

## Theme Introduction: Careers and Planning

COURSE TITLE:  
**Personal Finance**

THEME TOPIC:  
**Careers and  
Planning**

GRADE LEVEL:  
**10-12**

### Missouri Competencies:

- I.1: Identify components and sources of income.
- I.2: Analyze how career choices, education, skills and economic conditions affect income and goal attainment.

### Theme Rationale:

One form of investment is the development of human capital - the knowledge, skills, talents and health that people possess. People develop their human capital through formal and informal education. To obtain education, people give up something in the short run, such as time and money, in order to gain larger returns in the future in the form of higher income and job satisfaction. This sort of trade-off is the basis of investment behavior, whether it involves placing money in the stock market or choosing the appropriate after-high-school education. Investment in education pays off in future earning potential. High school is the time for students to plan and set goals for their future careers.

### Essential Questions:

1. What factors in the economy affect personal finance decisions?
2. How do people make informed decisions about their future careers?

### Instructional Objectives in This Unit:

- A: Define resources and the income payments to resources. (I.1)
- B: Evaluate resources students possess. (I.2)
- C: Analyze the relationship between education and potential income using economic reasoning. (I.2)
- D: Examine personal characteristics to determine interests, skills and knowledge related to career choices. (I.2)
- E: Establish career goals. (I.1, I.2)
- F: Outline steps required to reach a career goal. (I.1, I.2)

## Instructional Components

### Summary:

1. Pretest and post test with record sheet.
2. CSI lesson 1: Setting the Stage for a Career.
3. CSI lesson 2: Shopping for a Career.

### Sample Pretest and Post Test:

These tests are intended only as sample questions to assess student mastery, not as end-of-unit exams. The questions are not representative of the state's end-of-course exam for Personal Finance. Some questions were written to require higher order thinking skills. The accompanying record sheet is designed to help teachers compare student mastery throughout a course before and after instruction.

SCHEDULE:	NUMBER OF CLASSES:
<b>50-min Period</b>	<b>5 Class Periods</b>
<b>90-min Period</b>	<b>3 Class Periods</b>
<b>120-min Period</b>	<b>2 Class Period</b>

Also consider the enclosed lesson activity recommendations. Instructional objective references are included for each lesson.

### Technology Integration:

*Keep in mind that as you locate and use websites, updates can change links and availability of information. Check any website you plan to use BEFORE sending students to it.*

- School counselors have probably been giving aptitude and achievement assessments throughout the students' high school time. Often this includes a career component that students can access online.
- Search a variety of web sites for job descriptions, potential openings, salary projections, regional differences in salary and cost of living.
- Key word searches (may need to go through a finance link or real estate link using a selected location on your search engine): salary, careers, cost of living, employment forms.
- E-mail or interview a person in the career area student has selected.
- Possible web sites:
  - [www.bls.gov](http://www.bls.gov)
  - [www.careerjournal.com](http://www.careerjournal.com)
  - [www.homefair.com](http://www.homefair.com)
  - [www.PayScale.com](http://www.PayScale.com)
  - [www.hotjobs.com](http://www.hotjobs.com)
  - [www.LiveCareer.com](http://www.LiveCareer.com) *free career test*
  - [www.salary.com](http://www.salary.com)
  - [www.monsterjobs.com](http://www.monsterjobs.com)

### Reading and Writing Resources:

- Read current articles relevant to career selections and income.
- Read biography of famous people in a selected career track.
- Write a description of the selected career, training/education needed, location and/or company preferred, recommended starting position to reach selected career, potential openings, potential salary, cost of living for selected location and student's perception of suitability for that career.
- Develop a goal worksheet with timeline for the career track.
- Complete career documents (letter of application, resume, application form, W-2 form, I-9 form).
- Paycheck stub reading activity.
- Calculate take home pay.

### Higher Order/Critical Thinking Instructional Strategies:

CSI 4 Assignment – (Analyze skills and education needed for careers)

CSI 5 Assignment – (Choose and evaluate career options)

### Key Vocabulary:

- Deductions
- Disposable income
- Employee benefits
- Employer sponsored savings plans
- Entrepreneurs
- Exemptions
- Human capital
- Human resources
- Incentives
- Income
- Labor unions
- Life style
- Medicare
- Payroll deductions
- Personal income tax
- Productivity
- Retraining networks
- Salaries
- Self-employment
- Social Security
- Take home or net pay
- Wages
- Work characteristics
- Work history
- Workers compensation

# Recommended Lesson Activities

## Careers and Planning

with Instructional Objective Alignments

### Instructional Objectives in This Theme:

- A: Define resources and the income payments to resources. (I.1)
- B: Evaluate resources students possess. (I.2)
- C: Analyze the relationship between education and potential income using economic reasoning. (I.2)
- D: Examine personal characteristics to determine interests, skills and knowledge related to career choices. (I.2)
- E: Establish career goals. (I.1, I.2)
- F: Outline steps required to reach a career goal. (I.1, I.2)

### Using the Activities Chart:

MATCH ACTIVITIES TO THE MISSOURI PERSONAL FINANCE INSTRUCTIONAL OBJECTIVES.

