



CAREER DEVELOPMENT

COURSE: Career Awareness

UNIT 6: Goals

INTRODUCTION

Annotation:

In this unit, students will develop an understanding of the importance of establishing specific goals. Students will develop a basic understanding of goals and of the resources, finances, time, energy, and personal sacrifices involved in achieving their goals.

Grade(s):

X	6 th
	7 th
	8 th

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

GPS Focus Standards:

MSCA6-6 Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

GPS Academic Standards:

M6P4 The students will make connections among mathematical idea and to other disciplines.

M6N1 Student will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

ELA6LSV1 The student 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.

National / Local Standards / Industry / ISTE:

ED2.K1 Recognize that changes in the economy require you to acquire and update knowledge and skills throughout life.

CM1.K1 Recognize that career planning to attain your career goals is a life long process.

CM1.A3 Demonstrate actions taken to attain your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

CM2.R1 Evaluate the effectiveness of your decision-making style.

CM2.A3 Demonstrate use of information (e.g. about you, the economy, and education programs) in making decisions.

CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

PS4.R4 Assess how changes in your life roles would affect your lifestyle.

UNDERSTANDING & GOALS

Enduring Understandings:

To be successful, creating and changing your goals is a life-long process. Student's goals will impact and/or limit their future choices. As students move through their middle and high school years they need to create educational, financial and social goals and make decisions that ensure them success in the future.

Essential Questions:

- What is a short term goal?
- What are some of my short term goals?
- What is a long term goal?
- What are some of my long term goals?
- What is the difference between short term and long term goals?
- How can I reach my goals?
- What is a realistic goal?
- How can I make realistic goals?
- Why are specific goals important?
- Why would I need to modify my goals over time?
- What is a cost of living index?
- What barriers might I face and how will I deal with them?
- How does someone prioritize their goals?

Knowledge from this Unit:

Students will be able to:

- Identify the benefits of setting goals.
- Define and identify short term and long term goals.
- Identify the benefits of setting goals.
- Relate goals to success.
- Explain the difference between short term and long term goals.

Skills from this Unit:

Students will be able to:

- Apply the goal setting process to real life situations.
- Apply knowledge of goal setting by writing a personal career goal.
- Calculate salary comparisons for two cities.
- Write goals.
- Prioritize goals.

ASSESSMENTS

Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
 - Quizzes/Tests
 - Unit test
- Group project - activity
- 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
 - Observe students role playing
- 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:

Goals – 5-W's (written copy for special education students)
Goals – camping
Goals – make sports team
Goal for controlling anger
Goal pass 6th grade
Goals – what are they
Goals writing specifically (written copy for special education students)
Me I See
Short, mid, long term goals
Decision making situations
Vocabulary Quiz
My Career Plan – Culminating activity
Sample Cost Index Problem – culminating activity

Assessment(s) Description/Directions:

Descriptions of each of the assessment are listed in the individual daily lesson plans and on the attachment itself.

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, quizzes, goal presentations, oral responses, journals, 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.

Attachments for Assessment(s):

- CA 6-6 Goals – 5-W's (for special education students)
- CA 6-6 Goals – camping
- CA 6-6 Goals – make sports team
- CA 6-6 Goal for controlling anger
- CA 6-6 Goal pass 6th grade
- CA 6-6 Goals – what are they
- CA 6-6 Goals writing specifically (for special education students)
- CA 6-6 Me I See
- CA 6-6 Short, mid, long term goals
- CA 6-6 Sample Cost Index Problem
- CA 6-6 word wall
- CA 6-6 Cost of living Index
- CA 6-6 decision making situations
- CA 6-6 Cost of living comparison calculator
- CA 6-6 My Career Plan
- CA 6-6 Vocabulary Quiz
- CA 6-6 City Comparisons Index. (Excel chart from website)
- CA 6-6 Comparing Job Offers PowerPoint (created by FEFE)
- CA 6-6 Dialogue and discussion

How to introduce the unit:

- Upcoming events/ future attractions posted on bulletin board of classroom.
- Class discussion: What are your goals? Why would goals be important to someone?
- Word wall is displayed in the classroom.
- Posters could be displayed in the classroom relating to how to be successful in the future.

