Activity Description:
This activity will increase student awareness of activities people do in the workplace setting.

Lesson Guidelines:
• To begin the game, ask the class to call out a job title.
• Ask for activities or actions that a person in that job would do. (Mime examples for the students.)
• Highlight a different activity on each photocopy of Activity 2-3 Worksheet.
• Ask the students to get into pairs, give them a Worksheet and ask them to keep their underlined activity a secret. Ask each pair to draw their activity on a card.
• Ask pupils to perform their activity in front of the class. The first pair to guess the activity being performed comes to the front and acts out theirs.

Activity Enhancements:
• Ask the pair that correctly guessed the activity to think of a job that would involve that activity.
• List the jobs for the students and have them create their own “Job Booklet.” Revisit these job titles on occasion and add new ones to the list.
Grade 2 - Worksheet 3
Guess the Job

My Name: ___________________________________________

The actions on this page are things you might do as part of a job. The one that is underlined is the one you will be:

1. Drawing
2. Acting out for the class

  - singing
  - lifting a stretcher
  - counting out money
  - driving
  - typing on the computer
  - building a wall
  - using a screwdriver
  - acting
  - talking on the telephone
  - cleaning up something messy
  - hammering a nail
  - making notes
  - mixing ingredients together
  - lifting a heavy box
  - taking a photograph
  - diving underwater
  - putting make-up on someone
  - painting a wall
  - using a microphone
**Lesson Plan 20 - Mystery in Jobland I**

**Individual activity**

**Learning objectives:**
- To be able to appreciate and understand the roles that different people play in a particular situation; to use research and information retrieval skills

**Curriculum links:** English - comprehension,
Technology – testing understanding of information retrieved.

**Resources needed/preparation:**
- Photocopies of Worksheet 20

**Introduction/guidelines for students:**
- Discuss with children the people they have seen this morning on their way to school. Some may have seen a letter carrier, bus/coach driver, store keeper, train driver, nurse, nanny etc; and of course a teacher.
- Point out that during that short time they may have come across people doing several different jobs.
- Look at the list of jobs (see below) involved in the Mystery in Jobland story. Ask the children to spend some time looking at Paws in Jobland to understand more about each job.
- You may want to read out the Mystery in Jobland story before you hand out the worksheets.
- Ask the children to complete the story by writing the relevant job names in the gaps. The jobs are given (in anagram form) at the bottom of each sheet.

**Ideas for further development:**
- Some students may find it more of a challenge to work without the list of jobs. You could cover the list before photocopying the worksheet.
- You could suggest to the students that they swap some of the jobs around as a fun exercise. They could also make up their own stories, using jobs they know about, i.e. jobs around the school or in their town/village.

**Ideas for making the activity easier:**
- You could give students the job titles in non-anagram form.
- This activity relies heavily on reading skills. It would be a good idea to work in a group if using this activity with students of lower reading ability. You could read the story out loud and ask the students to call out the jobs.
- Alternatively, students with lower reading ability could be paired up with those who have a higher ability.

**Display ideas:**
This could be an opportunity for you to let your student’s imaginations run riot! A display could consist of paintings and/or models (made from paper mache or modeling clay) of aliens/space creatures designed and made by the children.

**Background:** Paws in Jobland contains many jobs that sometimes involve cooperation with one another. This worksheet activity demonstrates in a fun way that one situation can bring together several people, each performing the role dictated by their job.

**Answers**
Jobs in this order: doctor, police officer, journalists, photographer, paramedic, meteorologist, airplane pilot

Find more PAWS Lesson Plans by visiting www.RUReady.ND.gov. Click on the Educator badge to find resources.
Worksheet 20 - Mystery in Jobland 1

My Name: __________________________  Date: __________________________

Materials/Resources Needed:
- Photocopies of Worksheet 20

The __ __ __ leaned over the huddled body, stethoscope in hand, to see if there was any sign of life.

"Well, there’s not a heartbeat as such, more of a hum," she said to PC Kortim, the __ __ __ __ __ __ who stood in the doorway with his helmet tucked respectfully under his arm. Outside, there was a bustle of __ __ __ __ __ __ __ __ , their notebooks and pencils at the ready. Some were clutching microphones, others were fiddling with the knobs on their tape recorders. Suddenly, there was a bright flash as a __ __ __ __ __ __ __ __ poked her camera through the huddle of people waiting outside the hut in the cold mountain air.

At that moment, everyone turned to look at the brilliant flashing light of the ambulance that was climbing through the snow towards them. With his brilliant yellow jacket glowing through the dark, a __ __ __ __ __ __ leaped from the ambulance and forced his way through the crowd, a bag of instruments swinging dangerously at his side. As he entered the hut, he gasped at the sight that met him.

Meanwhile, at the headquarters of the Jobland Scientific Center, a __ __ __ __ __ __ __ __ was studying weather charts to discover the source of an incident reported earlier that night. Ivor Wings, __ __ __ __ __ __ __ __ had seen a strange glow in the sky as he brought his plane into land over Jobland Forest.

Rearrange these alien names to find the jobs:
- torcod - loipec forfice - slurjanoits - praghoother - criemapad
- loogstermeito - nalpirae topil

To be continued...
Introduction/guidelines for students:

- Discuss with children the people they have seen this morning on their way to school. Some may have seen a letter carrier, bus driver, store keeper, train driver, nurse, nanny etc; and of course a teacher.
- Point out that during that short time they may have come across people doing several different jobs.
- Look at the list of jobs (see below) involved in the Mystery in Jobland story. Ask the children to spend some time looking at Paws in Jobland to understand more about each job.
- You may want to read out the Mystery in Jobland story before you hand out the worksheets.
- Ask the children to complete the story by writing the relevant job names in the gaps. The jobs are given (in anagram form) at the bottom of each sheet.

