A)

(B)

(C)

(D)

(E)

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

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

(A)

(B)

(C)

(D)

(E)

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

TIPS FOR ANSWERING WRITING (IDENTIFYING SENTENCE ERROR) QUESTIONS:

-
-
-

Writing: Improving Sentences

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

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

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

- (A) a campaign was begun by Joseph Pulitzer to raise money
- (B) a campaign to raise money was initiated by Joseph Pulitzer
- (C) money was raised in a campaign by Joseph Pulitzer
- (D) Joseph Pulitzer began a campaign to raise money
- (E) Joseph Pulitzer had campaigned to raise money

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

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

- (A) Underestimating its value, breakfast is a meal many people skip.
- (B) Breakfast is skipped by many people because of their underestimating its value.
- (C) Many people, underestimating the value of breakfast, and skipping it.
- (D) Many people skip breakfast because they underestimate its value.
- (E) A meal skipped by many people underestimating its value is breakfast.

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

TIPS FOR ANSWERING WRITING (IMPROVING SENTENCES) QUESTIONS:

-
-
-

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

You can also use IHaveAPlanIowa's Test Prep tools, available under the College Planning tab:

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

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

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

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

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

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

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



Job Summary

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

General Requirements

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

Sample Questions

Skill Tested: Applied Reading Demonstration

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

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

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

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

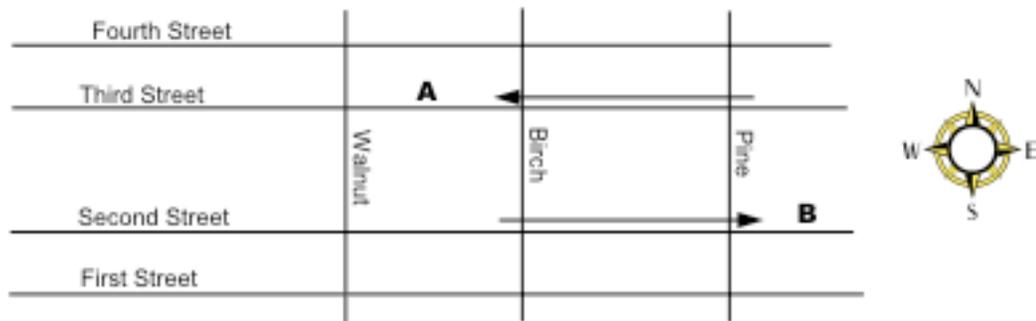
- (A) One side
- (B) Two sides
- (C) Three sides
- (D) Four sides

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



Skill Tested: Map Reading Demonstration

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



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

- (A) East on Third Street, turn right on Pine, turn left on Second Street
- (B) East on Third Street, turn right on Birch, turn left on Second Street
- (C) West on Third Street, turn right on Birch, turn left on Second Street
- (D) West on Third Street, turn left on Walnut, turn left on Second Street

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



Skill Tested: Listening Demonstration

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

Example Message:

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

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

1. The employee files are being shipped to Memphis.

RIGHT WRONG

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

RIGHT WRONG

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

RIGHT WRONG

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



Skill Tested: Sorting Demonstration

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

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

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

SHIPPING CODE	LOCATION
1. 02BZT	<input checked="" type="radio"/> A B C D E F G H I J K
2. 81TNM	A B C D E F <input checked="" type="radio"/> G H I J K
3. 38JSV	A B C D E F G H I J K
4. 07MMN	A B C D E F G H I J K

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

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



Apprenticeship Summary

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

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

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

General Requirements

Minimum age 18

High School Education

One Year of High School Algebra

[Qualifying Score on an Aptitude Test](#)

Drug Free

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



SAMPLE QUESTIONS: Math Ability Skills

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

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

- (A) 7
- (B) 11
- (C) 12
- (D) 17

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

Which of the following formulas is equivalent to this one?

- (A) $y = 3x^2 + 9x - 30$
- (B) $y = x^2 + 3x - 10$
- (C) $y = 3x^2 + 3x - 10$
- (D) $y = 3x^2 + 3x - 30$

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



SAMPLE QUESTIONS: Math Ability Skills

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

What is the next number in the pattern?

- (A) 97
- (B) 99
- (C) 106
- (D) 109

4. Consider the following formula: $a = \frac{1}{2}b - 4$

Which of the following statements is true for this formula?

- (A) When the value of b is less than 8, a is negative.
- (B) When the value of b is greater than 8, a is negative.
- (C) When the value of b is less than 8, a is positive.
- (D) When the value of b is greater than 4, a is positive.

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



SKILL: Competency with Graphs, Charts, and Diagrams

5. Consider the following table:

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

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

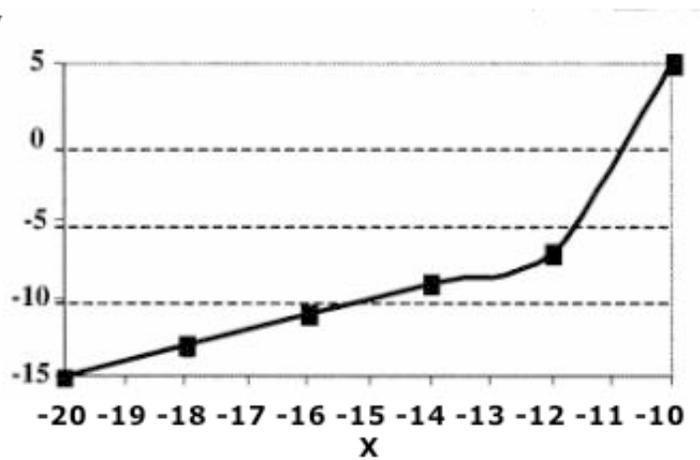
A.

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

B. $Y = x/2 - 5$

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

D.



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



Sample Reading Comprehension

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

Passage

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

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

- (A) July 26 only
- (B) August 13 only
- (C) July 26 and one other date
- (D) August 13 and one other date

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



Sample Reading Comprehension

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

- (A) January 1
- (B) February 20
- (C) March 25
- (D) September 15

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

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

- (A) Mayans made Edzna the capital because it was more temperate than Izapa.
- (B) All Mayans moved to Edzna in 150 AD.
- (C) Mayans used calendars to mark the passage of time.
- (D) The Mayan city of Izapa was destroyed in 150 AD.

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

CHECK-UP QUESTIONS

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

The PSAT

The FedEx Basic Skills Test

The NJATC Apprenticeship Test

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

PREVIEWING THE ACT PLAN

SAMPLE MATH QUESTION

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

- 1) If you have gone 4.8 miles in 24 minutes, what was your average speed, in miles per hour?
- (A) 5.0
 - (B) 10.0
 - (C) 12.0
 - (D) 19.2
 - (E) 50.0

SAMPLE ENGLISH QUESTION

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

2) Bessie Coleman: In Flight

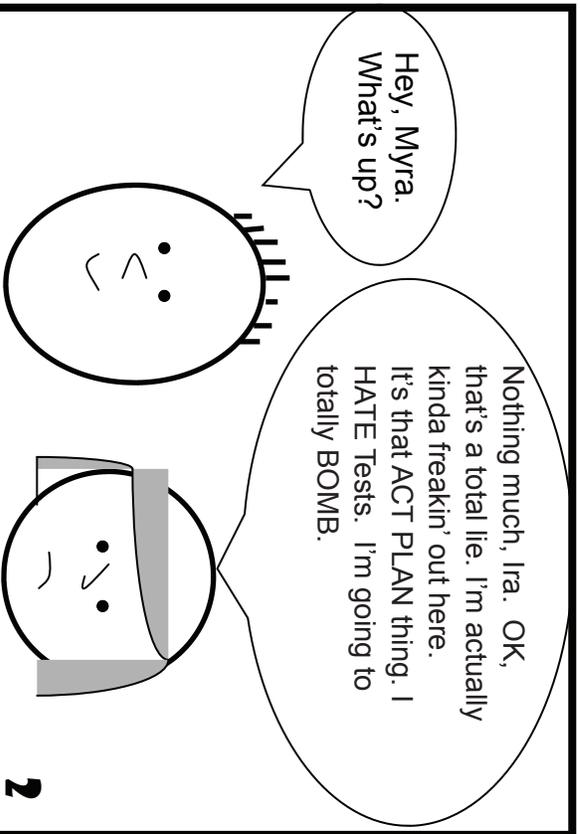
After the final performance of one last practice landing, the French instructor nodded to the young African-American woman at the controls and jumped down to the ground. Bessie Coleman was on her own. She lined up the nose of the open cockpit biplane on the runway's center mark, gave the engine full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

- (A) NO CHANGE
- (B) one finally ultimate
- (C) one final
- (D) one last final

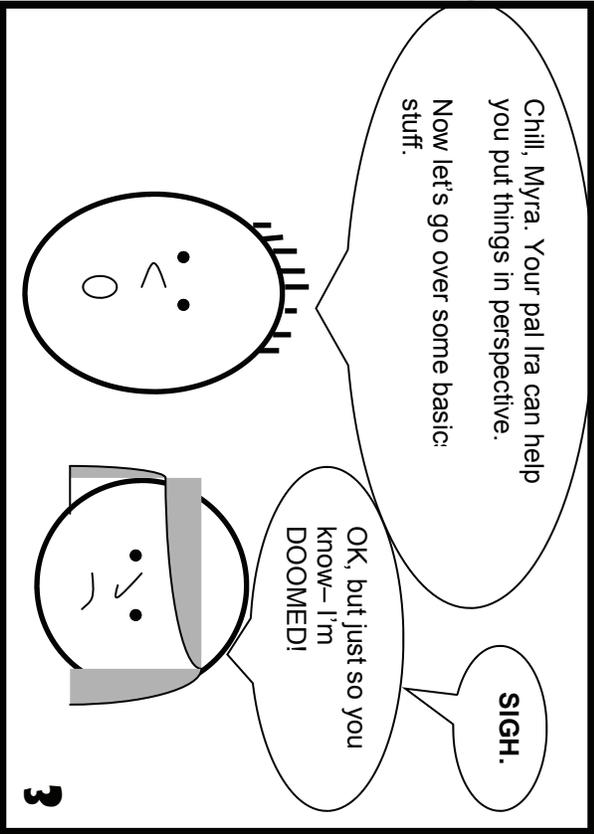
One Day in the Lunch Room

1

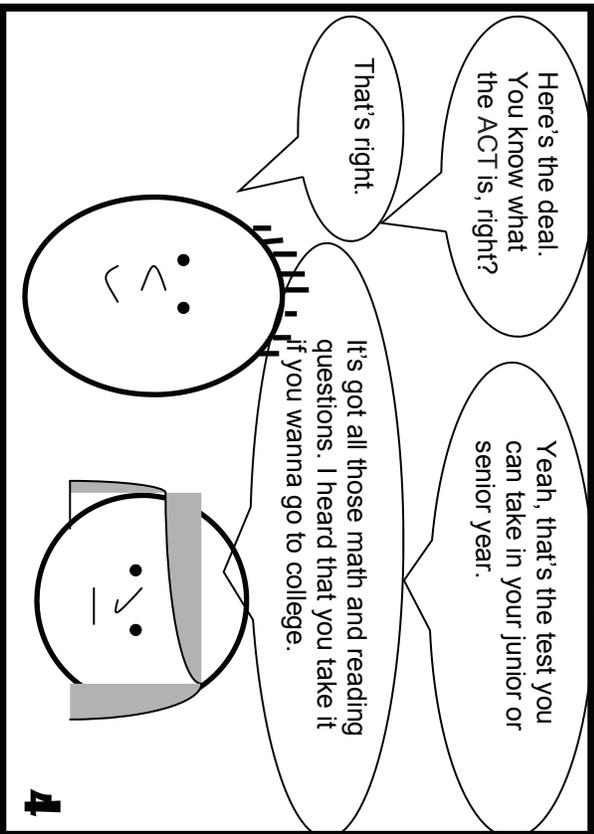
Meet Myra and Ira. She's a sophomore. He's a junior. They've been friends forever.



