



Careers Teacher Guide

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Student Login

1) Click/touch the **STUDENT LOGIN** in the upper right of the cwpubonline.com homepage.

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

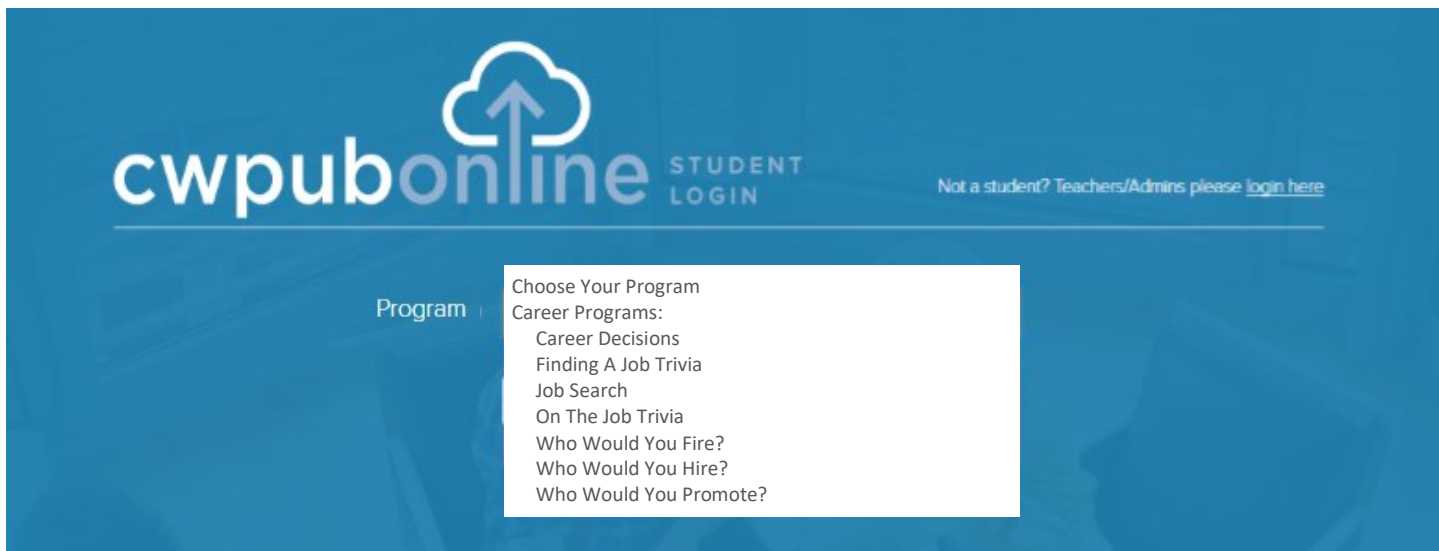
- **State:** First, use the drop down menu to select your state.
- **District:** Next, use the drop down menu to select your district.
- **School:** Finally, use the drop down menu to select your school.
- **User Name:** Enter your user name.
- **Password:** Enter your password.

3) Click/touch the **LOGIN** button.

