



## CAREER DEVELOPMENT

**COURSE:** Career Awareness

**UNIT 1:** Why Work? Jobs/Careers

### INTRODUCTION

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**Annotation:**

This unit introduces students to career opportunities by bringing the world of work to the classroom. It explores the reasons people work and helps students determine viable career options. The unit relates education to the workplace and encourages continuing education and training beyond entry level skills. It improves student career aspirations by providing concrete, tangible links to help students see how education is immediately relevant to their futures.

**Grade(s):**

X	6 <sup>th</sup>
	7 <sup>th</sup>
	8 <sup>th</sup>

**Time:**

Seven 50 minute periods

**Author:**

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

# FOCUS STANDARDS

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## **GPS Focus Standards:**

**MSCA6-1**- Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.

- a) Identify reasons why individuals work (economic, social, and psychological)
- b) Compare and contrast jobs vs. careers.
- c) Determine viable career options (high-demand, high-skilled, and high-wage).

## **GPS Academic Standards:**

**M6P4** – The students will make connections among mathematical ideas and to other disciplines.

**SS6E4** – The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

**ELA6LSV1** – The students participates in student-to-teacher, student-to-student, and group interactions.

**ELA6LSV2** – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

**ELA6W3** – Students uses research and technology to support writing.

## **National / Local Standards / Industry / ISTE:**

**PS4.K1** - Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles).

**ED2.K6** - Identify specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs).

**CM1.K5** - Recognize that changes in you and the world of work can affect your career plans.

**CM3.K2** - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.

**CM3.K4** - Identify several ways to classify occupations.

**CM5.K1** - Identify societal needs that affect your career plans.

# UNDERSTANDING & GOALS

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## **Enduring Understandings:**

Education is a life long process to be successful in a career. As students move through their school years, they need to determine options and make decisions that ensure success in the future. Grades are important and will impact choices and future lives. Students will have to work in the future to provide for their basic needs.

## **Essential Questions:**

- Why do people work?
- What is the difference between a job and a career?
- What are the four basic needs for survival and how are these needs met by working?
- What is the difference between wants and needs?
- What are the high-demand, high skilled and high wage jobs in Georgia?
- How is education related to career opportunities, standard of living, life style, and success?
- How is GPA (GPA and HOPE) computed and how are educational and career options based on my current and future GPA?
- How long do people work?
- What does poverty level mean?
- What are reasons to work other than money?
- What happens when someone is unemployed?

## **Knowledge from this Unit:**

The student will be able to:

- Define career related terms.
- Critique reasons people work.
- Differentiate between careers and jobs.
- Differentiate between high demand, high wage and high skilled positions.
- Predict future earnings based on educational level.
- Summarize the importance of a good education.

## **Skills from this Unit:**

Students will be able to:

- Calculate Grade Point Averages.
- Connect education to future success.
- Locate sources that provide lists of high skilled, high wage and high demand careers.

- Predict future trends of their grades based upon past records.

**Performance task that students will perform to demonstrate their depth of learning.**

**How to introduce the unit:** Upcoming events/ future attractions posted on bulletin board of classroom. Will you work a job or a career? A word wall is to be displayed in the classroom. Posters could be displayed in the classroom relating to how to be successful in the future. (These posters can be hand-made or purchased at any teachers' supply store.)

## ASSESSMENTS

### Assessment Method Type:

- Oral Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners- standard of living family activity
  - Observe students role playing – standard of living family activity
- Peer-assessment
  - Peer editing and commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

### Assessment(s) Title:

- Homework: "Ask an adult why do you work? and "Why do you work at your current job/career?"
- **Jobs verses careers worksheet and discussion**
- **Why work cards**

- Where does money go worksheet
- Standard of living group activity
- Student checklist for group
- Group processing questions
- Student checklist for group
- Teacher observation checklist
- Spelling and vocabulary quiz
- Actual working of GPA's
- Compare grades to working essay

### **Assessment(s) Description/Directions:**

#### **Note:**

All assessment descriptions and instruction are located on the actual attachment for easier access for the teachers. Descriptions are also found under the Learning Experiences.