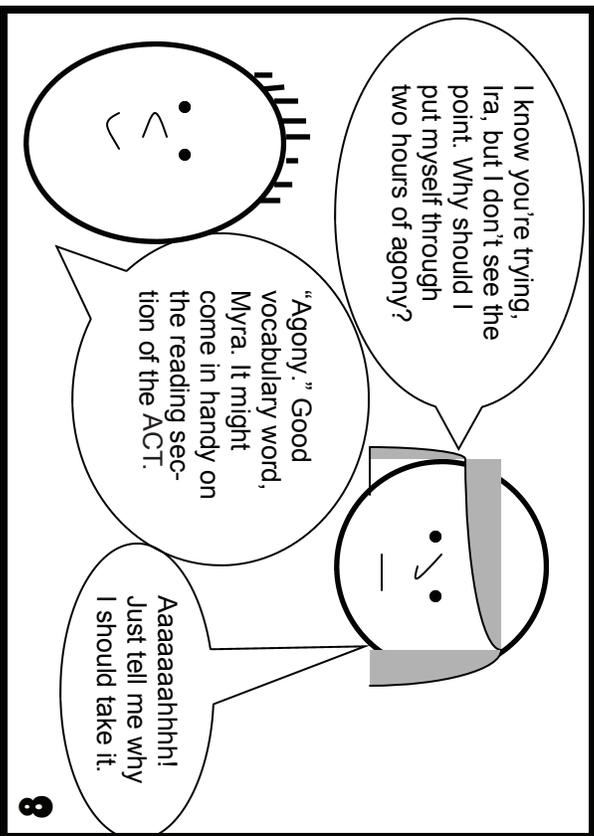
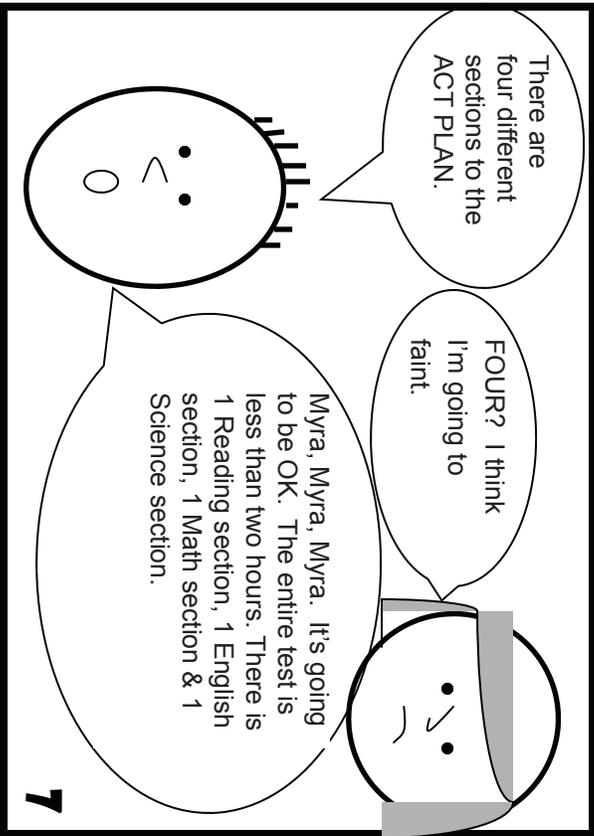
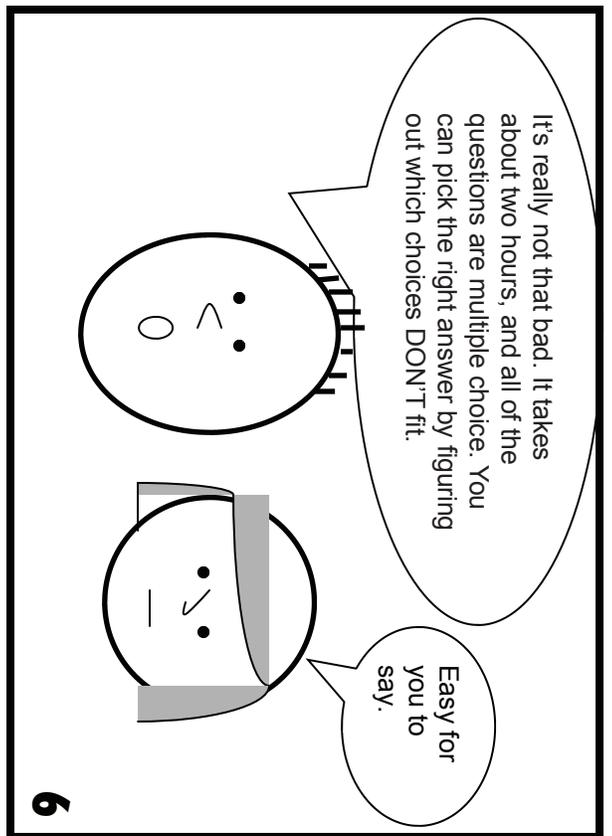
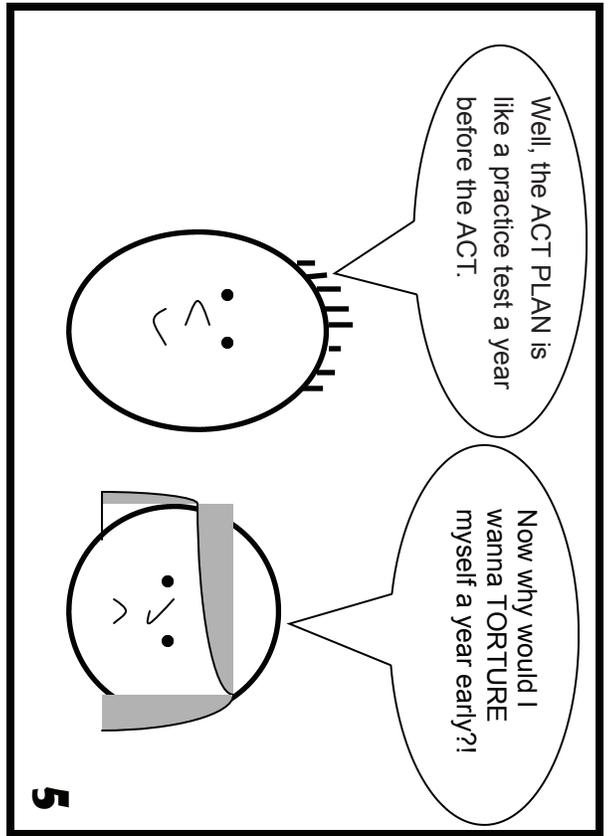
2

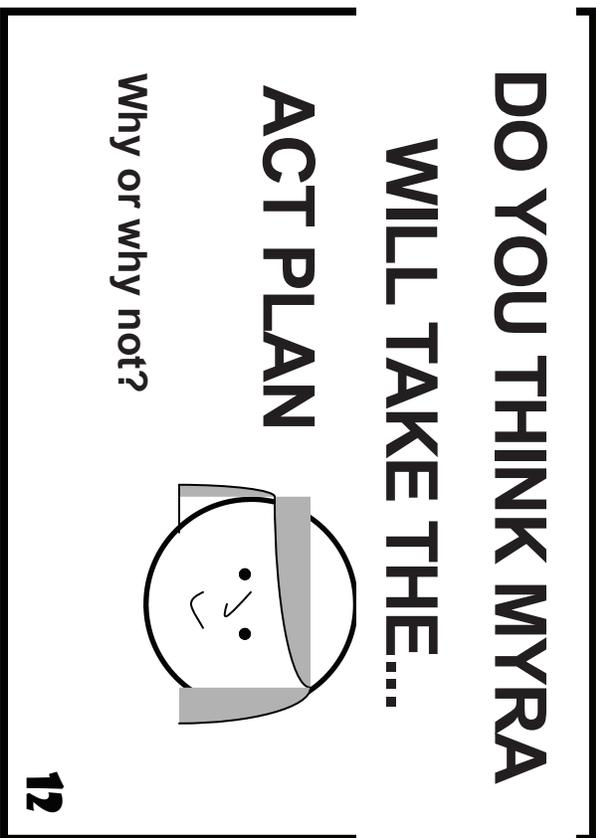
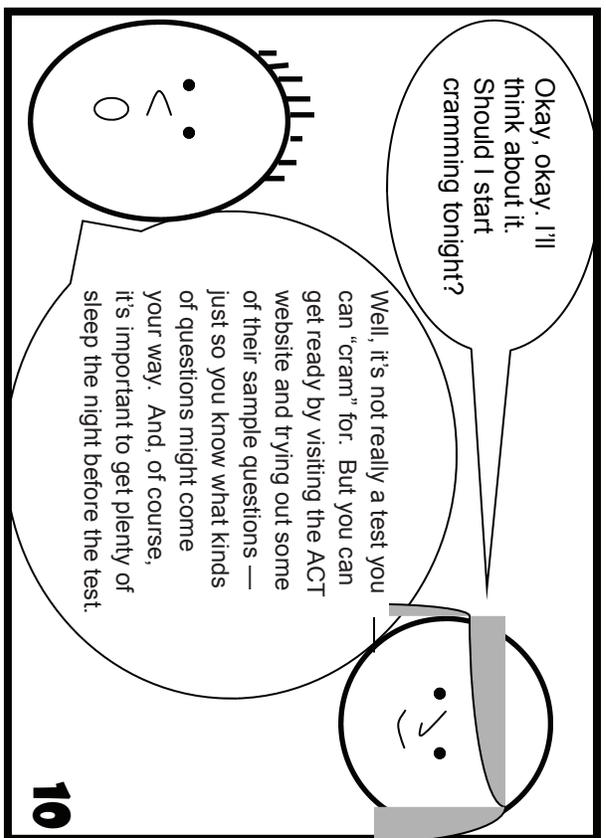
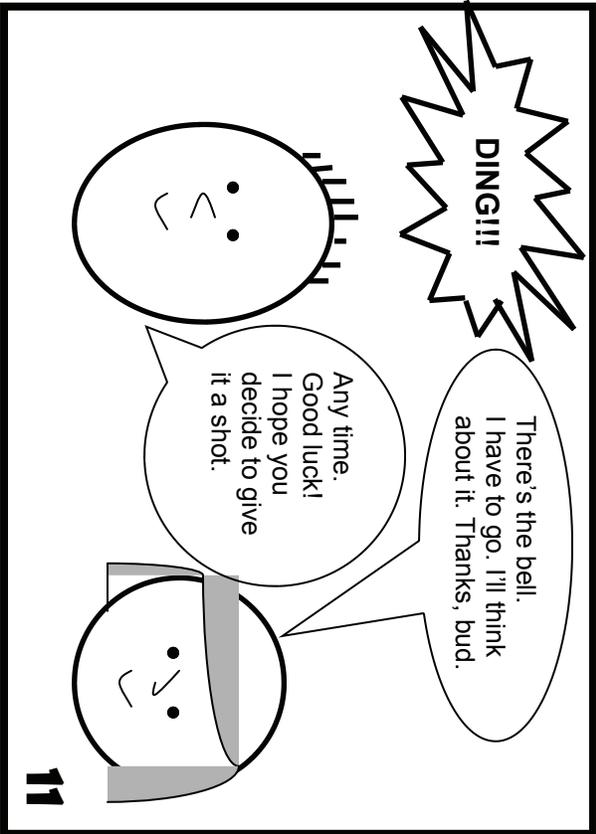
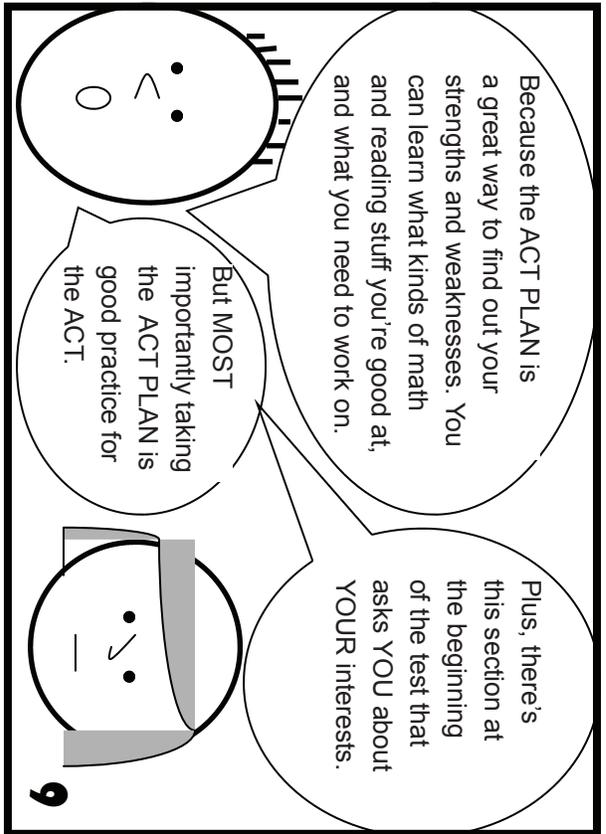


3



4





IMPORTANT ACT PLAN INFORMATION

What's On the Test?

The ACT PLAN includes four sections:

- One 30-minute English section
- One 40-minute math section
- One 20-minute reading section
- One 25-minute science section
- The entire test lasts for one hour and 55 minutes.

1. ENGLISH TEST

This section has 50 questions:

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

2. MATH

This section has 40 questions:

- 22 pre-algebra/algebra questions
- 18 geometry questions
- All questions are multiple choice.
- You may use a calculator in this section.

3. READING TEST

This section includes 25 questions:

- There are three prose passages, each followed by several multiple-choice questions.

3. SCIENCE TEST

This section includes 30 questions:

- This section is made up of five sets of scientific information: two in research summaries, two in data representations, and one in conflicting viewpoints format.
- You may NOT use a calculator in this section.

DATES

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

CALCULATOR USE

Important Tips:

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

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

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

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

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

Context Clues

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

Martin Luther King Jr.

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

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

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

Mystery Monster

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

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

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

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

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

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

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

GUESS WHAT'S NEXT

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

Harry Potter And The Sorcerer's Stone

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

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

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

Mohammed Ali

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

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

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

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

Building Word Power

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

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

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

SAMPLE:

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

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

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

SAMPLE:

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

<http://learning.blogs.nytimes.com/category/word-of-the-day/>

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

SAMPLE:

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

EXAMPLE FROM THE NEW YORK TIMES

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

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

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

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

ACT PLAN Wrap Up

1. Year given:
2. How many sections make up the ACT PLAN?
3. If I have more questions about the ACT PLAN, whom should I ask?
4. List two reasons for taking the ACT PLAN.
5. List two things you can do right now to help prepare for the ACT PLAN and ACT.

