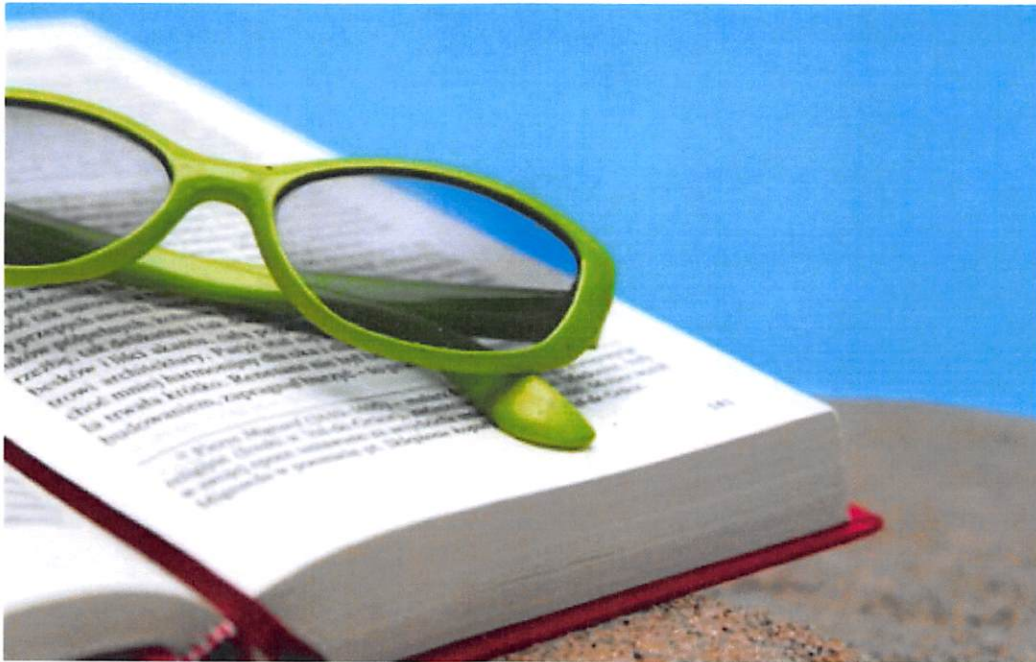


# GPA

A UCSD PARTNERSHIP



## Summer Reader

*Class of 2020*



## Incoming 9th Grade Summer Reader - Checklist

**Check off the articles once you read and annotate them. Once you complete them all - reflect in writing on the following page. You are expected to read and annotate ALL of the articles in this reader. Thank you incoming Freshmen! This will be collected and graded your first week of school! Be ready! :)**

<u>Date</u>	<u>Article Title</u> (Always put article titles in quotes)	<u>Read and Annotated</u>	<u>Notes</u> (Anything that helps you remember main ideas)
07/24	<b>Example:</b> "Your School Loves You"	<b>Ex:</b>  ✓	<b>Example:</b> <ul style="list-style-type: none"> <li>• GPA supports students by making sure all are learning.</li> <li>• Gratitude is the KEY.</li> </ul>
	"Don't Let Social Media Hurt Your College or Career Start"		
	"How to Choose a College That's Right For You"		
	Bill Nye Wins Over The Evolution Crowd at the Science Debate		
	Excerpt from "Was Darwin Wrong?"		
	"10 Ways We Use Math Everyday"		
	"Who Hires Math Majors: The Top 10 Employers"		
	"Career Ideas for History Majors"		
	"Extra Curricular Activities and Academic Grades"		
	"Jaime Escalante Facts"		
	Enter your own reading choice here (book, article, song lyrics, poem, recipe, etc.) Add title below...  _____		
	Reading Reflection (Remember to use your BEST writing skills)		

**Don't forget to complete your reading reflection at the end of your reader using your BEST writing skills. We are so proud of you!**

**Your Name** \_\_\_\_\_

**Parent/Guardian Signature** \_\_\_\_\_

Student Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

## 2016 Summer Reader Grading Rubric - Grades 6 -11

Categories for Evaluation	5	4	3
<b>Annotation Skills</b>	<p>Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing. Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, life experiences. Marginal comments accomplish a great variety of purposes. Consistent markings appear throughout text (not bunched).</p>	<p>Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing. Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident. Marginal comments accomplish a variety of purposes. Some lapses in entries exist; may be sporadic.</p>	<p>Text has been briefly annotated. Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections</p>
<b>Written Reflection</b>	<p>Demonstrate a thoughtful understanding of the writing prompt and the subject matter. Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.</p>	<p>Demonstrate a basic understanding of the writing prompt and the subject matter. Use examples from the text to support most claims in your writing with some connections made between texts.</p>	<p>Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision. Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.</p>

Point Conversion Chart (ADDING the two categories together):

Points Possible: 10 (A)

9 (A-)

8 (B)

7 (C)

6 (D)

\*Circle Student Score

# Don't Let Social Media Hurt Your College Or Career Start

By: Chris Teare (Contributor)

When I was a college counselor, at least once a semester we would take a day to examine and cleanse students' social media accounts of posts that could end everything with colleges or employers. Admissions officers and potential bosses may not look at candidates' Facebook, Twitter, Instagram, and other accounts all the time; however, if they scan and find something they don't want in their 24/7 September-to-May residential community or their workforce, all your academic and extracurricular efforts are burnt toast. You're done.

I find some students genuinely naïve, even clueless, about how their social media personas can swamp everything good they've ever done. What's a concerned parent or savvy student to do? There is always the simple Google search, or you could hire The Social U ([www.thesocialu.com](http://www.thesocialu.com)), the brainchild of Julie Fisher:

Where did you get the idea for The Social U?