#### **Evaluation Process:**

The evaluations/assessments are listed on each separate lesson plan.

The student's evaluation process of this unit will consist of teacher observations, teacher made worksheets, quiz, essay presentations, oral responses, journals, group project, group performance assessment, and self-reflections. Using many different evaluation processes the teacher will have a better indication of what the student has truly learned during this unit. This will also provide the student with a variety of ways to express his/her individual uniqueness in their schoolwork.

Performance Assessments require the students to perform the task rather than choose an answer from a ready-made test. This will be a better indicator of the student's understanding of the subject area. The students will take pride in their work and help in the evaluation process, along with the teacher responses, teacher evaluations, student and teacher checklist.

6-1 Homework assignment - ask adult "Why do you work?" Then ask "Why do you work at your current location or in your current position?"

6-1 Jobs vs. careers worksheet and discussion

6-1 Why Work Cards -relate to jobs and careers and analyze location to place the card on the board

6-1 Where does money go work sheet

6-1 Standard of living group activity

Homework – Bring in current progress report or report card from previous grading periods

6-1 Working GPA's

6-1 Compare grades to working essay

6-1 Spelling and vocabulary quiz

Unit of unit test

Spelling and vocabulary quiz - Teacher orally states the word and the students write the spelling and definition of that word. A written test is available for SST and Special Education students.

### **Attachments for Assessment(s):**

CA 6-1 Homework ask adult

CA 6-1 Jobs vs. careers

CA 6-1 Why Work cards

CA 6-1 Where does Money go? worksheet

CA 6-1 Standard of Living group activity

CA 6-1 Student Checklist for Group

CA 6-1 Group Processing Questions

[CA 6-1 Individual Processing of Group](#)  
[CA 6-1 Student Checklist for Group](#)  
[CA 6-1 Teacher Observation Checklist](#)  
[CA 6-1 Working GPA's](#)  
[CA 6-1 Compare Grades to Working Essay](#)  
[CA 6-1 Rubric for Essay](#)  
[CA 6-1 Spelling and Vocabulary quiz](#)

**Enrichment or Extra Credit:** Create a collage of items seen as “needs” and one collage of items seen as “wants”. Share collage work with class and explain the difference between wants and needs.

**Enrichment or Extra Credit homework:** Interview 10 adults and ask, “If you won 10,000,000 dollars in the Georgia Lottery would you continue to work?”

- Why or Why not?

## LESSON PLANS

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### Sequence of Instruction

- **INTRODUCTION**

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**1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

**MSCA6-1- Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.**

- a) Identify reasons why individuals work (economic, social, and psychological).
- b) Compare and contrast jobs vs. careers.
- c) Determine viable career options (high-demand, high-skilled, and high-wage).

**2. Review Essential Questions.**

- Why do people work?
- What is the difference between a job and a career?
- What are the basic needs for survival?
- What is the difference between wants and needs?
- What are the high-demand, high skilled and high wage jobs in Georgia?
- What would my career options be if I continue making the grades that I’m making now?
- Will I need an education to get the job/career that I want?
- How long do people work?
- What does poverty level mean?
- What is economics, social and psychological?
- What are some reasons other than Money?
- What happens when someone is unemployed?
- What are the four basic needs?
- What are other satisfactions beside money that someone gets from working?
- What is “Standard of Living”?
- What needs are met by working?
- What is a GPA?
- What is the difference between an overall GPA and the HOPE GPA?
- How will an education make me more successful?
- What does your GPA have to do with working in the future?

- What is the difference between an overall GPA and the HOPE GPA?
- What would my career options be if I continue making the grades that I'm making now?