Don't forget that you can use RUPrepareND.com's test prep tool, available in the College Planning section.

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



Bull's-Eye: The ACT PLAN Game Show

English Test

DIRECTIONS: In the following passage, there are certain words that are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of passage as a whole. If you think the original version is best, choose "NO CHANGE."

[1]

In the late 1890s, thousands of people crowded into penny arcades across the country to see a remarkable new invention: the movie. Seldom longer than one minute, the first movies were simply recordings of everyday events. A distantly speeding train¹ toward the camera or a man watering his garden—these were typical subjects.

1.

A NO CHANGE
B train speeding distantly
C distant train speeding
D train, distantly speeding

2.

- A** NO CHANGE
B supposedly
C suppose
D I suppose

[2]

Within ten years, the movies were telling ten-minute stories. But they were still primitive, because moviemakers were still recording the story from only one viewpoint, just as their predecessors recorded the speeding train. For example, supposing² the story called for a young man to propose marriage. The moviemaker would place the camera far from the stage, recording³ the entire scene from this single position.

3.

- A** NO CHANGE
B turn the camera and record the entire scene, placing it far from
C record, place the camera far away, and turn to
D turn, start, and recording

Source: www.act.org/plan/pdf/sample.pdf

TIPS FOR ANSWERING ENGLISH TEST QUESTIONS:

-
-
-

Reading Test

DIRECTIONS: Read the passage below. Then answer the questions below it.

5 "Now, this is not your ordinary airplane," Macon told Muriel.
"I wouldn't want you to get the wrong idea. This is what they
call a commuter plane. It's something a businessman would
take, say, to hop to the nearest city for a day and make a
few sales and hop back again.

10 The plane he was referring to—a little fifteen-seater that
resembled a mosquito or a gnat—stood just outside the
door of the computers' waiting room. A girl in a parka was
loading it with baggage. A boy was checking something on
the wings. This appeared to be an airline run by teenagers...

15 ...Other passengers struggled through, puffing and bumping
into things. Last came the copilot, who had round, soft, baby
cheeks and carried a can of Diet Pepsi. He slammed the
door shut behind and went up front to the controls. Not so
much as a curtain hid the cockpit. Macon could lean out into
the aisle and see the banks of knobs and gauges, the pilot
positioning his headset, the copilot taking a final swig and
setting his empty can on the floor.

20 "Now, on a bigger plane, " Macon called to Muriel as the
engines roared up, "you'd hardly feel the takeoff. But here
you'd better brace yourself."

QUESTIONS 4 & 5:

4. When Macon compares the plane he and Muriel are on with a bigger plane (lines 14–21), he is preparing for a:
- (A) smooth takeoff
 - (B) smooth flight
 - (C) short flight
 - (D) bumpy takeoff
5. Since "not so much as a curtain hid the cockpit," Macon's view of the instrument panel and the crew was:
- (A) hidden
 - (B) unobstructed
 - (C) frightening
 - (D) scenic

Source: www.act.org/plan/pdf/sample.pdf

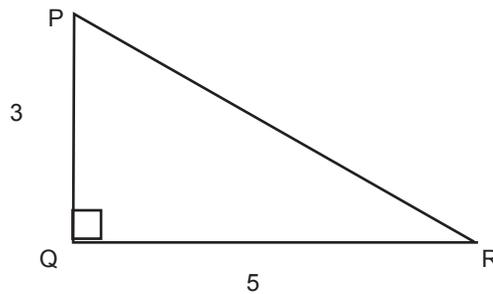
TIPS FOR ANSWERING READING QUESTIONS:

-
-
-

Math Test

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

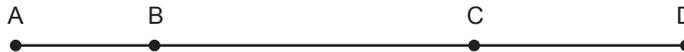
6. In $\triangle PQR$ below, $\angle PQR$ is a right angle; \overline{PQ} is 3 units long; and \overline{QR} is 5 units long. How many units long is \overline{PR} ?



- (A) 2
- (B) $2\sqrt{2}$
- (C) 4
- (D) $\sqrt{34}$
- (E) 8

Source: www.act.org/plan/pdf/sample.pdf

7. In the figure below, A, B, C, and D are collinear; AD is 35 units long; AC is 22 units long; and BD is 29 units long. How many units long is BC?



- (A) 5
- (B) 6
- (C) 7
- (D) 13
- (E) 16

Source: www.act.org/plan/pdf/sample.pdf

Math Test continued

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

8. If $3x - 10 = 24$, then $x = ?$

- (A) 31
- (B) 18
- (C) $11 \frac{1}{3}$
- (D) $4 \frac{2}{3}$
- (E) -2

Source: www.act.org/plan/pdf/sample.pdf

9. A certain school's enrollment increased 5% this year over last year's enrollment. If the school now has 1,260 students enrolled, how many students were enrolled last year?

- (A) 1,020
- (B) 1,197
- (C) 1,200
- (D) 1,255
- (E) 1,323

Source: www.act.org/plan/pdf/sample.pdf

TIPS FOR ANSWERING MATH TEST QUESTIONS:

-
-
-

Science Test

Directions: The passage below is followed by some questions. Choose the best answer to each question. Calculators are NOT allowed to be used on this section.

The following figures contain information about how solar energy can be collected through the window of a house. Figure 1 shows the percent of possible sunshine, Figure 2 the average outdoor temperature during the heating season, and Figure 3 the net heat gained (in British thermal units, Btu) per hour per square foot of window area.

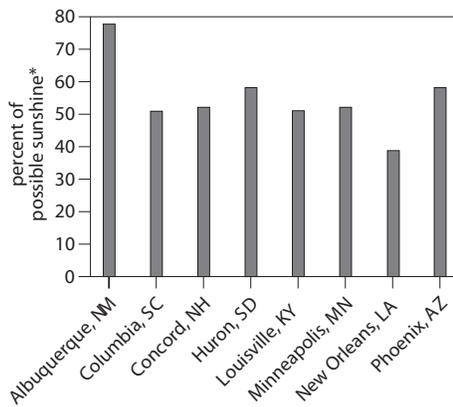


Figure 1

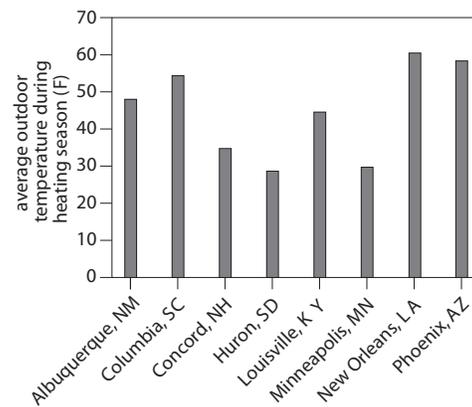


Figure 2

*percent of possible sunshine = $\frac{\text{actual hours of direct sunlight}}{\text{possible hours of sunlight}} \times 100$

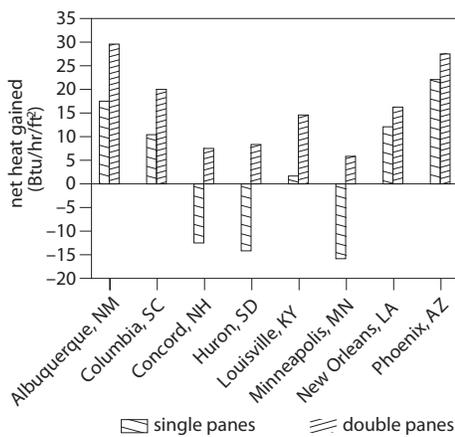


Figure 3

Source: www.act.org/plan/pdf/sample.pdf

Science Test continued

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

10. According to the information in Figure 3, the greatest heat gained through double-pane glass occurs in which of the following cities?

- (A) Albuquerque
- (B) Minneapolis
- (C) New Orleans
- (D) Phoenix

Source: www.act.org/plan/pdf/sample.pdf

11. Indianapolis, Indiana, receives 51% possible sunshine and has an average temperature of 40.3°F during the heating season. On the basis of the data presented, the net heat gained by a double-pane window in Indianapolis would be approximately?

- (A) -15 Btu/hr/ft^2
- (B) 7 Btu/hr/ft^2
- (C) 11 Btu/hr/ft^2
- (D) 27 Btu/hr/ft^2

Source: www.act.org/plan/pdf/sample.pdf

12. Which of the following hypotheses about the relationship between the percent of possible sunshine and average outdoor temperature during the heating season is best supported by the data?

- (A) As the percent of possible sunshine increases, the average temperature decreases.
- (B) As the percent of possible sunshine increases, the average temperature increases.
- (C) The average temperature is not directly related to the percent of possible sunshine.
- (D) The percent of possible sunshine depends on the length of the heating season, rather than the average temperature.

Source: www.act.org/plan/pdf/sample.pdf

TIPS FOR ANSWERING SCIENCE TEST QUESTIONS:

-
-
-

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

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

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

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

SO, WHAT DO THESE TESTS TEST? (and WHY SHOULD I CARE?) *cont'd*

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



Job Summary

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

General Requirements

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

Sample Questions

Skill Tested: Applied Reading Demonstration

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

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

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

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

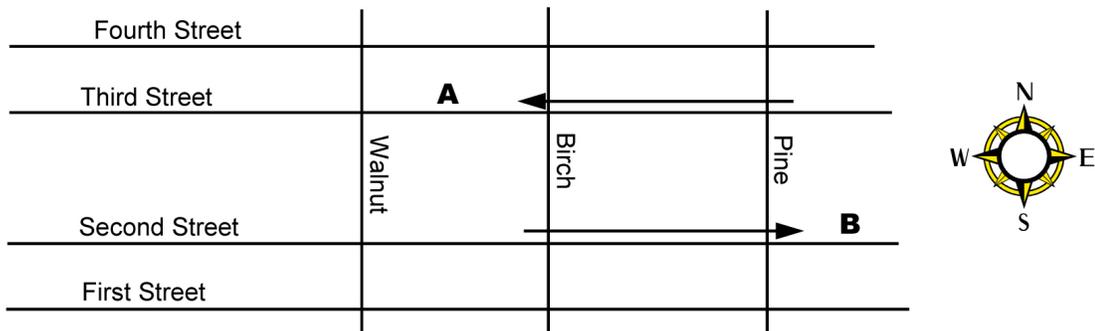
- (A) One side
- (B) Two sides
- (C) Three sides
- (D) Four sides

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



Skill Tested: Map Reading Demonstration

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



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

- (A) East on Third Street, turn right on Pine, turn left on Second Street
- (B) East on Third Street, turn right on Birch, turn left on Second Street
- (C) West on Third Street, turn right on Birch, turn left on Second Street
- (D) West on Third Street, turn left on Walnut, turn left on Second Street

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



Skill Tested: Listening Demonstration

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

Example Message:

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

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

1. The employee files are being shipped to Memphis.

RIGHT WRONG

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

RIGHT WRONG

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

RIGHT WRONG

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



Skill Tested: Sorting Demonstration

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

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

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

SHIPPING CODE	LOCATION
1. 02BZT	<input checked="" type="radio"/> A B C D E F G H I J K
2. 81TNM	A B C D E F <input checked="" type="radio"/> G H I J K
3. 38JSV	A B C D E F G H I J K
4. 07MMN	A B C D E F G H I J K

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

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



Apprenticeship Summary

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

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

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

General Requirements

- Minimum age 18
- High School Education
- One Year of High School Algebra
- [Qualifying Score on an Aptitude Test](#)
- Drug Free

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



SAMPLE QUESTIONS: Math Ability Skills

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

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

- (A) 7
- (B) 11
- (C) 12
- (D) 17

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

Which of the following formulas is equivalent to this one?

- (A) $y = 3x^2 + 9x - 30$
- (B) $y = x^2 + 3x - 10$
- (C) $y = 3x^2 + 3x - 10$
- (D) $y = 3x^2 + 3x - 30$

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



SAMPLE QUESTIONS: Math Ability Skills

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

What is the next number in the pattern?

- (A) 97
- (B) 99
- (C) 106
- (D) 109

4. Consider the following formula: $a = \frac{1}{2}b - 4$

Which of the following statements is true for this formula?

- (A) When the value of b is less than 8, a is negative.
- (B) When the value of b is greater than 8, a is negative.
- (C) When the value of b is less than 8, a is positive.
- (D) When the value of b is greater than 4, a is positive.