Activate Learning:

- Vocabulary words on WORD WALL
- WORDLE poster of key words for the unit
- Coming attractions on wall
- Behavior expectations on a poster on wall

Essential question displayed
Performance Standards for Unit displayed in room
Bulletin board and displays reinforce major course concepts and promote student interaction
Success or graduation posters on wall

LESSON PLANS

In day-to-day interactions in the classroom the students will demonstrate acceptable behaviors and attitudes. Students will practice and refine these skills in day-to-day classroom interactions.

• INTRODUCTION

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

MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

2. Review Essential Questions.

- What is a short term goal?
- What are some of my short term goals?
- What is a long term goal?
- What are some of my long term goals?
- What is the difference between short term and long term goals?
- How can I reach my goals?
- What is a realistic goal?
- How can I make realistic goals?
- Why are specific goals important?
- Why would I need to modify my goals over time?
- What is a cost of living index?
- What barriers might I face and how will I deal with them?
- How does someone prioritize their goals?

3. Identify and review the unit vocabulary.

Adaptable	Educational goals	Immediate goals	Prioritize	Standard of living
Barriers	Financial goals	Intermediate goals	Realistic	
Career goals	Flexible	Long term goals	Short term goals	
Cost of living index	Goals	Modify	Social goals	

4. Assessment Activity. (See daily lesson plans)

• **LESSON 1: WHAT IS A GOAL?**

1. Identify the Standards

MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

2. Essential Questions:

- What are goals and why are they important to me?
- Why do people need goals in life?

3. Identify and Review the Unit Vocabulary:

Career goals	Goals
Educational goals	Realistic
Financial goals	Social Goals

4. Use the following attachment:

- **CA 6-6 Me I See**

5. Administer the “**Me I See 25 years from NOW**” activity. This is the beginning of our goals unit. You are to draw and label everything that you want or need 25 years from now. That would make you 36, 37 or 38 years old at that time. Be Realistic. Students are to use their own sheet of paper to do this activity. Allow the students 15 minutes to think of then draw and label everything that they want or need in the future. Do not allow them to share the information while creating their future.

Teacher has already prepared cards with several things on them. For example: Alive, dead, healthy, husband, wife, car, house, drivers license, high school diploma, college graduate, job, career, friends, high self-esteem, bank accounts, retirement accounts, furniture, boat, horse etc. Many items could be on the cards. Prepare several of each one.

After the time limit is called all students lay down their pencils.

The teacher’s attitude about this is to make it like a game. Explain that this is pretend – not really what is happening in the future.

The teacher starts by asking who put the basic needs on their paper (review from previous unit). If the students have food, water, clothing and shelter then they receive the “Alive” card if not they receive the “Dead” card. Teacher explains that “No one can live 25 years without those four basic needs” (review from previous unit). Teacher passes out the automobile card to anyone who has a driver’s license, explaining that the other students have to wave good bye to their car every morning as they walk to work. Everyone must have a driver’s license to legally drive. Teacher passes out the career cards to the students who wrote a career. (Reviewing the difference between a career and a job from previous lesson) The ones who wrote job are stuck working in a position that they don’t like. The ones who didn’t have career or job listed are unemployed in the future. Continue with your ready made cards and passing them out to students who put those items on their paper for a few minutes. The students usually get excited about this as if it is a game.

Continue on until you have done several things to give the students a good idea as to what they forgot when writing out their goals.

NOW - Allow them to correct their paper and add anything that they forgot earlier. Everyone gets a chance to correct their goals and fix most mistakes in life. We need to change and adjust our goals in life as needed. No one can think of everything at one time. Keep adding to and changing your goals over your life time. Make sure the students know that they must make changes in life just as they did on their papers today.

6. Collect the handout. If the student corrected their paper to make a nice life for themselves then they completed this assignment for a satisfactory grade.
7. Explain to the class that this was an introduction to our goals unit. We will learn how to write realistic specific goals for our educational, financial and social lives.
8. Notes: Attachment handout is for special education with a word bank and suggested items for their “Me I See in 25 Years” activity.

