# Table of Contents

## Program Information

Alignment with **Common Core State Standards** ................................................................. 2-4

General Overview and Instructional Options ................................................................. 5-8
  - The Job Search Path .......................................................................................................................... 5-6
  - The Probationary Period Path ............................................................................................................. 7
  - The Full Simulation Path ..................................................................................................................... 8
  - Independent Study ............................................................................................................................ 8

Student Goals and Learning Objectives ................................................................................. 9

Completion Time ...................................................................................................................... 10

Learn More (your students’ electronic textbook) ................................................................. 11

Personnel File (your students’ work summary) ........................................................................... 12

Program Utilities (Save, Audio, Help, Quit) .............................................................................. 12

Our Grading Philosophy ........................................................................................................... 13

Note: A Pre-Simulation Questionnaire, Supplemental Creative Activities and Two Post-Simulation Assessments are also available on this CD in pdf format.

## Technical Information

Minimum System Requirements ............................................................................................ 14

Software Installation ............................................................................................................... 14
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 On The Job Coast-to-Coast or with the accompanying supplemental activities 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 On The Job Coast-to-Coast or with the accompanying supplemental activities 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 On The Job Coast-to-Coast or with the accompanying supplemental activities 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.
General Overview and Instructional Options

We have designed On The Job Coast-to-Coast with three different instructional options for maximum flexibility in the classroom. These three options include:

- The Full Simulation Path in which your students conduct their job search followed by a simulated 12 week probationary period once they are hired.
- The Job Search Path in which they focus only on the job search aspects of the simulation.
- The Probationary Period Path in which they focus only on trying to be successful on the job.

Not only do we offer these three paths for using the simulation, but within each of these paths, we offer variety that allows each path to be used multiple times.

The Job Search Path

If you are teaching a unit on job search skills, you may choose to use only the Job Search Path in conjunction with that unit.

A student will select one of the 6 education levels available, choose a career field within that education level and then use the various job search tools to find a job within that career field. The table below lists the job search tools and options that can be used with each of the six education levels.

<table>
<thead>
<tr>
<th>6 Education Levels</th>
<th>Direct to Work</th>
<th>Apprenticeship</th>
<th>Technical School</th>
<th>Associates Degree</th>
<th>Bachelor’s Degree</th>
<th>Master’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application:</td>
<td>Questions about completing applications</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover Letter:</td>
<td>Questions about the structure and use of cover letters</td>
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<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Interview:</td>
<td>Questions about interviewing successfully</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answering actual interview questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Bank:</td>
<td>12 cities to choose from with dozens of job openings for each job title</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Resume:</td>
<td>Questions about the structure and use of resumes</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Resume visuals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Here are some examples of the variety available:

**Example 1: Go Directly to Work**

This is the most basic way to use the Job Search Path. Here are the steps your students would follow:

- Select Go Directly To Work
- Select the Job Search Path
- Select the Job Bank tool
- Choose one of the 10 job titles
- Explore the Job Bank for available jobs in the 12 different cities
- Apply for a job opening
- Select the Application tool
- Answer 10 questions concerning the completion and use of job applications.

The more questions that are answered correctly, the greater the chance of being offered the job. However, as in real life, a good application does not guarantee being hired. Being offered a job may require more than one application and could require several applications.

**Example 2: Apprenticeship or Technical School**

This example requires a more involved use of the Job Search Tools. Here are the steps your students would follow:

- Select Apprenticeship or Technical School
- Select the Job Search Path
- Select the Job Bank Tool
- Choose one of the 10 job titles
- Explore the Job Bank for available jobs in the 12 different cities
- Select the Resume tool
- Choose Resume Questions or Resume Visuals when using the Resume tool
- Select the Cover Letter tool
- Apply for a job opening
- If offered an interview, select the Interview tool
- Answer 10 questions concerning interviewing skills.

The more questions that are answered correctly and the more correct choices that are made, the greater the chances of being offered a job. However, as in real life, there is no guarantee of a job offer. It may take several attempts to actually be offered a job. And, it is possible that no job offered is made.

**Example 3: Associates Degree, Bachelor’s Degree or Master’s Degree**

Students follow the same steps described in example 2 above, but the interview process requires them to answer actual interview questions by deciding on the best response from a series of responses.