### 3. Identify and review the unit vocabulary.

**Attitude** – the way you think and feel about certain topics or life; your general outlook on life

**Career** – time spent in one type of job or area of interest earning money.

**Economics** – deals with the production, distribution, and consumption of goods and service (money)

**Exploration** – Going over carefully, examining

**GPA** – Grade Point Average

**Job** – working at a particular thing for the money

**Knowledge** – all that can be known or can be learned

**Needs** – what you have to have to survive (Food, Water, Clothing, and Shelter).

**Psychological** – of the mind, reasons why people act, think and feel as they do (peace of mind)

**Skill** – the ability to do something well

**Social** – concerned with human beings and their relationships to each other (friends)

**Standard of living** – the way people live with the money they have

**Wants** – what you would like to have but do not need to survive.

## • LESSON 1 : JOBS vs. CAREERS (Day One)

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### 1. MSCA6-1- Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.

- Identify reasons why individuals work (economic, social, and psychological)
- Compare and contrast jobs vs. careers.
- Determine viable career options (high-demand, high-skilled, and high-wage).

### 2. Essential Questions:

- What is a job?
- What is a career?
- What is the difference between a job and a career?
- Do I want a job or a career in the future?
- What are wants and needs?
- Students need to know the difference between a job and a career.

### 3. Vocabulary

**Career** – time spent in one type of job or area of interest earning money. A career is working in a job that you like or enjoy.

**Job** – working at a particular thing for the money; you must have the money but do not enjoy your position. (We will have to have a paid position in the future to get our wants and needs. We will want to have a nice standard of living and will need money to maintain that standard of living.)

**Needs** – what you have to have to survive (Food, Water, Clothing, and Shelter).

**Wants** – what you would like to have but do not need to survive.

**Attitude** – the way you think and feel about certain topics or life in general; your general outlook on life.

**4. Learning Experience:**

1. For this lesson use the attachments **CA 6-1 Jobs vs. careers** and the PowerPoint **CM 6-1 Do you want a job or a career?**.
2. Reminder: Give the students the homework assignment at the beginning of the class period. Have the student ask an adult “Why do you work?” Then ask “Why do you work at your current location?” Students are to write the information in their career notebooks.
3. The teacher will then present and discuss the attached PowerPoint **CA 6-1 Do you want a job or a career?**
4. Students are to be given a copy of the **CA 6-1 Jobs vs. Careers** handout. The teacher needs to explain that a job to some people may be a career to others. A career to some may be a job to others.

**Example:**

- The teacher loves to teach so that would be his/her career, but for some people they would hate to stand in front of a group of students every day so teaching for them would be a job.
- I would not like to be in the heat driving a bull dozer all day, so it would be a job to me but some people love being outside and driving heavy equipment so it is a career to them.

**• LESSON 2: PART ONE – ASSIGN HOMEWORK & WHY WORK CARDS (Day Two)**

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**1. Identify the Standards.**

**MSCA6-1- Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.**

- a) Identify reasons why individuals work (economic, social, and psychological)

**2. Essential Question:**

- Why do people work?

**3. Vocabulary:**

Wants	Needs	Money	Friends
Peace of mind	Economics	Social	Psychological

**4. Learning Activity:**

1. The teacher will review/discuss the students’ answers to the homework from **6-1 Homework: Ask an Adult** (from last night).
2. The teacher will give the students the homework assignment for Lesson 2. Students are to write their homework assignment in their notebook or agenda. Have the students ask an adult:
  - “Why do you work?”
  - “Besides money, why do you work at your current job/career?”



- The next day the teacher will have the board divided into three sections like the sample below. The teacher will review the vocabulary and give examples of answers that fit into each of the three sections. The teacher will need to help some students decide where their homework will fit on the board.

Money	Friends	Peace of Mind
Economics	Social	Psychological

Money could be – food, house payment, car payment, school supplies, money, paycheck, water, clothes, insurance, extra spending money, retirement etc.

Friends could be – love the people I work with, enjoy working with people, great people, best friend works there, etc.

