

Careers Online Teacher Guide

Technical Information (Click on any topic)

Topic: [Student Log in](#)

Topic: [Full Screen Mode](#)

Topic: [Teachers / Admins Log in](#)

Topic: [Minimum System Requirements](#)

Topic: [Generating Student Reports](#)

Topic: [Limiting Simulation Availability to Students](#)

Careers Programs (Click on any program or Topic)

[Job Search](#)

[Overview of Job Search / Learn More](#)

[The Resume and the Cover Letter](#)

[The Three Interviews / The Summary / Save and Quit](#)

[Who Would You Hire](#)

[Overview of Who Would You Hire](#)

[How the Program Works](#)

[The Resumes](#)

[Candidate Evaluation Form](#)

[Which Candidate Would You Hire?](#)

[To Save Their Work and Close the Program](#)

[Closed Captioning \(on and off\)](#)

[Who Would You Fire](#)

[Overview of Who Would You Fire](#)

[How the Program Works](#)

[The Job Descriptions](#)

[Employee Evaluation Form](#)

[Which Employee Would You Fire?](#)

[To Save Their Work and Close the Program](#)

[Closed Captioning \(on and off\)](#)

Careers Online Table of Contents

Careers Programs (Click on any program or Topic)

[Who Would You Promote](#)

[Overview of Who Would You Promote](#)

[How the Program Works](#)

[Interview Highlights](#)

[Employee Evaluation Form](#)

[Which Employee Would You Promote?](#)

[To Save Their Work and Close the Program](#)

[Closed Captioning \(on and off\)](#)

[Career Decisions](#)

[Overview of Career Decisions](#)

[How Career Decisions Works](#)

[Program Utilities](#)

[Finding A Job Trivia Challenge](#)

[How The Program Works](#)

[Some Sample Questions](#)

[On The Job Trivia Challenge](#)

[How The Program Works](#)

[Some Sample Questions](#)

On Your Own Coast-to-Coast

Although the On Your Own Coast-to-Coast simulation is focused mainly on personal finance, we have included a [Career Choice Option](#). To review the entire simulation, please select On Your Own Coast-to-Coast from the Financial Literacy Teacher Guide.

Alignment with the Common Core State Standards

- Anchor Standards for [Reading](#) / [Writing](#) / [Mathematical Practice](#)

Student Log in

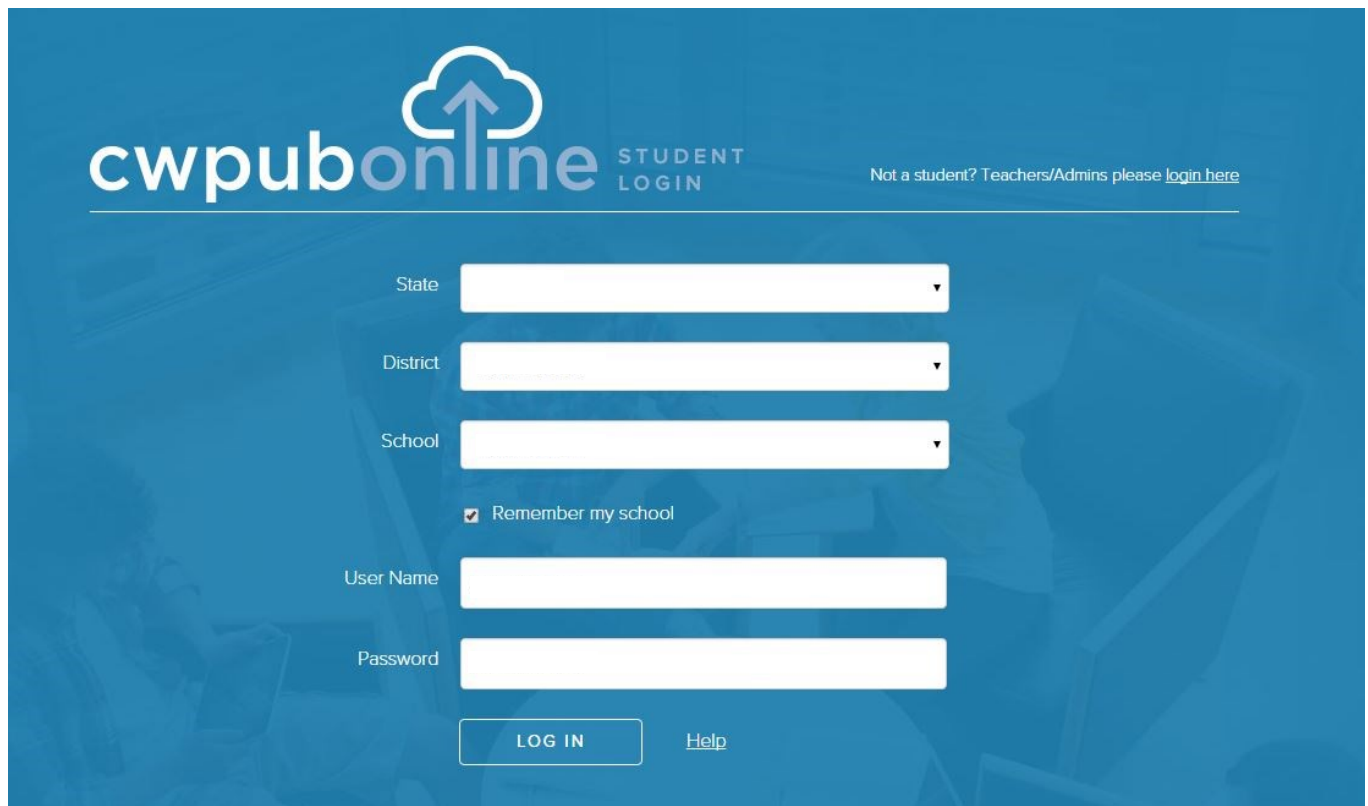
Click the **STUDENTS** button at the top right of the cwpubonline.com homepage.

