



Finding A Job Trivia Challenge Teacher Guide

Table of Contents

Technical Information:

Student Login and Full Screen Mode.....	II-III
Teachers/Admin Login	IV
Minimum System Requirements.....	IV
Generating Student Reports	V
Limiting Simulation Availability to Students.....	VI

Finding A Job Trivia Challenge:

How The Program Works	1
Sample Questions	2

The Current Curriculum Library:

Accessing the Current Curriculum Library.....	3
---	---

Alignment with Common Core State Standards	4-6
---	-----



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





Student Login

Click the **STUDENTS** button under Existing Subscribers on 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.

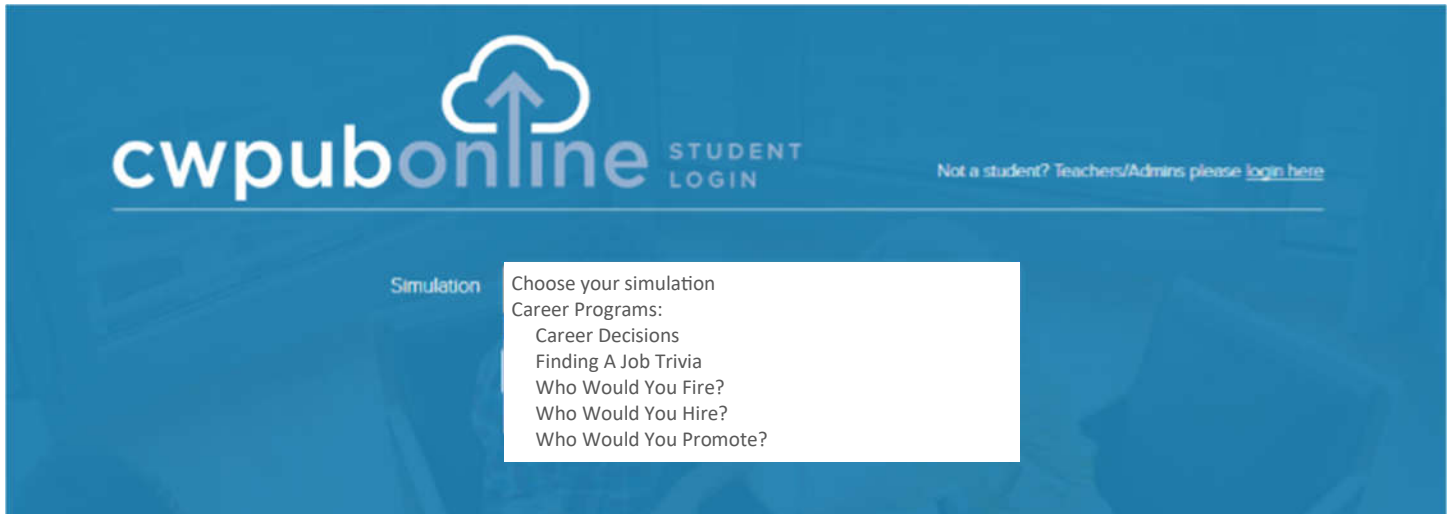
Log in: Click the **LOGIN** button.

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.

