



Kenai Peninsula Borough School District P.E.A.K.

**11th Grade PEAK
Pathway Exploration
for All Kids**

| | | |
|-----|--|----------------|
| [] | Using AKCIS | page 1 |
| [] | 1. Review High School to Post-Secondary Calendar | page 2 |
| [] | 2. Academic Record Review | page 3 |
| [] | 3. High School Transition Plan | page 8 |
| [] | 4. “The You” Profile (or ASVAB Inventory) | page 10 |
| [] | 5. What is a Career Pathway? | page 14 |
| [] | 6. Post-Secondary Visits | page 19 |
| [] | 7. Choosing a School | page 21 |
| [] | 8. School Comparison Worksheet | page 23 |
| [] | 9. Letters of Request for Recommendation | page 24 |
| [] | 10. Student Resume | page 25 |
| [] | 11. Teen Workplace Information | page 26 |
| [] | 12. Personal Career Essay | page 28 |
| [] | 13. Career Research (Supplement A) | page 30 |
| [] | 14. Career and Post-Secondary Web Site Information (Supplement B) | page 32 |

Name: _____ **Teacher:** _____

Choosing a career may be a long and difficult process. Before you make a realistic job choice, you need 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.

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 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 TAKE AN INTEREST INVENTORY

- Click on ***IDEAS Assessment*** in column on the right titled “Occupations & Employment”.
- Click on ***IDEAS PROFILE*** to get started.
- Answer the 128 questions.
- Click on ***Submit***.
- Click on ***grades 7,8,9***.
- Use ***My Ideas Profile*** to look up occupations of interest to you

For more information go to AKCIS Junior

LESSON 1: HIGH SCHOOL TO POST-SECONDARY CALENDAR

JUNIOR YEAR ACTIVITIES

Review with students and transfer relevant dates and activities into student planners

Use this calendar during your junior year to schedule all the steps in your transition from high school into work, training programs or college admissions. Check off each task as it is completed and add specific dates to each month.

Reminder: Success in the high school to post secondary transition may be measured in how well you address the responsibilities that are associated with becoming a good student, most notably the development of strong academic skills. Develop the ability to study and learn, and the result will be the kind of academic achievement that will enhance your future education options.

Consider these tasks during your junior year:

FALL: (check off when completed)

_____ Visit the Counseling Office and check out all sources of information: counselors, college guidebooks, career information, AKCIS, etc.

_____ HSGQE (High School Graduation Qualifying Exam)

_____ Attend classroom presentations and after school presentations featuring post secondary institutions,

_____ Register for Fall administration of PSAT (pre-SAT)*.

_____ Attend Career and College Fair. Attend Financial Aid Night and Career Day at KPC.

WINTER: (check off when completed)

_____ Prepare for personal statement essays by keeping a diary of your interests, educational priorities, special talents, and abilities.

_____ Register for spring administration of SAT or ACT or both. *Study the test prep materials.

_____ List the post-secondary program that best suits your interests, needs, and abilities. These include size, location, programs, quality, necessary facilities, special opportunities, cost and financial opportunities, and social and cultural environments.

_____ Research post-secondary programs cost and financial aid. Look into requirements for private student aid and scholarship programs.

_____ Register with the NCAA Clearinghouse if interested in playing college sports.

SPRING:

_____ Write letters of interest to post-secondary programs to obtain their catalogs and application forms. If appropriate, set up an interview and prepare for it by reading the catalog and reviewing your goals and interests.

_____ HSGQE (High School Graduation Qualifying Exam) if still needed.

_____ Write letters of request for recommendations.

_____ Take SAT and ACT tests*.

SUMMER:

_____ Use the summer to earn money for educational costs.

_____ Review high school math over the summer to strengthen skills that will help you succeed in post-secondary programs.

_____ Narrow list of post-secondary with 10-12 schools.

_____ Attend College Goal Sunday (usually in February)

IMPORTANT DATES:

Lesson 2: ACADEMIC RECORD REVIEW

Materials needed from counseling office: ACT/SAT test dates & school codes, comparison sheet. Official and up-to-date transcripts can be obtained from your school counselor or registrar

One of the first tasks to accomplish during your junior year is to review your academic record to determine your grade point average, class rank, status for graduation, honors, awards and NCAA initial eligibility requirements. You will need this information as you work towards admission into a post secondary school or into the work force.

Grade Point Average and class rank

The Kenai Peninsula Borough School Board instituted a weighted grade point average (GPA) policy. Under this policy each student taking an Advanced Placement course receives 0.021 “quality points” added directly to their cumulative GPA for each semester credit of that particular Advanced Placement class successfully completed. Advanced Placement courses that earn quality points are designated on the official transcript with a “+” preceding the course title.

Other than the Advanced Placement quality points, grades in district schools are un-weighted and based on the traditional 4.0 system. Grading at Kenai Peninsula Borough Schools is based on the traditional A-F system. Passing grades recorded on the official transcript can be "A," "B," "C," and "D." A Failing or unsatisfactory grade is an "F." Grade Point Average is calculated by assigning a point value of 4.0 to each "A" grade, a 3.0 to each "B," a 2.0 to each "C," a 1.0 to each "D" grade. A failing grade ("F") receives 0.0 points and is calculated into the total grade point average. Thus, multiplying the number of grade points by the number of grades and dividing that total by the number of earned grades (including "F's") determines GPA. Any quality points are then added to the GPA.

Class Rank is determined by rank ordering the GPAs of the graduating students in a class. The student with the highest GPA receives a class rank of 1 and the next

highest a 2. If two or more students receive the same GPA, they all are assigned the same rank and the next highest student GPA will receive a rank that reflects the number of students with a higher GPA. For example, if three students have the highest GPA in their graduating class, they would each be assigned a rank of 1. The student with the next highest GPA will receive and rank of 4.

