

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

A Personal Learning and Career Plan

8th GRADE **TRANSITION**

- Rating Your Employability Skills**
- Career Interest Survey**
- Work Values**
- What Difference Does A Name Make?**
- Using AKCIS Junior**
- Exploring Career Pathways**
- Career Research***
- Resume For a Pathway**
- Completing a Job Application Correctly**
- Writing a Job Winning Cover Letter**
- Know Your Rights**
- Interview Summary**
- Test Yourself on the ABC's of Higher Education**
- High School: It's Academic**
- Making Your 4-Year Plan**
- Stress Management**

Name: _____ **Teacher:** _____

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.

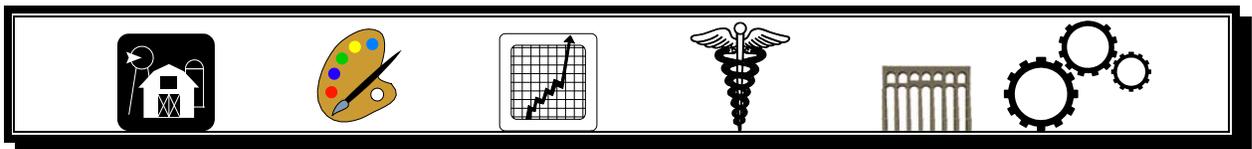
Mat-Su PEAK is produced by the Matanuska-Susitna Borough
School District's Career and Technical Education Department

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with the help of Mat-Su School District Teachers and Counselors



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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	Questions	RATE
FAIRNESS			
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.	
RESPONSIBILITY			
	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.	
RESPECT			
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.	
CARING RELATIONSHIPS			
	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	Questions	RATE
TRUSTWORTHY			RATE
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.	
CITIZENSHIP			
	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.	
RESPECT			
	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.	
	Tolerance	I accept differences in others and treat them kindly and with respect.	
		I respect individual uniqueness	
RESPONSIBILITY			
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.	
CARING			
	Friendship	I know how to build and keep healthy friendships.	
	Courage	I am loyal to my family, friends, and belief system.	

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>Reading Able to comprehend written material and take appropriate action.</p> <p>Speaking Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.</p> <p>Writing Spells correctly; writes legibly; expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.</p> <p>Listening Able to comprehend what is said and take action.</p> <p>Math Computation Able to apply basic skills with accuracy in action, subtraction, division, multiplication and use of fractions and percentages to accomplish work.</p> <p>Problem Solving Can identify source of problem; demonstrates good common sense; is creative and innovative.</p> <p>Information Management & Technology Able to use computers to process information; familiar with common technology applications & tools in the workplace.</p> <p>Knowing How to Learn Able to teach oneself new skills; able to seek and use new information appropriately.</p> <p>Applying What is Learned Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.</p> <p>Working with Others Able to work as a productive team member; able to share information.</p> <p>Business Process Eager to learn the principles of business.</p> <p>Looking for Work 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>Responsible / Self-Disciplined 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>Willing to Learn/Pride in Doing a Good Job 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>Safety-Conscious 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>Manages Stress and Personal Problems 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>Positive Outlook Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.</p> <p>Follows the Rules Performs tasks in the prescribed manner; doesn’t break rules but will help change rules if they should be changed.</p> <p>Good Team Member Shares information; works well and credits (praises) other workers; puts the team above personal interests.</p> <p>Respects Others Has good manners; shows common courtesy; appreciates multicultural diversity.</p> <p>Willing to Earn Reward Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.</p>	<p>Honesty and Integrity 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>Good Manners Always shows courtesy and respect toward others.</p> <p>Accepts Advice, Supervision, Criticism Has high self-esteem and does what is asked; accepts criticism and uses it to improve.</p> <p>Dependability / Follow Through Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.</p> <p>Good Attendance / On Time 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>Accuracy of Work / No Waste Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done; holds high standards.</p> <p>Pride & Productivity in Work 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 style="text-align: center;">These critical skills, values, & 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, & other community members.</p>

CAREER INTEREST SURVEY

This activity helps you match your interests with types of careers. For the 66 items, choose which activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle the letter. Good hunting!

Would you rather:

