

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

A Personal Learning and Career Plan

9th GRADE CHECKLIST

- Thinking and Learning Preference Survey**
- Choices**
- Family Career Tree**
- Economics of Careers**
- Career Choice Factors**
- Employability Skills Checklist**
- Career Clusters Interest Inventory**
- Career Research**
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- What Difference Does a Name Make?**
- Your Experience As a Worker**
- Know Your Rights**
- Four Year High School Plan**
- Personal Career Statement**

Name: _____ **Class:** _____

Revised: June, 2012

Choosing a career may be a long and difficult process. 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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THINKING AND LEARNING STYLE PREFERENCE SURVEY

LEVEL II

For each of the following statements rank them from four (4) to one (1). Mark the one that is the most like you 4, then a 3, then a 2, and the one least like you a 1. Place your answer on the **bold line**.

	A	B	C	D
1. I like to read books:				
about people .....	.....	_____	.....	.....
with action stories .....	.....	.....	_____	.....
with fantasy or science fiction stories .....	.....	.....	.....	_____
about real events .....	_____	.....	.....	.....
2. I'd rather study:				
by myself without being bothered .....	.....	.....	.....	_____
by myself at the same time every day .....	_____	.....	.....	.....
with other friends or in a group of students.....	.....	_____	.....	.....
when I have a lot of short assignments.....	.....	.....	_____	.....
3. I like to:				
work fast and finish first .....	.....	.....	_____	.....
work carefully so I can get it right .....	_____	.....	.....	.....
talk about what I'm studying.....	.....	_____	.....	.....
think about an assignment before I do it .....	.....	.....	.....	_____
4. I like to:				
be the leader in our group .....	.....	.....	_____	.....
think up ideas for our group.....	.....	.....	.....	_____
make sure we follow the instructions .....	_____	.....	.....	.....
help the others in the group.....	.....	_____	.....	.....
5. I want our group:				
to do it right.....	_____	.....	.....	.....
to have fun .....	.....	_____	.....	.....
to get the best grade .....	.....	.....	_____	.....
to do something different .....	.....	.....	.....	_____
6. I want to:				
know exactly what to do and how to do it.....	_____	.....	.....	.....
figure it out for myself .....	.....	.....	.....	_____
have someone helping me work .....	.....	_____	.....	.....
tell others what to do and how to do it .....	.....	.....	_____	.....
7. When I work on an activity or project, I want:				
to work with other students .....	.....	_____	.....	.....
it to be neat and correct.....	_____	.....	.....	.....
to have something to take home when I finish .....	.....	.....	_____	.....
it to be different and creative .....	.....	.....	.....	_____
8. When I am given a project assignment, I want:				
to help others in our group .....	.....	_____	.....	.....
to know exactly how to do it.....	_____	.....	.....	.....
a project that doesn't take too long .....	.....	.....	_____	.....
to come up with my own project ideas.....	.....	.....	.....	_____
Add your total for each column:	_____	_____	_____	_____
	T	F	S	I

	A	B	C	D
9. When I talk with others, I: get irritated when they ask for too many details..... don't listen if they don't know what they are talking about..... want to get started right away..... want to talk about what I'm doing.....
10. When I don't get my way: my feelings are hurt..... I insist my way is best..... I want to hit someone or break something..... I go off by myself.....
11. Some people may think that I am: moody..... too neat and organized..... always trying to be first or to win..... a daydreamer.....
12. When I have a writing assignment, I: have to think about it before I write it..... work best with an outline and check for errors..... want to write as little as possible..... want someone to help me and write about something I know.....
13. When people don't agree with me, I: think they don't like me..... tell them the facts and use logic..... want to argue for my ideas..... don't care and do it my way.....
14. When I think of time, I: like spending lots of time with people..... like to stay on schedule..... like to hurry and finish first..... forget what time it is if I am really interested in what I am doing.....
15. When I meet new kids, I: take my time getting to know them..... let them come to me..... like to tell them what to do..... get them involved in our activities.....
16. When talking to kids I don't know, I want them to: think that I am friendly..... think I'm smart..... think I'm the leader..... think I'm creative.....
17. When I'm nervous in front of others, I: act kind of different and silly..... get "up-tight"..... show-off..... get confused.....
Add your total for each column:	T	F	S	I

	A	B	C	D
18. I feel happy when I:				
get lots of things done .....	.....	.....	_____	.....
am liked by other kids.....	.....	_____	.....	.....
solve a hard problem and get a good grade .....	_____	.....	.....	.....
come up with new ideas.....	.....	.....	.....	_____
19. I can change other kids' minds when I:				
talk them into it.....	.....	_____	.....	.....
give them the facts .....	_____	.....	.....	.....
can tell them "why" .....	.....	.....	.....	_____
can show them how.....	.....	.....	_____	.....
20. When everything goes wrong, I:				
try to get help.....	_____	.....	.....	.....
feel guilty .....	.....	_____	.....	.....
get mad.....	.....	.....	_____	.....
try to ignore the problems .....	.....	.....	.....	_____
21. When others criticize me, I:				
get my feelings hurt .....	.....	_____	.....	.....
keep doing it my way because it's quicker.....	.....	.....	_____	.....
try to get it right .....	_____	.....	.....	_____
go off by myself and avoid them.....	.....	.....	.....	_____
22. When I have a problem, I ask myself:				
what is the quickest way to fix it.....	.....	.....	_____	.....
what's the problem and then check the facts.....	_____	.....	.....	.....
who is to blame for the problem .....	.....	.....	.....	_____
ignore the problem or daydream a solution.....	.....	_____	.....	.....
23. When we're talking about something I really like, I:				
stick to the details and want to tell it right .....	_____	.....	.....	.....
want to do most of the talking .....	.....	.....	_____	.....
forget about everything else .....	.....	.....	.....	_____
tell why I like it and how I feel about it .....	.....	_____	.....	.....
24. I think that sometimes I:				
talk too much and correct other people .....	_____	.....	.....	.....
am too loud and bossy.....	.....	.....	_____	.....
am too friendly and trusting .....	.....	_____	.....	.....
am too quiet because I don't know what to say.....	.....	.....	.....	_____
Add your total for each column:	_____	_____	_____	_____
Enter page 1 totals here:	T	F	S	I
Enter page 2 totals here:	_____	_____	_____	_____
Enter page 2 totals here:	T	F	S	I
Add all three rows to get grand total:	_____	_____	_____	_____

THINKING AND LEARNING STYLE PREFERENCE SURVEY

Score Range and Interpretation

From page 3 write the scores earned for **T**_____ **F**_____ **S**_____ **I**_____.

