

# **Mat-Su P.E.A.K.** **Pathway Exploration** **for All Kids**

**A Personal Learning and Career Plan**

## **6<sup>th</sup> GRADE** **SELF AWARENESS**

- Managing Your Study Time**
- Roles Questionnaire**
- Rating Your Employability Skills**
- What Difference Does a Name Make?**
- A Simple Budget**
- What is a Career Pathway?**
- Using AKCIS Junior**
- Exploring Career Pathways**
- High School: It's Academic**
- MSBSD High School Graduation Requirements**
- Conflict Management**
- Self-Reflection Paragraph**

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

Revised: June, 2012

Choosing a career may be a long and difficult process. A Personal Learning and Career Plan (PLCP) can help you with this task. A PLCP can be looked at as an outline that will help you figure out the step you need to take in order to achieve your ultimate career goal. An important part of the PLCP is to consider your own needs, abilities, interests and wants. This book is designed to help you get to know yourself better. It will also help you relate what you know about yourself to job information. Based on information you gather about yourself, this book will help you select jobs that might meet your needs and interests.

What are you going to do with your life? Who are you? What do you know about yourself? What do you know about jobs? Which job is best for you? If you are interested in the answers to these questions, keep reading. This is what the P.E.A.K. packet is all about. You will do many activities while using this P.E.A.K. packet. If you follow the instructions carefully, you should have very few problems. If you become confused, talk with the person who gave you this P.E.A.K. packet.

**Mat-Su PEAK** is produced by the Matanuska-Susitna Borough  
School District's Career and Technical Education Department

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## MANAGING YOUR STUDY TIME

Do you use your study time efficiently? Do you get your assignments done in the time your teacher gives you?

*Instructions:* Take the quiz below to find out how you manage your study time at school.

1. It usually takes me at least five minutes to get my materials together to start studying, for example book, paper, and pencil. Yes  No
2. I frequently need to borrow paper or a pencil from classmates before I start studying. Yes  No
3. My desk is a mess most of the time. Yes  No
4. I often sharpen my pencil during study time. Yes  No
5. Sometimes I write notes to my friends during study time. Yes  No
6. I look at the clock or my watch at least four times when I'm studying. Yes  No
7. I often think, "I'll just take this home and do it" instead of getting my work done in school. Yes  No
8. I like to talk with people sitting near me when I'm studying. Yes  No
9. I like to look out the window during study time. Yes  No
10. I always seem to be rushing to get my work done. Yes  No
11. I like to read other things during study time instead of doing my assignment. Yes  No
12. I use my school planner every day. Yes  No

## HOT TIPS FOR SUCCESS IN SCHOOL

### Keep your locker clean.

*Tip: Put shelves in the top for books and folders.  
Put empty backpacks in the bottom.  
Clean out all trash once a week.*

### Use your assignment/agenda book everyday.

*Tip: Put long range projects on the monthly calendar.  
Write your assignment down as soon as it is given.  
Write items in the "Things to take home" box.  
Check your assignment book at the end of the day.*

### Use a 3-ring binder with a folder for each subject.

*Tip: Put all assignments to be done on the left side of the folder.  
Put all completed work on the right side of the folder.  
Clean out your folder at the end of every quarter.*

### Make small jobs out of big ones.

*Tip: Divide assignments into small parts and take breaks.  
Do assignments you know are going to be most difficult first.*

### Complete ALL assignments on time.

*Tip: Check them off in your assignment book as you finish.*

### Set up a specific time and place to do homework every night.

*Tip: Pick a quiet place (no radio, TV, phone, etc.).  
Sitting at a desk or table is best.  
Pick a time, preferably 45 min. – 1 hour, that you will be able to consistently keep for homework.  
If you have no homework, read a book*

### It takes 21-23 times in a row to set a habit!

*If easily distracted, use headsets that are not plugged in.*

### Set Goals

*Tip: Set goals you can measure, and check your progress.*

### Make time for:

**relaxation and exercise  
a well-balanced diet  
friends**

## Offer Compliments! Be Patient! No Put-downs!

List one positive study habit:

List one study habit you need to improve:

# ROLES QUESTIONNAIRE

We all fulfill a variety of roles within our lives. Some of the roles a sixth grader fills may include child, brother or sister, classmate, learner, friend, and citizen.

*Instructions:* Circle the number that best represents how you see yourself in the following roles. Numbers 5 and 4 mean you see yourself as being more like the word on the left. Numbers 1 and 2 mean you see yourself being more like the word on the right. Number 3 means you see yourself as being in the middle.

### *“How I feel about myself as a learner”*

Successful .....	5	4	3	2	1	.....	Unsuccessful
Better than others .....	5	4	3	2	1	.....	Worse than others
Motivated .....	5	4	3	2	1	.....	Bored
Satisfied with school .....	5	4	3	2	1	.....	Dissatisfied with school
Good study skills.....	5	4	3	2	1	.....	Poor study skills
Strong test taker .....	5	4	3	2	1	.....	Weak test taker
Liked by teachers .....	5	4	3	2	1	.....	Disliked by teachers
Happy with school .....	5	4	3	2	1	.....	Angry with school
Hard worker .....	5	4	3	2	1	.....	Lazy
Balanced.....	5	4	3	2	1	.....	Workaholic

### *“How I feel about myself as a friend”*

Reliable .....	5	4	3	2	1	.....	Unreliable
Patient .....	5	4	3	2	1	.....	Impatient
Accepted .....	5	4	3	2	1	.....	Criticized
Actions match beliefs.....	5	4	3	2	1	.....	Actions don’t match
Strong.....	5	4	3	2	1	.....	Powerless
Many friends .....	5	4	3	2	1	.....	Friendless
Superior.....	5	4	3	2	1	.....	Inferior
Leader .....	5	4	3	2	1	.....	Follower
Popular .....	5	4	3	2	1	.....	Unpopular
Shares.....	5	4	3	2	1	.....	Selfish
Tolerant.....	5	4	3	2	1	.....	Prejudice
Kind .....	5	4	3	2	1	.....	Unkind

### *“How I feel about myself as a citizen”*

Obeys the law.....	5	4	3	2	1	.....	Unlawful
Gives time to community.....	5	4	3	2	1	.....	Gives no time
Cooperates with others.....	5	4	3	2	1	.....	Uncooperative
Stops & thinks before acts .....	5	4	3	2	1	.....	Impulsive
Never gives up .....	5	4	3	2	1	.....	Gives up easily
Uses good manners .....	5	4	3	2	1	.....	Impolite
Honest .....	5	4	3	2	1	.....	Dishonest
Trustworthy.....	5	4	3	2	1	.....	Untrustworthy
Peaceful.....	5	4	3	2	1	.....	Disruptive
Proud of country .....	5	4	3	2	1	.....	Indifferent

## RATING YOUR EMPLOYABILITY SKILLS CHECKLIST

Employability skills are those traits and habits employers want in the people who work for them, and communities want in their citizens. You can learn and improve upon employability skills by practicing them at home and in school and community activities.

