

Grade 11



Introduction



Taking Tests



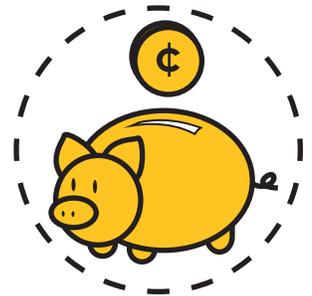
Careers



Job Shadow



Education After High School



Money Matters

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

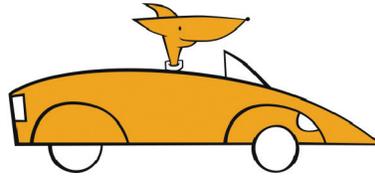
| Issue | Roads to Success lessons that address this |
|--|--|
| Your best friend's mom offers to sell you her car – cheap! <u>Your</u> mom is worried about the cost of insurance. | |
| Your friends are talking about taking the ACT. Should you be doing this? When? How? | |
| You see an ad for a job in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



Road Map (Grades 11 and 12)

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

Roads to Success Overview



Your Mission

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

Your Grade

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

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

Your Portfolio

The portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. In Grade 11, you'll use your portfolio for job-related documents, like a resume and cover letter, and education-planning documents, like your college research. Your completed portfolio is yours to take with you when you graduate from high school.

Job Shadow

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

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

1. Why is this goal important to you?

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

College Entrance Exams

Directions: Answer of the questions below.

1. What is the purpose of the SAT or ACT?
2. What have you heard about these tests?
3. Did you take the PSAT? If so, how did you feel before you took it? After?
4. Do you have friends or siblings who have taken the SAT or ACT? If so, which test?
5. How do you feel about taking the SAT or ACT? Check off all that apply:
 - Nervous
 - Excited
 - Clueless
 - Worried
 - Ready for the challenge
 - Unsure what to expect
 - Competitive
 - Afraid
 - Eager to prove yourself
 - Like hiding

Why and Why Now?

Why do colleges require entrance exams?

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

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

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

For example in 2008, the University of Charleston in West Virginia expected a minimum score of 900 (out of 1600 possible points) total for the math and reading sections of the SAT. At Emory University in Georgia, math + reading combined scores for the middle 50% of freshman ranged from 1330 to 1470 (also out of a possible 1600 points).

- Colleges that get your test scores this year will be able to contact you about their academic programs, scholarships, special programs and/or visiting days. (You get to decide where to send your scores.)
- Some colleges and scholarships have application deadlines for which you might need scores soon, or in the early fall.
- You'll be able to take the test again next year if you feel you can do better.

Sizing up the Heavyweights: ACT vs SAT

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

SAT FAQs

1. Registering – Selecting a Test Date

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

2. Registering: Selecting a Test Option

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

3. Costs

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

4. Test Prep Options

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

Plan of Attack

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

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

Social Security #:

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

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

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

Type of credit card:

Credit card #:

Name of cardholder:

Expiration date:

Security Code

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

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

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

\$ SAT registration fee

(Signature of parent/guardian)

(Printed name of parent/guardian)

(Date)

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

SAT Strategies

Parts of the Test

CRITICAL READING:

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

Total time: 70 min.

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

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

MATHEMATICS:

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

Total time: 70 min.

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

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

WRITING:

Total time: 60 min.

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

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

Multiple Choice Questions

- **Improving sentences (25 questions)**
You are given a sentence, part of which is underlined. You choose from among five ways of expressing the underlined material. (The first choice is the same as the original.)
- **Identifying sentence errors (18 questions)**
You are given a sentence with one or no errors. You identify the part, if any, where the error occurs.
- **Improving paragraphs (6 questions)**
You are asked to read a short passage. Questions ask you to select improvements to the passage.

Approaches to Taking the SAT

- **All questions count the same, so answer the easy questions first.** The easier questions are usually at the beginning of the section, and the harder ones are at the end. The exception is the critical reading section, where questions are ordered according to the logic and organization of each passage.
- **Make educated guesses.** You have a better chance of guessing the right answer if you can rule out one or more answers for multiple-choice questions.
- **Skip questions that you really can't answer.** No points are subtracted if an answer is left blank. $\frac{1}{4}$ point is subtracted for each wrong answer.
- **Limit your time on any one question.** All questions are worth the same number of points. If you need a lot of time to answer a question, go on to the next one. Later, you may have time to return to the question you skipped.
- **Keep track of time.** You can pace yourself by figuring out approximately how much time you have for each question. For example, if you have 25 minutes to answer 20 questions, you know you can only spend about a minute on each.
- **Use your test booklet as scratch paper.**
- **In your test booklet, mark the questions that you skipped and to which you want to return.**
- **Check your answer sheet to make sure you are placing your answers correctly.**
- **Review your work.** If you finish a section before time is called, go back and check to make sure that you've only marked one answer per question. Do not go back to any other section of the test!

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SAT SENTENCE COMPLETION PRACTICE QUESTIONS

Directions

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

1. Hoping to _____ the dispute, negotiators proposed a compromise that they felt would be _____ to both labor and management.
(A) enforce . . . useful
(B) end . . . divisive
(C) overcome . . . unattractive
(D) extend . . . satisfactory
(E) resolve . . . acceptable
2. There is no doubt that Larry is a genuine _____ : he excels at telling stories that fascinate his listeners.
(A) braggart
(B) dilettante
(C) pilferer
(D) prevaricator
(E) raconteur

STOP

STRATEGIES FOR SENTENCE COMPLETION QUESTIONS:

- _____
- _____

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SAT PASSAGE-BASED READING PRACTICE QUESTIONS

Directions

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

The questions below are based on the following passage.

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

3. In line 5, "surveying" most nearly means
- (A) calculating the value of
 - (B) examining comprehensively
 - (C) determining the boundaries of
 - (D) polling randomly
 - (E) conducting a statistical study of
4. It can be inferred that Hou Xianguang's "hands began to shake" (line 11) because he was
- (A) afraid that he might lose the fossil
 - (B) worried about the implications of his finding
 - (C) concerned that he might not get credit for his work
 - (D) uncertain about the authenticity of the fossil
 - (E) excited about the magnitude of his discovery

STOP

STRATEGIES FOR PASSAGE-BASED READING QUESTIONS:

- _____
- _____

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SAT MATHEMATICS MULTIPLE-CHOICE PRACTICE QUESTIONS

Directions

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

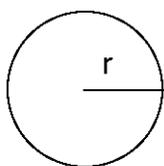
Notes

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

They are drawn as accurately as possible EXCEPT when it is stated in a specific problem that the figure is not drawn to scale. All figures lie in a plane unless otherwise indicated.

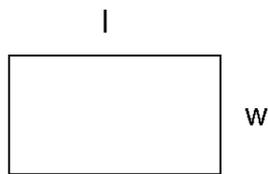
- Unless otherwise specified, the domain of any function is assumed to be the set of all real numbers x for which $f(x)$ is a real number.

Reference Information

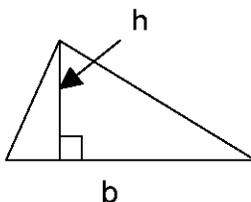


$$A = \pi r^2$$

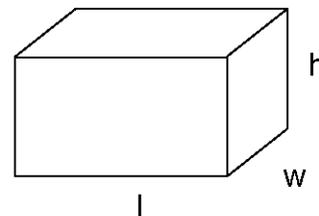
$$C = 2\pi r$$



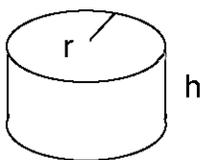
$$A = lw$$



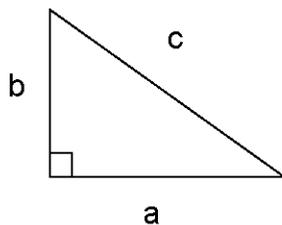
$$A = \frac{1}{2}bh$$



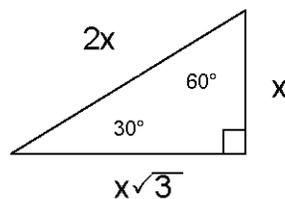
$$V = lwh$$



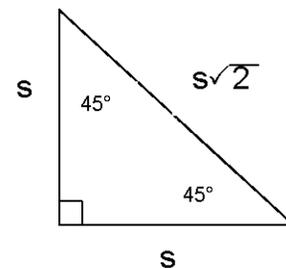
$$V = \pi r^2 h$$



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



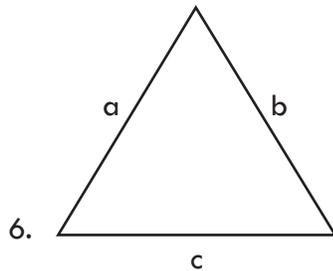
Special Right Triangles



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

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

- (A) $1/8$
- (B) $2/9$
- (C) $2/7$
- (D) $3/8$
- (E) $1/2$



Note: Figure not drawn to scale.

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

- I. 15
 - II. 20
 - III. 22
- (A) I only
 - (B) I and II only
 - (C) I and III only
 - (D) II and III only
 - (E) I, II, and III

STOP

STRATEGIES FOR THE MATHEMATICS MULTIPLE-CHOICE SECTION:

- _____
- _____

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SAT MATHEMATICS STUDENT-PRODUCED RESPONSES PRACTICE QUESTIONS

Directions

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

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

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

7.

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| 4 | 4 | 4 | 4 |
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| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

8.

| | | | |
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| 3 | 3 | 3 | 3 |
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| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
| 7 | 7 | 7 | 7 |
| 8 | 8 | 8 | 8 |
| 9 | 9 | 9 | 9 |

STOP

STRATEGIES FOR THE MATHEMATICS STUDENT-PRODUCED RESPONSES SECTION:

- _____
- _____

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SAT MATHEMATICS STUDENT-PRODUCED RESPONSES PRACTICE GRIDS

1. $\$1.75$

NOTES:

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

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| 3 | 3 | 3 | 3 |
| 4 | 4 | 4 | 4 |
| 5 | 5 | 5 | 5 |
| 6 | 6 | 6 | 6 |
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| 9 | 9 | 9 | 9 |

3. $.6666\dots$

NOTES:

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| 2 | 2 | 2 | 2 |
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| 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%

| | | | |
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| 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 |

Excerpted and adapted from *The SAT Preparation Booklet*, © 2009, The College Board, and online materials available at www.collegeboard.com.

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

SAT IMPROVING SENTENCES PRACTICE QUESTIONS

Directions

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

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

9. Laura Ingalls Wilder published her first book and she was sixty-five years old then.
- (A) and she was sixty-five years old then
 - (B) when she was sixty-five
 - (C) at age sixty-five years old
 - (D) upon the reaching of sixty-five years
 - (E) at the time when she was sixty-five
10. Scenes from the everyday lives of African-Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
- (A) Scenes from the everyday lives of African Americans, which are realistically depicted in the paintings of Henry Ossawa Tanner.
 - (B) Scenes from the everyday lives of African Americans being realistically depicted in the paintings of Henry Ossawa Tanner.
 - (C) The paintings of Henry Ossawa Tanner realistically depict scenes from the everyday lives of African Americans.
 - (D) Henry Ossawa Tanner, in his realistic paintings, depicting scenes from the everyday lives of African Americans.
 - (E) Henry Ossawa Tanner, whose paintings realistically depict scenes from the everyday lives of African Americans.

STOP

STRATEGIES FOR THE IMPROVING SENTENCES SECTION:

- _____
- _____

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

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SAT ESSAY PRACTICE QUESTION

Directions

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

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

Important Reminders:

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

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

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

Many persons believe that to move up the ladder of success and achievement, they must forget the past, repress it, and relinquish it. But others have just the opposite view. They see old memories as a chance to reckon with the past and integrate past and present.

—Adapted from Sara Lawrence-Lightfoot, *I've Known Rivers: Lives of Loss and Liberation*

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

What is your point of view on this issue?

Give examples you could use to make your case:

STRATEGIES FOR THE SAT ESSAY SECTION:

-

-

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Planning Ahead

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

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

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

Test Day the Right Way

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

Real World Challenge

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

Level 3 Scenario:

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

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

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

- a. asking for more time to complete the project.
- b. buying extra wallpaper to allow for torn pieces.
- c. continuing to work individually on each room.
- d. working together on the wallpapering and painting in both rooms.

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

Level 5 Scenario:

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

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

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

- a. Suggest that the fairest solution would be for the team to vote on who should teach the early class.
- b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.
- c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- d. Walk out to protest her hours and let them find a solution without her help.

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

Adult Education Tests

1. Tests that evaluate core academic mastery:

- **ABT: Ability-to-Benefit tests.** Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.
- **GED: General Educational Development.** Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests Language Arts/Reading, Social Studies, Science, Language Arts/Writing, and Mathematics. Credentials awarded by home state Department of Education.

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

- **ACT WorkKeys Foundational Skills.** Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.
- **Civil Service Exams.** Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.
- **Apprenticeship exams.** Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

3. Tests that evaluate personality traits and people skills:

- **ACT WorkKeys Personal Skills.** Designed to predict job behavior and measure an individual's potential.
- Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

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

I. ASVAB (Armed Services Vocational Aptitude Battery)

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

The ASVAB consists of the following eight individual tests:

General Science

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

Arithmetic Reasoning

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

Word Knowledge

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

Paragraph Comprehension

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

Mathematics Knowledge

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

Electronics Information

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

Auto and Shop Information

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

Mechanical Comprehension

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

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

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

Sample ASVAB Questions:

General Science:

An eclipse of the sun throws the shadow of the

- A. moon on the sun.
- B. moon on the earth.
- C. earth on the sun.
- D. earth on the moon.

Math:

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

- A. -1
- B. 0
- C. 1
- D. $7/6$

Electronics Information:

Which of the following has the least resistance?

- A. wood
- B. iron
- C. rubber
- D. silver

Auto and Shop:

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

- A. pistons
- B. piston rings
- C. main bearings
- D. connecting rods

(answers: B,C,D,B)

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

II. ACT WorkKeys Foundational Assessment

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

Communication:

1. Business Writing

The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

2. Listening

The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.

3. Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

4. Writing

The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

Problem Solving:

1. Applied Technology

The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.

2. Applied Math

This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.

3. Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

1. Observation

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

Interpersonal Skills:

1. Teamwork

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

ACT WorkKeys Foundational Assessment Sample Questions:

1. Communication: Reading for Information

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

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

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

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

2. Problem Solving: Applied Math

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

1. \$39.50
2. \$41.48
3. \$41.87
4. \$54.00
5. \$54.54

3. Interpersonal Skills: Teamwork

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

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

As a member of this team, the sportswriter can best support the team and accomplish the task by:

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

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

III. ACT WorkKeys Personal Skills Assessments

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

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

1. Performance Assessment

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

2. Talent Assessment

The Talent Assessment is designed to measure the following characteristics:

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

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

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

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

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

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

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

Order—tendency to be neat and well organized.

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

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

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

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

3. Fit Assessment

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

Here are some target areas assessed:

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

ACT WorkKeys Personal Skills Assessments Sample Questions

Work Values Inventory

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

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

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

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

ORGANIZER

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

Name of Test:

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

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

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

3. How might you prepare for this test?

NOTES

Use this page to record information about each test.

1) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

2) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

3) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

Re/ACT!

Directions: Answer the questions below.

1. What is the purpose of the SAT or ACT?
2. What have you heard about these tests?
3. Did you take the ACT Plan? If so, how did you feel before you took it? After?
4. Do you have friends or siblings who have taken the SAT or ACT? If so, which test?
5. How do you feel about taking the SAT or ACT? Check off all that apply:
 - Nervous
 - Excited
 - Clueless
 - Worried
 - Ready for the challenge
 - Unsure what to expect
 - Competitive
 - Afraid
 - Eager to prove yourself
 - Like hiding

Why and Why Now?

Why do colleges require entrance exams?

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

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

- If you're in a college prep program in high school, much of the material you've been studying will correspond to the content and be fresh in your mind.
- Your test scores can help you decide what areas you need to strengthen.
- Your test scores can help you decide on coursework to take senior year, or during the summer.
- Some colleges are more difficult to get into than others. Knowing your score will help you find a college that's a good match.
- When considering where to apply, you'll be able to compare your test scores with those of typical students at the colleges you're considering. This will help you see if the school is a good choice for you. For example, in 2011 the North Dakota State University expected a minimum score of 23 on the ACT; whereas Williston State College in North Dakota expected between a 19 and 22.
- Colleges who get your test scores this year will be able to contact you about their academic programs, scholarships, special programs and/or visiting days. (You get to decide where to send your scores.)
- Some colleges and scholarships have application deadlines for which you might need scores soon, or in the early fall.
- You'll be able to take the test again next year if you feel you can do better.