"It's a new world for kids on the cusp of college or on the path to their first jobs. A full 95 percent of U.S. teens are online. Nearly 80 percent of them have a phone and nearly the same percentage use social media. As teens document their lives and create their online social ecosystems, they are not simply sharing with a discreet group – they are broadcasting to a wide audience, sharing private details and, in the process, building their personal brands. Kids are posting the good, bad and the ugly. They're being judged for it and left to deal with the consequences.

For years, I have been working with students and their parents on how digital footprints can impact their futures as executive director of the non-profit organization, *Building Better Families through Action*. In the past four years, I've seen tremendous interest and felt a new sense of urgency related to social media and online reputation management. Parents and students inherently get the need to do something, but there were no quality tools available to take control or even understand how pervasive an online presence may be.

Fast forward to *The Social U*. We have built the first and only technology platform that scans and grades a student's social media for the kinds of posts that can give college admissions officers or potential employers pause. Whether it's drinking, drugs, sex, profanity, or other character-tarnishing behaviors, we flag it, offer advice, and let students and their parents decide what to do."

What's different about your software and grading system?

"We make social media monitoring and management easy. *The Social U* is built upon a powerful proprietary algorithm and image recognition system that scans social media posts for problematic sentiments, photos, phrases and words. We score and grade content and provide students with their *Social GPA*™. We look at social media through the lens of a college admissions officer and employer. When we find problematic content, parents and students can use the Social U report card and choose how to handle posts, including those posts where students are tagged by others. *The Social U* offers a unique blend of technology and expertise drawing

from our backgrounds as parents, classroom educators, college admissions officers, and technologists who understand what it takes to create a great online experience.”

What are the most common mistakes you see?

“We’re talking about teens... They are candid, energized and passionate. Social media provides young people with a platform to express themselves fully. But, this platform can get them into trouble. Sarcasm doesn’t translate well. Politics. Sex. Narcissistic selfies. Inflammatory language about a school sports rival. We see it all. Perhaps the most pervasive social media mistake involves alcohol. That red Solo cup advertises more than the cup.”

Have you saved an applicant’s bacon from going in the fire?

“I have personally coached many students and their families through their social media profiles to eliminate the problem posts before they embark on their college admissions journey. Now, *The Social U* provides the means to level the playing field and help so many more families. Technology provides the platform to amplify our mission to help students get the digital reputation they need to get the college, scholarship, internships or first jobs they want.”

What’s your recommendation to parents?

“The first step to building your student’s digital reputation is to admit they have one! Parents and students should embrace technology, learn how it can help them, and what to do when it presents challenges. Students need to become responsible digital citizens, and we have the technology and expertise to help them do that.”

What’s your recommendation to counselors?

“High school counselors are perfect partners to help students and parents navigate the college admissions process, and this now includes social media as another candidate qualifier. Counselors should also know that 50% of college admissions officers admit to using social media to evaluate students. While this isn’t widely advertised, colleges are using all available resources to evaluate their prospects. Counselors can help their students get an advantage in the ultra-competitive admissions process.”

Do you have student clients?

“Yes! Our student users quickly become enlightened when they learn their *Social GPA*™ and see the posts that might cause them problems. It’s one thing to post. It’s an entirely different thing to be presented with a full report card with explanations about how their information might be perceived by adult decision makers. Managing their digital reputations may be even more important for college students who are looking to apply for an internship, their first job or to graduate school.”

Is your appeal different to them than their parents?

“Let’s face it: analog parents are raising digital natives. We help parents get on the same page with their students to create a common goal and support a conversation around responsible social media use. As parents

we want to give our kids the best start possible. Helping them avoid social media landmines is one more way we can help.”

So, after all the years, blood, sweat, tears, toil and money that go into the college or job application process, the last thing an applicant wants to do is blow a hole through the bottom of yet another red Solo cup of cheap keg beer, soaking a college acceptance or first job. Sure, Virginia, they’ll believe it’s just a soda...and your transcript and resume will be all wet.

*After three decades in secondary education in the United States, Caribbean and Europe, Chris Teare is now Senior Associate Director of Admissions at Drew University in Madison, NJ.*



Expository?

# How to Choose A College That's Right For You

Updated December 8, 2010 3:29 PM ET Published February 21, 2007 5:50 PM ET

Commentary

MARTHA O'CONNELL

Ivy League: Harvard  
Princeton  
etc.

UC's, CSU's

The college search doesn't have to begin and end with the Ivies and the name brand schools. There are many schools out there to choose from — some known and some less known, all worthy of your attention. Here's some advice for trying to find the school that works for you.

Lots of schools I never knew of until searching + apply

Self-Reflected

## 1. Start with who you are and why you are going.

You need to examine yourself and your reasons for going to college before you start your search. Why, really, are you going? What are your abilities and strengths? What are your weaknesses? What do you want out of life — something tangible or intangible?

Big school

small or Greek life

Are you socially self-sufficient or do you need warm, familial support? Talk with your family, friends and high-school counselors as you ask these questions. The people who know you best can help you the most with these important issues.

## 2. Size matters: Your college does not have to be bigger than your high school.

But I may want it to be.

Most good liberal arts colleges have a population of fewer than 4,000 for a reason; college is a time to explore, and a smaller community is more conducive to internal exploration. It is not the number of people, but the people themselves and the kind of community in which you will learn that really matters. Many large universities have established honors colleges within the larger university for these same reasons.

- smart

- Prestige

## 3. A name-brand college will not guarantee your success.

Think about the people in your life who are happy and successful and find out where (and if) they went to college. Ask the same about famous people. You will likely find that success in life has less to do with the choice of college than with the experiences and opportunities encountered while in college, coupled with personal qualities and traits.

- what traits are these?

Employers and graduate schools are looking for outstanding skills and experience, not college pedigree. As you search for colleges, ask about student outcomes; you will find many colleges that outperform the Ivies and "name brands," even though you may have never heard of them! Visit the National Survey of Student Engagement (NSSE) for help on sorting through the information and for great questions to ask when visiting and choosing a college.