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



SKILL: Competency with Graphs, Charts, and Diagrams

5. Consider the following table:

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

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

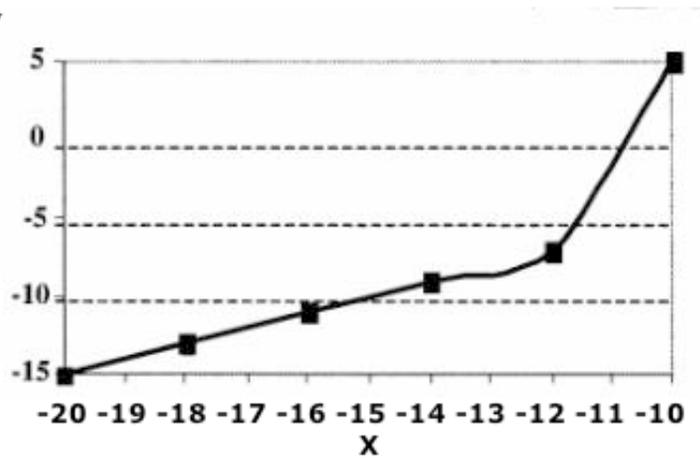
A.

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

B. $Y = x/2 - 5$

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

D.



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



Sample Reading Comprehension

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

Passage

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

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

- (A) July 26 only
- (B) August 13 only
- (C) July 26 and one other date
- (D) August 13 and one other date



Sample Reading Comprehension

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

- (A) January 1
- (B) February 20
- (C) March 25
- (D) September 15

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

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

- (A) Mayans made Edzna the capital because it was more temperate than Izapa.
- (B) All Mayans moved to Edzna in 150 AD.
- (C) Mayans used calendars to mark the passage of time.
- (D) The Mayan city of Izapa was destroyed in 150 AD.

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

CHECK-UP QUESTIONS

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

The ACT PLAN

The FedEx Basic Skills Test

The NJATC Apprenticeship Test

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

RUPrepareND.com BASIC Directions

I. Connecting to RUPrepareND.com

1. Turn on the computer.
2. Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
3. Type the web address into the dialog box (**RUPrepareND.com**).
4. When the RUPrepareND.com home page appears enter your account name and password into the sign-in area.

II. Interest Profiler

- Now, click on the **Career Planning** tab at the top of the page.
- Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler**, and then click **Get Started**.
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

III. Basic Skills Survey

- Now, click on the **Career Planning** tab at the top of the screen, and then click on the **Learn About Yourself** section.
- Click on the **Basic Skills Survey**.
- Read all of the directions, and then click **Get Started**.
- Read each skill carefully and check off all of the skills that you believe that you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers**.
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the **Basic Skills Survey**, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

IV. Career Finder

- Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers**.
- Under the section titled Career Exploration Tools, click on the **Career Finder**.
- To combine the results of the **Interest Profiler** and the **Basic Skills Survey**, first look for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.

- Click **Use Basic Skills Survey Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Now click on **Interests** under the heading *My Characteristics*.
- Click **Use Interest Profiler Results**. You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers**. The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results**.

Interest Profiler Reflection

Please answer the following questions based on your Interest Inventory results.

1. List your top two and three interest areas. “Does each seem like an accurate description of your interests? Why or why not?”

2. What careers were surprising?

3. What changes did you see from your Grade 9 career matches?

Career Outlook for Popular Careers in Your State

Directions: Read through the list of careers below. Then, consider if there will be many or few job openings in each career over the next 10 years, and place a check next to the appropriate box in the second column. You do not need to fill in anything yet for the last two columns. We will go over this as a class.

Career	Number of Job Openings	Total Annual Average Openings	Change (%)
Petroleum Engineer	many job openings few job openings		
Reporter	many job openings few job openings		
Physician's Assistant	many job openings few job openings		
Elementary School Teacher	many job openings few job openings		
Electronics Engineering Technician	many job openings few job openings		
Professional Athlete	many job openings few job openings		

RUPrepareND.com Directions

Career Outlook

I. Connecting to RUPrepareND.com:

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the RUPrepareND.com home page appears, enter your account name and password into the sign in area.

II. Career Outlook

- Click on the **Career Planning** tab at the top of the page.
- Click on **Explore Careers**.
- Type in the name of the career you want to search for in the **Search Careers** box near the center of the page and click **Go!**
- (As an example, type in “Home Health Aide,” and click Go!)
- When the link to the career appears, click it.
- If multiple careers appear, such as “Home Health Aide” and “Personal and Home Care Aide,” just pick the option that most interests you.
- Then click the **Money and Outlook** button on the left-hand side of the screen.
- Scroll down the page to see the Career Outlook information for that career.
- If there is no information for North Dakota, select another nearby state from the pull-down menu at the top right.

Career Outlook Chart

Directions:

1. Choose four careers from **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**. You should choose the careers that interest you the most.
2. Select one career from the in-demand careers list and record it in the first row under the career column.
3. Research information in RUPrepareND.com about job openings for the five careers you selected and add what you find to this chart. Then answer questions 1 to 3 below and record which three careers you wish to research further at the bottom of this page. Remember one of your careers must be from the in-demand careers list.

Career	Annual Average Openings	Change (%)

1. Which career has the most openings?
2. Which career has the fewest openings?
3. Which career has the greatest percent increase in job openings?

My Three Career Selections Are:

- 1.
- 2.
- 3.

RUPrepareND.com Directions

Career Profile: What They Do

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the RUPrepareND.com home page appears enter your account name and password.

II. Career Profile: What They Do

- Type in the name of the career you want to search for in the **Search** box at the top of the page and click **Go**. If more than one career appears, choose the career that is the most interesting to you. (As an example, type in Librarian, and click **Go**.)
- When the link appears, click it to access the Career Profile. The first page that you see will be the **What They Do** section.
- Remember, you can also search for careers alphabetically by clicking a letter on the Explore Careers page in the Career Planning section.

MATCH-UP!

Match each working condition to its career by writing the numbers on the lines below each career. There are two working conditions for each career.

Careers	Working Conditions
Multimedia Artist/Animator	1. Often work evenings and Saturdays 2. Regular Monday to Friday, 9-to-5 schedule 3. Spend long hours at a drawing board or computer
Bank Teller	4. Spend four hours a day, five days a week on physical conditioning and practice 5. Summers off
Teacher Assistant	6. Most work for themselves in private practice 7. Many repetitive tasks (example: entering data into a computer)
Dentist	8. Usually work in design studios either at home, or in an office 9. Spend lots of time away from home
Professional Athlete	10. Work inside in a classroom most of the day

RUPrepareND.com Directions

Working Conditions, Earnings, and Education

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the RUPrepareND.com home page appears enter your account name and password.

II. Working Conditions

- Click on the **Career Planning** tab at the top of the screen.
- Click on the **Explore Careers** section.
- Type the name of the career you want to search for in the **Search Careers** box and click **Go!** (As an example, type in Criminal Investigator and Special Agent, and click **Go!**).
- When the link appears, click it. If more than one career appears, choose the career that is the most interesting to you.
- Scroll down to the bottom of the **What They Do** page (the page that appears first) until you see the section titled **Working Conditions and Physical Demands**. Read that section. Don't worry if your chosen career doesn't have these tabs. Read What They Do and the Interviews (tab on the left) for information on working conditions.
- Record three of the Working Conditions on the chart on **Portfolio pages 4 and 5, Comparing Careers: Working Conditions, Earnings, and Education**.

III. Earnings

- Repeat the first four bullet points listed under Part II: Working Conditions, above.
- Then click the **Money & Outlook** button on the left-hand side of the screen.
- Record the **Average Wage** in the chart. Choose the most appropriate region based on your own location.
- Remember that national earnings instead of state-wide earnings might appear in the some cases.

IV. Education

- Repeat the first four bullet points listed under Part II: Working Conditions, above.
- Then click the **What to Learn** button on the left-hand side of the screen.
- Read the information and check the appropriate level of education recommended for that career in the chart on **Portfolio pages 4–5, Comparing Careers: Working Conditions, Earnings, and Education**.

Related Career Comparison Chart

Compare one of your top career choices with a career in the same cluster by answering the questions in this chart.

QUESTIONS	Career Option 1: (Career You Have Researched)	Career Option 2:
1. How are these careers alike?		
2. List two things a person with this career has to do.		
3. What level of education is required?		
4. What part of the job would I like most?		
5. What part of the job would I like least?		
6. Is this career a possibility for me? Why or why not?		

RUPrepareND.com Directions

Related Careers and Career Clusters

I. Connecting to RUPrepareND.com

- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla Firefox, etc.).
- Type the web address into the dialog box (**RUPrepareND.com**).
- When the RUPrepareND.com home page appears enter your account name and password.

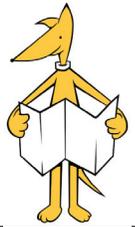
II. Related Careers/Career Pathways

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Type the name of the career you want to search for in the Search Careers box and click **Go**. (As an example, type in Carpenter, and click **Go**).
- When the link appears, click it. If more than one career appears, choose the career that you are the most interested in.
- Select the What to Learn tab on the left. At the top, you will see the name of the Career Cluster that the career you are reading about belongs to. (As an example, the career cluster that Carpenter belongs to is **Architecture and Construction**.) The Career Pathway - a narrower grouping of careers- appears right after that.
- Click on the **Career Cluster** or **Career Pathway** to see a longer list of related careers.

III. Career Clusters

- Click on the **Career Planning** tab at the top of the page.
- Click on the **Explore Careers** section.
- Review the Browse Career Clusters list.
- Click on the name of the Career Cluster that you are interested in.

Step 1: Figure out what's important to you.
Step 2: Find careers that match your values.



My Values

Put a check in the column that shows how important each value is to you.
Then circle the three values that are most important to you.

	Very important	Somewhat important	Not at all important
ADVENTURE I like to try new things and visit new places. I'd like a job where the activities change from day to day.			
BEAUTY I like to be surrounded by beautiful things. Art and nature are important to me.			
CREATIVITY I like to solve problems or make music or art.			
FAMILY I want a job that allows me to spend time with my family.			
FRIENDSHIP I want to share my life with someone. Friends are more important than having a lot of stuff.			
HELPING OTHERS I want to make the world a better place.			
INDEPENDENCE I like to set my own schedule and do things my own way.			
INTEGRITY I stand up for what I believe. Doing the right thing is important to me.			
KNOWLEDGE I like to learn something new every day.			
MONEY I need to make a lot of money.			
POWER I want to be in charge. I like to make decisions, organize activities, and influence other people.			
RECOGNITION I like being known for my accomplishments. Grades and awards are important to me.			
SECURITY I like it when I know exactly what's expected, and things don't change much from day to day.			

ADAPTED FROM: *Career Strategies: How to Get and Keep a Job*, Jim Comiskey and Jay McGrath, Workbook & Portfolio pages 12-13. Academic Innovations, 2000.

FIRST JOBS: Employer's Perspective

BEFORE READING

Directions: Check a box to the right of each statement to show whether you agree or disagree.

Truck Driver

First-Job Statement	Agree	Disagree
You can get a job as a truck driver (driving the big rigs) right out of high school, as long as you have a driver's license.		
If you're applying for a job, it's very important that your previous work experience is in the same field.		
An employer would rather hire someone who's had the same job for a long time rather than several short-term jobs.		

AFTER READING

Directions: Answer the questions below.

Truck Driver: An Employer's Perspective

1. If you want to be a truck driver, what kind of work could you do right out of high school?

2. Will an employer hire someone who does not have formal experience driving a truck?
Why or why not? [This is an inference question.]

3. Why do employers look for someone who's been in the same job for at least a year?

Truck Driver Reading

An Employer's Perspective

I work at a truck-driving school. We teach people to drive the big rigs, the trucks used to ship cargo cross-country. There are lots of young people who want to do this kind of work right out of high school. They know there's good money to be made if you're willing to work hard—and they're ready to hit the road after sitting in a classroom for 12 or 13 years.

The problem is that you can't get a cross-country license until you're 21. (It's called a CDL, or commercial driver's license.) This is discouraging to people who've just graduated, who are often only 17 or 18. A lot of people work locally till they're 21—driving smaller trucks in their home state. That's great experience—good work if you can get it.

Something that impresses future employers is seeing a young person who has shown they can stick with something for a while. It almost doesn't matter what the job is. If they work at something, anything really, for a whole year, it shows they're ready to take work seriously. Show up on time, do what they were hired to do—now that's somebody I'd want to hire.

FIRST JOBS: Employee's Perspective

BEFORE READING

Directions: Check a box to the right of each statement to show whether you agree or disagree.

TV Production Assistant

First-Job Statement	Agree	Disagree
Even after you go to college, you may still have to do menial work, especially in your first job after college.		
The daily life of a TV production assistant is glamorous.		

AFTER READING

Directions: Answer the questions below.

TV Production Assistant: An Employee's Perspective

1. What are some of the day-to-day tasks of a TV production assistant?

2. Why did this person decide to pick up the poop?

3. How could this have helped her team in the short term? How might it have helped her in the long term?

TV Production Assistant Reading

An Employee's Perspective

I work as a production assistant on a television show, which is pretty much the first TV job people get when they graduate from college. On the one hand, it's pretty cool to be hanging out, watching a TV show get made, and being part of it all. On the other hand, the hours are long and some of the work is just ridiculous—moving heavy stuff, bringing very picky people coffee exactly the way they like it, sitting in trucks watching equipment. Not at all what I went to college for!

On the show I work on, we work on location, in real people's houses. We pay them a location fee to videotape our stories there. One of the important parts of the production team's job is making sure the homeowners are happy—and that all the people and equipment going in and out of the house don't damage anything.