Sizing up the Heavyweights: ACT vs SAT

| | ACT | SAT |
|----------------------------------|--|---|
| Subjects Tested | Math, Science, English, Reading Writing is optional (though required by some colleges) | Math, Writing (includes an Essay), Critical Reading (Note: no science) |
| Scores | Each subject scored: 1-36 Composite score created (out of 36) Separate score for Writing: 1-12 | Each section scored: 200-800 |
| Length of Test | 2 hours, 55 minutes Including Writing: 3 hours, 25 minutes | 3 hours, 45 minutes |
| Questions | 215, all multiple choice | Essay, plus multiple choice questions, some math requires showing work |
| Math Content | Pre-algebra, Elementary Algebra, Intermediate Algebra, Coordinate Geometry, Plane Geometry, Trigonometry | Algebra II, Basic Geometry |
| Penalty for wrong answers | None | $\frac{1}{4}$ point off for each wrong answer |
| Score History | You decide which to send (easier to hide bad scores) | Entire score history reported automatically, colleges generally consider the best score |

Getting into the Act, with ACT

1. Registering—Selecting a Test Date

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

2. Registering: Selecting a Test Option

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

3. Costs

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

4. Test Prep Options

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

Plan of Action

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

Visit the ACT website (www.actstudent.org).

Select an ACT test date and location.

Decide if you are taking the ACT Assessment with or without the Writing Test.

If you are eligible for a free or reduced lunch, talk to your guidance counselor about fee waivers, and get a fee waiver number.

Think about what colleges should receive your test scores. ACT will send your scores to four schools free if you list them on your registration; but you may prefer to decide later, once you see your scores. (Note: fees apply).

Discuss with your parent or guardian whether or not you want to use your social security number when registering for the ACT. (Social security numbers are used to distinguish between students who have similar names.)

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

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

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

Type of credit card:

Credit card #:

Name of cardholder:

Expiration date:

Security code

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

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

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

| | |
|----|------------------------------|
| \$ | ACT registration fee |
| \$ | Writing Test fee |
| \$ | Total amount charged on card |

(Signature of parent/guardian)

(Printed name of parent/guardian)

(Date)

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

Making the 'Write' Decision

Next week we will be registering for the ACT assessment in class. You must decide before then if you are taking the "optional" writing portion. The following statements may help you decide. Read them, and then answer the question below.

DID YOU KNOW ...

1. The word "optional" is tricky. The "option" really belongs to colleges; *they* have the option of requiring it. If you apply to schools that require it, you have to take it.
2. Not all schools require or recommend it. To be sure, you must check directly with the institutions you are considering.
3. Most colleges will accept scores from the writing test even if they don't require it.
4. It's scored separately. It won't affect your subject area scores.
5. The test is 30 minutes. You write one essay on a given topic. You are given two points of view on the topic; you can choose one of these to write on, or pick your own point of view on the same topic.
6. You can find more information and sample essays at <http://www.actstudent.org/sampletest/>.

Are you planning to register for the writing portion of the ACT? **yes** **no**

Explain why.

How to ACT

The ACT contains multiple-choice tests in four areas: *English, mathematics, reading, and science*. Each of these tests contains questions that offer either four or five answer choices from which you are to choose the correct, or best, answer. The following suggestions apply to all four tests:

- Carefully read the instructions on the cover of the test booklet.
- Read the directions for each test carefully. Note that the English, reading, and science tests ask for the “best” answer. The mathematics test asks for the “correct” answer. You should know these directions before the day of the test so that you won’t waste valuable time.
- Read each question carefully. Note that some questions may require you to go through several steps, others can be done more quickly.
- Pace yourself. Figure out approximately how much time you have for each question, and use it as a guideline. For example, in the math section, you have 60 minutes to answer 60 multiple-choice questions: that’s about one per minute. The reading test has 40 questions to answer in 35 minutes (a little under a minute.)
- Don’t spend too much time on any one answer. If you get stuck, go on to the other questions and come back if there is time.
- Pay attention to the announcement of five minutes remaining for each test section.
- Answer the easy questions first, then go back and answer the more difficult ones.
- On difficult questions, use logic to eliminate as many incorrect answers as you can. Then compare the remaining answer choices, and make an educated guess.
- Answer every question. Your scores on the multiple-choice tests are based on the number of questions you answer correctly. There is no penalty for guessing on the ACT.
- Review your work. If you finish a test before time is called, go back and check your work. Be sure that you marked only one answer to each question. However, do not go back to any other section! You may not return to a section after time has been called on it.

Note: this is a compilation from the ACT website. Please visit this Internet address to find out more: <http://www.actstudent.org/testprep/>.

ACT ENGLISH TEST SAMPLE

Note: On the ACT English Test, you have 45 minutes to read five passages and answer 75 multiple choice questions about them.

DIRECTIONS: In the passage that follows, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part.

In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose “NO CHANGE.” In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and circle it. Read the passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

Adapted from the ACT website: <http://www.actstudent.org/sampletest/>

START

| | | | | | | | | | | | | | | | | |
|--|---|--|--|-----------|--|-----------|---|--|-----------|---|--|-----------|---|--|-----------|--|
| <p>Philosophy and Baseball</p> <p>In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a</p> | | | | | | | | | | | | | | | | |
| <p><u>university that was located in the Midwest</u> at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">1.</td> <td style="width: 15%;">A.</td> <td>NO CHANGE</td> </tr> <tr> <td></td> <td>B.</td> <td>midwestern university then</td> </tr> <tr> <td></td> <td>C.</td> <td>midwestern university</td> </tr> <tr> <td></td> <td>D.</td> <td>university which was in the Midwest</td> </tr> </table> | 1. | A. | NO CHANGE | | B. | midwestern university then | | C. | midwestern university | | D. | university which was in the Midwest | | | |
| 1. | A. | NO CHANGE | | | | | | | | | | | | | | |
| | B. | midwestern university then | | | | | | | | | | | | | | |
| | C. | midwestern university | | | | | | | | | | | | | | |
| | D. | university which was in the Midwest | | | | | | | | | | | | | | |
| <p>2 Baseball is unique among</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">2.</td> <td colspan="2">Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph?</td> </tr> <tr> <td></td> <td>F.</td> <td>Accounting for this kind of behavior is easy.</td> </tr> <tr> <td></td> <td>G.</td> <td>Most of the students in the class were not fond of this instructor.</td> </tr> <tr> <td></td> <td>H.</td> <td>Today, most World Series games are played in the evening.</td> </tr> <tr> <td></td> <td>J.</td> <td>He did a remarkable job, considering how distracted he must have been.</td> </tr> </table> | 2. | Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph? | | | F. | Accounting for this kind of behavior is easy. | | G. | Most of the students in the class were not fond of this instructor. | | H. | Today, most World Series games are played in the evening. | | J. | He did a remarkable job, considering how distracted he must have been. |
| 2. | Which of the following sentences, if inserted at this point, would provide the most effective transition to the second paragraph? | | | | | | | | | | | | | | | |
| | F. | Accounting for this kind of behavior is easy. | | | | | | | | | | | | | | |
| | G. | Most of the students in the class were not fond of this instructor. | | | | | | | | | | | | | | |
| | H. | Today, most World Series games are played in the evening. | | | | | | | | | | | | | | |
| | J. | He did a remarkable job, considering how distracted he must have been. | | | | | | | | | | | | | | |
| <p>American sports <u>by</u> its ability to appeal to a</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">3.</td> <td style="width: 15%;">A.</td> <td>NO CHANGE</td> </tr> <tr> <td></td> <td>B.</td> <td>as</td> </tr> <tr> <td></td> <td>C.</td> <td>in</td> </tr> <tr> <td></td> <td>D.</td> <td>because</td> </tr> </table> | 3. | A. | NO CHANGE | | B. | as | | C. | in | | D. | because | | | |
| 3. | A. | NO CHANGE | | | | | | | | | | | | | | |
| | B. | as | | | | | | | | | | | | | | |
| | C. | in | | | | | | | | | | | | | | |
| | D. | because | | | | | | | | | | | | | | |

| | | | |
|--|-----------|-----------|---|
| love resembling that of a child of fable and legend. | 4. | F. | NO CHANGE |
| | | G. | love that seems to occur during childhood |
| | | H. | love like that of children |
| | | J. | childlike love |

STOP

STRATEGIES FOR THE ENGLISH TEST:

- _____
- _____

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

ACT MATH TEST SAMPLE

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

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

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

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

START

(on next page)

START

1. Which of the following is equivalent to $(x)(x)(x)$, for all x ?
- A. $4x$
 - B. x^4
 - C. $x + 4$
 - D. 4^x
 - E. $2x^2$
2. A rectangle is twice as long as it is wide. If the width of the rectangle is 3 inches, what is the rectangle's area, in square inches?
- F. 6
 - G. 9
 - H. 12
 - J. 15
 - K. 18
3. A vendor has 14 helium balloons for sale: 9 are yellow, 3 are red, and 2 are green. A balloon is selected at random and sold. If the balloon sold is yellow, what is the probability that the next balloon, selected at random, is also yellow?
- A. $\frac{8}{13}$
 - B. $\frac{9}{13}$
 - C. $\frac{5}{14}$
 - D. $\frac{8}{14}$
 - E. $\frac{9}{14}$
4. $3 \times 10^{-4} = ?$
- F. $-30,000$
 - G. -120
 - H. 0.00003
 - J. 0.0003
 - K. 0.12

STOP

STRATEGIES FOR THE MATH TEST:

- _____
- _____

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

ACT SCIENCE TEST SAMPLE

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

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

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

START

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

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

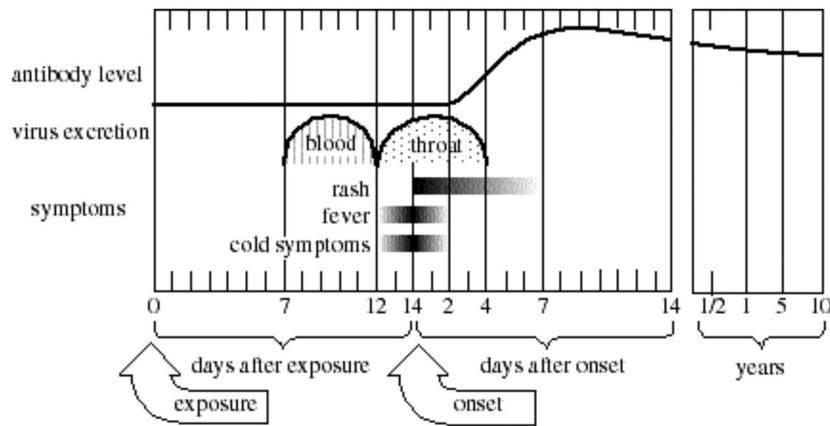


Figure 1 adapted from D. M. McLean, *Virology in Health Care*. ©1980 by Williams & Wilkins.

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

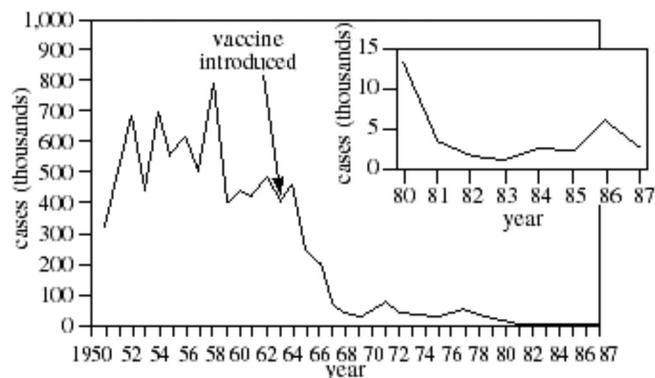


Figure 2

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

1. On day 10 after exposure to measles, one could conclude that the greatest concentration of the measles virus would most likely be found in which of the following locations?
 - A. Skin
 - B. Mouth
 - C. Blood
 - D. Throat
2. The introduction of the measles vaccine had which of the following effects, if any, on the occurrence of measles?
 - F. It completely eradicated measles after 1963.
 - G. It caused a decrease in the number of measles cases only during 1963.
 - H. It caused a gradual decrease from 400,000 measles cases in 1963 to approximately 1,500 in 1983.
 - J. The introduction of the measles vaccine had no effect on the occurrence of measles after 1963.
3. Based on the information presented in the passage and in figure 1, would it be possible to determine that a person had immunity against the measles virus six months after exposure?
 - A. Yes; the level of protective antibodies against measles would be elevated six months after exposure.
 - B. Yes; the virus would still be present in the respiratory tract to protect against reinfection.
 - C. No; the level of protective antibodies against measles would be undetectable six months after exposure.
 - D. No; the virus would no longer be present in the blood to protect against reinfection.
4. On the basis of figure 1, one can conclude that there is a rise in the antibody level when the:
 - F. fever vanishes.
 - G. rash first appears.
 - H. cold symptoms are most severe.
 - J. virus is present in the blood.

STOP

STRATEGIES FOR THE SCIENCE TEST:

- _____
- _____

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

ACT READING TEST SAMPLE

Note: On the ACT Reading Test, you have 35 minutes to answer 40 questions – 10 questions about each of four passages.

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

HUMANITIES: This passage is adapted from the article “Japan’s Tansu: Cabinetry of the 18th and 19th Centuries” by Rosy Clarke (©1985 by W.R.C. Smith Publishing Company).

The Japanese, always pressed for room on their island empire, have long been masters at utilizing space. This is especially evident in the native handmade Japanese cabinetry known as *tansu*, produced from

5 about 1750 to 1900. A prolific range of wooden *tansu* was created for a variety of needs, and a diverse group of pieces emerged, ranging from small, portable medicine chests to giant trunks on wheels.

Prior to Japan’s Edo Period (1603-1867), ownership of furniture was limited to the nobility. Primarily,

10 these were black-and-gold lacquered pieces of Chinese inspiration. But with the demise of Japan’s feudal society and the rise of a moneyed merchant class by the mid-Edo Period, furniture in Japan took on its own

15 personality, as craftsmen enjoyed the freedom to create original designs that combined function and beauty. Today, examples of these skillfully constructed chests tell us much about the lifestyle and accoutrements of people during the Edo Period and the Meiji Era

20 (1868-1912).

The greatest demand was for clothing and merchants’ chests; within these two categories, hundreds of stylistic variations occurred. Most clothing *tansu* were constructed with four long drawers for kimono storage

- 25** and a small door compartment that opened to two or three tiny drawers for personal items. The chests were usually built in two pieces that stacked, a design that allowed for easy portability. A favorite wood used to build clothing tansu was paulownia, noted for its light weight and subtle, natural sheen. In the Edo Period, it was customary for Japanese fathers to plant a paulownia tree when a daughter was born. When she married, the tree was cut down and made into a trousseau chest.
- 30**

1. According to the passage, the original popularity of tansu resulted primarily from the:
 - A. desire to display clothing and other personal items.
 - B. need to make good use of space.
 - C. need to disguise a merchant's wealth.
 - D. desire to be different from the Chinese.
2. The author claims that by studying examples of handcrafted Japanese tansu that are still available today, scholars can learn about which of the following?
 - I. How mass production first began in Japan
 - II. How Japanese industrialists developed shortcuts in building furniture
 - III. How the Japanese lived during the Edo Period and the Meiji Era
 - F. II only
 - G. III only
 - H. I and II only
 - J. I, II, and III

STOP

STRATEGIES FOR THE READING TEST:

- _____
- _____

Excerpted from the ACT website: <http://www.actstudent.org/sampletest/>

ACTing Ahead

Jasmine is an 11th grader who wants to take the ACT college entrance exam. She made this list of things she thinks are important to do before test day.

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

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

Test Day the Right Way

- Check your ticket for test option (ACT, or ACT PLUS with writing), test location, and reporting time.
- Bring admission ticket with you.
- Bring acceptable official photo identification (see ACT website, www.act.org, for what's OK.)
- Bring several sharpened #2 pencils with good erasers.
- Bring an acceptable calculator ((see ACT website, www.act.org, for what's OK.)
- Make sure calculator works and put in fresh batteries.
- Bring a watch so you can pace yourself.
- Bring your glasses if you need them.
- Arrive at the time indicated on your ticket (usually by 8:00 a.m., 7:45 recommended.)
- Expect to be processed for check-in before going to your assigned room.
- Turn OFF your cell phone and/or pager. ***If it goes off during testing, you will be dismissed and your test will not be scored.***

Real World Challenge

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

Level 3 Scenario:

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

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

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

- a. asking for more time to complete the project.
- b. buying extra wallpaper to allow for torn pieces.
- c. continuing to work individually on each room.
- d. working together on the wallpapering and painting in both rooms.