Attachment for overhead transparency: **CA 6-6 Goals – what are they?**

• **LESSON 2: GOALS BASED ON THEIR TIME TO COMPLETE**

1. Identify the Standards.

MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

2. Essential Questions:

- What is the difference between short term, intermediate and long term goals?
- What is prioritizing?
- Why do you need to prioritize in the future?

3. Vocabulary:

Flexible	Goals	Immediate goals
Intermediate goals	Long term goals	Modify
Prioritize	Realistic	Short term goals

4. Use the following attachments:

CA 6-6 Goals – what are they
CA 6-6 Short, mid, long term goals

5. Administer the activity; the teacher will distinguish between short term goals, mid term (intermediate) goals and long term goals. The teacher will explain the concept of immediate goals. Brainstorm with the class to orally give some immediate goals. Teacher writes these on the board. Discuss.

Teacher will explain short term, mid term or intermediate goals, and long term goals to the class. Get the class to give examples of all of these to make sure they have a good understanding of the concept of the time difference.

Attachment handout is available for special education with the chart already drawn for this activity. Regular education students will divide their paper into three sections landscape style to complete this activity.

The students will then make a list of ten goals in each of the three areas. This should take about 20 minutes.

After the students complete their list, have them to circle the two most important in each area. Teacher now has each student read out their two most important goals in the short term area. Teacher writes the two goals for every student on the board. The teacher does not comment on the goals but lists them all. After all are listed the teacher then says that we are going to see if we prioritized the goals correctly. We as a class will see if we think the goal should stay or go.

The teacher explains that the ten items should have been very important to the student since they were the ten things they wanted to do in the next year. The teacher now reads each goal aloud one at a time but starts with "In the next year of my life the most important thing for me to do is ... (add the goal). Some goals may have been to be make levels in games, some will be to win a game, some will be to go fishing etc.

The teacher will then draw a line through the ones that should not be the top priority of the class. Circle the ones that the class thinks is top priority. When the class has completed all goals on the board read back the ones that are circled and ask what type of a student would we be if we had all of these goals accomplished in the next year. They usually have things like make straight A's, be on honor roll, perfect attendance, drug free, no demerits, etc.

6. Discuss prioritizing and how everyone must prioritize in life.
Everyone must change, adapt and prioritize.
7. Review:
 - What is the difference between all of these goals – time required to accomplish them.
 - What is prioritizing?
 - Why do you need to prioritize in the future?
8. Assessment: Students turn in their list of short term, mid term and long term goals with the top two circled for a grade.
CA 6-6 Short, mid, long term goals
CA 6-6 Goals – What are they?

• LESSON 3: HOW TO WRITE A REALISTIC GOAL

1. Identify the Standard
MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.
 - a) Identify and critique the difference between short-term, intermediate, and long-term goals.
 - b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
 - c) Recognize how to modify and adjust their goals as growth and change occur.
2. Use the following attachments:
 - CA 6-6 Goals – 5-W's (for special education students)
 - CA 6-6 Goals – What are they?
 - CA 6-6 Goals Writing Specifically (for special education students)

3. The teacher will ask for a goal from the class. The teacher will write that goal on the board. The teacher will ask the class what they are required to include in their Language Arts stories. The class will say the 5-W's. Who, What, When, Where and Why. The teacher will then add each of those to the goal on the board. The teacher will underline each section and write the word (who, what, when, where, why) under the appropriate section. The teacher will give another example of a goal with the five W's to make sure that the class understands the concept. The class is now to write out five of their own personal specific short term goals using the five W's and underlining each section.
4. After a few minutes the class will share one of their goals with the class. The teacher will ensure that each student has all five W's. If they do not, the teacher will inform them which one they left out and have them correct the goal to make it specific.
5. Journal reflection in career notebook: Write about a personal experience that would have had a better outcome if the student had set goals before the event.
6. Assessment: Students turn in their five goals with the 5-W's underlined and labeled for a grade.
7. Notes: Handout attachment – writing goals specifically will show the class several goals that were written by students previously.
Students need to know that having goals will make a positive impact on the student's life.