On the next page that loads, populate the following items:

- **State:** First, use the drop down menu to select your state.
- **District:** Next, use the drop down menu to select your district.
- **School:** Finally, use the drop down menu to select your school.
- **User Name:** Enter your user name.
- **Password:** Enter your password.

Log in: Click the **LOG IN** button.

Tip: If you check the box next to Remember my school, you will not need to fill in the drop down boxes on your next visit.



cwpubonline STUDENT LOGIN

Not a student? Teachers/Admins please [login here](#)

State

District

School

☒ Remember my school

User Name

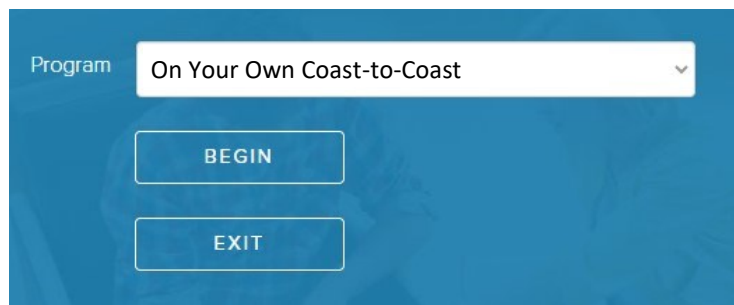
Password

LOG IN [Help](#)

After you have signed into the cwpubonline portal, you will be asked to choose the program you wish to run. Use the dropdown menu to select the program.

Program	Choose Your Program
	Financial Literacy Programs
	Bills, Budgets and Bank Accounts
	Budgeting Decisions
	Credit Decisions
	Get Rich With Math
	On Your Own Coast-to-Coast

Once you have selected the simulation you wish to run, press the **BEGIN** button.



The Programs Work Best in Full Screen Mode

To work in full screen mode, use the following commands based on your type of device:

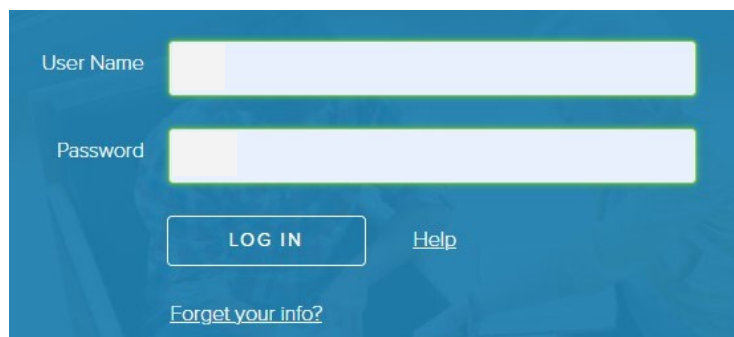
- Windows: F11
- Mac: Command + Shift + F
- Chromebook: Full Screen key

Teacher/Admin Log in

To log in to the system as a teacher or admin, you will click the **TEACHER/ADMIN LOGIN** at the top right of the cwpubonline.com homepage.

Enter your User Name and password and then click the **LOG IN** button.

If you cannot remember your user name or password, click the “Forget your info?” link under the **LOG IN** button and enter your email on the next screen and click the submit button. Your credentials will be emailed to your address.



Note: Teacher and Admin accounts can only log into the admin portion of the portal. If you wish to run the simulation, you will need to create a student account for yourself.

Minimum System Requirements

Reliable Broadband Internet Connection

A web browser that supports HTML5. C.W. Publications recommends Google Chrome.

Microsoft Windows: Windows 7 / Windows 8 / Windows 10 / Windows 11

Mac OS X 10.6 or higher

Chrome OS

Monitor

A Color Monitor with minimum resolution of 1024 x 768 is required.

Sound Capability

The sound is optional and may be turned off by clicking on the Audio Icon located in Program Utilities.




For technical support email support@cwpub.com or call 815.441.4308

Generating Student Reports

To create the reports for one or more students:

- 1) Click the “Classes” link on the left side of the page
- 2) Click the green reports icon next to the class containing the student(s) for which you want to generate the report(s)
- 3) On the Reports screen that opens, click the radio button next to the report you wish to print. If you are choosing to print a budget or a spending report, you will also need to choose the month from the drop down box.
- 4) Select the Student Name, or choose the All Students option if you want to print your entire class, from the drop down menu
- 5) Press the **Get Report** button
- 6) The report for the student will be present on the screen. If you wish to print the report, click the **Print Report** button and a printable version of the report will be created.

Classes

School	First Name	Last Name	Class	# of Students current/max	Expiration Date	Student Management
Demo School	Demo	Teacher	Demo 3	10/50	1/17/2016	
Demo School	Demo	Teacher	Demo 2	4/100	1/23/2016	
Demo School	Demo	Teacher	Demo 1	1/50	1/5/2016	

Most Recent

Reports for Demo 2 - Demo School

Select Report:

On Your Own

☐ Summary

☒ Spending

☐ Budget

On The Job

☐ Personnel File

Select Student:

Student504, Demo

Get Report Cancel

NOTE: You are only able to generate reports for the current or finished simulation for students. If a student starts a new simulation the report data will reset.

Limiting Program Availability to Students

By default, all students in your class(es) have access to all programs available within the cwpubonline portal. If you wish to limit your student(s) to certain programs this can be accomplished through the Admin Portal.

