

# Career Wonders

Grades 5-8

Encouraging exploration of the world's career opportunities

truck driver

mechanic

engineer

nurse

graphic  
designer

pharmacist

accountant

lab tech

teacher

social  
worker



SOUTH DAKOTA  
DEPT. OF LABOR  
& REGULATION



# setting your sights on career plans

Do you have any careers in mind for your future? Do you plan to go to college or technical school after high school? What's the big rush?" You have several years before you graduate from high school. Why worry about what you're going to do after that?

## Keep your options open!

A world of exciting career options await. You can prepare for those careers in many ways. It's okay if you don't know what you want to be. It is natural and even good not to focus on a specific career path at your age. You also don't have to decide now whether you want to go to school after you graduate. But now *is* the perfect time to explore the possibilities and plan for high school.

## Why worry about high school now?

With all the subjects you'll need to take in high school and all the cool electives you can choose, it is important you plan what courses to take each year well ahead of time. Take as many courses as you can in high school while they are free, rather than paying for them in college!



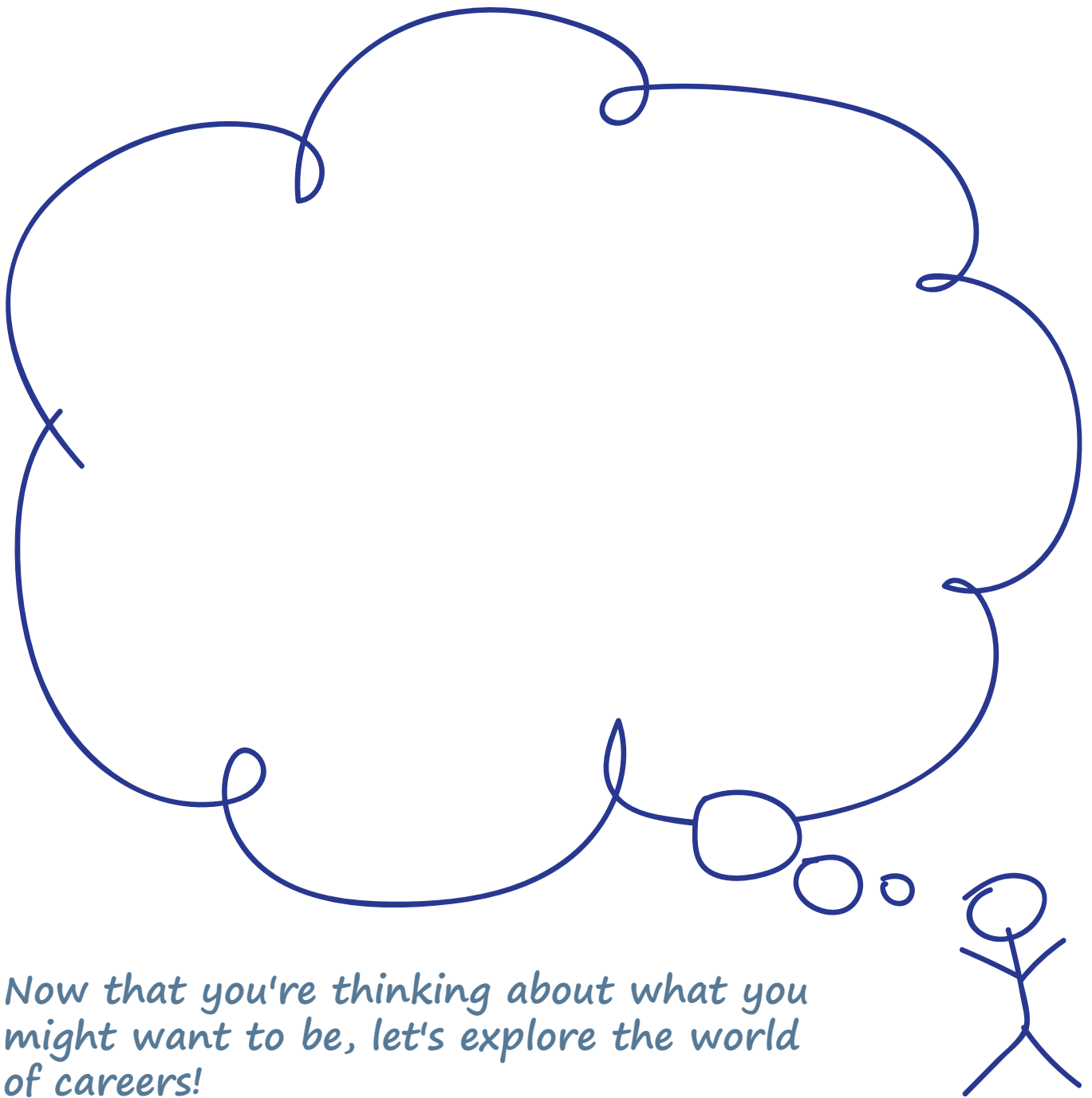
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# when I grow up ...

Even if you haven't thought to much about careers, someone has probably asked what you want to be when you grow up. Your answer might have been the same or changed each time! Draw or write the first thing you remember wanting to be below. Do you still want to be the same thing, or have you added other job ideas or changed your mind since then?

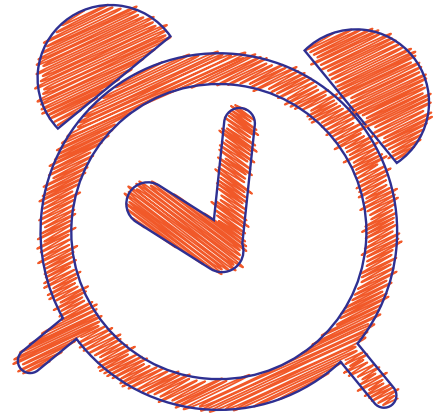


*Now that you're thinking about what you might want to be, let's explore the world of careers!*

What's  
the

# big deal

about career planning?



## It's a matter of TIME.

One of the biggest reasons to plan for a career you'll enjoy is time. Some simple math illustrates the importance of time:

The average person works until the age of 55, at least. Suppose you start working when you're 20. That means you'll spend at least how many years of your life working?

1. \_\_\_\_\_

Let's look at the time spent working from the *percentage* of time spent working. First, figure out how many total hours there are in a week.

2. \_\_\_\_\_

The average person needs eight hours of sleep a night. Figure out how many hours a week that equals. Then subtract sleeping hours in a week from the total number of hours in a week in step 2.

3. \_\_\_\_\_

The majority of people work at least 40 hours a week, either at one job or two or more jobs. Subtract those hours from the remaining (non-sleeping) hours in a week.

4. \_\_\_\_\_

Now, figure out what percentage of your non-sleeping time each week you'll spend working

5. \_\_\_\_\_

*Wouldn't you prefer to spend all that time at a job you enjoy, rather than one you hate?*

Plus, your work may often



## influence

- the people you hang out with
- where you live
- time spent with family and friends
- your leisure activities and hobbies, etc.



*In other words ...*

*your career will be a major part of who you are!*

Answers: 1. 55 - 20 = 35 years 2.  $24 \times 7 = 168$  hours 3.  $168 - 56 = 112$  hours 4.  $112 - 40 = 72$  hours 5.  $40 \div 112 = 36\%$



# The **big deal** about career planning, continued

## Why worry now about education beyond high school?

Education beyond high school can be the key to the kind of life you want. Those who complete some type of education or training after high school graduation:

- have a wider range of job possibilities and options;
- develop lifelong learning skills;
- are in a better position to help their families and communities;
- get a better start in life. They learn to express their thoughts clearly, make informed decisions and use technology – all useful skills on and off the job.
- generally earn high wages and face lower unemployment levels than those who have not finished or only completed high school.

## Money talks:

Education after high school can open doors to better-paying jobs, better working conditions (like hours and work settings), benefits and opportunities to move up. According to the U.S. Bureau of Labor Statistics (BLS), learning more equals earning more and being less likely to become unemployed. For the most recent information available, visit

[www.bls.gov/emp/chart-unemployment-earnings-education.htm](http://www.bls.gov/emp/chart-unemployment-earnings-education.htm).

finding  
occupational  
wages  
for South  
Dakota



To find the most recent South Dakota wage data available, visit [dlr.sd.gov/lmic](http://dlr.sd.gov/lmic), then

- Choose “Wages & Income” from the menu at the left
- Then choose “Wages by Occupation”

Other sites with educational requirements and wage information:

O\*Net Online: [www.onetonline.org](http://www.onetonline.org)

My Next Move: [www.mynextmove.org](http://www.mynextmove.org)

Occupational Outlook Handbook: [www.bls.gov/ooh](http://www.bls.gov/ooh)



# buying power

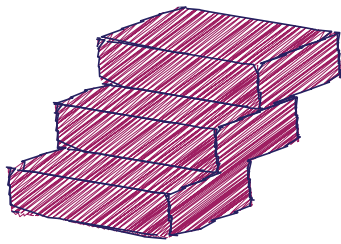
The more money you earn, the more cool things you can buy. Let's compare the “buying power” of different occupations. Follow the instructions on page 3 to look up the average hourly wage of each of the occupations below.

If you want to buy a tablet for \$529, how many hours would you have to work in each of these occupations (based on the average wage) to pay for the tablet? Round decimals to the nearest tenth. (For this activity, do not worry about things like sales tax or paycheck withholdings.)

<i>Occupation</i>	<i>Average Hourly Wage</i>	<i>Hours Needed?</i>
Retail Salesperson		
Food Service Supervisor		
Electrician		
Highway Maintenance Worker		
Management Analyst		
Chief Executive		
Educational, Guidance and Career Counselors & Advisors		
Nurse Practitioner		
Pharmacist		

Pharmacists	\$58.23	9.1 hours
Nurse Practitioners	\$49.56	10.7 hours
Educational, Guidance, and Career Counselors & Advisors	\$21.64	24.4 hours
Chief Executives	\$124.72	4.2 hours

Retail Salespersons	\$15.97	33.1 hours
First-Line Supervisors of Food Preparation & Serving Workers	\$17.33	30.5 hours
Electricians	\$22.92	23.1 hours
Highway Maintenance Workers	\$17.94	29.5 hours
Management Analysts	\$36.50	14.5 hours



# steps to your future

Small, well-planned  
steps for today; giant  
strides to a great future

## 1. Explore who you are

What do you like to do? How do you spend your free time? What are your favorite classes in school? Use career programs your school may have. They help you learn more about how your interests relate to career options. Get advice from school counselors, teachers and parents. Career interest surveys may help determine areas of interest too. The Career Cluster-based interest survey on pages 10 to 15 offers guidance for your career discussions.

The South Dakota Career Interest Survey (SDCIS) on the Labor Market Information Center's website is also valuable tool in career interest exploration.

## 2. Learn about careers you like.

Do you know people whose careers appeal to you? Find out as much as you can about their jobs. Is job shadowing an option? If you can't think of anyone who works in career areas that interest you, ask your parents, teachers, counselors, neighbors and business leaders for suggestions. Also use websites such as

**My Next Move** ([www.mynextmove.org](http://www.mynextmove.org)) and **Occupational Outlook Handbook** ([www.bls.gov/ooh](http://www.bls.gov/ooh)) to learn about careers.