Q's to ask the guide

## 4. You don't need to pick a major to pick a college.

Very few high-school students have enough information or experience to choose a major. You need the variety and depth of college coursework to determine your interest and aptitude. Most college students change their minds two or three times before they settle on a major, and they can still graduate in four years! Being undecided is a good thing and will leave you open to more academic experiences.

I'm skeptical

I didn't know until after my 1st year.

But my cousin had to choose before going to Cal Poly.



# Bill Nye Wins Over the Science Crowd at Evolution Debate

*Feb 5 2014, 2:06 pm ET Aired on NBC*

Some scientists were skeptical that Bill Nye the Science Guy, who made his name as the host of a TV show for children, could hold his own in Tuesday's debate over evolution and creationism — but now that it's over, his performance has won praise from those skeptics, and perhaps some respect from the creationist side as well.

"I think Nye won — and I could have decided he lost if he couldn't hold his own," said Jerry Coyne, an evolutionary biologist at the University of Chicago who has a [blog](#) as well as a [book](#) titled "Why Evolution Is True."

It may not sound so surprising that Coyne gave the nod to Nye over his debate opponent, creationist Ken Ham. But just last week, Coyne told NBC News that he feared Nye would be [walking into a rhetorical "buzzsaw"](#) at the Creation Museum in Petersburg, Ky.

"One of the reasons Nye won is that Ham did such a crappy job," Coyne said. He said that Ham, the head of the museum as well as a Christian outreach organization called [Answers in Genesis](#), hobbled his case by repeatedly referring to the Bible as the ultimate authority on natural history.

Dan Arel, a writer for the Richard Dawkins Foundation who insisted last month that Nye should not give Ham a forum for his views, [gave the win to the Science Guy](#).

## **Bible vs. evidence?**

Ham said no evidence could possibly sway him from his literal interpretation of Genesis — including a six-day creation that occurred 6,000 years ago, and a global flood that killed off all but eight members of the human race 4,400 years ago.

"I'm only too willing to admit my historical science is based on the Bible," Ham said during the debate. In contrast, Nye said one solid piece of evidence would be enough to change his view of cosmic origins. "If you could show that somehow the microwave background radiation is not the result of the Big Bang, bring it on!" he said. "Write a paper! Tear it up!"

Nye repeatedly challenged Ham to cite a prediction made by creationism that could be verified or falsified by experiment. In reply, Ham challenged Nye to cite a technology that could only have been developed because of "molecules-to-man" evolution.

Nye got in some additional zingers during the back-and-forth. When Ham said that fish didn't suffer from disease until Adam and Eve sinned in the Garden of Eden, Nye replied, "Are the fish sinners? Have they done something wrong to get diseases? That's sort of an extraordinary claim."

Nye also marveled over Ham's claim that all animals were vegetarians before the Fall. "I have not spent a lot of time with lions," Nye said, "but I can tell they have teeth that really aren't set up for broccoli."

## **Creationist critiques**

On the creationist side of the fence, Ham drew strong support on the day after the debate. "The debate was how viable is teaching of creation in today's world, and from that perspective I would give Ken Ham the victory," one commenter said on [Ham's Facebook page](#). Another wrote, "Yes, maybe



somebody else could have done a better job on defending creation, but maybe God was more interested in people hearing the gospel message! And on that note Ken Ham did a great job."

An [unscientific online poll on Christian Today's website](#) told a different tale: Ninety-two percent of the voters said Nye won the debate. However, such polls are notoriously vulnerable to ballot-box stuffing. Tuesday's debate dwelled on Genesis and didn't consider alternatives to evolutionary theory that are less overtly biblical — such as old-Earth creationism or intelligent design. That led Casey Luskin, an advocate for intelligent design at the Discovery Institute in Seattle, to characterize the event as a "[huge missed opportunity](#)":

"People will walk away from this debate thinking, 'Ken Ham has the Bible, Bill Nye has scientific evidence,'" Luskin wrote on the institute's Evolution News blog. "Some Christians will be satisfied by that. Other Christians (like me) who don't feel that accepting the Bible requires you to believe in a young earth will feel that their views weren't represented."

### **Can minds be changed?**

Neither Nye nor Ham expected to win over their opponent on stage. Instead, they were pleading their case to the hundreds of people in the Creation Museum's auditorium — and the hundreds of thousands watching the streaming video online. But is it possible for one debate to change someone's mind?

Thomas said another case involved a medical doctor who was once fascinated by evolutionary biology, but then experienced a marital breakup and alcoholism, and "decided to let go." The doctor now belongs to a creationist church, he said.

"I think you have to look beyond the shouting matches to the underlying psychological needs to get a true understanding of the picture," Thomas said.

*NBC News science editor Alan Boyle delves into the post-debate analysis at 8 p.m. ET Wednesday on ["Virtually Speaking Science."](#) Scheduled guests include evolutionary biologist [Josh Rosenau](#), programs and policy director for the National Center for Science Education; and filmmaker [Antony Thomas](#). Thomas' latest documentary, ["Questioning Darwin,"](#) premieres on HBO on Feb. 10.*

# Excerpt from: “Was Darwin Wrong?”

By David Quammen

Evolution by natural selection, the central concept of the life's work of Charles Darwin, is a theory. It's a theory about the origin of adaptation, complexity, and diversity among Earth's living creatures. If you are skeptical by nature, unfamiliar with the terminology of science, and unaware of the overwhelming evidence, you might even be tempted to say that it's "just" a theory. In the same sense, relativity as described by Albert Einstein is "just" a theory. The notion that Earth orbits around the sun rather than vice versa, offered by Copernicus in 1543, is a theory. Continental drift is a theory. The existence, structure, and dynamics of atoms? Atomic theory. Even electricity is a theoretical construct, involving electrons, which are tiny units of charged mass that no one has ever seen. Each of these theories is an explanation that has been confirmed to such a degree, by observation and experiment, that knowledgeable experts accept it as fact. That's what scientists mean when they talk about a theory: not a dreamy and unreliable speculation, but an explanatory statement that fits the evidence. They embrace such an explanation confidently but provisionally—taking it as their best available view of reality, at least until some severely conflicting data or some better explanation might come along.