1. A. Write a novel.
B. Study the causes of earthquakes.
2. C. Plant and harvest crops.
D. Fight fires
3. E. Measure and grade logs.
F. Teach someone to run a machine.
4. G. Work in an office.
H. Sell something door to door.
5. I. Cut and style hair.
J. Help someone just out of prison find a job.
6. K. Write a computer program.
L. Be a professional athlete.
7. C. Be in charge of replanting forests.
A. Produce a film.
8. B. Solve pollution problems.
D. Solve a burglary.
9. E. Design an airport.
G. Keep business records for a company.
10. F. Put a special tool together.
H. Sell radio advertising.
11. I. Greet hotel guests.
K. Teach in a public school.
12. A. Paint a landscape.
D. Supervise police officers.
13. C. Work on a ranch.
B. Study better ways of processing food.
14. H. Sell clothes.
E. Fix a car.
15. F. Check products to make sure they were made right.
G. Be in charge of clerks in an office.
16. I. Work as a restaurant host of hostess.
L. Coach basketball.
17. J. Teach the blind or deaf.
K. Work as a lawyer.
18. E. Drive a truck.
A. Analyze handwriting.
19. B. Test guns used in crimes.
F. Run a factory sewing machine.
20. G. Use a calculator.
C. Train racehorses.
21. D. Work as a security guard.
H. Work in a department store.
22. J. Help people at a mental health clinic.
L. Recruit baseball players.
23. A. Take pictures for a magazine.
F. Set up a machine following written instructions.
24. B. Figure out why someone is sick and take care of them.
E. Fly an airplane.
25. C. Manage a farm.
H. Sell cars.
26. I. Work as a flight attendant.
D. Join a volunteer fire department.
27. G. Keep payroll records for a company.
I. Work in a nursing home.
28. G. Work in a bank.
A. Act in a TV series.
29. B. Take a class in astronomy.
H. Convince someone to buy something.
30. C. Care for an injured animal.
I. Serve meals to customers.
31. D. Give traffic tickets.
J. Help patients exercise injured arms and legs.
32. E. Bulldoze land for a new home.
K. Write for a newspaper.

33. F. Take a shop class.
L. Work for a circus.
34. H. Work for an auctioneer.
A. Sing in a concert.
35. G. Run a cash register.
B. Collect rocks.
36. E. Operate heavy equipment.
C. Manage a fish hatchery.
37. F. Put together a bicycle by following drawings.
D. Enforce fish and game laws.
38. I. Drive a limousine.
E. Check food orders for a fast-food restaurant.
39. J. Help the disabled.
H. Help a customer decide what gift to buy.
40. A. Play an instrument in an orchestra.
I. Carry baggage.
41. B. Do experiments with plants and animals.
I. Work at a golf course.
42. C. Plant and trim trees.
J. Take care of children at a day-care center.
43. D. Guard money in an armored car.
K. Study why people do the things they do.
44. E. Fix a TV set.
L. Run a tennis camp.
45. F. Fix controls in an airplane.
J. Help a friend with a personal problem.
46. L. Do stunts for movies.
G. Run a telephone switchboard.
47. J. Help feed people in a hospital.
A. Dance in a ballet.
48. K. Work to get someone elected.
B. Identify plants in a forest.
49. L. Referee a soccer match.
C. Boss a logging crew.
50. D. Guard inmates in a prison.
E. Take a drafting class.
51. I. Sell drinks at a concession stand.
F. Take a machine shop class.
52. K. Line up concerts for a band.
G. Ask people questions for a survey.
53. E. Manage a factory.
J. Work as a nurse in a hospital.
54. A. Make jewelry.
K. Run a health program.
55. J. Take a class in psychology.
B. Take care of sick people.
56. F. Compare sizes and shapes of objects.
C. Fish.
57. D. Work on a rescue squad.
G. Deliver mail.
58. K. Run a department store.
F. Put together a toy following written instructions.
59. G. Type letters.
I. Drive a taxi.
60. H. Sell supplies to dentists.
K. Compete in a sports event.
61. L. Coach a high school sports team.
A. Model for an artist or photographer.
62. C. Hunt.
K. Check buildings for fire hazards.
63. H. Sell sporting goods.
I. Collect tickets at a play.
64. B. Conduct an experiment to find new metals.
K. Score a baseball game.
65. K. Serve as president of a company.
H. Sell computers.
66. L. Exercise horses.
D. Make an arrest.

Record the number of times you circled each letter:

A _____	E _____	I _____
B _____	F _____	J _____
C _____	G _____	K _____
D _____	H _____	L _____

CAREER INTEREST SURVEY CAREER EVALUATION

Find Column A. To create a graph starting at the bottom with #1, shade in a square for each time you circled that letter. For example, if you circled the letter A five time, block 1 through 5 would be shaded in column A. Continue graphing until you have shaded the number of blocks you circled through column L. When complete, you will have a graph of your career pathway interests.

	A	B	C	D	E	F	G	H	I	J	K	L
11												
10												
9												
8												
7												
6												
5												
4												
3												
2												
1												

Look at your graph on the chart. The highest tower is your top Career Interest Area. List your top two Career Interest Letters on the lines below. If you have a tie list three.

Read the description of your top career interest area on the next page. Does this sound like something you would like to do in the future?

On the next page, find and circle the letters you listed above.

CAREER INTEREST SURVEY

Career Path = Arts and Communication

- A. **Artistic** – Interest in creative expression of feelings and ideas.
- L. **Physical Performing** – Interest in physical activities performed before an audience.

Career Path = Natural Resources

- B. **Scientific** – Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
- C. **Plants and Animals** – Interest in activities involving plants and animals; usually in an outdoor setting.

Career Path = Human Services

- D. **Protective** – Interest in the use of authority to protect people and property.
- I. **Accommodating** – Interest in catering to the wishes of others, usually one-on-one.
- J. **Humanitarian** – Interest in helping others with their mental, spiritual, social, physical, or vocational needs.
- K. **Leading-Influencing** – Interest in leading through high level verbal or numerical activities.