## 3. Begin focusing on career areas.

Eventually, you will narrow your choices to a group of related careers that seem to fit you best. To help you decide which careers to focus on, consider all the things you learned in steps one and two. Keep in mind all the things you know about yourself.

## 4. Prepare yourself.

Find out what you need to do to prepare for careers that interest you and start planning. Figure out the courses you should take in high school. See the tips on pages 38 to 43.

## 5. Write down your plans.

People who write down their goals commit more to achieving them. Keep records in a safe place. Schools may provide career portfolios or personal learning plans. **Your career interests and goals will likely change over time.**

Change your plan when needed. Refer to it along the way and keep striving for your goals!

# South Dakota Career Interest Survey



The SDCIS helps find occupations you might like. Rate how much you like or dislike the listed work-related activities. Your answers are tallied to calculate scores for six career interest areas. Check out the occupations listed in at least your top two career interest areas!

Visit [www.dlr.sd.gov/lmic](http://www.dlr.sd.gov/lmic) & click on **South Dakota Career Interest Survey** under Tools & Resources in the left menu to get started.

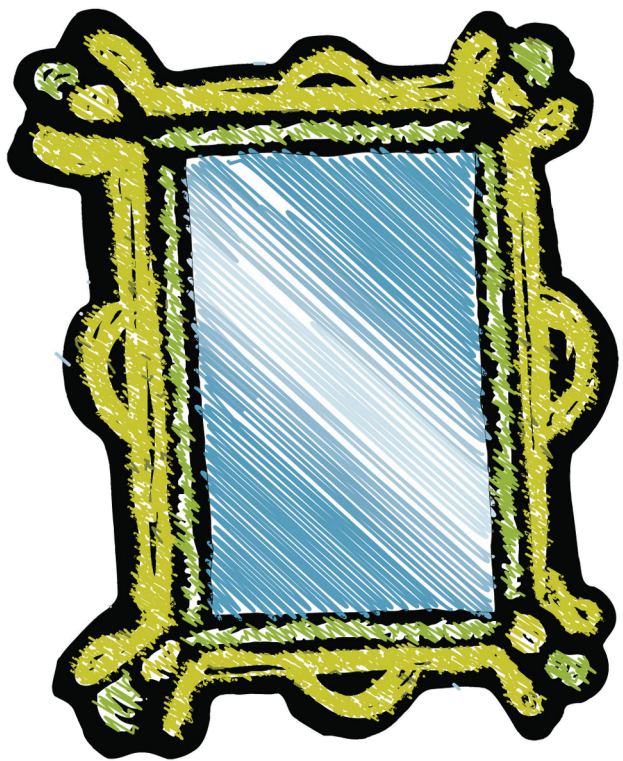
symbols



means an occupation is among the 30 occupations with the hottest outlook.



by an occupation means it's a hot career. For more on hot careers, see page 9.



# look within

*Understanding your values, comfort zones, skills and aptitudes*

To choose a career that will fit you well, first you have to understand yourself. Explore who you are. Know your likes and dislikes. Recognize what you are good at, and what you are not so good at. What things are most important to you? Pay attention to the way you feel about your experiences. All these things help you figure out the kind of work you might enjoy someday. The checklists on the next few pages will give you a start.

## values

### *What do you value most?*

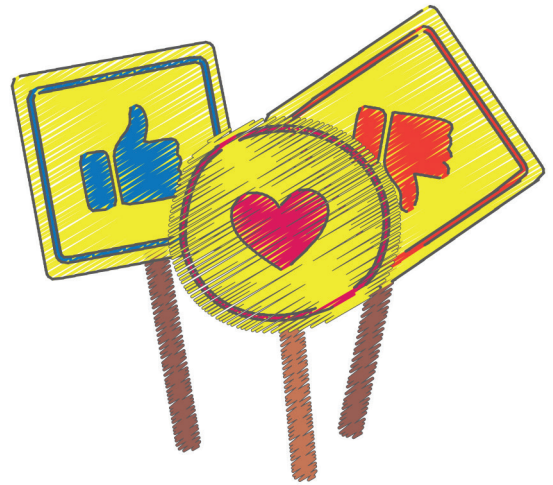
From the list at the right, think about what things are most important to you. Which ones make you feel best? Which ones would you be most upset not to have? Prioritize the six or seven you value most by writing a “1” in the blank in front of the thing that is most important to you, a “2” for the thing that is next most important to you, etc. If some of the things your value most are not on this list, add them.

- \_\_\_ acceptance
- \_\_\_ material possessions
- \_\_\_ security
- \_\_\_ status
- \_\_\_ people
- \_\_\_ challenge
- \_\_\_ creativity
- \_\_\_ independence
- \_\_\_ power
- \_\_\_ family
- \_\_\_ other (please specify \_\_\_\_\_)
- \_\_\_ other (please specify \_\_\_\_\_)



# in the zone

## Your workplace comfort zones



It is important to learn about various careers' working conditions. Think about how well they would fit you. For example, if you don't like to sit still for very long, you probably would not be happy working mainly at a desk.

### Likes and Dislikes

Write an "L" in the blank beside the working environments you think you would like. Write a "D" in the blank beside those you think you would dislike. As you learn more about careers, keep your preferred "comfort zones" in mind. Online sources like the Occupational Outlook Handbook, My Next Move and O\*NET Online can provide information on the working conditions of specific careers.

- |                            |                         |
|----------------------------|-------------------------|
| ___ outside work           | ___ non-physical work   |
| ___ inside work            | ___ overnight travel    |
| ___ quiet environment      | ___ extended travel     |
| ___ noisy environment      | ___ repeating tasks     |
| ___ risk-taking work       | ___ variety of tasks    |
| ___ safe, predictable work | ___ working with people |
| ___ rotating shift work    | ___ working with things |
| ___ regular hours          | ___ working with data   |
| ___ weekend work           | ___ working with ideas  |
| ___ physical work          |                         |

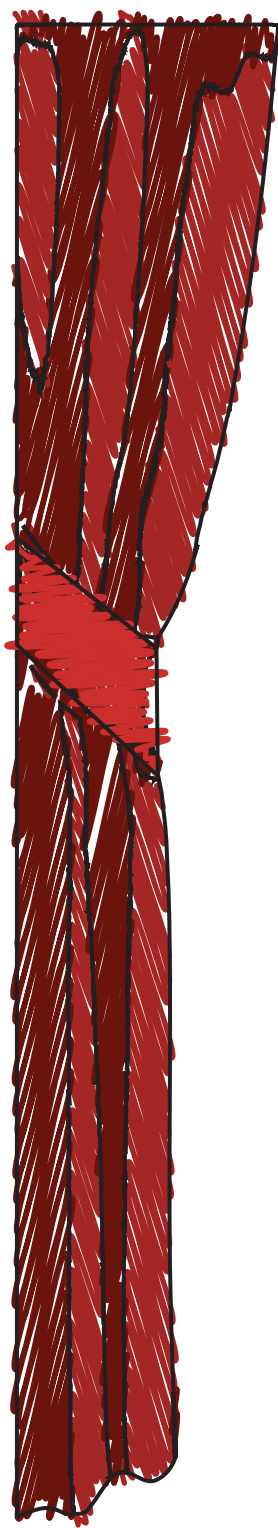
### sources for working conditions

Occupational Outlook Handbook  
[www.bls.gov/ooh](http://www.bls.gov/ooh)

My Next Move  
[www.mynextmove.org](http://www.mynextmove.org)

O\*NET Online  
[www.onetonline.org](http://www.onetonline.org)





# talent show

Your aptitudes & skills

## What do you enjoy?

Think about how you spend your free time. It could be helping children, playing sports, cooking, doing paperwork, reading or anything else.

1.

2.

3.

## What are your aptitudes?

What are you naturally good at, either physically or mentally? It could be getting along well with other people, quickly grasping how to do math problems or being able to carry a perfect musical pitch.

1.

2.

3.

## What are your skills?

Skills are slightly different than aptitudes. While aptitudes are natural abilities or talents, skills are the abilities gained through training and practice. Your skills could be in any of several areas, such as art, a craft or science.

1.

2.

3.

## Not sure what your aptitudes or skills may be?

Ask someone who knows you well (like a relative or teacher) for help.



keep  
in mind

Some of your interests, values and skills may change over time, but many will stay the same. Keep this information in your career portfolio or personal learning plan along with your goals. Refer to it often and update it as you develop your career plans.

# trending ... HOT careers

Your interests and aptitudes should be the biggest factors in choosing a career. Knowing about career trends and hot careers in the job market helps. Hot careers are those that pay better than average and are projected to need the most workers.




Knowing the social and economic factors driving career trends might pay off even if you have no interest in careers on the hot list. You may be able to use that knowledge for careers you do want to pursue. Maybe you want to be an accountant so “hot” health care occupations do not interest you; however, knowing health care is a growing, good-paying field, you may consider working as an accountant for a health care provider.

finding  
**HOT**  
**CAREERS** in  
South  
Dakota  
online

Go to the Labor  
Market Information  
website's *Hot Careers*  
Page for the latest  
information on South  
Dakota's Hot Careers

Also check out the Top 30 Hot Careers Flyer in the  
Publications section of our website!

\*\*\*PLUS\*\*\*  
LMIC's *Explore Occupations* options let you explore occupations by the 16 career clusters or the six career interest areas related to the South Dakota Career Interest Survey.

 South Dakota's hot careers are marked with a flame icon.

 The Top 30 hottest careers are marked with a Top 30 icon.

# career clusters interest survey

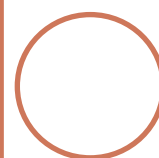
This career interest survey can help kick start thoughts about your career plans. Your results will point to some general work areas for career possibilities. Remember, your interests may change over time. The survey is intended to help with informal career exploration and makes no claims of statistical reliability.