Ideas for further development:

- Some students may find it more of a challenge to work without the list of jobs. You could cover the list before photocopying the worksheet.
- You could suggest to the students that they swap some of the jobs around as a fun exercise. They could also make up their own stories, using jobs they know about, i.e. jobs around the school or in their town/village.

Ideas for making the activity easier:

- You could give students the job titles in non-anagram form.
- This activity relies heavily on reading skills. It would be a good idea to work in a group if using this activity with students of lower reading ability. You could read the story out loud and ask the students to call out the jobs.
- Alternatively, students with lower reading ability could be paired up with those who have a higher ability.

Display ideas:

This could be an opportunity for you to let your student's imaginations run riot! A display could consist of paintings and/or models (made from paper mache or modeling clay) of aliens/space creatures designed and made by the children.

Answers

Jobs in this order:
registered nurse, bus driver, tour guide, police detective, forensic technician, scientist
The headlines in the newspaper the next day told the strange story of the mystery in Jobland Forest. There were interviews with the people who were there. The _______________ who had tried to take the alien's pulse said, "I screamed when the being opened an orange eye and looked up at me."

Hundreds of tourists flocked to the site, hoping to catch a glimpse of the alien craft, or see a glow in the sky. At the station, the ____________ reported how his bus was brimming with people carrying cameras and chatting excitedly about what they might see. And the ____________ was preparing to show them interesting places along the way.

Meanwhile at the Jobland Scientific Center, a _______________ brought in some evidence she had found near the hut. A _______________ examined the twisted piece of green metal and sparkling piece of cloth taken from the alien's clothing.

In another part of the building, top ____________ Professor Sizzle opened the sealed door to the chamber where the alien was being kept. The professor's mouth fell open as his eyes were greeted by a strange orange glow. But there was no sign of the body. All that was left was a soft humming sound and a small puddle on the floor.

Rearrange these alien names to find the jobs:
deristereg serun - sub verdur - utor digue -
eioplc ietdectve - nefroics iihcteanc - sintictes
<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Grade:</th>
</tr>
</thead>
</table>

**Whom did you interview:**

**Occupation:**

**Questions to Ask the Person You Interview:**

- Why is your job important to your company, organization or to the community?

- What led you to this occupation?

- How many hours do you work each day? _______ How many days do you work each week? _______

- Describe your work and working conditions (including your likes/dislikes):

- What special skills or talents are needed for this job (including technology)?

- What high school courses helped you prepare for this job?

- What education or training beyond high school prepared you for this job?
Do Your Skills Match Your Ambitions?

1. Go to [RUReady.ND.gov](http://RUReady.ND.gov). Sign in with your username and password.
2. Select the **Career Planning** tab.
3. Click on **Learn About Yourself**.
4. Click on the **Basic Skills Survey** and complete the checklists.
   a. Go through all 10 areas, clicking on the activities you can perform.
5. When you have completed the sections, **Your Basic Skills** profile will appear, followed by description of the ten basic skill areas.
   a. Your results have a numerical rating - 7 is the highest level you can have.
6. Read your results, scrolling down to examine the descriptions of the skill areas.
7. Enter **Your Level** of Skills in the second column of chart below.

<table>
<thead>
<tr>
<th>Basic Skill</th>
<th>Your Level</th>
<th>This column will be completed as part of questions 3 and 5 on page 2.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career:____________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill Level Required by this Career:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Click **Review Matching Careers** – you will see a list of careers which match your basic skills.

2. Examine the career titles. When you have finished looking at the careers available, choose one on which to concentrate for a few minutes.

3. Which career did you choose? ____________________________________________________________
   
   a. Write this career at the top of the third column on page one.

4. Click on it and read **What They Do**. Write a brief description of this occupation, including some job tasks.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Click on **Skills You Need**.
   
   a. Enter the **Basic Skills** levels that are considered the most important to this career into the third column of the chart on page one.

6. Click on **What to Learn**. On which pathway(s) should you be concentrating in high school to pursue this career?

   ____________________________________________________________

7. Click on **Money and Outlook**. What is the **Average Annual Wage** in North Dakota? ______________

8. What is the projected **Outlook** for job availability in this occupation in North Dakota? ______________

9. How do you think higher skills levels would affect your career options? _____________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

10. How does the skill level required for other careers compare to your skill level in this area? Click on your browser’s “back” button until you return to your list of matching careers. Then, click on **Compare Your Skills** on the right side of the screen to see this information.
Transferable Skills Checklist in RUReady.ND.gov

You’ll find the Transferable Skills Checklist in the Career Planning section/Learn About Yourself.

Transferable Skills are skills referring to work content activities in relation to data, people and things. They are skills that a person uses in one career that can transfer to another related career.