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

Level 5 Scenario:

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

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

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

- a. Suggest that the fairest solution would be for the team to vote on who should teach the early class.
- b. Suggest that the team tell the manager to forget about the early class; it isn't going to work.
- c. Voice her feelings and suggest that the manager reevaluate the whole schedule to see how the class might be covered.
- d. Walk out to protest her hours and let them find a solution without her help.

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

Adult Education Tests

1. Tests that evaluate core academic mastery:

- **ABT: Ability-to-Benefit tests.** Taken to qualify for some state and federal aid programs, or to pursue a college education, if a high school diploma has not been achieved (or a student who has low grades and/or college entrance test scores). The tests evaluate language, reading, and math to see if you have the basics needed to benefit from further study.
- **GED: General Educational Development.** Measures high school level skills and knowledge, if high school diploma has not been achieved. Tests language arts/reading, social studies, science, language arts/writing, and mathematics. Credentials awarded by home state department of education.

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

- **ACT WorkKeys Foundational Skills.** Measures different applied job skills in the areas of communication, problem solving, and interpersonal skills.
- **Civil Service Exams.** Required for specific careers, such as law enforcement, clerical, air traffic controllers, majority of postal worker jobs (about 80%), and government jobs.
- **Apprenticeship exams.** Evaluates readiness to learn specific skilled trades, like plumbing, construction, and electrical work.

3. Tests that evaluate personality traits and people skills:

- **ACT WorkKeys Personal Skills.** Designed to predict job behavior and measure an individual's potential.
- Various job and career questionnaires, career aptitude tests, integrity surveys, personality tests.

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

I. ASVAB (Armed Services Vocational Aptitude Battery)

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

The ASVAB consists of the following eight individual tests:

General Science

A 25-item test measuring knowledge of life science, earth and space science, and physical science.

Arithmetic Reasoning

A 30-item test measuring ability to solve basic arithmetic word problems.

Word Knowledge

A 35-item test measuring ability to understand the meaning of words through synonyms.

Paragraph Comprehension

A 15-item test measuring ability to obtain information from written material.

Mathematics Knowledge

A 25-item test measuring knowledge of mathematical concepts and applications.

Electronics Information

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

Auto and Shop Information

A 25-item test measuring knowledge of automotive maintenance and repair, and wood and metal shop practices.

Mechanical Comprehension

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

Students are provided with scores on each of these individual tests and three career exploration score composites: verbal skills, math skills, and science and technical skills. The battery takes approximately three hours to complete and test results are returned to schools in about two weeks.

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

Sample ASVAB Questions:

General Science:

An eclipse of the sun throws the shadow of the

- A. moon on the sun.
- B. moon on the earth.
- C. earth on the sun.
- D. earth on the moon.

Math:

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

- A. -1
- B. 0
- C. 1
- D. $7/6$

Electronics Information:

Which of the following has the least resistance?

- A. wood
- B. iron
- C. rubber
- D. silver

Auto and Shop:

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

- A. pistons
- B. piston rings
- C. main bearings
- D. connecting rods

(answers: B,C,D,B)

(sources: <http://www.todaymilitary.com/before-serving-in-the-military/asvab-test/asvab-test-sample-questions>, <http://www.asvabprogram.com/>)

II. ACT WorkKeys Foundational Assessment

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

Communication:

1. Business Writing

The WorkKeys *Business Writing* test measures the skills individuals possess when they write an original response to a work-related situation. Components of the Business Writing tests include sentence structure, mechanics, grammar, word usage, tone and word choice, organization and focus, and development of ideas.

2. Listening

The *Listening* portion of the WorkKeys *Listening and Writing* test measures the skill that people use when they receive verbal information in the workplace and relay it to another person. The test is administered via an audiotape that contains all directions and messages.

3. Reading for Information

The WorkKeys *Reading for Information* test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations.

4. Writing

The *Writing* portion of the WorkKeys *Listening and Writing* test measures the skill individuals use when they write messages that relay workplace information between people.

Problem Solving:

1. Applied Technology

The WorkKeys *Applied Technology* test measures the skill people use when they solve problems with machines and equipment found in the workplace. Specifically, the test assesses ability to: analyze a problem by identifying the problem and its parts, decide which parts of a problem are important, decide on the order to follow when dealing with the parts of the problem, apply existing tools, materials, or methods to new situations.

2. Applied Math

This assessment measures the skills people possess when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems, and do the types of calculations, that actually occur in the workplace.

3. Locating Information

The WorkKeys *Locating Information* test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.

1. Observation

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

Interpersonal Skills:

1. Teamwork

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

ACT WorkKeys Foundational Assessment Sample Questions:

1. Communication: Reading for Information

Goldberg's Auto Parts is served by more than 50 different accounts, each with its own sales representative, company name, corporate address, and shipping address. As a shipping and receiving clerk at Goldberg's, you are required to return defective merchandise to the manufacturer.

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

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

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

2. Problem Solving: Applied Math

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

1. \$39.50
2. \$41.48
3. \$41.87
4. \$54.00
5. \$54.54

3. Interpersonal Skills: Teamwork

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

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

As a member of this team, the sportswriter can best support the team and accomplish the task by:

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

SOURCE: <http://www.act.org/workkeys/assess/sample.html#.UGXLc5jA-TO>

III. ACT WorkKeys Personal Skills Assessments

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

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

1. Performance Assessment

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

2. Talent Assessment

The Talent Assessment is designed to measure the following characteristics:

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

Cooperation: tendency to be likable and cordial in interpersonal situations.

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

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

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

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

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

Order: tendency to be neat and well organized.

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

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

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

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

3. Fit Assessment

The Fit Assessment consists of two different inventories that match individual interests and values to the work environment, providing information that can help determine how well a candidate matches up with occupations in an organization. It assesses work-related interests and a broad range of work-related values, such as autonomy, physical activity, influencing others, and precision.

Here are some target areas assessed:

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

ACT WorkKeys Personal Skills Assessments Sample Questions

Work Values Inventory

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

NI – Not important at all

SI – Slightly important

I – Important

VI – Very important

EI – Extremely important

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

SOURCE: <http://www.act.org/workkeys/assess/fit/sample.html#.UGXNe5jA-TM>

ORGANIZER

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

Name of Test:

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

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

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

3. How might you prepare for this test?

NOTES

Use this page to record information about each test.

1) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

2) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

3) Name of Test:

What does it test?

Why might I take it?

Types of questions:

How to prepare:

RUPrepareND.com Basic Directions

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**).
- Enter your account name and password.

II. Creating a Portfolio (First Time Users)

If your students have not created an account on RUPrepareND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUPrepareND.com Roads to Success page.

III. Interest Profiler

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

IV. 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 you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers**.
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the Basic Skills Survey, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**.

V. Career Finder

- Now, click on the **Career Planning** tab 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 and Basic Skills Survey Reflection

Please answer the following questions based on your interest inventory results.

List your top two or three interest areas. Does this seem like an accurate description of your interests? Why or why not?

List your top two or three skills areas. Does this seem like an accurate reflection of your skills? Why or why not?

What careers were surprising?

What changes did you see from your Grade 10 career matches?

What careers are you most likely to pursue? Why?

Workplace Observations

Directions: List two workplaces you have visited, worked at, or seen on TV. For each, list at least two observations about what it might be like to work there. An example has been done for you.

| Workplace | How Observed | Observations |
|----------------------|---|---|
| Fast food restaurant | Visited a friend who works as a cashier | Job is fast paced and a little stressful. Lots of people my age work there and are friendly toward each other. |
| | | |
| | | |

Benefits of a Job Shadow

A job shadow can help you...

- Explore and define career interests.
- Get a first-hand look into what a specific job involves, including the benefits and challenges.
- Understand the education and experience required to enter a career.
- Discover jobs you may not have known existed.
- Decide if a career is a good fit for you.
- Learn what it takes to get ahead of people working in your field of interest.
- Connect what you are learning in school to the skills required to succeed in a career.
- Get inside information about a company's culture (i.e., is it very casual with people rollerblading through the corridors? Or is it very corporate – formal offices, suits and ties?).
- Learn how to communicate in the workplace.
- Meet people who may provide ongoing career guidance.

SOURCES:

Nathan Hale High School, West Allis - West Milwaukee School District

http://www.quintcareers.com/job_shadowing.html

<http://www.cbia.com/edf/JobShadowing.htm>

https://cms.uwm.edu/cdc/explore/informational_interview.cfm

<http://www.state.vt.us/stw/wblm/2C0jobshadow.pdf>

Job Shadow Checklist

Directions: With guidance from your teacher, review each task in the job shadow process. Identify dates to complete each task, and write them in the boxes on the right. As you finish each task, put a check mark next to it.

| Check when complete | Items to complete | Date due |
|--|--|----------|
| SET-UP (student responsibility) | | |
| | Make contact with company to set up job shadow | |
| | Confirm job shadow | |
| PARENT/GUARDIAN PERMISSION (student responsibility) | | |
| | Parent permission form | |
| IN-CLASS PREPARATION | | |
| | Resume | |
| | Interview questions | |
| | Company research | |
| IN-CLASS FOLLOW UP | | |
| | Reflect on your experience | |
| | Write a thank-you letter | |
| EMPLOYER EVALUATION OF STUDENT | | |
| | Employer completes evaluation | |
| | Student returns evaluation to school | |

Tips for Setting up the Job Shadow

- 1. Introduce yourself:** Begin by introducing yourself and stating the purpose of your call.
- 2. Be prepared:** Prepare an introduction in advance. Practice what you're going to say a few times before you make the call.
- 3. Make sure you're talking to the right person — at the right time:** Always identify the name of the person you're talking to and confirm that he or she is the right person to set up the job shadow. Be understanding if the person needs to forward the call to someone else, or if he or she asks you to call back another time.
- 4. Speak clearly and slowly.**
- 5. Take notes:** Jot down answers to help you remember the call. If you have to call back, note the person who answered the call, and the date and time to call back.
- 6. Keep it brief:** Respect the other person's time. Keep the topic of the call to setting up the job shadow, including time and place.
- 7. Say thank you:** Always thank the person for their time and their help.

Job Shadow Phone Call Script

Directions: Use the script below to schedule your job shadow. Fill in the blanks for statements 1, 3, and 6 before you make your call. The lines in bold indicate where you should be taking notes during the call. Make sure to record all of this information before you finish the call.

1. Hi, my name is _____ and I am a Junior at _____ High School. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career. May I speak with the person who might help me schedule this?
 - a. If person is unavailable or out for the day, get their name and the name of the person you spoke with.
 - i. Name of person you spoke with:**
 - ii. Name of job shadow contact person:**
2. Repeat step 1 if transferred to another individual.
3. May I schedule a job shadow with one of your employees?
 - a. If the answer is yes, go on to the next question. If the answer is no, thank this person for their time and politely end the phone call.
4. Common time ranges for job shadows include:
Half Day: 8AM-11PM; 9AM-12PM; 1PM-4PM. Full Day: 8AM-3PM; 9AM-4PM
5. Would it be possible to schedule my job shadow during the week of _____ [as given by your teacher]?
 - a. Date and time of job shadow:**
6. Repeat date and time you schedule.

7. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.
 - a. **Name:**
 - b. **Phone Number:**
 - c. **E-mail:**
 - d. **Address:**
 - e. **Directions:**

 - f. **Appropriate dress for this workplace:**

8. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.

9. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

Job Shadow Phone Call Responses

1. Hi, my name is _____ and I am a Junior at _____ High School. I am interested in participating in a job shadow at your company. May I speak with the person in charge of scheduling job shadows?

Possible Responses:

Option A: I am the person in charge of scheduling job shadows.

Option B: I am not the person in charge of scheduling job shadows. I'll transfer you to him/her.

Option C: He/She is out of the office or unavailable at the moment. Can I take a message and have him/her get back to you?

Option D: We don't do that here.

2. Repeat above or continue if transferred to another individual.
3. Participating in a job shadow is an important part of our career education. I would like to visit your company for a day or half day in order to observe someone working as a _____ to learn more about this career.
4. May I schedule a job shadow with one of your employees?

Possible Responses:

Option A: Sure. I know the perfect person. Her name is _____.

Option B: I really don't know which employee is interested. I'll have to get back to you.

5. Common time ranges for job shadows include:
Half Day: 8AM-11PM; 9AM-12PM; 1PM-4PM. **Full Day:** 8AM-3PM; 9AM-4PM
6. Would it be possible to schedule my job shadow during the week of _____ [as given by teacher]?

Possible Responses:

Option A: That week is perfect. Let's schedule for Tuesday that week from 1-4.

Option B: That week will not work for me.

7. Repeat date and time you schedule.
8. Ask for the name, phone number, and e-mail address of your contact person, directions to the job shadow site, and appropriate dress for this workplace.
9. Repeat the name and phone number of your contact person, directions, and appropriate dress for this workplace.
10. Thank you very much for your time and commitment to help make the job shadow a great and helpful experience.

Accomplishment Questionnaire

Directions: In this lesson, you'll learn how to create a resume that shows off your accomplishments. To prepare, answer *two* of the questions below.

1. Think of a family member, teacher, coach or friend you have a good relationship with. If this person were asked to speak about your best qualities, what would he or she say?
2. Describe a school project you are proud of and why you are proud.
3. Think of a problem you were able to solve that was difficult for others. How did you solve the problem? What does that say about your abilities?
4. Describe something you designed, created, built, or fixed. Tell why you felt good about this accomplishment.

TIMOTHY ZIEGLER

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- PROFILE**
- High School Senior good in athletics and working with children in sports-related activities.
 - Dependable and mature. Always completed class assignments on time.
- EDUCATION**
- FLORIDA PUBLIC HIGH**, Orlando, Florida
High School Diploma, 2004
- *Member*, Swim Team, 2000-2004
 - *Member*, Track Team, 2000-2004
- EXPERIENCE**
- ORANGE STATE PARK**, Orlando, Florida 2002 - Present
Lifeguard
- Work full summer schedule as part of a five-lifeguard team.
 - Rescued a seven-year-old when he was pushed under by a wave.
 - Teach children safety rules and how to behave when on the beach.
 - Never missed a day of work.
- SELF-EMPLOYED**, Orlando, Florida 2000-2002
Lawn Care Worker
- Mowed neighbors' yards.
 - Trimmed plants.
 - Operated lawn care equipment.
- HOBBIES AND INTERESTS**
- **MEMBER**, Boy Scouts of America, Present
 - **COACH**, Little League Baseball, Present
 - Enjoy skateboarding, swimming, going to Disney World, hiking, and boating.

SOURCE: www.resumeedge.com

Creating Accomplishment Statements

Even if you've never collected a paycheck, you have lots to offer an employer. Your resume should show that you have the skills they're looking for.

1. In **Column A** below, check all of your activities and work experience. Please add anything that's not included on the list.
2. In **Column B**, check the skills you think you've demonstrated. At the bottom of the list, add any skills specific to the job you're considering.

Column A

Column B

| Activities and Work Experience | Skills |
|--------------------------------|---|
| Sports team | PROFESSIONALISM |
| School club | Come to work on time, return on time from breaks and lunch. |
| Band | Use language appropriate for work. |
| Choir | Wear clothing appropriate for work. |
| Musical instrument | Treat customers and employees with respect. |
| Art | WORK ETHIC |
| School play | Accept responsibility. |
| School newspaper | Work hard even when no one is watching. |
| Youth group / | Finish what you start. |
| Place of worship | PROBLEM SOLVING |
| Scouts | Know what to do in an emergency. |
| School project | Think before acting. |
| Babysitting | Resolve a conflict without getting angry. |
| Political campaign | Choose between alternatives. |
| Mentoring program | Find creative ways to solve problems. |
| Volunteer program | GROUP AND TEAM SKILLS |
| Part-time job | Be friendly. |
| Help family or | Cooperate with others. |
| community member | Pitch in where needed. |
| Academic competition | Clarify responsibilities. |
| Other: | Take direction. |
| Other: | Demonstrate leadership. |
| Other: | JOB-SPECIFIC SKILLS |

List three of your activities next to the letters D through F below, followed by specific evidence showing you have the skills your employer is looking for. Start each item with an action word that tells what you did. Examples have been provided for you.