The rest of us generally agree. We plug our televisions into little wall sockets, measure a year by the length of Earth's orbit, and in many other ways live our lives based on the trusted reality of those theories.

Evolutionary theory, though, is a bit different. It's such a dangerously wonderful and far-reaching view of life that some people find it unacceptable, despite the vast body of supporting evidence. As applied to our own species, *Homo sapiens*, it can seem more threatening still. Many fundamentalist Christians and ultra-orthodox Jews take alarm at the thought that human descent from earlier primates contradicts a strict reading of the Book of Genesis. Their discomfort is paralleled by Islamic creationists such as Harun Yahya, author of a recent volume titled *The Evolution Deceit*, who points to the six-day creation story in the Koran as literal truth and calls the theory of evolution "nothing but a deception imposed on us by the dominators of the world system." The late Srila Prabhupada, of the Hare Krishna movement, explained that God created "the 8,400,000 species of life from the very beginning," in order to establish multiple tiers of reincarnation for rising souls. Although souls ascend, the species themselves don't change, he insisted, dismissing "Darwin's nonsensical theory."

Other people too, not just scriptural literalists, remain unpersuaded about evolution. According to a Gallup poll drawn from more than a thousand telephone interviews conducted in February 2001, no less than 45 percent of responding U.S. adults agreed that "God created human beings pretty much in their present form at one time within the last 10,000 years or so." Evolution, by their lights, played no role in shaping us.

Only 37 percent of the polled Americans were satisfied with allowing room for both God and Darwin—that is, divine initiative to get things started, evolution as the creative means. (This view, according to more than one papal pronouncement, is compatible with Roman Catholic dogma.) Still fewer Americans, only 12 percent, believed that humans evolved from other life-forms without any

involvement of a god. In other words, nearly half the American populace prefers to believe that Charles Darwin was wrong where it mattered most.

Evolution is both a beautiful concept and an important one, more crucial nowadays to human welfare, to medical science, and to our understanding of the world than ever before. It's also deeply persuasive—a theory you can take to the bank. The essential points are slightly more complicated than most people assume, but not so complicated that they can't be comprehended by any attentive person. Furthermore, the supporting evidence is abundant, various, ever increasing, solidly interconnected, and easily available in museums, popular books, textbooks, and a mountainous accumulation of peer-reviewed scientific studies. No one needs to, and no one should, accept evolution merely as a matter of faith.

Two big ideas, not just one, are at issue: the evolution of all species, as a historical phenomenon, and natural selection, as the main mechanism causing that phenomenon. The first is a question of what happened. The second is a question of how. The idea that all species are descended from common ancestors had been suggested by other thinkers, including Jean-Baptiste Lamarck, long before Darwin published *The Origin of Species* in 1859. What made Darwin's book so remarkable when it appeared, and so influential in the long run, was that it offered a rational explanation of how evolution must occur. The same insight came independently to Alfred Russel Wallace, a young naturalist doing fieldwork in the Malay Archipelago during the late 1850s. In historical annals, if not in the popular awareness, Wallace and Darwin share the kudos for having discovered natural selection.

The gist of the concept is that small, random, heritable differences among individuals result in different chances of survival and reproduction—success for some, death without offspring for others—and that this natural culling leads to significant changes in shape, size, strength, armament, color, biochemistry, and behavior among the descendants. Excess population growth drives the competitive struggle. Because less successful competitors produce fewer surviving offspring, the useless or negative variations tend to disappear, whereas the useful variations tend to be perpetuated and gradually magnified throughout a population.

# 10 Ways We Use Math Everyday

Math is a part of our lives, whether we clean the house, make supper or mow the lawn. Wherever you go, whatever you do, you are using math daily without even realizing it. It just comes naturally.

## Chatting on the cell phone

Chatting on the cell phone is the way of communicating for most people nowadays. It's easy, accessible and cost effective. Everyone has a cell phone and it requires a basic knowledge of skill and math. You need to know numbers and how they work, and with today's technology you can do basically everything on your cell phone, from talking and faxing to surfing the Internet.

## In the kitchen

Baking and cooking requires some mathematical skill as well. Every ingredient has to be measured and sometimes you need to multiply or divide to get the exact amount you need. Whatever you do in the kitchen requires math. Even just using the stove is basic math skills in action.

## Gardening

Even doing something as mundane as gardening requires a basic math skill. If you need to plant or sow new seeds or seedlings you need to make a row or count them out or even make holes. So even without thinking you are doing math. Measuring skills is always needed, and calculations of the essence when doing something new in the garden.

## Arts

When doing any form of art you are using math. Whether you're a sculptor, a painter, a dancer or even just doing a collage for fun, you will need to be able to measure, count and apply basic math to it. Every form of art is co-dependant upon math skills.

## Keeping a diary

Keeping a diary has become an essential part of our daily lives. We run from place to place and appointment to appointment. Making appointments and having a time schedule that works for you requires math. Without a diary we will crash and burn. Some people even have to make appointments to take some time out. Math is a much needed skill in today's life.



## **Planning an outing**

Every outing you plan needs your math skill. Whether you go to the beach or the zoo is irrelevant. You will plan your way there and you will use your time wisely, math is your guide that will assist you and help you. When driving you need fuel, oil and water, without it your car will break down. All of these require math.

