

## IU 1 LESSON PLAN

**Lesson Topic: Budget Your Life**

**Content Area: (ELA or Math): ELA and Math**



**Subject:**  
**Career Pathways**

**Student Types/Group:**

**Length of Lesson:**

LIT  ABE  GED/ASE

**2 hours**

ESL

**CCRS Standard(s): ELA**

**Reading Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  
*Level C:* Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7)

**Writing CCR Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  
*Level C:* Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)

**Language CCR Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
*Level C*

**Language CCR Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
*Level C*

**CCRS Standards: Math**  
**Measurement and Data: Level B**

**DOK: (Indicate Levels)**

- 1. Recall and Reproduction
- 2. Skills and Concepts
- 3. Short-term Strategic Thinking
- 4. Extended Thinking

<p>Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2.MD.10) Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</p>	
<p><b>Objective(s):</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to interpret graphical information to draw conclusions about the relationship between educational attainment, salary, and unemployment rate.</li> <li>2. Students will be able to solve simple addition and subtraction problems based on information presented in bar graphs.</li> <li>3. Students will be able to identify lifestyle preferences and identify careers that will support those preferences.</li> <li>4. Students will research two careers that would support their lifestyle preferences.</li> <li>5. Students will write a paragraph about a preferred career choice using support from research.</li> </ol>	
<p><b>Materials:</b> Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity Handout  PA Career Zone Career Comparison Chart  Career Comparison Paragraph Writing Assignment handout  Computers for student use  Projector/Whiteboard or SMART Board  Internet Access</p>	

<p><b>Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Fundamentals of writing paragraphs</li> <li>• Keyboarding skills</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Education Attainment</li> <li>• Rate of Unemployment</li> <li>• Median Usual Weekly Earnings</li> <li>• Job Outlook</li> </ul>	<p><b>Instructional Methods:</b></p> <p><input checked="" type="checkbox"/> Group</p> <p><input type="checkbox"/> Project-based</p> <p><input checked="" type="checkbox"/> Computer-assisted</p> <p><input checked="" type="checkbox"/> Individualized</p>
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**Foundation Skills Framework Competencies**

<b>Basic Workplace Skills</b>		<b>Basic Employability Skills</b>		<b>Basic Workplace Knowledge</b>	
X	Reads with Understanding		Demonstrates Effective Interpersonal Relationships		Works Within an Organizational Structure or Culture
X	Writes Clearly and Concisely		Demonstrates Self-Management Strategies		Understands Process and Product or Service
	Speaks Clearly and Concisely		Works in Teams		Demonstrates Quality Consciousness
	Listens with Understanding		Solves Problems	X	Understands Finances
X	Applies Mathematical Concepts and Operations	X	Makes Decisions		Applies Health and Safety Concepts
	Observes Critically				
	Locates and Uses Resources				
X	Uses Technology				

**Activity Plan**

<p><b>Pre-teaching/Review</b></p> <ul style="list-style-type: none"> <li>• How will I draw on prior knowledge?</li> <li>• How will I introduce the objectives?</li> <li>• How will I make a connection between my</li> </ul>	<p>1. Select one or several of the following questions and engage students in a brainstorming activity to introduce the lesson:</p> <ul style="list-style-type: none"> <li>• What careers have you considered and why?</li> <li>• What do you think are important things to think about when you are trying to figure out a career?</li> <li>• What do you see yourself doing in the next five years?</li> </ul> <p>2. Explain to students that many different factors should be considered when they are choosing a career. Pose the following questions to students:</p> <ul style="list-style-type: none"> <li>• Let's say you want to be a registered nurse or a welder (or any two careers).</li> </ul>
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<p>content and my students?</p> <ul style="list-style-type: none"> <li>• How will I provide purpose for using the strategy?</li> </ul>	<ul style="list-style-type: none"> <li>• What kinds of information would you want and need to know about that career?</li> </ul> <p>Create a Venn diagram on the board and indicate information that would be specific to each of the two careers and in the center, note the information that students would want to know for both careers. Be sure to leave some room next to each item to make a tally. Answers will vary, but will likely include distance from home, training programs available, number of jobs available, close to local transportation, salary, time needed to complete a program, number of local openings, flexible work schedule, travel away from home, benefits, etc.</p> <p>3. Once you have completed the diagram, focus on the middle section of the diagram. Ask students to think about which one thing listed in the middle list that is most important to them. Read down the list and ask each student to vote on which one item in the list is most important to him/her. Tally responses. Once the responses have been tallied, create a bar graph that represents the results of the tally.</p> <p>4. Explain to students the principles related to understanding a bar graph and note that they will be reviewing some additional bar graphs using career-related information</p>
<p><b>Procedure</b></p> <p><b>Teaching/Modeling</b></p> <ul style="list-style-type: none"> <li>• How will I deliver the information so that students are engaged?</li> <li>• How will I describe the strategy, provide purpose, model it, and/or provide examples?</li> </ul> <p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• How will I provide opportunities for students to</li> </ul>	<p>1. Provide students with the <b>Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity</b> handout.</p> <p>2. Prior to answering the questions on the handout, ask students to identify and discuss similarities and differences between the bar graph on the handout and one created by the class.</p> <p>3. Have students work individually or in small groups to complete the <b>Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity</b> handout.</p> <p>4. Review student responses and answer questions about activity.</p> <p>5. Ask students to share careers that they are considering and level of education needed for those careers. Reinforce the importance of knowing how much education is needed for those careers and the annual earnings for that career. Note that it is important to choose a career that will support the lifestyle that they would like to have. Ask students to share reasons why it</p>

