

New York State Teacher
Certification Examination
**MULTI-SUBJECT: TEACHERS OF
CHILDHOOD (GRADE 1-GRADE 6)**

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Agenda

- Overview of Multi-Subject: Teachers of Childhood (Gr. 1-6)
- Introductions – Lauren Caldwell, Aryn Smith
- Competencies
- Practice
- Questions and Answers with test takers
- Suggestions for preparation

Assessment Design and Fees

Three parts:

1. Literacy and English Language Arts (\$75.00)
2. Mathematics (\$75.00)
3. Arts and Sciences (\$49.00)

Bundle rate - \$179.00

Part 3 – same as all Multi-Subject tests

Only need to pass once

“Hello Pearson. Is that you?”

1. What is a passing score for each of the sections?

520

2. Do you offer a (\$29.95) practice test? **No**

Format

Part One: Literacy and English Language Arts (221):

- 40 selected-response items and 1 constructed-response item

Part Two: Mathematics (222):

- 40 selected-response items and 1 constructed-response item

Part Three: Arts and Sciences (245):

- 40 selected-response items

Times and Responses

Part One (120 minutes)

- Selected response items (60 minutes)
- Constructed response item (60 minutes)

Part Two (135 minutes)

- Selected response items (75 minutes)
- Constructed response item (60 minutes)

Part Three (60 minutes)

- Selected response items

Restrictions of Re-Takes

- If a candidate does not pass part 1: Literacy and English Language Arts, he/she must wait 60 days before re-taking this part.
- If a candidate does not pass part 2: Mathematics, he/she must wait 60 days before retaking this part.
- If a candidate does not pass part 3: Arts and Sciences, he/she must wait 30 days before retaking this part.

Restrictions Continued

- Candidates may register to take all three parts at the same time or may register to take each part separately. (Note: It is less expensive to register for all three parts at the same time).
- Applicants who wish to apply for multiple certificates that require different developmental/grade range of the CST Multi-Subject (for example those applying for early childhood education and childhood education certification), must pass all CST Multi-Subject parts relevant to the different developmental/grade ranges.
- Candidates applying for early childhood education and childhood education certification must pass the parts of the CST Multi-Subject exams in both birth to grade 2 and grades 1-6. Please note that part 3: Arts and Sciences is the same for all developmental/grade ranges, therefore candidates applying for multiple Multi-Subject certification only need to take part 3 once but will have to take part 1: Literacy and English Language Arts and part 2: Mathematics in all relevant developmental/grade range.

State Passing Scores (04/13/15)

Multi-Subject Childhood	State
Part 1 (Lit)	73%
Part 2 (Math)	72%
Part 3 (S.S. & Sci.)	93%

Field 221: Literacy and English Language Arts

COMPETENCY 0001 (Yellow highlighted handout)

KNOWLEDGE OF LITERACY & LANGUAGE ARTS

- 1.1 Knowledge of Language and Literacy Development
- 1.2 Knowledge of English Language Arts

Field 221: Literacy and English Language Arts

COMPETENCY 0002 (Yellow highlighted handout)

INSTRUCTION IN FOUNDATIONAL LITERACY SKILLS

- 2.1 Instruction in Print Concepts and Phonological Awareness
- 2.2 Instruction in Phonics, Word Recognition, and Fluency
- 2.3 Instruction in Language Knowledge and Vocabulary
- 2.4 Text Complexity and Instruction in Text Comprehension

Field 221: Literacy and English Language Arts

COMPETENCY 0003 (Yellow highlighted handout)

INSTRUCTION IN ENGLISH LANGUAGE ARTS

- 3.1 Instruction in Reading Literature and Informational Text
- 3.2 Instruction in Writing
- 3.3 Instruction in Speaking and Listening

Field 221: Literacy and English Language Arts

COMPETENCY 0004 (Yellow highlighted handout)
ANALYSIS, SYNTHESIS, AND APPLICATION

Mathematics

- Number and Operations
- Ratios and Proportional Relationships and Number Systems
- Algebra, Measurement, Geometry, and Data instruction in Mathematics
- Analysis, Synthesis, and Application