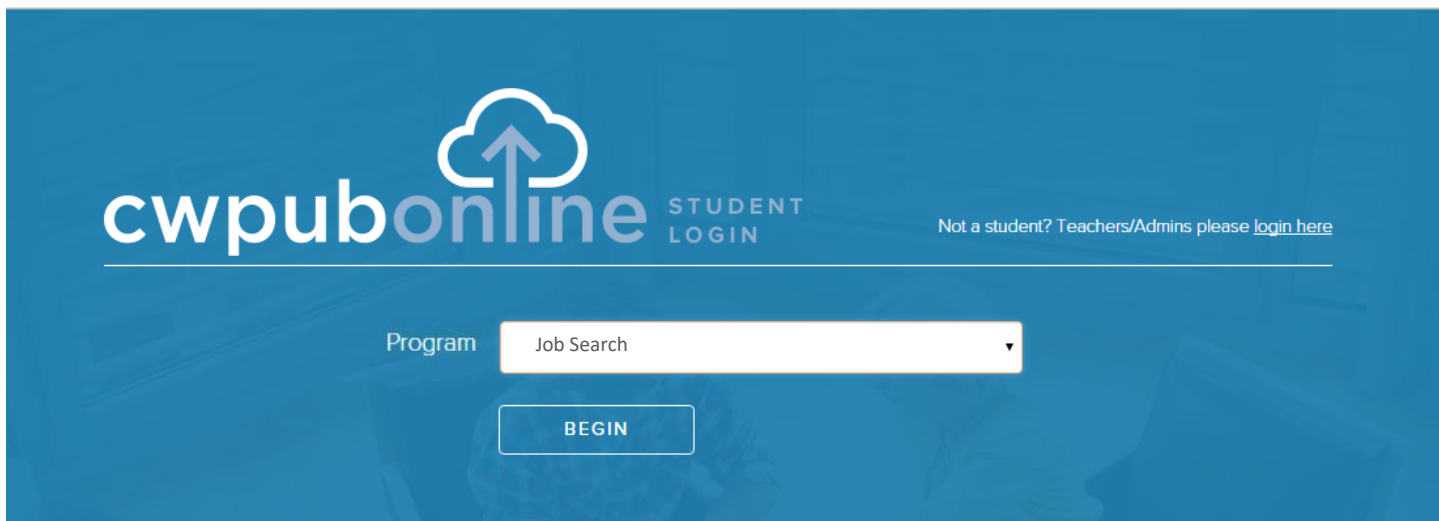
Tip: If you check the box next to Remember my school, you will not need to fill in the drop down boxes on your next visit.

A screenshot of the Student Login page on the cwpubonline.com website. The page has a blue background with a faint pattern of school buildings. At the top left is the cwpubonline logo. To its right, the text "STUDENT LOGIN" is displayed. Further right, there is a link: "Not a student? Teachers/Admins please [login here](#)". Below this, there are three dropdown menus for "State" (set to "Illinois"), "District" (set to "Demo District"), and "School" (set to "Demo School"). Below the dropdowns is a checkbox labeled "Remember my school" which is checked. Underneath are two text input fields: "User Name" with the placeholder "your user name" and "Password" with the placeholder "your password". At the bottom left is a "LOG IN" button, and at the bottom right is a "Help" link.

After you have logged into the cwpubonline portal, you will be asked to choose the simulation you wish to run. Use the drop down menu to select the simulation.



Once you have selected the simulation you wish to run, click/touch the **BEGIN** button.