A. Babysitting

- Cared for infant and four-year-old
- Created list of emergency phone numbers
- Fixed healthy snacks

B. Band

- Moved from 4th-chair to 2nd-chair trumpet
- Practiced during lunch period, five days a week, during football season in ninth, 10th, and 11th grade

C. Family Responsibilities

- Changed oil and maintained family car
- Made repairs to tractor and four-wheeler on family farm

D.

- (activity or work)
- (accomplishment)
- (accomplishment)
- (accomplishment)

E.

- (activity or work)
- (accomplishment)
- (accomplishment)
- (accomplishment)

F.

- (activity or work)
- (accomplishment)
- (accomplishment)
- (accomplishment)

Resume Action Words

Show employers what you can do by choosing action words that call attention to your accomplishments. See examples below. (For online lists of more verbs that will get you noticed, type “resume action words” into your search engine.)

Example 1: Babysitter

- **Created** a list of emergency phone numbers
- **Prepared** healthy after-school snacks
- **Cared for** three children under the age of seven

Example 2: Computer Consultant

- **Taught** new computer users the basics of e-mail and MS Word
- **Backed up** files each week

| Communication/ People Skills | Creative Skills | Management/ Leadership Skills | Helping Skills | Organizational Skills |
|---------------------------------|-----------------|----------------------------------|----------------|--------------------------|
| Collaborated | Combined | Assigned | Aided | Arranged |
| Communicated | Created | Coordinated | Arranged | Categorized |
| Developed | Developed | Decided | Assisted | Distributed |
| Edited | Drew | Improved | Contributed | Organized |
| Incorporated | Illustrated | Led | Cooperated | Recorded |
| Proposed | Planned | Managed | Encouraged | Responded |
| Suggested | Revised | Organized | Helped | Updated |
| Synthesized | Shaped | Oversaw | Motivated | |
| | | Recommended | Supported | |
| | | Reviewed | Prepared | |
| | | Supervised | | |

What Goes in a Resume?

Directions: Read each item in the left column. In the middle column, check the item if it belongs in a resume. For items that you check YES, note in which section of a resume it should appear.

| ITEM | ✓ for YES | RESUME SECTION (Profile, Education, Experience, Interests and Awards) |
|--|-----------|--|
| Where I went on summer vacation | | |
| Volunteer jobs | | |
| My height and weight | | |
| Honorable mention for my award-winning essay | | |
| Weekend babysitting job | | |
| Religious affiliation | | |
| Debate team successes | | |
| 3.2 GPA | | |
| Birth date | | |
| Fluent in French | | |
| Current job salary | | |
| Snowboarding | | |

Maria Anne Cruz

1 Desert Rose Lane
Albuquerque, New Mexico 87124
505-555-1212
cruzin@com.net

Profile

Personable and reliable high school graduate with good skills in sewing to work as a seamstress or in a tailoring shop. Complete all work quickly and to client's request. Bilingual with fluency in English and Spanish. Willing to translate customer requests to non-Spanish speaking co-workers.

Education

Desert High School, Albuquerque, New Mexico
High school diploma, 2011

- Received A's in Introduction to Sewing and Advanced Sewing
- Made costumes for school play, Man of La Mancha

Experience

Dress Express, Albuquerque, New Mexico
Sales clerk

2011 – present

- Help customers select dresses and other women's wear.
- Write up credit card payments, ring sales, and box items.

Millers Groceries, Albuquerque, New Mexico
Grocery bagger

2010 – 2011

- Bagged groceries for customers
- Helped customers carry bags to their cars and loaded them inside.
- Did price checks on products when asked.

SOURCE: www.resumeedge.com

Anthony Martino, Jr.
661 Idaho Avenue
Chicago, IL 60681
312-555-1212
tony_martino@net.com

Profile Physically fit and morally strong high school senior seeks part-time job while enrolled in the Portland State University Criminology program.

Maintained a solid “B” average in high school courses with honors in math.

Comes from three generations of law enforcement officers.

Education Chicago High School, Chicago, IL
2009-2013
Expected graduation date: June 2013

- GPA: 3.4
- Member, Varsity Football Team, 2011-2013
- Member, Varsity Wrestling Team, 2011-2013

Experience Martino Security Firm, Chicago, IL
General worker, summers and weekends, 2011 - present

- Answer telephones, fill out customer requests, and schedule appointments for my uncle’s security company
- Run errands and pick up equipment, as needed
- Train new summer workers on company policies
- Supervise one assistant

Interests & Honors

- Member, Police Scouts, 2009-2012
- Member, Law Enforcement Cadets, 2012 – Present
- Enjoys hiking, swimming, fishing, and hunting with dad and uncles

SOURCE: www.resumeedge.com

Resume Proof-reading Checklist

Directions: Proof-read your resume for each of the areas listed below.

Spelling

All words are spelled correctly

Punctuation & Capitalization

Sentences end with punctuation mark

Commas between city and state

Commas between items in a list

Apostrophes used for contractions and to show possession

Sentences begin with a capital letter

Proper nouns are capitalized (example: company names, cities, street names)

Grammar & Usage

Job and activity descriptions start with action verbs

Verb tenses are correct: present tense for current jobs and activities, past tense for past jobs and activities

Date forms are consistent (5/07/08 or May 7, 2008)

Format

Spacing and margins are the same throughout

Resume is one page

Traditional font (Arial or Times New Roman), and same font throughout the resume

Personal contact information appears at the top

Profile summary appears at the top, just below contact information

Proof-reading Help

Parent or other adult has proof-read my resume

I used a dictionary or computer spell-check to confirm spelling when needed

What's The Problem?

Directions: Read each rule in the first column. Then read the “Breaking the Rule” item in the second column. In the third column, explain why the behavior is a problem.

| Rule | Breaking the Rule | Why This Is a Problem |
|---|--|-----------------------|
| Show up on time, and work assigned hours. | A sales associate leaves his job early because there are not many customers and not much to do. | |
| Follow employer's safety guidelines, and wear required protective clothing and equipment. | A construction worker does not wear her hardhat because it gives her a headache. | |
| Treat co-workers and customers with courtesy and respect. | A customer at a fast food restaurant curses at a cashier, complaining that his food is cold. The cashier responds by insulting the customer. | |
| Work together to solve problems, and let employers know when you need help. | Employees at Roads to Success are working together packing materials that must be delivered to schools in a few days. One employee is confused by the instructions and abandons the project. | |

Agree or Disagree?

Directions: Read each statement and decide if you agree or disagree by checking the appropriate column. Be prepared to justify your choices.

| Behavior | Agree | Disagree |
|--|-------|----------|
| I'm often late, but I let my friends know I'm on the way with text or cell phone messages. | | |
| Making photocopies is a mindless job, but if my boss asks me to do it, I should. | | |
| I'm known for my sense of style, and I like my clothes to make a big impression. | | |
| I ask questions when I'm not sure what to do. | | |
| Babysitting is an easy job, so it's OK to make personal phone calls while I'm working. | | |
| I get angry when someone points out my mistakes. | | |
| I see a classmate struggling with an assignment that I found easy. It's better to let him or her figure it out rather than to help him or her. | | |
| In my cashier job, if I have no customers, I should enjoy the down time and take a break. | | |
| Rather than stop to buy paper towels on the way home from work, I take a couple of rolls from the office's supply closet. | | |
| When friends e-mail me at work, I do not reply. | | |

Workplace Etiquette Scenarios

Directions: Anna just started her job shadow at the XYZ Corporation, and she's facing some challenging situations. Read each section and decide the best way for Anna to respond.

1. Anna is getting dressed for her job shadow at the XYZ Corporation. When she visited the company previously, she noticed many employees wore jeans, t-shirts, and sneakers. Anna wants to make a good impression and wants to fit in with her co-workers. How should she dress?
2. When Anna arrives at the office, she approaches a very busy receptionist. She introduces herself and says she is here for the job shadow day. The frenzied receptionist has no idea what Anna is talking about and is somewhat unfriendly. What should Anna do?
3. Finally, Anna meets her host, who keeps her engaged in a variety of tasks. Suddenly, her host is called into a meeting. After an hour, Anna has completed the tasks on her list. She is bored and not sure what to do next. What would you advise Anna to do?
4. Anna finds herself in the cafeteria with some employees of the company who are close to Anna's age. They are gossiping about their boss, who she's noticed can be very demanding. What should Anna do?
5. A recent college graduate who works at the company has been assigned the job of showing Anna what her workday is like. She is very helpful. Anna wants to thank her at the end of the day, but she is nowhere to be found. Anna remembers her first name, but not her last name. What should she do?

An Informational Interview

YOU: A junior in high school, interested in a career in construction, but not sure what kind of education you'll need or next steps to take.

JOE SMITH: A friend of your next-door neighbor's, he owns a small construction company.

THE SET-UP:

Your neighbor encourages you to call Joe Smith to learn more about your future career, so you do. While you're on the phone, Joe interrupts you twice to yell instructions to one of his workers. Joe is on a tight deadline this week, and can't meet with you at all, but offers to give you 15 minutes of his time first thing Saturday morning at 8am sharp. On Friday afternoon, he calls to let you know that first thing tomorrow won't work. He's scheduled the cement mixers to arrive then, and suggests you meet at noon instead.

THE CONVERSATION:

When you arrive, Joe invites you to sit with him in his truck, and he spends a half hour telling you what he knows between bites of baloney and cheese sandwiches and gulps of coffee.

He learned the business from his father, he says, but would recommend further education for someone starting out today. He mentions a good program at the community college, where you can also take the management and accounting courses you'll need if you want to run your own company one day.

He also recommends two apprenticeships – one for carpenters and one for electricians. He describes one of the local trade schools as "lousy." He says "the guys who graduate from there are a bunch of know-nothings."

He says he loves being in business for himself, loves seeing the finished product, loves problem-solving, and hates the stress of being behind schedule. Just then, someone knocks on the truck window and says they're running behind schedule. He laughs, says he needs to get back to work, shakes your hand, and tells you to call him if you "need anything – anything at all."

THE FOLLOW-UP:

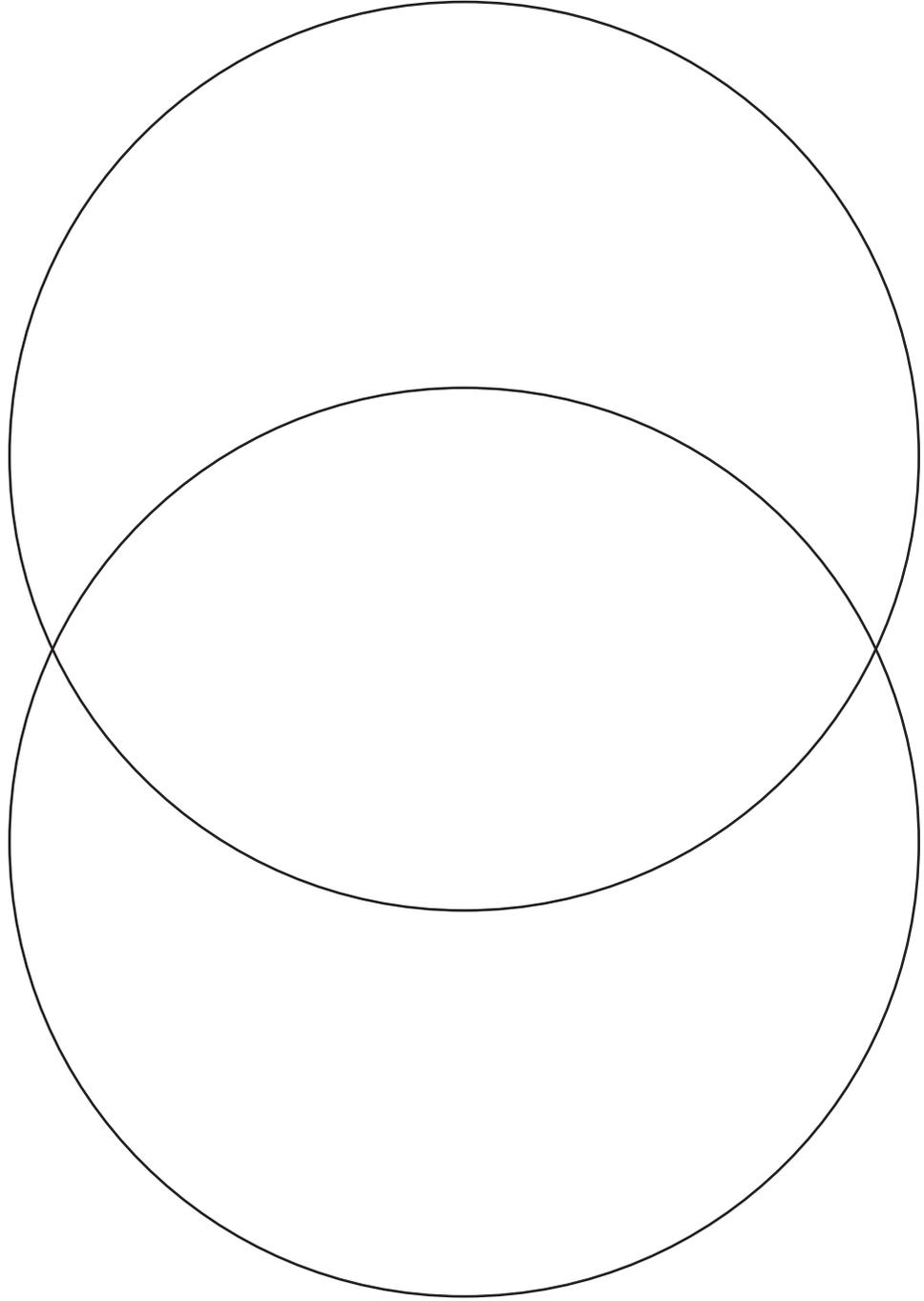
1. What did you learn from visiting the construction site?
2. What did you learn from interviewing Joe Smith?
3. Was Mr. Smith generous with his time? Explain.
4. How should you follow up on this informational interview?
5. Is there any benefit to staying in touch with Mr. Smith? Explain.

Informational Interview vs. Job Interview

Directions: Read each statement on the next page, and write it in the correct place on the diagram below. Some statements apply to informational interviews, some apply to job interviews, and some apply to both.

INFORMATIONAL INTERVIEW

JOB INTERVIEW



Statements

1. Research company prior to interview.
2. No expectation of receiving a job offer after interview.
3. Follow up with thank you note.
4. Main focus is to gain more knowledge about a company and career field.
5. You are the interviewer.
6. Main focus is promoting yourself for a specific job opening.
7. You are the interviewee.
8. Dress in business casual clothing.
9. Interview may be with an assistant or someone without hiring power.
10. Don't use slang or act too casual around the company contact.
11. Is a professional meeting.
12. Ends with a plan of action.

Got Questions?

Directions: Write three questions to ask someone working in a career field that interests you most.

- 1.
- 2.
- 3.

Question Categories

Directions: Write one question for each category.

| | |
|---|--|
| What the Job is Like | |
| What I Need to Do to Get a Job in this Field (Education, Background Experience, etc.) | |
| Working Conditions | |
| How to Get Ahead in this Career (On-the-Job Behavior) | |
| Future/Outlook of Career Field | |
| Salary | |
| Referral/Networking | |

Informational Interview Evaluation Rubric

Directions: Evaluate your partner’s informational interview technique by checking “yes” or “no” for each question.

| Desirable Informational Interview Behavior | Yes | No |
|--|-----|----|
| 1. Did the interviewer listen carefully? | | |
| 2. Did the interviewer ask relevant follow-up questions? | | |
| 3. Did the interviewer ask questions that could NOT be answered elsewhere? | | |
| 4. Did the interviewer ask questions about the interviewee’s experiences? | | |
| 5. Did the interviewer ask for referrals? Did he/she ask permission to use the interviewee’s name when making these contacts? (OPTIONAL) | | |
| 6. Did the interviewer thank the interviewee for his or her time? | | |

Research Questions

Directions: Research answers to each of the following questions on the company's website.

1. What does the company do or make?
2. How many people does the company employ?
3. What kinds of jobs are available at this company?
4. What kind of work experience does the person you're interviewing have?
(**Note:** This information won't always be available. You may not know the name of the person you're interviewing, or be able to find information about them on the Internet.)
5. What are some of the company's recent achievements?

Job Shadow Appointment Confirmation

Career

Contact Information

Contact Person:

Job Title:

Name of Company:

Phone Number:

E-mail:

Street Address (and suite or apartment #, if needed):

City:

State:

Zip Code:

Details

INTRO:

Hello, my name is _____ and I am a student at _____
_____ High School. I am calling to confirm the date and time of my job shadow
experience.