Circle the items in each box that best describe you. You may circle as many items as you want. When done, add the number of circles in each box to see which three have the highest totals.

box  
1

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Learn how things grow and stay alive</li> <li>• Make the best use of the earth's natural resources</li> <li>• Hunt and/or fish</li> <li>• Protect the environment</li> <li>• Be outdoors in all kinds of weather</li> <li>• Plan, budget and keep records</li> <li>• Operate machines and keep them in good repair</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reliant</li> <li>• Nature lover</li> <li>• Physically active</li> <li>• Planner</li> <li>• Creative problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Life Sciences</li> <li>• Earth Sciences</li> <li>• Chemistry</li> <li>• Agriculture</li> </ul>

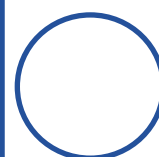
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box  
2

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Read and follow blueprints and/or instructions</li> <li>• Picture in my mind what a finished product looks like</li> <li>• Work with my hands</li> <li>• Perform work that requires precise results</li> <li>• Solve technical problems</li> <li>• Visit and learn from beautiful, historic or interesting buildings</li> <li>• Follow logical, step-by-step procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Curious</li> <li>• Good at following directions</li> <li>• Pay attention to detail</li> <li>• Good at visualizing possibilities</li> <li>• Patient and persistent</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Drafting</li> <li>• Physical Sciences</li> <li>• Construction Trades</li> <li>• Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</li> </ul>

Total  
number  
circled



box  
3

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Use my imagination to communicate new information to others</li> <li>• Perform in front of others</li> <li>• Read and write</li> <li>• Play a musical instrument</li> <li>• Perform creative, artistic activities</li> <li>• Use video and recording technology</li> <li>• Design brochures and posters</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and imaginative</li> <li>• Good communicator/good vocabulary</li> <li>• Curious about new technology</li> <li>• Relate well to feelings and thoughts of others</li> <li>• Determined/tenacious</li> </ul>	<ul style="list-style-type: none"> <li>• Art/Graphic Design</li> <li>• Music</li> <li>• Speech and Drama</li> <li>• Journalism/Literature</li> <li>• Audiovisual Technologies</li> </ul>

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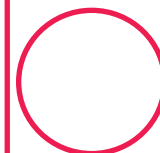
# career clusters interest survey

Circle the items in each box that best describe you. You may circle as many items as you want. When done, add the number of circles in each box to see which three have the highest totals.

box  
4

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Perform routine, organized activities, but can be flexible</li> <li>• Work with numbers and detailed information</li> <li>• Be the leader in a group</li> <li>• Make business contact with people</li> <li>• Work with computer programs</li> <li>• Create reports and communicate ideas</li> <li>• Plan my work and follow instructions without close supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Organized</li> <li>• Practical and logical</li> <li>• Patient</li> <li>• Tactful</li> <li>• Responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Computer Applications/Business and Information Technology</li> <li>• Accounting</li> <li>• Math</li> <li>• English</li> <li>• Economics</li> </ul>

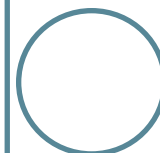
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box  
5

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Communicate with different types of people</li> <li>• Help others with their homework or to learn new things</li> <li>• Go to school</li> <li>• Direct and plan activities for others</li> <li>• Handle several responsibilities at once</li> <li>• Acquire new information</li> <li>• Help people overcome their challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Friendly</li> <li>• Decision maker</li> <li>• Helpful</li> <li>• Innovative/Inquisitive</li> <li>• Good listener</li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• Math</li> <li>• Science</li> <li>• Psychology</li> </ul>

Total  
number  
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box  
6

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Work with numbers</li> <li>• Work to meet a deadline</li> <li>• Make predictions based on existing facts</li> <li>• Have a framework of rules by which to operate</li> <li>• Analyze financial information and interpret it to others</li> <li>• Handle money with accuracy and reliability</li> <li>• Take pride in the way I dress and look</li> </ul>	<ul style="list-style-type: none"> <li>• Trustworthy</li> <li>• Orderly</li> <li>• Self-confident</li> <li>• Logical</li> <li>• Methodical or efficient</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting</li> <li>• Math</li> <li>• Economics</li> <li>• Banking/Financial Services</li> <li>• Business Law</li> </ul>

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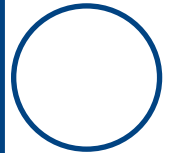
# career clusters interest survey

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box  
7

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Be involved in politics</li> <li>• Negotiate, defend and debate ideas and topics</li> <li>• Plan activities and work cooperatively with others</li> <li>• Work with details</li> <li>• Perform a variety of duties that may change often</li> <li>• Analyze information and interpret it to others</li> <li>• Travel and see things that are new to me</li> </ul>	<ul style="list-style-type: none"> <li>• Good communicator</li> <li>• Competitive</li> <li>• Service-minded</li> <li>• Well organized</li> <li>• Problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Government</li> <li>• Language Arts</li> <li>• History</li> <li>• Math</li> <li>• Foreign Language</li> </ul>

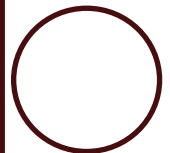
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box  
8

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Work under pressure</li> <li>• Help sick people and animals</li> <li>• Make decisions based on logic and information</li> <li>• Participate in health and science classes</li> <li>• Respond quickly and calmly in emergencies</li> <li>• Work as a member of a team</li> <li>• Follow guidelines precisely and meet strict standards of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Compassionate and caring</li> <li>• Good at following directions</li> <li>• Conscientious and careful</li> <li>• Patient</li> <li>• Good listener</li> </ul>	<ul style="list-style-type: none"> <li>• Biological Sciences</li> <li>• Chemistry</li> <li>• Math</li> <li>• Occupational Health</li> <li>• Language Arts</li> </ul>

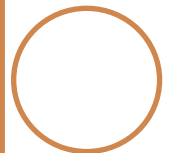
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box  
9

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Investigate new places and activities</li> <li>• Work with all ages and types of people</li> <li>• Organize activities in which other people enjoy themselves</li> <li>• Have a flexible schedule</li> <li>• Help people make up their minds</li> <li>• Communicate easily, tactfully and courteously</li> <li>• Learn about other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Tactful</li> <li>• Self-motivated</li> <li>• Works well with others</li> <li>• Outgoing</li> <li>• Slow to anger</li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts /Speech</li> <li>• Foreign Language</li> <li>• Social Sciences</li> <li>• Marketing</li> <li>• Food Services</li> </ul>

Total  
number  
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# career clusters interest survey

Circle the items in each box that best describe you. You may circle as many items as you want. When done, add the number of circles in each box to see which three have the highest totals.

box  
10

*Activities that describe what I like to do:*

- Care about people, their needs and their problems
- Participate in community service and volunteering
- Listen to other people's viewpoints
- Help people be at their best
- Work with people from preschool age to old age
- Think of new ways to do things
- Make friends with different kinds of people

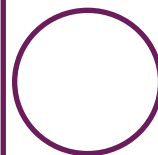
*Personal qualities that describe me:*

- Good communicator and listener
- Caring
- Non-materialistic
- Intuitive and logical
- Non-judgmental

*School subjects I like:*

- Language Arts
- Psychology/Sociology
- Family and Consumer Sciences
- Finance
- Foreign Language

Total  
number  
circled



box  
11

*Activities that describe what I like to do:*

- Work with computers
- Reason clearly and logically to solve complex problems
- Use machines, techniques and processes
- Read technical material and diagrams and solve technical problems
- Adapt to change
- Play video games and figure out how they work
- Concentrate for long periods without being distracted

*Personal qualities that describe me:*

- Logical/analytical thinker
- See details in the big picture
- Persistent
- Good concentration skills
- Precise and accurate

*School subjects I like:*

- Math
- Science
- Computer Tech
- Communications
- Graphic Design

Total  
number  
circled



box  
12

*Activities that describe what I like to do:*

- Work under pressure or in the face of danger
- Make decisions based on my own observations
- Interact with other people
- Be in positions of authority
- Respect rules and regulations
- Debate and win arguments
- Observe and analyze people's behavior

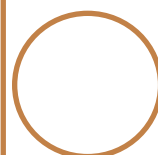
*Personal qualities that describe me:*

- Adventurous
- Dependable
- Community-minded
- Decisive
- Optimistic

*School subjects I like:*

- Language Arts
- Psychology /Sociology
- Government/History
- Law Enforcement
- First Aid/First Responder

Total  
number  
circled



box  
13

*Activities that describe what I like to do:*

- Work with my hands and learn that way
- Put things together
- Do routine, organized and accurate work
- Perform activities and produce tangible results
- Apply math to work out solutions
- Use hand and power tools and operate equipment
- Visualize objects in three dimensions from flat drawings

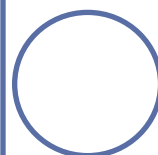
*Personal qualities that describe me:*

- Practical
- Observant
- Physically active
- Step-by-step thinker
- Coordinated

*School subjects I like:*

- Math/Geometry
- Chemistry
- Trade and Industry
- Physics
- Language Arts

Total  
number  
circled



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Source: Advance CTE: State Leaders Connecting Learning to Work

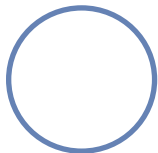
# career clusters interest survey

Circle the items in each box that best describe you. You may circle as many items as you want. When done, add the number of circles in each box to see which three have the highest totals.

box  
14

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Shop and go to the mall</li> <li>• Be in charge</li> <li>• Make displays and promote ideas</li> <li>• Give presentations and enjoy public speaking</li> <li>• Persuade people to buy products/to participate in activities</li> <li>• Communicate my ideas to other people</li> <li>• Take advantage of opportunities to make extra money</li> </ul>	<ul style="list-style-type: none"> <li>• Enthusiastic</li> <li>• Competitive</li> <li>• Creative</li> <li>• Self-motivated</li> <li>• Persuasive</li> </ul>	<ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Math</li> <li>• Business Education/Marketing</li> <li>• Economics</li> <li>• Computer Applications</li> </ul>

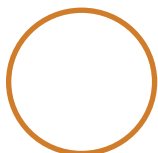
Total  
number  
circled



box  
15

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Interpret formulas</li> <li>• Find the answers to questions</li> <li>• Work in a laboratory</li> <li>• Figure out how things work and investigate new things</li> <li>• Explore new technology</li> <li>• Experiment to find the best way to do something</li> <li>• Pay attention to details and help things be precise</li> </ul>	<ul style="list-style-type: none"> <li>• Detail-oriented</li> <li>• Inquisitive</li> <li>• Objective</li> <li>• Methodical</li> <li>• Mechanically inclined</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• Drafting</li> <li>• Electronics</li> <li>• Technical classes</li> </ul>

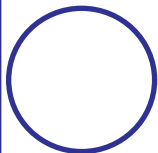
Total  
number  
circled



box  
16

<i>Activities that describe what I like to do:</i>	<i>Personal qualities that describe me:</i>	<i>School subjects I like:</i>
<ul style="list-style-type: none"> <li>• Travel</li> <li>• See well and have quick reflexes</li> <li>• Solve mechanical problems</li> <li>• Design efficient processes</li> <li>• Anticipate needs and prepare to meet them</li> <li>• Drive or ride</li> <li>• Move things from one place to another</li> </ul>	<ul style="list-style-type: none"> <li>• Realistic</li> <li>• Mechanical</li> <li>• Coordinated</li> <li>• Observant</li> <li>• Planner</li> </ul>	<ul style="list-style-type: none"> <li>• Math</li> <li>• Trade and Industry</li> <li>• Physical Sciences</li> <li>• Economics</li> <li>• Foreign Language</li> </ul>

Total  
number  
circled



Write your totals for  
each box on the next page

# RESULTS

Place the total number circled in the corresponding box below.