- The Transferable Skills Checklist helps users review their work history, and identify and assess their transferable work skills, and then matches the users’ skills to career options. This checklist can also be used by youth who are in the process of developing career plans, allowing them to zero in on skills they wish to acquire.
- The checklist is designed around 237 transferable work skill statements that describe the broad work activities generally present in a variety of occupations. The skill statements are grouped into 25 skill clusters based on similarities between the work activities.
- While completing the checklist, users review, assess and identify the work content skills they have or wish to attain. After completing the checklist, the program evaluates their responses and displays the list of skill clusters and statements they have identified. Users can then view a list of careers matching those skills and skill levels.
- The results provide the basis for exploring employment and career options. Users can also import results into the Career Finder and combine them with other factors in their search for occupations.
- For users with a work history, the results can help identify future career and/or employment options. Transferability of work content skills is determined by users' skills, and how those skills can be used in other careers. At times, direct transferability without additional training is possible between jobs requiring the same or a lesser degree of skills. At other times, transferability is possible after completing some additional training.
- For users with a work history who are in the process of career decision-making, the results of the checklist provide an excellent entry point to exploring the world of work.
- Note that this assessment is a self-assessment tool that asks users to identify items that they feel describe their functional levels. Therefore, the results are descriptive rather than predictive in nature.
- Participants can generally work through the 25 skill clusters in the Transferable Skills Checklist within 30 minutes. They may then want to take more time to check out suggested careers.
**Skill Statement Clusters**

The 25 skill clusters are listed in the following table. The skill clusters are defined in, and appear in the same order as, the checklist. Examples of related skill statements are also provided.

<table>
<thead>
<tr>
<th>#</th>
<th>Skill Cluster</th>
<th>Definition</th>
<th>Examples of Related Skill Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting information needed to do the job</td>
<td>Observing, researching, investigating, examining, evaluating, collecting, surveying and otherwise getting information from various sources. Also includes monitoring and diagnosing some conditions and situations.</td>
<td>• Diagnosing diseases and disorders&lt;br&gt;• Investigating data to solve problems&lt;br&gt;• Researching mathematics&lt;br&gt;• Surveying and measuring land</td>
</tr>
<tr>
<td>2</td>
<td>Inspecting equipment, products or materials</td>
<td>Inspecting items to identify the causes of errors or other problems or defects.</td>
<td>• Inspecting machines&lt;br&gt;• Inspecting tools and equipment</td>
</tr>
<tr>
<td>3</td>
<td>Processing information</td>
<td>Checking, verifying, processing, computing, entering and transmitting information or data.</td>
<td>• Computing and totaling charges&lt;br&gt;• Processing data on computers&lt;br&gt;• Processing sales and purchasing information</td>
</tr>
<tr>
<td>4</td>
<td>Reviewing or analyzing data or information</td>
<td>Reviewing and analyzing data, information, plans or materials. Includes proofreading.</td>
<td>• Investigating data to solve problems&lt;br&gt;• Implementing legal procedures&lt;br&gt;• Analyzing life science data</td>
</tr>
<tr>
<td>5</td>
<td>Thinking and working creatively</td>
<td>Writing ideas, creating and sketching designs, and creating images and concepts. Also includes creating and interpreting dance, musical and dramatic roles.</td>
<td>• Creating and portraying dramatic and dance roles&lt;br&gt;• Creating design concepts for structures and facilities&lt;br&gt;• Creating fashion and style designs&lt;br&gt;• Writing ideas</td>
</tr>
<tr>
<td>6</td>
<td>Developing objectives and strategies</td>
<td>Developing objectives and planning strategies to achieve the objectives.</td>
<td>• Formulating program policies and goals&lt;br&gt;• Planning education and training programs&lt;br&gt;• Planning project activities</td>
</tr>
<tr>
<td>7</td>
<td>Following written or spoken instructions</td>
<td>Understanding and following instructions, orders, guidelines, diagrams and blueprints.</td>
<td>• Following construction blueprints and plans&lt;br&gt;• Following written production guidelines&lt;br&gt;• Following spoken instructions</td>
</tr>
<tr>
<td>8</td>
<td>Growing and harvesting plans and animals</td>
<td>Raising, caring for and capturing livestock, poultry, fish and other animal life; or planting, nurturing and harvesting plant life.</td>
<td>• Raising or capturing fish or animals</td>
</tr>
<tr>
<td>#</td>
<td>Skill Cluster</td>
<td>Definition</td>
<td>Examples of Related Skill Statements</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9 | Handling and moving objects               | Using one’s hands and arms to handle, sort, work with, manipulate, load, place, move, adjust and test various items.                                                                                     | • Cleaning objects and buildings  
• Handling and/or testing chemicals  
• Receiving and storing stock  
• Preparing food for customers |
| 10| Controlling machines and processes        | Using control devices or direct physical activity to prepare machines and equipment for operation, to start, stop, control and adjust the progress of machines and equipment, and to operate a wide variety of machines and equipment. | • Cutting and slicing with tools  
• Drying, mixing and separating materials  
• Operating printing machines  
• Setting up machines |
| 11| Operating vehicles and mechanized devices or equipment | Navigating, driving and operating various types of vehicles and mechanized equipment.                                                                                                                    | • Driving emergency vehicles  
• Operating agricultural machinery  
• Operating trains, buses or trucks to transport people or freight |
| 12| Interacting with computers and other electronic equipment | Operating electronic equipment and machines, such as computers, radar, communications equipment, testing and diagnostic instruments, drafting equipment and audio-visual equipment. | • Operating communications equipment  
• Operating computer aided design (CAD) systems  
• Operating computers to record and analyze engineering data  
• Operating radar equipment |
| 13| Drafting, laying out or designing equipment, parts or devices | Preparing instructions, drawings, specifications and documentation to inform others how items are to be constructed, assembled, modified, maintained or used. | • Designing machinery, equipment and products  
• Drawing diagrams, charts and maps |
| 14| Building and repairing structures and objects | Constructing buildings and highways. Does not include operating equipment, tools, or machines.                                                                                                           | • Constructing with brick, stone and mortar  
• Making large fixed structures and objects |
| 15| Repairing mechanical or electronic equipment and objects | Observing, diagnosing and repairing objects that operate on the basis of mechanical or electronic principles.                                                                                           | • Observing and diagnosing mechanical problems  
• Repairing electrical or electronic objects |
| 16| Using hand or power tools or instruments  | Operating tools and instruments for various purposes.                                                                                                                                                  | • Using construction hand and power tools  
• Using electrical repair hand and power tools  
• Using precision measuring instruments |
<table>
<thead>
<tr>
<th>#</th>
<th>Skill Cluster</th>
<th>Definition</th>
<th>Examples of Related Skill Statements</th>
</tr>
</thead>
</table>
| 17 | Documenting and recording information | Preparing, compiling, recording, cataloging and maintaining information in written form or by electronic/magnetic recording. | • Collecting and recording meter and gauge readings  
• Preparing and organizing verbal records  
• Preparing financial reports |
| 18 | Interpreting the meaning of information for others | Explaining and interpreting information to others and helping them understand its meaning | • Explaining banking, loan and financial services  
• Explaining life science concepts  
• Relaying information to dispatch workers |
| 19 | Communicating with people outside the organization | Asking and answering questions and giving information. Communication can be face-to-face, in writing, by telephone or electronic. | • Answering business telephone inquiries  
• Interviewing people to obtain information |
| 20 | Assisting or caring for others       | Giving help and personal care to others.                                   | • Providing child-care services  
• Providing protective services  
• Providing health-care support services |
| 21 | Selling or influencing others       | Buying, selling and demonstrating all types of goods and services, as well as convincing others to buy merchandise. | • Demonstrating products and services  
• Selling products or services  
• Purchasing products for resale |
| 22 | Performing for the public            | Providing amusement, entertainment and recreation activities for the public. | • Amusing and entertaining audiences  
• Providing recreation and entertainment activities |
| 23 | Developing and building teams       | Working in a variety of settings as a member of a team. Teamwork includes building trust, respect and cooperation among team members. | • Working as a member of a journalism team  
• Working as a member of a design team |
| 24 | Teaching and advising others        | Teaching and advising individuals and groups on various matters, including education, business, personal and financial. | • Counseling and advising people  
• Teaching education or training programs |
| 25 | Managing programs, staff and budgets | Administering, directing, monitoring and evaluating people, programs and resources from a supervisory or managerial position. | • Assigning duties to workers  
• Hiring and supervising staff  
• Planning and administering budgets |
# Multiple Intelligences Careers