Keep in mind that the higher the education level, the more competitive the job search. More questions must be answered correctly and the risk of not receiving a job offer is greater.
The Probationary Period Path

If you are teaching a unit on how to succeed on the job, you may choose to use only the Probationary Period Path in conjunction with the unit. The Probationary Period is a simulated 12 week period in which your students must prove themselves on the job or be let go.

Work Happens

Work Happens includes events that happen at work each week. These events are represented at the bottom of the main work screen by 10 green boxes. Students must select five of these boxes each week and deal with the results before they can move on to the next week. These events are divided into 4 categories:

Decisions
These are choices your students must make to solve on the job situations.

Get It Done
These are work related word games that your students must complete in a certain amount of time.

Your Day / Good Work / Bad Work / Bad Behavior / Bad Luck
These are random events that describe how things went at work on any given day.

Math
These are job and career math problems that your students must solve.

The math problems are divided into the following three levels.
- Level 1 problems are worth 100 Lifestyle Points. If five level 1 problems in a row are solved correctly, students move to level 2 problems.
- Level 2 problems are worth 300 Lifestyle Points. If three level 2 problems in a row are solved correctly, students move to level 3 problems.
- Level 3 problems are worth 500 Lifestyle Points. Students remain on level 3 until a problem is missed.

When a problem is missed on level 2 or level 3, students are returned to the next lower level.

When a math problem is selected in Work Happens, students are given four possible answers to choose from. A calculator is always available on the screen. When the calculator is selected, it is enlarged for easy use and can also be moved around the screen.

Student results from any Work Happens choice changes their position on the Job Status Bar which illustrates how they are doing during their Probationary Period. They begin the Probationary Period in the middle of the bar.

Movements to the right on the Job Status Bar are positive. If students reach the far right on the Job Status Bar, they receive bonus points and are returned to the middle to begin again. If they end the Probationary Period on the right half of the bar, they will have been successful and keep their job.

Movements to the left are negative. If students reach the far left of the Job Status Bar, they are fired and the Probationary Period ends. If they end their Probationary Period on the left half of the bar, they will have been less successful and may lose their job. The further they are to the left, the greater their chances of being let go.
The Full Simulation Path

The Full Simulation Path includes both the Job Search Path and the Probationary Period Path. Students first complete their job search. When they are hired, they complete their 12 week probationary period. The simulation ends if they fail to find a job, are fired or laid off during their probationary period or when they complete the full 12 weeks of the probationary period.

Independent Study

The following factors make On The Job excellent for independent study.

- Because of the variable factors in the program, every student will have a unique experience and must make their own decisions.

- All necessary instructions for using the simulation are available to your students on screen at all times so they can work in different locations without needing guidance (except for options you want them to choose such as the path you want them to follow or the education level you want them to select). For instructions, they simply click Program Utilities, click Help and then select the menu item of their choice.

- Students can save their work at any time and return to the same location in the simulation at a later session. This allows the work to be completed when computer time is available.
Student Goals

The Job Search Path:

- To be hired for the best paying job in their career field in the location of their choice. A student’s ability to reach this goal is limited by the level of competitiveness for higher paying jobs and jobs at higher education levels. It is also limited by the available of jobs in the 12 cities.

- To maximize the number of Career Points earned. A student earns Career Points by correctly answering questions and making correct choices while using the Job Search Tools. Points are also earned by being offered a job and accepting it. A student loses Career Points by incorrectly answering questions and making poor choices while using the Job Search Tools. Points are also lost when a job interview is not given or a job offer is not made after an interview.

The Probationary Period Path:

- To successfully complete the 12 week Probationary Period. To assure this, a student’s goal is to remain on the right half of the Job Status Bar.

- To earn bonuses during the Probationary Period. Each time a student reaches the right end of the Job Status Bar, bonus Career Points are earned.

- To maximize the number of Career Points earned. A student earns or loses Career Points based on the decisions that are made, whether problems are solved correctly, whether assignments are completed successfully, daily events and random factors.

The Full Simulation Path:

Student goals for the Full Simulation Path are those listed above for both the Job Search Path and the Probationary Period Path.