• **LESSON 4: HOW TO MAKE A REALISTIC GOAL COME TRUE**

1. Identify the Standard
MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.
 - a) Identify and critique the difference between short-term, intermediate, and long-term goals.
 - b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
 - c) Recognize how to modify and adjust their goals as growth and change occur.

2. Review the Essential Questions:
 - How can I make my goal really happen?
 - What are realistic goals?

3. Review the unit Vocabulary:

Flexible	Goals	Immediate Goals
Intermediate Goals (mid-term)	Modify	Realistic
Short term Goal		

4. Use the following attachments:
 - **CA 6-6 Goal pass 6th grade**
 - **CA 6-6 Goals – what are they**
 - **CA 6-6 Goals writing specifically (for special education students)**
 - **CA 6-6 Passing 6th grade PowerPoint**
5. **Pass the sixth grade.** We make that goal more specific by changing it using the 5-W's. The new goal will be "I will pass the sixth grade this school year at Woodland Middle School to make my parents proud." The why could be a lot of different things such as – so I'm proud of myself, make my parents proud, to increase my self esteem, so I can go to the 7th grade, etc.

6. Now the class is to work on the "How". They will list all of the little things needed to make our new goal happen. Example: do class work, do homework, turn homework in, turn homework in on time, behave, study, listen, get a study partner, read the chapters, etc. Have the students list 10 more items on their paper and then they will call them out to the teacher and the teacher will put them on the board.
7. As Review - Show PowerPoint – **Passing 6th grade** to make sure that the students understand the “How’s” in accomplishing this goal.
8. Now that you have finished our class goal, write down one of your own short-term goals and then list at least 20 little things (how’s) that you would have to do to make your goal come true or happen in the stated period of time. Make sure you write you goal using the 5-W’s. Remind students to be realistic and consider and/or include all things required to make the goal happen. You may need to consider permission, age, parents, other people, tools, equipment, money, community resources, etc.
9. Assessment – Students turn in their list of ten things to help them pass the 6th grade and the goal that they just wrote with the twenty “how’s” for a grade.

• **LESSON 5: WHAT DOES IT TAKE TO MAKE A GOAL REALLY HAPPEN IN LIFE?**

1. Identify the Standard

MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

2. Review the Essential Questions:

- How can I make my goals come true?
- What are realistic goals?
- How can I write specific goals?

3. Review the unit vocabulary:

Adaptable/flexible	Goals
Modify	Realistic
Specific Goals	

4. Use the following attachments:

- **CA 6-6 Goals – 5-W’s (for special education students)**
- **CA 6-6 Goals – camping**
- **CA 6-6 Goals – make sports team**
- **CA 6-6 Goal for controlling anger**
- **CA 6-6 Goal pass 6th grade**
- **CA 6-6 Goals – what are they**
- **CA 6-6 Goals writing specifically (for special education students)**

5. Start with a topic and have the students write the goal specifically. They are to create the smaller goals or the “how’s” for that goal. Attachments are available for goals that involve “making a sports team” “controlling angry or temper” “going camping”. Many middle school students are interested in making one or more sports

teams and don't understand all that it requires. Give them examples of people who set goals and had to strive to reach them. Example: Michael Jordan was cut from his high school basketball team. He started practicing and practicing and then he made the team the next year. He could have given up but did not. After the students have had time to complete their goal and the "how's". Let the class review these.

6. I use the "Going Camping" as a culminating activity to this lesson. I instruct the students that anything they do not have on their paper they will not have for our week in the mountains. After they have completed this (about ten minutes) I put posters up on each side of the room. One states "You will have this for the entire week while camping," the other poster states "You will NOT have this for the entire week while camping". The class then stands in the middle of the room and moves to the poster that states "You will have this for the entire week" if they have that item listed on their paper. If it is not listed they move to the other side of the room. This becomes like a game to them but they will see what all they forgot about and why it is important to modify and change their goals over time. Some students end up without toilet paper, tooth brushes, sleeping bags etc for the week. They then go back to their seats and fix or modify their original plan as needed before turning their paper in to be graded.
7. Assessment: The student's goal papers are graded for the assessment. If they wrote the goal, made a list and then modified the list as needed then they mastered this lesson.