1. Lesson activity recommendations are listed alphabetically by source and activity name.
2. Web addresses (URLs) are provided for all activities found online.
3. Activities are aligned to the objectives at right, indicated by the letter designation.
4. Additional space is provided for teachers to add their own lesson activity ideas to the listing.

### Relevant Competencies:

- I.1 Identify components and sources of income.
- I.2 Analyze how career choice, education, skills, and economic conditions affect income and goal attainment.

## Recommended Lesson Activities

### Careers and Planning

with Instructional Objective Alignments

<i>Careers and Planning</i>		A.	B.	C.	D.	E.	F.
1.	DESE, <i>Model School Curriculum: Communication Arts, Tenth Grade: Career and Job Opportunities: Lessons 1-4</i> <a href="http://www.dese.mo.gov/divimprove/curriculum/ModelCurriculum/Career_and_Job_Opportunities/index.html">http://www.dese.mo.gov/divimprove/curriculum/ModelCurriculum/Career_and_Job_Opportunities/index.html</a>		✓		✓		
2.	EconEdLink, <i>Are the Best Things in Life Free?</i> <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM17&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM17&amp;page=teacher</a>	✓	✓				
3.	EconEdLink, <i>College: Where Am I Going to Go?</i> <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM463&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM463&amp;page=teacher</a>			✓	✓	✓	✓
4.	EconEdLink, <i>'Segway' to the Future</i> <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM283&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM283&amp;page=teacher</a>	✓	✓				
5.	EconEdLink, <i>Should You Learn to Fly?</i> <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM230&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM230&amp;page=teacher</a>	✓	✓	✓	✓	✓	
7.	EconEdLink, <i>Wages and Me</i> <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM305&amp;page=teacher">http://www.econedlink.org/lessons/index.cfm?lesson=EM305&amp;page=teacher</a>			✓	✓	✓	✓
8.	NCEE, CD-ROM Curriculum, <i>Financial Fitness for Life, Lesson 4: Job Application Process</i> Pricing and ordering information: <a href="http://store.ncee.net/finfitperfin2.html">http://store.ncee.net/finfitperfin2.html</a>		✓	✓	✓		
9.	NCEE, CD-ROM Curriculum, <i>Financial Fitness for Life, Lesson 5: Making Your Own Job</i> Pricing and ordering information: <a href="http://store.ncee.net/finfitperfin2.html">http://store.ncee.net/finfitperfin2.html</a>		✓	✓	✓		



**Recommended Lesson Activities**  
**Careers and Planning**  
with Instructional Objective Alignments

<i>Careers and Planning</i>	A.	B.	C.	D.	E.	F.

Measuring Student Mastery  
**Pretest and Post Test Record Sheet: Careers and Planning**

Student Name:	Resources		Education & Careers		Personal Characteristics & Careers		Career Goal Steps	
	QUESTIONS 1 & 2 Points Correct (9 pts.)	Percent Correct	QUESTION 3 Points Correct (4 pts.)	Percent Correct	QUESTION 4 Points Correct (3 pts.)	Percent Correct	QUESTION 5 Points Correct (5 pts.)	Percent Correct

This chart could be used to record pretest and post test data collected from the pretest and post test included within this theme. Use one copy to record the pretest information and make another copy to record the post test data. Compare the points correct from the pretest with results from the post test to measure student mastery of the topics presented.



## Personal Finance Pretest Careers and Planning

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Class Period: \_\_\_\_\_ Grade: \_\_\_\_\_

### Objectives:

- A: Define resources and the income payments to resources. (I.1)
- B: Evaluate resources students possess. (I.2)
- C: Analyze the relationship between education and potential income using economic reasoning. (I.2)
- D: Examine personal characteristics to determine interests, skills and knowledge related to career choices. (I.2)
- E: Establish career goals. (I.1, I.2)
- F: Outline steps required to reach a career goal. (I.1, I.2)

1. Define resources and give an example of 3 resources.

2. List 4 of your personal resources and explain why you feel each is a resource.

3. Explain the cause and effect relationship of education and career opportunity.
  
  
  
  
  
  
  
  
  
  
4. Why is it important to look at skills, interests and knowledge needed within a career choice before choosing a career?
  