Peace of Mind could be – love the job, enjoy what I do, helping the community, helping others, feeling good about what you are doing, the job I was trained to do etc.

- The students will need to analyze their answers and decide which section or sections that their answers fit. The students will then go to the board five or six at a time and write all of the answers from their homework in the correct sections. As one student sits down another student needs to take his/her place to write their answers in the correct section on the board.
  - Teacher will need to move around the room and help some students identify where they need to place their answers on the board.
  - After all students have written their answers on the board the teacher will then count the number of answers for each section and record the number on the board in appropriate section.
  - The teacher will lead a class discussion. Ask the class:
    - What is the number one reason why the parents of this class work?
    - What is the number one reason why people across America work?
    - Your parents are no different from parents across America. Everyone must have a paycheck to pay for their wants and needs.
    - What do you think will be the most important reason why you will work in the future? Prioritize your top five reasons in order of importance.
  - Go over the vocabulary words “Wants” and “Needs”.
  - Now relate the word Money into Economics; the word Friends into Social; and Peace of Mind into Psychological. Review those vocabulary words again.
    - Economics** – deals with the production, distribution, and consumption of goods and service (money)
    - Social** – concerned with human beings and their relationships to each other (friends)
    - Psychological** – of the mind, reasons why people act, think and feel as they do (peace of mind)
- 5. Assessment:**
- The homework assignment was completed and written on the board.
  - Student participation in the discussion.
  - List of prioritized reasons why the student will work in the future.

## • LESSON TWO - PART TWO

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1. For this lesson use the attachment **CA 6-1 Why Work cards**. Directions are included in this attachment. The teacher should have the following items typed or written on index cards to pass out to the students after they have placed their homework answers from last night on the board in the correct section.
2. The number one reason people across America work is for money, but several other reasons are listed below. You are to list three jobs or careers that match the reason on your own paper. Present this to the class and tape your card to the correct section on the board. The job would provide the person working it that reason for being employed in addition to the paycheck.

Example: Helping People – sample jobs/careers are physicians/doctors, nurses, teachers, social workers, psychologists, and counselors etc. There are many correct answers for each item.

- You work your job so that you can have the same hours as your children in school.
  - You work your job so that you can travel around the country at the company's expense.
  - You work your job so that you can travel the state of Georgia at the company's expense.
  - You work your job because you like being in charge.
  - You work your job so that you get to make the final decisions about things.
  - You have an opportunity to accomplish things (get things done).
  - You have a lot of responsibilities at your job site.
  - You work your job so that you advance your training from on the job training.
  - You are provided with good working conditions (air conditioner, heat, lights, etc).
  - You get to stay busy all the time (no down time).
  - You work your job so you will be doing something different all the time (variety of tasks).
  - You work your job so you can work alone (you like being by yourself).
  - You have job security.
  - You work your job for recognition (noticed for being good at something).
  - You get to be your own boss (you are in charge of yourself and what you do).
  - You have a variety of tasks to complete (several different chores, activities).
  - You get a chance to use your skills and abilities.
  - You have status in the community (important, people look up to you).
  - You have good people to work with (nice, polite, and well mannered).
  - You work so you will have something to do with your time (stay busy not bored).
  - You get to learn new things at your job.
  - You have a chance to help other people.
  - You have a good chance for promotion (move up the career ladder to success).
  - You get to earn a paycheck (money).
  - You get to work with other people.
  - You get to socialize on the job (talking with others).
  - You have a chance to win awards and honors.
  - You get to set your own work hours (how long you will work).
  - You get to set your own work schedule.
  - You have great fringe benefits (in addition to the paycheck - insurance, holidays, vacations etc.)
3. You may need to type or write two of each to make sure that every student has at least one card to complete. Use some of the extra cards to do first as examples to demonstrate what is expected.

4. The teacher will have the board divided into three sections from the homework activity. The students should have enough time to do both activities in the same day.