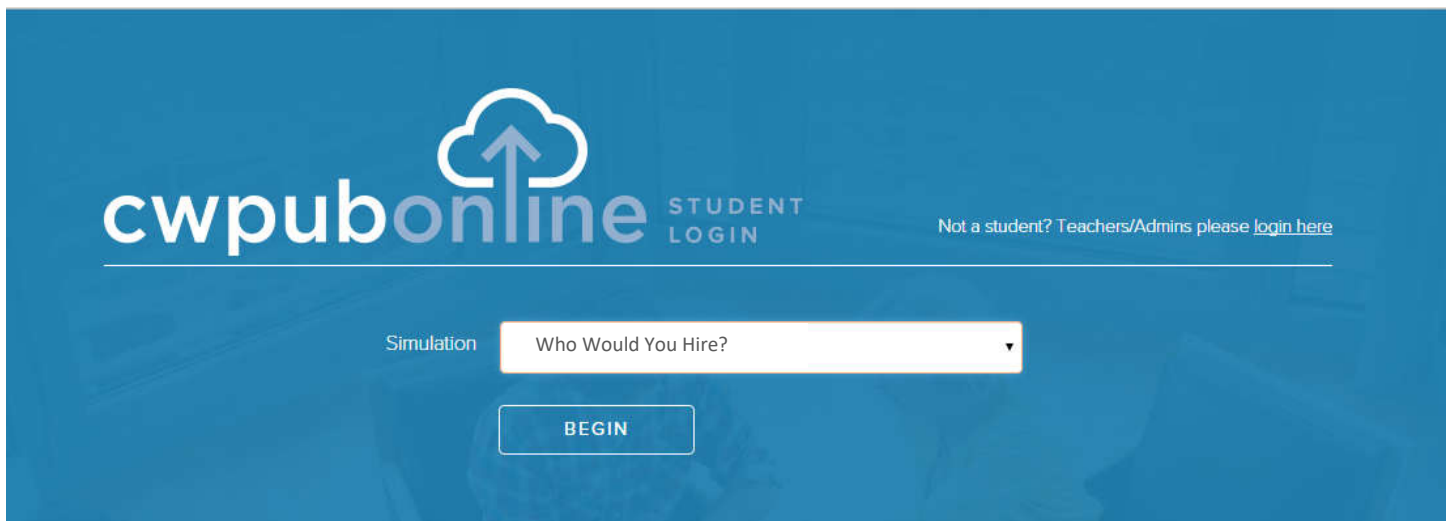
A screenshot of the Student Login page on the cwpubonline.com website. The page has a blue background with a faint image of a person's face. At the top left is the cwpubonline logo. To its right, the text "STUDENT LOGIN" is displayed. Further right, there is a link: "Not a student? Teachers/Admins please [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 to its right is a "Help" link.



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



Once you have selected the simulation you wish to run, press 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