Career Path = Industrial and Engineering Technology

- E. **Mechanical** – Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.
- F. **Industrial** – Interest in repetitive, organized activities in an industrial setting.

Career Path = Business, Management and Technology

- G. **Business Detail** – Interest in organized, clearly defined activities requiring accuracy and attention to detail.
- I. **Accommodating** – Interest in catering to the wishes of others, usually one-on-one.
- H. **Selling** – Interest in persuading others, using sales and promotion techniques.
- K. **Leading-Influencing** – Interest in leading through high level verbal or numerical activities.

Career Path = Health Services

- B. **Scientific** – Interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.
- J. **Humanitarian** – Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

Listed above are six career pathways and the Career Interest Areas that relate to each career path. Some Career Interest Areas will relate to more than one career path, so look at all career paths for your Career Interest Areas. Your interests will probably change over time, but the answers you gave in the career Interest Survey indicates that you are interested in one or more of the pathways you circled.

WORK VALUES

(The things that make work attractive to you)

1. In Column 1, put an “X” next to ten work values that are important to you in a job.
2. In Column 2, rank your ten work values in order of importance. The value of highest importance will be #1; least importance will be #10.

In my work I will need to:	Column 1 (Mark 10 items)	Column 2 (Rank items 1-10)
Have a steady job		
Be creative		
Solve problems		
Do work I find interesting		
Get along with my supervisor		
Travel on the job		
Do many activities and tasks		
Serve others in a helping role		
Be known for my work or position		
Be able to move up in my career		
Have co-workers as friends		
Be in a nice looking work-setting		
Have little change in tasks or work		
Have a rewarding job regardless of pay		
Have flexible hours or schedules		
Work in a particular city or state		
Have authority		
Be the boss or manager		
Be in charge of projects, plans, people		
Have a lot of money, benefits and bonuses		
Work as a member of a team		
Work alone		
Have time for friends and hobbies		

Write your top 3 Work Values here:

1. _____
2. _____
3. _____

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>

USING AKCIS JUNIOR

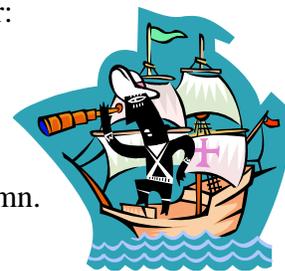
You will use the Alaska Career Information System (AKCIS) to further explore Career Clusters. To start exploring:

- Go to www.akcis.org
- 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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

What are the working conditions? _____

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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

What are the working conditions? _____

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

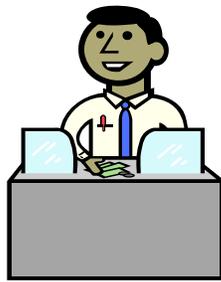
Why or Why not? _____

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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

What are the working conditions? _____

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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

What are the working conditions? _____

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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

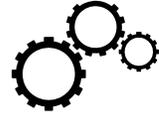
What are the working conditions? _____

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 the jobs to research: _____

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

How do I move up in this job? _____

Where would I work? _____

What are the working conditions? _____

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

Why or Why not? _____

CAREER RESEARCH

Directions: Choose a career from one of the career pathways you explored on pages 11-16. Using **AKCIS** formulate your responses to the following question.

Name of Career: _____ **Pathway:** _____

Duties of the career (Overview/Task list):

Examples: cleaning, computer programming

1. _____
2. _____
3. _____

Skills needed in this career (Skills & Abilities/Knowledge):

Examples: listening skills, reading and comprehensive skills, time management skills

1. _____
2. _____
3. _____

What courses in high school would help to prepare you for this career? (Preparation)

Examples: math, science, history

_____	_____
_____	_____
_____	_____

What type of post-secondary schools offer training you need for this career? (Preparation)

_____	_____
_____	_____
_____	_____

Earnings: (Wages)

Average wage expectations (Indicate per hour, per week, or per year)

_____ per _____

Outlook for worker in this career? (Outlook)

Are additional workers needed now in this occupation? Yes No

Will still more workers be needed in the future? Yes No

Do you consider chances for employment in this field good, excellent, or fair?

Explain:

RESUME FOR A CAREER PATHWAY WORKSHEET

Directions: A resume is a short account of a job applicant's schooling, career and qualifications. Choose your career pathway of interest from the Career Interest Survey to complete the worksheet. Use your current information as an eighth grade student. Remember to: a) highlight your good points, b) show that you are well qualified for the job (pathway), and c) how you will benefit the employer. Be careful to use correct spelling and make sure your resume is neat, complete and concise.