People think TV is glamorous, but that's not always the case. For example, here's what happened on location a few days ago:

People were moving lights, props, and equipment into the house, and I saw this big pile of "droppings" on the front lawn—definitely left by the homeowners' dog. I just knew someone on the crew was going to step in that pile and track it into the house. The homeowners would be mad and we'd have to stop everything and clean it up—wasting valuable production time. I can't tell you how much I wanted to ignore the problem and walk away, but I did it—I scooped the poop. I don't know if anybody saw me, but I figure that one day when I'm the producer or director—and I will be!—I'll want to know that somebody else is thinking about this kind of stuff so I don't have to.

P.S. I can't wait to move up to the next career level!

FIRST JOBS ON MY CAREER LADDER

My career goal:

List two things you could learn in each part-time job below that would help you in your future career. These could include:

- Specific skills you'll need later on in your career
- General skills you can use anywhere in the workplace

An example has been done for you.

<p>EXAMPLE: My career goal: ER nurse</p> <p>Job: Cashier at a drug store chain</p> <p>1. Learn more about prescriptions and over-the-counter medications.</p> <p>2. Solve customer problems, learn how to work with the public.</p>	<p>Job: Babysitter</p> <p>1.</p> <p>2.</p>
<p>Job: Volunteer in the school office</p> <p>1.</p> <p>2.</p>	<p>Job: Cashier at McDonald's</p> <p>1.</p> <p>2.</p>

TIPS FOR SUCCESSFUL INFORMATIONAL PHONE CALLS

Introduce yourself: Begin by introducing yourself and stating the purpose of your call.

Be prepared: Have an introduction and your questions prepared in advance. It also helps to practice what you're going to say a few times beforehand.

Make sure you're talking to the right person—at the right time: Always identify the name of the person you're talking to and confirm he or she is the right person to answer your questions. Be understanding if that person needs to forward the call to someone else, or if he or she asks you to call back another time.

Speak clearly and slowly: This isn't always easy if you're nervous!

Take notes: Jot down answers to help you remember the call. If you have to call back, note the person who answered the call and the date and time to call back.

Keep it brief: Respect the other person's time. Ask essential questions that couldn't be answered by your own research.

Say thank you!: Always thank the person for their time and their help.

TEEN JOB SURVEY

Your out-of-class assignment is to conduct a survey with a local business about their job opportunities for teens. On this sheet, write the business contact information and answers to your survey questions. You'll be sharing this information with the class.

Student name:

CONTACT INFORMATION	
Company name	Type of business
Company address	
Phone	E-mail (if available)
Name and title of person interviewed	
Date and time of interview	

QUESTIONS (Continue answers on the back if you need more room.)

1. How old do you have to be to work here?
2. What types of jobs are available for high school students?
3. What's the pay range for high school students?
4. What time of year are you most likely to be hiring?
5. What qualities are most important in an employee?

6. What's one quality that impresses you in a job applicant?

7. What's one quality that makes you unlikely to hire a job applicant?

8. Do you have any suggestions for applicants with no previous job experience?

9. May I stop by for a sample application to share with my class?

TEEN JOB INTERVIEW SCRIPT

Introduction:

Hello. My name is _____, and I'm a sophomore at _____ High School. My class is doing a survey of local businesses that hire teenagers to learn about job opportunities and to understand what employers are looking for. I was wondering if I might speak with the person in charge of hiring part-time employees. This should only take about five minutes.

What would you say in the following situations?

Situation #1: You're speaking to the person in charge of hiring, or you're immediately transferred to that person. What should you ask before you launch into the survey?

A. The person is willing to answer questions now.

B. The person is willing to answer your questions, but is too busy to talk now.

C. The person is not willing to participate in the survey.

Situation #2: You're not speaking with the person in charge of hiring. He or she says that person isn't available right now.

CALL-BACK INFORMATION
Name of person who answered the phone
Name of person you need to talk to
Best date and time to call back

What do you say at the end of the conversation?

SAMPLE THANK-YOU NOTE



Bismark High School
800 North 8th Street
Bismark, ND 58501

May 28, 2012
Ms. Olivia Thompson
Manager
Old Town Cinemas
123 Main Street
Bismark, ND 58503

Dear Ms. Thompson:

Thank you for taking the time to speak with me yesterday to answer questions for the survey our class is conducting about teen jobs.

The information you provided was very helpful, both to me and to the rest of the class. I was surprised to hear how many different jobs there are for teens at your movie theater. It sounds like a challenging place to work, but lots of fun, too.

Thank you again for your time. I hope to meet you in person someday, maybe as one of your employees!

Sincerely yours,

Jeff Miller

Jeff Miller

Thank the employer for taking the time to talk with you. Include the date of the interview.

Let him or her know that the information was helpful. If you can, include a personal note about your conversation.

Say thank you again at the end of your letter.

SAMPLE ADDRESSED ENVELOPE

Put your name, school name, and school address in the upper left-hand corner.

Bismark High School
800 North 8th Street
Bismark, ND 58501

In the center, write the employer's name, title, company name, and address.

Ms. Olivia Thompson
Manager
Old Town Cinemas
123 Main Street
Bismark, ND 58503

Stamp

THOUGHTS ON A THANK-YOU NOTE

Look closely at the thank-you note you wrote to the employer who participated in the job survey, and answer the following questions.

1. What phrase in my letter will make the employer feel that he or she has made a valuable contribution to my class?

2. How will my letter leave the impression that teen workers are responsible and capable?

Entry-Level Jobs

Circle the job that you would like to interview for.

<p>File Clerk Needed</p> <p>Part-time File Clerk: Busy medical office is looking for a part-time clerk to assist with filing. We are looking for someone who is extremely organized and detail-oriented.</p> 	<p>Sneakers 'R' Us Wants You!</p> <p>Part-time Sales Associate: Help our customers select from a variety of sneakers and other athletic apparel that fit their needs and interests. We are currently looking for someone who works well in a fast-paced environment, likes to help people, enjoys teamwork, and is motivated to sell.</p> 
<p>Work for a Theme Park!</p> <p>Seven Flags Amusement Park is hiring! If you enjoy games and entertainment, come join our team. As a part-time games host, you'll explain rules and procedures of games, hand out prizes to winners, as well as provide park information to guests.</p> 	<p>Volunteer at Little People's Playhouse!</p> <p>Are you a fan of the stage? Can't get enough of those bright lights? Love kids? If this sounds like you, be a volunteer at Little People's Playhouse. We are always looking for assistance in our afternoon and weekend classes. High school students welcome!</p> 

Interview Questions and Answers

Below are some common interview questions, along with tips on what the interviewer is really asking. Write your answers in the boxes to the right.

Job Applying for:

Interview Question	Tips	Your Answer
Tell me something about yourself.	This is often the first question an interviewer asks. Because it is open-ended, it is your chance to shine. Keep it short and sweet. Highlight two or three interests or skills that show your ability to do the job. Use positive, work-oriented adjectives, like <i>responsible, hard-working, honest, and courteous.</i>	
Why do you want to work here?	Emphasize your value to the employer, not your need for a job. Also, show that you've done your research. Rather than say, "Because it's a great company," say <i>why</i> you think it's a great company.	
Tell me about your work experience.	Many high school students won't have work experience. If you've been part of a club or team at school, or have volunteer experience, talk about skills you've gained — especially those that match the job description. Make it clear that you're eager to learn.	

Interview Questions and Answers (continued)

Interview Question	Tips	Your Answer
Why did you leave your last job?	The interviewer may be worried that you'll leave this job, too. Don't complain about your last boss, how hard the work was, or how little money you made. Give a neutral or positive reason for leaving, like returning to school, or looking for a job where you can learn new skills.	
What are your strengths?	Choose skills that show how you can do this job. Be prepared to give examples of your accomplishments. Include compliments you've received from previous jobs (even if it was just babysitting or lawn mowing) or in school.	
What are your weaknesses?	Don't leave the interviewer with the impression that you'll be a terrible employee. Choose a weakness that you've taken steps to overcome. For example, "Math isn't my strongest subject, so I signed up for after-school tutoring. I went from having a D my freshman year to a B my sophomore year."	
What do you like to do in your spare time?	Be honest, but choose an answer that demonstrates that you have a life, and that you'll fit in with your coworkers.	
What are your plans for the future?	Your answer shows how realistic you are, whether you think ahead, and how hard you're willing to work.	

Questions for the Employer

An interview gives an employer a chance to learn about you. But it's also a chance for you to learn more about the job and the employer you'll be working for. Before going into an interview, think about what you'd like to learn to make sure the job is a good fit for you. Then consider what questions will help you find out that information.

Below are some questions you might ask. Check the questions you'd like to ask if you were in an interview. Then in the spaces below, add any other questions you might have.

What are the day-to-day responsibilities of this job?

Will my job responsibilities change over time?

What are some of the skills and abilities necessary for someone to succeed in this job?

What are some skills I'll learn with this job?

What kind of training will I receive? Who will be training me?

Who is my supervisor? How will s/he give me feedback on my work?

Who would I speak with if I have questions or concerns about my job?

How many hours a week would I work in this position? When and how would you notify me if you needed me to work extra shifts?

What are some of the things you like about working for this company?

Job Interview Tips

- Research and know the job you're interviewing for and the company where you're interviewing.
- Ask friends and family members to conduct practice interviews with you.
- Present a professional appearance.
- Don't chew gum.
- Arrive 10 minutes early to the interview.
- Greet the interviewer by title and name (Ms. Gomez).
- Shake hands firmly.
- Make eye contact with your interviewer.
- Speak clearly. Try to avoid "um" and "like."
- Show your enthusiasm, and don't forget to smile.
- Emphasize your strengths, skills, and achievements.
- Emphasize the previous experiences that demonstrate your ability to do the job.
- Don't complain about past jobs or employers.
- Show enthusiasm and interest by asking questions.
- At the end of the interview, say thank you—and if you really want the job, say so!
- After the interview, write a thank-you note.

Interview Evaluation Checklist (Model Interviews)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

Place your checks for the first interview under column 1. You will place your checks for the second interview under column 2.

During the interview, did the candidate ...

(1) (2)

Show that they're familiar with the job and the company.

Present a professional appearance.

Not chew gum.

Greet the interviewer by title and name (e.g. Ms. Simpson).

Give a firm handshake.

Make and maintain eye contact.

Speak clearly, avoiding lots of "ums" and "likes."

Show enthusiasm for the job and smile.

Answer all the questions.

Describe strengths, skills, and/or achievements.

Discuss previous experiences as they relate to the job.

Ask good questions about the job.

Say thank you at the end of the interview.

Additional Comments:

Interview Evaluation Checklist (Partner Interview)

Check each statement that describes the interviewee's behavior. Add comments on the lines below.

During the interview, did the candidate ...

Show that they're familiar with the job and the company.

Present a professional appearance.

Not chew gum.

Greet the interviewer by title and name (e.g. Ms. Simpson).

Give a firm handshake.

Make and maintain eye contact.

Speak clearly, avoiding lots of "ums" and "likes."

Show enthusiasm for the job and smile.

Answer all the questions.

Describe strengths, skills, and/or achievements.

Discuss previous experiences as they relate to the job.

Ask good questions about the job.

Say thank you at the end of the interview.

Additional Comments:

Interview Strength and Weakness

Name one strength that you demonstrated in your mock interview.

Name one thing you could improve about your interview.

What could you do to improve it?

STUDENT PROFILES

Read each student profile. Then check the post-secondary option that best fits each student.

Student 1

Name: Evan Brown

Career Goal: Auto mechanic

Situation: Wants to work as soon as possible
Knows he wants to work with cars
Learns best in small classes

Post-secondary Options: Community College
Career/Technical School
Four-year College

Student 2

Name: Melinda Potter

Career Goal: Bookkeeper

Situation: Not much money saved for college
Needs to be near home to care for younger siblings
Has a part-time job

Post-secondary Options: Community College
Career/Technical School
Four-year College

Student 3

Name: Angie Garcia

Career Goal: Something in biology-related field (maybe pediatrician)

Situation: Would like to live away from home, on-campus
Is interested in taking lots of different kinds of courses
Wants to go to medical school one day

Post-secondary Options: Community College
Career/Technical School
Four-year College

Student 4

Name:	Rob Johnson
Career Goal:	Investment banker
Situation:	Works 9 to 5 job as a bank teller Can't afford to live on-campus yet, but would like to one day Would like to make a lot of money in future
Post-secondary Options:	Community College Career/Technical School Four-year College

YOUR STUDENT PROFILE

Name:

Career Goal:

Post-secondary Options:

Community College
Career/Technical School
Four-year College

Provide three specific reasons why you believe this post-secondary option is the best fit for you.

- 1.
- 2.
- 3.

Post-secondary Options Pros & Cons

List one pro and one con for each type of post-secondary option.

	Community College	Career and Technical Schools	Four-Year College or University
Pro			
Con			

Education After High School Glossary

Academic Skills: Skills related to school subjects, such as reading, writing, and computation.

ACT/SAT: Primarily multiple choice tests of mathematical and English abilities that are required by many colleges and universities for admission into an **undergraduate** program.

Advanced Placement (AP) Classes: Challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end-of-the-course exams.

Associate's Degree: A two-year degree, usually earned at a community college.