<p><b>1</b></p> <p>Agriculture, Food &amp; Natural Resources</p> <p>_____</p>	<p><b>2</b></p> <p>Architecture &amp; Construction</p> <p>_____</p>	<p><b>3</b></p> <p>Arts, Audio/Video Technology &amp; Communications</p> <p>_____</p>	<p><b>4</b></p> <p>Business Management &amp; Administration</p> <p>_____</p>
<p><b>5</b></p> <p>Education &amp; Training</p> <p>_____</p>	<p><b>6</b></p> <p>Finance</p> <p>_____</p>	<p><b>7</b></p> <p>Government &amp; Public Administration</p> <p>_____</p>	<p><b>8</b></p> <p>Health Science</p> <p>_____</p>
<p><b>9</b></p> <p>Hospitality &amp; Tourism</p> <p>_____</p>	<p><b>10</b></p> <p>Human Services</p> <p>_____</p>	<p><b>11</b></p> <p>Information Technology</p> <p>_____</p>	<p><b>12</b></p> <p>Law, Public Safety, Corrections &amp; Security</p> <p>_____</p>
<p><b>13</b></p> <p>Manufacturing</p> <p>_____</p>	<p><b>14</b></p> <p>Marketing</p> <p>_____</p>	<p><b>15</b></p> <p>Science, Technology, Engineering &amp; Mathematics</p> <p>_____</p>	<p><b>16</b></p> <p>Transportation, Distribution &amp; Logistics</p> <p>_____</p>

My  
top three interest areas

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

This interest survey is divided into 16 groups. Each group is a **career cluster**. Career clusters place similar occupations in groups. These clusters help narrow the thousands of career options in the world to general areas of interest. The clusters connect what you learn in school to the skills and knowledge you need after high school. A career may fit in more than one cluster.

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Source: Advance CTE: State Leaders Connecting Learning to Work

# career cluster

(kuh-reer) n.

an occupation or profession, especially one requiring special training, followed as one's lifework.

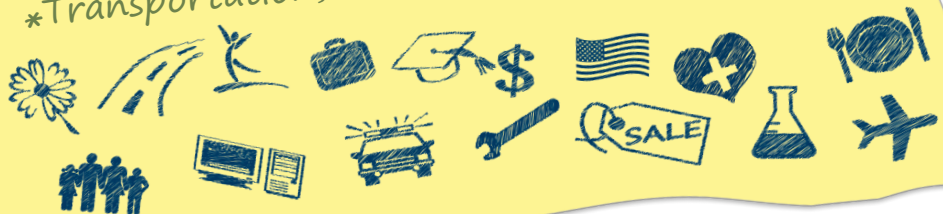
(kluhs-ter) n.

a number of things of the same kind;  
a bunch.

On pages 17 through 32 we'll learn more about each of the 16 **career clusters**. As you're looking at them, pay special attention to the career options in your top three interest areas.

## The 16 Career Clusters:

- \*Agriculture, Food & Natural Resources
- \*Architecture & Construction
- \*Arts, Audio/Video Technology & Communications
- \*Business Management & Administration
- \*Education & Training
- \*Finance
- \*Government & Public Administration
- \*Health Science
- \*Hospitality & Tourism
- \*Human Services
- \*Information Technology
- \*Law, Public Safety, Corrections & Security
- \*Manufacturing
- \*Marketing
- \*Science, Technology, Engineering & Mathematics
- \*Transportation, Distribution & Logistics

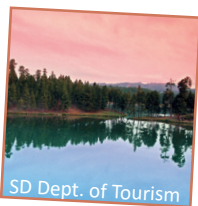
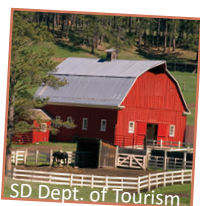


keep  
in mind

Some careers  
fit into more  
than one  
cluster.

# People in **agriculture, food & natural resources**

work with the land, water, plants, trees and animals. Workers in this cluster might discover new food sources, process meat, care for animals, plant crops, design farm equipment or study and care for the environment.



## do you like

- ☐ working outdoors?
- ☐ tending to or training animals?
- ☐ gardening?
- ☐ hunting, camping or fishing?
- ☐ protecting the environment?

## are you

- ☐ good with your hands?
- ☐ organized?
- ☐ curious?
- ☐ physically active?
- ☐ self-reliant?

## Occupation Examples

Purchasing Agents, Farm Products

Farm Investment Managers

Farmworkers, Farm & Ranch Animals

Supervisors of Farm, Fishing Workers

Environmental Engineering Technicians

Heating/AC Mechanics & Installers

Food Science Technicians

Buyers & Purchasers, Farm Products

Conservation Scientists

Fish and Game Wardens

Agriculture & Food Science Technicians

Pesticide Handlers/Sprayers, Vegetation

Heavy Equipment Mechanics

Agricultural Engineers

## Pathways

Agribusiness Systems

Animal Systems

Environmental Service Systems

Food Products & Processing Systems

Natural Resource Systems

Plant Systems

Power, Structural & Technical Systems

## related classes

- Math
- Life Sciences
- Earth Sciences
- Chemistry
- Agriculture



## hobbies, activities & groups

- Volunteering at an animal shelter
- Future Farmers of America
- 4-H
- Recycling projects
- Gardening
- Hunting/fishing

For more career choices, check out [www.dlr.sd.gov/lmic](http://www.dlr.sd.gov/lmic)



# People in **architecture & construction**

design, plan, build, manage and take care of where we live, work and play. Some design and build roads, bridges, schools, playgrounds or homes. Some work in a skilled trade, like carpentry or electrical work. Others design the inside of buildings or take care of landscaped areas.



## do you like

- ☐ drawing?
- ☐ building things?
- ☐ working in teams?
- ☐ math and science?
- ☐ figuring out how things work?

## are you

- ☐ good with your hands?
- ☐ logical?
- ☐ good at following instructions?
- ☐ good at solving problems?
- ☐ concrete (prefer real things to thoughts and ideas)?

## Occupation Examples Pathways

Carpenters

Electricians

Cost Estimators

Civil Engineer Technicians

Architects

Surveyors

Home Appliance Repairers

Highway Maintenance Workers

Refrigeration Mechanics & Installers

Construction

Design/Pre-construction

Maintenance/Operations

## related classes

- Math
- Physical Sciences
- Art
- Computer
- Drafting

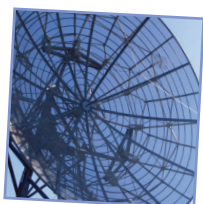


## hobbies, activities & groups

- Math clubs
- Model building
- Drawing
- Help with a local park or garden
- Volunteer for programs like Habitat for Humanity

# People in arts, audio/video technology & communications

draw on a mix of creative and technological skills in their work. They should be able to speak and write clearly. Careers include news anchors, directors, authors, costumers and sound technicians.



## do you like

- ☐ writing?
- ☐ performing?
- ☐ using your imagination?
- ☐ technology?
- ☐ playing an instrument?

## are you

- ☐ creative?
- ☐ a "people person"?
- ☐ impulsive?
- ☐ expressive?
- ☐ independent?

## Occupation Examples Pathways

Film & Video Editors

Audio & Video Equipment Technicians

Writers & Editors

Broadcast Technicians

Choreographers

Directors

Pre-production Technicians

Printing Equipment Operators

Telecommunications Equipment

Installers and Repairers

Electronics Engineers

Graphic Designers

Multimedia Artists & Animators

Audio & Video Technology & Film

Journalism & Broadcasting

Performing Arts

Printing Technology

Telecommunications

Visual Arts

## related classes

- Art/Graphic Design
- Music
- Speech/Drama
- English



## hobbies, activities & groups

- Theater
- Band or choir
- Photography or Videography
- School newspaper or yearbook
- Speech or debate clubs
- Writing

# People in **business management & administration**

plan, organize, evaluate, manage and support the operations of businesses. Jobs are available at many levels and across many sectors. Careers include executives, supervisors, payroll clerks, cashiers or market researchers.



## do you like

- ☐ working with numbers?
- ☐ making decisions?
- ☐ leading groups?
- ☐ starting projects?
- ☐ selling things or promoting ideas?

## are you

- ☐ organized?
- ☐ persuasive?
- ☐ willing to take risks?
- ☐ assertive?
- ☐ ambitious?

## Occupation Examples Pathways

Receptionists & Information

Clerks

Administrative Support

Office Managers

Computer & Information System

Managers

Business Information Management

Budget Analysts

General Managers

General Management

Management Analysts

Human Resource Specialists

Compensation, Benefits & Job

Human Resources Management

Analysis Specialists

Operations Managers

Operations Management

Purchasing Managers

## related classes

- Math
- Computer
- Language Arts
- Economics



## hobbies, activities & groups

- Student council
- Speech or debate
- Junior Achievement
- Help run a fundraiser
- Read business magazines, blogs or newspapers



People in **education & training** teach, guide and train people. They want to help others learn. Some work in schools as teachers, principals or counselors. Others work as professors at universities. Some train employees at businesses while others coach sports teams.



## do you like

- ☐ helping people with problems?
- ☐ playing team sports?
- ☐ volunteering?
- ☐ going to school?
- ☐ helping friends with schoolwork or studying?

## are you

- ☐ friendly?
- ☐ patient?
- ☐ optimistic?
- ☐ creative?
- ☐ understanding?

## Occupation Examples Pathways

Administrators	
Instructional Coordinators	Administration & Administrative Support
Principals	
Educational, Guidance, School & Vocational Counselors	
Library Technicians	Professional Support Services
Speech-Language Pathologists	
Teachers	
Fitness Trainers	Teaching/Training
Professors	

## related classes

- Social Studies
- Math
- Science
- Language Arts



## hobbies, activities & groups

- Future Teachers of America
- Work in a library
- Coach a sports team
- Volunteer for a literacy program
- Tutoring
- Speech

People in **finance** keep track of money. Careers in finance include the financial planning, insurance and banking fields. Some advise businesses and individuals on how to invest and spend money while others examine financial records. Careers also include insurance agents, bank tellers and loan officers.



## do you like

- ☐ solving puzzles?
- ☐ following instructions?
- ☐ analyzing facts to predict outcomes?
- ☐ using computers?
- ☐ making decisions?

## are you

- ☐ good at math?
- ☐ organized?
- ☐ detail-oriented?
- ☐ practical?
- ☐ persuasive?

## Occupation Examples Pathways

Accountants	Accounting
Budget Analysts	
Credit Analysts	Banking Services
Tellers	
Loan Officers	Business Finance
Financial Managers	
Claims Adjusters, Examiners & Investigators	Insurance
Insurance Sales Agents	
Securities Sales Agents (Brokers)	Securities & Investments
Personal Finance Advisors	

## related classes

- Math
- Computer
- Economics
- English



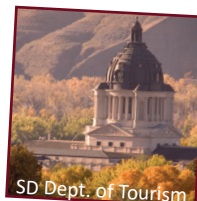
## hobbies, activities & groups

- Club treasurer
- Junior Achievement
- Work on fundraisers
- Mock stock market
- Keep track of how you spend/save your money



# People in **government & public administration**

work for local, state or federal governments. Some create, pass and enforce laws and regulations. Other jobs include running government programs, defending the country and representing the country in foreign matters.



## do you like

- ☐ watching/reading the news?
- ☐ volunteering?
- ☐ being a leader?
- ☐ helping others?
- ☐ participating in meetings?

## are you

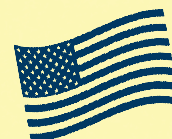
- ☐ friendly?
- ☐ ambitious?
- ☐ responsible?
- ☐ persuasive?
- ☐ cooperative?