Name: _____

Address: _____

Phone Number: _____

Career Cluster: _____

Possible Occupations: _____

Qualities/Skills:

Academics: (courses that you like and do well in)

Activities: (list those that apply to this pathway, including community service, sports and other out of school activities)

Education: (to this point only; list honors and awards here also)

High School Courses: (list the courses which will help you in this pathway)

References: (list two references, other than family, that can verify what you have written)
1. _____ 2. _____

COMPLETING A JOB APPLICATION CORRECTLY

Often, your job application is the first impression you make on a prospective employer. An application which is messy, incomplete, or misspelled could be immediately discarded. Remember to: *Be Neat, Use Pen, Spell Correctly, and Fill in Spaces Completely.*

Tip: You may wish to make a copy of the job application and fill it out and have someone correct your spelling before you complete the final draft in ink.

JOB APPLICATION

PERSONAL

NAME: LAST FIRST MIDDLE			SOCIAL SECURITY NUMBER:
MAILING ADDRESS:			
AGE:	HOME PHONE:	EMERGENCY OR MESSAGE PHONE:	
TYPE OF POSITION DESIRED: FULL () PART TIME ()		LOCATION PREFERENCE:	
HOURS AVAILABLE: WEEK DAYS: _____ TO _____ WEEKENDS: _____ TO _____			
HOW WILL YOU GET TO AND FROM WORK?			
ARE YOU A US CITIZEN? YES <input type="checkbox"/> NO <input type="checkbox"/>			

EDUCATION

PRESENT GRADE OR LAST COMPLETED:	GPA	WHERE DO YOU ATTEND SCHOOL?
DO YOU HAVE ANY RELATIVES WORKING FOR US?		LOCATION:

REFERENCES

<u>PROFESSIONAL</u>	
FROM: _____	EMPLOYING FIRM: _____
TO: _____	FIRM ADDRESS: _____
HRS. PER WEEK: _____	YOUR TITLE: _____
LAST SALARY: _____	SPECIFIC DUTIES: _____
IMMEDIATE SUPERVISOR'S NAME: _____	
REASON FOR LEAVING: _____	
MAY WE CONTACT THIS EMPLOYER? YES <input type="checkbox"/> NO <input type="checkbox"/> TELEPHONE: _____	
NAME YOU WORKED UNDER? <input type="checkbox"/> SAME <input type="checkbox"/> OTHER _____	

PERSONAL

(SOMEONE WHO IS NOT RELATED TO YOU E.G., A TEACHER, COUNSELOR OR FAMILY FRIEND . . .)

NAME: _____ RELATIONSHIP: _____

TELEPHONE: _____ HOW LONG HAS THIS PERSON KNOWN YOU? _____

GENERAL INFORMATION

PLEASE INCLUDE OTHER RELEVANT INFORMATION THAT WOULD BE HELPFUL IN CONSIDERING YOU FOR EMPLOYMENT. FOR EXAMPLE VOLUNTEER WORK, TEMPORARY JOBS, BILINGUAL, ACCOMPLISHMENTS.

The facts set forth above in my application for employment are true and complete. I understand that, if employed, false statements on this application shall be considered sufficient cause for dismissal. You are hereby authorized to make any investigation of my personal history.

APPLICANT SIGNATURE

DATE



WRITING A JOB WINNING COVER LETTER INFORMATION SHEET

A cover letter persuades the employer to consider you for employment. It should be brief and factual. Use the instructions below when you make your own cover letter.

- Date:** _____ Month, Day, Year
- Sent to:** _____ Name
_____ Title
_____ Company Name
_____ Address
_____ City, State and Zip Code
- Greeting:** Dear _____
- Who you are:** Begin with a statement about who you are.
- Why you are writing:** Why are you writing this letter?
- Message:** Show the employer that you are the best one for the job!
Be warm and friendly. Get to the point. You need to look qualified. Refer to your past experiences that show you qualify for this job.
- Summary:** Include a final remark on why you would be good for that job and request to hear from employer as soon as possible.
- Ending:** Use a formal ending, such as “Yours truly” or “Sincerely”.
- Signature:** Use your best penmanship to sign your name. Print or type out your name beneath the signature.

SAMPLE COVER LETTER

March 1, 2009

Joe Boss
Personnel Director
Pets For You, Inc.
123 BowWow Lane
Home Town, USA 12345



Dear Mr. Boss,

I am an experienced dog groomer looking for full-time work with a pet company.

In response to your ad in the Today Times, I have enclosed my resume which details my experience with all types of pet care, grooming, and general cleaning work.

I have added to my experience on the job with my after school job at Doggie Wash while in high school. This has allowed me to know about and use the latest and most efficient grooming and pet care techniques. I have groomed all types of dogs including rottweilers, poodles, and labradors. I also ran the cash register and did cleanup at the end of the day.

Please consider my resume. I believe you will find that my experience and knowledge fit perfectly with what you are looking for. I look forward to hearing from you soon.

Sincerely,

Suzie Student

Suzie Student

PRACTICE COVER LETTER

Use *Writing a Job Winning Cover Letter Information Sheet* to help you complete this work sheet. Have your resume in front of you as you fill in the spaces below. Afterwards, write a real cover letter following the format of the *Sample Cover Letter* (but not the content) using the information on this work sheet. Take a moment and have someone else read your letter. If possible, have this letter typed on good-quality paper.