PERSONAL ACADEMIC SUMMARY

Current cumulative GPA: _____

Rank in Class: _____ out of _____

22 High school credits are required by graduation. I will have _____ credits at the end of this year.

English _____

High School mailing address:

Social Studies _____

Math _____

Science _____

World Language _____

Name of your counselor:

Electives _____

ETS 6 digit high school code number

SAT I - (verbal & math)

Verbal _____

Math _____

ACT composite score _____

Other test scores:

KPBSD HIGH SCHOOL GRADUATION REQUIREMENTS

DIPLOMA REQUIREMENTS

The Superintendent or designee shall prepare for Board approval a plan consisting of district graduation requirements. Students shall receive a Kenai Peninsula Borough School District 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:

Language Arts..... 4 credits

English 9 ----- 1 credit

English 10 ----- 1 credit

English 11----- 1 credit

English Electives ----- 1 credit

Mathematics..... 3 credits

Physical Education (see [BP 6146](#). 1 for waiver of .5 PE elective) **1 credit**

Health..... .5 credit

Science 3 credits

Physical Science ----- 1 credit

Biological Science ----- 1 credit

Science Electives ----- 1 credit

Social Studies 3 credits

World History ----- 1 credit

United States History ----- 1 credit

U.S. Government ----- .5 credit

Alaska History ----- .5 credit

Creative/Practical Arts..... 3 credits

Electives 4.5 credits



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, the NCAA Initial-Eligibility Clearinghouse must certify you. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective students at all member institutions. *For details visit <https://web1.ncaa.org/eligibilitycenter/common/>*

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

Core Courses

NCAA Division I requires 16 core courses as of August 1, 2008. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

NCAA Division II requires 14 core courses. See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

Test Scores

Division I has a sliding scale for test score and grade point average. The sliding scale for those requirements is shown on page two of this sheet.

Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.

The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.

The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Grade-Point Average

Only core courses are used in the calculation of the grade-point average.

Be sure to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is www.ncaaclearinghouse.net.

Division I grade-point-average requirements are listed on page two of this sheet.

The Division II grade-point-average requirement is a minimum of 2.000.

DIVISION I

16 Core-Course Rule

16 Core Courses:

4 years of English.

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

1 year of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

DIVISION II

14 Core-Course Rule

14 Core Courses:

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

2 years of additional English, mathematics or natural/physical science.

2 years of social science.

3 years of additional courses (from any area above, foreign language or non doctrinal religion/philosophy).

OTHER IMPORTANT INFORMATION

PLEASE NOTE: Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

NCAA DIVISION I SLIDING SCALE**CORE GRADE-POINT AVERAGE/****TEST-SCORE****New Core GPA / Test Score Index****Core GPA SAT ACT****Verbal and Math ONLY**

| | |
|----------------------|------------------|
| 3.550 & above 400 37 | 2.950 640 53 |
| 3.525 410 38 | 2.925 650 53 |
| 3.500 420 39 | 2.900 660 54 |
| 3.475 430 40 | 2.875 670 55 |
| 3.450 440 41 | 2.850 680 56 |
| 3.425 450 41 | 2.825 690 56 |
| 3.400 460 42 | 2.800 700 57 |
| 3.375 470 42 | 2.775 710 58 |
| 3.350 480 43 | 2.750 720 59 |
| 3.325 490 44 | 2.725 730 59 |
| 3.300 500 44 | 2.700 730 60 |
| 3.275 510 45 | 2.675 740-750 61 |
| 3.250 520 46 | 2.650 760 62 |
| 3.225 530 46 | 2.625 770 63 |
| 3.200 540 47 | 2.600 780 64 |

3.175 550 47
3.150 560 48
3.125 570 49
3.100 580 49
3.075 590 50
3.050 600 50
3.025 610 51
3.000 620 52
2.975 630 52

2.575 790 65
2.550 800 66
2.525 810 67
2.500 820 68
2.475 830 69
2.450 840-850 70
2.425 860 70
2.400 860 71 see website for complete table

Date registered with NCAA Clearinghouse: _____

Date Transcripts sent to NCAA Clearinghouse: _____

**LESSON 3: HIGH SCHOOL AND FOUR-YEAR TRANSITION PLAN
(REFER TO MATERIALS FROM LESSON 2: TRANSCRIPT, ACT/SAT
INFO)**



Your long term **Career Goal**:

To achieve this goal, you must carefully plan the rest of your high school classes and a transition plan for after you graduate. See pages 4-5 to make sure you are including required classes.

Junior Year

Classes I am taking:

Semester 1

Semester 2

Other classes: (e.g. summer Jumpstart)

Three steps I will take during my junior year to help me reach my long-term career goal:

- ♦

- ♦

- ♦

Senior Year (Consider Jumpstart at KPC! See your counselor for more info)

Classes I am taking:

Semester 1

Semester 2

Other classes:

Three steps I will take during my senior year to help me reach my long-term career goal:

- ♦ _____ ♦
- _____ ♦
- _____

When completing the next four years of your transition plan, think of the following questions:

- ♦ **How will I be paying for my education or post-secondary training?**
- ♦ **Where will I be living?**
- ♦ **How will I pay for my living arrangements, transportation costs, health care, entertainment, etc.?**
- ♦ **How will I find a job in my career after completing training?**

First Year Out of High School

Three steps I will take during my first year out of high school to help me reach my long-term career goal:

- ♦ _____
- ♦ _____
- ♦ _____

Second Year Out of High School

Three steps I will take during my second year out of high school to help me reach my long-term career goal:

- ♦ _____

- ♦ _____
- ♦ _____

Third Year Out of High School

Three steps I will take during my third year out of high school to help me reach my long-term career goal:

- ♦ _____
- ♦ _____
- ♦ _____

Fourth Year Out of High School

Three steps I will take during my fourth year out of high school to help me reach my long-term career goal:

- ♦ _____
- ♦ _____
- ♦ _____

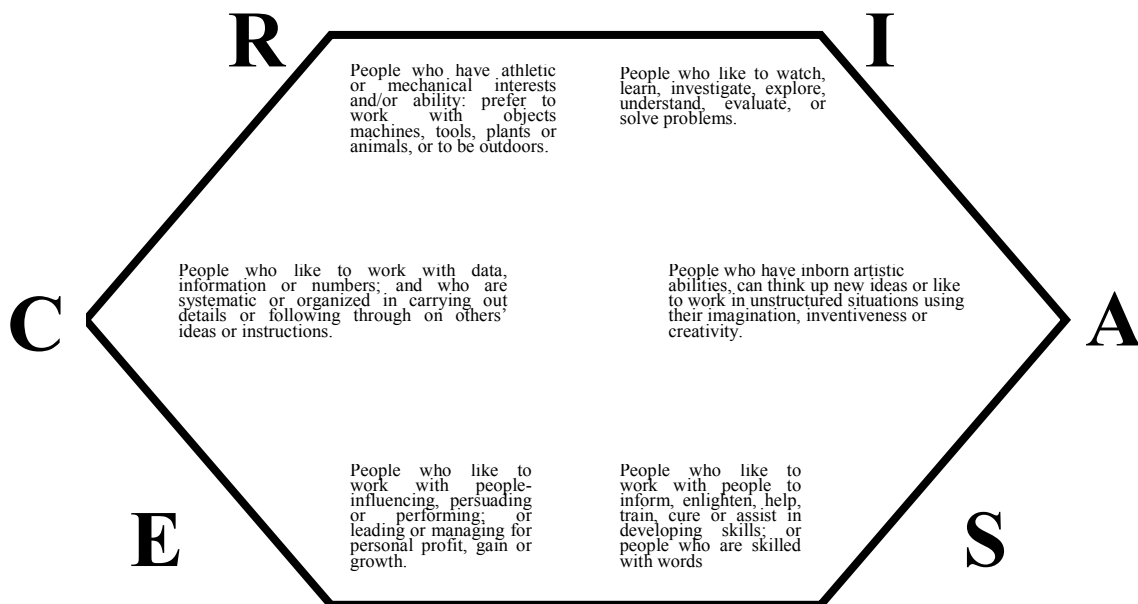
LESSON 4

“THE YOU” PROFILE

(Compare with SDS results, Holland Codes from 9th grade year)

Below is an aerial view of a room in which a party is taking place. At this party, people with the same or similar interests have (for some reason) all gathered in the same corner of the room – as described below.

- From *Oregon CIS High School Curriculum Notebook*



1 Which corner of the room would you instinctively be drawn to as the group of people you would most enjoy being with for the longest time? (Leave aside any question of shyness or whether you would have to talk with them.) Write the letter for that corner in this box:

2 After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

3 After fifteen minutes, everyone in the corner you have chosen leaves for another party, except you. Of the groups that still remain, which corner would you be drawn to as the people you would most enjoy being with for the longest time? Write the letter for that corner in this box:

When you become a member of a group, you can give yourself an additional name. You don't give up your given name, you just add to it. For example, if you are a member of Down Earth, a club for people who enjoy going into caves, you can call yourself a "Down Earther." We show membership in groups by the names we give ourselves.

Below are the names and descriptions of the groups on "The You Profile." Notice that they list some job names with each of the groups.

The Realistic Group (R) likes realistic jobs such as automobile mechanic, aircraft controller, surveyor, farmer, and electrician. Members of this group have mechanical abilities.

The Investigative Group (I) likes investigative jobs such as biologist, chemist, physicist, anthropologist, geologist, and medical technologist. Members of this group have mathematical and scientific abilities.

The Artistic Group (A) likes artistic jobs such as composer, musician, stage director, writer, interior decorator, and actor/actress. Members of this group have artistic abilities: writing, musical, or drawing.

The Social Group (S) likes social jobs such as teacher, religious worker, counselor, clinical psychologist, psychiatric case worker, and speech therapist. Members of this group have social skills and talents.

The Enterprising Group (E) likes enterprising jobs such as sales person, manager, business executive, television producer, sports promoter, and buyer. Members of this group have leadership and speaking abilities.

The Conventional Group (C) likes conventional jobs such as bookkeeper, stenographer, financial analyst, banker, cost estimator, and tax expert. Members of this group have clerical and arithmetic ability.

“THE YOU” PROFILE – PART A

Below is a group of sentences. Look at them carefully and check on the line before the sentence if you think it describes you. At the end of this activity, there are additional directions.

Group R

- | | | |
|-----------------|-----|---|
| (Conforming) | ___ | 1. You do not like to look or act too differently from the people around you. |
| (Frank) | ___ | 2. You speak to other people very plainly and openly. |
| (Honest) | ___ | 3. You are sincere with other people. |
| (Modest) | ___ | 4. You do not brag about your successes. |
| (Materialistic) | ___ | 5. You like to own things. |
| (Natural) | ___ | 6. You are easy going. |
| (Persistent) | ___ | 7. You do not get discouraged easily. |
| (Practical) | ___ | 8. You consider yourself down-to-earth. |
| (Shy) | ___ | 9. You are bashful. |
| (Stable) | ___ | 10. You do not get upset easily. |
| (Thrifty) | ___ | 11. You like to save money and get the best buy when you are making a purchase. |

Total _____

Group I

- | | | |
|---------------|-----|--|
| (Analytical) | ___ | 12. You like to examine ideas and things closely and separate them into their parts. |
| (Cautious) | ___ | 13. You like to avoid risk or danger. |
| (Critical) | ___ | 14. You like to point out defects and faults and try to correct them. |
| (Curious) | ___ | 15. You like to ask a lot of questions. |
| (Independent) | ___ | 16. You like to do many things on your own. |

- | | | |
|----------------|-----|---|
| (Intellectual) | ___ | 17. You are very smart. |
| (Introverted) | ___ | 18. You are more interested in your own thoughts and feelings than objects and events around you. |
| (Methodical) | ___ | 19. You are very careful when you do something. |
| (Precise) | ___ | 20. You like for everything to be correct. |
| (Rational) | ___ | 21. You like for your actions and thoughts to make sense to you and others. |
| (Reserved) | ___ | 22. You keep your opinions and judgments to yourself. |

Total _____

Group A

- | | | |
|-----------------|-----|---|
| (Complicated) | ___ | 23. You are difficult to understand as a person because you are a complex person. |
| (Disorderly) | ___ | 24. You do not mind changing the order of things. |
| (Emotional) | ___ | 25. You enjoy being sensitive to your emotions. |
| (Expressive) | ___ | 26. You enjoy clearly stating your ideas. |
| (Idealistic) | ___ | 27. You like to have a lot of good ideas. |
| (Imaginative) | ___ | 28. You have a lot of fun thinking about imaginary things and ideas. |
| (Impractical) | ___ | 29. You enjoy things that serve no real use except for your interests. |
| (Impulsive) | ___ | 30. You make very quick decisions. |
| (Independent) | ___ | 31. You do not mind being different from other people. |
| (Intuitive) | ___ | 32. You seem to see something about an object that no one else seems to see. |
| (Nonconforming) | ___ | 33. You are not like most other people and this does not bother you. |
| (Original) | ___ | 34. You like to create new things or ideas. |