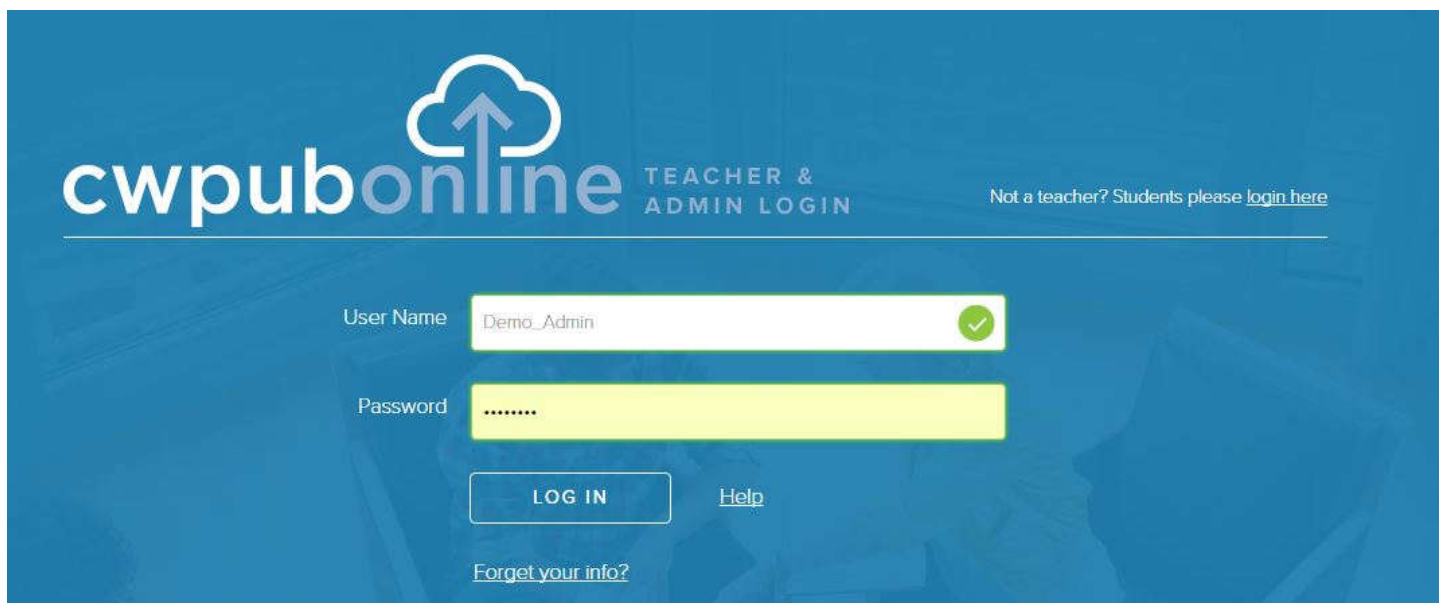
Chromebook: Full Screen key

Teachers/Admin Login

To log in to the system as a teacher or admin, you will click the **TEACHERS/ADMIN** button under Existing Subscriber Log in at the top right of the cwpubonline.com homepage.

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

If you cannot remember your user name or password, click the “Forget your info?” link under the **LOGIN** 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 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

When you are logged into the cwpubonline portal as a teacher, you have the ability to generate the reports available in each simulation.

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)

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 < >

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

Reports for Demo 2 - Demo School

Select Report:

On Your Own Summary
 Spending
 Budget

On The Job Personnel File

August

Select Student:

Student504, Demo

Get Report Cancel

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.

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 Simulation Availability to Students

By default, all students in your class(es) have access to all simulations available within the cwpubonline portal. If you wish to limit your student(s) to certain simulations 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 simulations you do not want your student to access
7. Click the "Update" button

Limiting Your Entire Class to One or More Simulations:

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 simulations 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"



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.

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:

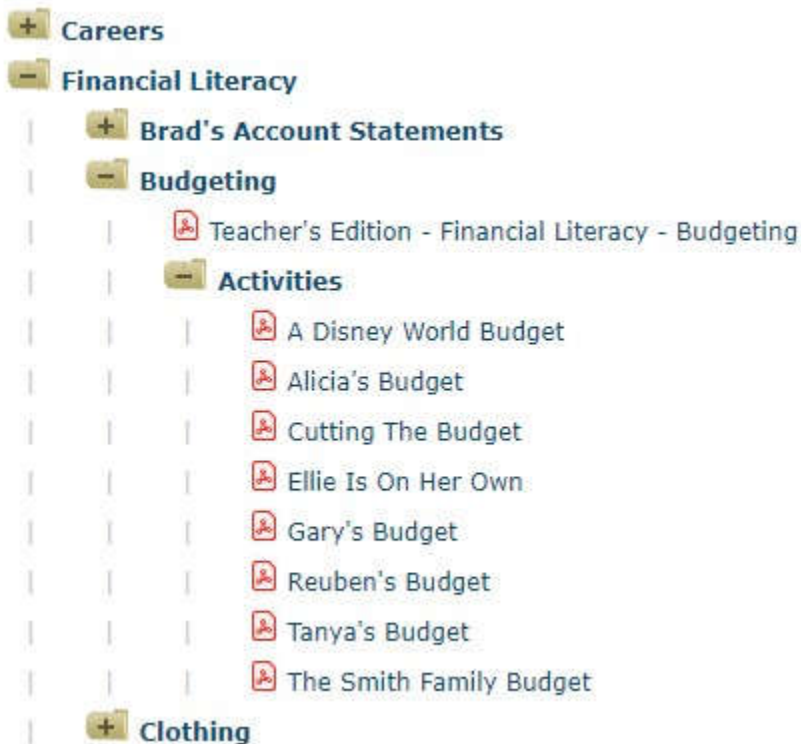
- 1) Go to www.cwpubonline.com.
- 2) Select Teachers/Admin Login and log in with your cwpubonline user name and password.
- 3) Select Current Curriculum Library from the menu bar.



4) Select any of the three categories.



- 5) Select any activity topic. (i.e. Budgeting)
- 6) Select any activity or the Teacher's Edition to download. (i.e. Alicia's Budget)






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.