<table>
<thead>
<tr>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audiologist</td>
<td>Actor</td>
<td>Artist</td>
<td>Air quality specialist</td>
</tr>
<tr>
<td>Choir director</td>
<td>Administrator</td>
<td>Consultant</td>
<td>Animal trainer</td>
</tr>
<tr>
<td>Disc jockey</td>
<td>Communications manager</td>
<td>Criminologist</td>
<td>Anthropologist</td>
</tr>
<tr>
<td>Music critic</td>
<td>Counselor</td>
<td>Futurist</td>
<td>Astronomer</td>
</tr>
<tr>
<td>Music librarian</td>
<td>Customer service rep</td>
<td>Intelligence officer</td>
<td>Botanist</td>
</tr>
<tr>
<td>Music promoter</td>
<td>Dental Hygienist</td>
<td>Personal counselor</td>
<td>Biologist</td>
</tr>
<tr>
<td>Music retailer</td>
<td>Group mediator</td>
<td>Philosopher</td>
<td>Environmental lawyer</td>
</tr>
<tr>
<td>Music teacher</td>
<td>Human resources manager</td>
<td>Program planner</td>
<td>Farmer</td>
</tr>
<tr>
<td>Music therapist</td>
<td>Marketing specialist</td>
<td>Entrepreneur</td>
<td>Forest ranger</td>
</tr>
<tr>
<td>Musician</td>
<td>Nurse</td>
<td>Psychic</td>
<td>Geologist</td>
</tr>
<tr>
<td>Orchestra conductor</td>
<td>Peace Corps volunteer</td>
<td>Psychic</td>
<td>Horticulturist</td>
</tr>
<tr>
<td>Piano tuner</td>
<td>Politician</td>
<td>Psychologist</td>
<td>Landscaper</td>
</tr>
<tr>
<td>Recording engineer</td>
<td>Psychologist</td>
<td>Researcher</td>
<td>Meteorologist</td>
</tr>
<tr>
<td>Singer</td>
<td>Salesperson</td>
<td>Small business owner</td>
<td>Nature photographer</td>
</tr>
<tr>
<td>Songwriter</td>
<td>Social worker</td>
<td>Spiritual counselor</td>
<td>Park naturalist</td>
</tr>
<tr>
<td>Sound editor</td>
<td>Teacher</td>
<td>Theologian</td>
<td>Veterinarian</td>
</tr>
<tr>
<td>Speech pathologist</td>
<td>Waiter/Waitress</td>
<td>Therapist</td>
<td>Water conservationist</td>
</tr>
<tr>
<td>Voice actor</td>
<td></td>
<td>Trend predictor</td>
<td>Wetlands ecologist</td>
</tr>
<tr>
<td>Voice instructor</td>
<td></td>
<td>Writer</td>
<td>Wilderness Guide</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual-Spatial</th>
<th>Kinesthetic</th>
<th>Mathematical</th>
<th>Linguistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-D modeler/simulator</td>
<td>Actor</td>
<td>Accountant</td>
<td>Attorney</td>
</tr>
<tr>
<td>Architect</td>
<td>Athlete</td>
<td>Auditor</td>
<td>Comedian</td>
</tr>
<tr>
<td>Artist</td>
<td>Carpenter</td>
<td>Computer analyst</td>
<td>Communications director</td>
</tr>
<tr>
<td>Computer programmer</td>
<td>Computer game designer</td>
<td>Computer technician</td>
<td>Curator</td>
</tr>
<tr>
<td>Engineer</td>
<td>Craftsperson</td>
<td>Computer programmer</td>
<td>Editor</td>
</tr>
<tr>
<td>Film animator</td>
<td>Dancer</td>
<td>Database designer</td>
<td>Historian</td>
</tr>
<tr>
<td>Graphic artist</td>
<td>Firefighter</td>
<td>Detective</td>
<td>Journalist</td>
</tr>
<tr>
<td>Interior designer</td>
<td>Forest ranger</td>
<td>Economist</td>
<td>Language translator</td>
</tr>
<tr>
<td>Photographer</td>
<td>Jeweler</td>
<td>Engineer</td>
<td>Lawyer</td>
</tr>
<tr>
<td>Navigator</td>
<td>Mechanic</td>
<td>Mathematician</td>
<td>Librarian</td>
</tr>
<tr>
<td>Pilot</td>
<td>Personal trainer</td>
<td>Network analyst</td>
<td>Newscaster</td>
</tr>
<tr>
<td>Sculptor</td>
<td>Phy-ed teacher</td>
<td>Pharmacist</td>
<td>Poet</td>
</tr>
<tr>
<td>Strategic planner</td>
<td>Physical therapist</td>
<td>Physicist</td>
<td>Songwriter</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Sports medicine doctor</td>
<td>Researcher</td>
<td>Speech pathologist</td>
</tr>
<tr>
<td>Truck driver</td>
<td>Surgeon</td>
<td>Scientist</td>
<td>Talk-show host</td>
</tr>
<tr>
<td>Urban planner</td>
<td>Yoga instructor</td>
<td>Statistician</td>
<td>Writer</td>
</tr>
<tr>
<td>Webmaster</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: [http://bestcareermatch.com/career-chart](http://bestcareermatch.com/career-chart)
NDUS Procedures