  
  
  
  
  
  
  
  
  
5. What steps are used in effectively reaching a career goal?

## Personal Finance Post Test Careers and Planning

### Objectives:

- A: Define resources and the income payments to resources. (I.1)
- B: Evaluate resources students possess. (I.2)
- C: Analyze the relationship between education and potential income using economic reasoning. (I.2)
- D: Examine personal characteristics to determine interests, skills and knowledge related to career choices. (I.2)
- E: Establish career goals. (I.1, I.2)
- F: Outline steps required to reach a career goal. (I.1, I.2)

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

Date: \_\_\_\_\_

Class Period: \_\_\_\_\_

Grade: \_\_\_\_\_/21

(2 pts for definition, 1 pt for each example. Total 5 pts.)

1. Define resources and give an example of 3 resources.

(1 pt each. Total 4 pts.)

2. List 4 of your personal resources and explain why you feel each is a resource.

(2 pts for cause, 2 pts for effect. Total 4 pts.)

3. Explain the cause and effect relationship of education and career opportunity.

(1 pt for addressing each. Total 3 pts.)

4. Why is it important to look at skills, interests and knowledge needed within a career choice before choosing a career?

(1 pt per step. Total 5 pts.)

5. What steps are used in effectively reaching a career goal?



## Setting the Stage for a Career

### The Set Up:

As the curtain rises on the stage, the scene is the counselor's office at *Show-Me High School*. It is a busy place in the counselor's office with graduation just a few weeks away. Students are making final decisions about what to do after high school. *Listen in:*

*Sara Somebody* is telling the counselor, "Mr. D. Sides, I just don't know what to do. My parents are telling me to get a job. I have a car payment, insurance, graduation expenses, and I am still paying for my prom dress that I wore one night!"

Before Mr. D. Sides can reply, Sara's best friend, *Ima Smart*, interrupts,

"Mr. Sides, have you finished my scholarship papers yet? I *want* to get into Big Muddy University, but the competition is really tough. If my paperwork isn't there soon, I am afraid I won't be considered!"

*Mr. D. Sides' phone rings playing the familiar tune, "Watcha Gonna Do?"*

This is a busy place. Students need help making these important decisions about their future.

### The Investigation:

You be the counselor. How would you advise these students and others to make plans following high school?

Select one of the students from the skit above. Name the student and explain how you would advise this student (either Sara or Ima) if you were Mr. D. Sides, the counselor. Be specific and explain your reasoning.



## Setting the Stage for a Career

### Work It Out:

Use the following Problem, Alternatives, Criteria, Evaluate, Decide (PACED) decision making grid to outline the alternatives and criteria you would consider in making similar career planning decisions.

Before you complete the grid or while you are thinking about it, use the back of this paper to make notes. Use an outline form to organize your thoughts.

**Career Decision Making Grid**

Alternatives	
Criteria	



## Consumer Scene Investigation Grade Sheet CSI 4 - Setting the Stage for a Career

- Competencies:**
- I.1: Identify components and sources of income.
  - I.2: Analyze how career choices, education, skills and economic choices affect income and goal attainment.
- Objectives:**
- C: Analyze the relationship between education and potential income using economic reasoning.
  - E: Establish career goals.
  - F: Outline steps required to reach a career goal.

Answers will vary. Students should outline the need to evaluate the circumstance of each student and recognize each has goals. Advise the students to best meet their goals using the new knowledge from the lessons.