The Simulations 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

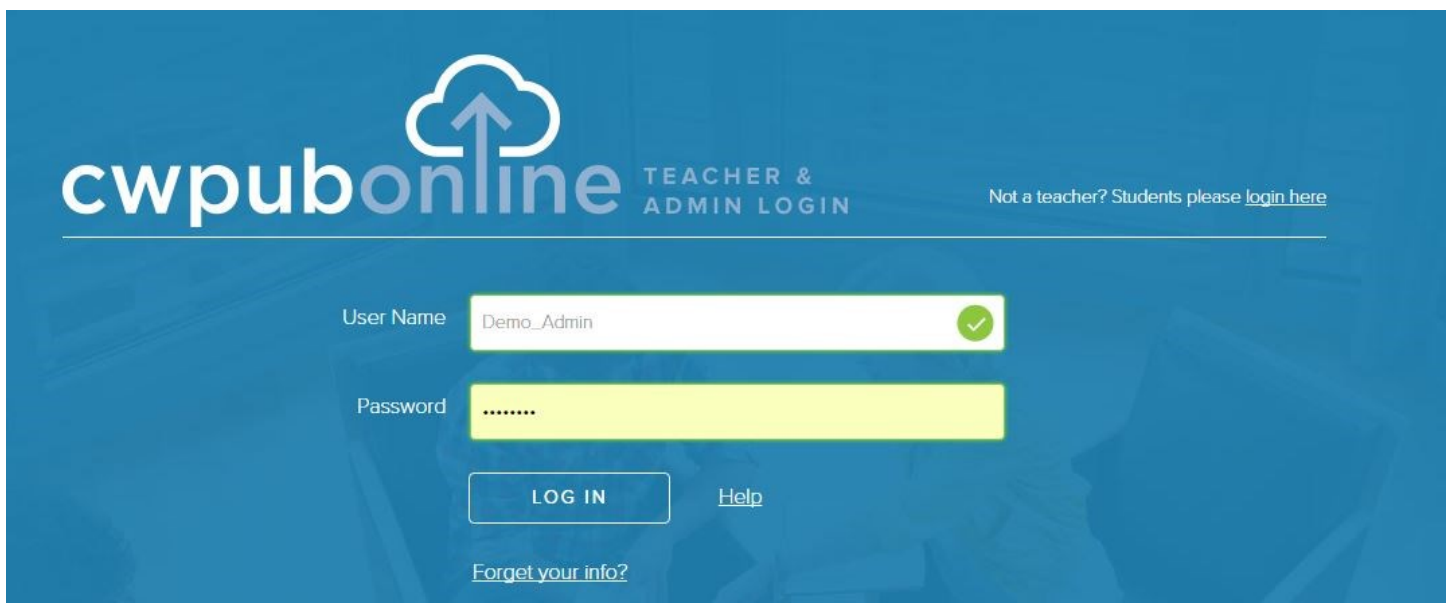
Teacher/Admin Login

To log in to the system as a teacher or admin:

- 1) Click/touch the **TEACHER/ADMIN LOGIN** button in the upper right of the cwpubonline.com homepage.
- 2) Enter your user name and password and then click/touch the **LOGIN** button.

If you cannot remember your user name or password, click/touch the “Forget your info?” link under the **LOGIN** button and enter your email on the next screen and click/touch 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.



The screenshot shows the login interface for cwpubonline. At the top left is the cwpubonline logo. To its right, it says 'TEACHER & ADMIN LOGIN'. Further right, there is a link: 'Not a teacher? Students please [login here](#)'. Below this is a 'User Name' field with 'Demo_Admin' entered and a green checkmark icon. Below that is a 'Password' field with dots. A 'LOG IN' button is to the right of the password field, and a 'Help' link is next to it. At the bottom, there is a 'Forget your info?' link.

Minimum System Requirements

Reliable Broadband Internet Connection

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

Microsoft Windows 7 / Windows 8 / Windows 10

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

You can view/print your student reports by following these steps.

- 1) Go to www.cwpubonline.com
- 2) Click/touch TEACHER/ADMIN LOGIN in the upper right corner of the HOME screen.
- 3) Log in with your User Name and Password.
- 4) Select Classes under the RECORDS MANAGEMENT menu on the left of the screen.
- 5) Select the green reports icon  next to the class you wish to view.
- 6) On the reports screen, click/touch the radio button next to the report you want to view/print.
- 7) From the Select Student drop down menu, select ALL STUDENTS or an individual student.
- 8) Click/touch the Get Report button.
The report will be present on the screen. If you wish to print the report, click/touch the PRINT REPORTS button and a printable version of the report will be created.

NOTE: You are only able to generate reports of the most current results of a simulation. For example, when a student is completing On Your Own, reports for the simulation can be viewed or printed at any time. However, if that student begins On Your Own a second time, the reports from the first attempt are no longer available. Be sure to view or print a student's results before a new simulation is started.


Select Report:	
On Your Own	
<input checked="" type="radio"/> Summary	<input type="radio"/> Budget Decisions
<input type="radio"/> Spending	<input type="radio"/> Career Decisions
<input type="radio"/> Budget	<input type="radio"/> Credit Decisions
<input type="radio"/> Assessment	<input type="radio"/> Finding A Job Trivia
	<input type="radio"/> Get Rich With Math
	<input type="radio"/> Job Search
	<input type="radio"/> Personal Finance Decisions
	<input type="radio"/> Personal Finance Trivia
	<input type="radio"/> Who Would You Fire?
	<input type="radio"/> Who Would You Hire?
	<input type="radio"/> Who Would You Promote?

Select Student:	
--- SELECT STUDENT ---	
Get Report	Cancel


Limiting Simulation Availability to Students

When you create a class, all students in the class have access to all the programs available within the portal until you make a program unavailable. If you want to limit your students to certain programs, this can be accomplished through the Admin Portal.