Date: _____

Sent to: _____

Greeting: Dear _____

Who You Are: _____

Why You are Writing: _____

Message: _____

Summary: _____

Ending: _____

Signature: _____

Typed Name: _____

KNOW YOUR RIGHTS

Ages 14 through 17

The Alaska CHILD LABOR LAWS protect your health and future welfare, and protect you from unsafe activities or exploitation while working. Alaska Minimum Wage is \$7.15 per hour for all hours worked, effective January 1, 2003.

Youth under 14 may not work except in:

- Newspaper sales and delivery, babysitting, handiwork and domestic employment in or about private homes.
- The entertainment industry as a performer, subject to regulation by the Department of Labor.

Work Permit

- All minors 14, 15, 16 years of age must have a work permit. Some employers may also require permits for 17 year olds under federal law.
- A new work permit must be obtained for each new job.
- If the duties approved on a work permit change, it may no longer be valid.
- A parent or legal guardian authorizes a minor to work. If they revoke this authorization the work permit is invalid.

Youth 14/15 Years of Age May Work:

- Only between the hours of 5 a.m. to 9 p.m. (under state law)**
- No more than six days per week.
- A total of nine hours of school and work combined in one day.
- A total of 23 hours per week outside of school hours (except for domestic work and babysitting).
- *Not* where alcoholic beverages are served.

Benefits

- An employee under 18 years of age who is *scheduled* to work six consecutive hours is entitled to a 30-minute break during the work day.
- A youth under 18 who works five consecutive hours is entitled to a 30-minute break before continuing to work.
- An employer is *not required* by law to pay for Holidays, Sick Leave or Vacation. These benefits *may be* offered as fringe benefits by the employer.

Be Aware

- Tips or gratuities may not be used to satisfy the minimum hourly wage.
- Tips belong to the employee and may not be taken by the employer.
- Employers may raise or *reduce* an employee's pay with proper notice.
- An employee should keep records of the daily and weekly hours that s/he works.
- The employer must give employees written notice of their pay rate.

- An employee must receive a statement of earnings and deductions listing all deductions from his/her wages each pay day.
- An employee must be paid at least once a month.
- An employer may not make deductions for cash shortages.
- An employee is entitled to overtime if s/he works over eight hours in a day or 40 hours in a week.

KNOW YOUR RIGHTS

Ages 14 through 17

Fill in the blanks using the information on page 27 and the word bank below:

1. Alaska Minimum Wage is _____ per hour.
2. _____ belong to the employee and may not be taken by the employer.
3. An example of a job that youth under 14 may work is _____.
4. All minors 14 – 16 who work must have a _____.
5. A work permit may be revoked by a _____.
6. A youth 14 – 16 may not work where _____ are served.
7. Under state law, a youth may only work between the hours of _____.
8. A youth may only spend a total of _____ hours of school and work combined each day.
9. A total of _____ hours each week is how many hours a youth may work.
10. A youth who works five consecutive hours is entitled to a _____ minute break.
11. An employee must be paid at least this often: _____.
12. If an employee works over 8 hours in a day or 40 hours in a week, s/he is entitled to _____.
13. A worker is also known as an _____.
14. The person who hires the worker is an _____.
15. An example of a job a youth 14- 16 may work is _____.

Word Bank

<i>Employee</i>	<i>Alcoholic Beverages</i>	<i>Tips</i>	<i>5am - 9pm</i>
<i>Nine Hours</i>	<i>Once A Month</i>	<i>Employer</i>	<i>Newspaper Delivery</i>
<i>Parent</i>	<i>Cashier</i>	<i>Thirty Minute</i>	<i>Work Permit</i>
<i>\$7.15</i>	<i>Twenty-three</i>	<i>Overtime</i>	

INTERVIEW SUMMARY SHEET

Directions: Fill out this worksheet after you have completed a mock job interview or visited a worksite on a job shadow.

Person Interviewed: _____
Job Title: _____
Location: _____

What are the duties of this job?

What skills are necessary to be successful in this job?

What type of training is required?

What is the salary range?

What are the benefits?

Does this job require a license or certificates? If so, what are they?

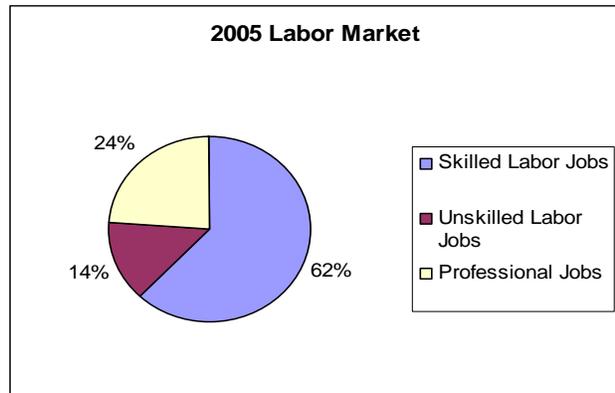
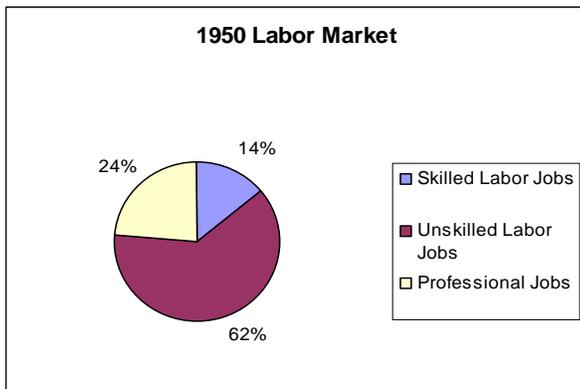
What does this person enjoy about this job?