## **Banking**

Can you imagine going to the bank and not having any idea what you need to do or how to manage your finances. This will cause a huge disaster in your life, and you will be bankrupt within hours.

## **Planning dinner parties**

How about that inevitable dinner party or cocktail that you have to host. Planning is essential, how many guests are attending, what foods are you serving, the ambience of the place where you want to host it and so many other essentials all requiring multiplication, division and subtraction.

## **Decorating your home**

Whether you are painting, doing the flooring or just acquiring new furniture, you need math to make your sums add up. Everything you do inside or outside of your home needs math skills. From accessories to a new swimming pool and putting in new lighting.

## **Statistics**

Every basic thing we use in life consist of history. That means statistics. Taking into account the past and the future, and keeping record of what has been done. Without statistics we won't know what worked and what didn't. It helps us to find balance and structure.

## Who Hires Math Majors? The Top 10 Employers

Math majors develop analytical proficiencies, knowledge of math theory and practical applications, and problem-solving skills that are highly valued by public and private companies in every industry, including finance, computer and data science, and biotechnology. And according to the National Association of Colleges and Employers 2005 salary survey, math majors make an average of almost 40 percent more than English, history, sociology, and psychology majors.

For ideas about how to channel your math degree into a fulfilling and lucrative career, check out this list of 10 large and growing U.S.-based companies that employ math majors.

1. **State Farm Insurance:** An industry-leading insurance and financial services provider for decades, the Illinois-based State Farm Insurance employs more than 60,000 people in 343 claim offices and 30 operations centers, and many of their employees have a background in math, including the bulk of actuaries. Actuaries evaluate and forecast financial risk, and they are widely employed by insurance companies to navigate property, life, health, and casualty insurance premiums as well as credit and investment profiles. State Farm has been on a hiring binge over the past year, filling positions that sat vacant during the recession and adding new positions in its Bloomington headquarters and across the country. For job opportunities at State Farm, check out their [Careers](#) site.
2. **Qualcomm:** Qualcomm is a wireless technology company headquartered in California, with more than 150 offices scattered worldwide. Technology companies like Qualcomm hire math majors for a number of positions, including advanced display technicians, information technology specialists, and engineers. Last year the company hired dozens of new software engineers, but the company is on the rise and will continue to hire new employees, particularly engineers. For more information, check out the [Qualcomm Careers](#) site.
3. **Boeing:** Engineering involves a great deal of math, and the engineers at Boeing are adept at studying and developing models that are highly math-based, such as calculated models of air flow across the surface of aircraft wings and astronomical trajectories. An employer of more than 170,000 people worldwide, Boeing hires math majors for positions in its Chicago headquarters as well as California, Washington, and a number of other locations. Check out the [Boeing Careers](#) site for more information.
4. **Google:** Named the [#1 U.S. company to work for](#) by Fortune Magazine in 2013 (and three times previously), Google is rife with opportunities for math majors. In 2012, Google went on a hiring binge for software engineers, but the company is also one of the leading employers of programmers and data scientists, ie the analysts who mine data and then innovate ways to add value to the business. Based in California, Google is notorious for its employee-friendly mission, culture, and perks like a sports complex (bocce, basketball, and horseshoe, oh my!), massages, and free food that makes your



high school cafeteria look like...well, a high school cafeteria. Check out the job openings in 70 offices spread over 40 countries (with headquarters in California) on the [Google Careers](#) site.

5. **U.S. Government:** Government agencies like the Central Intelligence Agency and the National Security Agency, as well as law enforcement at every level, are a major employer of math majors as cryptographers and cryptanalysts, who specialize in making and breaking codes and encryptions. Math majors versed in number theory, programming, and computer science are in particularly high demand. In addition, the U.S. government employs mathematicians as engineers, accountants, statisticians, research analysts, and technicians in every department (including Defense positions in the Army, Navy, and Air Force) and every state in the union. For job opportunities in the U.S. government, check out [USAjobs.gov](#).
6. **Intel:** Computer companies like Intel are big employers of math majors, shaping them into engineers, computer programmers, software developers, information technology designers, and network technicians. These jobs address fundamental issues in the creation of mathematical algorithms, making them perfectly designed for math majors in addition to being highly lucrative thanks to their exclusive nature and specific skill set. Headquartered in California, Intel is the world's leading producer of microprocessing chips, which are found in a large number of computers sold around the world. For job opportunities, check out the [Intel Careers](#) site.
7. **Edward Jones:** One of the rare investment firms that survived the recession with few layoffs, Missouri-based Edward Jones has a healthy 11,000 offices around the country and a 24-hour "We're Open" sign on the recruitment door. Commission-based jobs like financial advising are not for everyone; they require an entrepreneurial attitude and a long-term commitment to building your client base through extensive personal and professional networking. But the earning potential is unlimited, and with a huge amount of the population beginning to take retirement planning more seriously, financial advising is one of the fastest-growing occupations and a great option for math majors interested in finance. Check out current job openings at the [Edward Jones Careers](#) site.
8. **McKinsey & Company:** One of the leading employers of business analysts, McKinsey specializes in management consulting, meaning that companies hire them to come in, assess how the company is managing its employees, time, and resources, and make changes that increase profitability, capability, and efficiency. Strong candidates are able to gather and analyze data, conduct research, work with a team, and understand the implications of change. According to the *Economist*, "McKinsey has seen more of its alumni go on to be chief executives of other companies than any other firm." Check out the [McKinsey Careers](#) site for more information.
9. **Boston Consulting Group:** The smallest major company on this list, Boston Consulting is the [second-best company to work for in the U.S. according to Fortune Magazine](#). Each consultant is tirelessly recruited, and the starting salary is more than \$130,000 – which is a pretty fantastic income, even in high-expense Boston. The company has been hiring

and growing rapidly in all practice areas of its consulting business. For practice cases and information on how to apply for a job at the Boston Consulting Group, check out the [BCG Careers](#) site.