Field 222: Mathematics

COMPETENCY 0001 – (Pink highlighted handout)

NUMBER AND OPERATIONS

- 1.1 Operations and Algebraic Thinking
- 1.2 Number and Operations – Base Ten and Fractions

Field 222: Mathematics

COMPETENCY 0002 – (Pink highlighted handout)
RATIOS AND PROPORTIONAL RELATIONSHIPS AND
NUMBER SYSTEMS

- 2.1 Ratios and Proportional Relationships
- 2.2 Rational and Real Number Systems

Field 222: Mathematics

COMPETENCY 0003 (Pink highlighted handout)
ALGEBRA, MEASUREMENT, GEOMETRY, AND DATA

- 3.1 Algebra
- 3.2 Measurement and Geometry
- 3.3 Data, Statistics, and Probability

Field 222: Mathematics

COMPETENCY 0004 (Pink highlighted handout)

INSTRUCTION IN MATHEMATICS

- 4.1 Instruction in Number Operations and Algebraic Thinking
- 4.2 Instruction in Fractions and Ratios and Proportional Relationships
- 4.3 Instruction in Measurement and Data

Field 222: Mathematics

- COMPETENCY 0005 (Pink highlighted handout)
ANALYSIS, SYNTHESIS, AND APPLICATION

Arts and Sciences

- Science and Technology
- Social Studies
- Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development

Field 245: Arts and Sciences

COMPETENCY 0001 – SCIENCE AND TECHNOLOGY

- 1.1 Understand and apply the principles, and processes of scientific inquiry and investigation
- 1.2 Understand and apply concepts, principles, and theories pertaining to the physical setting (including science, chemistry, and physics)
- 1.3 Understand and apply concepts, principles, and theories pertaining to the living environment

Field 245: Arts and Sciences

- 1.4 Apply knowledge of technology and the principles of engineering design
- 1.5 Understand the relationships among and common themes that connect mathematics, science, and technology, and the application of knowledge and skills in these disciplines to other areas of learning

Field 245: Arts and Sciences

COMPETENCY 0002 – SOCIAL STUDIES

- 2.1 Understand major ideas, eras, themes, developments, and turning points in the history of New York State, the United States, and the world
- 2.2 Understand geographic concepts and phenomena and analyze the interrelationships of geography, society, and culture in the development of New York State., the United States, and the world
- 2.3 Understand concepts and phenomena related to human development and interactions (including anthropological, psychological, and sociological concepts)

Field 245: Arts and Sciences

- 2.4 Understand economic and political principle, concepts, and systems, and relate this knowledge to historical and contemporary developments in New York State, the United States, and the world
- 2.5 Understand the roles, rights, and responsibilities of citizenship in the United States and the skills, knowledge, and attitudes necessary for successful participation in civic life

Field 245: Arts and Sciences

- 2.6 Understand and apply skills related to social studies, including gathering, organizing, mapping, evaluating, interpreting, and displaying information

Field 245: Arts and Sciences

COMPETENCY 0003

FINE ARTS, HEALTH AND FITNESS, FAMILY AND CONSUMER SCIENCE, AND CAREER DEVELOPMENT

- 3.1 Understand the concepts, techniques, and materials of the visual arts; analyze works of visual art; and understand the cultural dimensions and contributions of the visual arts
- 3.2 Understand concepts, techniques, and materials for producing, listening to and responding to music; analyze works of music; and understand the cultural dimensions and contributions of music

Field 245: Arts and Sciences

- 3.3 Understand concepts, techniques, and materials related to theater and dance; analyze works of drama and dance; and understand the cultural dimensions of drama and dance
- 3.4 Understand basic principles and practices of personal, interpersonal, and community health and safety; and apply related knowledge and skills (e.g., decision making, problem solving) to promote well-being

Field 245: Arts and Sciences

- 3.5 Understand physical education concepts and practices related to the development of personal living skills
- 3.6 Understand health-related physical fitness concepts and practices
- 3.7 Understand concepts and practices related to child development and care and apply knowledge of family and interpersonal relationships