**DISCUSS THE FOLLOWING DETAILS AND WRITE DOWN THE ANSWERS.
REPEAT THEM TO MAKE SURE YOU'VE WRITTEN THEM CORRECTLY.**

Date:

Time:

Directions to the job site:

Parking (if needed):

Dress code:

Lunch arrangements:

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

Job Shadow Employer Evaluation

Thanks for taking the time to a host a _____ (name of high school) student at your place of work. Since we are very interested in the long-term success of our job shadowing program, we would appreciate you taking some time to evaluate your recent job shadowing experience. Your feedback is valuable as we plan future visits to the workplace.

| | |
|--------------------|--------------|
| Your Name | Phone Number |
| Title | E-mail |
| Company | Student Name |
| Date of Job Shadow | |

Please evaluate the student in each of the following areas.

| PUNCTUALITY | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
|-------------------------------------|----------------------|-----------------|-------------------|----------------|
| Reported at appropriate time | | | | |
| Departed at appropriate time | | | | |
| PROFESSIONAL APPEARANCE | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Dressed appropriately | | | | |
| Well-groomed | | | | |
| PROFESSIONAL CONDUCT | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Confirmed appointment | | | | |
| Behaved professionally at worksite | | | | |
| COMMUNICATION | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Related well to host and others | | | | |
| Asked appropriate questions | | | | |
| Demonstrated interest in experience | | | | |
| OVERALL EVALUATION | Exceeded Expectation | Met Expectation | Below Expectation | Not Applicable |
| Student seemed to benefit | | | | |
| I enjoyed hosting a job shadow | | | | |

Would you be willing to host another student in the near future? (Circle one) Yes No

Please use the back of this page for comments or suggestions for improving our job shadow program.

Signature of person being shadowed _____ Date _____

Student should return this form to _____, Roads to Success teacher.

SOURCE: Nathan Hale High School, West Allis-West Milwaukee School District

Job Shadow Reaction

Directions: Complete each sentence prompt about your job shadow experience.

1. I was excited by

2. I was disappointed by

3. I was surprised by

4. I felt I 'belonged' in this workplace because

5. I felt 'out of place' in this workplace because

Thank-You Letter Model

May 8, 2012

Ms. Jillian Kornswieg
Researcher
Roads to Success
307 West 38th Street, Suite 1101
New York, NY 10018

Dear Ms. Kornswieg,

Thank you for taking time out of your busy schedule to teach me about your job. I enjoyed visiting Roads to Success, and learning about your day-to-day responsibilities.

The experience of helping you review and analyze information has convinced me that educational research is a career field I would find both challenging and fulfilling.

I appreciate the ideas you gave me about preparing for a career in educational research. At your suggestion, I plan to take an education class at my community college this summer.

Sincerely,

Samantha Smith

Thank-You Letter Template

Date (month day, year)

Host's Name

Host's Professional Title

Company Name

Street Address

City, State Zip Code

Dear [Mr., Mrs., Ms., Dr. (Host's last name)],

Paragraph 1: Thank your job shadow host for his or her time and helpfulness.

Paragraph 2: Tell what you got out of the job shadow experience.

Paragraph 3: Include additional comments here and thank your host again.

Sincerely,

Sign your name

Print your name

Recommended High School Courses for College

| Subject | Number of Courses | Recommended Courses |
|---------------------------------|----------------------|--|
| English | Four or more years | Grammar, composition, literature |
| Math | Three or more years | Algebra I and II, geometry, trigonometry and/or calculus |
| Science | Three or more years | Biology, chemistry, physics, earth/space science; include lab classes |
| Social Studies | Three or more years | U.S. history, U.S. government, economics, world history or geography, civics |
| Foreign Language | Three or more years | At least two years of the same language. |
| Other/Electives | Varies with colleges | Check with each college; some require courses in computer science or the arts (including visual arts, music, theater, drama, dance) |
| Advanced Placement (AP) Courses | Recommended | Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered. |

Name

Questions for My School Counselor

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

1.

2.

3.

4.

5.

6.

THINKING AHEAD

Today we're going to talk about choosing classes and majors in college. Take a few minutes to reflect on what classes and majors you might want to pursue.

1. What career are you most interested in?
2. What college major do you think would help you pursue that career?
3. What is one question you have about selecting a college major?

RUPrepareND.com and College Board Directions

RUPrepareND.com

1. Connecting to RUPrepareND.com

- Type the web address into the dialog box (RUPrepareND.com)
- Enter your account name and password into the dialog boxes provided and click **Sign In**.

2. Possible Majors and Schools

- Type in the name of the career you want to search for in the **Search** box at the top right of the page and click **Go**. (As an example, type in Police Detective, and click **Go**.)
- When the link appears, click it. (As an example, click on **Police Detective**.)
- Click on the blue **What to Learn** button on the left-hand side of the page and scroll down to the section called Beyond High School. Majors have different names at different colleges, so you can pick any of them when you're searching for programs. If the career you are reviewing doesn't have links to programs, go back to the search results page and choose a similar career.
- Click on whichever program you're interested in. (As an example, click on **Criminal Justice/Police Science**.) This will take you to a program description. To view a list of schools in North Dakota that offer this program, click on the Go button at the bottom of the page.

College Board

3. Connecting to College Board and Finding Majors

- Type the web address into the dialog box (<https://bigfuture.collegeboard.org/majors-careers>).
- Click on the **+ sign** next to the field of study you're interested in. (As an example, click on **Business**.)
- Then click on one of the subcategories to find out more. (As an example, click on **Actuarial Science**.)
- Scroll down, and on the right-hand side of the page, you should see a section titled **Typical Major Courses**.
- List the three major courses you're most interested in, in part II of **Student Handbook page 128, Possible Majors and Schools**.

SAMPLE COLLEGE REQUIREMENTS

The following chart shows the requirements of the University of Iowa General Education Requirements — the courses that must be fulfilled to graduate. Which classes would you choose if you went to the University of Iowa?

- Go to the University of Iowa General Education page for a list of courses that fulfill these requirements:
<http://clas.uiowa.edu/students/general-education-program-requirements>
- On the chart below, circle the four general education areas of study that interest you the most.
- For each of four selected categories, choose the courses you would take to fulfill the requirement.
 (Some courses are found under more than one objective, but you can't count the same course twice. If you use a course to satisfy one objective, you have to pick a different course for another objective.)

| Core Requirements | Requirements (# of Semester Hours) | Your Course Selection |
|--|------------------------------------|-----------------------|
| Rhetoric Rhetoric courses help students to develop skills in speaking, writing, listening, and critical reading, and to build competence in research, analysis, and argumentation. | 4 S.H. | |
| World Languages Courses in this area provide students with speaking, listening, reading, and writing skills in a second language. | See requirements online | |
| Interpretation of Literature Students focus on the major genres of literature and increase their abilities to read and analyze a variety of texts. | 3 S.H. | |
| Historical Perspectives Courses in this area help students understand a period (or periods) of the past, comprehend the historical processes of change and continuity, sharpen their analytical skills in the evaluation of evidence, and develop their ability to generalize, explain, and interpret historical change. | 3 S.H. | |

| | | |
|---|--------|--|
| <p>International and Global Issues By focusing predominantly on countries or issues outside of the United States, these courses will encourage you to understand contemporary issues from an international perspective.</p> | 3 S.H. | |
| <p>Natural Sciences These courses explore the scope and major concepts of a scientific discipline.</p> | 7 S.H. | |
| <p>Quantitative or Formal Reasoning Courses in this area help develop analytical skills through the practice of quantitative or formal symbolic reasoning.</p> | 3 S.H. | |
| <p>Social Sciences Courses in this area focus on human behavior and social systems that shape and are shaped by that behavior.</p> | 3 S.H. | |
| <p>Literary, Visual, and Performing Arts These courses will provide opportunities for you to appreciate the arts and to analyze them within their historical and theoretical contexts.</p> | 3 S.H. | |
| <p>Values, Society, and Diversity These courses explore fundamental questions about human experience from a variety of perspectives. You will consider topics in relation to your own values and actions and will gain a deeper appreciation of how cultural differences arise and the importance of diversity.</p> | 3 S.H. | |

WHAT'S A MAJOR?

What will you major in? First, let's review some important information about majors. Take notes below as we discuss each question.

1. What is a major?
2. When do you choose a major?
3. Why do I have to think about this now?
4. How do you choose a major?
5. What if I have no idea?
6. What if I change my mind?
7. What if I can't decide between two majors?

Other questions about majors:

POSSIBLE MAJORS AND SCHOOLS

Part I. Use RUPrepareND.com to search for a career you identified in your Interest Inventory. Then look under “What to Learn” to identify related programs. Finally, search for at least one school in your state that offers each program.

Career _____

| Related College & University Programs | Schools with this Program |
|---------------------------------------|---------------------------|
| | |
| | |
| | |
| | |

Part II. Next, find one of the majors you identified above from the list of majors on the College Board site: http://www.collegeboard.com/csearch/majors_careers/profiles/. (Click the + signs to expand the categories further to find individual majors.) Read details about that major, then list three “Typical Major Courses” (from the right-hand column) below.

- 1.
- 2.
- 3.

Other Options After High School

Suppose you want more education after high school, but you do not have the time or resources for a four-year degree.

1. Name two educational options other than a four-year college.

2. Name a pro and con for each option you listed above.

Option #1:

Pro:

Con:

Option #2:

Pro:

Con:

Researching Postsecondary Options

| | Community Colleges | Tech/Trade Schools |
|--------------------|--------------------|--------------------|
| Description | | |
| Benefits | | |
| Things to Consider | | |

Researching Postsecondary Options Cont'd

| | Apprenticeships | U.S. Armed Forces |
|--------------------|-----------------|-------------------|
| Description | | |
| Benefits | | |
| Things to Consider | | |

Apprenticeship Focus: Becoming an Electrician

Imagine you are considering a career in the electrical industry. Many skilled electrical workers in the country receive their training through the National Joint Apprenticeship and Training Committee (NJATC). Apprentices in this program earn money while they're learning valuable skills in the electrical trade. Visit the NJATC website about apprenticeship training at: <http://www.njatc.org/training/apprenticeship/index.aspx> for answers to the questions below.

1. Aside from on-the-job training, how do apprentices learn essential skills and knowledge for electrical careers?
2. What are the four specialty areas for electrical workers?
3. What are the requirements for becoming an apprentice in one of the programs?
4. What are the two sections of the Aptitude Test?
5. Read about the work and training for outside wiremen. What is one essential area of knowledge and one skill that has been identified for outside wiremen?
6. Identify one training center in your state.

U.S. Armed Forces Focus: Joining the Army

Imagine you are considering joining the U.S. Army after high school. Visit the Army website at www.goarmy.com for answers to the questions below.

1. What is the main difference between Active Duty and Army Reserve? (Click “About the Army” in the top menu, then “Active Duty & Army Reserve.”)
2. How long is the length of service for an Active Duty Soldier? How long is a typical deployment?
3. Name two jobs that are available in the U.S. Army in Transportation and Aviation. (See “Careers and Jobs” in the top menu.)
4. What is the ASVAB and how will it be used to determine the type of training I get? (See “Learn How to Join” at the top.)
5. What happens at Military Entrance Processing Station (MEPS)? What will they test during the physical exam? (See “Learn How to Join” at the top.)
6. What is the G.I. Bill? What do you need to do to receive benefits?

On the back, write down at least two other questions you would ask your local recruiter.

What Do You Want to Know?

You are interested in pursuing one of the postsecondary options below, but you have important questions to answer before you make up your mind. Remember, you are the consumer, it's your time and money you're about to commit, so you want to make a careful decision. Now, imagine you are sitting across from an admissions officer at a community college or trade school, a potential employer for an apprenticeship, or a military recruiter. What do you want to know before making your decision? First, circle the option you might pursue. Then write down three questions you might have.

Postsecondary Options:

Community College Tech/Trade School Apprenticeship Military

Question 1:

Question 2:

Question 3:

RESOURCES FOR SCHOOL RESEARCH

A good school can be hard to find! Here are some resources to help in your search.

Information about Accreditation

Accreditation—Make Sure It's the Real Deal

<http://www.military.com/education/finding-a-school/accreditation-make-sure-its-the-real-deal.html>

- Includes questions to ask to make sure your degree will be worth your time and money.

U.S. Department of Education Database of Accredited Post-secondary Institutions and Programs

<http://ope.ed.gov/accreditation/>

- Search for a specific school or program, those accredited by a specific organization, or those in your city or state; includes community colleges and technical and trade programs.

American Association of Community Colleges

(See “About Community Colleges” or “Community College Finder”)

<http://www.aacc.nche.edu>

Accrediting Council of Independent Colleges and Schools (ACICS)

- Download a list of accredited institutions, by state.

Apprenticeships

U.S. Department of Labor: Apprenticeships: State Offices of Apprenticeship

<http://www.doleta.gov/OA/stateoffices.cfm>

- Includes addresses and phone numbers, by state.

Top Tips for Judging Schools

1. Compare programs.

Locate and compare different programs. What courses do you take? Do you graduate with a certificate, a license, or a degree? How long is the program and how much does it cost? How much hands-on experience will you get (including internships and apprenticeships)?

2. Find out about other costs.

Will you be required to purchase your own supplies and materials? What is the cost of your tools, equipment, supplies, and books?

3. Ask about instructors, classrooms, and equipment.

Tour the campus before enrolling. Check to see if the equipment is up to date. Meet some of the instructors and find out about their qualifications.

4. Learn about the success rate.

Ask what percentage of their students graduate and find jobs. What kinds of jobs do they get? Ask to be put in touch with some recent graduates to get their perspective on the training they received.

5. Find out if there's financial aid.

Does the school offer financial aid? Can government financial aid be used?

6. See if the school's licensed and accredited.

Find out if the school is licensed (usually done by a state agency). Also look for accreditation, which is usually done through a private agency or association.

7. Do a background check.

See if the school has had any complaints against it. Check with the Better Business Bureau and your state's Attorney General's office. Verify that the school has a good reputation when you speak with potential employers or those already in the field.

Adapted from <http://www.fastweb.com/college-search/articles/81-do-your-homework-before-you-enroll>, "Do Your Homework Before You Enroll," by Stephen Borkowski

School Research

Check the box in front of the career you're investigating.

| | | |
|--------------------------|---------------------|-------------------|
| Administrative Assistant | Computer Programmer | Paramedic |
| Automobile Mechanic | Dental Hygienist | Interior designer |
| Chef | Paralegal | Truck Driver |

Then use **RUReadyND.com** to identify and learn about two schools that offer training in that program:

- 1) Go to **RUReadyND.com**. Then search for the career you selected. Type the career name into the **Search** box and click **Go!**
- 2) Click **What to Learn** and read the third section, titled "Education Level." Is an apprenticeship a path for this career?
 Yes No
- 3) Click the most appropriate category under "Beyond High School," then click on a program. Read the page, and then select "Schools Offering This Program" on the left side of the page. Search for schools by type or length of program. Write down the schools that offer the program. (If no schools appear on the list, you may need to go back to the "What to Learn" page of the career profile and select another program listed under "Beyond High School.") Include only two-year and career & tech programs on the chart on **Student Handbook page 138**.
- 4) Visit the websites for each school and record the information you can find. If you cannot find the information, write a question mark on the chart (**Student Handbook page 138**).
- 5) When you're done, return to **RUReadyND.com** site for that career and click **Other Resources**. On the back of this page, write the names of at least two resources you could contact for more information.

Name of Career: _____

| School Name | Community College or Tech School | Program and Degree Offered | Sample Courses | Tuition/ Financial Aid | Accreditation (yes/no) | Contact (phone / e-mail) |
|-------------|----------------------------------|----------------------------|----------------|------------------------|------------------------|--------------------------|
| | | | | | | |
| | | | | | | |
| | | | | | | |

My Dream School

Imagine you have a crystal ball and you can see into the future. You can see yourself after high school, enrolled at a college or school of higher education that is perfect for you. It has the right academics or training program, it's in the right setting, the other students are people you like, and the social, cultural, and/or sports activities are just what you want.

Describe the following about your dream school:

1. The setting (i.e. state or geographic region, city vs. country, big or small campus).
2. The subjects you're studying (i.e. nursing, mechanical engineering, liberal arts).
3. The other students (i.e. friendly, competitive, international, like/unlike me).
4. Social/cultural or sports events you'll go to this weekend (i.e. bluegrass concert, school dance, basketball game, pick-up game of dodge ball, art show).

School Finder College Search Steps

RUReadyND.com

1. CONNECTING TO RUReadyND.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 (RUReadyND.com).
- When the RUReadyND.com home page appears, enter your account name and password in the sign-in area.