**Directions:** Rate yourself using the rating scale below. Ask an adult who knows you well (your teacher or parent) to also rate you.

**1 = Seldom/Rarely      2 = Occasionally      3 = Most of the time      4 = All of the time**

Foundation of Character	Skill	Indicator	Self	Adult
<b>FAIRNESS</b>				
Conflict Resolution	Communication	I listen actively and carefully to gather information and understand directions.		
		I ask questions and evaluate information.		
	Managing Feelings	I know healthy techniques for managing anger.		
	Forgiveness	I know how to forgive mistakes and not hold a grudge.		
	Resolving Conflict Wisely	I know and use the steps needed to resolve conflict wisely.		
<b>RESPONSIBILITY</b>				
	Dependability	I am someone others can count on.		
		I come to class with all needed materials: pens, pencils, paper, book.		
	Perseverance	I am able to stay with a task until it is done.		
		I attend school regularly.		
	Initiative and Effort	I am able to see what needs to be done and complete/assign tasks as needed.		
		I miss school only for legitimate reasons. All absences are excused.		
	Being a Good Example	I volunteer for and accept roles of responsibility.		
<b>RESPECT</b>				
Attitude	Keeping a Positive Attitude	I have someone I trust to talk with.		
	Positive Speech	I make positive contributions and actively participate in group activities.		
	Positive Thoughts	I feel good about who I am.		
	Thankfulness	I appreciate the things others do for me.		
<b>CARING RELATIONSHIPS</b>				
	Cooperation	I work well with others in a group: listening, sharing, and getting along.		
	Honesty	I say what I mean and mean what I say.		

**1 = Seldom/Rarely      2 = Occasionally      3 = Most of the time      4 = All of the time**

Foundation of Character	Skill	Indicator	Self	Adult
<b>TRUSTWORTHY</b>				
Self-Discipline	Learning from Consequences	I complete work in a timely fashion.		
		I make up work missed from absences quickly and completely.		
		I turn in all assignments.		
	Self-Control	I know and use stress management skills.		
	Patience	I am able to wait for something I want.		
<b>CITIZENSHIP</b>				
	Compassion	I feel good about helping others.		
	Humility	I am able to think about the feelings and needs of others.		
	Service	I feel good when I can share with others.		
	Good Citizenship	I am helpful to others at home, in school, and the community.		
<b>RESPECT</b>				
	Self-Respect	I take care of my personal hygiene.		
		I make safe and healthy choices.		
	Respect for Authority	I am a law abiding person.		
	Respect for Others	I arrive on time to school in the morning and to each of my classes.		
		I respect individual uniqueness		
	Tolerance	I accept differences in others and treat them kindly and with respect.		
<b>RESPONSIBILITY</b>				
Personal Goals	Developing Talents	I know my strengths and weaknesses.		
		I work well on my own. I do not need teacher or parent prompting.		
	Facing Challenges	If there is something I do not know, I am willing to research information.		
	Having Dreams & Hopes	I have goals and plans for the future.		
	Goal Setting	I am able to set a goal, identify means to achieve it, choose a plan, and evaluate how it works.		
<b>CARING</b>				
	Friendship	I know how to build and keep healthy friendships.		
	Courage	I am loyal to my family, friends, and belief system.		

**1 = Seldom/Rarely      2 = Occasionally      3 = Most of the time      4 = All of the time**

**Think about.....**

**Did your scores match those of the adult who scored you?**

**How will you improve the skills that earned low scores?**

**Why is it important to have these skills when you go to work?**

# WANT A GREAT CAREER?

## Alaskan Employers Expect:

Skills/Competencies	Work Attitudes	Work Values (“Work Ethic”)
<p><b>Reading</b> Able to comprehend written material and take appropriate action.</p> <p><b>Speaking</b> Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p><b>Writing</b> Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; &amp; fills out forms properly.</p> <p><b>Listening</b> Able to comprehend what is said and take action.</p> <p><b>Math Computation</b> Able to apply basic skills with accuracy in action, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p><b>Problem Solving</b> Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p><b>Information Management &amp; Technology</b> Able to use computers to process information; familiar with common technology applications &amp; tools in the workplace.</p> <p><b>Knowing How to Learn</b> Able to teach oneself new skills; able to seek and use new information appropriately.</p> <p><b>Applying What is Learned</b> Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.</p> <p><b>Working with Others</b> Able to work as a productive team member; able to share information.</p> <p><b>Business Process</b> Eager to learn the principles of business.</p> <p><b>Looking for Work</b> Able and confident to identify job opportunities, to complete a job application, to prepare a resume, and to promote himself/herself during an interview.</p>	<p><b>Responsible / Self-Disciplined</b> Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.</p> <p><b>Willing to Learn/Pride in Doing a Good Job</b> Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.</p> <p><b>Safety-Conscious</b> Always thinks about safety in every aspect of the job; takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.</p> <p><b>Manages Stress and Personal Problems</b> Deals with job pressures in a positive way’ does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.</p> <p><b>Positive Outlook</b> Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p><b>Follows the Rules</b> Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p><b>Good Team Member</b> Shares information; works well and credits (praises) other workers; puts the team above personal interests.</p> <p><b>Respects Others</b> Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p><b>Willing to Earn Reward</b> Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p>	<p><b>Honesty and Integrity</b> Bases actions on a personally held set of values; can be trusted to follow the rules even when supervisors are not present; keeps his/her word.</p> <p><b>Good Manners</b> Always shows courtesy and respect toward others.</p> <p><b>Accepts Advice, Supervision, Criticism</b> Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p><b>Dependability / Follow Through</b> Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p><b>Good Attendance / On Time</b> Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.</p> <p><b>Accuracy of Work / No Waste</b> Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p><b>Pride &amp; Productivity in Work</b> Shows initiative; is ambitious; figures out how to get the job done; works as efficiently as possible to get the job done – well.</p> <p><b>These critical skills, values, &amp; attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska’s Youth: Ready for Work, following review by parents, educators, students, &amp; other community members.</b></p>

## WHAT DIFFERENCES DOES A NAME MAKE?

Throughout the years, jobs have been identified by titles that cause us to think in terms of different genders. For many years certain jobs were only performed by one gender, but as times have changed and more women enter the work force jobs once reserved for certain genders have changed. Men's jobs such as policeman, fireman, or fisherman were once male jobs, and women's jobs such as housewife, nurse, and teacher were recognized as female jobs.