SUBJECT: 400s: Academic Affairs  EFFECTIVE: October 12, 2016
Section: 402.1.2 Student Placement into College Courses

1. Placement tests serve as an indicator of student preparedness to enroll in college coursework. Placement scores are used for the purpose of advising high school students to enroll in additional or advanced coursework in preparation for college. Colleges and universities are required to use placement scores as a prerequisite for enrollment in credit bearing, degree level coursework as stipulated below.

2. Consistent with SBHE Policy 402.1.1 § 1 the following students are exempt from this procedure:
   a. Students 25 years old or older on the first day of class;
   b. Students from countries other than the U.S. and Canada; and,
   c. Students transferring 24 or more semester credits.
   d. Campuses may require additional placement qualifications of these subgroups.

3. Required placement scores apply at all North Dakota University System (NDUS) institutions.

4. A following placement score is required for enrollment in entry level, degree credit courses in English (e.g. College Composition I). Students without a qualifying assessment score must successfully complete a developmental English course before enrolling in a degree credit bearing English course.

<table>
<thead>
<tr>
<th>Test</th>
<th>Test Component</th>
<th>Minimum Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>WritePlacer</td>
<td>5</td>
<td>Students with subtest scores of 14-17 may take ENGL 110 (College Composition I) if co-enrolled in a developmental English course when a co-enrollment option is made available by the student’s home campus, or after they have passed a developmental writing course with a passing grade equivalent of “C” or higher. Students with a subtest score of less than 14 must complete a developmental course prior to taking ENGL 110 or equivalent course.</td>
</tr>
<tr>
<td>ACT</td>
<td>English Subtest</td>
<td>18</td>
<td>Intended for placement of early entry students while in high school.</td>
</tr>
<tr>
<td>ACT Aspire</td>
<td>English Subtest</td>
<td>426</td>
<td>This assessment will no longer be available after December 31, 2016.</td>
</tr>
<tr>
<td>ACT Compass</td>
<td>Writing Skills</td>
<td>77</td>
<td>The ACT Plan has been replaced with the ACT Aspire assessment.</td>
</tr>
<tr>
<td>ACT Plan</td>
<td>English Subtest</td>
<td>15</td>
<td>TBD</td>
</tr>
<tr>
<td>Pearson</td>
<td>English Placement</td>
<td>70%</td>
<td>CLEM: Includes English Units 1-6</td>
</tr>
<tr>
<td>(CLEM, CREAM, &amp; Others)</td>
<td>English</td>
<td>70%</td>
<td>CLEM: Includes English Units 1-6</td>
</tr>
<tr>
<td>SAT(old)</td>
<td>Writing Subtest</td>
<td>430</td>
<td>SAT tests taken prior to March 5, 2016</td>
</tr>
<tr>
<td>SAT(new)</td>
<td>Evidence-Based Reading and Writing</td>
<td>480</td>
<td>SAT tests taken on March 5, 2016 and later.</td>
</tr>
<tr>
<td>Smarter Balanced</td>
<td>Grade 11/12 English Language Arts (ELA)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
5. A following placement score is required for a student to enroll in an entry level, degree credit math course (e.g. College Algebra, Finite Math). Students without qualifying placement scores must successfully complete a developmental mathematics course before enrolling in a degree credit bearing mathematics course.