2. SCHOOL FINDER

- Now, click on the **College Planning** tab at the top of the screen, and then click on **Explore Post-secondary Schools**.
- Under the section titled School Exploration Tools, click on the **School Finder**.
- Select criteria that are important to you from beneath each of the eight headings. The eight headings are: Key Facts, Admissions, Costs and Financial Aid, Academics, Student Body, Sports, Campus Life and Services, and Career Connect.
- In today's lesson, you will be using the following criteria:
 - ♦ **Location** (found under the Key Facts heading): You can check off as many locations as you want. You may wish to select certain states, like North Dakota, or you may wish to choose an entire region, like the Midwest. If you choose many states or a region, you are likely to get a larger number of college matches than you will if you choose a single state.
 - ♦ **School Type** (found under the Key Facts heading): Click on School Type. If you want to go to a technical or trade school, check the box next to Vocational or Technical programs. If you want to go to a two-year college, check the box next to Associate degree programs, and if you want to go to a four-year college, check the box next to Bachelor's degree programs.
 - ♦ Select any other criteria under Key Facts that are important to you and to check off your selections.
 - ♦ **GPA** (found under the Admissions heading): Click on GPA. Choose the GPA range that your own GPA falls within.

Remember the scale:

4.0 = A

3.0 = B

2.0 = C

1.0 = D

- ♦ Select any other criteria under Admissions that are important to you.
- ♦ **Costs and Financial Aid:** Although you can select from any of the listed criteria, you might not want to limit your school search based on costs at this stage. Financial aid may put expensive schools within your reach. It's a good strategy to apply to several schools that vary in cost, so that if you don't get the financial aid you'd planned on, you have a less expensive plan B.
- ♦ **Programs/Majors Offered** (found under the Academics heading): Click on the link for **Programs/Majors Offered**. Click the **Show Programs** button next to your favorite Career Cluster or Clusters. Check the box next to any programs that you are interested in. At the bottom of the page, make sure you select **Search for ANY**. This will search for schools that offer at least one of your majors.
- Now, choose any of the other criteria from the list that are important to you. Remember, the more criteria you choose, the shorter, or more focused, your list will tend to be.

3. SAVING SEARCHES

- When you are finished selecting your criteria, select "see your list of schools" at the bottom.
- On your results page at the top right, you'll see "Save Your Results." Select it and name your search, and then click Save.
- Now this search is saved and you will be able to access it at any time from your portfolio. You can also create new searches at any time.

4. YOUR RESULTS

- Access your list of schools by clicking on **See your list of schools**. If you are returning to a saved search, you can click on the name that you saved your search under in the Saved Searches box.
- A list of schools matching your criteria will appear.
- Print your list of schools by clicking **Print This** in the upper right corner of the page, or record your top 10 school choices on **Portfolio page 12, List of Top Ten Schools**. If there are schools that interest you that were not in your results, feel free to add them to your list. At least five schools need to come from your School Finder results.

- Turn to **Portfolio pages 13-22, My Top Ten Schools**. Record the name of each college along with the info listed under the general info box (top left). The information in this box can be found within each school profile. You will need to click the tabs on the left side of the page to find the information.
- Whenever you sign into the RUPrepareND.com website, you can click on **College Planning**, and then on **Explore Post-secondary Schools**. If you click on **School Finder**, you will see a list of any searches that you have saved in the box on the right labeled Saved Searches. Just click on the name of any search, and your schools will come up.

Calendar of Deadlines

Junior Year

- Identify your top 10 college choices: three safety, three match, three reach schools (plus one extra). Get information and application materials mailed to you at home.
- Take the ACT or SAT, and any other tests required for admission.
- If possible, visit your top college choices.
- About 400 colleges across the country offer the chance to apply early. If you already know where you want to go to school, talk to your school counselor about Early Action or Early Decision options. (See <https://bigfuture.collegeboard.org/get-in/applying-101/the-facts-about-applying-early-is-it-right-for-you> for details. And start working on your application this summer.)
- Ask teachers, counselors, or employers for letters of recommendation. Explain your goals and ambitions so they'll be more prepared to write about you. Check your application for the number of recommendations the school requires.

Senior Year

- Continue to visit schools.
- Finalize your college list.
- Stay on track with your grades and extracurricular activities.
- Take standardized tests if necessary.
- Make a calendar showing the application deadlines for admission, financial aid, and scholarships for your choice schools.
- Complete applications. Make sure you and your school's guidance office have sent all necessary materials, including test scores, recommendations, transcripts, and essays. Send in all of your materials early to make sure there is plenty of time to meet each school's application deadline.

For details, go to the Planning for College Timeline in RUPrepareND.com's Choices Planner. This is found under the **Learn** tab in the **High School Planning** section.

College Research Vocabulary

American College Test (ACT): College entrance exam that measures educational development in English, mathematics, social studies, and the natural sciences. (NOTE: Most colleges accept scores from either the ACT or SAT.)

Class Rank: Student's academic standing in his or her graduating class. For example, top 25 percent, lower 50 percent, etc.

Free Application for Federal Student Aid (FAFSA): Financial aid form from the federal government for students seeking aid.

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

Grade Point Average (GPA): A weighted average based on the grades you receive and the number of credits you take.

Major: Subject area a student concentrates in during college. At most colleges, students take a third to half of their courses in their major.

Scholastic Aptitude Test (SAT): An exam measuring the critical thinking skills needed for academic success in college. It measures skills in three areas: critical reading, mathematics, and writing. (NOTE: Most colleges accept scores from either the ACT or SAT.)

Transcript: Official record of a student's coursework.

Tuition: Cost of instruction charged by a school; tuition does not include fees, books, room, meals, or other charges.

MY TOP TEN SCHOOLS

Name of College _____

My Info

My GPA:
 My Class Rank:
 My ACT score:
 My SAT score:

General Info (from IHaveAPlanIowa.gov)

Location (At A Glance tab):

Enrollment (At A Glance tab):

SAT scores (Adm

ACT scores (Adm

Average second

Tuition (In-State/

Website:

The College Board's college profiles shows the percentage of freshmen who enter with a particular GPA and class rank. Beside each number, write the % for this school.

Academic Info

(from www.collegeboard.com)

GPA:

3.75+ _____

3.5 – 3.74 _____

25.25- 3.49 _____

3.0 – 3.24 _____

2.5 – 2.99 _____

2.0 – 2.49 _____

1.0– 1.99 _____

below 1.0 _____

Class rank:

Top tenth _____

Top quarter _____

Top half _____

Bottom half _____

Bottom quarter _____

Academic match?

Safety (I'm likely to get in) Good match A reach?

Your
Opinion
Here

Academics (Academics tab)

- Majors
- Faculty

College websites and catalogs have an “Academics” section where you will find a list of majors and minors. This section will also tell you what type of Academic Calendar the school operates on. Information about faculty is also available.

Campus Facilities (Student Life tab)

- Living on Campus (Dorms information)

Look in the “Student Life” section of any college catalog or website to find out about where on campus to live, eat, study, work out, hang out, and much more.

Campus Life (Student Life tab)

- Extracurricular Activities/Student Organizations
- Fraternity/Sorority
- Athletics

Look in the “Student Life” section of any college catalog or web site to find out about on-campus activities, clubs, organizations, sports, and fraternities and sororities.

Is this school for me?

Probably not Maybe Definitely

Your Opinion Here

Financial Aid 411

VOCABULARY

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

Financial Aid: Scholarships, grants, loans, and work-study programs that help pay for tuition and other postsecondary school expenses.

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

Loan: Financial aid that must be repaid.

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

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

RESOURCES

Funding Your Education: The Guide to Federal Student Aid

http://studentaid.ed.gov/students/publications/student_guide/index.html

CollegeBoard Scholarship Search

<https://bigfuture.collegeboard.org/scholarship-search>

FastWeb: Scholarships, Financial Aid, and Colleges

<http://www.fastweb.com>

What I Need to Complete a College Application

Directions: List four items that might be included in a college application.

1.

2.

3.

4.

College Application Elements

Most colleges give you a choice of completing an application online and submitting it directly to the school. Or, you can fill out your application offline and send it in the mail, the old-fashioned way.

Application Fee

- Most colleges charge a fee to apply. The fee is usually non-refundable, even if you are not offered admission to the school. Most application fees are about \$25. Some colleges charge up to \$60. Other colleges have no fee. Many colleges offer fee waivers for applicants from low-income families.
- **WHAT TO DO THIS SUMMER:** If you need a fee waiver, call the college's admissions office for more information.

High School Transcript

- An official at your high school, such as your school counselor, completes a form that includes your transcript. Remember, a transcript is an official record of your classes and grades. If the school provides a form with your admission materials, you should give it to the guidance office to complete as early as possible. Some colleges send this form directly to your school after receiving your application.
- **WHAT TO DO THIS SUMMER:** Gather the transcript forms for the schools to which you are applying so you can pass them along to your school counselor in the fall.

Admission Test Scores

- Many colleges require SAT, SAT Subject Test, or ACT test scores. Test scores are a standard way of measuring your ability to do college-level work.
- **WHAT TO DO THIS SUMMER:** Contact the College Board or the ACT and direct them to send your scores to colleges not included on your list when you took the test. If you've not taken the SAT or ACT, make arrangements to do so.

Letters of Recommendation

- Most colleges request letters of recommendation from a teacher, counselor, or other adult who knows you well.
- **WHAT TO DO THIS SUMMER:** Make a list of teachers, counselors, and others whom you would like to request letters of recommendation. Make your request to those people. For those who agree, be sure to provide a deadline.

Essay

- Many colleges ask you to write an essay. Essays are a chance for you to show what makes you stand out from everyone else. The essay is your opportunity to be creative and show admissions committees what makes you different.
- **WHAT TO DO THIS SUMMER:** Review college applications and check out the required essay topics. Start thinking about how you might answer these questions.

Interview

- Although some colleges may not require interviews, you should take advantage of the opportunity. A face-to-face interview lets you connect with a person who will have some say in whether you will be offered admission.
- **WHAT TO DO THIS SUMMER:** Set up on-campus interviews for local colleges to which you are applying. For colleges that are far away, arrange to meet with an alumnus (somebody who graduated from that college) in your community.

Audition/Portfolio

- Music and art colleges or programs may ask for samples of your work, such as a portfolio, video, CD, etc. to demonstrate your ability.
- **WHAT TO DO THIS SUMMER:** Work on creating your portfolio, video, CD, etc. Your high school teachers may have advice on what to include.

I'm Right for the Job

A friend has just been offered a part-time job he can't take, and he's been asked to recommend a friend. You'd like the job, and he's asked you to help him describe you to the employer.

List three adjectives you'd use to describe yourself that would convince an employer you should be hired.

Describe a situation in which you showed that you were a trustworthy and responsible person.

One Student, Two Letters

Read the following letters and underline details that might impress you as an admissions officer. Which one do you think would make a better impression on an admissions committee? Why?

Letter A:

To Whom It May Concern:

I'm writing on behalf of Amelia Smith, a senior at Avonlea High School, where I was her sophomore English teacher. Amelia is a bright and hard-working student, as evidenced by her high grades and excellent SAT scores.

Ms. Smith has been a member of the National Honor Society since her junior year. She is active in the Future Teachers of America and the school language club, where she serves as the group's secretary.

She would be an asset to any college program, and I highly recommend her.

Sincerely,

Robert McCoy

Honors English Teacher

One Student, Two Letters (continued)

Letter B:

To Whom It May Concern:

I'm writing on behalf of Amelia Smith, whom I've known since her sophomore year at Avonlea High School. Two years ago, Ms. Smith became a volunteer in my first-grade classroom because of her avid interest in a career as an elementary teacher. There was no official program in place, so Amelia had to set up an interview with the school principal, not an easy task! Once she met with his approval, she arranged to help out two afternoons a week after school. She was steadfast about showing up on time and throwing herself with great enthusiasm into the business of teaching. She created ingenious board games for practicing phonics skills, as well as elegant displays of student work in the hallways.

In addition, Amelia volunteered her time as a summer tutor for her next-door neighbors, second- and third-grade boys struggling with reading. She met with them four mornings a week during July and August following her sophomore year. When we spoke later, she mentioned that she had a lot to learn about teaching.

Amelia is also an active member of her scout troop. For her, this is a much greater commitment than an occasional camp-out or cookie sale. Several years ago, her troop set their sights on a trip to Europe between their junior and senior years, and it was amazing to see this happen last summer. The parents of the troop members are not wealthy; most of the money for the trip was earned baby-sitting, house-cleaning, and through team efforts like flower sales and car washes. Amelia laughingly told me her neighbors used to hide when they saw her coming, knowing that she probably had some product to sell.

Amelia has a fine academic record, but it only tells half the story. Her generosity of spirit, curiosity, and initiative will serve her well in her pursuit of a career as an elementary teacher.

I highly recommend her for your program.

Sincerely,

Margaret Simms

Teacher, Westlea Elementary School

Recommendation Worksheet

Complete the following worksheet for each person you ask to write a letter of recommendation.

| | |
|---|--|
| Student's Name | |
| Phone Number | |
| E-mail | |
| Date of Request | |
| College to receive recommendation | |
| Date due | |
| Stamped, addressed enveloped attached (check) <input type="checkbox"/> | |

Answer the following questions to give the writer more information about yourself. To ensure a strong letter, be as specific and detailed as possible. Use the back if you need more space.

1. What assignment or accomplishment for this class or activity are you most proud of? Why?
2. List three adjectives that describe you.
3. What do you think sets you apart from other students? What makes you different?
4. Describe one weakness you have or a challenge you've faced and how you overcame it.
5. What career or major would you like to pursue? Why is this college the best place for you to accomplish your goals? (Or simply explain why you have selected this college.)
6. What other information would help this person write your recommendation?

Adapted from Fulfillment Fund College Pathways Curriculum © 2007 Fulfillment Fund, www.fulfillment.org.

Your Car, Your Credit

It is the year after graduation, and you've been saving your money to buy a car. You have a steady job, so you assume you'll have plenty for monthly payments. If you don't, you figure you'll just cover extra expenses with your credit card. On the day you go to check out cars, it doesn't take long to find the one you want. Your heart is pounding with excitement. You're thinking, this is the day I drive off with my own car! You picture yourself gripping the leather steering wheel, the sun roof open, the windows down, your favorite song blaring from the radio....

But as you walk into the dealership to start paperwork, the salesman says, "I think I can get you a great deal on this baby, today. And we offer great financing, too – it all depends on your credit rating." Suddenly, the image of you and your car is getting blurry and a queasy feeling is rising in your stomach as the words "credit rating" echo in your ears. Credit rating?! What's that? Is it going to come between you and your dream car?

Is your strategy to cover extra expenses with your credit card a good one? Why or why not?

What do you know about credit ratings? How could your credit rating affect your car purchase?

How Much Will You Pay?

You are applying for a three-year (36-month) car loan for \$10,000. Check the credit rating you were assigned with the chart below and answer the questions.

| Credit Score | APR (annual percentage rate) | Monthly Payment | Overall Payment | Total Interest |
|--------------|------------------------------|-----------------|-----------------|----------------|
| 720–850 | 6.583% | \$307 | | |
| 690–719 | 7.476% | \$311 | | |
| 660–689 | 8.978% | \$318 | | |
| 620–659 | 10.685% | \$326 | | |
| 590–619 | 14.118% | \$342 | | |
| 500–589 | 15.149% | \$347 | | |
| Below 500 | LOAN DENIED | | | |

1. What is the APR on your car loan?
2. What is the monthly payment?
3. Determine your overall payment and write it in the chart. (Hint: Multiply your monthly payment X 36 months.)
4. Determine the total amount of interest you will pay over the life of the loan and write it in the chart. (Hint: Subtract \$10,000 from your overall payment.)
5. Find a partner with a different credit rating. What is the difference between your monthly payments and theirs?
6. What is the difference between the total interest you pay and what your partner pays?

What's Behind Your Credit Rating?

Use the space below to list information included on a credit report.