There are specific behavioral patterns suggested by the characteristics of each learning style. The following chart gives the ranges for score interpretation.

Next to each, match the letter with the closest score:

I.	Strong style characteristics	96 – 60	_____
II.	Moderate to strong style characteristics	59 – 50	_____
III.	Moderate to low style characteristics	49 – 40	_____
IV.	Low use of style characteristics	41 – 24	_____

I. Style Strength or Dependence:

T = Thinker:

Students with strong thinker scores will seem organized, neat, punctual, and will usually work for good grades. They need to have all of the requirements, printed instructions, and lesson objectives. They usually work best when they can depend on themselves with the material and/or the requirements before they work in groups. Thinkers may appear to be “picky” or overly concerned with details. They want to do everything “right.”

F = Feeler:

Students who indicate strong feeler scores will work well in groups or with partners in situations where they can talk. These students learn by verbalizing information. They like helping other students of the teacher. Feelers are concerned with fairness and social issues and want to know how this will affect me/us. They are very perceptive of other people’s environments where they feel they are not “liked.” They need a positive learning environment where they feel safe to “risk.”

S = Sensor:

Students with strong sensor characteristics learn by doing. They work well in groups or with lessons where physical movement is required. Lessons for the sensor students should have short term goals that can be checked frequently. These students seem to have short attention spans. They enjoy contests and plays, are motivated by competition, and tend to work rapidly.

I = Intuitor:

Strong intuitor scores indicate an individual who enjoys finding applications for concepts. They need to relate new information to something they already know and develop a mental image. Intuitors are continually asking “why” and can usually find “another way.” They need to work alone to familiarize themselves with the material and/or the requirements before they work with other students. They are motivated by challenging problems, puzzles, or discrepant events.

II. & III. Moderate Style Strengths

Students with scores in the moderate range should be able to use most of the style characteristics when required during instruction. They should show little discomfort in working alone or in a group. These students have the ability to get along with almost everyone. Students with moderate scores in every style may be flexible. On the other hand, some students with all scores in the moderate range may be unsure of themselves and jump from style to style, hoping that one will work. These students need help in developing a stronger self concept.

IV. Low Style Use or Avoidance

Thinker:

Students who avoid the thinker style need to get organized and to pay attention to details. These students may want to get organized but do not know how. They need to be shown different methods of organization. They benefit from study skills demonstrations and printed guidelines. They need to have a method for checking frequently for accuracy.

Feeler:

Students with low feeler scores will demonstrate a lack of sensitivity to other students' feelings and to the mood of the teacher. They do not intend to hurt other students' feelings. Because they are not sensitive, they don't realize that others take their actions or words personally. These students need to work in groups to develop social skills and awareness.

Sensor:

Students who avoid this style need someone to get them going. They tend to be over cautious and worry about making mistakes. They spend a great deal of time in planning, have trouble getting started, and have difficulty in making decisions. These students will benefit from working with understanding sensor styles. They need to learn to make and use realistic time schedules.

Intuitor:

Students who avoid the intuitor style usually place little value on imagination or fantasy. They feel secure with the facts and they follow the rules. They may not be able to visualize the consequence of their actions. Problems that are slightly different than those used to teach the concept may seem foreign. They need to learn to visualize the concept and try to develop pattern recognitions skills.

PERSONALITY STYLE CHARACTERISTICS

Circle the characteristics and values which are important to you. Do they match with your strongest learning style?

Style	Characteristics	Values
<p><i>Thinker</i></p> 	<p>learns by seeing & hearing careful fair logical analytical conservative organized reasonable</p>	<p>facts/details accuracy organization rules order structure books</p>
<p><i>Intuitior</i></p> 	<p>learns by seeing imaginative original flexible knows how others feel nonverbal dreamer creative</p>	<p>ideas patterns implications alternatives uniqueness puzzles/games inventing imagination</p>
<p><i>Feeler</i></p> 	<p>learns by hearing perceptive persuasive helper loyal expressive sympathetic emotional</p>	<p>socialization feelings conversation people physical comfort friends human causes group interaction</p>
<p><i>Sensor</i></p> 	<p>learns by touch practical active leader actor competitive collector</p>	<p>action things speed quantity winning physical activity contests</p>

CHOICES



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.

PREPARATION AND TRAINING

This step is designed to help you determine the amount of education you are willing to get in order to enter a career.

- ⇒ Some jobs do not require you to finish high school, and these jobs require no special training.
- ⇒ Some jobs require you to have at least a high school diploma.
- ⇒ Some jobs require graduation from high school plus completion of an apprenticeship program ranging from 1-4 years. This combines work experience with classroom work.
- ⇒ Some jobs require graduation from a community college, trade or technical school with one or two years of training.
- ⇒ Some jobs require graduation from a four-year college.
- ⇒ Some jobs require an advanced graduate degree.

Please check (✓) the answer that describes the highest level of education or training you would be willing to complete.