As the times have changed, many women and men have entered jobs that were once gender specific. Now we hear job titles such as flight attendant, fisherperson and homemaker. Language has had to change to reflect the change of the workforce.

We still have words to describe careers and jobs that we have found hard to change. On job sites we still use foreman to describe the person in charge of the worksite. When we think of the history of construction sites we remember that at one time only men were employed as construction workers. In hospitals when a nurse is called into a room, we are surprised when it is a male that walks into the room. To this day some occupations are still thought to be gender specific even though males and females alike have crossed the career boundaries for many years.

Although these gender-biased labels reflect our past more accurately than the present, they are still used.

Here are some words and job titles. Can you think of ways you would change these titles to make them more gender fair or neutral?

OLD NAME	NEW NAME	OLD NAME	NEW NAME
foreman		anchorman	
repairman		man made	
fisherman		meter maid	
congressman		cleaning lady	
manpower		stewardess	
housewife		journeyman	
weatherman		freshman	
mailman		manhole	
policeman		landlord	
sportsmanship		tomboy	

As careers change and more men and women cross over the gender line to work in these jobs, we need to consider the words used to describe new occupations. We need to reinforce positive gender recognition in the workplace, both in traditional and non traditional jobs.

Adapted from *Gender Equity Activity Book*, Available for download from <http://www.eed.state.ak.us/tls/CTE/hook.html>





## A SIMPLE BUDGET

Think about what you will need to pay for when you are on your own and fill out the chart below with your best estimates.

Item	Cost/Month
<b>Rent</b> (basic apartment)	\$
<b>Food</b> (combination of eating at home and going out once a week)	\$
<b>Utilities</b> (electricity, internet, cable heat, basic cell phone)	\$
<b>Used Vehicle</b> (payment, insurance, repairs, gas)	\$
<b>Clothes</b> (Maintain wardrobe)	\$
<b>Entertainment</b> (movie, sports, movie rentals)	\$
<b>Personal</b> (toothpaste, deodorant, gym membership, hair products)	\$
<b>Miscellaneous</b> ( house wares, “stuff”)	\$
<b>TOTAL</b>	\$

Can you think of some important items not on this list?

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Compare your answers to actual costs on the next page.



## MONTHLY EXPENSES IN ANCHORAGE, ALASKA – 2008-2009\*

Item	Cost/Month
<b>Rent</b> (basic apartment)	\$685.00
<b>Food</b> (combination of eating at home and going out once a week)	\$265.00
<b>Utilities</b> (electricity, internet, cable, basic cell phone)	\$250.00
<b>Used Vehicle</b> (payment, insurance, repairs, gas)	\$620.00
<b>Clothes</b> (maintain wardrobe)	\$50.00
<b>Entertainment</b> (movies, sports, movie rentals)	\$125.00
<b>Personal</b> (toothpaste, deodorant, gym membership, hair products)	\$75.00
<b>Miscellaneous</b> (house wares, “stuff”)	\$50.00
<b>TOTAL</b>	<b>\$2145.00**</b>

\*Alaska Career Information System, 2012 “Reality Check” [www.akcis.org](http://www.akcis.org) => AKCIS Junior

\*\*Does not include money for, taxes, savings, medical costs, student loans or other miscellaneous expenses.

Figure out how much money you will need to earn to meet your expenses.

The amount of money I will need to earn on a job is:

\$\_\_\_\_\_ per month **or** \$\_\_\_\_\_ per hour **or** \$\_\_\_\_\_ per year  
(divide total monthly expenses by 160 hours)                      (multiply total monthly expenses by 12)

What kind of job will you need after high school to make enough money to meet your expenses?

### IT PAYS TO STAY IN SCHOOL!

Compare the average lifetime earnings\* for:

Eighth Grade Education.....	\$740,000
High School Education.....	\$1,200,000
Two-year Training after High School .....	\$1,500,000
Four-Year College Degree.....	\$2,000,000
Masters Degree.....	\$2,500,000

\*2006 US Bureau of Statistics

**Start deciding NOW about which career pathway you are interested in following after high school and what post-secondary training you will need!**

## WHAT IS A CAREER PATHWAY?

A **Career Pathway** is made up of various jobs and careers that require similar skill, interests, and talents. By exploring the characteristics of a **Career Pathway** you can discover which ones have jobs that best match your interests and skills.

**Career Pathways** have many branches that often connect with one another. For someone who has an interest in both art and computers, for instance, careers in graphic arts, computer-aided drafting, or video game design are possible.

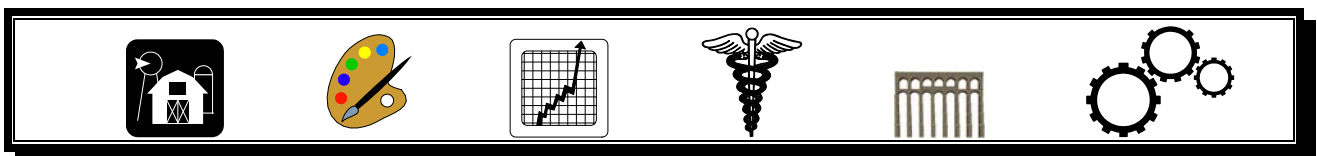
Along the way you will discover many exciting careers in a variety of Career Pathways. You will probably change your mind many times about “what you want to be when you grow up,” but you will know the educational choices you need to make to meet your occupational goals.

To help you find out more about Career Pathways, circle the items in each box that best describe you. Add up the numbers of circles in each box. Put an “X” next to the three boxes which have the highest numbers and circle the corresponding number on the Career Pathway chart on page 14 .