10. **Genentech:** Math majors interested in research should consider a career in biotechnology, the discovery and manufacturing of medicines. The field on the fast track thanks to the leaps and bounds made possible by technological advances over the past 20 years. One of the largest employers of biotechnicians, California-based Genentech is increasingly hiring more math majors thanks to the mathematical aspects of studying DNA and proteins. For job opportunities at Genentech, check out their [Job Search](#) site.



# Career Ideas for History Majors

The often-repeated saying goes that without studying the past, we are doomed to repeat its mistakes in the present (and future). Many consider this to mean that history as a university discipline aims to construct a mental tome of sorts, overflowing with historical facts in meticulous detail, and which one can crack open when in need of some age-old advice. Yet, being a student of history involves more than simply memorizing the events of the past. Instead, history majors look towards a greater understanding of the patterns, the causes and effects, of human behavior and existence. As a history major, you've certainly been inundated with a fair share of facts – dates, wars, casualties, treaties – but these are stepping stones towards the greater goal of understanding the ways in which human beings have come to live in the present, not simply that *they do*.

## Entry Level Job Guide for History Majors

1. About the History Major
2. Skills Developed in the History Major
3. Related Valuable Job Skills for History Majors
4. Entry Level Jobs Well-Suited for History Majors
5. Other Possible Career Paths for History Majors
6. Things a History Major Should Learn and Do
7. Other Areas You Might Be Interested In
8. External Resources

## About the History Major

In the 2010-11 academic year, 177,000 history and social science bachelor's degrees were awarded to graduating students, making it one of the more popular degrees awarded, although this figure must be taken with a grain of salt as it is combined with the other social sciences, some of which – sociology, for example – are becoming increasingly popular.

A useful **study** conducted by the Vanderbilt University History Department of their own alumni helps shed some light on the breakdown of history majors following graduation. Like many disciplines in the humanities, these figures support the trend that those who study disciplines such as history go on to work in a highly varied number of positions. The study shows that 30% of history graduates go on to work in the business sector and, somewhat surprisingly, 90% of graduates reported back that their History degree was directly useful to them in their positions.

About 6.5% of history majors are unemployed, with salaries ranging from \$34,000 to \$84,000 and a career outlook in the most popular positions ranging from “normal” to “good”. The higher end salaries are correlated with those that pursue careers in law and other positions that often require some sort of postgraduate education for jobs such as historian, or curator.

That being said, the skills that you have developed as an undergraduate history major can also launch you into an entry-level job attainable for those with a bachelor's degree.

## Skills Developed in the History Major

As a history major, you've read. And you've read. And then read some more. And then you've written, and written.

A somewhat unique aspect to History as a university discipline is that it, well, must be grounded in historical truth; there is less room for theorizing when it comes to history, than, say some of the related disciplines in the humanities. As a result, most any effort made in your years as a history major have been backed by considerable evidence found through thorough research. Your arguments have been couched in evidence that

can support your claims, as historical creativity can flourish in finding interesting linkages between factual events that help to illuminate greater patterns of human thought and behavior.

Armed with the research conducted to support your claims, history majors are apt at conducting critical thinking and analysis in order to uncover the importance of historical occurrences. Here is where history majors get to flex a degree of creative thinking: in analyzing and viewing the events of history with a critical and inquisitive lens, students of history are able to tease apart the finer threads of historical powers, people's, parties, etc. to uncover the meaningful patterns of the historical record. With so much factual information available, it may be said that history really only becomes meaningful when a history major uses his or her skills in order to make sense of what's available.

The history majors aims to offer novel and interesting perspectives on historical developments, solve problems that arise in our understandings of the historical record, and reinterpreting and challenging the predominant conceptions of history. As they say, history is always written by the victor – but German Philosopher **Walter Benjamin** might insist that it's all of those people who built history – not simply those that sat atop it – that are the truly meaningful actors of our past.

Following the thorough research you've done to support your claims, as a history major you've time and time again put your communication skills to the test. This likely involved both written and oral modes of communication. It's no simple task to write an effective history paper that smartly uses historical evidence to support claims, and any time you've raised your hand in a history seminar the words that come out of your mouth better be not only well-backed with historical evidence, but also well-spoken.

#### Related Valuable Job Skills for History Majors

Although you might not be able to tell from looking at them, to be a history major one needs to have their fair share of powers of creativity. To relate between the past and present requires creative thinking, linking historical events to explain a particular trend or happening. The causes and effects of history are not always clear-cut, and there's quite a store of information to pull from when it comes to writing or speaking about history, and as such history majors develop a creative and quick-thinking mind that is capable of finding connections between vast amounts of highly varied information.

#### Entry Level Jobs Well-Suited for History Majors

There is no clear-cut career path for History majors. However, that also signifies that History majors can graduate and enter into many different possible areas of work.

#### **Editorial Assistant**

Median Salary: \$31,000

What follows logically from the mountains of pages you've read and written over the past few years is a job that employs those same skills. In such a way, a position as an editorial assistant can be a perfect fit for a history major entering the workforce. The strict requirements that come with writing about history lead to an attention to detail in history majors that translates well to positions that include not only writing your own pieces, but also editing those of others. History majors can find employment write in a number of different capacities, from writing about history itself to television and film media, journalistic pieces, brochure and non profit organization literature , museum captioning, etc.



## Research Assistant

Median Salary: \$39,000

A history major can apply their skills in researching to quite a large number of different industries. From fact-checking to story research, the detail-driven and research-intensive work ethic of a history major can be applied to media, business, education, and more.