LIMITING INDIVIDUAL STUDENTS:

- 1) Log into the Admin Portal
- 2) Click the “Students” link on the left hand side of the screen
- 3) You can scroll through the list of students on the bottom section of the screen or you can use the search box at the top of the screen to quickly find the student you wish to limit
- 4) Click the “Pencil Icon” next to the student
- 5) Click the check box next to “Customize access to simulations for this student (overrides current class setting)”
- 6) Remove the check marks next to the programs you do not want your student to access
- 7) Click the “Update” button

LIMITING YOUR ENTIRE CLASS TO ONE OR MORE PROGRAMS:

- 1) Log into the Admin Portal
- 2) Click on the “Classes” link on the left hand side of the page
- 3) Click the “Pencil Icon” next to the class in which you to set the limits
- 4) Check the box next to “Select simulations available to students in the class”
- 5) Remove the check marks next to the programs you do not want your students to access
- 6) Click the “Update” button at the bottom of the screen
- 7) You will see a warning box state that setting limits for a class will override individual student selections, click “OK”

Overview of Job Search

In this program, your students will be searching for their first full-time job. To make their job search successful, they will need an outstanding resume and cover letter that gets the employer’s attention. And if they get an interview, they will have to convince the employer that they are the right person for the job.

To begin the program, students should enter their name and choose Start A New Game. To continue a saved game, students should choose Load Previous Game.

Learn More

At any time during the program, students can learn more about a topic by selecting the **Learn More** button. There are 6 topics to choose from:

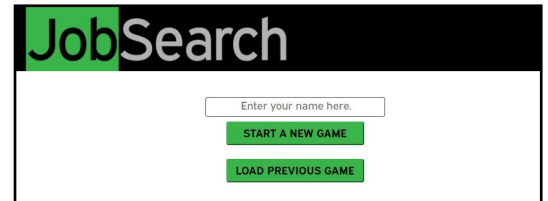
- Choosing A Career
- Resumes
- Education and Training
- Cover Letters
- Applications
- Interviewing

Step 1: The Resume

Your students will be asked 20 questions concerning the structure, style and use of their resume. As they answer each question, they will be given a response explaining why their answer was correct or incorrect. If they answer 16 or more questions correctly, they will move on to their cover letter. If not, they will be given two more opportunities to get their resume right. If they fail on all three resume attempts their Job Search will be over.

Step 2: The Cover Letter

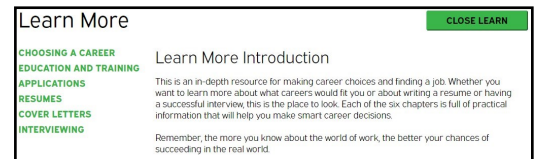
Your students will be asked 10 questions concerning the elements, structure and use of their cover letter that will determine if their resume is read. As they answer each question, they will be given a response explaining why their answer was correct or incorrect. If they answer 8 or more questions correctly, they will be offered an interview. If not, they will be given two more opportunities to get their cover letter right. If they fail on all three cover letter attempts their Job Search will be over.



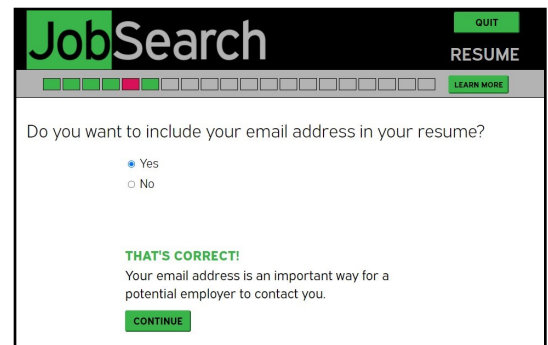
The main menu of the JobSearch program. It features a black header with the title 'JobSearch' in white and green. Below the header is a white input field labeled 'Enter your name here.' with two green buttons: 'START A NEW GAME' and 'LOAD PREVIOUS GAME'.



A green rectangular button with the text 'LEARN MORE' in white capital letters.



The 'Learn More' screen. It has a black header with 'JobSearch' and a 'CLOSE LEARN' button. The main content area is white and lists six topics: CHOOSING A CAREER, EDUCATION AND TRAINING, APPLICATIONS, RESUMES, COVER LETTERS, and INTERVIEWING. The 'RESUMES' topic is highlighted in green. To the right, there is a section titled 'Learn More Introduction' with a paragraph of text and a 'Remember, the more you know about the world of work, the better your chances of succeeding in the real world.' note.



The 'Resume' screen. It has a black header with 'JobSearch' and a 'QUIT' button. Below the header is a green bar with a progress indicator (16 green squares, 4 grey squares) and a 'LEARN MORE' button. The main content area is white and asks the question 'Do you want to include your email address in your resume?'. There are two radio buttons: 'Yes' (selected) and 'No'. Below the buttons, there is a green box with the text 'THAT'S CORRECT!' and a paragraph explaining that including an email address is important. A green 'CONTINUE' button is at the bottom.