Money	Friends	Peace of Mind
Economics	Social	Psychological

5. Students will analyze their card and come up with three jobs/careers that match their card. That means that the reason on their card is the main reason why people work that job besides money. They will then present their card and three jobs/careers to the class and tape their card to the correct section on the board.

**Assessment:**

Three jobs/careers and correct placement of card in the appropriate section of the board.  
The above items can also be enlarged and printed on card stock paper and cut apart instead of index cards.

**Summarizing:**

Students will list reasons for working in the future in their career notebook.  
**Think, pair, share** - The students will rank in order a list of personal reasons concerning why people work. The students will explain their three most important and the one least important reason for working in a paragraph in their career notebook.  
What do you think your future life will look like?

**• LESSON 3: WHERE DOES THE MONEY GO? (Day Three)**

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1. **MSCA6-1- Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.**
- a) Identify reasons why individuals work (economic, social, and psychological)
  - b) Compare and contrast jobs vs. careers.
  - c) Determine viable career options (high-demand, high-skilled, and high-wage).

2. **Essential Questions:**

- Where does the money go?
- How are people paid?

3. **Vocabulary:**

Salary	Wage
Job	Careers

4. **Learning Experiences:**

1. For this lesson use the following attachments:
  - **6-1 Is education important (PowerPoint)**
  - **6-1 Where does money go? worksheet**
2. Teacher needs to introduce how people are paid, and what happens to the money. People are paid by:

- Salary
  - Hourly wage
  - Commission
  - By the job
  - Tips
3. The teacher needs to discuss the difference in a place – McDonalds and a job such as cashier at McDonalds. The students sometimes confuse a place for the job. This is to make sure that they know the difference along with knowing where the money goes.

#### • LESSON 4: STANDARD OF LIVING (Day Four)

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**1. MSCA6-1: Students will understand the personal nature of work and how it relates to them as individuals and as integral parts of society.**

- a. Identify reasons why individuals work (economic, social, and psychological)

**2. Essential Questions:**

- What would I need to live the life I desire for the future?
- What standard of living do I want in the future?

**3. Vocabulary:**

Wants

Needs

Standard of Living – the way people live with the money they have.

**4. Learning Experiences:**

1. Show the PowerPoint, **CA 6-1 Standard of living** to the class. At the end of the PowerPoint pass out the standard of living handouts; attachment **CA 6-1 Standard of living group activity**.
2. The teacher will randomly divide the class into groups of four.
3. Each family/group will pretend to have two people working. Each of those two people will earn \$10.00 per hour.

$\$10.00 \times 40 \text{ hours per week} = \$400.00$

$\$400.00 \times 4 \text{ weeks in a month} = \$1600.00$

$\$1600.00$  minus all state and federal taxes along with social security = \$1104.00 per person per month

2 people working  $\times$  \$1104.00 each = **\$2208.00** bring home money each month

Your family/group must decide how much money to spend on any or all of the items below.

Reminder you must include the basic needs to survive. I have given you some prices that you are to use if you want that item for your group.

**You must write down the item your group/family purchases along with the price. You must have a total at the end of your list of items.** You are not to spend more money that your group/family earns. See the top of this sheet for that amount. **You are planning for a month.** A month has 4 weeks.

All basic needs must be met along with a grand total.

Calculators are provided in the classroom.

The groups can NOT spend more money than they make!

**5. Assessment:**

Group/family sheet of purchased items along with the cost of each without going over the grand total budgeted amount. The students must have included food, water, clothing and shelter at 20 points each and the grand total another 20 points. If they left any of those items off then the family/group would die in real life. That is why each of the four basic needs count 20 points each.

Discuss how every group made different choices.

- Why do you think there was more discussion on some items from the list than others?
- How would you feel if this was your real budget and you were responsible for an entire family?