## Archivist

Median Salary: \$44,284

Finally, working as an archivist may be a viable entry-level position for recently graduated history majors. Archiving positions can be found in **government**, business, education, community organizations, **internet archives**, unions, and more. Essentially, the role of the archivist is to manage the information of an individual, business, institutions, and other groups. These records can span multiple forms of media and are pivotal to the smooth running of an organization; whether it be for record-keeping, tax, or law-related purposes, a well-curated and neatly organized archive contributes greatly to the continued steady operation of a business. The hours spent establishing a foundation of historical knowledge, cataloguing those facts and figures into a useable format, and synthesizing the data into papers and presentations helps a history major to be well-suited for a position in archiving.

## Other Possible Career Paths for History Majors

- **Paralegal**
- **Copywriter**
- **Journalist**

## Things a History Major Should Learn and Do

Get writing! Your abilities to research and write are some of your more marketable, so it's important to have an easily accessible portfolio or blog that can showcase these skills. It doesn't necessarily need to be in-depth historical analysis, but showing productive energy behind an area of interest can help to advertise your strengths.

## **Extracurricular Activities and Academic Grades**

**Many parents worry that extracurricular activities will inhibit their children's performance in school. Various studies have shown that students who participate in extracurricular activities excel in academic performance more often than children who do not. The National Center for Education Statistics states, "Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education."**

### **Higher Attendance Rate**

**According to the National Center for Education Statistics, students who participate in extracurricular activities have a 15 percent higher classroom attendance rate than students who are not involved. Sports and clubs expect participants to attend all meetings and practices and often limit participation if too many are missed. Students learn to recognize that attendance is vital to their success. Therefore, they are more apt to take their academic attendance just as seriously.**

### **Better Grade Averages**

**Students who do not miss classes are more likely to have a higher grade point average. This goes hand in hand with extracurricular activities, because the majority of sports, arts and academic clubs require a good GPA for participation. Enforcing this rule motivates students to stay on-task with their classroom and homework assignments. Fellow participants encourage each other to keep good grades. Often, while waiting for practice or meetings to begin, students can work on homework assignments together. In addition, physical activity increases brain function and concentration levels, which lead to higher grades.**

### **Social Engagement Improvement**

**The social component of extracurricular activities instills a sense of community, responsibility and involvement. Students who participate in extracurricular activities are more likely to feel confident in their ability to multitask and are more likely to request help on assignments they do not understand. Students learn to respect themselves and others, and this leads to higher self-esteem. High self-esteem improves social, personal and academic performance.**

### **Improved College Opportunities**

**Most extracurricular activities have a connection to higher education opportunities. Students who excel in sports, master a skill such as playing an instrument or invent a formula in a physics or math club may be entitled to college scholarships and grants. This incentive makes students more aware of their performance in and out of the classroom, making them pay greater attention to their studies. In addition, teachers, coaches and instructors are more willing to write recommendation letters for students who show dedication and perseverance. College scouts are looking for high achievers, and these students are often given opportunities to continue their extracurricular activities in higher education. Participation also shows the student's ability to balance all areas of his life.**



## Student Survey

**Please circle the most accurate response to each statement. "Extra curricular activities" includes any activity in which you participate that are not related to your academics. Examples of extracurricular activities are sports, music performance, watching television, volunteering, church activities, etc.**

1. I am currently in     9<sup>th</sup>   10<sup>th</sup> grade.

2. I usually spend     0-5     6-10     11-15     16-20     21+     hours each week watching television.

3. My favorite type of television program is

Sitcom     Drama     Cartoon     Reality Show     Educational     Other

4. On average, I spend     0-5     6-10     11-15     16-20     21+     hours per week on extracurricular activities, excluding television.

5. My overall average on my last report card was

0-59%     60-69%     70-79%     80-89%     90-100%     Don't Remember

**Please circle the number that best matches your opinion – do not mark between numbers. The responses are based on a 4-point scale, with one being agree and four being disagree.**

1 = I agree with the statement

2 = I agree somewhat with the statement

3 = I disagree somewhat with the statement

4 = I disagree with the statement

1. My grades improve when I am involved in extracurricular activities.

1     2     3     4

I agree

I disagree

2. When I participate in musical performance (play a musical instrument) my grades improve.

1     2     3     4

I agree

I disagree

3. When I participate in sports my grades improve.

1     2     3     4

I agree

I disagree

4. When I watch television my grades improve.

1     2     3     4

I agree

I disagree

5. When I participate in community service my grades improve.

1     2     3     4

I agree

I disagree

## Jaime Escalante Facts

**Jaime Escalante (born 1930) a high school math teacher whose dedication to his students inspired Hollywood to make a movie of how he changed the lives of his students.**

Jaime Escalante, a native of La Paz, Bolivia, and the son of two elementary-school teachers, inspired a movie in the 1980s by raising the aspirations of Hispanic students in one of Los Angeles's most decaying urban high schools. Shortly after Escalante came to Garfield High, its reputation had sunk so low that its accreditation was threatened. Instead of gearing classes to poorly performing students, Escalante offered AP (advanced placement) calculus. He had already earned the criticism of an administrator who disapproved of his requiring students to answer a homework question before being allowed into the classroom. "He told me to just get them inside," Escalante reported, "but I said, there is no teaching, no learning going on." Determined to change the status quo, Escalante had to persuade the first few students who would listen to him that they could control their futures with the right education. He promised them that the jobs would be in engineering, electronics, and computers, but they would have to learn math to succeed. He told his first five calculus students in 1978 that "I'll teach you math and that's your language. With that you're going to make it. You're going to college and sit in the first row, not the back, because you're going to know more than anybody." The student body at Garfield High, more than 90 percent Mexican American, had been told by teachers for years that to be Mexican American was to be unintelligent, but many of them rose to his challenge.