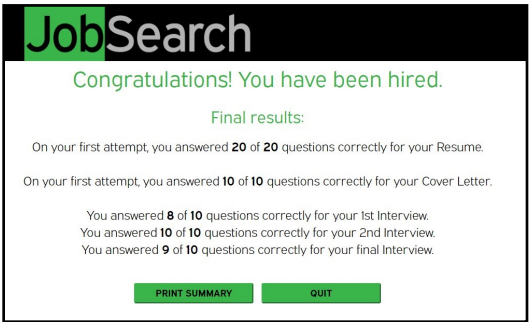
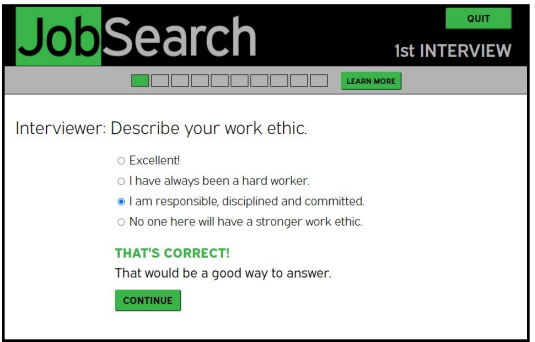
The 'Cover Letter' screen. It has a black header with 'JobSearch' and a 'QUIT' button. Below the header is a green bar with a progress indicator (8 green squares, 2 grey squares) and a 'LEARN MORE' button. The main content area is white and asks the question 'Do you want to keep the font the same throughout your cover letter?'. There are two radio buttons: 'Yes' (selected) and 'No'. Below the buttons, there is a green box with the text 'THAT'S CORRECT!' and a paragraph explaining that it is best to keep the font the same. A green 'CONTINUE' button is at the bottom.

Step 3: The Three Interviews

Students must go through a series of three interviews in order to be hired. During each interview, they will be asked 10 questions by the interviewer. As they answer each question, they will be given a response explaining why their answer was appropriate or not. If they answer 6 or more questions appropriately in the first round, they will be invited to the second round. If they answer 8 or more questions appropriately in the second round, they will be invited to the final round.

If students answer 8 or more questions appropriately in the final interview, they will be hired.

If students fail to answer enough questions appropriately in any interview round, their job search will end.



The Summary

Students can view and/or print their results at any time by choosing Summary.

JobSearch									
Resume			Cover Letter			Interview			
	CORRECT	INCORRECT		CORRECT	INCORRECT		CORRECT	INCORRECT	
Attempt 1	20	0	Attempt 1	10	0	1st Interview	8	2	
Attempt 2	N/A	N/A	Attempt 2	N/A	N/A	2nd Interview	10	0	
Attempt 3	N/A	N/A	Attempt 3	N/A	N/A	Final Interview	9	1	
PRINT SUMMARY			CLOSE PAGE						

Save and Quit

Student work is saved automatically as they move through the program, but students may also save manually by choosing Save. A student can leave the program at any time by choosing Quit.

Overview of Who Would You Hire?

Lisa is the Human Resources Director at a popular resort and is searching for a new Events Sales Specialist who will be responsible for marketing the resort’s services and facilities. From the many applicants, Lisa has chosen six young people to interview and your students get to decide who they would hire.

Your students will watch each of the six candidates short interviews. After each interview, they will evaluate that candidate based on the quality of the interview and resume information that is provided. After evaluating all six candidates, they will decide which of the six they would hire and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Hire?, students will watch a short video (1 minute and 50 seconds) that will introduce them to the six candidates and let the human resources director explain the job requirements and what type of person she is looking for. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six candidates.



Students can select the picture of any of the six candidates to watch the interview. Each interview runs from 4 to 5 minutes. Students have control of each interview video so they can watch it more than once or move to various points in the interview. At any time, students can move between the interview video, the candidate’s resume and the candidate’s evaluation form by choosing that item on the menu bar.



The Resumes

Each candidate’s resume is a brief outline of their work experience and education. Students will use this information along with the interview to evaluate each candidate.

Candidate Evaluation Form

Each candidate will be evaluated based on the following 12 criteria:

- On Time
- Greeting
- Appropriate Dress
- Grooming
- Eye Contact
- Body Language
- Communications Skills
- Personality
- Self Confidence
- Enthusiasm
- Organization
- Work Experience

Background Information:

Sierra McKee

Work Experience:

Present

Beaufort Youth Arts Academy
Program Assistant (summer employment)
Assisted the director with the following:

- Scheduling various classes.
- Creating the annual class catalog
- Set up for various presentations including concerts, plays and art exhibits.
- Miscellaneous office tasks.

Previous.....

Beaufort YMCA
Worked after school and in the summers as a youth activity leader.

Education.....

Beaufort County High School
Beaufort, South Carolina

Activities and Honors:

- Volleyball
- Jr/Sr Prom Student Coordinator
- Honor Society

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six candidates can be compared on one form. A student can return to a candidate’s individual evaluation form at any time and make changes.

Trey Rodriguez

On Time

12345

Greeting

12345

Group Evaluation Form						
	Sierra McKee	Ryan Slattery	Renee Walker	Trey Rodriguez	Sherry Henderson	Ashley Jordan
On Time	5	-	-	-	-	-
Greeting	4	-	-	-	-	-

Which Candidate Would You Hire?

Students will use all the information they have at hand including the interview video, the resume information, their evaluation score for each candidate and the comparison of all six candidates’ evaluation scores to decide which candidate they would hire. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

Who Would You Hire?	<input type="radio"/> Sierra McKee	<input type="radio"/> Ryan Slattery	<input type="radio"/> Renee Walker	<input type="radio"/> Trey Rodriguez	<input type="radio"/> Sherry Henderson	<input checked="" type="radio"/> Ashley Jordan
Explain Your Choice	Place your thoughts here...					

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Back to Main Menu and then select Quit. A student’s simulation is considered complete once they have made a choice of “Who Would You Hire?” and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.



Overview of Who Would You Fire?

Jason is the owner of Airplay Sports & Espresso, a coffee shop. He has two locations, but is planning on closing both to open in East Heights, the new place to be in the city. Unfortunately, one shop doesn't need two staffs. Some employees have left voluntarily, but Jason still needs to let one person go. He is going to meet with six employees and your students get to decide who should be fired!