• LESSON 6: GOALS AND DECISION MAKING

1. Identify the Standard:

MSCA6-6- Students will utilize the planning process to assist in the achievement of personal, social, financial, educational, and career goals.

- a) Identify and critique the difference between short-term, intermediate, and long-term goals.
- b) Describe actions needed to obtain short-term, intermediate, and long-term goals.
- c) Recognize how to modify and adjust their goals as growth and change occur.

2. Review Essential Questions:

- How are goals and decision making related?
- What are the steps to decision making?
- How can we be expected to make decisions today about our futures?

3. Identify and Review the Unit Vocabulary:

Career Goals	Cost of Living	Cost of Living Index
Financial Goals	Social Goals	Standard of Living

4. Use the following attachments:

- **CA 6-6 Goals – 5-W's (for special education students)**
- **CA 6-6 Goals writing specifically (for special education students)**
- **CA 6-6 decision making situations**
- **CA 6-6 decision making-goals PowerPoint**
- **CA 6-6 Dialogue and discussion**

5. The teacher will discuss the PowerPoint and make sure that that the students understand the decision making process.

6. The teacher will cut apart the situations on the decision making handout. The teacher will assign partners at random. The two students will read their situation and answer the questions attached to that situation. They must have some realistic choices and goals as their end product. They must then read the situation to the class and explain all of their choices and what their goals are for the person listed in their situation. The class will then critique the choices made and add to them as needed. The teacher will have to help with the critique of the first group so that the class understands how to add additional options to the situations.
7. Assessment: Students will analyze one of the situations from the decision making handout. They will read the situation to the class and explain what their choices were. The class will then be able to expand on some of the possible solutions.
 - Group/partner evaluation sheet

• **ATTACHMENTS FOR LESSON PLANS**

CA 6-6 Goals – 5-W's (for special education students)
CA 6-6 Goals – camping
CA 6-6 Goals – make sports team
CA 6-6 Goal for controlling anger
CA 6-6 Goal pass 6th grade
CA 6-6 Goals – what are they
CA 6-6 Goals writing specifically (for special education students)
CA 6-6 Me I See
CA 6-6 Short, mid, long term goals
CA 6-6 Sample Cost Index Problem
CA 6-6 Word Wall
CA 6-6 Cost of living Index
CA 6-6 Decision making situations
CA 6-6 Cost of living comparison calculator
CA 6-6 My Career Plan
CA 6-6 City comparisons index (Excel chart from website)
CA 6-6 Comparing Job Offers PowerPoint (created by FEFE)
CA 6-6 Decision making-goals PowerPoint
CA 6-6 Passing 6th grade PowerPoint
CA 6-6 Teacher Information Only
CA 6-6 Vocabulary Quiz
CA 6-6 Unit Quiz
CA 6-6 Jeopardy Review

• **NOTES & REFLECTION:**

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

Files:

[2.17.1 Goals Galore! Lesson Plan](#) (172.2 KB)

[2.17.1.F1 Goals Galore! Information Sheet](#) (94.6 KB)

[2.17.1.G1 Goals Galore! PowerPoint presentation](#) (261.5 KB)

[2.17.1.C1 Goals Galore! Answer Key](#) (64.3 KB)

FEFE -Family Economics and Financial Education has a complete unit for “Setting Financial Goals” “Goals Setting and Careers” 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 your access. This is a Great Resource! FEFE includes teacher instruction sheets with every handout, overhead transparency and PowerPoint for each of their units.

SMART Goals –

S= Specific

M= Measurable

A= Attainable

R= Realistic

T= Time Bound/Time to do

Enrichment for advanced students: Entire FEFE lessons and PowerPoints are already set up from FEFE. Wonderful resource!