- _____ 1. Less than high school diploma; e.g. fast food worker
- _____ 2. High school; e.g. janitor, checker
- _____ 3. On the Job Training; e.g. bank tellers, home health aides, wait staff
- _____ 4. Apprenticeship: e.g. heavy equipment operator, plumber, iron worker
- _____ 5. Post-secondary training; 2 years or less e.g. Medical assistant, computer technician, Automotive technician
- _____ 6. Four-year college degree; e.g., biologist, engineer
- _____ 7. Graduate degree; e.g. doctor, lawyer, secondary teacher

Below are four possible choices about your future. One of these will probably be a choice you make soon. As you grow older, these decisions may change. For now, the choices below could be described as steps in the career planning and decision-making process.

The level of education/training you wish to complete directly influences the choices you make about your future.

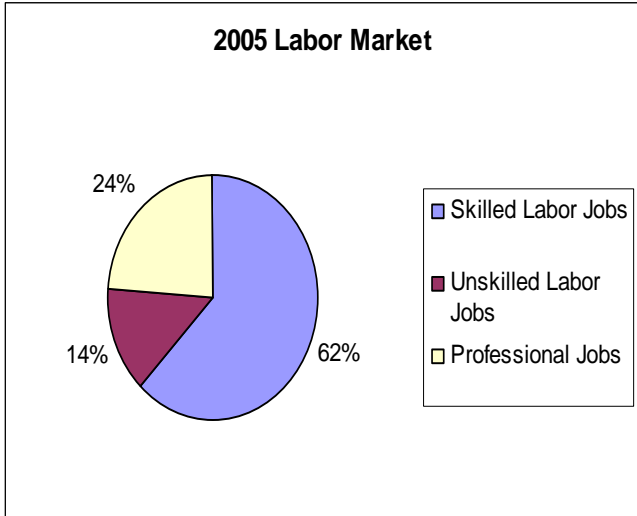
Four possible choices about your future include:

- ☛ **Leave school before you graduate**
- ☛ **Find work immediately after high school**
- ☛ **Enter trade apprenticeship**
- ☛ **Join the military**
- ☛ **Go to a trade school, technical school or college**

☛ *If you choose to leave school before you graduate . . .*

1. **What are you going to do with your time?** Most high school dropouts never earn as much money or find the “good” jobs that are enjoyed by those who complete their schooling.
2. **Do you have any skills to offer to an employer?** Most employers, including the military, require their workers to be at least high school graduates.
3. **Are you aware that more and more high school dropouts return to school to complete their high school education?** These students usually return to training at their own expense, after realizing the need for a high school diploma.
4. **Will you be earning at least \$17.00 per hour in wages?** This is the amount of money the US Department of Labor says is necessary to live independently.





By making the decision to drop out of school, you may limit yourself tremendously. At the very least, deciding to quit school now will surely affect your future. Even if you are positive that this choice is the best one for you to make, take the time to complete all the sections in this PEAK packet and look at a few occupations. The jobs you feel would be “right” for you may require at least a high school diploma.

HOW MUCH IS STAYING IN SCHOOL WORTH?

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

*2004 US Bureau of Labor 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?

☛ **FIND WORK IMMEDIATELY AFTER HIGH SCHOOL**

Finding work right out of high school can be difficult and frustrating unless you have made some careful plans and thoughtful decisions before you graduate. The job market is not like a supermarket. You don't just go in and pick a job off the shelf. You will need to know:

- What job opportunities are open to you with a high school diploma
- What job skills or training you can offer an employer
- What kinds of occupations you are best suited for
- What kinds of occupations provide on-the-job training and promotion opportunities



☛ **ENTER TRADE APPRENTICESHIP**

Apprenticeship is one of the oldest methods of career preparation. It means you earn while you learn. An apprentice spends some of the time in the field learning the trade and some of the time in a classroom for related training. It varies, but it can take up to four years to acquire the necessary hours and skills to complete.

Apprenticeable occupations are high pay and high skill. Apprenticeships are job based with industry-recognized credentials, which means transfer from one job to another is easier. At the end of an apprenticeship, the apprentice will have a career, hold a nationally recognized credential, may be on track to a university degree, or have become a leader of industry.

Here are a couple of things you need to know about apprenticeships:

- ⇒ In Alaska, the greatest opportunities are in the high growth industries of oil and gas, healthcare, forestry, construction, mining, seafood, and transportation
- ⇒ Most registered apprenticeship programs require you to take a test and go through a committee interview before entering. Most apprenticeship programs require Algebra I or its equivalent.
- ⇒ In order to be selected into a registered apprenticeship program you must have a high school diploma or its equivalent. You may learn specific skills which can help you enter an apprenticeship by taking Career & Technical Education courses in high school.



☛ **JOIN THE MILITARY**

There are many opportunities in the military for occupational training as well as for lifetime careers. You might want to consider that:

- ⇒ The military has become more selective in their recruiting. This is because young people are having an increased interest in the military as an occupation or career, and also because of the opportunity to receive funds for their future education.
- ⇒ The majority of military jobs require that you have at least a high school diploma, and some jobs require that you have a college degree.
- ⇒ All of the enlisted jobs available in the military require you to take the Armed Services Vocational Aptitude Battery (ASVAB).
- ⇒ Before going into a military academy or ROTC you will need to take the Scholastic Aptitude Test (SAT) or American College Test (ACT).



☛ **GO TO A POST-SECONDARY SCHOOL**

Going to college? Everyone should go -- or should they? Before you go, you may want to think about what you plan to do *after* college. Your career goals may not require a college education. You will need to consider:

- ⇒ Which occupations require schooling after high school and which schools or colleges offer the training you need.
- ⇒ Will you be able to meet the entrance requirements at the school of your choice?
- ⇒ How long will it take to complete the training?
- ⇒ How much will it cost to complete your training?
- ⇒ Does the school of your choice offer work study programs that will better prepare you for the job that you desire?
- ⇒ Only 20% of all the jobs available require a four-year post-secondary degree or more.
- ⇒ Sixty-five percent of all jobs will require at least some training beyond high school by the year 2020.