Your students will watch each of the short meetings Jason has with the employees. After each video, they will evaluate that employee based on the information presented in the video and the job description. After evaluating all six employees, they will decide which of the six they would fire and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Fire?, students will watch a short video (1 minute and 24 seconds) during which Jason, the owner of Airplay Sports & Espresso, explains why he is relocating and why he still has to let one more of his employees go. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six employees.



Students can select the picture of any of the six employees to watch the meeting with Jason. Each meeting runs from 3 to 5 minutes. Students have control of each video so they can watch it more than once or move to various points in the discussion. At any time, students can move between the video, the employee's job description and the employee's evaluation form by choosing that item on the menu bar.



The Job Descriptions

Each employee’s job description is a brief outline of their responsibilities at Airplay. Students will use this information along with the video to evaluate each Employee.

Employee Evaluation Form

Each employee will be evaluated based on the following 12 criteria:

- Attitude
- Communication Skills
- Customer Service
- Desire to Learn
- Follows Instructions
- Loyalty
- Organizational Skills
- Past Performance
- Personality
- Skill Level
- Team Player
- Value to Company

Angel

Job Title: Part-Time Barista

Duties:

- Greet customers in a helpful and friendly manner.
- Be knowledgeable about all products so you can answer customer’s questions.
- Take customer orders.
- Fill customer orders quickly and correctly.
- Maintain all display cases and counters neatly.
- Make the shift manager and baker aware of any product needs.

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six employees can be compared on one form. A student can return to an employee’s individual evaluation form at any time and make changes.

Angel

Attitude

12345

Communication Skills

12345

Group Evaluation Form						
	Angel	Deanne	Taye	Ryan	Lisa	Kayla
Attitude	4	-	-	-	-	-
Communication Skills	3	-	-	-	-	-

Which Employee Would You Fire?

Students will use all the information they have at hand including the video, the job description, their evaluation score for each employee and the comparison of all six employees’ evaluation scores to decide which candidate they would fire. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

Who Would You Fire?	<input type="radio"/> Angel	<input type="radio"/> Deanne	<input type="radio"/> Taye	<input type="radio"/> Ryan	<input type="radio"/> Lisa	<input checked="" type="radio"/> Kayla
Explain Your Choice	<div>Place your thoughts here...</div>					

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Back to Main Menu and then select Quit. A student’s simulation is considered complete once they have made a choice of who to fire and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.

Closed Caption ON

Closed Caption OFF

Overview of Who Would You Promote?

The human resources director at Industry Direct is hiring a new sales team leader who will be responsible for the efficient operation of a team of 15 to 20 customer service representatives. Since it is the policy at Industry Direct to hire from within whenever possible, the human resources director has chosen six young sales reps to interview for the promotion.

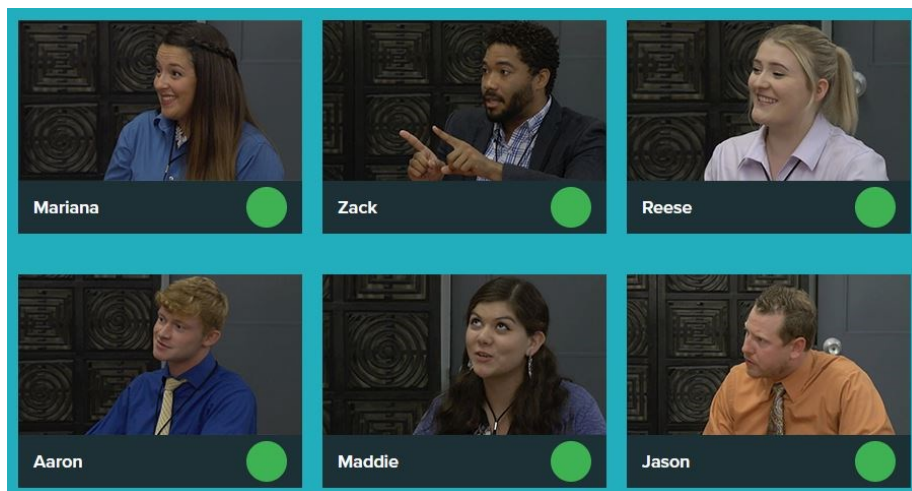
Your students will watch each of the short interviews with the six employees. After each video, they will evaluate that employee based on the information presented in the video and their interview highlights. After evaluating all six employees, they will decide which of the six they would promote and explain why.

For instructions on how to use the program, students can select Help on the menu bar.



How The Program Works

To begin Who Would You Promote?, students will choose **Start New Game** or **Load Saved Game**. As the program begins, students will watch a short, 30 second introductory video during which Martha, the human resources director, explains her task of hiring a new sales team leader from among the current sales team members. Students have control of the video so they can view it more than once if they wish. When they are ready to continue, they will select the GET STARTED button and be shown the six employees who will be interviewed.



Students can select the picture of any of the six employees to watch the interview. Each interview runs from 4 to 6 minutes. Students have control of each video so they can watch it more than once or move to various points in the discussion. At any time, students can move between the video, the interview highlights and the employee's evaluation form by choosing that item on the menu bar.



Interview Highlights

This is a listing of the high and low points of each interview. Students will use this information along with the video to evaluate each employee.

Employee Evaluation Form

Each employee will be evaluated based on the following 12 criteria:

- On Time for Interview
- Personal Appearance
- Overall Personality
- Self Confidence
- Communications Skills
- Sales Skills
- People Skills
- Problem Solving Skills
- Knows Coworkers
- Knowledge of Company
- Sales Team Experience
- Leadership Potential

Zack

Interview Highlights

- States confidently that he is a great salesman and can sell anything.
- Feels sales team leader is just the next step in becoming the head of the sales division.
- Does not know his coworkers well.
- Does not socialize with his coworkers.
- He is very sales results oriented.
- Was certain how to deal with a personnel problem.
- Understands the structure and background of the company.