<b>BOX 1</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Learn how things grow and stay alive.</li> <li>2. Make the best use of the earth’s natural resources.</li> <li>3. Hunt and/or fish.</li> <li>4. Protect the environment.</li> <li>5. Be outdoors in all kinds of weather.</li> <li>6. Plan, budget, and keep records.</li> <li>7. Operate machines and keep them in good repair.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Self-reliant</li> <li>2. Nature lover</li> <li>3. Physically active</li> <li>4. Planner</li> <li>5. Creative problem solver</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> </ol>	<b>Total number circled in Box 1</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 2</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Read and follow blueprints and/or instructions</li> <li>2. Picture un my mind what a finished product looks like.</li> <li>3. Work with my hands.</li> <li>4. Perform work that requires precise results.</li> <li>5. Solve problems.</li> <li>6. Visit and learn from beautiful, historic, or interesting buildings.</li> <li>7. Follow logical, step-by-step directions.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Good at following directions.</li> <li>3. Pay attention to details.</li> <li>4. Good at visualizing possibilities.</li> <li>5. Patient and persistent</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> </ol>	<b>Total number circled in Box 2</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from *Career Clusters Interest Survey* [www.CareerClusters.org](http://www.CareerClusters.org)



<b>BOX 3</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Use my imagination to communicate new information to others.</li> <li>2. Perform in front of others.</li> <li>3. Read and write.</li> <li>4. Play a musical instrument.</li> <li>5. Perform creative, artistic activities.</li> <li>6. Use video and recording technology.</li> <li>7. Design brochures and posters.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Creative and imaginative</li> <li>2. Good vocabulary/ good communicator</li> <li>3. Curious about new technology</li> <li>4. Relate well to feelings</li> <li>5. Determined and tenacious</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Art</li> <li>2. Music</li> <li>3. Speech</li> <li>4. Drama</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 3</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Perform routine, organized activities but can be flexible.</li> <li>2. Work with numbers and detailed information.</li> <li>3. Be the leader in a group.</li> <li>4. Make business contact with people.</li> <li>5. Work with computer programs.</li> <li>6. Create reports and communicate ideas.</li> <li>7. Plan my work and follow instruction without close supervision.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Organized</li> <li>2. Practical and logical</li> <li>3. Patient</li> <li>4. Tactful</li> <li>5. Responsible</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Computers</li> <li>2. Math</li> <li>3. Language Arts</li> </ol>	<b>Total number circled in Box 4</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Communicate with different types of people.</li> <li>2. Help others with their homework or to learn new things.</li> <li>3. Go to school.</li> <li>4. Direct and plan activities for others.</li> <li>5. Handle several responsibilities at once.</li> <li>6. Acquire new information.</li> <li>7. Help people overcome their challenges.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Decision maker</li> <li>3. Helpful</li> <li>4. Innovative</li> <li>5. Inquisitive</li> <li>6. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Science</li> <li>2. Math</li> <li>3. Language Arts</li> <li>4. Social Studies</li> </ol>	<b>Total number circled in Box 5</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with numbers.</li> <li>2. Work to meet a deadline</li> <li>3. Make predictions based on existing facts.</li> <li>4. Have a framework of rules by which to operate.</li> <li>5. Handle money with accuracy &amp; reliability.</li> <li>6. Take pride in the way I dress and look.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Orderly</li> <li>3. Self-confident</li> <li>4. Logical</li> <li>5. Efficient</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Social Studies</li> </ol>	<b>Total number circled in Box 6</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Be involved with politics.</li> <li>2. Negotiate, debate, and defend ideas/topics.</li> <li>3. Plan activities and work well with others.</li> <li>4. Work with details.</li> <li>5. Perform a variety of tasks that change often</li> <li>6. Analyze information and interpret it to others.</li> <li>7. Travel and see new things.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator</li> <li>2. Competitive</li> <li>3. Service minded</li> <li>4. Well organized</li> <li>5. Problem solver</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Government</li> <li>2. Social Studies</li> <li>3. Language Arts</li> <li>4. Math</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 7</b>  <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 8</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health &amp; science classes.</li> <li>5. Respond quickly and calmly in emergency situations.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Compassionate</li> <li>2. Caring</li> <li>3. Good at following directions</li> <li>4. Conscientious</li> <li>5. Caring</li> <li>6. Patient</li> <li>7. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Science</li> <li>2. Health</li> <li>3. Language Arts</li> <li>4. Math</li> </ol>	<b>Total number circled in Box 8</b>  <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 9</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Investigate new places &amp; activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Social Studies</li> <li>2. Language Arts</li> <li>3. Foreign Language</li> <li>4. Family &amp; Cons. Sci.</li> </ol>	<b>Total number circled in Box 9</b>  <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 10</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Care about people, their needs &amp; problems.</li> <li>2. Participate in community service/ volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from pre-school to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different people.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good Communicator</li> <li>2. Good Listener</li> <li>3. Caring</li> <li>4. Non-Materialistic</li> <li>5. Uses logic</li> <li>6. Non-judgmental</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Foreign Language</li> <li>3. Family &amp; Cons. Sci.</li> </ol>	<b>Total number circled in Box 10</b>  <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
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<b>BOX 11</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve problems.</li> <li>3. Use variety of machines.</li> <li>4. Read, understand, and apply technical manuals</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Logical thinker</li> <li>2. See details in big picture</li> <li>3. Persistent</li> <li>4. Good concentration</li> <li>5. Precise</li> <li>6. Accurate</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computers</li> <li>4. Art</li> </ol>	<b>Total number circled in Box 11</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 12</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work under pressure or in face of danger.</li> <li>2. Make decisions based on what I observe.</li> <li>3. Interact with other people.</li> <li>4. Be in position of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behaviors.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Can make decisions</li> <li>5. See good in life.</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Social Studies</li> <li>3. Health</li> </ol>	<b>Total number circled in Box 12</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with my hands and learn best that way.</li> <li>2. Put things together.</li> <li>3. Do routing, accurate, and organized work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand &amp; powers tools.</li> <li>7. Visualize objects in 3 dimensions from flat drawings.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated.</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Science</li> <li>4. Shop</li> </ol>	<b>Total number circled in Box 13</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behaviors.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive.</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Computers</li> </ol>	<b>Total number circled in Box 14</b>  <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 15</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Doing difficult math problems.</li> <li>2. Finding the answer to questions.</li> <li>3. Doing science experiments.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to figure out the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Detail oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Shop</li> <li>4. Computers</li> </ol>	<p><b>Total number circled in Box 15</b></p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
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<b>BOX 16</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Travel</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design better ways of doing things.</li> <li>5. Anticipate and meet needs.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Shop</li> <li>3. Computers</li> <li>4. Science</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 16</b></p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
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## CAREER PATHWAYS

Circle the number next to the box which corresponds to the boxes where you placed an “X”.