Student checklist for group

Group processing questions

Teacher observation sheet

Individual processing of group

• **LESSON 5: GPA (Day Five)**

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**1. MSCA6-1: Students will understand the personal nature of work and how it relates to them as individuals and as an integral part of society.**

- Identify reasons why individuals work (economic, social, and psychological)
- Compare and contrast jobs vs. careers.
- Determine viable career options (high-demand, high-skilled, and high-wage).

**2. Essential Question:**

- What is a GPA?
- What is my GPA?

**3. Vocabulary:**

**GPA** = Grade Point Average

**4. Learning Experiences:**

1. Use the attachment **CA 6-1 Working GPA** for this lesson. Explain to the students: Your official GPA will not start until you are a freshman/ninth grader in high school. Your overall GPA will consist of all classes that you take during your high school years. Your HOPE Scholarship GPA will consist of all of your math, science, language arts, social studies and foreign language classes while in high school. You must have a 3.0 GPA in those classes to qualify for the HOPE Scholarship.
2. In the sixth grade we introduce the HOPE Scholarship so that students learn the importance of a good academic foundation for their high school years.

3. **Example for comparison:** A monument usually has steps to the top. The concrete the monument is sitting on is the sixth grade year, each step is another year and the monument itself is high school graduation. They are working toward high school graduation so that they can continue their education.
4. Discuss with the students that their GPA will be a deciding factor as to what you are allowed to do in life, such as getting into college.
5. Have the students compute their GPA using your report card from the last grading period at your school. The students should use their progress report grades for the previous nine weeks. Write down the actual grades in your classes and then compute your overall GPA and your HOPE GPA. Compare the two GPA's.

**How to calculate GPA:**

Award points based to those grades on the GPA scale from zero to four.

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F = 0.0

Add your points together and divide by your number of classes.

Special Education students may need to use calculators depending on their IEP.

6. After the students have done their own math to work their GPA's make sure that they have the correct answers by providing the following charts with the GPA's already tabulated. Use the chart with the correct class periods per day.

• **LESSON 6: SEE CULMINATING PERFORMANCE TASK BELOW (Day Six)**

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1. For this lesson see the directions in the Culminating Performance Task below. Use the attachment **6-1 Compare grades to working essay** (start graphic organizer on day five and continue writing essays on day six).

• **LESSON 7: PRESENTATIONS OF ESSAYS**

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1. Students will present the essays they completed for the Culminating Performance Task.
2. Next, give the students a vocabulary quiz. Use the attachment **CA 6-1 Vocabulary Quiz**. Call the words out orally for the class to write the word and definition on their own paper. The attachment includes a matching quiz provided for special education students according to their IEP's.

• **NOTES & REFLECTION:**

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Random House Pictureback – Just Shopping with Mom by Mercer Mayer is a good introduction to wants and needs. Note: This is a preschool book and is used here only as an attention getter about wants and needs.

Additional References on this unit can be found at <http://feff.arizona.edu>

FEFE -Family Economics and Financial Education has a complete unit for

“Does Money Grow on Trees” that goes along with this unit. It is a free site but the teacher has to register with them and they will confirm that you are an educator before allowing you access. Great Resource!

## CULMINATING PERFORMANCE TASK

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### **Culminating Unit Performance Task Title:**

Essay – What would my life be like if I had to live off of my grades?

### **Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

Instructions are found on the actual document for the culminating task. Graphic organizers should be provided for the SST and Special Education students. Regular education students will draw their own organizer.