Students grade each criteria by choosing a number (1-5) with 1 being the worst and 5 being the best. A choice can be changed at any time by choosing a different number. As students make their choices, the numbers are automatically transferred to the Group Evaluation Form and totaled so that the six employees can be compared on one form. A student can return to an employee’s individual evaluation form at any time and make changes.

Zack

On Time for Interview

1

2

3

4

5

Personal Appearance

1

2

3

4

5

Group Evaluation Form						
	Mariana	Zack	Reese	Aaron	Maddie	Jason
On Time for Interview	-	5	-	-	-	-
Personal Appearance	-	4	-	-	-	-

Which Employee Would You Promote?

Students will use all the information they have at hand including the video, the interview highlights, their evaluation score for each employee and the comparison of all six employees' evaluation scores to decide which employee they would promote. To make this choice, students select the circle by the name of their choice at the bottom of the Group Evaluation Form. Finally, students will explain why they made their choice in the text box at the bottom of the Group Evaluation Form.

Who Would You Promote?	<input type="radio"/> Mariana	<input checked="" type="radio"/> Zach	<input type="radio"/> Reese	<input type="radio"/> Aaron	<input type="radio"/> Maddie	<input type="radio"/> Jason
Explain Your Choice	<div>Place your thoughts here...</div>					

To Save Their Work and Quit the Program.

To save their work and quit the program, students will select Quit on the Menu Bar. A student's simulation is considered complete once they have made a choice of who to promote and quit the simulation. Once a simulation is complete, a student will receive a message stating that their simulation has been completed if they use the Load Saved Game button.

Closed Captioning

Closed captioning can be turned on or off at any time during a video segment by selecting the Closed Captioning ON or OFF button to the right of the video.

Closed Caption ON

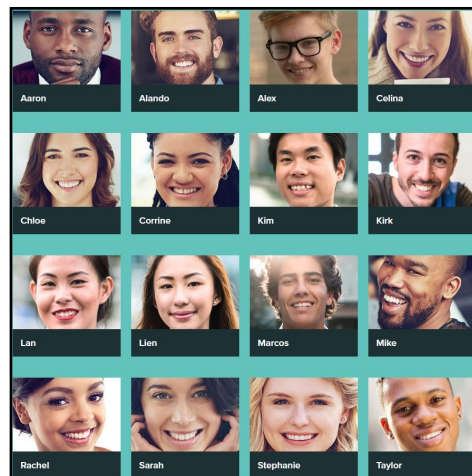
Closed Caption OFF

Overview of Career Decisions

In this program, your students will meet sixteen young people who are facing critical career decisions that will have a serious impact on their lives. Your students will evaluate six different career decisions each one of them must make.

They will meet:

- **Aaron** who wants to begin a career in politics by working on the campaign staff of a congressional candidate.
- **Alando** who is ready to trade his dead-end job for a career in sports management.
- **Alex** who is searching for a job in the wind technology industry.
- **Celina** who has found herself in the internship from hell.
- **Chloe** who wants a career in nursing.
- **Corrine** who has been working as a secretary since graduating from high school.
- **Kim** who is searching for his first full-time job in the competitive world of architecture.
- **Kirk** who has had two jobs since high school and been fired from both.
- **Lan** who is torn between a career in education or health care.
- **Lien** who wants a career in urban planning.
- **Marcos** who didn't have the talent to play professional baseball but now hopes to be a professional umpire.
- **Mike** who is leaving his auto sales job for a career in marketing.
- **Rachel** who has been out of high school for two year and has had five different jobs.
- **Sarah** who is a single mother working on a factory production line and needs to earn more money.
- **Stephanie** who dreams of becoming a CNN anchor person.
- **Taylor** who skipped college to try and be a full-time actor.



As your students meet each of these people, read about their career situations and evaluate their decisions, they will gain valuable knowledge that will help them make smart career decisions for themselves. When your students complete the entire program, they will have evaluated ninety-six decisions related to all aspects of starting a career and having success on the job.

How Career Decisions Works

To begin Career Decisions, students click on any of the sixteen portraits such as Aaron.

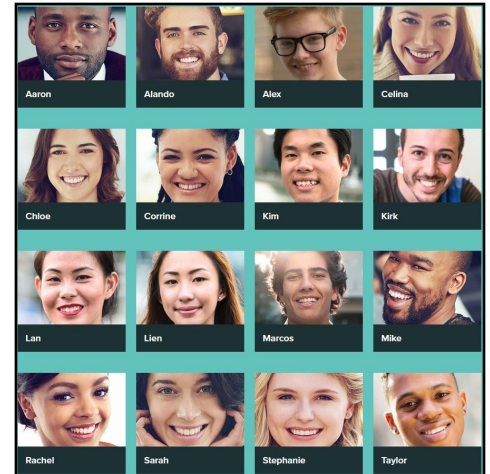
They will be shown the first decision the person must make. For example:

Aaron has been running for office since he was in the 7th grade. He is one of those rare people who seemed to always know exactly what he wanted to do and did it. What he really wants is to be president (why think small),

He will be graduating next month with a degree in political science and had planned to go to graduate school, but he has decided to apply for a position on the campaign of Cheryl London, a full-time candidate running for Congress from the 13th district.

If he is hired by her campaign manager, it will mean putting off graduate school for at least two years.