<b>1</b>	<b>Agriculture and Natural Resources</b>	The production, processing, marketing, distribution, and development of agricultural and natural resources.	<b>See Page 16</b>
<b>2</b>	<b>Architecture &amp; Construction</b>	Designing, planning, managing, building, and maintaining the built environment.	<b>See Page 21</b>
<b>3</b>	<b>Arts and Communications</b>	Designing, producing, exhibiting, performing, writing and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.	<b>See Page 17</b>
<b>4</b>	<b>Business, Management, and Administration</b>	Planning, organizing, directing, and evaluating businesses in every part of the economy to ensure they are efficient and productive.	<b>See Page 18</b>
<b>5</b>	<b>Education and Training</b>	Planning, managing, and providing education and training services and related learning services.	<b>See Page 20</b>
<b>6</b>	<b>Finance</b>	Planning services for financial and investment planning, banking, insurance, and management.	<b>See Page 18</b>
<b>7</b>	<b>Government and Public Administration</b>	Performing government duties: national security, foreign service, planning, revenue and taxation, regulation, administration at the local, state, and federal levels.	<b>See Page 20</b>
<b>8</b>	<b>Health Science</b>	Planning, managing, and providing health services, diagnostic services, and research and development.	<b>See Page 19</b>
<b>9</b>	<b>Hospitality &amp; Tourism</b>	Managing, marketing, and operating of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.	<b>See Page 20</b>
<b>10</b>	<b>Human Services</b>	Providing services and care for families and human needs.	<b>See Page 20</b>
<b>11</b>	<b>Information Technology</b>	Designing, developing, supporting, and managing computer hardware, software, multimedia and systems.	<b>See Page 18</b>
<b>12</b>	<b>Public Safety, Corrections, and Security</b>	Planning and providing legal, public safety, protective services, and homeland security.	<b>See Page 20</b>
<b>13</b>	<b>Manufacturing</b>	Planning, managing, and performing the processing materials.	<b>See Page 21</b>
<b>14</b>	<b>Marketing, Sales &amp; Service</b>	Planning, managing, and performing marketing activities	<b>See Page 18</b>
<b>15</b>	<b>Science, Technology, Engineering &amp; Math</b>	Planning, managing and performing scientific research and scientific services.	<b>See Pages 21</b>
<b>16</b>	<b>Transportation, Distribution, &amp; Logistics</b>	Planning movement of people, materials, and goods by road, pipeline, air, rail, and water	<b>See Page 21</b>



## USING AKCIS JUNIOR

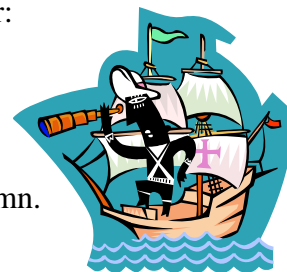
You will use the Alaska Career Information System (AKCIS) to further explore Career Clusters. To start exploring:

- Go to [www.akcis.org](http://www.akcis.org)
- Click on *Logon AKCIS*
- Logon using the following information obtained from your teacher/counselor:

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

Password: \_\_\_\_\_

- Click on *Use AKCIS Junior Mat Su BSD your school's name* at top left column.



### TO CREATE YOUR AKCIS PORTFOLIO

“My Portfolio” allows you to establish your own folder to track, save, and personalize your career exploration journey. You will be able to save your favorite searches, assessment information, and generate resumes. Your portfolio will be available to you throughout your schooling and beyond. You can transfer your portfolio easily from one location to another.

- Click on “Create My Portfolio” at the left of the home page.
- Required fields are first name, last name, user name and password. To create “My Portfolio” *you must determine your own unique user name and password*, which you will then be able to use to log directly into AKCIS. If you choose to list your email address, AKCIS can send your password to you if you forget it. Enter the optional contact information (i.e., address, phone) if you plan to generate resumes. Enter the year you will graduate in the Graduation Year box.

### TO FIND OUT MORE ABOUT YOU:

- Click on *Overview* under ***Who Am I?*** at the top of the column on the right .
- Click on *Career Cluster Inventory* to learn more about your likes and dislikes.

### TO FIND OUT WHERE ARE YOU GOING:

- Click on *OCCUPATIONS* under ***Where Am I Going?***
  - Click on *Clusters Index* to find out more about careers in a specific career cluster
  - *Occupations* to find out more about an individual career
  - *Search* to look up a specific career
- Click on *Reality Check* to learn about monthly expenses and the size of the salary needed to live.

### TO FIND OUT HOW YOU ARE GOING TO GET THERE:

- Click on the *OVERVIEW* to learn about employability skills, volunteering, and planning for high school and next steps.

# EXPLORING CAREER PATHWAYS

## Agriculture and Natural Resources



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Agriculture Graders*	Animal Breeders & Trainers*	Agriculture Engineers & Scientist
Animal Caretakers & Trainers	Agriculture Inspector*	Animal Engineers & Scientist*
Animal Control Worker*	Agriculture Worker Supervisor*	Astronomer*
Aquaculture Worker*	Baker	Biologist*
Cannery Worker*	Farm Equipment Mechanic	Cartographer*
Commercial Fishers*	Fish Roe Technician*	Chemist*
Farm and Ranch Worker*	Fish & Wildlife Technicians*	Conservation Scientists
Flower Arranger*	Forestry Technicians*	Fish & Game Warden
Food Processing Worker	Hazardous Material Worker*	Farm & Home Management Advisor
Forestry Technicians	Hunting and Fishing Guide*	Farm Manager
Landscapers*	Meat Cutter	Food Scientists
Loggers*	Mining Machine Operator*	Foresters
Nursery Worker	Science Technician*	Geographers*
Pest Control Worker*	Taxidermist*	Geologists & Geophysicist*
Trash Collector*	Veterinary Technician	Landscape Architect*
Rock Splitter*	Water Treatment Plant Operator*	Marine Biologist*
Veterinary Assistant		Meteorologist*
Trapper*		Mining Engineer*
		Natural Scientist Manager*
		Park Naturalist
		Physicists*
		Veterinarian
		Zoologist