## Occupation Examples Pathways

Governors	Governance
Policy Advisors	
Ambassadors	Foreign Service
Diplomatic Couriers	
Intelligence Analysts	National Security
Military Officers	
County Directors	Planning
Urban & Regional Planners	
City Managers	Public Management & Administration
County Clerks	
Cargo Inspectors	Regulation
Compliance Officers	
Tax Auditors	Revenue & Taxation
Revenue Agents	

## related classes

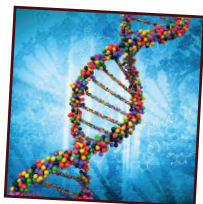
- Government
- History
- Language Arts
- Math



## hobbies, activities & groups

- Student Council
- Speech/debate
- Attend city council meetings
- JROTC (high school)
- Join student organizations or clubs

People in **health science** are interested in the health and wellness of others. Careers include medical researchers, nurses, surgeons, laboratory technicians and physical therapists. They work in many different locations, including hospitals, offices, sports arenas or in a patient's home.



## do you like

- ☐ taking care of others?
- ☐ learning about science?
- ☐ solving problems?
- ☐ working as part of a team?
- ☐ doing research?

## are you

- ☐ attentive to details?
- ☐ curious?
- ☐ a good listener?
- ☐ observant?
- ☐ able to work under pressure?

## Occupation Examples Pathways

Pharmacists	Biotechnology Research & Development
Research Scientists	
Medical & Clinical Laboratory Technologists	Diagnostic Services
Diagnostic Medical Sonographers	
Health Educators	Health Informatics
Medical Records Technicians	
Dietitians & Nutritionists	Support Services
Facilities Managers	
Dental Assistants & Hygienists	Therapeutic Services
Physical Therapist Assistants	

## related classes

- Life Science
- Physical Science
- Math
- Language Arts
- Health/Wellness



## hobbies, activities & groups

- Science clubs
- Student manager or trainer for a sports team
- 4-H
- Hospital or nursing home volunteer

People in **hospitality & tourism** help others explore places and food. Some work in restaurants, cafeterias, bars, sporting venues, theme parks, resorts or hotels. Others lead or schedule tours and trips, manage recreation centers or plan vacations.



SD Dept. of Tourism



## do you like

- ☐ entertaining others?
- ☐ traveling?
- ☐ working with people?
- ☐ doing more than one thing at a time?
- ☐ cooking?

## are you

- ☐ a team player?
- ☐ friendly?
- ☐ able to put the needs of others before your own?
- ☐ patient?
- ☐ energetic?

## Occupation Examples Pathways

Lodging Managers

Hotel, Motel & Resort Desk Clerks

Lodging

Event Planners

Facilities Managers

Recreation, Amusements & Attractions

Food Service Managers

Caterers

Restaurants & Food/Beverage Services

Interpreters

Reservation & Transportation Ticket Agents

Travel & Tourism

## related classes

- Social Sciences
- Language Arts
- Physical Education/Health



## hobbies, activities & groups

- School events planning committee
- Referee a sports activity
- Speech
- Family vacation planning
- Help fix meals



People in **human services** help individuals and families in areas such as child care, therapy, and other personal needs. Jobs include day care and after school providers, beauty stylists, funeral home attendants, social service workers, therapists, credit counselors and fitness instructors.



## do you like

- ☐ volunteering?
- ☐ working in groups?
- ☐ taking care of others?
- ☐ settling arguments?
- ☐ organizing activities?

## are you

- ☐ patient?
- ☐ empathetic?
- ☐ friendly?
- ☐ reliable?
- ☐ cooperative?

## Occupation Examples Pathways

Public Relations Specialists	Consumer Services
Customer Service Representatives	
Substance Abuse & Behavioral Disorder Counselors	Counseling & Mental Health Services
Health Care Social Workers	
Preschool Teachers	Early Childhood Development & Services
Nannies	
Child, Family & School Social Workers	Family & Community Services
Residential Advisors	
Hairstylists	Personal Care Services
Personal & Home Care Aides	

## related classes

- Social Science
- Language Arts
- Physical Education/Wellness
- Math



## hobbies, activities & groups

- Volunteer at a hospital or nursing home
- Baby-sitting
- 4-H
- Help with a food, book or clothing drive

People in **information technology** work with computers and information. Jobs include installing computer software, creating video games, fixing computer problems or setting up computer networks. You can find IT jobs in almost every industry.



## do you like

- ☐ using computers?
- ☐ playing video games?
- ☐ doing math?
- ☐ solving puzzles & riddles?
- ☐ working on your own?

## are you

- ☐ organized?
- ☐ detail-oriented?
- ☐ able to learn new computer programs easily?
- ☐ curious?
- ☐ accurate?

## Occupation Examples Pathways

Computer User Support  
Specialists

Information Support & Services

Computer Systems Analysts

Network Administrators

Network Systems

Information Security Analysts

Software Developers

Programming & Software  
Development

Programmers

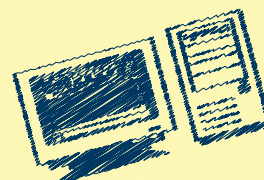
Web Developers

Web & Digital Communications

Multimedia Specialists

## related classes

- Computer Technology
- Math
- Science
- Art
- Language Arts



## hobbies, activities & groups

- Puzzles, video & board games
- Computer clubs
- Create websites
- Work on the school newspaper or yearbook



# People in law, public safety, corrections & security

work to enforce laws and provide security, protection and emergency services. Jobs include police officers, emergency responders, crime scene investigators, detectives, lifeguards, lawyers and judges.



## do you like

- ☐ protecting people?
- ☐ reading books or watching TV shows about law enforcement or lawyers?
- ☐ making decisions?
- ☐ helping others?
- ☐ volunteering?

## are you

- ☐ level-headed?
- ☐ good at obeying rules?
- ☐ able to stay calm in stressful situations?
- ☐ physically active?
- ☐ inquisitive?

## Occupation Examples

Correctional Officers

Probation Officers & Correctional Treatment Specialists

Firefighters

Police, Fire & Ambulance Dispatchers

Police & Sheriff's Patrol Officers

Detectives

Lawyers

Paralegals

Lifeguards, Ski Patrol & Other Recreational Protective Service Workers

Security Guards

## Pathways

Correction Services

Emergency & Fire Management Services

Law Enforcement Services

Legal Services

Security & Protective Services

## related classes

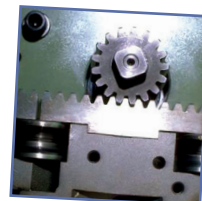
- Social Science
- Language Arts
- Health/Wellness
- History



## hobbies, activities & groups

- Debate
- Mock trials
- Field trip to a courthouse, police or fire station
- Speech
- Swimming
- Science clubs

People in **manufacturing** use tools to transform raw materials into products for use or sale. Much of the work is done in factories, where huge quantities of materials are turned into large amounts of goods. Manufacturing includes assembly line, maintenance, engineering and industrial design jobs.



## do you like

- ☐ working with your hands?
- ☐ participating in group projects?
- ☐ figuring out how things work?
- ☐ using tools?
- ☐ tinkering with toys, machines or vehicles?

## are you

- ☐ curious?
- ☐ practical?
- ☐ mechanical?
- ☐ systematic?
- ☐ good at following instructions?

## Occupation Examples

Environmental Engineers

Safety Coordinators

Freight, Stock & Material Movers

Shipping Clerks

Industrial Machinery Mechanics

Mechanical Engineering Technicians

Chemical Technicians

Production Managers

Welders

Machinists

Inspectors, Testers, Sorters, Samplers  
& Weighers

## Pathways

Health, Safety and Environmental Assurance

Logistics & Inventory Control

Maintenance, Installation & Repair

Manufacturing Production Process Development

Production

Quality Assurance

## related classes

- Math
- Physical Science
- Language Arts
- Industrial Technology



## hobbies, activities & groups

- Help with basic home repairs
- Team sports
- Cars
- Read computer and technical magazines/blogs

People in **marketing** promote and sell services or products. Some work in advertising, public relations, marketing or sales fields. Others work as part of the wholesale or retail trade industry and supply the products to consumers. Jobs include cashiers, merchandisers and market researchers.



## do you like

- ☐ doing math?
- ☐ shopping?
- ☐ looking at ads in magazines and on TV or the Internet?
- ☐ conducting research?
- ☐ planning events?

## are you

- ☐ friendly
- ☐ outgoing?
- ☐ persuasive?
- ☐ creative?
- ☐ able to get along with all types of people?

## Occupation Examples Pathways

Public Relations Specialists

Merchandise Displayers & Window Trimmers

Marketing Managers

Product/Brand Managers

Market Research Analysts

Product Analysts

Purchasing Agents

Merchandisers

Real Estate Sales Agents

Sales Representatives

Marketing Communications

Marketing Management

Marketing Research

Merchandising

Professional Sales

## related classes

- Language Arts
- Computer
- Math



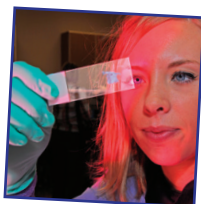
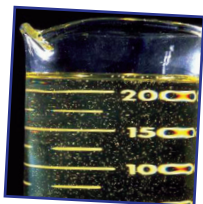
## hobbies, activities & groups

- Boy Scouts or Girl Scouts
- Student government
- Help with class or team fundraisers
- Help plan a school event



# People in **science, technology, engineering & mathematics**

use math and science in areas such as research, testing and development. Some design and conduct experiments. They collect data, answer questions and try to solve problems. Jobs include electrical engineers, physicists and mathematicians.



## do you like

- ☐ learning about science?
- ☐ conducting experiments?
- ☐ building things from scratch?
- ☐ paying attention to details?
- ☐ figuring out how things work?

## are you

- ☐ inquisitive (question why or how)?
- ☐ good at math?
- ☐ mechanically inclined?
- ☐ observant?
- ☐ organized?

## Occupation Examples Pathways

Civil Engineers

Mechanical Engineers

Industrial Engineering  
Technicians

Agricultural Technicians

Chemists

Microbiologists

Soil & Plant Scientists

Math Teachers

Engineering & Technology

Science & Mathematics

## related classes

- Physical Science
- Math
- Computers



## hobbies, activities & groups

- Create projects for science fairs
- Read scientific or technical journals or blogs
- Science camps
- Building model airplanes
- Math clubs
- 4-H

# People in **transportation, distribution & logistics**

make sure products, materials and people get from one place to another. Some transport people and things by air, rail, water and road. Some plan the routes and amount of space needed to move cargo and people. Others inspect, repair and maintain systems.



## do you like

- ☐ traveling?
- ☐ learning about airplanes or trucks?
- ☐ using tools or machines?
- ☐ solving brain teasers
- ☐ reading maps?

## are you

- ☐ mechanical?
- ☐ responsible?
- ☐ organized?
- ☐ detail-oriented?
- ☐ physically active?

## Occupation Examples Pathways

Automotive Service Techs	Facility & Mobile Equipment Maintenance
Bus & Truck Mechanics	
Industrial Health & Safety Engineers	Health, Safety & Environmental Management
Compliance Officers	
Logisticians	Logistics Planning & Management Services
Storage & Distribution Managers	
Billing Clerks	Sales & Service
Cargo & Freight Agents	
Air Traffic Controllers	Transportation Operations
Truck Drivers	
Urban & Regional Planners	Transportation Systems/Infrastructure Planning, Management & Regulation
Freight Inspectors	
Shipping & Receiving Clerks	Warehousing & Distribution Center Operations
Warehouse Managers	

## related classes

- Math
- Physical Sciences
- Economics
- Foreign Language



## hobbies, activities & groups

- Repairing cars or equipment
- Paper routes
- Math and science clubs
- Play sports
- Traveling



# learn more

find out as much as you can about careers and what they involve

## Computer resources

Use online career information resources. You may be able to access a computerized career exploration resource at your school, library or Department of Labor and Regulation job service office. These resources let you explore careers of interest and help you match occupations to your personal characteristics.