Total _____

Group S

- | | | |
|--------------|-----|-------------------------------|
| (Convincing) | ___ | 35. You are very trustworthy. |
|--------------|-----|-------------------------------|

- | | | |
|---------------|-----|---|
| (Cooperative) | ___ | 36. You like to work with other people on a project. |
| (Friendly) | ___ | 37. You like to get along with others. |
| (Generous) | ___ | 38. You are considerate to other people. |
| (Helpful) | ___ | 39. You like to assist other people. |
| (Idealistic) | ___ | 40. You think that there are some perfect ideas that are worth working for. |
| (Insightful) | ___ | 41. You have a lot of wisdom. |
| (Kind) | ___ | 42. You are a gentle considerate person. |
| (Responsible) | ___ | 43. You like to do the right thing. |

Group S

- (Sociable) ___ 44. You are easy to get along with.
- (Tactful) ___ 45. You are not rude to other people.
- (Understanding) ___ 46. You have a good awareness of other people.

Total _____

Group E

- (Adventurous) ___ 47. You do not mind danger.
- (Ambitious) ___ 48. You like to challenge yourself to do better.
- (Attention-getting) ___ 49. You enjoy doing things to get others to notice you.
- (Domineering) ___ 50. You like to tell other people what to do.
- (Energetic) ___ 51. You like to be active and not sit for a long time.
- (Impulsive) ___ 52. You like to rush headlong into an activity.
- (Optimistic) ___ 53. You think only the best will happen.
- (Pleasure-seeking) ___ 54. You like to experience many agreeable situations.
- (Self-confident) ___ 55. You are very sure of yourself.
- (Sociable) ___ 56. You are cordial to people.
- (Popular) ___ 57. Everyone either likes you or they are at least aware of you.

Total _____

Group C

- (Conforming) ___ 58. You appear and act properly.
- (Conscientious) ___ 59. You are very honest.
- (Careful) ___ 60. You like to be neat and exact.
- (Conservative) ___ 61. You consider all changes carefully.

- (Inhibited) ____ 62. You tend to not be too sociable.
- (Obedient) ____ 63. You follow directions well.
- (Orderly) ____ 64. You like to follow a set arrangement.
- (Persistent) ____ 65. You do not get discouraged easily.
- (Practical) ____ 66. You consider yourself down-to-earth.
- (Unimaginative) ____ 67. You do not like to think about imaginary things and ideas.
- (Efficient) ____ 68. You like to be skilled at everything you do.

Total _____

Put the total number of checks in each group in the correct place below.

| | | | | | |
|-------|-----------|------|-------|-----------|------|
| Total | Group (R) | ____ | Total | Group (I) | ____ |
| Total | Group (A) | ____ | Total | Group (S) | ____ |
| Total | Group (E) | ____ | Total | Group (C) | ____ |

The reason we put some job titles with the names of the groups is that the groups were formed by having people with the same job titles do something similar to what you did with *The You Profile*. Their answers were then grouped. It seems as if many times people who are happy, interested, and skilled in their work fit into a group. They are similar to each other in certain ways. They “belong.”

Look again at your totals on *The You Profile Part A* and the descriptions of the groups above. Compare what you think about yourself and the descriptions of the groups above and make a decision as to what group(s) you think you belong. Write the sentences below on your paper and in the blank spaces write the groups you are like the most.:

I resemble the group: _____ the most.

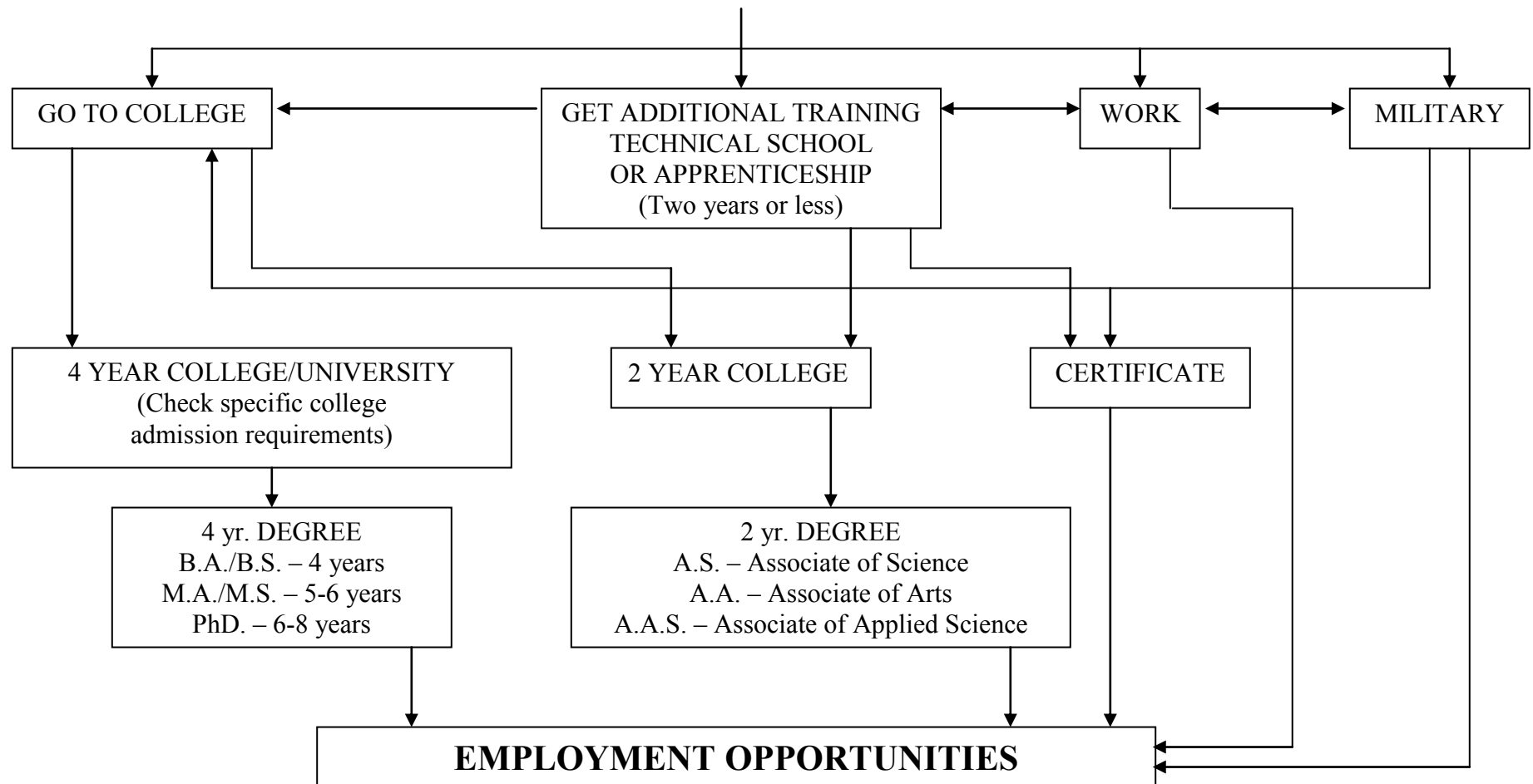
I resemble the group: _____ next.