Part 1 - Sample Selected-Response Questions

1. Which factor is most frequently the underlying cause of children's early difficulty in learning to read?
 - A. limited general background
 - B. weak phonological processing skills
 - C. immature knowledge of syntax
 - D. poor visual acuity

Correct Response B

This question requires the examinee to demonstrate knowledge of individual variation in literacy development, including knowledge of specific reading difficulties, and knowledge of cognitive, behavioral, environmental, social, cultural, technological, and linguistic factors affecting language and literacy development. Convergent research has shown the most commonly occurring cause of early reading difficulty is weak phonological processing skills. Beginning reading instruction focuses on the development of automatic decoding skills that support the continuing development of reading comprehension, conceptual knowledge, and vocabulary development. When beginning readers have weak phonological processing skills, they have limited knowledge of the component phonemes in spoken words and thus have difficulty connecting letters in printed language to the component sounds and spoken words they represent.

Competency 0002

Instruction in Foundational Literacy Skills

2. As an integral part of planning reading instruction, a fifth-grade teacher provides students with opportunities to interact with objects or illustrations related to important content in planned texts. For example, during an earth science unit, before students read an informational passage about the effects of pollution on the ecosystem of a vernal pool, the teacher arranges a guided class visit to a vernal pool in the area. Which statement best explains a research-based rationale for this practice?

- A. Literacy activities that appeal to multiple intelligences promote the reading motivation of all students.
- B. Multisensory approaches are effective for reinforcing print-based skills.
- C. A text-rich environment plays an important role in the literacy development of elementary readers.
- D. Background knowledge is an important factor in reading comprehension.

Correct Response D

This question requires the examinee to demonstrate knowledge of the role of background knowledge in text comprehension and strategies for planning a content-rich, text-rich classroom environment and for promoting independent reading in a wide range of text types and genres to support text comprehension through the development of academic background knowledge. Background knowledge is prior knowledge about a topic that supports reading comprehension and learning new concepts. In the scenario described, the teacher ensures that students have concrete experiences that build background knowledge directly related to the topic of the planned reading assignment. Students will then be able to draw on this prior knowledge when they read the text, supporting and enhancing both their literal and inferential comprehension of the material.

Competency 0003

Instruction in English Language Arts

3. Students in a sixth-grade class are preparing to read Laurence Yep's novel *Dragonwings*, in which the narrator leaves his home in China as a young boy to join his father in California. Over the course of the novel, the father and son confront racial prejudice, experience the 1906 San Francisco earthquake, and forge a friendship. Before students begin the novel, they write in their reading journals about a time when they felt like strangers in a strange land. The assignment will most likely enhance students' ability to

- A. visualize the novel's characters and setting
- B. draw conclusions about the novel's central themes
- C. predict events that lead to the novel's climax
- D. understand the perspective of the novel's narrator

Correct Response D

This question requires the examinee to apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of independent strategies that support reading of literature with purpose and understanding (e.g., making and verifying predictions, visualizing, making connections). Writing about a time when they felt like strangers in a strange land will help students relate their personal experience to that of the narrator of *Dragonwings*. When students can draw connections between themselves and the narrator, they will be more engaged with a novel whose unfamiliar setting might make it challenging. Attempting to draw connections between their own feelings and experiences with those of fictional characters is an independent strategy that will support students' ability to read literature with greater purpose and deeper understanding.

Part One: Literacy and English Language Arts

Sample Constructed-Response Item

Competency 0004 Analysis, Synthesis, and Application

Use the information in the exhibits to complete the task that follows.

Using your knowledge of content and sound pedagogical practices in literacy and English language arts, analyze the information provided and write a response of approximately 400–600 words in which you:

- identify one significant strength the student demonstrates in the development of text comprehension or foundational reading skills, citing specific evidence from the exhibits to support your assessment;
- identify one significant need the student demonstrates in the development of text comprehension or foundational reading skills, citing specific evidence from the exhibits to support your assessment;
- describe one learning activity or instructional strategy that would effectively address the student's identified need or build on the student's identified strength; and
- explain how the learning activity or instructional strategy you described would be effective in addressing the student's need or building on the student's strength.
- Be sure to use evidence from **all** the exhibits in your response.