## Public Acclaim

Within three years of instituting the calculus class, some of Escalante's students were scoring the highest possible grade, five, on the extremely difficult AP test, which entitles a student to credit at most colleges and universities. Almost all his students were receiving at least the passing grade on the test. In 1982, however, the College Board, which supervises the AP courses and testing, challenged the scores of eighteen of the Garfield students, citing irregularities in answers. The College Board accused the students of cheating. Escalante protested and convinced the students to redeem themselves by taking another test. They all passed. This event established the academic reputation of the program, and soon thereafter the 1987 film *Stand and Deliver*, starring Edward James Olmos, introduced the nation to the

dramatic story of a teacher who, through igniting a love of learning in his barrio students, changed their lives.

## Program Continues

In 1980 there were thirty-two calculus students in AP courses at Garfield; by 1988, 443 students took the AP exams and 266 passed. Because of state-granted waivers and a school-sponsored corporate fund raiser, only a few of the students had to pay the seventy-one-dollar fee to take the exams. Besides calculus, Garfield added sixteen AP courses in other fields, and many of the teachers in the program feel that the intellectual ability in their school could have remained untapped had Escalante not served as a catalyst. The changes at Garfield were not only among the elite students, however; the dropout rate, which was 55 percent in 1978, dropped to only 14 percent by 1988. Fully 75 percent of Garfield's 1987 graduating seniors planned to go on to some type of postsecondary instruction. Escalante emerged from the 1980s as a national figure—praised by President Reagan on a special visit to the White House, and singled out by Vice President Bush as a personal hero during one of his presidential campaign debates. During a decade with seemingly conflicting educational goals—excellence and inclusion—Escalante served as a model of a teacher who could achieve both.

In 1991 Escalante moved on to other challenges, including teaching basic math and algebra at Hiram Johnson High School in Sacramento, California. In partnership with the Foundation for Advancements in Science and Education (FASE), he is also involved in the Production of a Peabody-Award winning PBS series, "Futures," as well as other projects based on his classroom techniques.

# Students 'Stand And Deliver' For Former Teacher

The lawn in front of Garfield High School in East Los Angeles was sodden from the morning's rain. But the weather didn't dampen the enthusiasm of many Garfield graduates, who came from all over Los Angeles and beyond to show their support for their former teacher, Jaime Escalante.

Escalante's former students recently learned he is in the end stages of bladder cancer that has spread throughout his body. The medical costs have depleted Escalante's savings, and the students are determined to help out.

## **'Barrio Kids'**

To the astonishment of the outside world, Escalante taught many of these returning graduates math — advanced math, like trigonometry and calculus.

Garfield educates some of Los Angeles' poorest students, many of them from immigrant families, and many of whom never conceived of college as a possibility. But Escalante did.

The Bolivian-born teacher believed math was the portal to any success his students could achieve later in life. So before school formally began, and after school ended, his door was open for extra help. And the students came on weekends and worked through holidays to prepare for the hardest exam of all — the Advanced Placement calculus exam.

"It was hard," says Mark Baca, who now works with a Los Angeles nonprofit. "But he changed the minds of people all over the world about barrio kids."

Escalante's barrio kids became stars, exemplars of what can happen when knowledge-thirsty kids with *ganas* — a deep desire — to succeed combine with a dedicated teacher with *ganas* for their success.



"Everything we are, we owe to him," says Sandra Munoz, an attorney who specializes in workers' rights and immigration cases in East Los Angeles. She was not originally an Escalante student.

"But that's what he'd do," she says. "He'd see someone and decide they needed to be in his class. So he pulled me out my sophomore year and put me in his class, and I took math with him. He would teach anybody who wanted to learn — they didn't have to be designated gifted and talented by the school."

Munoz's cousin also ended up an Escalante student, and he was still learning English.

### **After-Hours Tutoring**

Escalante tutored his students until late at night, piled them into his minivan and brought them home to their parents, who trusted Escalante in ways they never would other teachers.

"My mother used to stay up," says Arícelí Lerma, an attorney. "Not to check up on him, but to bring him a plate of food because she knew how hard he was working!"

Escalante, whose students mischievously nicknamed him "Kimo" (a play on The Lone Ranger's Kemosabe moniker), would not only work with his students until they were all ready to drop from exhaustion, he employed them in the summers as tutors. And he showed them that the best colleges in the country were not beyond their reach.

Lerma reels off a partial list of where she and other Escalante students from the class of 1991 went: Occidental, Harvard, Stanford, Dartmouth, MIT, Wellesley.

Dolores Arredondo, who is now a bank vice president went to Wellesley. She said that one year, Escalante appeared at the Pachanga celebration for Latino students that the Ivy League and Seven Sisters colleges held on the East Coast. It was a home-style Thanksgiving for those who couldn't afford to fly home.

"Someone told me they'd asked Mr. Escalante to speak, and he did," Arredondo says. "Not only did he come, he came with a suitcase full of tamales made in East L.A." A thoughtful taste of home for students who hadn't been there in a while.

### **Giving Back To 'Kimo'**

Now, even though he hasn't asked for it, Escalante is getting his old students' help.

Actor Edward James Olmos, who received an Oscar nomination for his portrayal of Escalante in the 1988 hit movie *Stand and Deliver*, is spearheading an effort to support Escalante and his family in what looks to be the teacher's final days.

"Yes, he's dying," Olmos says. "We all will, eventually. But what we want is to die in comfort and dignity, with our loved ones around us. After all that Kimo has done for us, it's the least we can do."

Back at Garfield, more people stream onto the school's lawn to sign a big banner that will be sent to Escalante. He is staying with his son, Jaime Jr., in Sacramento, Calif., so he can commute to Reno, Nev., for medical treatment.

As a Bolivian band plays in homage to Escalante's birth country, some people write checks or contribute cash. And drivers and passers-by stuff money into buckets shaken by two Garfield mascots — 6-foot felt bulldogs.

At the end of the day, the former students have raised almost \$17,000, a sign that Escalante's kids and the community he made so proud were ready to stand and deliver for him.