Do you think this is a good career choice for Aaron? YES NO



After reading the situation, students must decide if they agree or disagree with the decision by choosing **Yes** or **No**. After they make their choice, they will be given an explanation of why the decision was right or wrong.

What could be better experience than actually working in a campaign. It certainly beats talking about campaigns in a graduate class. He always has the option of going back to school and, who knows, this may be the start of a long political career.

If they are correct, \$100 will be added to their score shown below the portrait. If they are incorrect, they will receive nothing.

To move on to the next decision, select **Continue**.

When they have completed all six decisions for a person, they will be returned to the main screen so they can choose another person and learn about their particular career situation. As they complete the decisions for each person, that portrait will be checked and become inactive.

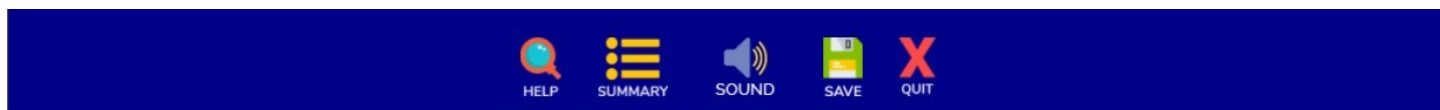
Your students will have completed the program when they have evaluated the decisions of all sixteen young people.

Program Utilities

- Students work is saved automatically during the program.
- Students can view their score at any time by selecting View Scores.
- Students can read instructions for using the program by selecting Help.
- Students can quit the program at any time by selecting Quit.



Job Market	Resumes	Job Search	Interviews	What Do They Do?
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500
\$600	\$600	\$600	\$600	\$600



How The Program Works

The object of Finding A Job Trivia Challenge is to win as much money as possible by correctly answering questions in the five categories on the Big Board including the Job Market, Resumes, Job Search, Interviews and What Do They Do.

Trivia Challenge includes 3 rounds of 30 questions each. The dollar value of the questions increases in each round. Trivia Challenge can be played by 1 player or by two players challenging each other.

- 1) To begin, select Start New on the title screen.
- 2) Next, select the number of players.
- 3) Then enter the name of each player and select an avatar.

To begin play, select a dollar value from any of the five categories. A multiple choice or true/false question will be displayed. Select the answer of your choice. If your answer is correct, your score will increase by the dollar value of the question. If your answer is incorrect, the correct answer will be highlighted in green and your score will decrease by the dollar value of the question. When all 30 questions have been selected, you can move on to the next round.

- To turn the sound off or on, select Sound from the menu bar.
- To view or print your score, select Summary from the menu bar.
- To save your game at any time, select Save from the menu bar.
- To open a saved game, select Load Saved on the title screen.
- To exit the program, select Quit from the menu bar.

Some Sample Questions

Category 1: The Job Market

- College graduates always earn more than non-college graduates.
- State and local government accounts for over 10% of all jobs.
- Among full-time workers, there is an inverse relationship between education and unemployment.
- There are more workers in the service providing industries than in the goods producing industries.
- Availability of certain jobs varies widely by location.

Category 2: Resumes

- The best resumes match the jobseeker's abilities to a specific job's requirements.
- When describing your experience in a resume, it is more important to emphasize results than responsibilities.
- A chronological resume is organized by time.
- "Many consider me the best at what I do" would be a good statement to include in a cover letter.
- Most reviewers will automatically reject resumes with misspellings and grammatical errors.

Category 3: Job Search

- A college placement service is one of the best sources of jobs for recent graduates.
- You should never agree to a part-time job in a company if you are seeking a full-time job with that company.
- The first step in making a direct or cold contact with a company is to send them your resume with a cover letter.
- You should stop your job search when you have a hot lead and concentrate all our efforts there.
- If you don't meet all the requirements listed in an ad, you should not waste your time applying.

Category 4: Interviews

- A handshake is important at the beginning and the end of an interview.
- You should arrive early for an interview to show enthusiasm.
- It is always better to call an interviewer in the morning to set up an interview.
- During an interview, the first question you should ask about a position is how much it pays.
- If you were rejected after an interview, you should call the interviewer and ask why.

Category 5: What Do They Do?

- An agronomist would be concerned with crop yields and insect control.
- A toxicologist would investigate chemical poisoning.
- A seismologist studies the growth and size of living organisms.
- A sociologist studies human behavior.
- You could find a stratigrapher at an archeological dig.

John
\$0
YOUR TURN

Alexis
\$0

ROUND1

Success at Work	Job Skills	Today's Workplace	Payday	What Did You Say?
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500
\$600	\$600	\$600	\$600	\$600

HELP

SUMMARY

SOUND

SAVE

QUIT

How The Program Works

The object of On The Job Trivia Challenge is to win as much money as possible by correctly answering questions in the five categories on the Big Board including Success at Work, Job Skills, Today's Workplace, Payday and What Did You Say..

Trivia Challenge includes 3 rounds of 30 questions each. The dollar value of the questions increases in each round. Trivia Challenge can be played by 1 player or by two players challenging each other.

- 1) To begin, select Start New on the title screen.
- 2) Next, select the number of players.
- 3) Then enter the name of each player and select an avatar.

To begin play, select a dollar value from any of the five categories. A multiple choice or true/false question will be displayed. Select the answer of your choice. If your answer is correct, your score will increase by the dollar value of the question. If your answer is incorrect, the correct answer will be highlighted in green and your score will decrease by the dollar value of the question. When all 30 questions have been selected, you can move on to the next round.

- To turn the sound off or on, select Sound from the menu bar.
- To view or print your score, select Summary from the menu bar.
- To save your game at any time, select Save from the menu bar.
- To open a saved game, select Load Saved on the title screen.
- To exit the program, select Quit from the menu bar.