Performance Characteristics for Constructed-Response Item

In your group:

- Examine Score Scale for Constructed-Response Item
- Differentiate a 2 to a 3, and a 3 to a 4
- Share

Study Guide

Field 221: Multi-Subject: Teachers of Childhood (Grade 1 – Grade 6)

- Refer to handout as marked above
- In your group – read/scan:
 - Exhibit 1: Teacher Notes
 - Exhibit 2: Reading Literature
 - Exhibit 3: Reading Informational Text
- Read Sample Strong Response to the Constructed-Response Assignment

Strategies for Preparation: Literacy and Language Arts

- Groups
- Competencies 1-4
- Read Performance Indicators
- Strategies to incorporate w/in your classes
- Suggestions for Literacy and Language Arts preparation

Field 222: Multi-Subject: Teachers of Childhood (Grade 1–Grade 6) Part Two: Mathematics

Sample Selected-Response Questions

Competency 0001 Number and Operations

1. A bag contains a number of plastic disks that are either red, green, or blue. One-quarter of the disks are red and two-thirds of the disks are green. Which of the following is a possible value for the number of disks in the bag that are either red or green?
 - A. 18
 - B. 36
 - C. 42
 - D. 88

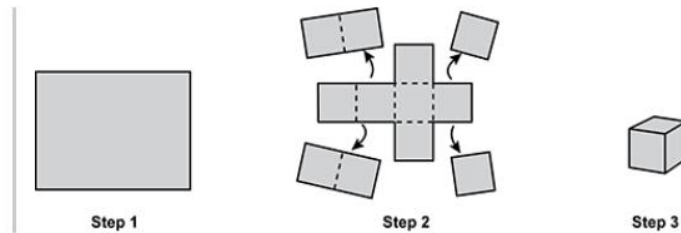
Correct Response: D

Correct Response: D. This question requires the examinee to perform operations on fractions. Add the portions that are red and green: $\frac{1}{4} + \frac{2}{3} = \frac{3}{12} + \frac{8}{12} = \frac{11}{12}$, so $\frac{11}{12}$ of all the disks are either red or green. Since there must be a whole number of disks, the total number of disks must be a multiple of 12, and for every 12 disks, 11 of them are either red or green, so the number of red and green disks must be a multiple of 11. The only multiple of 11 given is 88.

Competency 0002

Ratios and Proportional Relationships and Number Systems

2. Use the diagram below to answer the question that follows.



The steps for making a cube-shaped box by cutting and folding a rectangular piece of paper are shown in the diagram. If all the small squares shown in step 2 are congruent and the volume of the box produced in step 3 is 216 cubic units, what is the area of the rectangular sheet of paper in step 1?

- A. 72 square units
- B. 144 square units
- C. 432 square units
- D. 864 square units

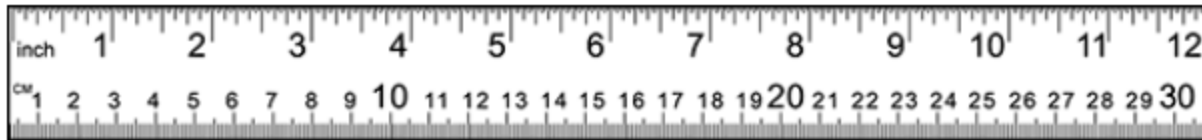
Correct Response: C

This question requires the examinee to use cube roots to solve problems. Working backward, if the volume of the cube in step 3 is 216 cubic units, then $216 = e^3$, where e = the length of one edge of the cube, and $e = \sqrt[3]{216}$ or 6. Each of the squares shown in step 2 has an edge of 6, so each square has an area of 6×6 , or 36. There are 12 squares that make up the rectangle, so the area of the rectangle is $12 \times 36 = 432$ square units.