Going to post-secondary school, even a community college or trade school, costs money. You may want to consider scholarships and financial aid. Some schools are more expensive than others. You want to be sure you will be getting the right training for the jobs that interest you. You may want to start at a community college and transfer to a university. Be sure to discuss your college plans with your family and school counselor.



FAMILY CAREER TREE

Explore the occupations held by your family members. Complete the tree by writing the appropriate jobs in the spaces below.

Grandparent

Grandparent

Grandparent

Grandparent

Parent

Aunts

Aunts

Parent

Uncles

Uncles

You and Your Career

ECONOMICS OF CAREERS

When you think about your future, it is important that you examine the economics of careers. This step focuses on how much you would expect to earn at a particular job.

There are many ways a person earns a wage. This often depends on the kind of job a person does. A wage may be broken down into:

1. **Hourly** ⇒ you are paid a set amount of money for each hour worked.
2. **Piece-rate** ⇒ you are paid for each completed task or piece that you make on the job.
3. **Salary** ⇒ you are paid the same weekly, monthly or yearly wage regardless of the number of hours you work.
4. **Self-employed** ⇒ you are paid the amount earned from sale of product or service less the cost of doing business.
5. **Commission** ⇒ you are paid a percentage based on the product or service you sell.
6. **Combination of the Above** ⇒ some businesses combine different types of wage options. For example, some salespeople are paid a salary plus a commission. A factory worker may be paid an hourly wage plus a piece-rate. You should be aware of these different types of wages as they may affect the income you will earn.

Ask yourself these questions and consider the pros and cons of each.

- ⇒ Do you plan to get married and raise a family in the near future? (This will increase the amount of money you will have to earn and spend.)
- ⇒ Do you plan to rent or buy a home?
- ⇒ Do you want a new car or a used car?
- ⇒ What do you do for entertainment? The more leisure time activities you have, the greater the amount of income you'll spend.
- ⇒ Do you want some money in savings for an emergency or special occasion?

Listed on the following pages are estimated costs of living for several locations throughout the United States. Select the location where you are interested in living and record the costs in the spaces provided. Next, select the vehicle costs which match the type of vehicle you expect to own. Record these costs in the correct spaces.

MONTHLY EXPENSES IN ANCHORAGE, ALASKA – 2008-2009*

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

*Alaska Career Information System, 2012 “Reality Check” www.akcis.org

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



YOUR ESTIMATED COST OF LIVING

Using the information on the previous page, fill in **your** cost of living information.

Rent/House \$ _____

Food \$ _____

Utilities \$ _____

Clothing \$ _____

Vehicle (payment +insurance
+ maintenance + repairs +gas) \$ _____

Entertainment \$ _____

Savings \$ _____

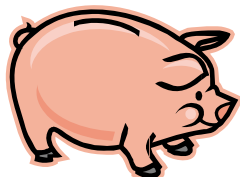
Total Expenses \$ _____

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

_____ per month **OR** _____ per hour **OR** _____ per year
(divide total monthly expenses by 160) (total monthly expenses x 12)

NOTE: The US Department of Labor estimates that earnings should be \$22.00/hour in order to adequately maintain a household.

For more information go to AKCIS Junior =>Reality Check



CAREER CHOICES SURVEY

You probably want to find a career that matches up with the thing you like to do. Recognizing your interests can help you understand yourself better. The more interests you have, the more likely you are to find a wide variety of jobs that may fit you.

This step may not give you a totally accurate picture of your interests, but it should give you a base for expanding your exploration.

In many schools, interest inventories or tests are given to some of the students. If your school has given such a test, the results might help you determine your interests.

Directions: Check (✓) the appropriate box for the ones you might like doing, the ones you do not like, and the ones about which you are not sure. Remember, your responses are likely to change over time.

Do You Like To:	Yes	No
1. Do what you are told?	<input type="checkbox"/>	<input type="checkbox"/>
2. Make decisions about other people?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do hard physical work?	<input type="checkbox"/>	<input type="checkbox"/>
4. Work with small objects?	<input type="checkbox"/>	<input type="checkbox"/>
5. Solve technical or scientific problems?	<input type="checkbox"/>	<input type="checkbox"/>
6. Do the same thing over and over?	<input type="checkbox"/>	<input type="checkbox"/>
7. Think of new ways to do things?	<input type="checkbox"/>	<input type="checkbox"/>
8. Help people to help themselves?	<input type="checkbox"/>	<input type="checkbox"/>
9. Figure out how things work?	<input type="checkbox"/>	<input type="checkbox"/>
10. Work with machines?	<input type="checkbox"/>	<input type="checkbox"/>
11. Work outside in all kinds of weather?	<input type="checkbox"/>	<input type="checkbox"/>
12. Work with animals?	<input type="checkbox"/>	<input type="checkbox"/>
13. Plant and grow things?	<input type="checkbox"/>	<input type="checkbox"/>
14. Work inside all day?	<input type="checkbox"/>	<input type="checkbox"/>
15. Do different kinds of work each day?	<input type="checkbox"/>	<input type="checkbox"/>
16. Work alone?	<input type="checkbox"/>	<input type="checkbox"/>
17. Work with others?	<input type="checkbox"/>	<input type="checkbox"/>
18. Persuade or influence others?	<input type="checkbox"/>	<input type="checkbox"/>
19. Take a certain amount of risk?	<input type="checkbox"/>	<input type="checkbox"/>
20. Travel long distances?	<input type="checkbox"/>	<input type="checkbox"/>
21. Do arithmetic well?	<input type="checkbox"/>	<input type="checkbox"/>

CAREER CHOICE FACTORS

There are many considerations in selecting a job or career. While it is probably difficult for you to answer these questions now, the following factors are important to consider when you are ready to select a job.

Salary

- ⇒ Will the job provide you with a good yearly income?
- ⇒ Will the employer pay you a fair wage in return for your education, training?
- ⇒ Will the salary fit the living costs in the area?
- ⇒ Will there be salary increases regularly?