<table>
<thead>
<tr>
<th>Test</th>
<th>Test Component</th>
<th>Minimum Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuplacer</td>
<td>Elementary Algebra</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Accuplacer</td>
<td>College Level Math</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td>Math Subtest</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>ACT Aspire</td>
<td>Math Subtest</td>
<td>431</td>
<td></td>
</tr>
<tr>
<td>ACT Compass</td>
<td>Algebra</td>
<td>49</td>
<td>This assessment will no longer be available after November 30, 2016.</td>
</tr>
<tr>
<td>ACT Plan</td>
<td>Math Subtest</td>
<td>19</td>
<td>The ACT Plan has been replaced with the ACT Aspire assessment.</td>
</tr>
<tr>
<td>ALEKS</td>
<td>Mathematics PPL</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>EdReady (NROC)</td>
<td>Mathematic Placement</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>MAA Maplesoft</td>
<td>Algebra</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Pearson (CLEM, CREAM, &amp; Others)</td>
<td>Math</td>
<td>70%</td>
<td>CLEM: Includes Math Units 1-16</td>
</tr>
<tr>
<td>SAT(old)</td>
<td>Reading+Math</td>
<td>990</td>
<td>SAT tests taken prior to March 5, 2016</td>
</tr>
<tr>
<td>SAT(new)</td>
<td>Math</td>
<td>530</td>
<td>SAT tests taken on March 5, 2016 and later.</td>
</tr>
<tr>
<td>Smarter Balanced</td>
<td>Grade 11/12 Mathematics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

6. Enrollment in advanced college level, degree credit courses may require additional placement at some institutions.

7. Aspire and Plan test scores may be used only by high school students for placement into NDUS courses and are superseded by ACT, SAT, ALEKS, Accuplacer, MAA Maplesoft, or Smarter Balanced assessment scores.

8. Students who successfully complete a required developmental course or final course in a developmental sequence with a grade of "C" or higher that fulfills a prerequisite for ENGL 110 or MATH 103 will be deemed to have met the prerequisite to enroll in ENGL 110 or MATH 103. Students may request to retake a placement test to meet prerequisite requirements for ENGL 110 or MATH 103.

9. Campuses may elect to apply the following placement scores in reading and science based courses:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>ACT subtest</th>
<th>ASPIRE subtest</th>
<th>SAT</th>
<th>COMPASS</th>
<th>ACCUPLACER®</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>21</td>
<td>424</td>
<td>NA</td>
<td>88**</td>
<td>85</td>
</tr>
<tr>
<td>Science</td>
<td>24</td>
<td>432</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**The Compass assessment will no longer be available after December 31, 2016.

10. This procedure applies to any student admitted to an NDUS institution after summer 2013.

Reference: SBHE Policy - 402.1.2

History:
Chancellor Approved, January 24, 2013.
Chancellor’s Cabinet, September 2, 2015.
Chancellor’s Cabinet, October 12, 2016.
CREAM – Onsite Developmental Coursework Opportunity

College Ready English and Math (CREAM) – along with its North Dakota Center for Distance Education’s (NDCDE) counterpart CLEM – is taking a new, prominent role within our state’s Every Student Succeeds Act (ESSA) plan. North Dakota’s new Choice Ready component within the school accountability portion of our ESSA plan requires schools to be accountable, in part, on the number of graduates deemed Choice Ready.

CREAM is a program implemented in response to the many high school graduates planning to attend college who are in need of some remediation to prepare them for college-level, credit-bearing math and/or English courses. During the 2015 Legislative Assembly, the North Dakota Department of Public Instruction (NDDPI) received funding earmarked to address college remediation needs, also referred to as developmental coursework. The 2017 Legislative Assembly appropriations allowed for this funding to continue for the current biennium.

The NDDPI partnered with the Dakota College at Bottineau (DCB) to make CREAM available for high schools to offer their students within their school at no cost to the student or school. The program is designed to identify high school students who are in need of English and/or math remediation based largely on their ACT/SAT scores and to provide those students with the knowledge and skills to make them college ready during their senior year.

If you are contemplating offering CREAM, please consider the following:

- Are your high school instructors willing to incorporate onsite courses of College Learning Lab – English 12 (course code 05078) and/or College Learning Lab - Math 12 (course code 11118) into the course schedule during the 2017-2018 school year?
- Is your high school ready to offer additional student tutoring and intervention onsite in math and English?

If so, contact Harmony Richman from DCB to learn more about how CREAM can benefit the students in your school. To understand the differences between CREAM and CLEM, use this comparison guide as a reference to make a decision which program is best for your students.

CREAM Contact Information
Harmony Richman
Dakota College at Bottineau
Office: (701) 845-7685
Toll Free: (800) 532-8641
harmony.richman@vcsu.edu
# CLEM VS. CREAM Comparison