I resemble the group: _____ next.

adapted from John Holland's Self-Directed Search

GRADUATE HIGH SCHOOL

POST-SECONDARY OPTIONS



What Is Your Choice?

LESSON 5

WHAT IS A CAREER PATHWAY?

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

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

Career Pathways are broad occupational clusters in the areas of:

Natural Resources/Agriculture

Industrial & Engineering Technology

Human Services

Health Services

Arts & Communications

Business, Management, & Technology

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

Career Pathway Interest Inventory

You will get to know yourself by discovering your interests, skills, and abilities and be better able to make informed choices about post-secondary training and life. By exploring career pathways, you will see what education and experiences are required to achieve your career goals.

Today's job market demands a highly skilled work force. To meet this demand, workers will need to complete at least one or more years of training after high school and continue to update their skills throughout their careers. It is easier to pursue necessary training and skills if you are truly interested in what you are learning. Aligning your interests and skills with a career pathway is the first step on this journey.



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. | 17. J. Teach the blind or deaf. |
| B. Study the causes of earthquakes. | K. Work as a lawyer. |
| 2. C. Plant and harvest crops. | 18. E. Drive a truck. |
| D. Fight fires | A. Analyze handwriting. |
| 3. E. Measure and grade logs. | 19. B. Test guns used in crimes. |
| F. Teach someone to run a machine. | F. Run a factory sewing machine. |
| 4. G. Work in an office. | 20. G. Use a calculator. |
| H. Sell something door to door. | C. Train racehorses. |
| 5. I. Cut and style hair. | 21. D. Work as a security guard. |
| J. Help someone just out of prison find a job. | H. Work in a department store. |
| 6. K. Write a computer program. | 22. J. Help people at a mental health clinic. |
| L. Be a professional athlete. | L. Recruit baseball players. |
| 7. C. Be in charge of replanting forests. | 23. A. Take pictures for a magazine. |
| A. Produce a film. | F. Set up a machine following written instructions. |

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 or hostess.
L. Coach basketball.
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.
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.
41. B. Do experiments with plants and animals.
- I. Work at a golf course.
60. H. Sell supplies to dentists.
- K. Compete in a sports event.
42. C. Plant and trim trees.
- J. Take care of children at a day-care center.
61. L. Coach a high school sports team.
- A. Model for an artist or photographer.
43. D. Guard money in an armored car.
- K. Study why people do the things they do.
62. C. Hunt.
- K. Check buildings for fire hazards.
44. E. Fix a TV set.
- L. Run a tennis camp.
63. H. Sell sporting goods.
- I. Collect tickets at a play.
45. F. Fix controls in an airplane.
- J. Help a friend with a personal problem.
64. B. Conduct an experiment to find new metals.
- K. Score a baseball game.
46. L. Do stunts for movies.
- G. Run a telephone switchboard.
65. K. Serve as president of a company.
- H. Sell computers.
47. J. Help feed people in a hospital.
- A. Dance in a ballet.
66. L. Exercise horses.
- D. Make an arrest.
48. K. Work to get someone elected.
- B. Identify plants in a forest.
49. L. Referee a soccer match.
- C. Boss a logging crew.

Record the number of times you circled each letter:

A _____ E _____ I _____

50. D. Guard inmates in a prison.

B_____ **F**_____ **J**_____

E. Take a drafting class.

C_____ **G**_____ **K**_____

51. I. Sell drinks at a concession stand.

F. Take a machine shop class.

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.

Lesson 6: POST-SECONDARY VISITS

Military Recruiter and Post-Secondary School Representative Visits

Representatives from the military and post-secondary schools visit high schools each year to visit with students. Listen to school announcements and check in the counseling office to determine the date and time of various visits and how to sign up for their sessions and get an excused absence from your classes. Use the *School Comparison* worksheet to assist you in comparing data.

The Site Visit

The best way to learn about a college, training program, or organization is asking questions and visiting the site, if possible. Before you leave home, you can begin the quest for information about schools by writing or calling for the following information:

- ▶ General information
- ▶ Application forms, including financial aid
- ▶ About site visits

Letter of Request for Information From Post-Secondary School/Training Program

It is important to gather information about post-secondary schools and training programs. Below is a sample Letter of Request for Information that may be sent to obtain information. Websites such as embark.com or usnews.com can be used to directly email information requests to many colleges and universities.

123 Some Street

Anytown, AK 12345



Date

Office of Admission

Another Street

Bigcity, AK 12346

To Whom It May Concern:

I am a student at Anytown High School and will graduate in June of this year.

Please send me an application for admission and information about your school including general information, costs, and program descriptions. I am considering _____ as my major field of study.

My parents and I also want to investigate all possible sources of financial aid. Please send us an application form, instructions about application procedures (how and when to apply), and any other information that might be helpful.