[1.17.3 Setting Financial Goals Lesson Plan](#) (349.9 KB)

[4.19.3 Financial Goals Bulletin Board](#) (14.7 KB)

[1.17.3.C1 Setting Financial Goals Answer Key](#) (138.6 KB)

[1.17.3.G1 Setting Financial Goals PowerPoint presentation](#) (1.0 MB)

[1.17.3.F1 Setting Financial Goals Information Sheet](#) (61.4 KB)

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title: My Career Plan & Cost of Living Index Problem

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Your assessment: Part One

The teacher needs to divide the class into pairs. Two people per group unless there is an uneven number. Teacher needs to discuss and demonstrate how to do the sample cost of index problem. Provide each group with a copy of the attachment CA_6-6 Cost of living index and a print out of the FEFE PowerPoint Comparing Job Offers. The teacher needs to make sure that they keep their cost of living index charts up to date. The one attached is the 2009 version. It is updated annually on the http://www.kiplinger.com/tools/bestcities_sort/ website

The teacher needs to discuss financial goals and how the student’s goals would be different depending on what city in which part of the country that they were living. The Cost of Living Index is different for different cities around the country. They need to complete the cost of living index formula for the two different cities that are closest to their dream location for the future for each of the two students in the pair. The students will complete a cost of living comparison between Atlanta and each of the two cities

that they used in the first section of this assignment. If Atlanta was one of the dream locations then they are to use Washington-Arlington-Alexandria Metro Area for this comparison.

This means that every partner will have their two cities compared and each of those cities compared to Atlanta. The students can use the annual salary of \$50,000 as their starting salary.

The charts provides the students with the metro area, population, cost of living index, percentage of workforce in creative class, median household income, salary growth, employment growth (U.S. average growth is 1.3%). The teacher can ask for specific information about the two dream cities too. The students will then complete their "Career Plan" sheet as the culminating activity for this unit. Now it is your turn to think of two cities that you would like to live in some time during your life time. These would be your dream cities and you are to complete the salary comparison formula using those two cities.

This means that you are to have three answers when you finish.

1. Dream city one to dream city two
2. Dream city one to Atlanta
3. Dream city two to Atlanta

Your Assessment: Part Two

Now using prior knowledge from earlier lessons on Peachstate Pathways and Program Concentrations you are now going to create a career plan for your future. What obstacles might you have to overcome? What career do you think you might like based on earlier interest assessments? What do you want in life?

Attachments for Culminating Performance Task:

CA 6-6 Sample Cost Index Problem

CA 6-6 My Career Plan

CA 6-6 city comparisons index (excel chart from website)

CA 6-6 Comparing Job Offers PowerPoint (created by FEFE)

The FEFE items below are to be used for helping the teacher to explain the culminating activity for comparing job offers. These can also be found on the FEFE website and are updated periodically. The teacher needs to make sure that they are using the most recent version for this activity.

[1.1.3 Comparing Job Offers Lesson Plan](#) (209.0 KB)

[1.1.3.C1 Comparing Job Offers Answer Key](#) (78.3 KB)

[1.1.13.F1 Comparing Job Offers Information Sheet](#) (110.4 KB)

[1.1.13.G1 Comparing Job Offers PowerPoint presentation](#) (952.5 KB)

UNIT RESOURCES

Web Resources:

www.wordle.net
<http://fefe.arizona.edu>
[GACollege411](http://www.gacollege411.com)
[Georgia Department of Labor](http://www.ga.gov)
[Occupation Supply and Demand](http://www.ga.gov)
[Bureau of Statistics](http://www.bls.gov)
<http://www.bls.gov/oco/oco1002.htm>
[Ga Jobs and Growth Projections](http://www.ga.gov)
[Georgia New Emerging Industries](http://www.ga.gov)
<http://www.careeroverview.com/professional-careers.html>
www.homefair.com
www.bankrate.com/brm/movecalc.asp
 Cost of living: [Compare prices in two cities - CNNMoney.com](http://www.cnnmoney.com)
 Cost of Living [Comparison](http://www.cnnmoney.com)
[Kiplinger's Complete City Rankings for 2009: See How Your City ...](http://www.kiplinger.com)

Materials & Equipment:

- Overhead projector and transparencies
- Computer
- Internet access
- PowerPoint Presentations
- Calculators
- Poster of word wall words

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 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		