Limiting the Programs Available to Your Entire Class:

- 1) Go to www.cwpubonline.com
- 2) Select TEACHER/ADMIN LOGIN in the upper right corner of the HOME screen.
- 3) Log in with your User Name and Password.
- 4) Select Classes under the RECORDS MANAGEMENT menu on the left of the screen.
- 5) Select the pencil icon  (Edit Class) next to the class you want to limit.
- 6) Click/touch the box next to **Select simulations available to students in this class**.
- 7) Remove the check marks next to the programs you do not want your students to access.
- 8) Click/touch the Update button. You will see a warning box stating that setting limits for a class will override individual student selections. Click/touch the OK button.

Limiting the Programs Available to Individual Students:

- 1) Go to www.cwpubonline.com
- 2) Select TEACHER/ADMIN LOGIN in the upper right corner of the HOME screen.
- 3) Log in with your User Name and Password.
- 4) Select Students under the RECORDS MANAGEMENT menu on the left of the screen.
- 5) 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 want to limit.
- 6) Select the pencil icon  next to the student you want to limit.
- 7) Click/touch the box next to **Customize access to simulations for this student (overrides current class setting)**.
- 8) Remove the check marks next to the programs you do not want your student to access.
- 9) Click/touch the Update button.

Overview of Who Would Your 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.

 Watch Interview

 View Resume

 Evaluate Candidate

 Back to Main Menu

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 1 2 3 4 5

Greeting 1 2 3 4 5

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 Your Fire?

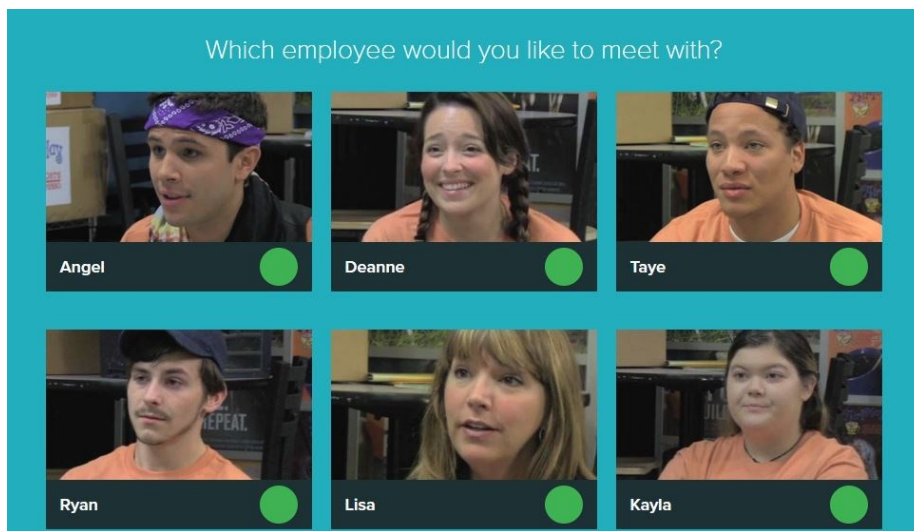
Jason is the owner of Airplay Sports & Espresso, a coffee shop. He has two locations, but is planning on closing both to open in East Heights, the new place to be in the city. Unfortunately, one shop doesn't need two staffs. Some employees have left voluntarily, but Jason still needs to let one person 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

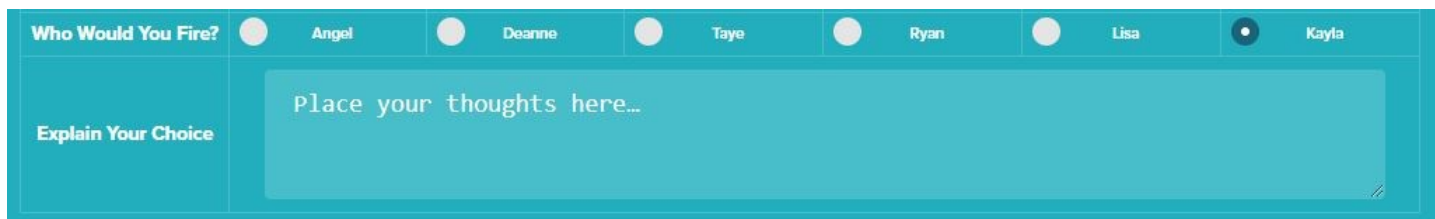
Attitude 1 2 3 4 5

Communication Skills 1 2 3 4 5

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.



