



## A Line to the Future

### The Set Up:

You are a sophomore in high school, and the school counselor has spoken to your class about selecting courses for the next school year. While there are required credits for graduation, the school curriculum offers several courses from which to choose to meet these requirements. You have taken the ASFAB and discussed it with your parents and counselor.

Knowing your general talents and attributes motivates you to think about your future after high school. While you are just in the planning phase for advancing your skills and knowledge so that you become independent and are able to support yourself, now is the time to set your future goals.

### The Investigation:

Use a graphic organizer or timeline to outline your potential career and life goals. Label each component and use connecting lines/arrows to illustrate the progression you foresee for yourself. Try answering these questions:

- Where do I see myself in the workforce in five years? ten years?
- What knowledge and skills will I need to achieve this goal?
- How will I acquire that level of knowledge and skill?
- What must I do now to set out on this path?

Using the graphic organizer or timeline you created, explain how the steps in the process you illustrated represent “goals.”

Now that you have listed the steps toward achieving your career goal(s), elaborate on the decisions you will face in your financial life along the way?



## Work It Out:

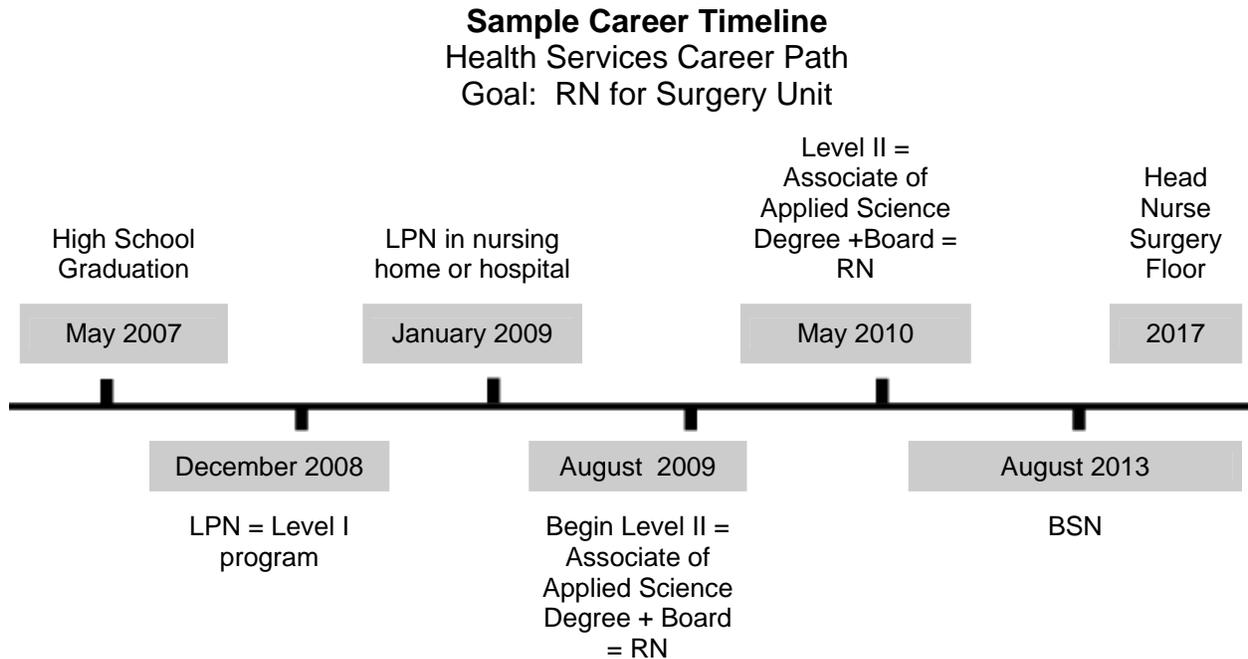
You can find many templates for timelines and graphic organizers on the Internet.

Creating Timelines from Templates:

[http://www.phxelem.k12.az.us/technology\\_and\\_learning/online\\_learning/pdfs/creating\\_timelines\\_from\\_templates.pdf](http://www.phxelem.k12.az.us/technology_and_learning/online_learning/pdfs/creating_timelines_from_templates.pdf)

Graphic Organizer Worksheets: <http://www.makeworksheets.com/samples/graphicorg/index.html>

Included is a sample horizontal timeline created from a template at [www.teach-nology.com](http://www.teach-nology.com).



After graduation from high school, I plan to use my A+ credit to enroll in a Licensed Practical Nursing program at a community college. Medication technician classes will apply to an LPN certificate and allow me to work in the nursing field while I continue my education in a Registered Nurse program. I realize that to achieve my goal as a surgery floor nurse and eventually head nurse for surgery, a Bachelor of Science in Nursing (BSN) is required.

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**Consumer Scene Investigation Grade Sheet**  
**CSI 1 - A Line to the Future**

**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.

**Objectives:** A: Identify goals for the future.  
B: Recognize that choices made today will affect goal attainment.

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

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

<b>Criteria:</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Total:</b>
<b>Analysis of Career Choice</b>	Student realistically and effectively analyzed their career choice.	Choice is either unrealistic or ineffective, analysis is incomplete.	Choice is neither realistic nor effective, no analysis is evident.	Choice was made but is just an option that was not thought out.	
<b>Analysis of Education and/or Skills Needed</b>	Student realistically and effectively analyzed the needed education and skills.	Education/skills do not effectively meet the needs of the career choice.	Education/skills have not been analyzed. Student makes guesses at what is needed for this career choice.	Education and skills are listed but are not clear or thought out.	
<b>Analysis of Steps Needed for Career Choice Obtainment</b>	Student realistically and effectively analyzed the steps needed to achieve this career choice.	Steps would get the student started in this career but are either incomplete or unrealistic.	Steps have been listed but are not analyzed to be used in goal setting.	Steps have been guessed at and would not allow the student the opportunity to obtain the career.	
<b>Goal Setting</b>	Goals are short-term and long-term, related to the career, obtainable and measurable.	Goals are stated but not measurable or related to time.	Goals are stated but not suitable for obtaining success.	Goals are simply listed but not analyzed or written in a manner to make them obtainable.	
<b>Timeline/ Graphic Organizer</b>	Timeline uses a template and is clear to the reader.	Timeline uses a template but is not easy to follow.	Timeline is made but does not use a template.	Timeline is attempted but is unclear to the reader.	
				<b>Total:</b>	