A guide for schools and parents to make the most appropriate choice

<table>
<thead>
<tr>
<th>Feature</th>
<th>CLEM</th>
<th>CREAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Content Provider</td>
<td>Pearson – MyFoundationsLab</td>
<td>Pearson – MyFoundationsLab</td>
</tr>
<tr>
<td>Course Content</td>
<td>Units required for college Math and English remediation</td>
<td>Units required for college Math and English remediation</td>
</tr>
<tr>
<td>Cost of Curriculum</td>
<td>$139 / full year for CLEM curriculum</td>
<td>Free for CREAM curriculum</td>
</tr>
<tr>
<td>Cost of Instruction</td>
<td>$0 ($139 pays for all costs for ND students – the average teacher cost of $330 / semester is paid / waived by NDCDE)</td>
<td>Teacher salary per district agreement. State funding is available for a stipend when instruction is given beyond a teacher’s contractual duties</td>
</tr>
<tr>
<td>Required Math Units</td>
<td>1-16 (MFL)</td>
<td>1-16 (MFL)</td>
</tr>
<tr>
<td>Required English Units</td>
<td>1-6 (MFL)</td>
<td>1-6 (MFL)</td>
</tr>
<tr>
<td>% Required per Unit</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>% Required Composite</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>Required for college placement/remediation avoidance</td>
<td>NDUS Policy 402.1.2 states that completion of CLEM-English and CLEM-Math are approved placement scores for English and Mathematics</td>
<td>NDUS Policy 402.1.2 states that completion of CREAM-English and CREAM-Math are approved placement scores for English and Mathematics</td>
</tr>
<tr>
<td>Required for college admission</td>
<td>N/A (College admission is dependent upon the ACT or other college entrance test score)</td>
<td>N/A (College admission is dependent upon the ACT or other college entrance test score)</td>
</tr>
<tr>
<td>Provision for teacher of record</td>
<td>Qualified Math and English Teachers are assigned to each course and to each student</td>
<td>School district provides a licensed qualified Math and English teacher assigned to each classroom and course</td>
</tr>
<tr>
<td>Requirement for teacher of record</td>
<td>Teacher licensure matches assigned MISO3 Code</td>
<td>Teacher licensure matches assigned MISO3 Code</td>
</tr>
<tr>
<td>Provision for online tutor</td>
<td>Online tutor provided</td>
<td>Online tutor limited to three consultations per class enrolled</td>
</tr>
<tr>
<td>Access to MFL</td>
<td>Students have access to CLEM Math and English from anywhere and at any time supported by a teacher of record for one full calendar year</td>
<td>Students have access to CREAM Math and English coursework for one full calendar year</td>
</tr>
<tr>
<td>High School credit &amp; grade</td>
<td>Credit is provided only if required modules are completed. Grade is determined by school sponsoring the student. NDCDE provides verification of completion (exception – homeschooled students and NDCDE students, NDCDE issues a grade)</td>
<td>Local schools provide credit if required modules are completed. The listing of the grade on the student’s transcript is determined by the local school (including a grade for non-completion)</td>
</tr>
<tr>
<td>Enrollment and scheduling</td>
<td>Anytime enrollment – begin and end as determined by student and/or cooperating school</td>
<td>Enrollment is coordinated with Dakota College of Bottineau and local school district</td>
</tr>
</tbody>
</table>
### North Dakota Choice Ready Graduates

<table>
<thead>
<tr>
<th>COLLEGE READY</th>
<th>CAREER READY</th>
<th>MILITARY READY</th>
</tr>
</thead>
</table>

**Diploma or GED and Developed Rolling 4-year Education Plan of Study and Based on North Dakota University System Placement Policies for Credit Bearing Courses:**

- **ACT English 18**
- **ACT Math 21**
- **SAT Reading/Writing 480**
- **SAT Math 530**
- **CLEM/CREAM Pearson English 70%**
- **CLEM/CREAM Pearson Math 70%**
- **State Assessment English 3**
- **State Assessment Math 3**

**And at least two additional Essential Skill indicators below:**

- Community Service (25 hrs)
- 95% Attendance (not counting school-related absences)
- Two or more years in co-curricular activities
- Two or more years in extra-curricular activities

**Based on NDUS Admissions Policy:**

- **ACT Composite 22 or Higher**
- **2.8 GPA or Higher**

**And at least two additional indicators below:**

- Advanced Placement Course (A, B, or C)
- Dual Credit Course (Eng/Math of A, B, or C)
- Algebra II (A, B, or C)
- Advanced Placement Exam (3+)
- International Baccalaureate Exam (4+)
- 3.0 GPA or higher in the core course requirements for university admission.
- 2.8 GPA or Higher in a CTE Pathway
- Complete 2 credits in a Coordinated Plan of Study

**And at least two additional indicators below:**

- Career Ready Practices (3.0)
- Work Based Learning Experience (75 hrs)
- Dual Credit Course (A, B or C)
- WorkKeys (Gold or Silver)
- Technical Assessment/Industry Credential

**And:**

- ASVAB Score 31 or Higher
- Quality Citizenship (as measured by expulsions or suspensions of zero)
- Physically fit as deemed by physical education instructor

**And:**

- Identify and complete any two additional indicators from college or career preparation

*These metrics are intended to measure growth for high school accountability within ESSA.*

Source: North Dakota Department of Public Instruction

9/25/17
Professional Center Resource
Making Effective Use of the ICAP Templates

Go to the RUReady.ND.gov Professional Center: https://procenter.ruready.nd.gov/

Click the Administration tab. Locate and click on Edit ICAPs. ("Site Administrator" level site access required.)

Save yourself some time and effort! Using the pre-defined Individual Career and Academic Plan (ICAP) templates will save you a lot of time and in no way reduces your ability to customize the ICAP as you wish.

You may also note ideas regarding how to set up an ICAP by examining the template and then using the “Add a New ICAP Set” button to begin from scratch.

Follow these simple steps to begin:

1. Review the ND High School ICAP or the ND Middle School ICAP template.
2. Discuss with your ICAP team whether a page for each grade is appropriate. There are many different ways to set up ICAP pages, sections and activities, some ideas are listed below:

<table>
<thead>
<tr>
<th>PAGES</th>
<th>SECTIONS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Topics</td>
<td>Grades</td>
<td>Each page is a topic, such as Career exploration, College Planning, etc. Sections on the page are grades or levels</td>
</tr>
<tr>
<td>b. Middle/High</td>
<td>Grades</td>
<td>One page is middle school, one is high school with sections of the page for grades</td>
</tr>
<tr>
<td>c. Class Subjects</td>
<td>Semesters</td>
<td>Each page is a class (English, Social Studies, etc.) and sections are fall and spring semesters</td>
</tr>
</tbody>
</table>

You may also set up a basic ICAP for a school or all the schools in the district then add another ICAP with additional activities for specific groups of students or at each school.