I am interested in visiting your site, taking a tour, and meeting with an Admissions Counselor. I would also like to meet with an advisor in the (department of major), if possible. Please advise me of a time on (date/month) that would be convenient.

Sincerely,

Sue Student

Sue Student

HINTS FOR A SITE VISIT

- ♦ Meet with admission officer
- ♦ Verify admission requirement (test and high school preparation)
- ♦ Discuss your chances for success
- ♦ Obtain a school calendar and a catalog
- ♦ Determine school costs including tuition, housing, and food plans
- ♦ Ask about financial aid opportunities, as well as deadlines, forms required, etc.
- ♦ Meet with faculty in the academic area of interest to you
- ♦ Ask questions about academic requirements/offerings
- ♦ Attend a class or training session to get an idea of typical size, teaching style, academic atmosphere
- ♦ Ask about the placement record for graduates in the field you might study as well as co-op and internships opportunities
- ♦ Identify career planning services for undergraduates
- ♦ Tour the campus (Be sure to check out the housing, dining hall, library, etc.)
- ♦ Talk to other students about the general academic environment and the study commitment necessary for success
- ♦ Find out what student activities (clubs, organizations, intramurals, etc) are available
- ♦ Inquire about campus life and social activities
- ♦ Investigate transportation options
- ♦ Investigate surrounding community

Tips for Making the Most of the College & Career Fair

- ♦ **Plan ahead.**

- ♦ **Do your homework.**

Decide what booths you want to visit and research them beforehand. Set up a game plan so you won't waste your time on schools and programs that may not fit your needs.

- ♦ **Bring supplies.**

Bring a bag with handles to hold all of the literature you will collect. Most importantly, bring a small notebook and pen to jot down your impressions of a certain school or representative and the answers to your questions.

- ♦ **Bring your parents.**

Don't stay with them, but go in a different direction, then meet them afterwards to compare notes.

- ♦ **Make a good impression.**

The representatives that you meet could be the same people who will see your application. Dress up and look nice. Impressive things to do is get a business card from each representative that you talked with and send a letter thanking him/her for his or her time. Reiterate your interest in their school or program.

- ♦ **Have fun!**

When you have seen all the colleges on your list, go back and explore other schools and programs. You might find an interesting one that you had not considered before.

Lesson 7: WHAT TO LOOK FOR IN CHOOSING A POST-SECONDARY SCHOOL/TRAINING PROGRAM

Use one of the following websites:

www.collegeboard.com

www.akcis.org (obtain user name and password on Edline)

www.princetonreview.com

www.collegeview.com

1. PROGRAM

- * Does the school offer a good program in your area of interest?
- * Study the specific course offerings in your field.
- * What program is the school known for?
- * Are honor programs available? What are they? Who is eligible?
- * Does the school accept AP credits?
- * Are there opportunities to study abroad?
- * Are there opportunities for “hands on experience”?

2. LOCATION OF SCHOOL

- * Do you want to go to school near home or a distance from home?
- * Will travel costs offer a problem?
- * Do you want to attend school in a particular geographic area?
- * Is the school near home, one hour away, 300 miles away or farther?
- * Is the school in a rural or metropolitan area?

3. TYPE AND SIZE OF SCHOOL

- * Is it coeducational or men's or women's school?
- * Is it a private, church-related or state-supported school?
- * What is the size of the student body? Do you prefer a large or small school?
- * Should you consider a junior school?

4. ADMISSION REQUIREMENTS

- * What specific subjects are required?
- * Is rank and grade point average specified?
- * What entrance examinations are required?
- * If a foreign language is not required for admission, is it required for graduation?
- * What are the deadlines for application and entrance examinations?
- * Is the college most competitive, highly competitive, etc.?
- * What are your chances of getting in?



5. COSTS

- * Tuition
- * Special fees
- * Room and Board
- * Books and class materials
- * Personal expenses
- * Travel
- * Hidden costs

6. HOUSING

- * Does the campus provide residence facilities?
- * Are there restrictions on off-campus housing for freshmen?
- * Does the school provide assistance for locating off-campus housing?
- * Is housing on campus guaranteed for four years?
- * Are the dorms secure and locked?

7. FINANCIAL ASSISTANCE PROGRAM

- * Scholarships offered by the school
- * Student loan funds available
- * Opportunities for part-time work

8. OTHER

- * What kind of reputation does the school have?
- * What is the social status of the student body?
- * Is it fraternity or sorority oriented?
- * Is there an office for job placement after training?
- * Do students remain on campus on weekends or is it a suitcase school?
- * What are the workout facilities like? Is there a swimming pool?
- * How many books are in the library? Is it computerized?
- * What types of athletic programs do they have?
- * Are computers required of incoming freshmen?
- * How many computers are on campus and where are they located?

Lesson 8: SCHOOL COMPARISON WORKSHEET

Directions: Using information from school, post-secondary school visits, literature, or websites, fill out the following school comparison worksheet. Websites such as *embark.com* or *usnews.com* or *fastweb.com* will do online comparisons for you. AKCIS will also do school comparisons.

| | | | |
|---|--|--|--|
| SCHOOL NAME | | | |
| LOCATION -distance from home | | | |
| SIZE -enrollment -physical size of campus | | | |
| ENVIRONMENT -religious affiliation -type of school (2yr/4yr) -school setting (urban/rural) -location & size of nearest city | | | |
| ADMISSION REQUIREMENTS -deadline -test required -average test scores, GPA, class rank -special requirements -notification | | | |
| ACADEMICS -your major offered? -special requirements -accreditation -student-faculty ratio -typical class size | | | |
| COLLEGE EXPENSES | | | |

| | | | |
|--|--|--|--|
| -tuition, room & board | | | |
| -estimated total budget | | | |
| -application fee, deposits | | | |
| FINANCIAL AID | | | |
| -deadline | | | |
| -required forms | | | |
| -% financial aid | | | |
| -scholarships | | | |
| HOUSING | | | |
| -residence hall requirement | | | |
| -availability | | | |
| -types & sized | | | |
| -food plan | | | |
| FACILITIES | | | |
| -academic -library | | | |
| -recreational -computer lab | | | |
| -other -tutorial center | | | |
| CAMPUS LIFE/ATMOSPHERE | | | |
| -clubs, organizations -Greek life | | | |
| -athletics, intramurals -commuter college | | | |
| -special opportunities -other | | | |

LESSON 9: LETTER OF REQUEST FOR RECOMMENDATIONS

A letter of recommendation is a letter of support written about you to be given to employers, post secondary schools, scholarship committees, training programs, or military recruiters. The most effective recommendations are usually those written by individuals who are well acquainted with you and can provide an analysis of your abilities and work habits, personal characteristics, and post secondary potential.