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

Date: \_\_\_\_\_

Criteria:	4	3	2	1	Total:
<b>Evaluation of the Student</b>	Evaluation of the student was fair and based on information presented.	Evaluation was missing some of the information given, but overall was fair.	Evaluation did not match the information given about the student.	Evaluation was incomplete, unfair and would not work for decision making.	
<b>Recognizes Student's Goals</b>	Goals were explained and evident, counselor stayed focused on the student's goals.	Goals were looked at initially but not the focus of the majority of the advice.	Goals were listed but not used effectively in the advice given.	Goals were listed but not used at all.	
<b>Decision Making</b>	All steps in the decision-making process were used. The process was effective.	Minor areas of the decision-making process were missing, all steps were included. Process was mostly effective.	A step was left out of the decision-making process. Process wouldn't be effective.	More than one step of the process was missing, ineffective decision making.	
<b>Advice</b>	Advice was appropriate and effective. Counselor was realistic in helping the student with career choice.	Advice was effective. Counselor needs to work on communication skills to be appropriate.	Advice was realistic but not the most effective.	Advice was given.	
<b>Personal Grid Alternatives</b>	Alternatives listed were realistic and effective for decision making.	Most of the alternatives were realistic and effective for decision making.	Alternatives were unrealistic or ineffective.	Alternatives were incomplete; decision making could not be done.	
<b>Personal Grid Criteria</b>	Criteria listed were realistic and effective for decision making.	Most of the criteria were realistic and effective for decision making.	Criteria were unrealistic or ineffective.	Criteria were incomplete, decision making could not be done.	
<b>Reflection of Application</b>	Student thoroughly explained how this process would affect their own decision making.	Student explained how they would utilize part of the process but didn't cover it thoroughly.	Student discussed decision making and career choice.	Student didn't show a clear connection between this process and their own decision making.	
				<b>Total:</b>	



## Shopping for a Career

### The Set Up:

For the last two years, Inez has been working part-time at *Bag and Save*, the local grocery. She has managed to juggle school, family and work with a little extra time for fun with her friends, but the job has included evening and weekend work along with some holidays. The store manager realizes Inez will be graduating this year and approaches her with an offer of a full-time job.

She likes the work and has made enough money part time to pay for gas and insurance for her car. However, at times it is difficult to pay the phone bill and still have money left over for clothes or doing things with her friends. Inez had thought that she would use her A+ money to start her post-high school education, but now she is confused.

Should she take the opportunity for a full-time job in a business in which she has found success, or should she consider this a time in her life to work on a career goal?

### The Investigation:

Evaluate the factors that one should consider when determining what path to take following high school graduation.

- List the questions you would ask yourself about your future if you were Inez?
- What factors should Inez consider in choosing her path after graduation?  
Use a graphic organizer such as a concept map to organize your thoughts.
- If you were Inez, what would be your choice? Explain your rationale using the new knowledge you have from your study of goal setting, decision making and career planning.

## Consumer Scene Investigation Grade Sheet CSI 5 - Shopping for a Career

- Competencies:**
- I.1: Identify components and sources of income.
  - MM.2: Interpret the opportunity costs of financial decisions.
  - MM.4: Apply a decision-making process to personal financial choices.
- Objectives:**
- A: Define resources and the income payments to resources. (I-1)
  - B: Evaluate resources students possess. (I.2)
  - C: Analyze the relationship between education and potential income using economic reasoning. (I.2)
  - D: Examine personal characteristics to determine interests, skills and knowledge related to career choices. (I.2)
  - F: Outline steps required to reach a career goal. (I.1, I.2)

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

Date: \_\_\_\_\_

Criteria:	4	3	2	1	Total:
<b>Evaluation of Factors</b>	Evaluated multiple factors in determining career path including interests, skills and knowledge aspects.	Evaluated multiple factors, minor aspects missing or not explained fully.	Evaluated factors but left reader guessing on some aspects.	Factors were listed or mentioned but not explained.	
<b>Questions for the Future</b>	Questions were thorough, appropriate and realistic.	Questions were appropriate and realistic.	Questions were either appropriate or realistic but not both.	Questions were listed but ineffective in determining a career path.	
<b>Graphic Organizer</b>	Graphic organizer was complete and thorough; easily used in decision making.	Graphic organizer was complete.	Graphic organizer was missing major parts.	Graphic organizer was incomplete and would not be usable for decision making.	
<b>Graphic Organizer</b>	Graphic organizer was effective and contained realistic and appropriate thoughts.	Graphic organizer was effective and realistic.	Graphic organizer was ineffective and unrealistic.	Graphic organizer could not be used in effective decision making.	
<b>Reflection</b>	Student reflected on the situation and used knowledge of goal setting and decision making in writing the rationale.	Student reflected on the situation but didn't cover knowledge of both goal setting and decision making.	Student reflected but the reader is unclear as to what the student knows about goal setting and decision making.	Student made an attempt but has not learned the concepts.	
<b>Rationale</b>	Rationale was thorough and well-thought out. The decision could be realistic and effective for Inez.	Rationale was complete and thorough. The decision would be mostly effective and realistic.	Rationale was complete. The decision was missing points that would make it effective and realistic.	Rationale was incomplete and left the reader wondering what the decision for Inez would be.	
				<b>Total:</b>	