3. Ensure that you have considered how the ICAP will be implemented in your school. Do you have the time and staff resources to work with grades of students, perhaps during an advisement period? Or, for example, is it more likely that classroom teachers would do a page of the activities during a class? In that case, the structure suggested in item “c” above may work well. How and when the ICAP will be implemented may dictate how the ICAP is structured.

4. If you choose to start with the ND High School ICAP or the ND Middle School ICAP template, duplicate the template. Then, find the duplicated ICAP named “Copy of TEMPLATE NAME.” You will have duplicated everything about the ICAP including activities, worksheets, instructional text, etc.
5. Review the activities and sections of each page. Rename pages and sections as desired. Reorder and/or remove activities, sections or pages that you don’t wish to use. Add or modify activities, documents, instructional text into sections.

6. When the ICAP is ready to use, assign to grades or groups.

Assigning ICAPs to Grades or Groups

To assign an ICAP set to a Grade/Role:

1. From the **Your ICAP Sets** screen, on the panel for the ICAP set you wish to assign, click **Assign to grades/roles**.

2. On the **Assign Sets to Grades and Roles** screen, in the row to the right of the name of the ICAP set you wish to assign, click the radio button or buttons for one or more grades or roles to which you wish that ICAP set to be assigned.

3. Click **Save**.

To assign an ICAP set to a Group:

1. If you wish to assign an ICAP to a group of students, create the group or review and modify it in the “Students and Groups” tab of the professional center prior to assigning the ICAP.

2. From the **Sets** screen, on the panel for the ICAP set you wish to assign, click **Assign to a group**.

3. On the **Assign Sets to Group(s)** screen, check the box to the left of the name of a group you wish to assign to this ICAP set. **Note:** the **Display** field is set by default to **All Groups**. This is the list of all groups that have been created at the school or site. Use the dropdown arrow to change the selection to **Your Groups** or **Advisory Groups** if desired.

4. Click **Save**.
Testive for Educators

Testive in the RUReady.ND.gov Professional Center!

Track your students’ test prep progress and have access to the following reports:

- Score Improvement Report
- Total Questions Practiced Over Time Report
- Completed Practice Test Report
- Past Weekly Practice Report

To access Testive:

1. Open Google Chrome or Safari (Testive is optimized for use with these browsers.)


3. Click the Testive link located on the right-hand side of the Professional Center home screen.

4. Click on “Get Started.” First-time users will need to accept the Statement of Understanding.

5. Use the menu on the left to view all students, individual students, or create a group.

IMPORTANT ITEMS TO KNOW:

- GOOGLE CHROME or SAFARI are the preferred Internet browsers for using Testive. Internet Explorer (IE) DOES NOT work well with Testive. Additionally, other browsers used with Testive experience several error messages.
- Students must login to Testive through RUReady.ND.gov to populate the Testive Professional Center.
- Students must take an ACT practice test or do significant work before the Testive Professional Center populates student information.
- Testive does not have a student shadow account like RUReady.ND.gov. Testive will revert back to the Testive Professional Center when used with your student shadow account.
# Life Before Kindergarten

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>Kindergarten</th>
<th>Length of Lesson:</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>4 Puppets (<em>home, daycare, preschool, babysitter</em>)</td>
<td>Student activity sheet: <em>Things I learned before Kindergarten at _______________</em></td>
<td>Crayons/markers</td>
</tr>
</tbody>
</table>

## Lesson Preparation

### Essential Questions:
How is school behavior different from behavior at home, daycare, or preschool? What do students do when they don’t understand what to do at school?

### Engagement (Hook):
Counselor will dialogue with puppets about puppets’ previous learning experiences.

## Procedures

### Instructor Procedures/Instructional Strategies:

1. The counselor will bring students together and sit in a circle. Counselor will introduce the home puppet, babysitter puppet, daycare puppet, and preschool puppet and interview them about their previous experiences. Four students are selected to be puppeteers. The counselor will point to the puppet to indicate when they are to talk. Where did you go to preschool/daycare? What kind of things did you do when you stayed at home all day? What kinds of things did you do at preschool/daycare? Did you have certain rules? What did you learn?

2. Counselor will ask students to respond to the following:
   a. Stand up if you went to preschool. Then instruct students to sit down.
   b. Stand up if you went to daycare. Then instruct students to sit down.
   c. Stand up if you stayed at home with a parent. Then instruct students to sit down.
   d. Stand up if you went to a babysitter. Then instruct students to sit down.

3. Counselor will have students go back to their desks/tables. Counselor will pass out the student “The things I learned before Kindergarten at ___________.” Activity Sheet.

   Students will draw a picture of two things they did or two expectations in their previous learning situation (home, preschool).

### Student Involvement/Instructional Activities:

1. Four students will participate as puppeteers.

2. Students stand up based on their previous learning experiences. After each request students will sit down.

3. Students will draw pictures of two things they did or two expectations during their previous learning situation.

Adapted from: [http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-Unit1-Lesson1.pdf](http://www.missouricareereducation.org/doc/guidelsn/AD5-GrK-Unit1-Lesson1.pdf)
The things I learned before Kindergarten at ____________________.