Identify three to five responsible individuals with whom you are well acquainted who might be willing to recommend you for consideration. Always make your request for letters of recommendations personally, followed up with a request in writing.

It is advisable to include in your references, people of differing backgrounds and perceptions. For example, in addition to requesting a recommendation from a teacher, include a family friend, a community leader, or a professional person.

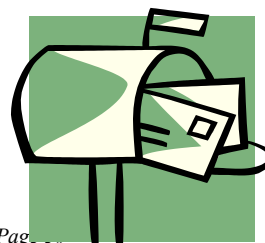
Your request for a letter of recommendation should:

- Be typewritten and clearly state the reason for the request, date it needs to be done, specific information so the person can write it to your needs (if it should be generic to be used for multiple applications or written for a specific application), and a summary of your post secondary plans (school, military, and/or career goals).
- Include a detailed resume or “brag sheet.” The more information you include, the better your letter will sound! Make sure to include things that make you unique.
- Be personally delivered, if possible, one month before the date you have stated as a dead-line. It is acceptable to give gentle reminders to your reference.
- Be followed up with a thank you note.

Sample Letter of Request for a Recommendation

123 Any Street

Anytown, AK 12345



Mr. John Smith, Manager

Big Store

456 Some Avenue

Othertown, AK 12345

September 20, 2009

Dear Mr. Smith:

I am applying for the C.J. Whitmore Scholarship. I have applied to University of Alaska, Anchorage and to the University of Wyoming, and if I receive the Whitmore Scholarship, I shall use it to help pay for my college expenses. I am planning becoming an elementary special education teacher.

I have selected you to write one of my letters of recommendation since I feel you know me well. I am enclosing a copy of my student resume and a stamped envelope addressed to the Whitmore Foundation. Your letter of recommendation needs to be postmarked no later than October 22.

I know how busy you are, and I appreciate your taking the time to write this letter.

Thank you very much,

Sue Student

Encl.

LESSON 10: SAMPLE STUDENT RESUME

Christopher B. Jobless

My High School

One Opportunity Highway, Anytown, US, 00000

2 School Road

Tel. 000 - 0000 E-mail: Jobless@Corecom.net

Anytown, US 00000

Grade 11

GPA: 3.4

ACADEMIC AWARDS AND HONORS

National Honor society - 10, 11; secretary - 11

Academic Award for Excellence in History

(Anytown H.S. Academic Award)

3.5 and above Honor Roll - 10, 11

NONACADEMIC AWARDS AND HONORS

Eagle Scout - 11

American Legion Boys' State Delegate - 11

Regional Wrestling Champion 11; District Team Champions - 11

CO-Captain, Wrestling Team - 11

EXTRACURRICULAR ACTIVITIES - School-Related

Varsity Wrestling Team - 11

Jr. Varsity Wrestling Team - 9, 10

Jr. Varsity Basketball Team - 9, 10 Drama Club - 9,10

EXTRACURRICULAR ACTIVITIES – Non-school Related

Boy Scouts of America - 9 - 11

SUMMER PROGRAMS/TRAVEL EXPERIENCES

Wrestling Camp, UAA - 9, 10

Boy Scout state camp - 9, 10

Trip with family to visit historical sites: Arizona, California

SERVICE, VOLUNTEER, AND WORK EXPERIENCE

Boy Scouts of America - eight community projects; city park clean up and beautification, wild fire assistance, Christmas tree sales, two blood drives, work on Habitat for Humanity, two food collection and distribution projects

National Honor Society - continuing service project, mentoring and tutoring

Cystic Fibrosis Marathon Dance - co-chairperson 11

Yard Work - created small business (six yards per week); sublet business when attending camps - summer 9, 10

HOBBIES AND INTERESTS

Camping, visiting museums of history and historical sites; reading biographies of historical figures; woodworking, and photography, weight-lifting, interested in astronomy, playing guitar

OTHER INFO

I have 4 younger siblings, so financial aide will be important for me. I have persevered with childhood diabetes, but I consider my positive attitude to be one of my strengths.

One of the most rewarding things I have been involved in was the Cystic Fibrosis Marathon Dance. We worked very hard and ended up raising over 3,000 for Cystic Fibrosis research. I believe that giving back to the community is important, so that experience was really valuable to me. Most of my teachers would probably say that my best quality is my perseverance and diligence. Schoolwork does not come easy for me; I really have to work hard for my grades. I believe hard work is the key to success in life.

LESSON 11: TEEN WORKPLACE INFORMATION

What You Should Know About Safety and Health on the Job

(Go over with students)

Every year about 70 teens die from work injuries in the United States. Another 70,000 get hurt badly enough that they go to a hospital emergency room.

Teens are often injured on the job due to unsafe equipment or stressful conditions. Also teens may not receive adequate safety training and supervision. As a teen, you are much more likely to be injured when working on jobs that you are not allowed to do by law.

By law, your employer must provide:

- A safe and healthful workplace
- Safety and health training, in many situations, including providing information on chemicals that could be harmful to your health.
- For many jobs, payment for medical care if you hurt or sick because of your job. You may also be entitled to lost wages.
- Make sure you know that the current minimum wage is! In Alaska, as of July 2008, the minimum wage is \$7.15 per hour. Check www.dol.gov for current rates in all states!

You also have a right to:

- Report safety problems to OSHA
- Work without racial or sexual harassment
- Refuse to work if the job is immediately dangerous to your health or life
- Join or organize a union

What Hazards Should I Watch Out For?