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*) \_\_\_\_\_

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

## Arts and Communications



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Actor	Actors	Agent & Business Manager*
Announcers	Broadcast Technician	Archivist and Curator*
Bookbinders & Bindery Workers	Camera Repairer*	Art Director*
Camera Operator*	Cartoonist / Animator	Cartoonist/Animator
Dancer	Communication Equipment Repairer	Choreographers
Demonstrator*	Costume and Wardrobe Specialist	Composers/Music Arranger*
Floral Designer*	Dancer	Dancer
Handcrafter*	Film and Video Editor	Editor
Model*	Fine Artist	Fashion Designer
Movie and Stage Grip*	Glass Blower*	Fine Artist
Movie Projectionist*	Graphic Designer	Film and Video Editor
Page Layout Worker*	Jeweler*	Graphic Designer
Photo Processing Technician	Museum Technician & Conservator	Industrial Designer
Prepress Worker	Musical Instrument Repairer	Interior Designer
Professional Makeup Artist	Musicians and Music Director	Museum Technician & Conservator
Singer	Page Layout Worker*	Musicians and Music Directors
Sketch Artist	Photographer	News Reporters
Telephone Operator	Potter*	Photographers
Usher & Ticket Taker*	Printing Press Operator	Producers & Directors
	Singer	Proofreaders*
	Sound Engineer Technician	Set & Exhibit Designers
		Singer
		Technical Writers
		Writer



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*) \_\_\_\_\_

\_\_\_\_\_

**How much does it pay?** \_\_\_\_\_

List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

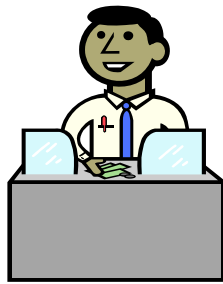
Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

*Business, Management, Administration, Finance, Marketing, Sales,  
Information Technology*



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Bank Teller	Advertising Salespeople	Accountant & Auditor
Bill & Account Collector	Bookkeeping & Accounting Clerk	Actuaries*
Billing Clerk	Brokerage Clerk	Administrative Services Manager
Cashiers	Buyers & Purchasing Agent	Advertising Manager
Copy Machine Operator*	Customer Service Representative	Appraisers
Courier and Messenger	Employment Interviewers	Budget Analyst
Credit Checker & Authorizer	Executive Secretary	Business Executive
Demonstrator & Promoter*	Loan Clerk	Computer Engineer
File Clerk	Merchandise Displayer*	Computer/Information Systems Manager
General Office Clerk	Office Manager	Computer Programmer
Insurance Policy and Claims Clerk	Personnel Clerk	Computer Security Specialist
Interview Clerk*	Property and Real Estate Managers	Computer Support Specialist
Meter Reader*	Sales Representative	Computer Systems Analyst
New Accounts Clerk	Sales Worker Supervisor*	Data Communications Analyst
Order Clerk	Secretary	Database Administrator
Parts Salesperson	Tax Preparer	Economist
Payroll & Timekeeping Clerk	Title Examiner and Searcher*	Financial Analyst
Receptionist		Financial Counselors
Route Salesperson		Financial Manager
Retail Salesperson		Insurance Agent & Underwriter
Shipping & Receiving Clerk		Loan Officers
Stock Clerk		Management Analyst
Typist and Word Processor		Market Research Analyst
		Marketing Manager
		Meeting and Convention Planner
		Operations Research Analyst
		Personnel and Training Manager
		Public Relations Specialist
		Purchasing Manager
		Sales Manager
		Securities Salesperson



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*)

\_\_\_\_\_

**How much does it pay?** \_\_\_\_\_

List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

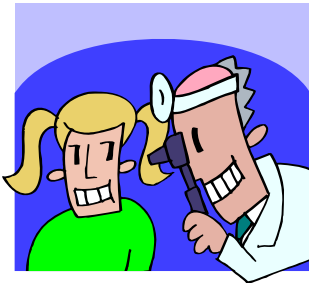
Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

## *Health Services*



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Home Health Aide Medical Appliance Technician Personal & Home Care Aide Psychiatric Aide	Ambulance Attendant Cardiovascular Technologist Dental Assistant Dental Hygienist Dental Lab Technician Dietetic Technician Emergency Medical Technician Health Information Technologist Licensed Practical Nurse Massage Therapist Medical Assistant Medical Equipment Repairer Medical Lab Technologist Medical Secretary Medical Steonographer Nuclear Medical Technologist Nursing Assistant Occupational Therapist Assistant Physical Therapy Assistant Pharmacy Technologist Surgical Technologist	Anesthesiologist Athletic Trainer Cardiovascular Technologist Chiropractor Dentist Dietician Health Services Administrator Medical Scientist Nurse Anesthetist* Nurse Practitioner* Occupational Therapist Optometrist Orthotic & Prosthetic Specialist* Pharmacist Physical Therapist Physicians Physician Assistant Podiatrist Psychiatrist Radiological Technologist Registered Nurse Respiratory Therapist Surgeon



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*)

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

Human Services, Education & Training, Government, Hospitality, Tourism, & Public Safety



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Baggage Porter & Bell Hop*	Barber	Anthropologist
Bailiff	Casino Gaming Worker	Archeologist
Bartender	Chef and Dinner Cook	Clergy
Busperson	Child Care Worker	Coach
Child Care Worker	City Planning Aide*	College and University Administrator*
Fast Food Cook*	Corrections Officer	Coroner
Food Preparation Worker	Court Clerk*	Counselor
Funeral Attendant	Dispatcher	Elementary School Teacher
Hotel Desk Clerk	Embalmer	Fire Investigator
Janitor	Fire Fighter	Forensic Science Technician
Kitchen Helper	Hair Stylists & Cosmetologist	Funeral Director
Laundry & Dry Cleaning Workers	Janitor & Housekeeper Supervisor	Geographer
Library Assistant	Law Clerk*	High School Teacher
License Clerk*	Legal Secretary	Historian
Life Guards & Ski Patrol*	Library Technical Assistant*	Hotel Manager
Maid and Housekeeper	Massage Therapist	Interpreter & Translator
Mail Clerk	Paralegal	Judge and Hearing Officer
Manicurist	Police Patrol Officer	Lawyer
Parking Enforcement Officer*	Private Detective & Investigator	Librarian
Parking Lot Attendant*	Professional Athlete	Postmaster and Mail Superintendent
Recreation Attendant	Professional Makeup Artist	Preschool and Kindergarten Teacher
Recreation Workers	Restaurant Manager	Probation Officer
Restaurant Host*	Traffic Technician*	Professional Athlete
Service Station Attendant	Train Conductor& Yardmaster*	Public Health Educator
Social & Human Service Assistant	Transportation Inspector*	Social & Community Service Manager
Security Guard	Travel Agent	Social Worker
Tire Repairer & Changer	Umpire & Referee	Sociologist
Tour Guide*	Village Public Safety Officer*	Special Education Teacher
Vehicle Cleaner		Speech Pathologist and Audiologist
		University & College Teachers
		Urban and Regional Planner



\* These jobs can be found in regular AKCIS Occupation data base.

Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*)

\_\_\_\_\_

\_\_\_\_\_

**How much does it pay?** \_\_\_\_\_

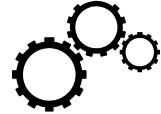
List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

Why or Why not? \_\_\_\_\_

# EXPLORING CAREER PATHWAYS

Architecture, Construction, Science Technology, Engineering, Math,  
Manufacturing, Transportation, Distribution & Logistics



High School Plus On-the-job Training:	Specialized Training After High School:	Requires At Least 4-year College Degree:
Bus Driver	Aircraft Mechanic	Aerospace Engineer
Clothes Presser*	Air Traffic Controller	Airplane Pilot
Construction Helper	Appliance Installer and Repairer	Architect
Deckhand*	Autobody Repairer	Chemical Engineer
Electrician Helper*	Automobile Mechanic	Chemical Plant Operator *
Fence Builder*	Bicycle Repairer	Civil Engineer
Floor and Carper Layers	Bricklayer & Stonemason	Computer Engineer
Floor Sanding Machine Operators*	Building Maintenance Worker	Computer Programmer
Forklift Operator	Bulldozer and Grader Operator	Construction Manager
Freight Handler	Cabinetmaker	Data Communication Analyst
General Construction Worker	Carpenter	Electrical & Electronic Engineer
Highway Maintenance Worker	Commercial Diver*	Industrial Engineer
Insulation Installer	Computer Equipment Repairer	Industrial Production Manager
Janitor	Construction and Well Driller	Mathematician
Metal and Plastics Processing Worker	Crane and Tower Operator	Materials Engineer*
Packer and Packager	Drafter	Mechanical Engineer
Painting & Coating Machine Operator	Electrician	Mining Engineer*
Pest Control Worker	Explosives Worker*	Nuclear Technician
Production & Planning Clerk	Flight Attendant	Petroleum Engineer
Production Helper	Gas and Oil Driller & Operator *	Safety Engineer
Quality Control Inspector	Heavy Equipment Mechanic	Stationary Engineer
Roofer	Heavy Truck Driver	Surveyor
Roustabout*	Home Electronic Repairs	
School Bus Driver	Light Truck Driver	
Septic Tank Servicer*	Line Installers and Repairer	
Shoe and Leather Workers	Locomotive Engineer	
Taxi Driver & Chauffeur*	Motorcycle Mechanic	
Textile Machine Operator	Operating Engineers	
Tire Repairer & Changer	Painter	
Train Yard Worker	Plumber and Pipefitter	
Transportation Agent	Reservation & Ticket Agent	
* These jobs can be found in regular AKCIS Occupation data base.	Sheet Metal Worker	
	Ship Captain & Mate	
	Ship Engineer*	
	Small Engine Mechanic	
	Welder and Solderer	



Choose and list **one** of these jobs to research: \_\_\_\_\_

What does a person do on this job? (*Overview*) \_\_\_\_\_

\_\_\_\_\_

How do I prepare for this job? (*How do I prepare?*)

\_\_\_\_\_

How much does it pay? \_\_\_\_\_

List **one** related occupation \_\_\_\_\_

In your opinion, could either a man or woman do this job? \_\_\_\_\_

Why or Why not? \_\_\_\_\_

## High School: It's Academic

You can expect mostly **required courses** (courses you must take to fulfill graduate requirements) during your freshman year in high school, but most students have room in their schedules for one or two **electives** (courses for which you earn credit but are not required for graduation). Electives are classes you choose to take. If you love to draw or paint, you might elect to take an art class. If you love to build things or work on an ATV, you could sign up for a Woods or Small Engine class. This is the chance to pursue something you love or try something new!

In high school, you will be earning credits (units you earn for passing a course). You will earn .5 credit for each class you pass each semester. In the Mat-Su Borough School District, you need to earn 22 credits and pass High School Qualifying Exams to graduate.

In high school, you will need all the work habits and study skills you have been developing in middle school. That is because high school has more academic challenges and earning good grades is important because they allow you to have your choice of next steps beyond high school which lead to a good career.

Some of the academic challenges you might face in high school include:

- More homework
- More tests and quizzes
- Term papers that are longer and count for a bigger part of your grade
- Midterms and final exams that cover everything you have learned in a certain class.
- Less group work, which means you are going to be graded on what you have produced – on your own.

You will be older and more mature, so your teachers might be expecting more of you, not just in your academic work but also in the way you behave in class. However, high school teachers will want you to come for help if you are struggling. **Being able to recognize when you need assistance and asking for help, is one of the best signs of maturity!**

A great way to feel more familiar with your future high school is to:

- Attend its plays and musical productions
- Check out sports games and other events
- Look over school publications like the newspaper, yearbook and literary magazine
- Surf around its website where you can check out activities, staff, and students.