Competency 0003

Algebra, Measurement, Geometry, and Data

- 3. Use the diagram below to answer the question that follows.



- Which expression can be used to estimate the number of feet in 2 kilometers?

A. $\frac{1000 \times 100 \times 2}{2 \times 5 \times 12}$ feet

B. $\frac{2 \times 1000 \times 2}{5 \times 12 \times 100}$ feet

C. $\frac{2 \times 1000 \times 100 \times 2}{5 \times 12}$ feet

D. $\frac{1000 \times 100}{2 \times 5 \times 12 \times 2}$ feet

Correct Response: C

Correct Response: C. This question requires the examinee to solve problems involving conversions of measurement units. Using an estimate of 5 cm = 2 in, 1000 m = 1 km, 100 cm = 1 m and 1 ft = 12 in, set up a multiplication of ratios so that the units "cancel": $\frac{2km}{1} \times \frac{1000m}{1km} \times \frac{100cm}{1m} \times \frac{2in}{5cm} \times \frac{1ft}{12in}$.

Competency 0004

Instruction in Mathematics

4. A third-grade teacher is preparing to teach the following standard from the New York State P–12 Common Core Learning Standards for Mathematics.

- **Number & Operations—Fractions (3.NF)**

- **Develop understanding of fractions as numbers.**

- . Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

Which strategy is likely to be most effective as part of an introductory lesson designed to meet this standard?

A. teaching that $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ by showing how they represent the same point on a number line

4 B. teaching that $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ because $\frac{1}{3} \times \frac{2}{2} = \frac{2}{6}$ according to the rules of fractions

C. teaching that $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ because 6 is the least common denominator of 2 and 3

D. teaching that $\frac{1}{3}$ is equivalent to $\frac{2}{6}$ by showing cross multiplication of $1 \times 6 = 2 \times 3$

Correct Response: A

This question requires the examinee to apply strategies for extending understanding of fractions, equivalence and ordering. The key words here are *compare fractions by reasoning about their size*. The position of a number on a number line is a representation of its size, so showing that two fractions represent the same point on a number line shows that they are the same size and therefore are equivalent fractions.

**Field 222: Multi-Subject: Teachers of Childhood
(Grade 1–Grade 6)
Part Two: Mathematics
Sample Constructed-Response Item**

Refer to:

Study Guide

**Field 222: Multi-Subject: Teachers of Childhood
(Grade 1 – Grade 6)**

Part Two: Mathematics

Sample Constructed-Response Item

Within Group

Read/scan:

- Use the data.....
- Background Information
- Performance Characteristics for Constructed-Response Item
- Score Scale for Constructed-Response Item
- Differentiate 2 to a 3
- Description of Class Activity
- Excerpt of Interview with Student
- Sample Strong Response to the Constructed-Response Assignment

More Practice

- Pp 37-46
- Objectives 0009-0018

Field 245: Multi-Subject

Part Three: Arts and Sciences

Sample Selected-Response Questions

Competency 0001

Science and Technology

1. A male dog displays symptoms of a sex-linked disease caused by a recessive gene located on the X chromosome. When this male mates with a female, 50 percent of their male offspring exhibit symptoms of the disease. On the basis of this information, what can be inferred about the female dog?
 - A. Her parents both showed symptoms of the disease.
 - B. She exhibits strong symptoms of the disease.
 - C. Her female offspring all exhibit symptoms of the disease.
 - D. She is an asymptomatic carrier of the disease.

Correct Response: D.

- Males inherit an X chromosome from their mother and a Y chromosome from their father. In this mating, 50 percent of the male offspring exhibit disease symptoms, which means they inherited an X chromosome from their mother that contains the recessive gene that codes for the disease. Since males only have one X chromosome, the presence of the recessive gene will lead to the expression of the disease phenotype. The male offspring that do not show disease symptoms have inherited an X chromosome from their mother that contains the dominant version of the gene. The presence in the female dog of the recessive version of the gene on one X chromosome and the dominant version of the gene on the other X chromosome indicates that she is an asymptomatic carrier of the disease.