The screenshot shows a teal-colored interface for the 'Who Would You Fire?' simulation. At the top, there is a horizontal bar with the title 'Who Would You Fire?' on the left and seven radio button options for employee names: Angel, Deanne, Taya, Ryan, Lisa, and Kayla. The Kayla option is selected, indicated by a filled black circle. Below this bar is a large text input area with the placeholder text 'Place your thoughts here...'. On the left side of this input area, there is a label 'Explain Your Choice'.

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 Your 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.

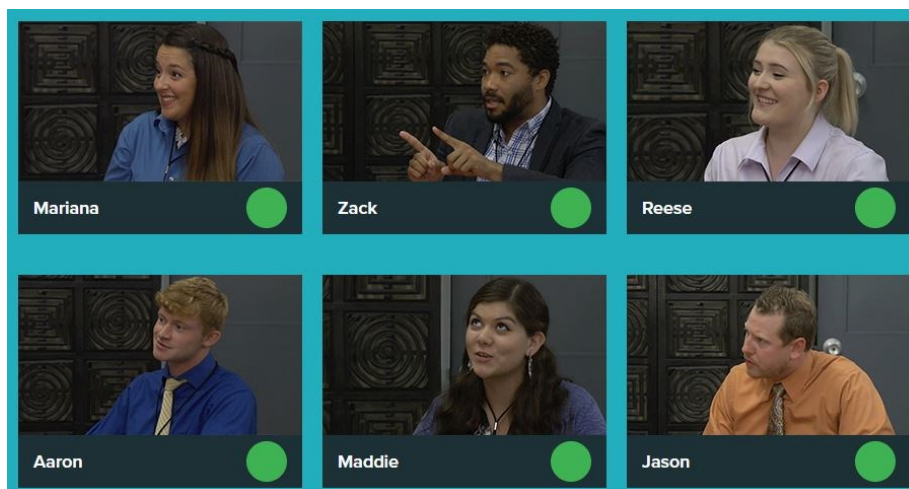
For instructions on how to use the program, students can select Help on the menu bar.



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	Place your thoughts here...					

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.

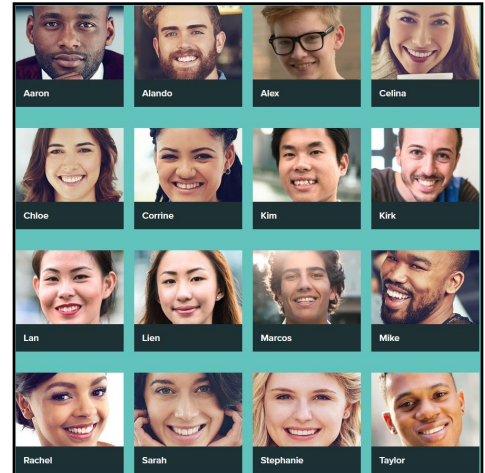


Overview of Career Decisions

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:

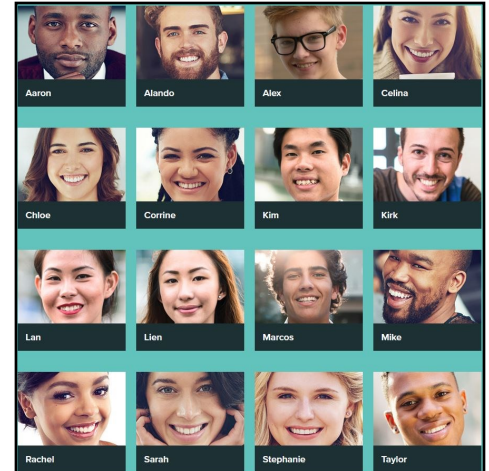
- **Aaron** who wants to begin a career in politics by working on the campaign staff of a congressional candidate.
- **Alando** who is ready to trade his dead-end job for a career in sports management.
- **Alex** who is searching for a job in the wind technology industry.
- **Celina** who has found herself 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?