Job Security

- ⇒ Will the job be a permanent job that offers steady work with few or no lay-offs?
- ⇒ Will technology replace the job in the near future?

Work Conditions

- ⇒ Will the working conditions be comfortable, clean and pleasant?

Location

- ⇒ Will I be willing to move out of this area?
- ⇒ Is the job located in a friendly thriving community?
- ⇒ Do I prefer to live in a large city where salaries and living expenses are higher?
- ⇒ Do I prefer to live in a small city where salaries living expenses are lower?
- ⇒ Is the job available where you wish to live?

Kind of Work

- ⇒ Is the work stimulating and suited to my personal interests, abilities and personality?
- ⇒ Is the type of work activities I will be responsible for important to me?

Training and Education Opportunities

- ⇒ Will further training in personal and work skills be available?
- ⇒ Will further education be available?

Advancement

- ⇒ Is there a plan and opportunity for employee promotion?
- ⇒ Is there room to advance up the management ladder?

Employee Benefits

- ⇒ Is it important to me that my employer appreciates a job well done?
- ⇒ Will the employer be considerate of me and my needs such as bonuses, vacation, insurance, retirement, sick pay, etc.?

Hours

- ⇒ Is the starting and quitting time important?
- ⇒ Am I willing to work swing shifts? (3-11pm)
- ⇒ Will I be willing to work on weekends if required?

Fellow Workers

- ⇒ Is it important to me that the people I work with are pleasant and agreeable?

XI. Immediate Supervisor

- ⇒ Will my supervisor be considerate and fair?

Look over these factors. Remember that there is more to a job than salary!

List the six job factors most important to you:

EMPLOYABILITY SKILLS CHECKLIST

The skills listed below are critical to success in school, work, and society. Using the following scale, evaluate yourself honestly.

1 = *SELDOM/RARELY* 2 = *OCCASIONALLY* 3 = *MOST OF THE TIME* 4 = *ALL OF THE TIME*

PERSONAL SKILLS

Rate Yourself

- | | | |
|----|---|-------|
| 1 | I work well as a team member by listening, sharing, cooperating, communicating and negotiating. | _____ |
| 2 | I volunteer for and accept roles of responsibility and leadership..... | _____ |
| 3 | I respect others' individual rights and their uniqueness. | _____ |
| 4 | I am a flexible person and can adjust to new situations..... | _____ |
| 5 | I make decisions in my best interests. | _____ |
| 6 | I am an honest person. | _____ |
| 7 | I feel good about who I am as a person..... | _____ |
| 8 | I know my strengths and weaknesses..... | _____ |
| 9 | I identify problems, brainstorm solutions, and take effective action. | _____ |
| 10 | I behave in school in ways that would make me a success in the workplace. (i.e. attendance & punctuality) | _____ |
| 11 | I identify and integrate school courses that lead to my career goals..... | _____ |
| 12 | I follow a plan of action that leads to future training and employment..... | _____ |
| 13 | I research information and apply knowledge..... | _____ |
| 14 | I can recognize a wide range of emotions in myself and others. | _____ |
| 15 | I know healthy techniques for managing anger. | _____ |
| 16 | I can recognize and express feelings appropriately. | _____ |
| 17 | I know and use the steps needed to resolve conflict wisely..... | _____ |
| 18 | I am dependable, and prepared..... | _____ |
| 19 | I meet deadlines. | _____ |
| 20 | I know and use stress management skills | _____ |
| 21 | I can take directions from authority figures..... | _____ |
| 22 | I can teach, serve, lead, negotiate and work well with people of all cultures and backgrounds. | _____ |
| 23 | I take advantage of learning opportunities both in and outside of school. | _____ |
| 24 | I demonstrate a positive outlook towards work and life in general..... | _____ |
| 25 | I am able to wait for something I want. | _____ |
| 26 | I set and achieve short and long range goals that include alternatives. | _____ |
| 27 | I manage time and money effectively..... | _____ |
| 28 | I am motivated to be successful. | _____ |

ACADEMIC SKILLS IN THE WORKPLACE

	<i>1 = SELDOM/RARELY</i>	<i>2 = OCCASIONALLY</i>	<i>3 = MOST OF THE TIME</i>	Rate Yourself
				4 = ALL OF THE TIME
1	I can locate written information in prose and documents such as manuals, graphs, and schedules.....			_____
2	I can communicate thoughts, ideas, information, and messages in writing.....			_____
3	I can perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.			_____
4	I can receive, attend to, interpret, and respond to verbal messages and other cues.....			_____
5	I can organize ideas and communicate orally			_____

JOB FINDING SKILLS

1	I can list things which influence my life-style and how these things affect choices (e.g., friends, neighborhood, family).....			_____
2	I can describe what I most hope to get from my job (e.g., money, power, pride)			_____
3	I can describe the physical conditions I would be willing to work in (e.g., loud or quiet, outdoors or indoors)			_____
4	I can describe the work hours I would agree to work (e.g., nine to five, night shift, weekends)			_____
5	I can describe where I prefer to work (in the city, out in the country, in a suburb, close to home).....			_____
6	I can list/describe ways to find out where job openings are.....			_____
7	I can use employment guides to find work or job openings			_____
8	I can choose three jobs I might want to match my abilities, interests, education, and experiences			_____
9	I can find and use information which will help me predict how many jobs there will be in my field of interest at the local, state and national level over the next 10 years			_____
10	I know where and how to find information on getting money for education and training			_____
11	I know organizations will which allow me to gain work experience skills.....			_____
12	I can write a cover letter of application for a job.....			_____
13	I can fill out a job application.....			_____
14	I can write a resume			_____
15	I can tell the steps to follow in applying for a job			_____
16	I can describe how to set up an appointment for a job interview.....			_____

JOB FINDING SKILLS (cont.)