Did I (personal checklist):

	<u>Yes</u>	<u>No</u>		<u>Yes</u>	<u>No</u>
Dress Appropriately?	_____	_____	Indicate willingness to learn?	_____	_____
Arrive on time?	_____	_____	Sell my skills, talents, and interests?	_____	_____
Introduce myself?	_____	_____	Show enthusiasm?	_____	_____

HOW MUCH IS STAYING IN SCHOOL WORTH?

The world of work has changed drastically over the last fifty years as the charts below illustrate. The need for skilled labor has increased dramatically, while demand for unskilled workers has dropped. What does this information mean as you investigate various careers? _____



Looking at the differences between the number of skilled and unskilled worker who will be needed in the United States in the future, how much is staying in school worth to you?

Compare the average lifetime earnings* for:

Eighth grade education.....	\$ 740,000
High School.....	\$1,200,000
Two-year training after High School.....	\$1,500,000
College	\$2,000,000
Masters Degree.....	\$2,500,000

*2006 US Bureau of Statistics

Figure the difference between a high school graduate and an eighth grade completer:

- ⇒ **Extra earnings = \$460,000**
Divide the number of years you attend high school:
 $\$460,000 \div 4 = \mathbf{\$115,000}$
- ⇒ **This is what you earn per high school year by getting a high school diploma!**
Divide the number of school day per year:
 $\$65,000 \div 180 = \mathbf{\$361.11}$
- ⇒ **This is what you earn per day attending a high school!**
Divide this number by the number of classes usually taken:
 $\$361.11 \div 6 = \mathbf{\$60.19 \text{ per class}}$
- ⇒ **This is what you earn per class hour during your high school career!**

Where else can you get a job like this?

Test Yourself on the ABC's of Higher Education

1. What percentage of high school students plan to attend college? _____
2. What percentage of college students drop out before their sophomore year?

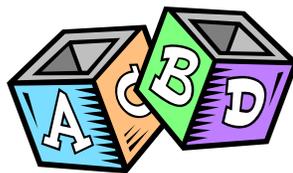
3. What percentage of college students drop out before they graduate? _____
4. How many years does it take the average student to complete their baccalaureate degree? _____
5. List three reasons why:

6. What is the average debt load of a four-year college graduate in Alaska?

7. What are the four most popular courses on college campuses today?

8. What percentage of all jobs requires some post-secondary and/or technical training? _____ A baccalaureate degree? _____
9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations? _____ And in the year 2005? _____
10. What can you do to get the most out of your high school education and reduce college costs?