## Books and periodicals

There are thousands of books on occupations. Some, like encyclopedias, will provide information on a wide variety of careers. Others, such as trade journals, will give you specific information on a particular career.

## Information interviewing

Interview workers who are employed in a career you are interested in. Most people like talking about their work. Prepare questions ahead of time to keep the conversation focused. Use the questions at the bottom of the page to start!

## Job shadowing

Job shadowing goes beyond informational interviewing by observing people at their jobs.

Ask them to explain what they are doing and how it contributes to their workplace. Some fields with legal and safety restrictions limit job shadowing activities.

## Participating

When you're old enough, learn about jobs by participating in a school-to-career work-based program, technical education program or a cooperative education program. Part-time and summer jobs also provide ways to learn about career options.

If you can't find a job, consider volunteering. Any exposure to careers that interest you is beneficial. Remember, it is important to discover which careers you *do not* like, too. It is better to find out now rather than after you have spent several years and thousands of dollars in college!

Ask your school counselor, teachers or someone at the nearest South Dakota Department of Labor and Regulation job service office which career exploration tools are available and work best for you. Also look for opportunities on your own!

## career exploration questions

What cluster(s) does the job fall in?

What do workers in the occupation really do?

What are the working conditions — work environment, hours, etc.?

What skills and knowledge are needed?

What level and area of education are needed?

What experience is required?

How much does it pay?

What is the projected outlook for the career?

# Monthly budget

(buhj-it) n.

an estimate of expected income and expenses for a given period in the future.

Will your

# income

(in-kuhm) n.

the monetary payment received for goods or services, or from other sources, such as rents or investments.

cover your

# expenses

(ik-spen-sez) n.

1. costs or charges.
2. causes or occasions for spending.

How much might it cost to live how you want? Will the career you are interested in pay for these expenses? List some of the expenses you think you may have below.

Next, complete the budget on the next two pages to see how far your paycheck might go.

## *To estimate monthly expenses for each item listed:*

Be realistic. Living expenses vary widely from place to place, so consider where you want to live. Use resources from this area to figure out accurate costs. Use classified ads as a source for costs of housing, vehicles, etc. Classified ads are often free online. Talk with your parents, teachers or counselors about costs, too.

## *To estimate monthly income:*

Choose a career that interests you. Use the resources below to estimate your monthly pay.

## wage resources

for estimating your gross monthly pay

To find current wages for South Dakota, visit

[www.dlr.sd.gov/lmic](http://www.dlr.sd.gov/lmic):

Choose "Wages & Income" from the menu on the main page

Other sites with national and state information on wages:

**Occupational Outlook Handbook:**

[www.bls.gov/ooh](http://www.bls.gov/ooh)

**O\*Net Online:**

[www.onetonline.org](http://www.onetonline.org)

**My Next Move:**

[www.mynextmove.org](http://www.mynextmove.org)

\*Sites might provide two types of wages: an average wage and/or a percentile wage. See page 36 for the definitions.

# monthly budget worksheet

## Expenses

1 Estimate monthly **rent or a house payment**. If you plan to own your own home, figure \$60 for every \$10,000 the house costs.

*Rent/House Payment*

---

2 For an efficiency or one-bedroom apartment, figure about \$90 for an average **electric/heat bill**. For a small house, plan about \$115.

*Electricity/Heat*

---

3 If you plan to borrow money to continue your education after high school, plan on a minimum **student loan** payment of \$50.

*Student Loans*

---

4 If you plan to own a vehicle, figure \$20 for every \$1,000 the **vehicle costs**. This would cover your vehicle payment, but not related costs like auto insurance.

*Vehicle Payment*

---

5 Ask your parents, teachers or counselor for help estimating the **additional fixed expenses**. Fixed expenses are those that do not usually vary greatly in cost from one month to another. Includes:

*Additional Fixed Expenses*

---

*Cable/streaming services*

*Auto insurance*

*Internet*

*Home/rental insurance*

*Telephone/cell phone*

*Real estate taxes (home owners only)*

6 Ask for an adult's help to estimate other living expenses, such as:

*Other Expenses*

---

*Health insurance*

*Clothing*

*Groceries*

*Credit Card Bills*

*Gasoline*

*Entertainment*

7 Add all your monthly estimated expenses

*Total Expenses*

---

**keep  
in mind**



We did not include many additional expenses, like caring for children or pets, home or vehicle repair, utilities, furniture, savings, etc. Talk with an adult to include such costs.



# monthly budget worksheet

## Income

- 8 Figure your **gross monthly pay**. Choose a career that interests you. Use the resources listed on page 34 to estimate your monthly pay.

If the wage listed is an hourly figure, multiply it by 40 to estimate a weekly figure. (This assumes you will work a standard 40-hour week.) Then multiply that number by 4.3 to estimate your monthly pay. In the sample provided, we used the average hourly wage of a cashier.

If the wage provided is an annual figure, divide the number by 12 to get a monthly estimate.

### Gross Monthly Pay

Example:

$$\begin{array}{r} \$9.87 \text{ per hour} \\ \times 40 \text{ hours per week} \\ \hline \$394.80 \text{ per week} \end{array}$$

$$\begin{array}{r} \$394.80 \text{ per week} \\ \times 4.3 \text{ weeks/month} \\ \hline \$1,697.64 \text{ per month} \end{array}$$

- 9 Now, estimate **deductions** for taxes (income tax and Social Security) automatically withheld from your paycheck. Figure that a minimum of 25 percent of your earnings will be withheld for expenses.

*Only the standard deductions required by law are included. Many employers make additional payroll deductions for benefits such as health insurance and retirement plans.*

### Standard Deductions

Example:

$$\begin{array}{r} \$1,697.64 \\ \times .25 \\ \hline \$424.41 \text{ withheld} \end{array}$$

- 10 Calculate your **monthly take-home pay**. Subtract the deductions in step 9 from the gross monthly pay in step 8.

### Net Monthly Take-home Pay

Example:

$$\begin{array}{r} \$1,697.64 \\ - \$424.41 \\ \hline \$1,273.23 \end{array}$$

- 11 Finally, figure out the **difference** between your monthly income and your monthly expenses. Subtract your Total Expenses in step 7 from your net take-home pay in step 10.

### Difference

average  
vs.  
percentile  
wage

An **average wage** is the sum the earnings of all workers in an occupation, divided by the number of workers. It is also known as the **mean wage**.

A **percentile wage** represents the percentage of an occupation's workers who earn less than or equal to a wage. For example, if wages are \$11.01/hr for the 10th percentile, 10 percent earn less than or equal to \$11.01; 90 percent earn more. The 50th percentile is also known as the **median**.



# core building

*the importance  
of core classes*

What's the point of all the classes you *have* to take in middle and high school, anyway? Core classes help build basic and career-specific skills for all kinds of jobs. Basic skills include reading comprehension, active listening, written and verbal communication, math, computers and problem solving.

Write the number of the subject/classroom activity in the blank next to the *work activity* that might use that subject/classroom activity. Then match the work activity with a *career*. You may find that some of the classroom activities could help you prepare for more than one work activity or career.

Subject	Classroom Activity	Work Activity	Career
1. Art.....	Draw buildings	_____ Write news reports	_____ Architect
2. Civics.....	Learn how the justice system works	_____ Test for water pollution	_____ Accountant
3. English.....	Write a book report	_____ Help people with taxes	_____ Water Treatment Operator
4. Math.....	Add and subtract	_____ Prepare a defense for a person accused of a crime	_____ Journalist
5. Music.....	Learn about different styles of music	_____ Help the poor and hungry	_____ Administrative Assistant
6. Reading.....	Master reading comprehension	_____ Interview Spanish-speaking Americans for job openings	_____ Dancer/Choreographer
7. Science.....	Do a science experiment	_____ Create a dance for a Broadway show	_____ Paralegal
8. Social Studies.....	Study how people live	_____ Summarize a 20-page report in one paragraph for your boss.	_____ Social Worker
9. Spanish.....	Learn how to speak and understand a foreign language	_____ Give presentation to convince an organization's leaders to hold their next conference at your convention center.	_____ Employment Interviewer
10. Speech.....	Research, write and give a persuasive speech	_____ Design a house	_____ Public Relations Specialist

# be prepared

*for whatever path you choose*

## **Prep work**

You do not need to decide on a career now. In fact, it is better not to make a decision at this point because your interests are changing. Do think about what you want to do after high school so you can plan your high school coursework before 9th grade registration. Don't wait until you are a junior or senior and then discover you don't have enough semesters left for the classes needed for a technical school or college program.

If there is a career area you like, learn about the specifics of the career and level of education or training recommended. Plan your high school coursework accordingly.

If the careers require postsecondary education, plan ahead. Your graduation goals should include the completion of all the prerequisite classes for the level of post-high school education needed for your chosen career field.

If the career area that interests you does not require postsecondary education, check out other training options. Take high school courses that will allow you to explore careers of interest and to gain the skills you will need.

## **Aim high**

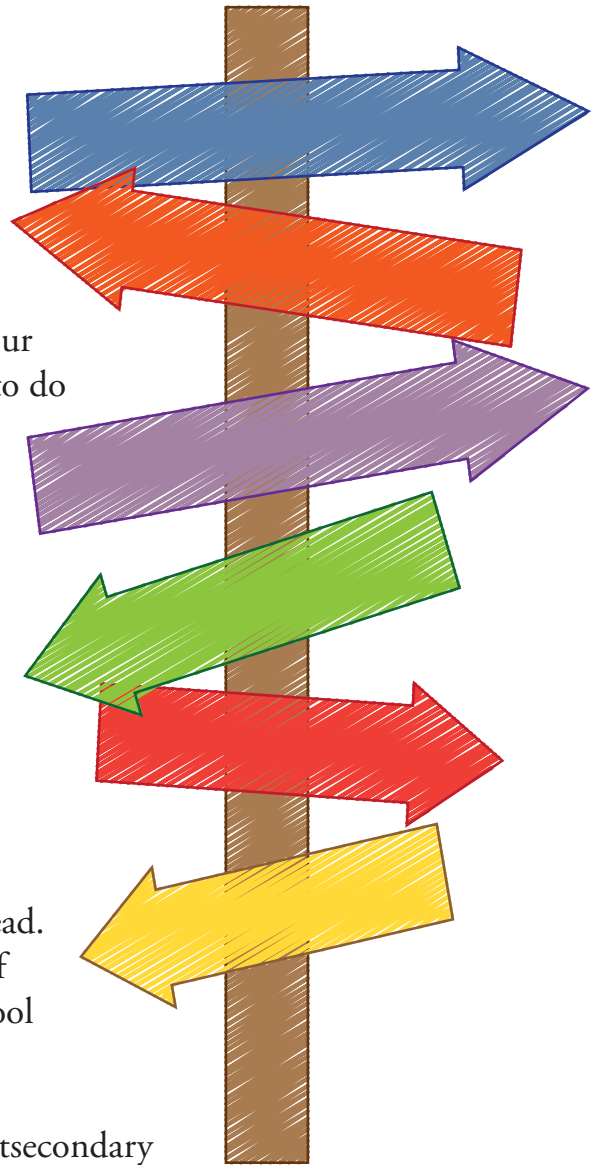
If you have no idea what career field you want to pursue, your best bet is to "aim high." Keep your options open by planning your high school coursework with the highest level of postsecondary education in mind. That way, when you choose a career to pursue, the doors to whatever educational institution you need to attend are not closed to you.