Learning Objectives

By completing the Job Search Path and reading the support materials in Learn More, your students will:

- Learn to complete job applications properly.
- Learn how to design a successful resume that gets an interview.
- Learn how to design a successful cover letter that gets a resume read.
- Learn the skills necessary to succeed in an interview.
- Learn that finding a job in the real world can be challenging and time consuming.
- Learn that education pays both in higher incomes and better benefits.

By completing the Probationary Period Path and reading the support materials in Learn More, your students will:

- Learn to succeed with their coworkers.
- Learn to succeed with their boss.
- Learn how to make good choices when dealing with on the job situations.
- Learn that success on the job means more than just doing their job.
- Learn that in the world of work, they will have to live with the choices they make.
Completion Time

The actual time required for your students to complete the simulation will depend on the path you have them take, the education level they choose, the level of success they have at finding a job and their own individual work speed.

Here are examples that we hope will help you estimate the time needed. Keep in mind that for our examples a class period equals 50 minutes.

Example 1: The Job Search Path (1-2 class periods)

You are teaching a unit on job search skills and want to utilize only the Job Search path in the simulation. On average, we estimate that this will take a student 1-2 class periods depending on the education level chosen and the level of success at finding a job.

The fastest way to complete a job search is to chose the lowest education level - Go Directly To Work. This requires the student to use only the Job Bank and the Application tool. The student will not use Resume, Cover Letter or Interview.

Any of the five higher education levels require the student to use the Job Bank, Resume, Cover Letter and Interview. In addition, the higher the education level, the more demanding the job search.

Also keep in mind that a good job search process does not guarantee a job. We have built in the frustration factor that exists in the real world. You may be a good candidate for a job and still not get it. It is very possible that one student will get the first job applied for while another student can be rejected several times before being offered a job.

Example 2: The Probationary Period Path (1-2 class periods)

You are teaching a unit on how to succeed on the job and want to utilize only the Probationary Period path in the simulation. On average, we estimate that this will take a student 1-2 class periods if all 12 weeks are completed. However, as in real life, a student can be fired or laid off before the end of the Probationary Period.

How your students are doing during their Probationary Period is measured by their position on the Job Status Bar. Movements to the right are positive and movements to the left are negative. Should a student move to the far left on the Job Status Bar at anytime, the student is fired and the simulation ends.

Also, during the Probationary Period students can be laid off through no fault of their own. Just as in real life, economic conditions can force an employer to lay of employees.

Example 3: The Full Simulation Path (3-4 class periods)

On average, the Full Simulation will take from 3-4 class periods since it includes both the Job Search Path and the Probationary Period Path. However, this average time will vary for each student based on the exceptions explained in examples 1 and 2 above.

Example 4: Learn More (see page 11)

Learn More is your students’ source for in-depth information about making career choices, finding a job and being successful at work. If you assign reading in Learn More, this will naturally take class time.
Learn More

Learn More is your students’ electronic source for in-depth information about making career choices, finding a job and being successful at work. It is divided into the following seven topics and sections:

Chapter 1: Choosing A Career
   Section 1: Know Yourself
   Section 2: Exploring Careers

Chapter 2: Education and Training
   Section 1: Direct To Work
   Section 2: Apprenticeships
   Section 3: Degree Programs

Chapter 3: Applications
   Section 1: Types of Applications

Chapter 4: Resumes
   Section 1: Resumes
   Section 2: Resume Formats
   Section 3: Style and Proofreading
   Section 4: Online Resumes

Chapter 5: Cover Letters
   Section 1: Writing Cover Letters
   Section 2: Online Cover Letters

Chapter 6: Interviewing
   Section 1: Types of Interviews
   Section 2: Interview Preparation
   Section 3: The Interview

Chapter 7: On The Job
   Section 1: New On The Job
   Section 2: Success At Work
   Section 3: Succeed With Coworkers
   Section 4: Succeed With Your Boss

Here are examples of how to use Learn More in conjunction with the simulation:
1) Assign daily readings so that your students have completed all 7 chapters before beginning the simulation.
2) Assign specific chapter readings that are appropriate to each section of the simulation:
   • Have students read Chapters 1 and 2 before beginning the Job Search Path or the Full Simulation Path.
   • Have students read Chapter 3 before using the Application tool.
   • Have students read Chapter 4 before using the Resume tool.
   • Have students read Chapter 5 before using the Cover Letter tool.
   • Have students read Chapter 6 before using the Interview tool.
   • Have students read Chapter 7 before beginning the Probationary Period path.

