

Teacher's Guide

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What are the activities?

Succeed With Your Coworkers contains 27 current activities that let your students do so much more than just read and answer questions. They'll use their math skills, thinking skills, writing skills and creative skills while they learn about paychecks and how people are paid.

The activities are divided into the following four categories:

- New On The Job
- Teamwork
- Getting Along
- Etiquette And Ethics

Each activity includes:

- One or more reproducible student pages
- A teacher's answer key (see pages 12–16 in this guide)

What is the assessment?

An assessment is included that can be used as a pre-test as well as a post-test to evaluate what your students have learned and to identify those areas that might require additional instruction.

The assessment includes:

- 20 True or False questions
- An essay question

What are the activity descriptions?

This guide includes a detailed description of each activity in the unit to help you choose the activities that best meet your needs.

How does this unit align with the Common Core State Standards?

The anchor standards for Reading and Writing are listed on pages 3–4 and each anchor standard that aligns with the activities in Succeed With Your Boss is indicated with a red arrow.

Each activity description on pages 5–11 also includes one or more of the following statements indicating if the activity aligns with the **Common Core State Standards** for Reading and Writing.

- Alignment with CCSS for Reading as noted on page 3.
- Alignment with CCSS for Writing as noted on page 4.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with activities in Succeed With Your Coworkers has been marked with a **red arrow**. Where a specific term or statement is particularly applicable it has been **highlighted**.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining **technical, connotative**, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- ▶ 10. Read and comprehend complex literary and **informational** texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for writing which is aligned with activities in Succeed With Your Coworkers has been marked with a **red arrow**. Where a specific term or statement is particularly applicable it has been **highlighted**.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

- ▶ 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- ▶ 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ▶ 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

- ▶ 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ▶ 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- ▶ 9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

Range of Writing

- ▶ 10. Write routinely over extended time frames (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Category 1: New On The Job

Work At Fitting In

Students will read *Work At Fitting In*. They will explain what they believe Miguel should do about the country music in the next cubicle and the workplace tradition of taking turns buying lunch.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Learn The Culture And Politics

Students will read *Learn The Culture And Politics*. They will explain why they believe Edith should or should not get involved in office politics and whether it is appropriate to keep her office door closed.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Practical Jokes

Students will read 8 strategies for dealing with annoying practical jokes and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Breaking The Ice

Students will read 9 strategies for breaking the ice with unfriendly coworkers and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Being Accepted

Students will read 9 strategies for being accepted by your new coworkers and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Along with the activities, we suggest the following classroom discussions:

1. What is meant by the statement – “There is no second chance to make a good first impression”?

Your first meeting with an employer, supervisor, or coworker will create a lasting impression that is difficult to change. How you look, speak, and act will tell the others a lot about you and a negative perception may take a long time to change. Better to make the first impression a good one.

2. No matter what age your students, there's at least one person in the class who knows what it's like to be new on the job – that's you! Why not share that experience with your students – how you felt, what you did right, and, perhaps more importantly, what you did wrong. Your students can only gain from your willingness to share your real world experience. There may also be others in the school who are willing to come in and relate their new job experiences.

And don't forget your students. Based on their age, some or all may have been new at a part-time job, summer job, or even a full-time job. Once they see that you're willing to share your experience (especially the mistakes), they'll be more willing to share their experiences.

Category 2: Teamwork

Teamwork Means . . .

Students will read *Teamwork Means*. They will design 4 posters illustrating what teamwork means.

Alignment with CCSS for Reading as noted on page 3.

Microtech Industries

Students will be placed in 5 member teams. Team members will work together to solve a serious software problem that the company is facing. Each team member will be assigned a specific role.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

The Boss Likes Him

Students will read 9 strategies for dealing a slacker who is also liked by the boss and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

Time For A Change

Students will read 8 strategies for initiating change in the workplace and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

An Incompetent Coworker

Students will read 9 strategies for dealing with an incompetent coworker and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

A Coworker Wants Your Help

Students will read 7 strategies for dealing with a coworker who constantly asks for your help and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

Along with the activities, we suggest the following classroom discussions:

1. Why are athletic teams good models for businesses and other organizations?

To win, an athletic team needs quality athletes who can do their own jobs while working together as a well oiled machine. For example, a baseball shortstop may be an outstanding fielder, but he needs a first baseman to catch his throw. A football quarterback needs to be protected by his linemen and needs a wide receiver to catch his pass.