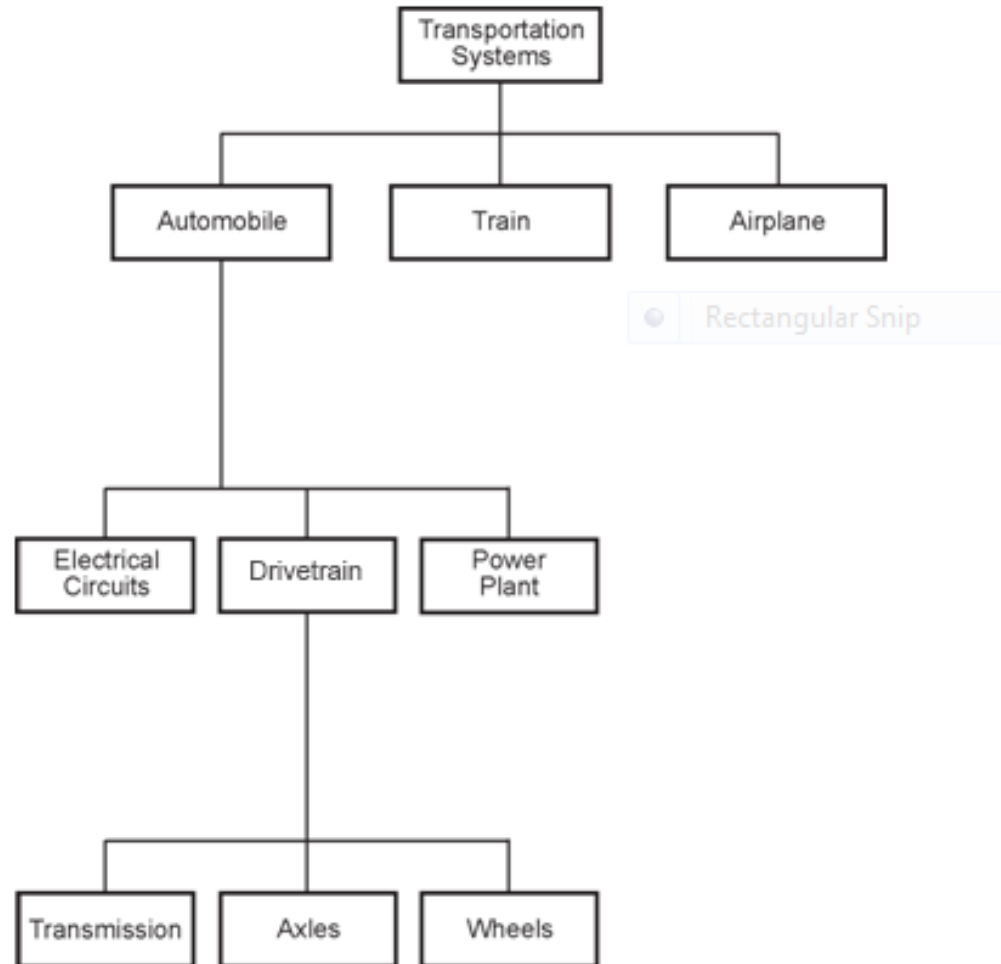
Arts and Sciences Continued

2. In a unit on forces, students slide a wooden block with wheels down a ramp with a rough surface inclined at 30 degrees. The students measure the distance the block travels after it reaches the level surface. The students then repeat the experiment with first one, then two, and finally three thin sheets of lead attached to the top of the block. Which statement most accurately summarizes the likely results of this experiment?
- A. The heavier blocks will travel a longer distance because the velocity at which an object falls increases as the object's mass increases.
 - B. The heavier blocks will travel a shorter distance because the frictional force between an object and a surface increases as the object's mass increases.
 - C. The heavier blocks will travel a longer distance because the gravitational attraction between the earth and an object increases as the object's mass increases.
 - D. The heavier blocks will travel a shorter distance because the wind resistance of the surrounding air to the movement of an object increases as the object's mass increases.

