Funding Life Changes

Content Area: **Gifted and Talented**
Course(s): **Generic District Course, Gifted and Talented**
Time Period: **Week 31**
Length: **9 Weeks**
Status: **Published**

Unit Overview

In the beginning units of this curriculum, students were assigned a random career to research. Based on this career and accompanying salary guide, students constructed a lifestyle that they were able to support in the budgets they built. Students then started planning for their futures by examining the real estate market and planning to purchase a house. At this point, many students may be realizing that the jobs they were assigned do not provide the financial security that they need for the lifestyle that they desire.

Within this final unit, students will have the chance to change their career paths to one about which they are more passionate or simply to one that may provide them with a larger income. As a result, students will research the career software to find information on alternative careers. Once an alternate career is selected, students will gather the skills and knowledge necessary to achieve this new career target. Students will research how to obtain the necessary credentials, and analyze the cost, both in time and money, of pursuing their new career goals. Ultimately, they will create a plan of action to meet their new career goals or to alter or supplement their current finances to achieve the lifestyles they desire.

Standards

WORK.5-8.9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
WORK.5-8.9.2.8.A.2	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
WORK.5-8.9.2.8.A.3	Relate earning power to quality of life across cultures.
WORK.5-8.9.2.8.A.4	Relate how the demand for certain skills determines an individual's earning power.
WORK.5-8.9.2.8.A.5	Explain the difference between "earned income" and "unearned income" (e.g., gifts) and why earned income is important.
WORK.5-8.9.2.8.B.12	Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
WORK.5-8.9.2.8.C.4	Calculate the cost of borrowing various amounts of money using different types of credit (e.g., credit cards, installment loans, mortgages).
WORK.5-8.9.3.8.B.1	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
WORK.5-8.9.3.8.B.2	Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters.
WORK.5-8.9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
WORK.5-8.9.3.8.B.9	Inventory the requirements for entering different career areas of interest using online job

	information, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website, and determine why those requirements are needed for success in a chosen career.
WORK.5-8.9.3.8.B.10	Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.
WORK.5-8.9.3.8.B.16	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.

Essential Questions

- How do one's career choices impact one's life?
- How can education improve one's life?
- How does changing one's career affect one's life?

Application of Knowledge and Skills...

Students will know that...

- Many careers require specialized training or education.
- One's career choice will impact one's finances and lifestyle.
- Specialized training or higher education require a commitment of time and money from an individual.

Students will be skilled at...

- Calculate the cost of education/training.
- Evaluate their current budget and time requirements and make adjustments as needed/desired.
- Investigate the requirements for a specific career path.

Assessments

- This is my life! Summative: Personal Project Students create a visual presentation (poster, PowerPoint, Prezi, etc.) of the culmination of their work for the year. The presentation must detail the transition from their former job/career to their new job/career. It must also highlight the home that they selected and the financial decisions that made the transition possible.
- Can I get a better education? Formative: Personal Project Students research various institutions for achieving the educational requirements of their new career. They consider how the financial and time commitments align with their current schedule and budget.
- Is my current career meeting my needs? Diagnostic: Self Assessment Students reflect on the work they have completed throughout the year to determine if their current career and salary are meeting their needs/wants. If there is a discrepancy, students determine the salary necessary to meet their needs/wants.
- What do I really want to do? Formative: Personal Project Students research alternative careers that may better satisfy their life goals.

Activities

- Budget analysis - Students re-evaluate the budget they have worked on throughout the school year with an eye on making a career change.
- Career research - Students assess alternative careers in light of personal interests, skills, and hobbies as well as career alternatives that will net them a higher salary.
- Cost of education - Students research local programs that will help them attain the educational requirements of their new career. They consider the time commitment and the cost of these programs and see if they can align them with their budget. (Questions to consider: Have they saved enough money? Will they take out a loan? Does their current job offer tuition reimbursement? Will they have the time to maintain their current job and take the requisite courses?)
- Culminating visual project

Activities to Differentiate Instruction

- Assist students one-on-one with difficult mathematical concepts.
- Students will work at their own pace on personal projects.
- Allow students to present information in a format that is aligned to their learning style.
- Allow students to utilize information from print or web resources depending on their personal preferences.

Integrated/Cross-Disciplinary Instruction

Coordinate with the 21st Century Curriculum and school counselor to access career-related materials.

Resources

- O*NET Career Exploration website: http://www.onetonline.org/
- NJ Department of Labor Career Exploration website: http://lwd.dol.state.nj.us/lpaapp/OccupationExplorer.html
- Compare career information state by state: http://www.careeronestop.org/ExploreCareers/ExploreCareers.aspx