Every business or organization needs quality workers with individual skills, but it is doubtful they will succeed if they don't work together.

2. Name some businesses or organizations in which teamwork is essential?

- The military – Life or death can depend on everyone doing their jobs together.
- An athletic team – Winning means becoming a well oiled machine.
- A newspaper – To get a newspaper into the hands of its readers requires not only reporters, but editors to lay out the pages, printers, delivery workers, and salesman to sell the advertising that pays for everything.
- A grocery store – To get food to the customers requires buyers to make wholesale purchases, truckers to deliver the commodities to the store, clerks to stock the shelves and check out customers.

3. How can teamwork make a business or organization more successful?

- Teamwork creates people who are working together.
- Teamwork creates an open environment.
- Teamwork pools many peoples good ideas – no one knows everything.
- Teamwork allows people to share each others skills.
- Teamwork helps minimizes individual rivalry and jealousy.

4. Is there a place for individuality within a team environment?

The quality of a team depends totally on the quality of the individuals that make it up. The old saying "A chain is as strong as its weakest link" is true. If each individual strives for excellence the whole team will be better.

A team should not be a set of clones. A football team needs both powerful linemen and fast running backs. A smart manager in athletics or in business knows that individuals have unique skills, personalities, and work habits and encourages those differences so each individual can perform at their best.

Great ideas typically come from individuals and should be rewarded, not stifled. Great ideas are put into practice by great teams.

Category 3: Getting Along

Resolving Conflicts

Students will read *Resolving Conflicts*. They will explain how they believe Corrine should handle an angry coworker.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

You're Driving Me Crazy

Students will list 10 ways to change the relationship with a coworker you don't like, but who works near you.

Alignment with CCSS for Writing as noted on page 4.

Getting Along Means . . .

Students will design five posters on the theme Getting Along Means . . .

Don't Be Betty

Students will write the fictional account of Betty Bartnick who was disliked by everyone she worked with.

Alignment with CCSS for Writing as noted on page 4.

In My Opinion

Students will write letters to the editor concerning two workplace situations from the point of view of different people. Situation 1: Workplace gossip. Situation 2: Taking credit for other people's work.

Alignment with CCSS for Writing as noted on page 4.

I Disagree

Students will read 9 strategies for dealing with a coworker you never agree with and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

I'm Intimidated

Students will read 10 strategies for dealing with a coworker who intimidates you and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.

Alignment with CCSS for Writing as noted on page 4.

Lights, Camera, Action

Students will create a storyboard for a video in which they put their main character in a difficult workplace situation and show how that character turns it into a success or failure.

Alignment with CCSS for Writing as noted on page 4.

Along with the print activities, we suggest the following classroom activities and projects.

1. Role Playing:

Instead of having your students complete the activity *You're Driving Me Crazy* as written, have them act it out. Here's one way:

Divide the class in to two groups. Explain that the situation will involve two people working in office cubicles next to each other. (You can create this in class by placing two desks in the front of the room and putting a simple divider between them.) Each group should think of things they could do while working that would irritate the person in the next cubicle (props will add to the situations if available).

A student is then chosen from each group to be in the cubicles. The student from group A will do the irritating thing (i.e. singing to himself loudly) and the person from group B must try to change the behavior. The class can then discuss how the situation was handled. As time permits, continue choosing students from each group to be in the cubicles and alternate who does the irritating behavior.

2. If time permits and equipment is available at your school, you may want to expand *Lights, Camera, Action* into a video project. Use one or more of your students' storyboards and actually make the video. Everyone can participate in some way:

- Acting
- Set Design
- Costumes
- Camera and sound work
- Editing

Category 4: Etiquette and Ethics

It's A No No

Students will create a poster illustrating five types of unethical behavior by employees.

Email Etiquette

Students will complete a section of the employee handbook in which they write 10 guidelines for using company email.

Alignment with CCSS for Writing as noted on page 4.

Voice Mail Etiquette

Students will complete a section of the employee handbook in which they write 10 guidelines for using company voice mail.

Alignment with CCSS for Writing as noted on page 4.

Internet Etiquette

Students will complete a section of the employee handbook in which they write 10 guidelines for internet use while at work.