1 = SELDOM/RARELY

2 = OCCASIONALLY

3 = MOST OF THE TIME

Rate Yourself

4 = ALL OF THE TIME

- | | | |
|----|---|-------|
| 17 | I can describe the way I should dress for a job interview | _____ |
| 18 | I can describe the way I should act during a job interview..... | _____ |
| 19 | I can respond appropriately to questions during a job interview | _____ |
| 20 | I can list questions which would be proper to ask during a job interview..... | _____ |
| 21 | I can describe how to find out about new job openings..... | _____ |
| 22 | I can give reasons employers promote employees and give them raises
(e.g., “seniority” or number of years with the company, experience, attitude)..... | _____ |
| 23 | I can describe what types of additional education, training and experience
are needed for growth in a specific work situation | _____ |
| 24 | I can identify reasons that people want or are forced to change jobs | _____ |

List 3 Personal Skills which are strengths:

- a. _____
- b. _____
- c. _____

List 2 Academic Skills which are strengths:

- a. _____
- b. _____

List 3 Job Finding Skills which are strengths:

- a. _____
- b. _____
- c. _____

List 3 Personal Skills on which you can improve:

- a. _____
- b. _____
- c. _____

List 2 Academic Skills on which you can improve:

- a. _____
- b. _____

List 3 Job Finding Skills on which you can improve:

- a. _____
- b. _____
- c. _____

Career Clusters Interest Inventory

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 28.

BOX 1	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/ or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 	<p>Total number circled in Box 1</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
BOX 2	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions 2. Picture un my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step directions. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions. 3. Pay attention to details. 4. Good at visualizing possibilities. 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 	<p>Total number circled in Box 2</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
BOX 3	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good vocabulary/ good communicator 3. Curious about new technology 4. Relate well to feelings 5. Determined and tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art 2. Music 3. Speech 4. Drama 5. Language Arts 	<p>Total number circled in Box 3</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>
BOX 4	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instruction without close supervision. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Computers 2. Math 3. Language Arts 	<p>Total number circled in Box 4</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin: 0 auto;"></div>

BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative 5. Inquisitive 6. Good listener	School subjects that I like: 1. Science 2. Math 3. Language Arts 4. Social Studies	Total number circled in Box 5 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Handle money with accuracy & reliability. 6. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Efficient	School subjects that I like: 1. Math 2. Social Studies	Total number circled in Box 6 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 7	Activities that describe what I like to do: 1. Be involved with politics. 2. Negotiate, debate, and defend ideas/topics. 3. Plan activities and work well with others. 4. Work with details. 5. Perform a variety of tasks that change often 6. Analyze information and interpret it to others. 7. Travel and see new things.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Social Studies 3. Language Arts 4. Math 5. Foreign Language	Total number circled in Box 7 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 8	Activities that describe what I like to do: 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health & science classes. 5. Respond quickly and calmly in emergency situations. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: 1. Compassionate 2. Caring 3. Good at following directions 4. Conscientious 5. Caring 6. Patient 7. Good listener	School subjects that I like: 1. Science 2. Health 3. Language Arts 4. Math	Total number circled in Box 8 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>

BOX 9	Activities that describe what I like to do: 1. Investigate new places & activities. 2. Work with all ages and types of people. 3. Organize activities in which people enjoy	Personal qualities that describe me: 1. Tactful 2. Self-motivated	School subjects that I like: 1. Social Studies	Total number circled in Box 9 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
--------------	---	--	--	---

	<p>themselves.</p> <ol style="list-style-type: none"> 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<ol style="list-style-type: none"> 3. Works well with others 4. Outgoing 5. Slow to anger 	<ol style="list-style-type: none"> 2 Language Arts 3 Foreign Language 4. Family & Cons. Sci. 	
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs & problems. 2. Participate in community service/ volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from pre-school to old age. 6. Think of new ways to do things. 7. Make friends with different people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good Communicator 2. Good Listener 3. Caring 4. Non-Materialistic 5. Uses logic 6. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Foreign Language 3. Family & Cons. Sci. 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve problems. 3. Use variety of machines. 4. Read, understand, and apply technical manuals 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical thinker 2. See details in big picture 3. Persistent 4. Good concentration 5. Precise 6. Accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computers 4. Art 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in face of danger. 2. Make decisions based on what I observe. 3. Interact with other people. 4. Be in position of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behaviors. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Can make decisions 5. Optimistic. 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Health 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 100px; height: 40px; margin: 0 auto;"></div>

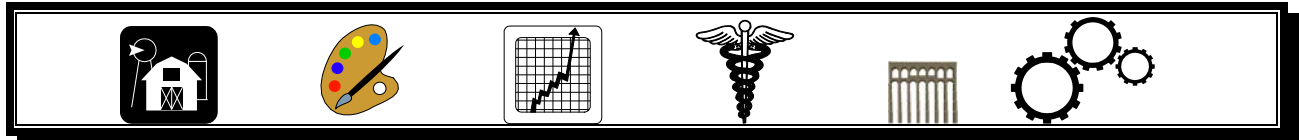
BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn best that way. 2. Put things together. 3. Do routing, accurate, and organized work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand & powers tools. 7. Visualize objects in 3 dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated.	School subjects that I like: 1. Language Arts 2. Math 3. Science 4. Shop	Total number circled in Box 13 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people’s behaviors.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive.	School subjects that I like: 1. Language Arts 2. Math 3. Computers	Total number circled in Box 14 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 15	Activities that describe what I like to do: 1. Doing difficult math problems. 2. Finding the answer to questions. 3. Doing science experiments. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to figure out the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Shop 4. Computers	Total number circled in Box 15 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>
BOX 16	Activities that describe what I like to do: 1. Travel 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design better ways of doing things. 5. Anticipate and meet needs. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic\ 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Shop 3. Computers 4. Science 5. Foreign Language	Total number circled in Box 16 <div style="border: 1px solid black; width: 100px; height: 40px; margin: 10px auto;"></div>

Source: Adapted from *Career Clusters Interest Survey* www.CareerClusters.org

CAREER CLUSTERS

Circle the number next to the boxes which correspond to the boxes you placed an “X”.