Adapted from <http://pbskids.org/itsmylife/index.html>



# MSBSD HIGH SCHOOL GRADUATION REQUIREMENTS

## DIPLOMA REQUIREMENTS

(USE FOR GRADUATING CLASSES 2016 +)

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Matanuska-Susitna Borough diploma only after successfully completing all sections of an approved graduation qualifying examination and acquiring the minimum of 22 credits in the following required and elective subjects:

**Health..... 5 credit**

**Language Arts..... 4 credits**

- English 1 ----- 1 credit
- English 2 ----- 1 credit
- English Electives -----2 credits

**Mathematics..... 3 credits**

- Algebra ----- 1 credit from the following:
  - Algebra 1
  - Cognitive Tutor Algebra
  - Introduction to Algebra
- Geometry ----- 1 credit from the following:
  - Geometry
  - Informal Geometry
- Math Elective -----1 credit

**Physical Education (see BP 6146.2 (b) for waivers) ..... 1 credit**

**Science ..... 3 credits**

- Physical Science ----- 1 credit from the following:
  - Physical Science
  - Integrated Science 1
- Life Science ----- 1 credit from the following:
  - Biology
  - Integrated Science 2
- Science Elective ----- 1 credit

**Social Studies ..... 3.5 credits**

- Civics ----- .5 credit
- World History -----1 credit
- United States History ----- 1 credit
- U.S. Government ----- .5 credit
- Alaska History ----- .5 credit

**Electives ..... 7.5 credits**

NOTES: For language arts, math, science and social studies, specific course requirements may be fulfilled by substituting a higher level of the same course (e.g. Honors Biology). For math and science, specific course requirements may also be fulfilled by substituting a course for which the required course is the prerequisite.

# CONFLICT MANAGEMENT

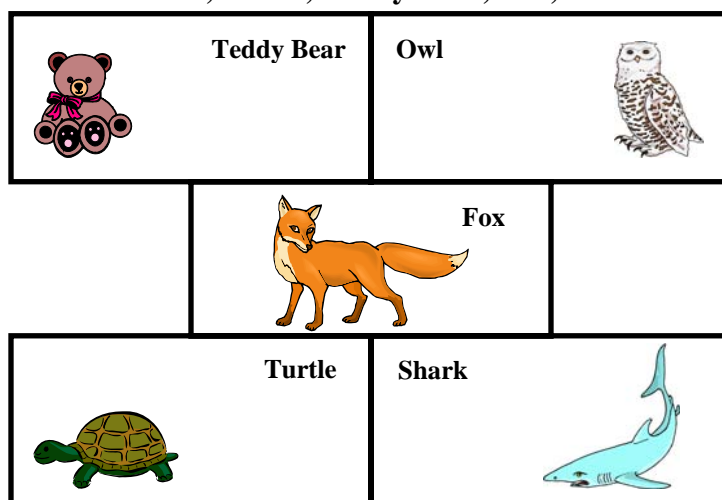
Conflict is a struggle between people who have different wants and opinions. Conflict is part of everyday life. It can be an opportunity to learn and grow or it can be a time for anger and frustration.

Think of the last time you were in a conflict. When you become engaged in a conflict, there are two concerns to take into account:

- A. Getting what you want. You are in conflict because what you want is different from what the other person wants. What you want may be very important to you or it may be of little importance.
- B. Keeping a good relationship with the other person. You might need to be around and interact often with this person (e.g. your best friend) or it might be someone you will rarely see again (e.g. friend of someone from out of state).

How important what you want is to you and how important that relationship is to you affects how you act in a conflict. Five styles of managing conflict can be identified:

## Turtle, Shark, Teddy Bear, Fox, Owl



1. **The Turtle (Withdrawing).** Turtles withdraw into their shells to avoid conflicts. They give up their personal wants and relationships. They stay away from the issues over which the conflict is taking place and from the people they are in conflict with. Turtles believe it is hopeless to try and resolve conflicts. They feel helpless. They believe it is easier to withdraw from conflict than to face it.



2. **The Shark (Forcing).** Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and the relationship is of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of other people. They do not care if other people like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be the winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy, and failure. They try to win by attacking, overpowering, overwhelming, and intimidating other people.



3. **The Teddy Bear (Smoothing).** To Teddy Bears, the relationship is of great importance, while their own goals are of little importance. Teddy Bears want to be accepted and liked by other people. They think that conflict should be avoided in favor of harmony and believe that conflicts cannot be discussed without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. They give up their goals to preserve the relationship. Teddy Bears say, "I'll give up my goals and let you have what you want, in order for you to like me." Teddy Bears try to smooth over the conflict in fear of harming the relationship.



4. **The Fox (Compromising).** Foxes are moderately concerned with their own goals and about their relationships with other people. Foxes seek a compromise. They give up part of their goals and persuade the other person in a conflict to give up part of his goals. They seek a solution to conflicts by which both sides gain something – the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.



5. **The Owl (Confronting).** Owls highly value their own goals and relationships. They view conflict as problems to be solved and seek a solution that achieves both their own goals and the goals of the other person in the conflict. Owls see conflicts as improving relationships by reducing tension between two people. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their own goals and the other person's goals. And they are not satisfied until the tensions and negative feelings have been fully resolved.

Which conflict management style do you tend to use most often? \_\_\_\_\_

What can happen if someone is always a Teddy Bear? \_\_\_\_\_

A Turtle? \_\_\_\_\_ A Shark? \_\_\_\_\_

When can it be beneficial to be a Teddy Bear? \_\_\_\_\_

A Turtle? \_\_\_\_\_ A Shark? \_\_\_\_\_

Which of the conflict management style(s) do you think is usually the best? \_\_\_\_\_

## SELF REFLECTION PARAGRAPH

### *Fifteen Thoughts About Me*

Complete the thoughts listed below:

1. Many people don't agree with me about . . . \_\_\_\_\_  
\_\_\_\_\_
2. If I were 5 years older . . . \_\_\_\_\_  
\_\_\_\_\_
3. My favorite place to be is . . . \_\_\_\_\_  
\_\_\_\_\_
4. I am best at . . . \_\_\_\_\_  
\_\_\_\_\_
5. People can hurt my feelings most by . . . \_\_\_\_\_  
\_\_\_\_\_
6. In a group I am . . . \_\_\_\_\_  
\_\_\_\_\_
7. I have accomplished . . . \_\_\_\_\_  
\_\_\_\_\_
8. I really enjoy being a part of a group when . . . \_\_\_\_\_  
\_\_\_\_\_
9. People who expect a lot from me make me feel . . . \_\_\_\_\_  
\_\_\_\_\_
10. If I were in charge here, I would . . . \_\_\_\_\_  
\_\_\_\_\_
11. I feel the best when . . . \_\_\_\_\_  
\_\_\_\_\_
12. I feel peer pressure to . . . \_\_\_\_\_  
\_\_\_\_\_
13. What worries me most is . . . \_\_\_\_\_  
\_\_\_\_\_
14. I am afraid of . . . \_\_\_\_\_  
\_\_\_\_\_
15. The best thing I ever did was . . . \_\_\_\_\_  
\_\_\_\_\_

Look over your answers and write a paragraph about what you learned about yourself.

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