## **For careers requiring postsecondary education**

### **Check into requirements**

Refer often to South Dakota's high school graduation requirements as well as the

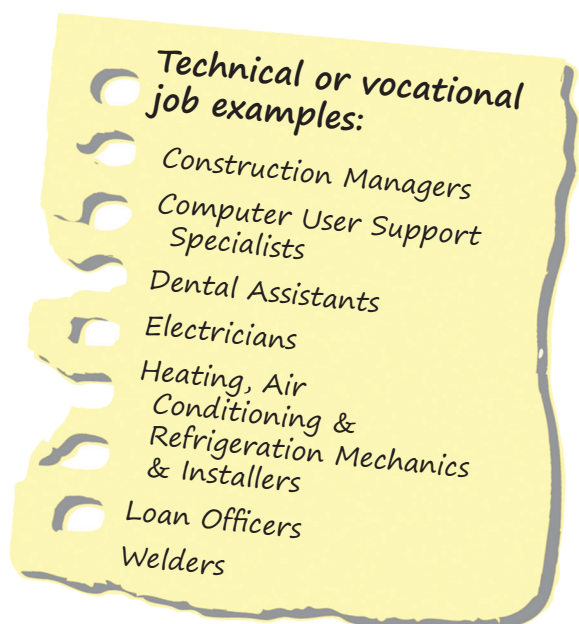
admission requirements South Dakota's public universities (see pages 43 and 45).



Universities, colleges and technical colleges sometimes recommend specific high school courses for certain programs they offer. So as soon as you have specific careers or schools in mind, check into those details. Page 45 lists the postsecondary options in South Dakota.

### **Technical or vocational training**

Several postsecondary colleges in South Dakota offer technical or vocational training.



The state's four technical colleges offer formal short-term programs (lasting a few months) to associate degree programs (most about two years). Other opportunities for formal education at less than the bachelor's degree level include private colleges, hospital-based programs and tribal-operated community colleges. Need more options? Many of the state's colleges and universities offer associate degree programs.

In all cases, programs are generally technical in nature and focus on a specific career field. The institutions work with businesses to teach

the skills needed in today's workplaces. The programs include some general education as well, to prepare well-rounded individuals ready for employment. The programs are hands-on, immediately giving you a chance to get a feel for the work involved.

### **College & university**

Depending on how many years after high school you want to invest in your career preparation, the choices are almost limitless for those with a college degree. Private colleges and public universities provide the well-rounded education employers look for when hiring.

Earning a bachelor's degree involves a minimum of four years. If you're willing to invest even more time for a master's degree (usually another year or two), additional careers would be open to you. Additional careers (such as a pharmacist, lawyer or physical therapist) are open to those who want to continue their education and get a doctorate or professional degree.



## For careers NOT requiring postsecondary education

### **Straight to employment**

Some people decide 13 years in school is enough, so they start working immediately after high school graduation. Workers in these positions receive on-the-job training, which can vary in length from a few hours to a few years. Some of the more skilled (and higher paying) careers involve as much as three years of on-the-job training. Those who enter the job market right away should be aware that many of these jobs are not ones that people tend to be satisfied with over time. Many workers eventually move to other careers for better working conditions, wages, benefits, etc. These workers find the experience they have gained in these careers is a real plus in getting other jobs!

#### **Straight-to-employment job examples:**

Assemblers & Fabricators  
Construction Helpers  
Child Care Workers  
Farm & Ranch Workers  
Fast Food Workers  
Painters  
Retail Salespersons  
Telemarketers

occupation. Apprentices learn the latest skills and technologies employers need. They learn tasks in a structured way as experienced workers guide and supervise them.

#### **Registered Apprenticeship job examples:**

Automotive Technician  
Butcher  
Carpenter  
Electronics Technician  
Fire Medic  
Home Health Aide  
Machinist  
Operating Engineer  
Structural Steel Worker

Because participants are learning at work sites, they are also earning a wage. As skills increase, so does the paycheck.

For more information on Registered Apprenticeship opportunities, contact your nearest South Dakota Department of Labor and Regulation job service office or visit the Start Today SD website at [StartTodaySD.com](http://StartTodaySD.com).

### **Apprenticeship**

If you are a hands-on learner, another option for career training is a Registered Apprenticeship. Apprenticeship combines training at a job with classroom studies. The focus is on the skills necessary for the



**StartTodaySD**  
APPRENTICESHIP PROGRAM



## Military

The U.S. Armed Forces provide training and work experience in a wide range of career fields. Career opportunities are divided between enlisted personnel and officers. Most enlisted personnel need at least a high school diploma or GED®. Enlisted personnel carry out basic operations of the military in areas such as combat, health care, engineering and construction. Officers must have a bachelor's or more advanced degree. They supervise and manage military activities.



Reserve Office Training Corps (ROTC) programs in each of the branches of the military offer additional opportunities for training and experience. Those who qualify

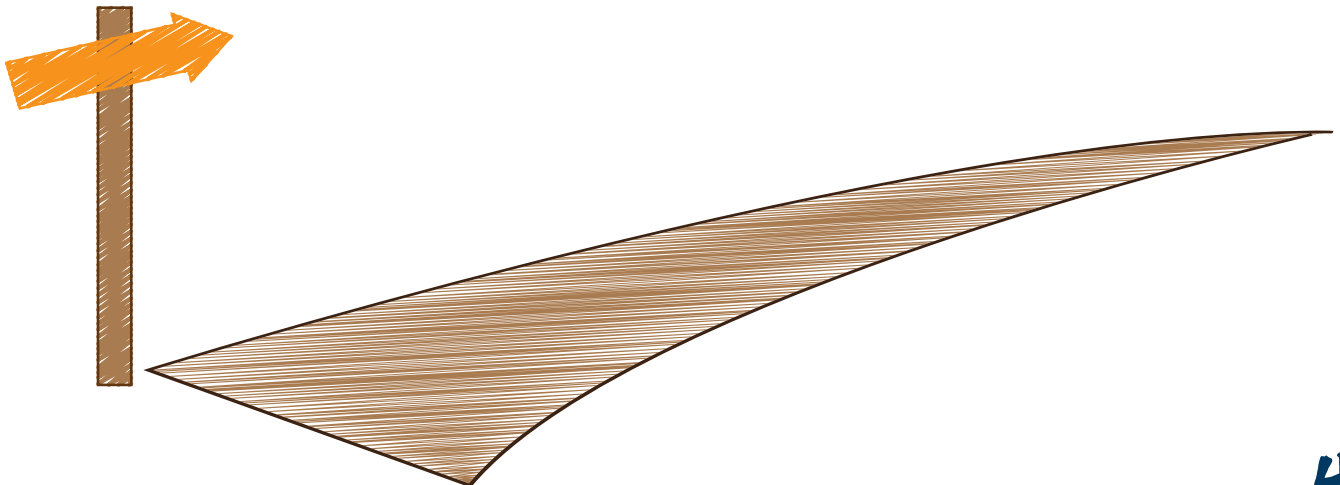
are eligible for financial assistance to attend college, in return for agreeing to serve in the military after graduation.

Specific career opportunities in the armed forces vary by military branch. Each of the armed forces listed at the left has an active and a reserve component.

For more information on career opportunities in the armed forces, visit the website [www.todaysmilitary.com](http://www.todaysmilitary.com). "Today's Military" is an educational and informational website designed to help people better understand the U.S. military and the opportunities it represents for America's young people.

## Job Corps

Another option for preparing for a career is the Job Corps program. Job Corps is a free, residential education and training program for economically challenged youth ages 16 to 24. Job Corps' mission is to teach young adults the skills they need to become employable and independent, and place them in meaningful careers or higher education. The Boxelder Job Corps Center at Nemo, South Dakota, offers training in trades including, but not limited to, carpentry, culinary arts, office administration and welding. For more information, call 1.800.733.JOBS.



# Ya gotta getta plan

Whether you think you will continue your education after high school or pursue other career training options, you need a plan. Develop a written plan for each year in high school. Start with the required courses (see page 43.) South Dakota law requires that students must have a minimum of 22 units of credit to graduate.

What courses will you take for the remaining units of credit required for graduation? What additional courses will fit in your schedule?

Local school boards and other governing bodies sometimes have their own additional graduation requirements.

Think a technical college education might be in your future? Consider taking high school courses in the same technical career area. They will help you explore whether a field is for you — before you're paying tuition!

Pick classes you find interesting. High school courses can be a great opportunity to explore career fields of interest. If you're interested in classes your school doesn't offer, look into

opportunities for distance learning. Ask your teachers, school counselors or principal for more information. You may even want to look into taking college-level courses via distance learning while you're still in high school. In some cases, you can get both high school and college credit for courses.

You don't have to go it alone! Remember all the people available to help you develop your high school educational plan. Ask your school counselor, teachers or advisors and parents for help and guidance. A paper or electronic career portfolio, provided in many schools, is a great tool for developing your high school educational plan and tracking your progress.

Remember, for as much of your life as you will likely spend on the job, it is really important you enjoy the work as much as possible. Even if your career choice requires several more years of education after high school, that's a small investment of time to be able to do something you want the rest of your life. So, shoot for the moon! Good luck!

“By failing to  
prepare you are  
preparing to fail.”

— Benjamin Franklin

# South Dakota High School Graduation Requirements

*As approved by the South Dakota Board of Education, July 2018*

A student's Personal Learning Plan must document a minimum of 22 credits that include the following:

## 4 units of Language Arts

Writing: 1 unit

Speech or Debate: .5 unit

Literature: 1 unit (must include .5 unit American Literature)

Language Arts electives: 1.5 units

## 3 units of Mathematics

Algebra 1: 1 unit

Mathematics electives: 2 units

## 3 units of Science

Biology: 1 unit

Science electives: 2 units

## 3 units of Social Studies

U.S. History: 1 unit

U.S. Government: .5 units

Social Studies electives: 1.5 units

## 1 unit of Any Combination

Approved Career & Technical Education

Capstone Experience  
World Language

## 1 unit of Fine Arts

## 1/2 unit of Personal Finance or Economics

## 1/2 unit of Physical Education

## 1/2 unit of Health or Health Integration

## 5 1/2 electives



A state-approved advanced computer science course may be substituted for 1 unit of a science elective in the High School Diploma and Advanced Career Endorsement. It may not replace Biology. It may not count for the Advanced and Advanced Honors Endorsements. A list of approved courses is available at <https://doe.sd.gov/gradrequirements>.

Academic core content may be earned for an approved career and technical education course. Approval to offer credit must be obtained through a CTE for Core Content application with the Department of Education. Visit <https://doe.sd.gov/cte/corecontentcredit.aspx> for application details.