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



USING AKCIS

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

- Launch your internet browser (Netscape or Explorer)
- Go to www.akcis.org
- Click on *Logon AKCIS*
- Logon using the following information obtained from your counselor or teacher:
User Name: _____
Password: _____

TO FIND A SPECIFIC OCCUPATION

Click on ***Occupations*** at the top of the column on the right titled “Occupations & Employment”

- Click on the first letter in the name of occupation you want to research
- Click on the name of the occupation **or** type in the occupation in ***Keyword Search*** field.
- Click on various topics to answer questions
- Click on [***Occupations Index***] or the Back Arrow in the toolbar to return to the Occupation Index.
- Occupations may also be found by career cluster or pathway.

TO CREATE YOUR AKCIS PORTFOLIO

“My Portfolio” allows you to establish your own folder to track, save, and personalize your career exploration journey. Your portfolio will be available to you throughout your enrollment in Mat Su school district as you move from one school to another.

- Log on to AKCIS using your school’s user name and password
- 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 allow your school counselor or teacher to view your information, he or she can give you your username and password 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.



CAREER RESEARCH

Directions: Choose a career from one of the career pathways you explored on pages 24-29. Using a career research tool (eg. AKCIS™, O-Net™) formulate your responses to the following questions:

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

I. Tasks done in this career:

1. _____
2. _____
3. _____

II. Skills/Abilities needed in this career:

1. _____
2. _____
3. _____

III. Knowledge needed for this career:

1. _____
2. _____
3. _____

IV. Can either a man or a woman do this job? _____ Why or why not ?

V. Preparation:

What types of courses in high school will help you prepare for this career?

What post-secondary training/schooling is needed for this career?

VI. Wages:

What are average wage expectations in this career?

_____ per _____.

What are other possible benefits (eg. insurance, retirement)

VII. Working Conditions:

Interpersonal Relationships: _____

Physical Work Conditions: _____

Work Performance: _____

Hours and Travel: _____

Health and Safety: Are there any health hazards involved? Yes___ No___

If yes, what kind? _____

Can this job suitable for both men and women? _____ Why or why not? _____

VIII. Outlook:

How many people are employed in this career in Alaska? _____

Nationwide? _____

What is the outlook for this job over the next few years? _____

IX. Explain if you consider this a career you would like to pursue: _____

LABOR MARKET RESEARCH ON THE INTERNET

1. *What is the labor market?*

Labor market refers to the total number of people working in the U.S., including types of jobs, salaries, and the future of the industry. There are many more aspects of the labor market all of which may be accessed on the internet.

2. *What can it do for you?*

- ⇒ Provide “hot lists” of significant career and occupational information resources on the Web, with brief descriptions of what they offer and information on how to find them quickly;
- ⇒ Outline specific strategies and techniques to use in exploring the Web for topics and sites of interest;
- ⇒ Encourage greater use of the Web to obtain such resources, many of which would other-wise be unavailable, or at least not very accessible;
- ⇒ Encourage users to evaluate internet resources, based on their needs and applications, to determine their usefulness and appropriateness; and
- ⇒ Introduce beginning users to some pertinent internet concepts and terminology.

3. *On-line Resources and Web-Sites*

State of Alaska Dept. of Labor	http://www.labor.state.ak.us/
America’s Job Bank:.....	http://www.ajb.dni.us
Bureau of Labor Statistics FTP site:	http://stats.bls.gov
Career Resource Center	http://www.careers.org
Career Magazine	http://www.careermag.com
Career Path.....	http://www.careerpath.com
JOBTRAK.....	http://www.jobtrak.com
Online Career Center	http://www.occ.com
Department of Labor.....	http://www.dol.gov
Career Key.....	http://www.careerkey.org/
My Future.....	http://www.myfuture.com/index.php
Career Builder.....	http://www.careerbuilder.com
Personality ID.....	https://www.crownmoneymap.org/MoneyMap/PID/personality/start.asp
AKCIS.....	www.akcis.org (get password and user name from your counselor)

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>

YOUR EXPERIENCE AS A WORKER

Family Responsibility Job Experience

List your three best **FAMILY RESPONSIBILITY** job experiences below:

EXAMPLES OF FAMILY RESPONSIBILITIES EXPERIENCES

- | | | |
|-----------------------------------|----------------------|-----------------------------------|
| 1. babysitting | 6. translator | 11. responsibility for pets |
| 2. helping younger family members | 7. yardwork | 12. laundry |
| 3. aide to handicapped | 8. tutoring | 13. running errands |
| 4. grocery shopping | 9. paying bills | 14. contributing to family income |
| 5. housework | 10. meal preparation | 15. other (explain) _____ |

1. _____
2. _____
3. _____

Volunteer Based Job Experience

List your three best **VOLUNTEER** (unpaid) job experiences below:

EXAMPLES OF VOLUNTEER JOB EXPERIENCES

- | | | |
|-----------------------|-------------------------------|---------------------------------|
| 1. food bank | 10. tutor | 19. recycle center helper |
| 2. bilingual aide | 11. scout project leader | 20. drama assistant |
| 3. time keeper | 12. coach of club sports team | 21. youth group leader |
| 4. junior achievement | 13. babysitting | 22. hospital aide |
| 5. wildlife rescue | 14. recreational aide | 23. telephone contact worker |
| 6. teacher's aide | 15. library aide | 24. manager of club sports team |
| 7. paper drives | 16. camp counselor | 25. blood drive worker |
| 8. audio/visual aide | 17. school events worker | 26. fund raising worker |
| 9. youth court | 18. swimming instructor | 27. other (explain) _____ |

1. _____
2. _____
3. _____

Work Based Job Experience

List your three best **PAID** job experiences below

JOB

EMPLOYER

1. _____
2. _____
3. _____

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 28 and the word bank below:

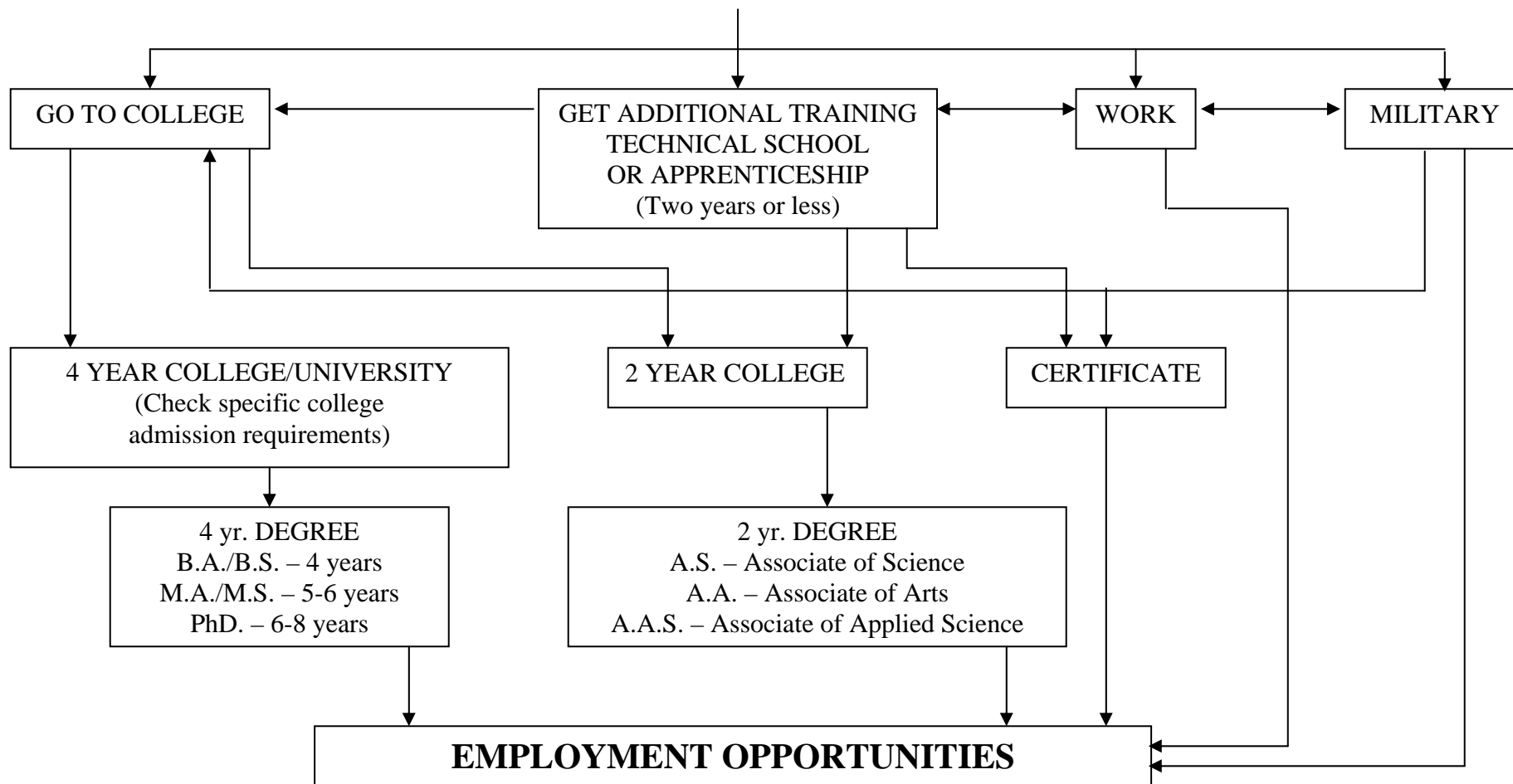
1. Alaska Minimum Wage is _____ per hour.
2. _____ belong to the employee and may not be taken by the employer.
3. An example of a job that youth under 14 may work is _____.
4. All minors 14 – 16 who work must have a _____.
5. A work permit may be revoked by a _____.
6. A youth 14 – 16 may not work where _____ 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

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

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



What Is Your Choice?

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>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>_____</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. Government5credit AK History..... .5 credit</p> <p>Electives to equal 6 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>Community Service:</p> <p>_____</p> <p>_____</p> <p>Goals: _____</p> <p>_____</p> <p>Other: _____</p> <p>_____</p> <p>_____</p>
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Name _____

PERSONAL LEARNING and CAREER PLAN STATEMENT

PERSONAL HISTORY

- Places you have lived (city, state, country)

- Hobbies/Sports

- School Clubs/Activities

- Favorite School Subjects

- Honors and Awards

Best Personal Qualities

- Personal Strengths _____
- I Feel Good About _____
- My Proudest Moment _____
- Obstacles I Have Overcome _____

Best Employability Skills (page 18)

- Personal Skills _____
- Academic Skills _____
- Job Finding Skills _____

Most Important Job Choice Factors (page 17)

WORK EXPERIENCE (page 31)

Family Responsibility Work Experience

Volunteer Based Job Experience

Work Based Job Experience

CAREER RELATED INFORMATION

Career Cluster Interest(s) (page 25)

Information Career from Career Research (page 27)

Preliminary list of Post-Secondary Training Programs

Location

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

- Specific Programs of Study (*example – automotive, sports medicine*)

- Career Assessments (*Career Pathway Interest Inventory*)

- Testing Information (*CAT 5, PLAN, PSAT, SAT, ACT*)

GOAL STATEMENT PARAGRAPH

Using what you have discovered by completing 9th grade P.E.A.K., write a paragraph describing your career goal(s) and what steps you need to take to achieve it. Be specific. A paragraph is at least 6 sentences.