Award Letter: Mailed from a college to a prospective student, states the amount and type of financial aid the school will provide if you take classes there.

Baccalaureate Degree: A four-year degree from a college or university. Also referred to as a bachelor's degree.

Campus: The grounds and buildings of a university, college, or school.

Career & Technical School: A school that provides training in occupational or vocational areas. Many offer technical programs that prepare students for immediate entry into the job market.

Practice Application : A standard application form that is accepted by almost 300 private colleges. It is available at www.commonapp.org and in high school counselor offices. (NOTE: Many public colleges and universities require their own application instead.)

Community College: Two-year college that offers a degree after the completion of two years of full-time study.

Expected Family Contribution (EFC): The amount your family can afford to pay for college, as calculated on the FAFSA.

Facilities: Buildings on campus where specific activities occur, such as computer labs, dance studios, sports complex, dining halls, etc.

Faculty: Professors at a university, college, or school.

Financial Aid: Any type of assistance used to pay college costs.

Free Application for Federal Student Aid (FAFSA): Form that must be completed to receive federal financial aid. Determines how much financial help your family can be expected to contribute to your college education.

Grant: Also called gift aid, a grant is financial aid that doesn't have to be repaid. Grant aid comes from federal and state governments and from individual colleges, usually on the basis of financial need.

Loans: Financial aid, often from the federal government, that must be repaid.

Major: Your field of specialization in college.

Personal Qualities: Characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

Post-secondary Education: Any education that occurs after the completion of a high school diploma or general education development tests (GED).

Reference: A statement about a student's ability or character.

Remedial Course: A course that teaches skills required to succeed in college-level courses.

Scholarships: Funds for college distributed according to requirements set by the scholarship provider, like excellence in academics or sports.

Student Aid Report (SAR): E-mailed or mailed from the office of Federal Student Aid to the student after the FAFSA has been completed. Includes all the information you provided, as well as your Expected Family Contribution (EFC).

Undergraduate: A student enrolled in an associate's or bachelor's degree program (two- or four-year degrees).

Work-Study Program: A federal program that provides students with part-time employment, often on campus, to help meet their financial needs.

Practice Application

ADMISSION APPLICATION

- 1 Name and Address
- 2 Personal Information
- 3 Enrollment Information
- 4 Educational Information
- 5 Activities and Interests
- 6 Family Information

✓ = completed and saved
..... current page

SKIP & JUMP to:
Screen 1

SAVE
SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any
technical questions,
[click here.](#)

NAME AND ADDRESS

Student Name

Legal name

Enter name exactly as it appears on official documents

Last/Family name:

First name:

Middle name:

Suffix: Jr., etc.

Other name(s)

Preferred name/Nickname:

Former last name(s) if any:

Permanent Home Address

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Mailing Address (if different from above)

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Date from: to: mm/yyyy

Contact Information

Permanent home telephone: (###) ###-####

Mailing telephone: (###) ###-####

Cellular telephone: (###) ###-####

E-mail address:

TOP  NEXT 

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Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 ✓ Activities and Interests
- 6 ✓ Family Information

✓ completed and saved
..... current page = 6

SKIP & JUMP to:

Screen 2

SAVE

SUBMIT
YOUR COMPLETED
APPLICATION

William,
if you have any
technical questions,
[click here.](#)

PERSONAL INFORMATION

Applicant Information

Gender:

Date of birth: mm/dd/yyyy

Citizenship Information

- Citizenship: U.S. citizen
 Dual U.S. citizen
Other country of citizenship:
- U.S. Permanent Resident visa
Permanent Resident number:
Citizen of:
- Other citizenship
Country:
Visa type:

If you are not a citizen and live in the United States, how long have you been in the country?

Optional Information

The following items are optional. No information you provide will be used in a discriminatory manner.

Social Security number: ###-##-####

Place of birth

City:

U.S. state/territory:

Country:

Ethnicity

If you wish to be identified with a particular ethnic group, please check all that apply:

- African American, African, Black
 Native American, Alaska Native
(tribal affiliation:)

Asian American, country of family's origin:

Asian (including Indian subcontinent), country:

Hispanic, Latino, country:

Mexican American, Chicano

Native Hawaiian, Pacific Islander

Puerto Rican

White or Caucasian

Other (specify:)

First language, if other than English:

Language spoken at home:

Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 ✓ Activities and Interests
- 6 ✓ Family Information

✓ = completed and saved
... = current page

SKIP & JUMP to:
Screen 3

SAVE
SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any technical questions,
[click here.](#)

ENROLLMENT INFORMATION

I am applying as a:

For the term beginning:

Possible area(s) of academic concentration/major(s):

Undecided

Possible career or professional plans:

Undecided

Will you be a candidate for financial aid?

← PREVIOUS TOP NEXT →

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Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 Educational Information
- 5 ✓ Activities and Interests
- 6 ✓ Family Information

✓ = completed and saved
... = current page

SKIP & JUMP to:

Screen 4

SAVE

SUBMIT
YOUR COMPLETED
APPLICATION

William,
if you have any
technical questions,
[click here.](#)

EDUCATIONAL INFORMATION

High School You Now Attend

High school:

Type of school:

CEEB code:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Date of entry: mm/yyyy

Date of graduation: mm/yyyy

Guidance counselor

First name:

Last name:

Telephone: (###) ###-####

Fax number: (###) ###-####

E-mail address:

Other High Schools Attended

Start with the most recent, list all schools, including summer schools and programs you have attended beginning with the ninth grade.

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

High school:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Dates attended: to: mm/yyyy

Test Information						
<p>Be sure to note the tests required for each institution to which you are applying. The official scores from the appropriate testing agency must be submitted to each institution as soon as possible. Please list your test plans below.</p>						
ACT						
Date taken/ to be taken	English	Math	Reading	Science	Composite	Writing
04/2010	30	22	33	22	33	22
mm/yyyy						
SAT Reasoning Tests						
Verbal/ Date taken/ Critical						
to be taken reading Math Writing						
mm/yyyy						
SAT Subject Tests						
Date taken/ to be taken	Subject				Score	
	Click here					
	Click here					
	Click here					
	Click here					
mm/yyyy						
Test of English as a Second Language (TOEFL or Other Exam)						
Date taken/ to be taken						
Score						
mm/yyyy						

College Information	
College/University:	<input type="text" value="Click the 'Find' button to select the institution"/> <input type="button" value="Find"/> <input type="button" value="Clear"/>
City:	<input type="text"/>
U.S. state/territory:	<input type="text" value="Click here"/>
Zip code:	<input type="text"/>
Country:	<input type="text" value="Click here"/>
Int'l postal code:	<input type="text"/>
Dates attended:	<input type="text"/> to: <input type="text"/> mm/yyyy
Degree candidate?	<input type="text" value="Click here"/>

College/University:	<input type="text" value="Click the 'Find' button to select the institution"/> <input type="button" value="Find"/> <input type="button" value="Clear"/>
City:	<input type="text"/>
U.S. state/territory:	<input type="text" value="Click here"/>
Zip code:	<input type="text"/>
Country:	<input type="text" value="Click here"/>
Int'l postal code:	<input type="text"/>
Dates attended:	<input type="text"/> to: <input type="text"/> mm/yyyy
Degree candidate?	<input type="text" value="Click here"/>

Activities Since Last Enrolled
<input type="checkbox"/> Not currently attending school <input type="checkbox"/> Graduated from secondary school early
If either of the above check boxes applies to you, then describe in detail your activities since last enrolled:
<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

Practice Application

ADMISSION APPLICATION

- 1 ✓ Name and Address
- 2 ✓ Personal Information
- 3 ✓ Enrollment Information
- 4 ✓ Educational Information
- 5 Activities and Interests
- 6 Family Information

✓ = completed and saved
..... current page = 5

SKIP & JUMP to:

Screen 5

SAVE

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YOUR COMPLETED
APPLICATION

William,
if you have any
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ACTIVITIES AND INTERESTS

Academic Honors

Briefly list or describe any scholastic achievements or honors you have won since the ninth grade (e.g., National Merit, Dean's List):

Work Experience

List any jobs (including summer employment) you have held during the past three years.

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Specific nature of work:

Employer:

Dates worked: to: mm/yyyy

Approximate number of hours spent per week:

Extracurricular, Personal, and Volunteer Activities

Please list your principal extracurricular, community, and family activities and hobbies in the order of their interest to you. Include specific events and/or major accomplishments such as musical instrument played, varsity letters earned, etc. Check in the right column those activities you hope to pursue in college. To allow us to focus on the highlights of your activities, please complete this section even if you plan to attach a résumé.

Activity	Grade level or postsecondary (PS)					Approximate time spent		Positions held, honors won, or letters earned	Col?*
	9	10	11	12	PS	Hrs/Wk	Wks/Yr		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>

*Do you plan to participate in college?

Short Answer

In 150 words or fewer, please describe which of your activities (extracurricular and personal activities or work experience) has been most meaningful to you and why.

Boxing is the most meaningful to me.

◀//PREV. TOP//▶//NEXT//▶

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Practice Application

ADMISSION APPLICATION

1	✓	Name and Address
2	✓	Personal Information
3	✓	Enrollment Information
4	✓	Educational Information
5	✓	Activities and Interests
6	✗	Family Information

✓ = completed and saved
... = current page

SKIP & JUMP to:
Screen 6

SAVE

SUBMIT
YOUR COMPLETED APPLICATION

William,
if you have any technical questions,
[click here.](#)

FAMILY INFORMATION

Parent 1 Information

First name:

Middle name:

Last/Family name:

Living? If no, date deceased: mm/yyyy

Gender:

Home address (if different from yours)

Street:

City:

U.S. state/territory:

Zip code:

Country:

Int'l postal code:

Home telephone: (###) ###-####

E-mail address:

Current employment

Occupation:

Name of employer:

Work telephone: (###) ###-####

Work e-mail address:

Educational background

Highest level of formal education:

Sibling Information

Please give names and ages of your brothers and sisters. If they have attended college, give the names of the institutions attended, degrees, and approximate dates.

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

First name:
Last name:
Age:
Institution:
Degree: Date: mm/yyyy
Institution:
Degree: Date: mm/yyyy

Submit Your Completed Application



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Action Plan

Review the year-by-year steps for applying to a four-year college.

Sophomore Year

Fall

- Register for and take the PSAT/National Merit Scholarship Qualifying Test (or the ACT Plan in some school districts).

Junior Year

Fall/Winter

- Register for and retake the PSAT/National Merit Scholarship Qualifying Test.
- Identify the kinds of colleges you're interested in attending.
- Investigate colleges that meet your needs.
- Register for the SAT or ACT.

Spring/Summer

- Visit colleges.
- Request viewbooks and financial aid information from colleges.
- Take the SAT or ACT.
- Request teacher and counselor recommendations.

Senior Year

Fall

- Request college applications and financial aid information.
- Research financial aid opportunities (e.g., grants, scholarships).
- Fill out applications.
- Write essays.
- Retake the SAT or ACT, if necessary.
- Check in with your counselor and teachers you requested recommendations from.

Winter

- Complete and send applications.
- File for FAFSA (January 1).

Apply It! Question Prompts

Read each question prompt. Then identify the place on the practice application where each of the sample students below should share their information.

Student 1: Erica

Last summer, Erica worked at a camp for physically challenged children. Where in the college application could Erica share what she learned from this experience?

Student 2: Mark

Where on the application can Mark tell how many years he's been playing the trumpet?

Student 3: Jenny

Jenny's family can't afford college. Where on the application does Jenny let the college know that she will need financial help?

Student 4: Carlos

How might a college know that Carlos is very strong in mathematics?

College Steps

List at least three actions or steps to take to apply to college. (Use the back of this page if you need more room.) As an extra challenge, identify what year of high school to take each step.

Steps	When to Do Step
1.	
2.	
3.	

It's Not Magic

There's no magic formula for improving your grades. You are the person who can make it happen. Want to do better? Here are some things you can do to get started.

Check two or three things you can do to improve right away. **NOTE:** You have to do the things at the top of the chart before you can do the things at the bottom.

If improving your grade is your goal . . .

<input type="checkbox"/>	Do I go to school every day?
<input type="checkbox"/>	Do I attend class every day?
<input type="checkbox"/>	Do I arrive in class on time, with the materials I need?
<input type="checkbox"/>	Do I pay attention in class?
<input type="checkbox"/>	Do I take notes?
<input type="checkbox"/>	Do I write down the homework assignments?
<input type="checkbox"/>	Do I have a time and place when I study for this subject?
<input type="checkbox"/>	Do I do my homework each day?
<input type="checkbox"/>	Do I ask questions when I don't understand something?
<input type="checkbox"/>	Do I recognize problems (like personal problems or learning disabilities) that may make it hard for me to learn?
<input type="checkbox"/>	Do I know where to go for extra help?
<input type="checkbox"/>	Do I get the extra help I need?

RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Credits Required	Sample Recommended Courses
Math	4	Algebra, Geometry, Algebra II, Pre-Calculus, Calculus
Science	3	Earth Science, Life Science, Biology, Chemistry, Applied Physics
English/Language Arts	4	Language Arts I–IV or English I–IV
Social Studies	3	State History, World History, Civics, US History, Economics, Political Science
Foreign Language	0	Spanish I–IV, French I–IV (Check with the college; some require two years of the same language.)
Arts	0.5	Any class from the Fine Arts area
Health and Physical Education	2	Classes from the Health and Physical Education area
Technology	0.5	Information Technology Applications (or other courses available at your school)
Electives	3	Select from courses available at your school.
Advanced Placement (AP) Courses	See your school counselor to learn what AP classes are available at your school.	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the school counselor. Write your questions below.

1.

2.

3.

4.

5.

Self-Evaluation

Respond to each prompt on the lines below.

In at least three complete sentences, describe one activity (not an academic skill) that you're great at (for example, basketball, writing lyrics, caring for younger brothers or sisters). It should be something you'd be proud to share with a college or future employer.

List two teachers (or one teacher and a coach or school counselor) who could write you a recommendation based on your academic achievements and/or personal qualities.

1.

Explain why you chose this person

2.

Explain why you chose this person

The Basics

Use the college website to answer each of the following questions.

Name of college:

1. How many students attend the college?
2. What is the minimum GPA (grade point average) requirement for admission?
(If there's no minimum GPA, write "none.")
3. What is the minimum SAT or ACT score for admission?
(If the college doesn't require the SAT or ACT, write "not required.")
4. What is the cost to attend the college for one academic year (including tuition, room and board, orientation, fees, books, and other supplies)?
(Note: if the website lists tuition only, write "tuition only" and the amount.)
5. **BONUS:** What types of scholarships and financial aid does the college offer?

College \$: How Much Do You Know?

You've visited a college and are thinking about attending. Now you just have to figure out how to pay for it. Take this quiz to see how much you already know about financial aid. Circle the correct answer for each question.

1. Which of the following sources of financial aid must be paid back?
 - a Grants
 - b Scholarships
 - c Work-study programs
 - d Loans
2. Which of the following is NOT a good strategy for making college affordable?
 - a Pick the cheapest college you can find.
 - b Attend community college for two years, then transfer to a more expensive four-year college.
 - c Investigate the financial aid available at schools you're interested in attending.
3. What is the purpose of the FAFSA?
 - a To identify talented students.
 - b To determine a family's need for financial aid.
 - c To make sure people who hate paperwork don't attend college.
4. Who of the following must participate in the financial aid process?
 - a Your favorite teacher.
 - b Your richest relative.
 - c Your biological or adoptive parent.
 - d Nobody but you. (You can do this on your own.)
5. Which of the following is a good source of information about financial aid?
 - a Your school counselor.
 - b The financial aid staff at the college of your choice.
 - c <http://studentaid.ed.gov/>
 - d All of the above.

Financial Aid Basics

1) How much does college cost?

College costs vary, depending on where you go to school. Here are the average costs (tuition and fees) for one year of college in 2011–2012. Room and board is not included in this amount.

- Private four-year schools: \$28,500
- Public four-year schools (in state): \$8,244
- Public two-year schools: \$2,963

Remember that “average” means that some colleges cost more than the amounts shown, and some cost less.

Most students don’t pay the full cost of college themselves. Many receive assistance from the U.S. government, their state government, or the college they attend. Assistance that helps pay for college is called **Financial Aid**.

2) How can I get help paying for college?

Financial Aid can be “merit-based,” which means you receive financial assistance because of skills or talent you offer the school. Examples of “merit-based” financial aid are **Scholarships** for outstanding grades or sports ability.

“Need-based” financial aid is assistance you receive based on your family’s ability to pay. The federal government distributes 150 billion dollars each to help pay for the cost of college. This financial aid helped about 15 million students.

3) What are the different types of need-based financial aid?

- **Grants** – funds given to students that don’t have to be repaid
- **Work-study programs** – provide students with part-time employment, often on campus, to help meet their financial needs
- **Loans** – financial aid that must be repaid

4) What is the FAFSA, and why do I need to complete it?

The FAFSA is the **Free Application for Federal Student Aid**, and it’s your ticket to need-based financial aid programs. You’ll need to complete it to get federal (U.S.) grants, work-study, and loans for college. Financial aid from state programs and individual colleges is also based on information provided on the FAFSA.

Note that this application is free. Be careful of companies who ask you to pay for help with financial aid. Students and families lose millions of dollars every year to scholarship scams!

- **When do I complete the FAFSA?**
During your senior year of high school. (Roads to Success will devote several classes to helping you with this application.)
- **What papers will I need to complete the FAFSA?**
You need your own financial records, plus financial records from your parents:
 - social security numbers
 - income tax returns (for the year in which you are applying)
 - W-2 forms (These show how much money you were paid, and how much tax was deducted from your paycheck.)
 - bank statements
 - investment records
 - other assets (home mortgage or business)
- **Why do I need to provide so much financial information?**
The FAFSA is designed to determine how much your family could reasonably be expected to contribute to your college education. This amount is called the **Expected Family Contribution (EFC)**. The FAFSA helps make sure financial aid goes to the families who need it most.
- **Should I complete the FAFSA even if I think my parents make too much money to qualify for financial aid?**
Definitely! The FAFSA takes all kinds of expenses into consideration, like how many other family members are in college.
- **What educational programs qualify for federal financial aid?**
Federal financial aid isn't limited to four-year schools. Help is available for tech schools and community colleges, too. Be sure and check with your school to see if the program you're interested in qualifies.
- **What happens once the FAFSA has been completed?**
You'll receive a **Student Aid Report (SAR)** that includes all the info you've reported. If you've provided all the needed information, your SAR will also include your Expected Family Contribution (EFC).

Your SAR will be sent to colleges you've listed on the FAFSA. If you're eligible for financial aid, you'll receive an **award letter** from the college that describes the aid you'll receive.

5) How can I find out about financial aid that isn't related to "need?"

Visit websites to find scholarships that may interest you.

- RUReadyND.com
- www.fastweb.com
- www.collegeboard.com
- www.scholarships.com

6) What else can I do right away?

- Talk to your parent or guardian about your college plans. Share what you know about financial aid.
- Talk to your school counselor or the financial aid staff at the college you're thinking of attending.
- Learn more about federal financial aid:
 - <http://studentaid.ed.gov/> This website contains all the information you could possibly want about federal financial aid.
- Use the FAFSA4caster to estimate how much financial aid you might be eligible for:
 - <http://studentaid.ed.gov/fafsa/estimate> This is a good project to work on with your parent. You'll need their financial information as well as your own, and it takes about a half hour to complete.
- Learn more about financial aid available from North Dakota:
 - State Higher Education Agency website: <http://www.ndus.edu>

This is Your Life

For the next few weeks, our class will be participating in a new unit called “Money Matters.” Throughout this unit, you will imagine yourself in the following situation:

You’re a senior in high school. It’s March and you’ve been accepted to college. Your family has agreed to pay for some of the tuition, and you’re working out a good financial aid package, too. However, you realize you’re still going to need about \$1,000 a semester — or \$2,000 total — to cover some important expenses, like books and daily living costs like laundry, school supplies, and an occasional pizza out with friends. You know that if money gets tight, there are plenty of work opportunities on campus, but you really want to have this money saved before you begin school.

Lucky for you, you already have a great after-school job, and your boss has promised you full-time work over the summer. You’ve figured out you can save about \$80 a week in your part-time job until school’s out. By the end of May, you’ll have put \$1,000 aside for your college fund. That means you’ll need to save \$1,000 during June, July, and August to make your goal of \$2,000.

Income Worksheet

Use this worksheet to figure out how much money you'll take home each week, and how much you'll have left to spend after putting money into your college fund.

Details for Full-Time Summer Job	
Pay: \$7.25/hour	
Hours: 40/week	
Work weeks (June–August): 10 weeks	
Weekly Income	
A) Gross Weekly Income (hourly rate X total weekly hours)	\$
B) Deductions (30% of A)	\$
C) Net Weekly Income (A – B = C)	\$
Available Money for Savings and Expenses	
D) Weekly Savings for College Fund (\$1,000/10 weeks)	\$
E) Weekly Spending Money (C – D = E)	\$

Weekly Expenses Worksheet

Use this worksheet to figure out your expenses each week. Think about how you'll get to work, what you'll eat for lunch, what you'll do in your free time, and the extras you might buy for college.

Possible Expenses (For each category below, pick one of the three options. Then record the value into your budget below.)

Transportation	Car = \$30.00/week (leave 15 minutes before work)	Carpool or subway = \$20.00/week (leave 45 minutes before work)	Bicycle or walk = \$0.00 (leave 90 minutes before work)
Food	Eat out with co-workers = \$7.00/day	Buy lunch from work cafeteria = \$3.00/day	Carry packed lunch = \$1.00/day
Entertainment	Go with friends to a movie, popcorn, and soda = \$20.00/week	Go bowling or play video games at an arcade = \$10.00/week	Rent movie and have friend over = \$5.00/week
Clothing	Buy name brand = \$40.00	Shop at GAP = \$25.00	Shop at discount/outlet clothing store = \$15.00

Expense Details	1st Try	2nd Try	Saving for Emergencies
Transportation	\$	\$	\$
Food	\$	\$	\$
Entertainment	\$	\$	\$
Clothing	\$	\$	\$
Other:	\$	\$	Savings \$15
Total Weekly Expenses	\$	\$	\$

Sample Deposit Slip

Here's a look at a sample deposit slip you would complete when you deposit cash and checks into your checking account.

A	FIRST BANK	CASH	Dollars	Cents	E
	John Doe				
B	123 Main Street	Checks			F
	Anytown, USA 12345				
C	Date _____				G
	<small>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</small>	Subtotal			
D	_____	Less Cash			H
	<small>Sign here if cash received from deposit</small>	TOTAL			
	1234 5678 123456789 00123 1234567				

- Your name and address.
- The date you are making the deposit. Notice the phrase underneath: "Deposits may not be available for immediate withdrawal." This means that it may take the bank a few days to process your deposit and make the money available to you. So if you deposit \$200 in the afternoon, that money may not be in your bank account that evening if you return to make an ATM withdrawal.
- Your signature (only include if you wish to receive cash back from your deposit.)
- Numbers that identify the bank and your account number.
- List all cash you may be depositing, such as a graduation gift or tips from a restaurant.
- List any checks you are depositing. List each check separately, placing the check number in the first column.
- The subtotal of all cash and checks you are depositing.
- The amount of cash you would like to receive back from the deposit. (Be sure to include your signature on line C.)
- Subtract the amount of cash back from the subtotal. This is the total amount you are depositing into your account, also called the "Net Deposit."

Blank Deposit Slip

Now make your own deposit into your checking account. You just received the following:

- \$25.00 in cash from your Aunt Sally as a graduation gift.
- A check (#345) for \$83.00 from your new roommate to reimburse you for a new mini-fridge for your dorm room.
- Your first paycheck (#5432) for \$203.

Fill out the deposit slip below to deposit these items into your checking account.

<p>FIRST BANK John Doe 123 Main Street Anytown, USA 12345</p> <p>Date _____</p> <p style="text-align: center; font-size: small;"><i>DEPOSITS MAY NOT BE AVAILABLE FOR IMMEDIATE WITHDRAWAL</i></p> <p>_____</p> <p style="text-align: center; font-size: small;">Sign here if cash received from deposit</p>	<p>CASH</p> <p>Checks</p> <p>Subtotal</p> <p>Less Cash</p> <p>TOTAL</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Dollars</th> <th style="width: 30%;">Cents</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> </tbody> </table>	Dollars	Cents														
Dollars	Cents																	
<p>1234 5678 123456789 00123 1234567</p>																		

Sample Personal Check

Personal checks come in many different colors and designs, but they all include the same basic information. Here's a look at the features you'll find on every check, including directions on how to fill out each item correctly. When you fill out a check, always write clearly and use an ink pen.

The image shows a sample personal check form with the following fields and labels:

- A:** Points to the bank name and address: **FIRST BANK**, John Doe, 123 Main Street, Anytown, USA 12345.
- B:** Points to the check number: **567**.
- C:** Points to the date field: Date _____.
- D:** Points to the payee field: Pay to the order of _____.
- E:** Points to the amount field: \$ _____.
- F:** Points to the amount field in words: _____.
- G:** Points to the memo field: Memo _____.
- H:** Points to the signature line: _____.
- I:** Points to the MICR line: 1234 5678 123456789 00123 1234567 _____.

- A. Your name and address.
- B. The check number, which is different for each check.
- C. The date you are writing the check. You can write in words or numbers, but be sure to include the year.
- D. The name of the person or company you are writing the check to. This is called the payee.
- E. The amount of the check in numbers, such as \$75.25. Write the numbers close to the dollar sign (\$) so there's no room for anyone to add extra numbers.
- F. The amount of the check in words. Starting at the far left, write the dollar amount followed by the word and, then the amount of cents over the number 100. (For example: Seventy-five and 25/100.) Draw a line through any space left on the line.
- G. The reason for the check, or any information requested by the payee. For example, if you're writing a check to the phone company, you would write your account number here.
- H. Your signature, which should always be written the same way.
- I. Numbers that identify the bank, your account, and the check number.

Blank Personal Check

Make out the check below to cover the expense on the chance card you received. Remember to write clearly and use a pen. If you need to start again, write VOID in large letters across the check and start again with the second check below.