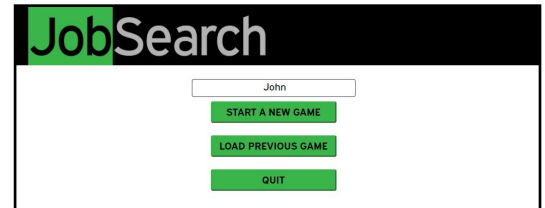
- An agronomist would be concerned with crop yields and insect control.
- A toxicologist would investigate chemical poisoning.
- A seismologist studies the growth and size of living organisms.
- A sociologist studies human behavior.
- You could find a stratigrapher at an archeological dig.

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.

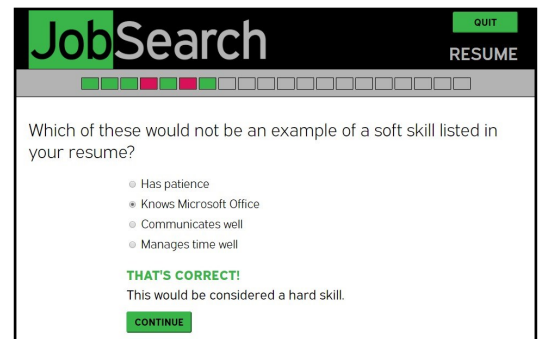
To begin the program, students should enter their name and choose Start A New Game.

To continue a saved game, students should choose Load Previous Game.



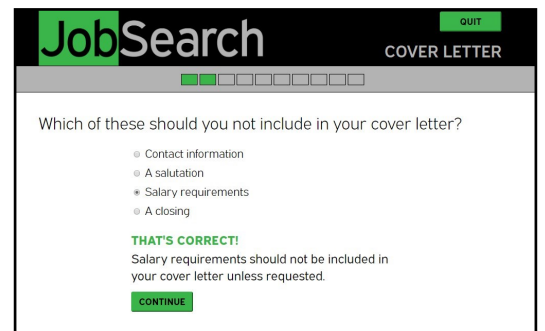
Step 1: The Resume

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.

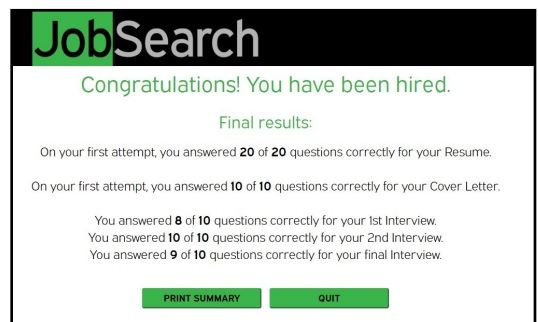
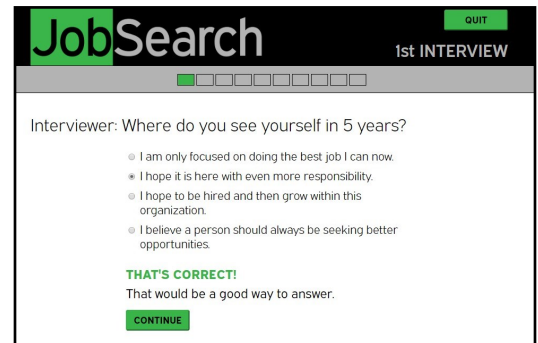


Step 3: The Three Interviews

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.




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.



ROUND 1








John
\$0
YOUR TURN



Alexis
\$0

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

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.

The Current Curriculum Library

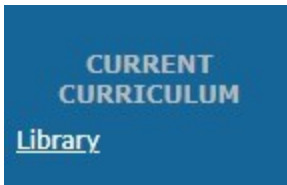
Current Curriculum is a library of real world activities in PDF format. The library is divided into the following categories:

- 1) Careers
- 2) Financial Literacy
- 3) Real World Math

Each category includes hundreds of pages of activities that you can download to print or use electronically.

To access the library, follow these steps:

- 1) Go to www.cwpubonline.com.
- 2) Select Teachers/Admin Login and log in with your cwpubonline user name and password.
- 3) Select Current Curriculum Library from the menu bar.



- 4) Select any of the three categories.



- 5) Select any activity topic.
(i.e. Are These Careers For You)
- 6) Select any activity or the Teacher's Edition to download.
(i.e. Communications Careers)






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 Mathematics

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.