Correct Response: B

- A frictional force acts between two surfaces that slide past one another. The two variables that affect frictional force are the smoothness of the surfaces and how hard the surfaces are pressed together. Adding sheets of lead to the block increases the mass of the block and, therefore, its weight. The added weight will increase how hard the surfaces are pressed together, creating greater frictional force. The additional frictional force will tend to slow the block's movement down the ramp, so it will travel a shorter distance on the level surface.

Use the diagram below to answer the question that follows



The diagram above illustrates which property of technological systems?

- A. Feedback loops are used to control the output of all technological systems.
- B. Technological systems are often made up of the combination of smaller subsystems.
- C. Technological systems may have multiple desirable and undesirable outputs.
- D. A component of one technological system may also be a component of other technological systems.

Correct Response: B

Many technological systems are complex and consist of many parts. These systems require a combination of smaller distinct subsystems to carry out specific tasks, which, when combined, contribute to a properly functioning larger system. The example above shows how the subsystems that make up an automobile's drivetrain are related to an overall transportation system.

Competency 0002

Social Studies

Historians would most likely use the concept of feudalism to examine Europe during the

- A. Roman Empire
- B. Middle Ages
- C. Renaissance
- D. Reformation

Correct Response: B

Feudalism was a social system in which lords granted land to vassals in exchange for military assistance. The network of relationships that grew out of these exchanges strongly shaped the economic and political development of Europe during the Middle Ages.

Competency 0002

Social Studies Continued

5. As a prolonged drought in the northern Great Plains enters its third year, state agricultural agents warn of rising prices for bread, cereal, and macaroni products. The prediction made by the government officials is based on which economic principle?
- A. law of supply and demand
 - B. economic efficiency
 - C. law of diminishing returns
 - D. comparative advantage

Correct Response: A

According to the law of supply and demand, a reduction in the amount of a commodity supplied is likely to result in increased prices unless accompanied by a corresponding decline in demand. In this case, since demand for grain products is unlikely to decline, reduced grain harvests are likely to result in an increase in the price of products made from grain.

Competency 0002

Social Studies Continued

6. Read the passage below from George Washington's Farewell Address; then answer the question that follows.

Europe has a set of primary interests which to us have none or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics or the ordinary combinations and collisions of her friendships or enmities.

Our detached and distant situation invites and enables us to pursue a different course. If we remain one people, under an efficient government, the period is not far off when we may defy material injury from external annoyance; ...when we may choose peace or war, as our interest, guided by justice, shall counsel.

Which of the following best states Washington's point of view in the passage above?

- A. The United States should avoid relations with other nations.
- B. Neutrality is the best foreign policy for a young nation.
- C. The U.S. is too far away for Europe's problems to affect us.
- D. Europe poses a major threat to U.S. interests in the world.

Correct Response: B

In the first paragraph of the excerpt, Washington states that Europe has had frequent controversies and collisions over matters that do not concern the United States. In the second paragraph, he explains that the United States' geographic isolation from Europe will allow the new nation to avoid entanglement in such "external annoyance[s]." This line of reasoning indicates that Washington sees a neutral foreign policy that steers clear of involvement in foreign conflicts as being in the nation's best interest.

Competency 0003

Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development

7. Which musical feature best reflects the influence of West African music on jazz?
- A. a structure based on a harmonic progression consisting of three main chords
 - B. the frequent use of trumpets, cornets, and other horns in jazz compositions
 - C. the performance of jazz compositions by both small "combos" and "big bands"
 - D. a call and response pattern involving alternating solo and ensemble performers

Correct Response: D

Musical traditions from West Africa have had a major influence on jazz, including an emphasis on improvisation, drumming, percussive sounds, and complex rhythms. An important feature of West African music is known as call and response in which a solo singer is repeatedly answered by a chorus. In jazz, call and response occurs when a voice is answered by an instrument, or when one instrument or group of instruments is answered by another instrument or group of instruments.