1. The students are going to write an essay as their culminating project for this unit. The essay will be summarizing all that they have learned about why people work and how important grades are for high demand, high skilled and high wage positions.
2. The essay should be at least five sentences to a paragraph and at least five paragraphs in the essay.
3. Provide the “Writer’s Checklist” for the special education students:

#### **Writer’s Checklist**

1. **The first sentence is indented.**
  2. **The first sentence states the main idea.**
  3. **The 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> sentences give details about the main idea.**
  4. **The last sentence sums up and restates the main idea.**
  5. **All sentences begin with a capital letter.**
  6. **All sentences have an ending punctuation mark.**
  7. **All words are spelled correctly.**
  8. **The paragraphs make sense.**
  9. **The paragraphs are interesting.**
  10. **All paragraphs relate to the main idea.**
4. The Essay Topic is: What would my life be like if I had to live off of my grades?
  5. Tell students to think about how their GPA is like a paycheck. Adults go to work and take home a paycheck. Students go to school and take home their grades. With this in mind answer the following questions.
    - What if you had to live off your grades?
    - What would your life be like?
    - Compare straight A’s to the good life or upper middle class.

- Compare an A & B average to a nice life or the average middle class. Students need to keep in mind that the average American family owes thousands of dollars on charge cards and make both house and car payments each month.
- Compare B & C grades to the lower middle class but you are able to pay your bills each month but have nothing left over after paying those bills.
- Compare a C & D grades to lower income class or poverty, you cannot pay all of your bills each month. You have to skip bills and owe late fees the next month on them, alternating which ones you pay and don't pay. The water or electricity is shut off at your house. Your home may be foreclosed on at any time.
- Compare an F average to failing so you have no money, you would be homeless. Failing to do your job/career in the future would get you fired so you would not have any type of paycheck.

6. Lead a class discussion after the essays have been written. Ask the students:

- What anxieties would you have?
- Would you qualify for a job or career?
- Do you want a job or a career?
- Would you qualify for a high paying job/career?
- What improvement do you need to make?
- How can you accomplish the necessary changes?

**Assessment:**

Rough Draft and Final Copy of Essay (Some Special Education Students will need the writing graphic organizers to help them with their essays)

Use the attachment **CA 6-1 Assignment commentary - compare grades to working essay** to grade the essays. The assignment commentary is provided so that the teacher can display the student's work.

Presentation of essays and discussion (on day seven)

**Attachments for Culminating Performance Task:**

- 6-1 Writing graphic organizer
- 6-1 Writing graphic organizer two
- 6-1 Compare grades to working essay
- 6-1 Assignment commentary - compare grades to working
  - Rubric for essay

 **UNIT RESOURCES**

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**Web Resources:**

- [www.wordle.net](http://www.wordle.net)
- <http://fefe.arizona.edu>
- [America's Career Resource Network \(ACRN\)](#)
- [GACollege411](#)
- [Georgia Department of Labor](#)



- [Occupation Supply and Demand](#)
- [Bureau of Statistics](#)
- [http://swz.salary.com/salarywizard/layouthtmls/swzl\\_salaryrangenarrow\\_20.html](http://swz.salary.com/salarywizard/layouthtmls/swzl_salaryrangenarrow_20.html)
- <http://www.bls.gov/oco/oco1002.htm>
- [http://swz.salary.com/salarywizard/layouthtmls/swzl\\_salaryrangenarrow\\_20.html](http://swz.salary.com/salarywizard/layouthtmls/swzl_salaryrangenarrow_20.html)
- [Ga Jobs and Growth Projections](#)
- [Georgia New Emerging Industries](#)
- <http://www.careeroverview.com/professional-careers.html>

**Materials & Equipment:**

- Overhead projector and transparencies
- Computer
- Internet access
- Note cards or card stock paper
- PowerPoint Presentations
- Calculators
- Poster of word wall
- Writer’s checklist

Word Wall -- Link to the Wordle Word Wall created and found in the Wordle Gallery. Click the link below to find a word wall creation for this unit consisting of terminology from the standard and elements.

This can be printed with 2007 Microsoft word to be poster size once it is cut and taped together. Laminate it and keep it with this unit for future use.

[http://www.wordle.net/show/wrdl/217704/MSCD\\_6-1](http://www.wordle.net/show/wrdl/217704/MSCD_6-1)  
[MSCD 6-1](#)

**What 21st Century Technology was used in this unit?**

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		