Alignment with CCSS for Writing as noted on page 4.

Appropriate Dress

Students will read *Appropriate Dress*. They will read 6 strategies for dealing with a coworker who dresses improperly and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Unwanted Advances

Students will read 7 strategies for dealing with a coworker who makes unwanted advances toward you and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Offensive Jokes

Students will read 7 strategies for dealing with a coworker who tells offensive jokes and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

Stealing Supplies

Students will read 9 strategies for dealing with a coworker who is stealing supplies and explain what is good or bad about each.

Alignment with CCSS for Reading as noted on page 3.
Alignment with CCSS for Writing as noted on page 4.

What Do You Think?

Edith has spent four years getting her degree in banking and finance. She will be graduating in May, but, unfortunately, the job market is weak and she knows she'll have to work hard to find a good job. Edith has always lived in the midwest and now wants to live near the ocean in a climate that's warm year round. She's decided to confine her job search to banking companies located on the Florida or California coasts.

Do you think this is a good idea? Why or Why Not?

Albaro was always the best baseball player in town from little league through high school. At the end of his senior year, he was offered a contract by the Milwaukee Brewers to play minor league baseball on one of their Class A teams and a small signing bonus.

His parents suggested that he play college baseball instead and get an education since his chances of making it to the major leagues was 10,000 to 1 odds. Where would he be if he didn't make it in baseball? Albaro decided to sign the contract with the Milwaukee Brewers.

Do you think Albaro is making a good career decision? Why or Why Not?

Name:

Period:

Sarah is a single mother with a 3 year old son. For the past five years she has worked on the production line at Warner Manufacturing where she earns \$10 an hour plus group health and life insurance and sick leave. She drops her son off at day care at 7 AM each workday and then spends eight to ten hours on the packaging line which she hates. She is seriously considering quitting and opening a nail shop in her home so she can run her own business while looking after her son.

Do you think this is a good idea? Why or Why Not?

Terron has always loved the movies. What interests him the most is how the story is told in two hours. Throughout high school, he has used his parents' camcorder and his computer to make his own home movies. Now he wants to be a film or video editor.

What he doesn't want is to spend several years in boring college classes so he has asked his parents to give him the \$20,000 they would be spending on his first two years of college and let him buy his own equipment and start his own video business.

Do you think Terron's parents should give him the money? Why or Why Not?

Name:

Period:

Which Job Should She Take?

Alicia Wright recently graduated from the University of Illinois with a bachelor's degree in Media Arts specializing in web design and interactive media.



She has been luckier than most and has three job opportunities to choose from.

1. Calculate her biweekly net pay for each of the job offers using these directions:

- A) Biweekly Gross Pay: Divide her yearly salary by 26 biweekly pay periods. Use 17 pay periods for the Boston job.
- B) Withholding: Multiply her biweekly gross pay by each of the withholding percentages and round to the nearest cent.
- C) Biweekly Net Pay: Subtract her total withholding from her biweekly gross pay.

Job Offer #1:	Job Offer #2	Job Offer #3
Alicia's family owns a small manufacturing firm in Sterling, Illinois and her father has offered her a job starting at \$36,000 a year plus health insurance and other company benefits.	She has been offered a temporary contract job at Neptune Web, Inc in Boston, Massachusetts on a project that will last eight months. She will be paid \$34,000 for the eight months with no benefits.	She has been offered a full-time position at Visual Interactive Design Studio in Des Moines, Iowa starting at \$43,000 a year plus full company benefits including health insurance.
Biweekly Gross Pay \$ _____	Biweekly Gross Pay \$ _____	Biweekly Gross Pay \$ _____
Withholding:	Withholding:	Withholding:
Fed Income Tax (10.1%) \$ _____	Fed Income Tax (10.8%) \$ _____	Fed Income Tax (11.5%) \$ _____
State Income Tax (3.0%) \$ _____	State Income Tax (5.5%) \$ _____	State Income Tax (8.92%) \$ _____
Social Security (6.20%) \$ _____	Social Security (6.20%) \$ _____	Social Security (6.20%) \$ _____
Medicare (1.45%) \$ _____	Medicare (1.45%) \$ _____	Medicare (1.45%) \$ _____
Total \$ _____	Total \$ _____	Total \$ _____
Biweekly Gross Pay \$ _____	Biweekly Gross Pay \$ _____	Biweekly Gross Pay \$ _____
Minus Total Withholding - \$ _____	Minus Total Withholding - \$ _____	Minus Total Withholding - \$ _____
Biweekly Net Pay \$ _____	Biweekly Net Pay \$ _____	Biweekly Net Pay \$ _____

2. Using the comparison of the three communities on page 3, explain the advantages and disadvantages of taking the job in Sterling, Illinois. Consider career goals, lifestyle, personal finances, family life, social life, etc.