1. Personal identification information such as
2. Public record information such as
3. Collection agency account information (explain)
4. Credit account information such as
5. Inquiries (explain)

The following companies provide credit reports:

- Equifax (www.equifax.com)
- Experian (www.experian.com)
- Trans Union (www.transunion.com)

Credit Rating Quiz

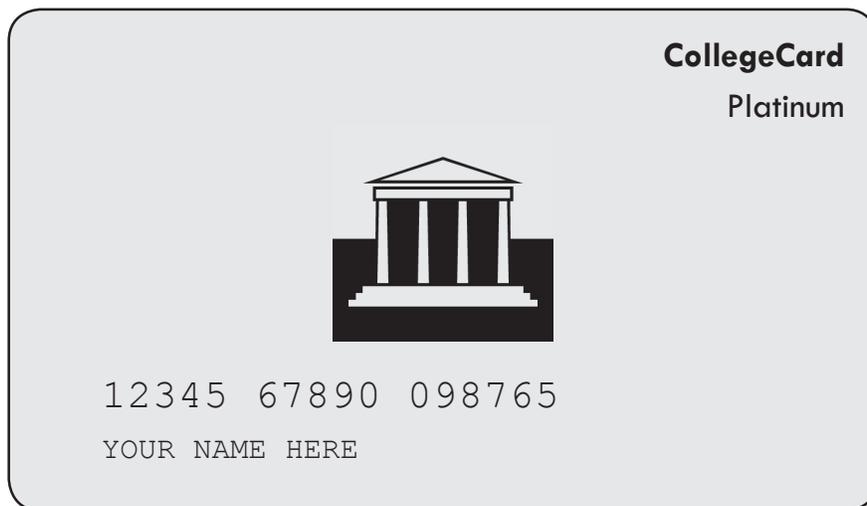
What have you learned about credit? Take this quick quiz to find out!

1. Your credit rating is most influenced by:
 - a) Your payment history on loans (including credit cards)
 - b) The number of credit cards you own
 - c) Your past and present income
2. If you have poor credit rating, you could:
 - a) Be turned down for a car loan
 - b) Have to pay a higher interest rate, meaning higher payments
 - c) Both
3. If you've never had a credit card, then you probably have:
 - a) A perfect credit rating
 - b) A poor credit rating
 - c) No credit rating
4. Your credit rating is:
 - a) Kept confidential, even from you, unless you apply for a loan
 - b) Private information, and cannot be accessed unless you give written permission
 - c) Public information, and can be accessed by anyone from potential lenders to future employers (*Future employers need written permission to access credit reports.*)
5. Information stays on your credit report:
 - a) For one year from the date it occurred
 - b) For seven years from the date it occurred (Bankruptcies remain on your report for 10 years.)
 - c) Forever
6. Which of these credit rating scores would give you the lowest interest rate?
 - a) 820
 - b) 620
 - c) 520
7. Your credit report includes your payment history for all your credit card accounts. It also shows:
 - a) Past and present employers
 - b) Where you've lived
 - c) Both of these

Credit Card Offer

You're a freshman in college. It's your first week of classes and you stop by the student union for a snack on your way to the library. At the union, you notice a group of students gathered around a booth. You take a closer look and find that the booth is promoting a new credit card with your school's logo. The salesperson hands you this flyer.

SHOW YOUR SCHOOL PRIDE!



Put a little school spirit in your wallet with a CollegeCard credit card — it's the only card with the State U emblem! Plus, earn points for State U apparel.

Amazing Features

- School logo on your card.
- Rewards: Earn a point for every dollar you spend.
Redeem points for school sweatshirts, hats, and other cool stuff!
- No annual fee.
- 0% introductory rate.
- \$5,000 credit limit.
- Low, low minimum payment.

What do you think? Put a star next to the “amazing features” that look appealing. Put a question mark next to the ones that might make you skeptical.
(Explain your responses on the back.)

Credit Card Notes

Credit card companies make money from the interest they get by lending you money. By enticing you with special offers and low introductory rates, credit card companies hope that you will choose them over their competitors. It's important to be a savvy consumer when shopping for a credit card.

As your class discusses the following common credit card terms, choose the appropriate warning from the box below and write its number on the line beside each bullet. The first one has been done for you. (Note: you'll use some items more than once.)

Introductory Rate:

- 1
-

Variable Rate:

-
-

Annual Fee:

-

Rewards:

-

High Credit Limit:

-

Low Minimum Payments:

-

Cash Advance:

-

WARNING!!!

Here are some reasons to be wary of credit card offers that sound too good to be true.

1. Low annual percentage rate (APR) can change to a higher rate.
2. You may be charged a higher interest rate for this service.
3. You'll be charged even if you make all payments on time, or don't use the card.
4. Is this a good deal? Not if you're paying big \$ in interests and fees!
5. This can be a dangerous way to accumulate debt that takes years to pay off.
6. A late payment or cash advance can cause the interest rate to change.

Same Bike, Different Cost

You and your roommate are buying bikes to get around campus. You each choose a bike that's \$300. Neither of you has the money to pay up front, so you both decide to use your credit cards. Your credit card has a 14% APR (annual percentage rate) and your friend's card has a 20% APR.

Take a look at the chart below to figure out what each of you will pay for your \$300 bike, based on the monthly payments you make. Review the chart, then answer the questions below.

| | Your Card (14% APR) | | Your Roommate's Card (20% APR) | |
|------------------------------|----------------------------|----------------|--------------------------------|----------------|
| Monthly payments | Number of monthly payments | Total Interest | Number of monthly payments | Total Interest |
| Minimum payment (\$20/month) | 17 | \$33.00 | 18 | \$51.00 |
| \$50/month | 7 | \$15.00 | 7 | \$22.00 |
| \$100/month | 4 | \$11.00 | 4 | \$16.00 |

- Both you and your roommate make the minimum monthly payment of \$20. Who will pay for the bike first? (Compare number of monthly payments.)
- How much more will your roommate end up paying for the bike? (Each of you will pay \$300 for the bike, plus interest. To find out the difference in the amount paid, subtract interest you pay from interest your roommate pays.)
- You decide to pay \$50 a month instead of \$20. How much faster will you pay for your bike than if you made the minimum payment? (Subtract number of monthly payments at \$50 from number of monthly payments at \$20.)
- If you make monthly payments of \$50, how much less will you pay in interest? (Subtract total interest at \$50 from total interest at \$20.)

Choose a Credit Card

You're a freshman in college. Between tuition, books, and living expenses, you're on a tight budget. You've been paying bills with cash and checks, but you'd like to get a credit card to help consolidate your bills. You're choosing between the two cards below.

| | CARD A | CARD B |
|------------------------|--|---------|
| Initial APR | 0% | 10% |
| APR | 21% (after three months, first cash advance, or first late payment) | 11% |
| Annual Fee | \$50 | None |
| Credit Limit | \$10,000 | \$2,000 |
| Minimum Payment | \$15 | \$25 |
| Rewards | Earn one point for every dollar you spend. 25,000 points can be redeemed for an airline ticket (within the continental U.S., some restrictions apply). | None |

Which card would you choose?

List three reasons for your choice:

-
-
-

Car Ads

You are about to start your freshman year in college. You will be commuting to school from home, so you need a car. You sit down one morning over your Cheerios and read over the classifieds to see what's out there. Check out the car ads below.

AUTOMOBILES

Brand new, fun to drive, and it's got your name on it.

Kia Soul, 2012, Brand new, metallic blue 4-door sedan, 5-speed manual transmission, 4 cylinder 2.0 Liter engine, power locks, auto locking doors, driver airbag, AM/FM/single CD with 4 speakers, tilt steering wheel. Come into your friendly Kia dealer and test drive today! **\$23,000**

A kickin' truck for hauling it all.

CHEVROLET Silverado 1500, 2001, black, long bed, V8 4.8 Liter engine, 4WD, automatic transmission, A/C, power steering, AM/FM, front air bags. Excellent condition, 140,000 miles. Call Bobby after 5pm, 123-XXX-XXXX. **\$4,500**

Picture yourself in a red luxury convertible.

BMW 328 iC, 1998, Red 2-door convertible, 6-cylinder 2.8 Liter engine, 5-speed manual transmission, A/C, power steering, AM/FM stereo, leather. Excellent condition, 105,000 miles. Call the BMW Showroom for a test drive today. **\$10,000**

The car that won't let you down.

FORD TAURUS SE, 2000, Burgundy 4-door sedan, V6 3.0 Liter engine, automatic transmission, 2WD, power steering, driver and passenger airbags, anti-lock brakes, AM/FM cassette radio, power windows, A/C, cruise control. Good condition, 90,000 miles. Call June during the day (XXX-XXX-XXXX). **\$2,500**

Which one would you choose? Write two sentences below describing the reasons for your choice.

New vs. Used Cars

It's a big question every car buyer asks: Will you buy used or new? Chances are, as a first-time car buyer, you'll opt for a used car. But in case you're wondering what the difference is, here's a look at the advantages and disadvantages of each.

| | Advantages | Disadvantages |
|------------------|--|---|
| Used Cars | <p>Lower cost: Lower purchase price and lower insurance premiums.</p> <p>"Certified" used cars are under warranty.</p> <p>You can research the reliability and repair history of that particular make and model.</p> | <p>Cost of repairs: Older cars are more likely to need repairs and replacements.</p> <p>Although "certified" used cars are under warranty, these typically cover less than warranties for new cars.</p> |
| New Cars | <p>The thrill of owning the latest model.</p> <p>New cars come with full warranties.</p> <p>Require fewer repairs.</p> <p>Despite higher costs, financing rates can be lower.</p> | <p>Higher cost: Higher purchase price and higher insurance premiums.</p> <p>Depreciation: The moment you drive off the lot, it loses a big chunk of its value. A car's value typically decreases about 30% after the first couple of years.</p> |

Find Your Car

Which car would you choose if you were looking today? Use information on the web to find and compare your options.

Step 1: Find the Cars You're Looking for

Use online classified ads like www.cars.com to search the web by make, model, year, and price. Record the information you find under "Car Details."

Step 2: Check the Price

Research each car's value using Kelley Blue Book (www.kbb.com). You can input the car's year, make, model, mileage, overall condition, and other details to find its value. Record this information under "Car Value."

Step 3: Check Your Car's Fuel Efficiency and Estimate Fuel Costs

Check out each car's MPG at www.fueleconomy.gov. Click on "Compare Side by Side." Enter the car's year, make, and model. Then look under "Estimated New EPA MPG" and enter the "Estimated MPG" for city driving, highway driving, and combined. Enter the "Annual Fuel Cost" (estimated cost of gas per year).

Step 4: Investigate the Car's History

Once you've identified your top choices, you can research the history of specific cars at www.carfax.com and similar websites. By entering the car's Vehicle Identification Number (VIN), you can find its history – fires, floods, accidents, even repairs. There's a charge for this service, so check the website for current rates. (You can also find safety and reliability ratings on this website free of charge.) Note: You should always have a reliable mechanic check out a used car you're considering. A report from Carfax (or a similar service) is not a substitute for an inspection by a qualified mechanic.

Find Your Car (continued)

| CAR A | | |
|---|---------|---------|
| Car Details | | |
| Make | Model | |
| Year | Mileage | |
| Price | Seller | |
| Features | | |
| Car Value | | |
| (check one) | | |
| <input type="checkbox"/> Private Party Value | | |
| <input type="checkbox"/> Suggested Retail Value | | |
| Estimated MPG and Fuel Costs (regular gasoline) | | |
| Combined | City | Highway |
| Estimated cost of gas per year | | |

| CAR B | | |
|---|---------|---------|
| Car Details | | |
| Make | Model | |
| Year | Mileage | |
| Price | Seller | |
| Features | | |
| Car Value | | |
| (check one) | | |
| <input type="checkbox"/> Private Party Value | | |
| <input type="checkbox"/> Suggested Retail Value | | |
| Estimated MPG and Fuel Costs (regular gasoline) | | |
| Combined | City | Highway |
| Estimated cost of gas per year | | |

Find Your Car (continued)

Choose Your Car

Look back at the information you recorded about both cars and answer the questions below.

1. Which car has been driven fewer miles?
2. Which car has more of the features you need in a car?
3. How does each car's price compare with its Kelley Blue Book Price?
4. Which car gets the better gas mileage?
5. Based on what you've learned about both cars, which one would you choose?
6. What would you still like to know about this car before you buy it? How could you find those answers?

Test Drive Tips

You'll find lots of tips online for what to look for when testing cars. Remember, the most important thing is to take your time, be thorough, and be tough! Here's a list of some things to do and look for during a test drive:

Before You Drive

- Test everything in the car. Open and close all the doors, test all the car seats, push every button, open and close all the windows. Test both the air conditioning and the heater – no matter what the weather's like outside.
- Sit in the passenger seat and the back seats, too.
- Sit in the driver's seat and test the radio and other controls to make sure they're easy to reach while driving. Be sure to turn off the radio when you start the test drive so you can hear any unusual noises.
- Sit in the car and look in front of you and in the rear-view and side-view mirrors. Can you see well? Do you notice any blind spots?
- Look under the hood. Even if you don't know much about cars, check to make sure it looks relatively clean and that there are no funny fuel smells, leaks, or cracks in the belts. Also make sure there's no oil build-up or sludge inside the valve cover.
- Start the engine and stand behind the car. Look for abundant or dark smoke.

On the Drive

- Drive on many types of roads: city streets, the highway, winding roads, steep climbs, smooth roads, and bumpy roads.
- Accelerate quickly to see if the car has enough power to pass slower cars or merge onto a busy highway.
- Notice if the car jumps or lurches when you switch gears.
- Test the steering and handling by taking the car around sharp turns, long curves, and short curves. Also be sure to try parallel parking.
- Test the brakes by stopping quickly in a safe place, such as a parking lot. Be sure to let your fellow passengers know and check for cars behind you before trying this!
- Test the alignment. Drive in a straight line and notice if the car pulls to the right or left.

Expenses After High School

Imagine where you'll be a few months after graduation. If you think you'll be in college, will you be living in a dorm, an apartment, or commuting from home? If you're working, do you think you'll be living with your parents or will you have your own place? Of course, the biggest question is, who's paying your expenses? Take a look at the categories below and check who you think will be responsible for each expense.

| Expenses | <i>(check one)</i> | | |
|-------------------------------------|--------------------|-----------------|--|
| | I'll Pay | Family Will Pay | Student Loan or Financial Aid Will Pay |
| Housing (dorm, if going to college) | | | |
| Food | | | |
| Clothing | | | |
| Transportation | | | |
| Entertainment | | | |
| Tuition | | | |
| Books | | | |
| Savings/Emergency Fund | | | |

1. Which three categories do you think will be the most expensive?

2. How much was the car you chose last week? Do you think you'll be able to afford it? Explain why or why not.

What's Your Car Budget?

Let's return to the scenario presented last week: You are about to start your freshman year in college. You'll be commuting to the local community college from home. Your room, board, and tuition are covered, but you will need to buy a car. You have your eye on one in particular, but now you need to figure out how much you can afford for car payments each month.

The place to start is with your budget. You'll have a part-time job at the campus bookstore, working 20 hours a week at \$10/hour. You've also estimated your weekly expenses (see chart below). Use this information to determine your monthly budget (be sure to multiply weekly expenses by four). Whatever money you have left over will be your "car budget."

| | | Subtotal |
|---|--|----------|
| 1. Net Monthly Income | | |
| a) Gross Monthly Income (hourly rate X total weekly hours X 4) | | \$ |
| b) Deductions (30% of a, or 0.3 X a) | | \$ |
| c) Net Monthly Income (a – b = c) | | \$ |
| <hr/> | | |
| 2. Monthly Expenses & Savings | | |
| a) Food (lunch on campus; pizza out with friends) (Estimate: \$25/week) | | \$ |
| b) Clothes & Entertainment (movies, sweatshirt) (Estimate: \$20/week) | | \$ |
| c) Savings (for emergencies and unexpected expenses) (Estimate: \$20/week) | | \$ |
| d) Total Weekly Expenses & Savings (a + b + c = d) | | \$ |
| e) Total Monthly Expenses & Savings (d x 4) | | \$ |
| <hr/> | | |
| 3. Monthly Balance ("Car Budget") (income – expenses, or 1c – 2e) | | \$ |

How Much Can You Afford?