Adapted from *A Call to Parents*: Susan M. Quattrociochi, 1998



Test Yourself on the ABC's of Higher Education

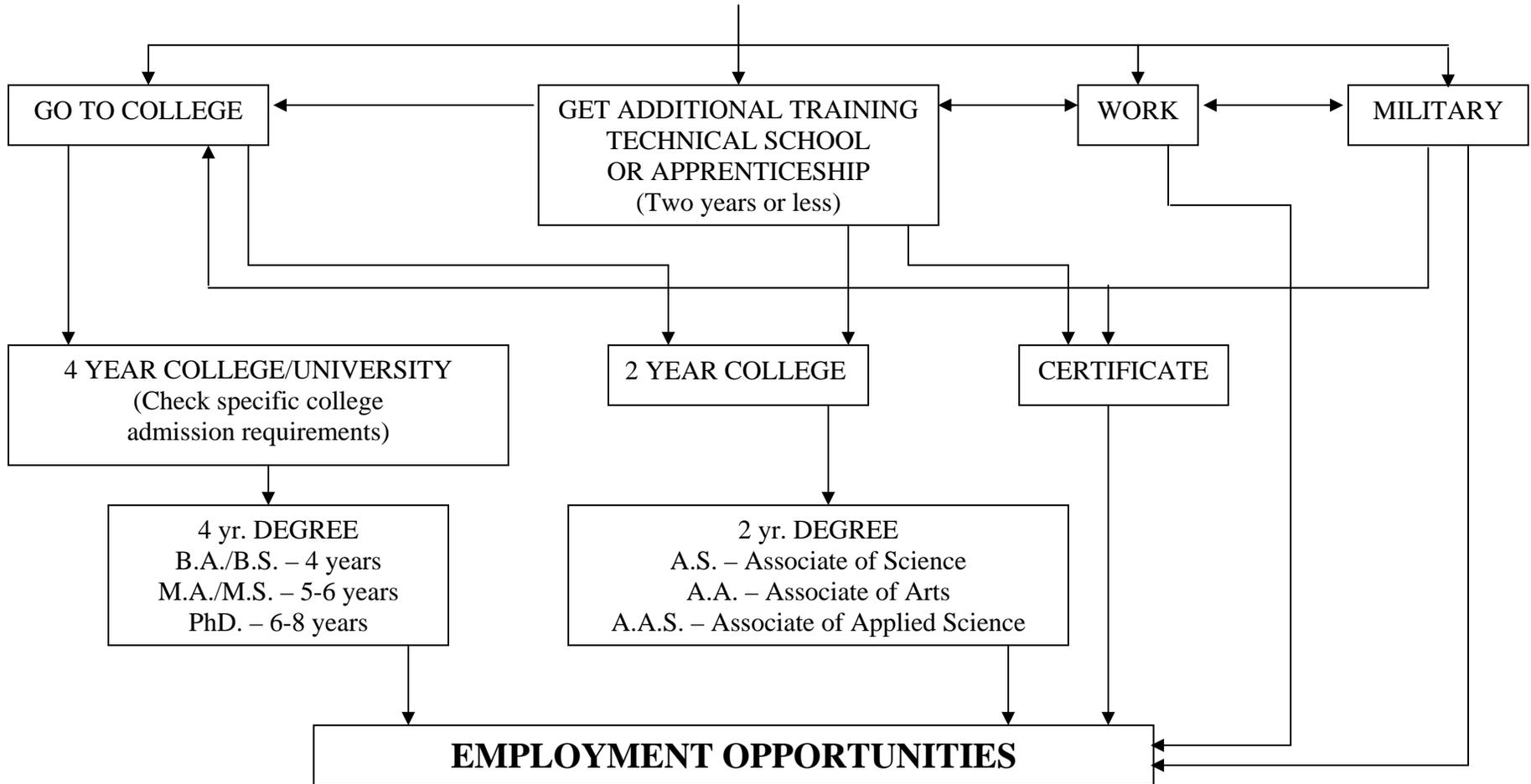
- 1. What percentage of high school students plan to attend college?**
81% of high school students PLAN to attend 2 or 4 year college...
62% ACTUALLY attend ... 1 in 2 students are underemployed after graduation.
Debra Mills, Cord Inc., Tech Prep Consortium 2006
- 2. What percentage of college students drop out before their sophomore year?**
33.3% of students drop out before their sophomore year. This is related to students' goals and educational background. Students in the top 10% of high school graduating class had the best record of staying in college (91%) while, students who went to colleges with "open door" admission policy had the lowest returning rate of only 54%. *National Associate of Colleges and Employers, NACE Salary Report, 2002*
- 3. What percentage of college students drop out before they graduate?**
45.8% *Newsweek, March 2004*
- 4. How many years does it take the average student to complete their baccalaureate degree?**
5 years.
- 5. Why?**
Lack of focus
Lack of skills
Lack of financial planning (*College Years: Inside the American Campus Today, Simon & Schuster, 1997.*)
- 6. What is the average debt load of a four-year college graduate in Alaska?**
University of Alaska - \$16,114 (Tuition and books)
Alaska Pacific University - \$82,462 (Tuition & books) (*Hot Jobs, Cool Careers, AGC of AK, 2006*)
- 7. What are the four most popular courses on college campuses today?**
Remedial English, Remedial Writing, Statistics, and U.S. History
Bright College Years: Inside the American Campus Today, Simon & Schuster, 1997.
- 8. What percentage of all jobs requires some post-secondary and/or technical training?**
65% Some post-secondary training/technical school
A baccalaureate degree? 20% Bachelors Degree (*US Bureau of Census, 2000*)
- 9. In 1997, what percentage of all jobs fell into the category of skilled trades, paraprofessional or technical occupations?** 36% **And in the year 2005?** 43% (*Trends Magazine AK DOL, July, 2005*)
- 10. What can you do to get the most out of your high school education and reduce college costs?**
 - A. Get your basic skills – for free-** in high school to avoid paying for non-credit remedial classes in college. Take a low cost placement test (Accuplacer) at local college to determine if you are ready for college level English and Math.
 - B. Get your technical skills – for free-** in high school. Take Career & Technical Education classes offered in your school or districtwide CTE classes
 - C. Get your career focus – for free –** in high school. Carefully consider information learned in P.E.A.K., available from your school counselor, and from your teachers.
 - D. Plan appropriate, affordable education.** Start a savings plan in high school.
 - E. Take advantage of all post-secondary education programs** available in the school district: Tech Prep, Advanced Placement, International Baccalaureate Program. These allow you to earn low-cost college credit while in high school.
 - F. Go to local college (MSC), use military college plans, enroll in school-to-apprenticeship programs, get technical skills, get a job which pays for your college, pursue all scholarship opportunities.**



SEE YOUR SCHOOL COUNSELOR TO GET MORE INFORMATION ON ANY OF THESE OPTIONS.

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



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.