A district may offer credit for extracurricular Fine Arts activities. Students may be granted up to one credit in Fine Arts for participation in extracurricular activities. A maximum .25 credit may be granted for each activity in each school year.

Students are required to take .5 unit of Health at any time during grades 6-12. A district may choose to integrate Health across the curriculum at the middle or high school level in lieu of a stand-alone course.

Double dipping is not allowed. Courses may not be counted more than once to fulfill high school graduation requirements. For example, Economics cannot meet both the Social Studies elective credit requirement and the Personal Finance or Economics credit requirement. It can only meet one of the requirements.

For more information visit [www.doe.sd.gov](http://www.doe.sd.gov)

# higher ed

South Dakota's  
postsecondary  
education  
options



## Postsecondary Colleges

Lake Area Technical College, Watertown, [www.lakeareatech.edu](http://www.lakeareatech.edu)  
Mitchell Technical College, Mitchell, [www.mitchelltech.edu](http://www.mitchelltech.edu)  
Southeast Technical College, Sioux Falls, [www.southeasttech.edu](http://www.southeasttech.edu)  
Western Dakota Technical College, Rapid City, [www.wdt.edu](http://www.wdt.edu)

## State Universities *(schools in the Board of Regents system)*

Black Hills State University, Spearfish, [www.bhsu.edu](http://www.bhsu.edu)  
Dakota State University, Madison, [www.dsu.edu](http://www.dsu.edu)  
Northern State University, Aberdeen, [www.northern.edu](http://www.northern.edu)  
SD School of Mines & Technology, Rapid City, [www.sdsmt.edu](http://www.sdsmt.edu)  
South Dakota State University, Brookings, [www.sdstate.edu](http://www.sdstate.edu)  
University of South Dakota, Vermillion, [www.usd.edu](http://www.usd.edu)

## Public Higher Education Centers

Capital City Campus, Pierre, [www.capitalcitycampus.org](http://www.capitalcitycampus.org)  
Black Hills State University-Rapid City, [www.bhsu.edu/rapid-city](http://www.bhsu.edu/rapid-city)  
University Center, Sioux Falls, [www.sduniversitycenter.org](http://www.sduniversitycenter.org)

## Tribal Colleges and Universities

Oglala Lakota College, Kyle, [www.olc.edu](http://www.olc.edu)  
Sinte Gleska University, Mission, [www.sintegleska.edu](http://www.sintegleska.edu)  
*Affiliate of Sinte Gleska University* - Lower Brule Community College,  
Lower Brule, [www.lowerbrulecc.org](http://www.lowerbrulecc.org)  
Sisseton Wahpeton College, Agency Village, [www.swcollege.edu](http://www.swcollege.edu)

## Private Colleges and Universities

Augustana University, Sioux Falls, [www.augie.edu](http://www.augie.edu)  
Dakota Wesleyan University, Mitchell, [www.dwu.edu](http://www.dwu.edu)  
Mount Marty University, Yankton & Watertown, [www.mountmarty.edu](http://www.mountmarty.edu)  
National American University, Ellsworth AFB, Rapid City, Sioux Falls &  
Watertown, [www.national.edu](http://www.national.edu)  
Presentation College, Aberdeen, [www.presentation.edu](http://www.presentation.edu)  
Sioux Falls Seminary, Sioux Falls, [www.sfseminary.edu](http://www.sfseminary.edu)  
University of Sioux Falls, Sioux Falls, [www.usiouxfalls.edu](http://www.usiouxfalls.edu)



# South Dakota Board of Regents Minimum Admission Requirements for State Universities

For admission to baccalaureate degree programs, high school graduates must **either meet the Smarter Balanced or Curriculum requirements:**

Smarter Balance

or

Curriculum

Achieve a **Level 3 or higher** on the English Language Arts & Mathematics.

Meet the minimum course requirements with an **average grade of C** (2.0 on a 4.0 scale);

or

Demonstrate **appropriate competencies in discipline areas where course requirements have not been met;**

or

Have an ACT composite or super score of 18 or above (SAT of 970);

or

Have a high school GPA of at least 2.6 on a 4.0 scale.

&

Rank in the top **60%** of their high school graduating class;



All baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements:

**Four years of English**

**Three years of advanced mathematics**

**Three years of approved laboratory science**

**Three years of social sciences**

**One year of fine arts**

Admission criteria are subject to change or amendment by the Board of Regents of South Dakota (BOR) and by the six state universities in the Board of Regents system. Alternate criteria for minimum course requirements (e.g. ACT subset scores and Advanced Placement scores) for students who do not successfully complete the requirements listed above can also be found on the BOR website.

Visit the Board of Regents' website, [www.sdbor.edu](http://www.sdbor.edu), for more information and updates. Also check with each university and college for additional admission requirements.

# Every penny counts

paying for postsecondary education

Getting a postsecondary education may be more affordable than you think. It's never too early to start saving if you and your family are able. Every little bit helps. Your family can look into college savings plans if they have not already. It is good to save for college if you can, but you may not have to pay for it all on your own. **Financial aid** can help cover the difference between what you and your family can pay and the cost of higher education. Financial aid comes in several forms, including grants, scholarships, work-study and loans.

**Grants:** Grants do not need to be repaid. Most of this aid comes from federal and state governments. Students usually have to show a financial need to receive a grant.

**Scholarships:** Scholarships also do not need to be repaid. Many scholarships are not need-based. They are based on things like grades, religious, ethnic or cultural background; or athletic, artistic or creative abilities.

Governments, universities and technical colleges, businesses and community organizations offer scholarships. Students who receive scholarships generally have to maintain a certain grade point average or GPA.

While you won't apply for most scholarships until later in high school, it may be helpful get an idea of what is out there. Keep in mind no scholarship is too small!

**Work-study:** A federal program that provides students with work experience through part-time jobs that help pay for education expenses.

**Loans:** Money that must be paid back, usually with interest. Many loans based on financial need are low-interest and sponsored by the government. Private student loans are also an option. They generally have higher interest rates than federal or state loans.

\$  
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## State Scholarship Information:

South Dakota Department of Education  
[doe.sd.gov/scholarships.aspx](http://doe.sd.gov/scholarships.aspx)

South Dakota Board of Regents:  
[www.sdbor.edu](http://www.sdbor.edu), in the Student Information section

More information on Financial Aid  
[studentaid.gov](http://studentaid.gov)

# habits to break

*habits as a student can follow you into the working world*

What kind of student you are could indicate the kind of an employee you would be.

For now, school is your job. If you are late for class or skip school you get in trouble. Employees who are late for work or do not show up without telling the boss face consequences, too.

Put a check mark in the box beside the behaviors in the first column that you can't honestly answer with a "yes." Re-read the ones you checked; think about how you can improve your habits to become a better student. This will prepare you to be a better employee in the future.

**NO**

*If you answered "NO," how it could follow you into your career:*

☐ Show up on time for class?

Not showing up on time for work.

☐ Follow by rules restricting what you can wear in school?

Not following the dress codes for the workplace, such as having to wear a work uniform, or not being able to wear shorts.

☐ Participate in class discussions?

Not keeping communication lines with co-workers open and effective.

☐ Do your share of the work on group projects?

Not doing your part as a team player, whether you are a leader or follower.

☐ Study and do homework outside of class, even if it's not required, to get the most out of what you're learning?

Not using opportunities you get for additional training or doing new tasks.

☐ Consistently turn in homework on time?

Unable to meet deadlines.

☐ Complete assignments on a computer whenever possible for neatness and efficiency?

Not having the computer skills necessary to keep up with co-workers.

☐ Obey rules, such as those restricting internet use?

Not following employee guidelines on things like phone usage for personal calls.

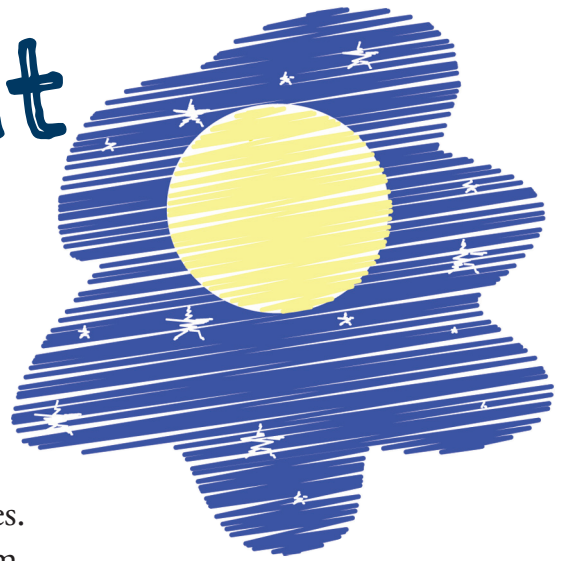
**“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”**  
— Aristotle

With the right attitude, the **sky's the limit**

A good attitude can be key in determining your future.

*Some tips to help you prepare to meet the challenges of tomorrow's working world:*

- Be ready to work harder and get smarter.
- Be goal-oriented and focused.
- Be flexible, adaptable and prepared to make changes.
- Identify your weaknesses and work to improve them.
- Be responsible for your attendance, tardiness and getting your work done.
- Learn to work with other people — all people, not just those you like.
- Use school and extracurricular activities to take steps toward initial career decisions.
- Develop lifelong decision-making skills.



*Don't fall into the same traps of making poor choices, like these:*

- Took easy classes in school.
- Avoided math, science and hard classes whenever possible.
- Didn't continue any education or training after high school.
- Avoided writing at all costs, including reports and papers.
- Spent little time reading.

**notes**

*a place to start writing down thoughts and ideas about careers you want to explore more...*



# websites for career information



## Labor Market Information Center

[www.dlr.sd.gov/lmic](http://www.dlr.sd.gov/lmic) (Choose “Career Exploration & Planning”)

Select “Career Exploration & Planning” from the left-hand menu, then see options to **Explore Occupations**:

- Explore occupations by Career Cluster
- Complete the South Dakota Career Interest Survey (SDCIS) to identify interest areas to explore
- Explore occupations by Holland (RIASEC) interest area (matching SDCIS results)
- Learn More About Registered Apprenticeship Career Opportunities
- Also check out Hot Careers to learn about opportunities in high demand, high wage occupations

## My Next Move

<http://www.mynextmove.org>

Learn more about your career options with this interactive online tool. Explore hundreds of careers to help you figure out what you might want to do for a living.

## Occupational Outlook Handbook

[www.bls.gov/ooh](http://www.bls.gov/ooh)

This site offers career information on what workers do, working conditions, education and training, pay and outlooks for hundreds of occupations at the national level.

## CareerOneStop

[www.careeronestop.org](http://www.careeronestop.org)

CareerOneStop provides access to state-specific information (including employment trends, job outlook, wages, etc.) on hundreds of occupations for each state in the nation, even allowing for comparisons all on one screen.

## O\*Net Online

<http://www.onetonline.org>

O\*Net Online provides an in-depth look at hundreds of occupations. The site lists detailed skill, knowledge and ability requirements; tasks and work activities involved; work settings and information on the interests and values of people employed in that occupation.

“Choose a job  
you love &  
you will never have  
to work a day  
in your life.”

— Confucius



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