Part 1: Your Monthly Car Payments

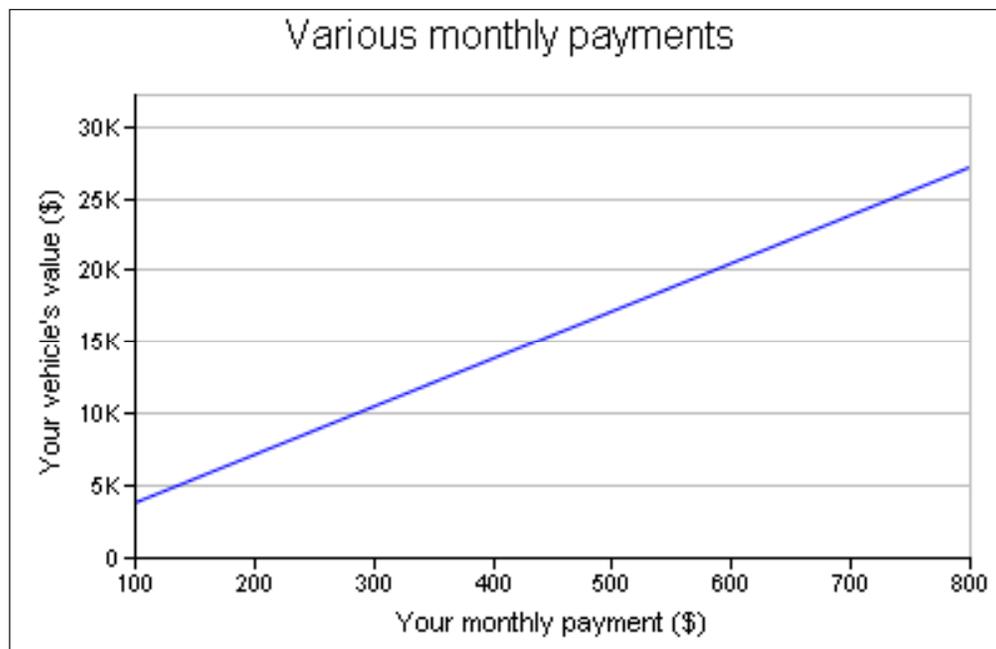
Now that you've figured out your "Car Budget," complete the chart below to figure out how much you actually have to spend on car payments – after all those operating expenses.

| | Subtotal |
|---|----------|
| a) Monthly Car Budget (from previous worksheet) | \$ |
| b) Operating Expenses (gas, maintenance, insurance) (33% of a, or $0.33 \times a$) | \$ |
| c) Monthly Balance for Car Payments ($a - b = c$) | \$ |

Part 2: Your Car's Value

Now let's see what car value you can afford based on those monthly payments. Let's say you found a 36-month loan with a 5% interest rate, and you have \$500 for a down payment. The chart below shows how your monthly payment translates to the car's value. Find your monthly payment at the bottom of the graph. Find your vehicle's value on the left.

About how much can you spend on a car? Answer:



SOURCE: www.consumerreports.org

Compare Car Loans

You are buying a car for \$7,000.00. Compare the car loans below, and see how the monthly payment varies based on *interest rate*, *loan term*, and *down payment*. Complete the chart by calculating the total loan amount of each loan, then the final cost of the car. When you've finished the chart, answer the questions on the next page.

| Loan Number | Inter-est rate | Loan Term | Down Payment | Monthly payment | Total Loan Amount (monthly payment X months of loan) | Final Car Cost (total loan amount + down payment) |
|-------------|----------------|-----------|---------------|-----------------|---|--|
| A | 9% | 24 months | 20% \$1400 | \$255.83 | | |
| B | 9% | 36 months | 20% \$1400 | \$178.08 | | |
| C | 9% | 24 months | 10% \$700 | \$287.81 | | |
| D | 9% | 36 months | 10% \$1400 | \$200.34 | | |
| E | 5% | 24 months | 20% \$1400 | \$245.68 | | |
| F | 5% | 36 months | 20% \$1400 | \$167.84 | | |
| G | 5% | 24 months | 10% \$700 | \$276.39 | | |
| H | 5% | 36 months | 10% \$700 | \$188.82 | | |

1. Compare two loans with the same interest rate and down payment, but different loan terms. Which one has the higher monthly payment? With which loan would you end up paying the most for the car?
2. Compare two loans with the same loan terms and down payment, but different interest rates. How much does the lower interest rate save on your monthly payment? How much less would you pay for the car overall?
3. Which car loan would end up costing you the most money in the end? The least amount of money? For each loan, what do you notice about its interest rate, loan term, and down payment?

A Car in Your Future?

Take a few minutes to reflect on what you've learned today and consider your own transportation needs now and after you graduate from high school.

1. What are your current transportation needs? Will you need a car before you graduate from high school? Explain your answer.
2. Describe what will likely be your transportation needs after you graduate from high school. What options do you have for this transportation? Do you think you'll need a car? Why or why not?
3. How much money, if any, do you have for a down payment on a car? How much do you think you could set aside for a down payment each month? How much would that give you by next year (12 months from now)?
4. Name three transportation costs you can expect in addition to your monthly car payment.
5. Looking ahead to life after high school, estimate how much you can afford to spend on transportation each month. What portion of this would be needed for operating expenses if you owned a car?

Rental Listings

Imagine that in a month, you're starting your freshman year at the community college. You've already secured a part-time job at the campus bookstore, but you still need to find a place to live. Read the rentals below and choose the one that you think is the best fit for you. Then answer the questions below.

RENTALS

PEACE AND QUIET. Share a 2-BR apartment with quiet, studious roommate, 5 miles from campus on bus route. \$325/month.

PLACE OF YOUR OWN. 1-BR apartment, 4 blocks from campus. \$375/month, utilities included.

IF YOU PARTIED HERE, YOU'D BE HOME NOW! Two fun-loving roommates need another to share 3-BR house right across from campus. \$300/month.

INSPIRED LIVING IN THE WOODS. Artist and musician looking for creative type to share a 3-BR house in the woods, just a 2-mile bike ride from campus. \$350/month, including utilities.

CRASH HERE FOR CHEAP. Laid-back ex-student looking for roommate to share 1BR apartment with pullout sofa. \$200/month and some utilities.

Which one did you choose?

What are the advantages of this choice?

What concerns do you have?

What questions would you need to figure out before you made a decision?

Housing Budget

You are about to start your freshman year in college. You're looking for a place to live, but first you need to figure out your budget to determine what you can spend on housing costs each month. The place to start is with your budget:

- **In part I**, figure out your net income. You'll have a part-time job at the campus bookstore, working 20 hours a week at \$10/hour. You're also receiving \$300/month from your parents to help cover living expenses.
- **In part II**, estimate how much you can spend on housing or rent. (The rule of thumb is to spend between 25% and 35% of your income on housing, so we've used 30%.)
- **In part III**, estimate how much you'll need for utilities and household expenses like water, electricity, and phone. (The general rule is to spend no more than 10% of your income on these expenses.)

PART I

1. Monthly Income

- | | |
|--|--------|
| a) Gross monthly income from bookstore (hourly rate X total weekly hours X 4) | \$ |
| b) Deductions (30% of a, or $0.3 \times a$) | \$ |
| c) Net monthly income from bookstore ($a - b = c$) | \$ |
| d) Monthly check from parents | \$ 300 |
| e) Total Monthly Income ($c + d = e$) | \$ |

PART II

2. Monthly Housing Budget

- | | |
|--|----|
| a) Total Monthly Income (line 1e above) | \$ |
| b) Housing Budget (30% of 1e, or $0.3 \times a$) | \$ |

PART III

3. Monthly Utilities/Household Expenses

- | | |
|---|----|
| a) Total Monthly Income (line 1e above) | \$ |
| b) Utilities/Household Expenses (10% of 1e, or $0.1 \times 1a$) | \$ |

Rental Worksheet

Search for a rental near a local college. Use the web, a local newspaper, or printouts from your teacher to search for available rentals in your price range. Record important details about your top choices below.

Remember, if the apartment or house has more than one bedroom, assume you will have enough roommates to fill each bedroom. In this case, remember to divide the rent by the number of roommates. (\$900/month for three roommates is \$300/each.)

I'm looking for a place near _____ . The zip code is _____ .

| | RENTAL #1 | RENTAL #2 |
|---|-----------|-----------|
| Rent | | |
| Roommates? (no/yes, number) | | |
| Utilities Covered? (yes/no) | | |
| Proximity to Work/School (# of miles) | | |
| Main type of Transportation (walk/bike/ bus/car) | | |
| Advantages | | |
| Disadvantages | | |
| Questions You Have | | |

Renting vs. Owning

Most people rent for several years after graduation. Some people rent for longer, or their whole lives, in places where property values are especially high. But someday you may think about owning a place of your own. Take a look at the benefits and drawbacks of renting and owning.

| | ADVANTAGES | DISADVANTAGES |
|----------------|--|---|
| Renting | <ul style="list-style-type: none"> • Not responsible for maintenance of building • Allows flexibility; you can move when your lease is up | <ul style="list-style-type: none"> • No control over rent increases with each new lease term • Could be evicted if building is sold or landlord decides to rent to someone else • No equity or tax benefits |
| Owning | <ul style="list-style-type: none"> • Sense of ownership and security • Monthly payments go towards owning the house, not into a landlord's pocket • Build equity in house (Over time, the house may be worth more than you owe, which means you'll get money back when you sell) • Tax advantages (You can deduct mortgage interest and real estate taxes and pay less income tax) • Freedom to renovate, decorate, and landscape | <ul style="list-style-type: none"> • Responsible for all your maintenance and repairs to property • Less flexibility; more difficult to move • Responsible for property taxes • Could lose house (and equity) if payments aren't made |

E-mail to a Friend

You just received the e-mail below from your best friend who's looking for a place to live in a nearby town where he'll be taking classes at a community college. Read the e-mail and write him back with your advice. Think of at least three questions he should consider (or answer) before he signs the lease.

From: Chris Smith
Subject: I think I found a place!
Date: July 13, 2012
To: You

Dude, wait until you see this apartment I found a few miles from school. It's got a pool and free wireless Internet access (I'm using it now!). There are two bedrooms, which rocks because you'd always have a place to stay when you visit. The landlord guy wants me to come back this afternoon to sign the lease. Whatever, I'm ready to move in today! What do you think? Should I do it?

From: YOU
Subject: Re: I think I found a place!
Date: July 13, 2012
To: Chris Smith

Tenant-Landlord Disputes

You are finally in your first apartment. Choose one of the scenarios below and describe how it might be resolved.

CHOOSE A SCENARIO:

- A. The bathroom ceiling falls in.
- B. You decide you want to move back in with your family for a few months. A friend agrees to move into your apartment and pay the rent.
- C. You are out of town when the rent's due and forget to pay it when you return.
- D. You walk into your apartment one day, and to your surprise, your landlord's there saying he just wanted to "check things out."
- E. Your friend's dog just had puppies and you can't resist – you name one Floppy and bring him home. A neighbor mentions that pets aren't allowed in the building.
- F. You're only six months into your 12-month lease, and your landlord informs you he has to increase your rent by \$25 a month.
- G. You decide the white walls in your bedroom are boring and paint them a nice, soft shade of blue. Your roommate wonders if you're allowed to make changes like that.

DESCRIBE A POSSIBLE SOLUTION:

Lease Agreement

PARTIES: The parties to this Agreement are: Melissa McCracken hereinafter called Landlord and Mike Mills and Evan Jacobs, hereinafter called Tenant.

PROPERTIES: As consideration for this agreement, Landlord agrees to rent/lease to Tenant and Tenant agrees to rent/lease from Landlord for use solely as a private residence, the premises located at 123 Oak Street in the city of Fargo, ND.

TERM: The term of this Agreement shall be for one year beginning on September 1, 2012 and ending on August 31, 2013.

RENT: The total rent for said property shall be \$7200 to be paid monthly in amounts of \$600 due and payable on the first day of each month. All payments are to be made by check or money order and made payable to Melissa McCracken.

SECURITY DEPOSITS: Tenant shall deposit with the Landlord \$600 to be held as security deposit. This deposit will be returned in full, including any interest acquired, when this lease expires if, after inspection by the Landlord, the premises are in good condition (normal wear and tear excepted) and tenant owes no back rent.

LATE CHARGE: A late fee of \$50 shall be added and due for any payment of rent made after the 15th of the month. Any dishonored check shall be treated as unpaid rent, and subject to an additional fee of \$50.

UTILITIES: Tenant agrees to pay all utilities and/or services based upon occupancy of the premises except the following to be furnished by the Landlord: (X) electricity (X) heat () gas (X) water () hot water () other: _____ (X) trash removal.

USE: The Premises shall not be used for any unlawful purpose, or for any purpose reasonably deemed hazardous by Landlord because of fire or any other risk or in any other manner which would disturb the peaceful, quiet enjoyment of any other neighbor of the Premises. Landlord reserves the right of eviction for all the illegal manufacture, distribution, or use or other illegal activities in connection with controlled substance(s). A criminal conviction shall not be necessary before Landlord can institute an eviction action based thereupon.

SUBLETTING/OCCUPANTS: Tenant shall not lease or sublease nor assign the premises without the written consent of the Landlord. Guest(s) staying over 15 days without the written consent of Landlord shall be considered a breach of this agreement.

PETS: No animal and/or pet of any kind shall be kept on or about the premises, for any amount of time, without obtaining the prior written consent and meeting the requirements of the Landlord.

NOISE: Tenant agrees not to use the premises in such a manner as to disturb the peace and quiet of other tenants in the building and the immediate neighbors.

CONDITION OF PREMISES/ALTERATIONS: Tenant agrees to occupy the premises and shall keep same in good condition, except for reasonable wear and tear, and shall not make any alterations, including changing or adding locks, without the written consent of the Landlord.

REPAIRS AND MAINTENANCE: Tenant agrees to notify Landlord immediately if any repairs are necessary. Landlord agrees to regularly maintain the building and grounds in a clean, orderly, and safe manner, including removal of ice and snow. Landlord further agrees upon notice by Tenant to complete, within a reasonable time, all necessary repairs including those of appliances and utilities, which are furnished with the premises.

RIGHT OF ENTRY: Landlord may enter premises at reasonable times for the purposes of inspection, maintenance or repair, and to show the premises to buyers or prospective tenants. In all instances, except those of emergency or abandonment, the Landlord shall give 24-hour notice prior to such an entry.

CHANGE OF TERMS: The terms and conditions of this agreement are subject to future change by Landlord after the expiration of the agreed lease period upon 30-day written notice setting forth such change and delivered to Tenant.

TERMINATION: After expiration of the leasing period, this agreement is automatically renewed from month to month, but may be terminated by either party giving to the other a 30-day written notice of intention to terminate. The premises shall be considered vacated only after all areas including storage areas are clear of all Tenant's belongings, and keys and other property furnished for Tenant's use are returned to Landlord. Should the Tenant hold over beyond the termination date or fail to vacate all possessions on or before the termination date, Tenant shall be liable for additional rent and damages.

RECEIPT OF AGREEMENT: The undersigned Tenants have read and understand this Agreement and hereby acknowledge receipt of a copy of this Rental Agreement.

TENANT'S Signature _____ Date _____

TENANT'S Signature _____ Date _____

LANDLORD'S Signature _____ Date _____

Tenant-Landlord Protections

The lease protects both the tenant and the landlord. Based on the lease you just reviewed, complete the chart below to show how each party is protected regarding these different issues. (Do not fill in gray boxes.)

| | How is the landlord protected? | How is the tenant protected? |
|------------------------|--------------------------------|------------------------------|
| Security deposits | | |
| Late charge | | |
| Use of apartment | | |
| Subletting/Occupants | | |
| Pets | | |
| Conditions/Alterations | | |
| Repairs/Maintenance | | |
| Right of Entry | | |
| Change of Terms | | |
| Termination | | |

Tenant and Landlord Rights & Responsibilities

The lease describes the rights and responsibilities of both the tenant and the landlord. Based on the lease you just reviewed, check the rights and responsibilities of each party below.

TENANT

Rights

- To rent the premises without any changes to the lease before its term ends.
- To keep a pet on the premises, as long as it's small and quiet.
- To live in a premises in which the building and grounds are maintained in a safe and clean manner.
- To paint the bedroom walls.
- To have parties at any time of the day or night.
- To sublet the apartment to a responsible friend if rent is paid on time.

Responsibilities

- To pay the monthly rent by the end of that month.
- To pay for all utilities besides electricity, water, and trash removal.
- To maintain the grounds, such as removing ice and snow.
- To keep the premises in good condition.
- To notify landlord immediately of repairs are needed.
- To vacate the premises and remove all belongings at the end of the lease, unless there is a written agreement extending the lease.

LANDLORD

Rights

13. To charge a late fee if the rent is more than a week late.
14. To evict the tenant for use of controlled substances.
15. To show the apartment to potential renters without notifying tenants.
16. To keep the security deposit if tenants still owe rent or to cover damages to premises beyond normal wear and tear.
17. To change the rent or conditions of the lease before its term ends.

Responsibilities

18. To pay for the phone services of the premises.
19. To return security deposit (with interest) if premises are in good condition after end of lease.
20. To give tenants 24-hour notice before entering premises, except in case of emergency.
21. To maintain building and grounds in safe and clean manner.
22. To clean the interior rooms of the premises.
23. To make repairs in a reasonable time to building or appliances furnished with the premises.