The Alaska Performance SCHOLARSHIP

The Alaska Performance Scholarship is a merit-based scholarship which requires students to complete a more rigorous high school curriculum consisting of four years each of mathematics, language arts, science, and social studies, one year of which may include a foreign language, an Alaska Native language, fine arts, or cultural heritage; or three years of mathematics, four years of language arts, three years of science, four years of social studies, and two years of a foreign language or an Alaska Native language. Students will also be evaluated according to standards established: grade-point averages and scores on college entrance or work-ready examinations.

The Alaska Performance Scholarship will only be available to Alaska residents who attend a qualified Alaska college, university, or career-technical program. For more information, visit:

http://akadvantage.alaska.gov/Grants_and_Scholarships/Alaska_Performance_Scholarship.aspx

MSBSD AWARDS FOR ACHIEVEMENT

The School Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities.

Student awards may include verbal recognition, a letter, certificate or Board resolution or a public ceremony.

To give recognition for students who have achieved over and above what is required to graduate from the Mat-Su Borough School District, recognition at graduation and on a student's transcript will be given according to the following designations. These designations will be determined at the end of the semester prior to graduation and be based on weighted GPAs.

1. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.6 – 3.79 will be designated as Cum Laude.
2. Students who have completed a minimum of 21 credits with a cumulative GPA of 3.8 – 3.99 will be designated as Magna Cum Laude.
3. Students who have completed a minimum of 21 credits with a cumulative GPA above 3.99 will be designated as Summa Cum Laude.

NCAA ELIGIBILITY REQUIREMENTS

NCAA requires college athletes to register with the Clearinghouse. Applications are available in the guidance counselor's office.

If you are planning to enroll in college as freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective students at all member institutions. *For more detailed information, visit www.ncaa.org*

**IT IS YOUR RESPONSIBILITY TO MAKE SURE THE CLEARINGHOUSE HAS
THE DOCUMENTS IT NEEDS TO CERTIFY YOU.**

MAKING A FOUR YEAR HIGH SCHOOL PLAN

Using the graduation requirements and the course offerings available for your high school, fill in the solid lines below. While this plan will result in you earning more credits than required for graduation, there are many excellent electives to choose from which will increase your knowledge and skills thus better preparing you for further education and career goals.

9th GRADE YEAR:

<p><u>Requirements:</u></p> <p>English I..... 1 credit Math (Algebra I, Cognitive Tutor Algebra, Intro to Algebra, Algebra IA and B)..... 1 credit Civics..... .5 credit Physical Science(Phys Science, In. Sci 1)..... 1 credit Health Education..... .5 credit Physical Education 1 credit</p> <p>Electives to equal 2 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TOTAL.....7 cr.</p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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10th GRADE YEAR:

<p><u>Requirements:</u></p> <p>English II..... 1 credit Math (Geometry, Informal Geometry, Hon Geometry)..... 1 credit Life Science(Biology, Int. Sci. 2).....1 credit World History.....1 credit</p> <p>Electives to equal 3 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TOTAL.....7 cr.</p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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11th GRADE YEAR:

<p><u>REQUIREMENTS:</u></p> <p>English 1 credit Math Elective..... 1 credit United States Studies 1 credit Science..... 1 credit</p> <p>Electives to equal 3 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TOTAL.....7 cr.</p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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12th GRADE YEAR:

<p><u>Requirements:</u></p> <p>English 1 credit U.S. Government5 credit AK History..... .5 credit</p> <p>Electives to equal 6 credits</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TOTAL.....7 cr.</p>	<p>Extra-Curricular Activities:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Community Service:</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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STRESS MANAGEMENT

Stress is the way your body and mind react to a change in your life.



STRESS SYMPTOMS

I know I'm under stress when . . . (✓)

- Cry more than usual
- Can't sleep
- Eat more than usual
- Am irritable
- Resort to the use of alcohol/drugs
- Have "physical complaints"
- Bite fingernails
- Don't feel like doing anything
- Experience skin problems
- Have difficulty concentrating/focusing
- Sleep more than usual
- Don't feel like eating
- Am on the move all the time – fidgety
- Become overly sensitive
- Other _____

HEALTHY STRESS REDUCERS

When I see these "symptoms", I will . . . (✓ and be specific)

- Go for a walk _____ for _____ minutes.
- Read a good book _____ for _____ minutes.
- Go shopping at _____ for _____ minutes.
- Exercise _____ for _____ minutes.
- Listen to music on the _____
- Write in my journal _____
- Use relaxation techniques _____
- Take some time for myself by _____
- Do something I am skilled at _____ for _____ minutes.
- Talk to my friend, counselor, teacher, family member, someone else _____
- Say "No" to _____
- Confront the situation _____
- Limit certain behaviors _____
- List my responsibilities in order of importance #1 _____
#2 _____
#3 _____

Answer the following:

1. What is stress?
2. What are changes which cause me stress?
3. I know I am under stress when I . . .
4. What are two healthy stress reducers I can use when I am under stress?

If you are having difficulty coping with the stress in your life, be sure to talk with a caring person in your life such as your parent, school counselor, or an adult you trust.