



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:
Evaluation of Factors	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.	
Questions for the Future	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.	
Graphic Organizer	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.	
Graphic Organizer	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.	
Reflection	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.	
Rationale	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.	
				Total:	