Janitorial.....Toxic chemicals in cleaning products

.....Blood in discarded needles

Food ServiceSlippery floors

.....Hot cooking equipment

.....Sharp objects

Retail Sales.....Violent Crimes

.....Heavy Lifting

Office/Clerical.....Stress

.....Harassment

.....Poor computer workstation design

Minors 17 and under cannot be employed in:

- Occupations in manufacturing, handling or use of explosives.
 - Occupations of motor vehicle driver or helper.
 - Mining operations including coal.
 - Logging or occupations in the operations of any sawmill, lathe mill, shingle mill or cooperage.
 - Operation of power-driven woodworking machines.
 - Occupations with exposure to radioactive substances and to ionizing radiation.
 - Operation of elevators or other power-driven hoisting apparatus.
 - Operation of power-driven metal forming, punching and shearing machines.
 - Occupations involving slaughtering, meat packing or processing or rendering.
 - Occupations involved in the operation and cleaning of power-driven bakery machines.
 - Occupations involved in the operation of power-driven paper products machines.
 - Occupations involved in the manufacture of brick, tile and kindred products.
 - Occupations involved in the operation and cleaning of circular saws, band saws, guillotine shears.
 - Occupations involved in wrecking, demolition, and shipwrecking operations. \
 - Occupations involved in roofing operations.
 - Occupations involved with excavation operations.
-
- Electrical work with voltages exceeding 220, or outside erection or repair and meter testing including telegraph and telephone lines.

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 workday.
- 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. The employer may offer these benefits as fringe benefits.

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 payday.
- 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.

LESSON 12: PERSONAL CAREER ESSAY

Update information from your **Tenth Grade Personal Career Statement** to complete this section.

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 _____
- Qualities to Develop _____

Best Employability Skills

- Personal Skills _____
- Academic Skills _____
- Job Finding Skills _____
- Skills to Develop _____

Most Important Job Choice Factors

WORK EXPERIENCE

Family Responsibility Work Experience

Volunteer Based Job Experience

Work Based Job Experience

CAREER RELATED INFORMATION

Career Pathway Interest(s)

Information Career from Career Research

Preliminary list of Post-Secondary Training Programs

Location

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

- Career Assessments (Career Pathway Interest Inventory, Quest, ASVAB)

- Testing Information (HSGQE, PSAT, SAT, ACT, ASVAB)

PERSONAL CAREER ESSAY

Use the above information to write a **one page** *Personal Career Essay*.

CAREER RESEARCH (SUPPLEMENTAL LESSON A)

Directions: Choose a career from one of the career pathways you explored on page 7. Using a career research tool (e.g. 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. 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?

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

V. Wages:

What are average wage expectations in this career? _____ per _____

What are other possible benefits (e.g. insurance, retirement)

VI. 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?

VII. Outlook:

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

Nationwide? _____

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

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

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

X. List 3 related occupations:

1. _____
2. _____
3. _____

X. List at least 3 (three) schools or post-secondary training programs.

1. _____
2. _____
3. _____

XI. List one reference (address or website to get more information about a training program).

XII. Describe what you will be required to do during your training program.

CAREER AND POST-SECONDARY INFORMATION (Supplement B)

Alaska Career Information System (AKCIS -www.akcis.org (obtain user name and password from your counselor) has information about all of these topics.

I. Job and Career Information

| | |
|-------------------------------|---|
| AK Department of Labor | http://www.labor.state.ak.us/ |
| JobSmart | http://www.jobsmart.org/tools/career/spec-car.html |
| Yahoo – Hot Jobs | http://hotjobs.yahoo.com/ |
| The Riley Guide | http://www.rileyguide.com/ |
| Occupational Outlook Handbook | http://www.bls.gov/oco/ |
| America’s Job Bank | http://www.ajb.dni.us |
| CareerCity | http://www.careercity.com |
| The Monster Board | http://www.monster.com |
| Career Builder | http://www.careerbuilder.com/ |
| Job Hunter’s Bible | http://www.jobhuntersbible.com/ |
| USA JOBS | http://jobsearch.usajobs.opm.gov/index.asp |



II. Apprenticeship Information

| | |
|--------------------------|---|
| US DOL Apprenticeship | http://www.doleta.gov/OA/eta_default.cfmdoletu.gov/atels_bat/AK |
| Coordinators Association | http://www.aatca.org/ |

III. Military Information

| | |
|------------------|---|
| Today’s Military | http://www.todaysmilitary.com/ |
| Military Careers | www.myfutures.com |

IV. Post-Secondary Information:

| | |
|---|---|
| AKCIS – Education & Training counselor) | www.akcis.org (obtain user name and password from your |
| College & Universities | http://www.clas.ufl.edu/CLAS/american-universities.html |
| Princeton Review | http://www.princetonreview.com/home.asp |
| Peterson’s Handbook | http://www.petersons.com/ |

| | |
|---------------------------|---|
| University of Alaska | http://www.alaska.edu |
| Univ of AK, Anchorage | http://www.uaa.alaska.edu |
| Univ of AK, Fairbanks | http://www.uaf.alaska.edu |
| Alaska Pacific University | http://www.alaskapacific.edu/ |
| Dept of Education Alaska | http://www.labor.state.ak.us/ |
| U.S.Dept. of Education | http://www.ed.gov/students/landing.jhtml |
| College View | http://www.collegeview.com/ |
| College Board | http://www.collegeboard.com/student/index.html?students |

V. Testing – Information, Study and Preparation

| | |
|----------------------|---|
| College Board (SAT) | http://www.collegeboard.org |
| Register for the ACT | http://www.act.org |



VI. Financial Aid & Scholarship Information

AK Commission on Post Secondary Education – Student Grants and Loans

| | |
|---|---|
| | http://alaskaadvantage.state.ak.us/ |
| FAFSA Express electronic app | http://www.ed.gov/offices/OPE/express.html |
| Fast Web | http://www.studentservices.com/fastweb |
| Financial Aid | http://www.fafsa.ed.gov/ |
| http://www.finaid.org/ | http://www.salliemae.com/ |
| | http://www.embark.com/ |
| Profile financial aid application | http://www.collegeboard.org/profile.html |
| Financial Aid -US Dept of Ed | http://ed.gov/prog_info/SFA/StudentGuide/19989/index.html |
| FinAid | http://www.finaid.org |
| Financial Aid at UAA | http://www.uaa.alaska.edu/financialaid/ |