Some Sample Questions

Category 1: Success At Work

- 'I have a headache and don't feel like coming to work' is a good excuse for missing work.
- Office politics is something that only exists in bad organizations.
- Good or bad, be accountable for your actions at work.
- A good tactic to use when asking for a raise is to explain your accomplishments.

Category 2: Job Skills

- Problem solving is an example of a soft skill.
- Accounting is an example of a hard skill.
- An internship is a form of on-the-job training.
- Technology literacy is essential to nearly every position in every industry.
- To mediate a problem at work, it is important to have listening skills.

Category 3: Today's Workplace

- Workend is slang for what self-employed people do on Saturday and Sunday.
- Younger workers are more likely to be self-employed than older workers.
- Quiet Quitting refers to workers changing jobs frequently.
- It is predicted that artificial intelligence (AI) will create millions of jobs.
- Hybrid Working refers to workers who can adapt quickly to changes in their jobs.

Category 4: Payday

- Your pay after deductions is your take home pay.
- White Collar workers are typically paid at an hourly rate.
- Total compensation would include fringe benefits.
- "Your Package" is slang for your total compensation.
- Wages for the same type of work vary from location to location.

Category 5: What Did You Say?

- To Touch Base means to make contact with someone.
- Quiet Firing means firing an employee by sending an email.
- The Elephant in the Room refers to the most senior employee in the meeting.
- Hold Down the Fort means being responsible while another person is absent.
- The job of a headhunter is to fire incompetent workers.



Career Choice Option

If you have your students choose Career Choice, they will have the opportunity to explore up to 20 careers and then choose one of the 20 for their career during the simulation. Their income for the simulation will then reflect the entry level wage or salary for that career in the city they choose to live in.

HELP

Students can read the on screen instructions for Career Choice by selecting **HELP**.

SAVE & EXIT

Students can save their work and leave the simulation during Career Choice by selecting **SAVE & EXIT**.





















To explore a career, a student will:

1) Select a career photo



Career Options

[HELP](#)[SAVE & EXIT](#)

 Accountant	 Actor	 Automotive Service Technician	 Chef	 Chemist
 Civil Engineer	 Computer Systems Analyst	 Dental Hygienist	 Electrician	 Financial Advisor
 Firefighter	 Graphic Designer	 Hairstylist	 Physical Therapist Assistant	 Police Officer
 Public School Teacher	 Registered Nurse	 Secretary	 Social Worker	 Technical Writer

2) Read the description of that career




Accountant

[RETURN TO MENU](#)[GO TO QUESTIONS](#)

Accountants typically do the following:

- Examine financial statements to ensure that they are accurate and comply with laws and regulations
- Compute taxes owed, prepare tax returns and ensure that taxes are paid properly and on time
- Inspect account books and accounting systems for efficiency and use of accepted accounting procedures
- Organize and maintain financial records
- Assess financial operations and make best-practices recommendations to management
- Suggest ways to reduce costs, enhance revenues, and improve profits

Most accountants work in offices, but some work from home. Although they complete much of their work alone, they sometimes work in teams with other accountants. Accountants may travel to their clients' places of business.



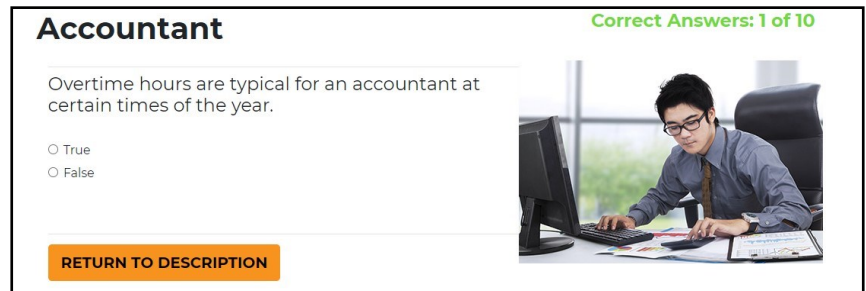
CONTINUE





3) Then select **GO TO QUESTIONS**.

To complete the exploration of a career, the student must correctly answer 10 questions pertaining to that career. The questions are not a quiz, but rather a guide to understanding the career. While answering questions, a student can return to the career description at any time. When the student has answered 10 questions correctly, that career will become available as a career option for the student.



When a student has finished exploring the careers they are interested in (or have been assigned for them to explore), the student will select **CHOOSE CAREER** and only those that have been explored will become potential career options.

4) Select **CHOOSE CAREER**



From the careers the student has explored, they will select one career for the simulation. Their income for the simulation will then reflect the entry level wage or salary for that career in the city they choose to live in.

5) Choose a career for the simulation



To review the entire simulation, please select On Your Own Coast-to-Coast from the Financial Literacy Teacher Guide.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with *cwpubonline* has been marked with a red arrow.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for writing which is aligned with *cwpubonline* has been marked with a red arrow.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- ▶ 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ▶ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ▶ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- ▶ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ 9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

Range of Writing

- ▶ 10. Write routinely over extended time frames (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for math which is aligned with *cwpubonline* has been marked with a red arrow.

Standards for Mathematical Practice

- ▶ 1. Make sense of problems and persevere in solving them.
- ▶ 2. Reason abstractly and quantitatively.
- 3. Construct viable arguments and critique the reasoning of others.
- ▶ 4. Model with mathematics.
- ▶ 5. Use appropriate tools strategically.
- ▶ 6. Attend to precision.
- ▶ 7. Look for and make use of structure.
- ▶ 8. Look for and express regularity in repeated reasoning.