Name:

Period:

3. Explain the advantages and disadvantages of taking the job in Boston, MA. Consider career goals, lifestyle, personal finances, family life, social life, etc.



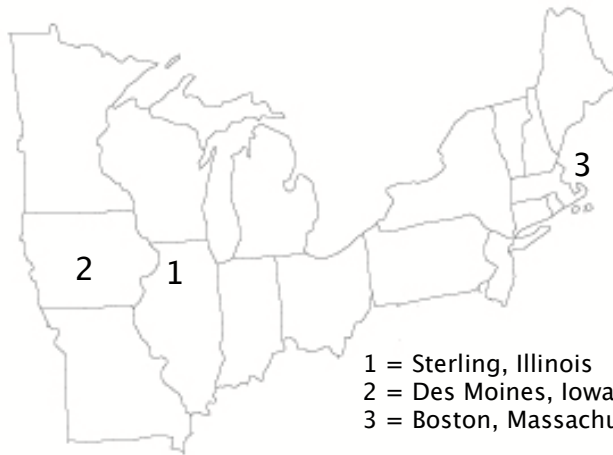
4. Explain the advantages and disadvantages of taking the job in Des Moines, IA. Consider career goals, lifestyle, personal finances, family life, social life, etc.

Sample

5. Which job do you think Alicia should take? Why?

Name:

Period:



1 = Sterling, Illinois
 2 = Des Moines, Iowa
 3 = Boston, Massachusetts

Item	Sterling, IL	Des Moines, IA	Boston, MA
Population:	15,152	196,998	599,351
% Professional	15.36%	17.15%	26.57%
% Management	9.59%	11.27%	16.20%
% Manufacturing	26.24%	13.8%	8.40%
4 Year College Degree	8.70%	16.65%	20.24%
Single	43.02%	47.01%	62.90%
Household Income	\$41,122	\$42,718	\$46,676
Sales Tax	6.25%	6.00%	5.0%
State Income Tax	2.00%	8.92%	5.95%
Air Quality (100 best)	22	24	26
Water Quality	45	60	1
Violent Crime	2	6	7
Average July High	85	86	83
Average January Low	12	12	19
Snowfall	26 inches	31 inches	48 inches
Mass Transit	No	Yes	Yes
Cost of Living (US = 100)	76	81	128
Housing	29	44	148
Groceries	97	90	112
Health	93	131	130
Median Home Cost	\$92,160	\$102,780	\$398,210
Sample Apartment Rents			
Studio Apartment	\$400 (590 sq. ft.)	\$500 (537 sq. ft.)	\$1,125 (300 sq. ft.)
1 Bedroom / 1 Bath	\$490 (700 sq. ft.)	\$610 (680 sq. ft.)	\$1,300 (500 sq. ft.)
2 Bedroom / 1 Bath	\$560 (840 sq. ft.)	\$725 (737 sq. ft.)	\$1,450 (700 sq. ft.)

Name:

Period:

Answer Key:

Page 1 / #1

Job Offer #1:	Job Offer #2	Job Offer #3																																																												
<p>Alicia's family owns a small manufacturing firm in Sterling, Illinois and her father has offered her a job starting at \$36,000 a year plus health insurance and other company benefits.</p>	<p>She has been offered a temporary contract job at Neptune Web, Inc in Boston, Massachusetts on a project that will last eight months. She will be paid \$34,000 for the eight months with no benefits.</p>	<p>She has been offered a full-time position at Visual Interactive Design Studio in Des Moines, Iowa starting at \$43,000 a year plus full company benefits including health insurance.</p>																																																												
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Page 1 / #2

No specific answer is required.

Page 2 / #3, #4 and #5

No specific answer is required.