Competency 0003

Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development Continued

8. Which of the following describes an important cultural function performed over the past four hundred years by both classical ballet in Europe and the Kabuki dancers of Japan?

Competency 0003

Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development Continued

- A. challenging cultural norms and conventions
- B. providing moral guidance for everyday life
- C. articulating political opposition to governmental regimes
- D. establishing cultural ideals of beauty and grace

Correct Response: D

Although they evolved in very different ways, both classical ballet in Europe and Kabuki theatre in Japan have left strong imprints on their respective cultures. The images of men and women that emerged in each of these performance traditions evolved for aesthetic and theatrical reasons. Whether it is the seemingly effortless grace of the classical ballet dancer or the stylized refinement of the Kabuki artist, the appearance and deportment of the actors and dancers have been widely emulated in each culture.

Competency 0003

Fine Arts, Health and Fitness, Family and Consumer Science, and Career Development Continued

9. Running repeated sprints at maximum speed would be the most appropriate way to develop the endurance needed for successful participation in which sport?
- A. American football
 - B. cross-country
 - C. basketball
 - D. soccer

Correct Response: A

During football games, players undergo repeated bursts of intense activity, typically involving running short to medium distances at high speeds. As a training technique, repeated sprints at maximum speed would be an excellent way to help players build the endurance they need during football games.

10. Which individual is most likely best prepared to handle negative peer pressure in his or her interpersonal relationships?

- A. Allen appears to accept rejection gracefully.
- B. Maureen possesses superior communication skills.
- C. Elena has a clear vision of what she believes.
- D. Tom maintains a friendly attitude in all situations.

Correct Response: C

Peer groups can have considerable influence on members of the group—both positively and negatively. The influence of peers is especially powerful during adolescence when young people are in the process of separating from their parents and establishing their own identities. At whatever age, however, resisting negative peer pressure requires self confidence and clarity about one's personal values. Someone who has a clear vision of what she or he believes is much better able to recognize peer pressures and make wise personal decisions.

11. In which situation would consumers be best advised to delay the purchase of an expensive product that they do not need urgently?

- A. The price of substitutes for the product is likely to rise in coming months.
- B. Consumer demand for the product is likely to increase in coming months.
- C. The number of firms making the product is likely to decrease in coming months.
- D. Newer versions of a recently-introduced product are likely to be available in coming months.

Correct Response: D.

There are two primary reasons why someone might choose to delay the purchase of an expensive product: if there were a likelihood that the cost would drop and/or that improvements to the product were likely to be made. When a product first appears, the costs of building production facilities and establishing a market keep per unit costs high. As demand for the product grows and production processes expand, however, the per unit cost usually drops significantly. Moreover, initial experience with the product often leads to new models with innovations that improve upon the original version. Therefore, delaying the purchase of an expensive product that has recently come on the market, and that is not urgently needed, is the best consumer choice.

12. Which of the following is the most appropriate sequence for an individual to follow when beginning the career planning process?

A.

1. gathering career-related information
2. identifying potential career choices
3. defining interests and abilities

B.

1. defining interests and abilities
2. identifying potential career choices
3. gathering career-related information

C.

1. gathering career-related information
2. defining interests and abilities
3. identifying potential career choices

D.

1. identifying potential career choices
2. defining interests and abilities
3. gathering career-related information

Correct Response: B

The most successful careers are usually those that match to a significant degree an individual's background and personal characteristics. Thus, the first step in the career planning process should be taking an inventory of one's interests and abilities. Once that is accomplished, it is possible to begin focusing on those careers which would best draw upon what that individual likes most and is able to do well.

Strategies for Preparation:

- Groups of 3-5
- Competencies 1-4
- Read Performance Indicators
- Strategies to incorporate w/in your classes
- List on chart paper

Suggested Strategies

- Kahn Academy
- <http://www.symbaloo>
- S.A.T. prep materials
- *Old* Multi-Subject test

Resources

http://www.nystce.nesinc.com/NY_PM.asp?t=221

<https://www.khanacademy.org/>

<https://www.youtube.com/user/SymbalooTutorials>