3) Have your students use Learn More as a reference tool as they work through the simulation.
Personnel File

The Personnel File summarizes a student’s position at any time during the simulation.

Each student’s Personnel File is available to view or print and turn in so you will know what progress each student is making. The Personnel File can be found by clicking the down arrow located below the student’s name and next to the student’s avatar in the upper left hand corner of the main work screen.

A variety of information is available in the Personnel File including:

Student name

Job Search Information:
- Educational level chosen
- Career information including occupation, location and starting income
- Career points earned
- Job search status in regard to application, resume, cover letter and interview

Probationary Period Information
- Current date in the 12 week probationary period
- Location on the job status bar
- Math problem results on each level
- Number of bonuses and bonus Career Points earned

Program Utilities

On The Job includes the following 4 program utilities located in the upper right hand corner of the main work screen.

Save:
Students can save their work at any time and they should always save their work before they Quit the program. A saved file can be reloaded so students can continue their work at any time. For saving and loading instructions, they click Program Utilities, click Help and then click Save.

Audio
This allows students to turn the audio off and on.

Help
All necessary instructions for using the simulation are available to your students on screen at all times so they can work in different locations without needing guidance. For instructions, they click Program Utilities, click Help and then select the menu item of their choice.

Quit
To leave the program, students click Program Utilities, click Quit and then follow the on-screen instructions.
Our Grading Philosophy

♦ We believe students should be rewarded for completing the simulation one or more times. A student's efforts in completing the simulation can be seen by viewing the Personnel File.

♦ We do not believe students should be given a letter grade based on their results (such as an "A" for getting a high paying job or an "F" for being fired during the Probationary Period).

Whatever result a student has, learning will have taken place. And sometimes a bad result is the best lesson. For example:

- Students will learn that you may be a good candidate for a job and still not receive a job offer.
- Students will learn that job hunting can be a long and tedious process in the real world.
- Students will learn that sometimes you can lose a job through no fault of your own.

♦ We do not believe a comparative grade can be given by comparing one student's results with another.

Remember, even if each student starts from the same position, random factors will effect them differently throughout the simulation.

♦ We believe a student’s experience with the simulation is more important than an assessment result in determining a grade for the work.
Minimum System Requirements

Adobe Air is required to install the software. If you receive a file type unknown error, you will need to install Adobe Air which is available at http://get.adobe.com/air/

Microsoft Windows Vista / Windows 7 / Windows 8 / Windows 10

Mac OS X 10.6 or higher

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.

Software Installation: Local

Windows Installation:
To install the program on your hard drive:
  1. Place the program CD in your CD-ROM drive.
  2. Bring up the run command from the Start menu or by pressing Windows Key + R.
  3. In the command line type d:\setup.air (where d is the letter that identifies your CD drive). Click on OK or press ENTER.
  4. A dialog box will appear. Click on the “Install” button. The setup program will begin to run. Follow the on screen prompts.
  5. Run the program from the icon placed on your Desktop.

Macintosh Installation:
To install the program on your hard drive:
  1. Place the program CD in your CD-ROM drive
  2. Double Click the Setup.air file on the CD
  3. A dialog box will appear. Click on the “Install” button. The setup program will begin to run. Follow the on screen prompts.
  4. The program icon will be added to your “Applications” folder.

Software Installation: Network

  1. Place the CD in your CD-ROM drive
  2. Bring up the run command from the Start menu or by pressing Windows Key + R
  3. In the command line type d:\setup.air (where d is the letter that identifies your CD drive). Click on OK or press ENTER.
  4. A dialog box will appear. Click on the “Install” button. The setup program will begin to run.
  5. Change the “Installation Location:” to your network drive or UNC path.
  6. Click Continue.
  7. After the installation an icon will be created on your desktop. Push this icon out to your desktops.

For technical support email support@cwpub.com