FIRST BANK	568
John Doe 123 Main Street Anytown, USA 12345	Date _____
Pay to the order of _____	\$ _____

Memo _____	

1234 5678 123456789 00123 1234568	

FIRST BANK	569
John Doe 123 Main Street Anytown, USA 12345	Date _____
Pay to the order of _____	\$ _____

Memo _____	

1234 5678 123456789 00123 1234569	

What's in Your Wallet?

On Saturday, you go to the mall with your brother. You see a cool T-shirt of your favorite band, but you don't have any money left in your wallet. Your brother loans you \$15.00 to pay for the shirt and you promise to pay him back in a week. After all, you know you'll be making money that week mowing lawns.

On Sunday, you make \$20.00 mowing lawns and put the money in your wallet. Monday, you go out with friends for ice cream and spend \$4.00. Tuesday, you make \$10.00 mowing another lawn, and spend \$8.00 that night at the movies. Wednesday, you go to the mall with friends and spend \$13.00 on a new CD and \$2.00 on a soda. Thursday, you mow another lawn and add \$10.00 to your wallet.

Friday night, your brother asks for the \$15.00 you owe him. You check your wallet, confident there's plenty there to pay him back. After all, you made \$40.00 mowing lawns this week. **How much is left in your wallet?**

Day	Income	Expenses	Amount in Your Wallet
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Checkbook Register

Every checkbook comes with a register. This is a helpful way to track your checks, withdrawals, and deposits and keep up with your current balance. Notice that the main deposit or credit information is included on the white line. Directly below on the gray line, you can add the reason for the purchase under "Description." In the far right-hand column, you can determine your current balance by adding deposits and subtracting any payments or withdrawals.

CHECK NO.	DATE	DESCRIPTION	PAYMENT, WITHDRAWAL	DEPOSIT, CREDIT	BALANCE
					\$ 423.45
1451	6/28/12	State University	100.00		100.00
		Dorm deposit			323.45
ATM	7/5/12	ATM	50.00		50.00
		Spending money			273.45
	7/6/12	Deposit		25.00	25.00
		Graduation gift			298.45
	7/8/12	Paycheck		203.00	203.00
					501.45
1452	7/9/12	Town Tunes	17.48		17.48
		Birthday gift			483.97
1453	7/11/12	Chris Jones	45.00		45.00
		Dorm microwave			438.97

Online Statement

Many banks offer online banking, which allows you to check your current balance anytime. Online statements vary, but many share some of these common features.

FIRST BANK

Working for you!

ONLINE BANKING

Account Details

Account: [Checking account – 1234] (Click to change account)

Date: [7/1/12 through present] (Click to change dates)

Transactions				
Date	Description (click to see details)	Type	Amount	Balance
7/29/12	Check 1456	Check	-\$32.56	\$912.76
7/29/12	Deposit	Deposit	+\$203.00	\$945.32
7/22/12	First Bank ATM Withdrawal	Withdrawal	-\$25.00	\$742.32
7/20/12	Deposit	Deposit	+\$203.00	\$767.32
7/18/12	Check 1455	Check	-\$24.13	\$564.32
7/17/12	Check 1454	Check	-\$48.52	\$588.45
7/15/12	First Bank ATM Withdrawal	Withdrawal	-\$50.00	\$636.97
7/15/12	Deposit	Deposit	+\$203.00	\$686.97
7/09/12	Check 1452	Check	-\$17.48	\$483.97
7/08/12	Deposit	Deposit	+\$203.00	\$ 501.45
7/6/12	Deposit	Deposit	+\$25.00	\$ 298.45
7/05/12	First Bank ATM Withdrawal	Withdrawal	-\$50.00	\$273.45
7/2/12	Check 1451	Check	-\$100.00	\$ 323.45
				\$ 423.45

Online Statement Questions

Use the online statement to answer the questions below.

1. In late June, you wrote a check to your college to cover a dorm deposit of \$100.00. You noted that it was check #1451 in your register. You've just received a letter that you still owe the money. Look at your statement. Did the check clear? (In other words, was the money deducted from your account?) If so, on what date?
2. Your weekly paycheck is \$203.00. Did you deposit all four paychecks this month?
3. You sent a check to your new roommate Chris to cover a small microwave for your dorm room. From your check register, you know it was check #1453. Has the money been deducted from your account yet?
4. What dates did you make ATM withdrawals? How much have you withdrawn so far this month?
5. At the family July 4th picnic, your Uncle Sal gave you \$25.00 as a graduation gift. You were going to deposit it to keep from spending it right away, but now you can't remember if you did. Did you deposit it? If so, when?
6. How much money have you deposited into your account this month?
7. How many checks have been paid by the bank this month?
8. What was your account balance at the end of June (before you wrote the check to State University)? What is it now?

Charge It?

You have a new credit card with an 18% APR, or annual percentage rate. The chart below gives you a look at what you'll really spend on different items — and how long it will take to pay the bill — if you don't pay the bill in full each month.

Directions: Predict the number of payments, interest charges, and final cost for the blank spaces below.

Item and Original Cost	Minimum Payment	Number of Payments	Interest Charges	Final Cost
Stuff for dorm room \$1,000	\$20	94 months (Seven years and 10 months)	\$862.23	\$1,862.23
Stuff for dorm room \$1,000	\$40			
Stereo \$500	\$20	32 months (Two years, eight months)	\$131.39	\$631.39
Stereo \$500	\$40			
Miscellaneous expenses (clothes, CDs, dinners out) \$3,000	\$50	155 months (almost 13 years!)	\$4,732.78	\$7,732.78
Miscellaneous expenses (clothes, CDs, dinners out) \$3,000	\$75			

To create your own examples showing the cost of credit cards, click on <http://www.practicalmoneyskills.com/wizards/credit/index.php> and try the online calculator.

Things to Remember About Credit Cards

Thinking about getting a credit card when you turn 18? Here are some important things to remember:

- When you use a credit card, you are borrowing money from a bank with the promise to pay it back.
- **If you don't pay your credit card IN FULL and ON TIME, you will end up owing MORE than the money you borrowed. Two major reasons are:**
 - Late Fees:** If you don't make any payment when the bill is due—or if you make a payment after the due date—you will be charged late fees. Late fees can be very high, such as \$25.00 per late payment.
 - Interest Charges** (or finance charges): If you don't pay your bill in full, you must pay interest on the money you owe. The interest is a percentage of the money you owe. This interest keeps adding up as long as you owe the money.
- **The longer you put off paying your credit card bill, the more you're going to owe.**
 - Even if you make minimum payments every month, the interest is still adding up on the money you still owe.
- **If you only pay your minimum payments, it will take years to pay off your credit card. If you don't pay your credit card bills in full and on time, you could face:**
 - Financial Trouble:** The longer you ignore your bills, the more your balance will grow—until your bills may be impossible to pay.
 - Legal Trouble:** When you sign a contract for a credit card, you're making a legal obligation to the bank or department store to pay money back on time. If you fail to do so, they could take legal action against you.
 - A Poor Credit Record:** Your credit record tracks all the money you've borrowed and your payment history. When you apply for a loan, another credit card, and even a job, people will check your credit record. You could get turned down for future loans and jobs with a poor credit record.
- **The way you handle your money now can have a big impact on your future.**

Choose Your Plan

Below is an overview of Ring Ring’s three voice basic plans for individuals. Read the chart closely and answer the questions in part 1 of **Student Handbooks pages 146–147, Student Questions.**

Ring, Ring Basic Voice Plans	Monthly Anytime Minutes	Monthly Access	Per-Minute Rate After Allowance	Text Messages	Plan Includes
PLAN A (Starter Plan)	400 minutes	\$39.99	\$0.45	\$0.20 (for received and sent)	<ul style="list-style-type: none"> • Unlimited Night & Weekend Minutes • Voice Mail • Caller ID
PLAN B (Student Plan)	500 minutes	\$49.99	\$0.40	\$0.20 (for received and sent)	
PLAN C (Deluxe Plan)	650 minutes	\$59.99	\$0.35	\$0.20 (for received and sent)	

Student Questions

PART 1

1. Excluding calls to your family, you estimate about 30 minutes of talk time each day during daytime hours (that is, before your free nights/weekends take effect). Complete the calculations below using each of the three plans.

PLAN A	Cost
Monthly access fee	
Over-limit charge	
a. minutes per day x 20 weekdays/month = (minutes talked)	
b. (minutes talked) – _____ minutes allowed = (extra minutes)	
c. (extra minutes) x \$.45/minute = (over-limit charge)	
Total Cost	

PLAN B	Cost
Monthly access fee	
Over-limit charge	
a. minutes per day x 20 weekdays/month = (minutes talked)	
b. (minutes talked) – _____ minutes allowed = (extra minutes)	
c. (extra minutes) x \$.40/minute = (over-limit charge)	
Total	

PLAN C	Cost
Monthly access fee	
Over-limit charge	
a. minutes per day x 20 weekdays/month = (minutes talked)	
b. (minutes talked) – _____ minutes allowed = (extra minutes)	
<i>Since the minutes talked was less than the minutes allowed, no extra minutes were used.</i>	
c. (extra minutes) x \$.35/minute = (over-limit charge)	
Total Cost	

2. Based on your answers to question 1, which plan are you better off choosing? Explain.

Student Questions

PART 2

3. How much will you have to pay to activate your line the first month?
(See “activation fee.”)

4. Name at least two other fees you’ll pay each month.

5. You like the Ring Ring plans because they offer unlimited night and weekend calls.
What time do free calls begin in the evening?

Monday–Friday evening

6. Imagine you choose Plan B, which offers 500 free minutes. In September, you only use 475 minutes. What happens to your unused minutes?

7. When you get to school, you find that you don’t get very good reception from your dorm room. You decide to drop Ring Ring altogether. You signed up for a year-long contract. How much might you have to pay to cancel (terminate) your contract early?

8. Since you’re new to town, you might need to call information (411) often to find local numbers. How much will each call cost you?

9. You carefully plan the calls you make (or OUTGOING calls) so you don’t go over your minutes. But what about calls that other people make TO you, or INCOMING calls)? Will those take up your minutes as well?

Cell Phone Service Contract

Below is the contract for Ring Ring wireless phone service. Read it carefully and answer the questions in part 2 of **Student Handbook pages 146–147, Student Questions**.

Important Calling Plan Information

All minutes (free minutes, calls to other Ring Ring customers, free night & weekend minutes) are for use from within the Ring Ring Coverage Area.

- Unlimited Domestic Long Distance. (Airtime applies.)
- No domestic roaming charges. (Coverage not available in all areas.)
- Unlimited Night & Weekend Minutes:
Night Hrs: (M–F) 9:01 p.m.–5:59 a.m.
Wknd Hrs: 12:00 a.m. Sat.–11:59 p.m. Sun.

Calling Other Ring Ring Customers

You can talk with any of our customers anytime from within the United States and Puerto Rico coverage areas.

Information (411) Calls

\$1.49 per call plus airtime.

Minimum Term, Activation, and Early Termination Fees

- One- or two-year minimum term required per line.
- Activation Fee: \$35/line.
- Early Termination Fee: Up to \$175 per line.

Taxes, Surcharges, and Fees

- Tolls, taxes, surcharges, and other fees vary by market (and as of July 1, 2007, add between 4% and 34% to your monthly bill) and are in addition to your monthly access fees and airtime charges.
- Monthly Federal Universal Service Charge (varies quarterly based on FCC rate) is 11.3%.
- Monthly Regulatory Charge (subject to change) is 4¢ per line.
- Monthly Administrative Charge (subject to change) is 70¢ per line.
- The Federal Universal Service, Regulatory and Administrative Charges are Ring Ring charges, not taxes.

Other Important Information:

Rates do not apply to credit card or operator-assisted calls, which may be required in certain areas. Usage rounded up to next full minute. Unused allowance minutes lost. Charges start when you first press **SEND** or the call connects to a network on outgoing calls, and when the call connects to a network (which may be before it rings) on incoming calls. Time may end several seconds after you press **END** or the call otherwise disconnects. For calls made on our network, we only bill for calls that connect (which includes calls answered by machines). Calls to 'toll-free' numbers are toll-free; you will be billed airtime. Billing for airtime and related charges may sometimes be delayed. Delayed airtime will be applied against the included airtime for the month when you actually made or received the call, even though such charges may show up on a later bill. This may result in charges higher than you'd expect in the later month.

Wrap Up: Your First Phone Bill

After comparing the different Ring Ring plans, you decided to go with Plan B, the Student Plan. You decided you just HAD to have that orange phone, and the plan (\$49.99) was within the monthly budget your parents offered to pay. However, you're in for a surprise when the bill arrives at the end of the first month. To begin, you went over your allowance of minutes, talking for 575 minutes. You also sent and received 17 text messages, and called information four times. And since this was the first month, there was an activation fee of \$35.00. To top it off, there were \$14.50 of monthly service charges.

1. What was the total cost?

Basic rate:	
Extra minutes x Cost per minute: minutes x /minute =	
Text messages x Cost per message: text messages x /message =	
Information calls x Cost per call: calls x /call =	
Activation fee	
Service charges & fees:	
Total cost:	

2. Was Student Plan B the best plan for you considering your cell phone use this month? Why or why not?