<p>practice in the classroom so I know they understand?</p> <ul style="list-style-type: none"> <li>• How will I make sure they understand process, structure, and application?</li> </ul> <p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• How will I help students extend what they learned so they can complete the task without my help?</li> </ul> <p><b>Wrap-up</b></p> <ul style="list-style-type: none"> <li>• How will I bring closure, and provide opportunities for reflection?</li> </ul>	<p>would be important to choose a career that would support their lifestyle choices.</p> <p>6. Indicate that students will do an activity that will allow them to see just how much money that they need to make in order to have the lifestyle that they want.</p> <p>7. Introduce students to the PA Career Zone web site at <a href="https://www.pacareerzone.org/index">https://www.pacareerzone.org/index</a>. Provide a tour of the site for first time users at <a href="https://www.pacareerzone.org/tour">https://www.pacareerzone.org/tour</a>.</p> <ul style="list-style-type: none"> <li>• If you would like for students to return to this site for future use, it would be helpful to have them create a free account. With the free account, students can save results of their work and access the other tools available on the site.</li> </ul> <p>8. Access the Budget Your Life Activity at <a href="https://www.pacareerzone.org/budget/">https://www.pacareerzone.org/budget/</a> and choose the Choose Your Lifestyle option. Demonstrate to the class how to complete the activity. Ask volunteers to select the various options. Once completed, demonstrate how to access the list of career choices that would support that lifestyle.</p> <p>9. Have students independently complete the Budget Your Life Activity at PA CareerZone: <a href="http://www.pacareerzone.org/budget/">http://www.pacareerzone.org/budget/</a></p> <ul style="list-style-type: none"> <li>• Have students use the Choose Your Lifestyle option and to find out the amount of money that they would need to earn to have the lifestyle that they want.</li> <li>• Have students review list of careers based on lifestyle and select two careers that are of interest to them to research using the <b>PA Career Zone Career Comparison Chart</b>.</li> </ul> <p>10. Although additional time may be needed to complete the <b>PA Career Zone Career Comparison Chart</b>, close the lesson using one or more of the following large group discussion/reflection questions:</p> <ul style="list-style-type: none"> <li>• Were you surprised by the amount of money needed to support the lifestyle that you would like to have?</li> <li>• Were you surprised by the types of career choices listed that would support your lifestyle choices?</li> <li>• Were any of your current career interests listed as a career choice that would support your lifestyle?</li> <li>• Share one thing that you learned or found interesting by completing this activity.</li> </ul>
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	<p>11. Once the <b>PA Career Zone Career Comparison Chart</b> has been completed, provide students with the <b>Career Comparison Paragraph Writing Assignment</b> handout, where students are asked to respond to the following prompt:</p> <ul style="list-style-type: none"> <li>You researched two careers that were of interest to you that would support your lifestyle choices. Which of the two careers do you feel would be a better choice for you? Please share three reasons why you feel that career is a better choice for you using the information from your <b>PA Career Zone Career Comparison Chart</b>.</li> </ul>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>How will I check for understanding?</li> </ul>	<p>Student responses to discussion questions</p> <p>Review completed <b>Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity</b> handout</p> <p>Review completed <b>PA Career Zone Career Comparison Chart</b></p> <p>Review the <b>Career Comparison Paragraph Writing Assignment</b></p>
<p><b>Possible Extension Activities:</b></p>	<p>Use the <b>PA Career Zone Career Comparison Chart</b> to research and compare other career interests.</p> <p>Complete Profiles available on PA Career Zone web site and identify careers of interest. Use the salaries listed for those careers to complete the Budget Your Life activity using the starting salaries for those careers.</p>

# Career Comparison Paragraph Writing Assignment Rubric

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

Total Points: \_\_\_\_\_/35

	5	3	1
<b>Topic Sentence</b>	Topic sentence has a specific controlling idea. <ul style="list-style-type: none"> <li>• clear purpose</li> <li>• appropriate audience</li> </ul>	The topic sentence' purpose is unclear. It needs a more specific controlling idea.	The topic sentence does not guide the paragraph. There is no controlling idea.
<b>UNITY</b>	Paragraph has three supporting sentences that relate to the topic sentence.	Paragraph has two supporting sentences that relate to the topic sentence. One sentence doesn't fit.	There is one or no supporting sentences. Two or more sentences don't fit.
<b>Conclusion</b>	Conclusion builds onto the topic sentence/ restates the idea. It gives a suggestion, some advice/ opinion	The concluding sentence only repeats the topic sentence It needs to be: <ul style="list-style-type: none"> <li>• paraphrased</li> <li>• more interesting</li> </ul>	There is no logical concluding sentence.
<b>Mechanics</b>	There are no errors in: <ul style="list-style-type: none"> <li>• punctuation</li> <li>• capitalization</li> <li>• spelling</li> </ul>	Paragraph has one or two punctuation, capitalization, and/ or spelling errors.	Paragraph has three or more errors in punctuation, capitalization and/or spelling
<b>CLARITY</b>	Paragraph does the following <ul style="list-style-type: none"> <li>• includes specific vocabulary</li> <li>• clear meaning</li> <li>• writing sounds natural</li> </ul>	Some of the words seem right, but there is too much repetition.	The choice of words is not right. The words are too simple or vague.
<b>Grammar and Coherence</b>	Paragraph has: <ul style="list-style-type: none"> <li>• correct grammar</li> <li>• two or more compound/ complex sentences.</li> <li>• uses several transitions to make a good "flow"</li> </ul>	Paragraph has: <ul style="list-style-type: none"> <li>• one or two grammar problems</li> <li>• one compound/complex sentence</li> <li>• one transition used, but more are needed</li> </ul>	Paragraph has: <ul style="list-style-type: none"> <li>• three or more grammar problems</li> <li>• uses simple sentences only</li> <li>• no transitions</li> </ul>

**Instructor Comments/Feedback:**

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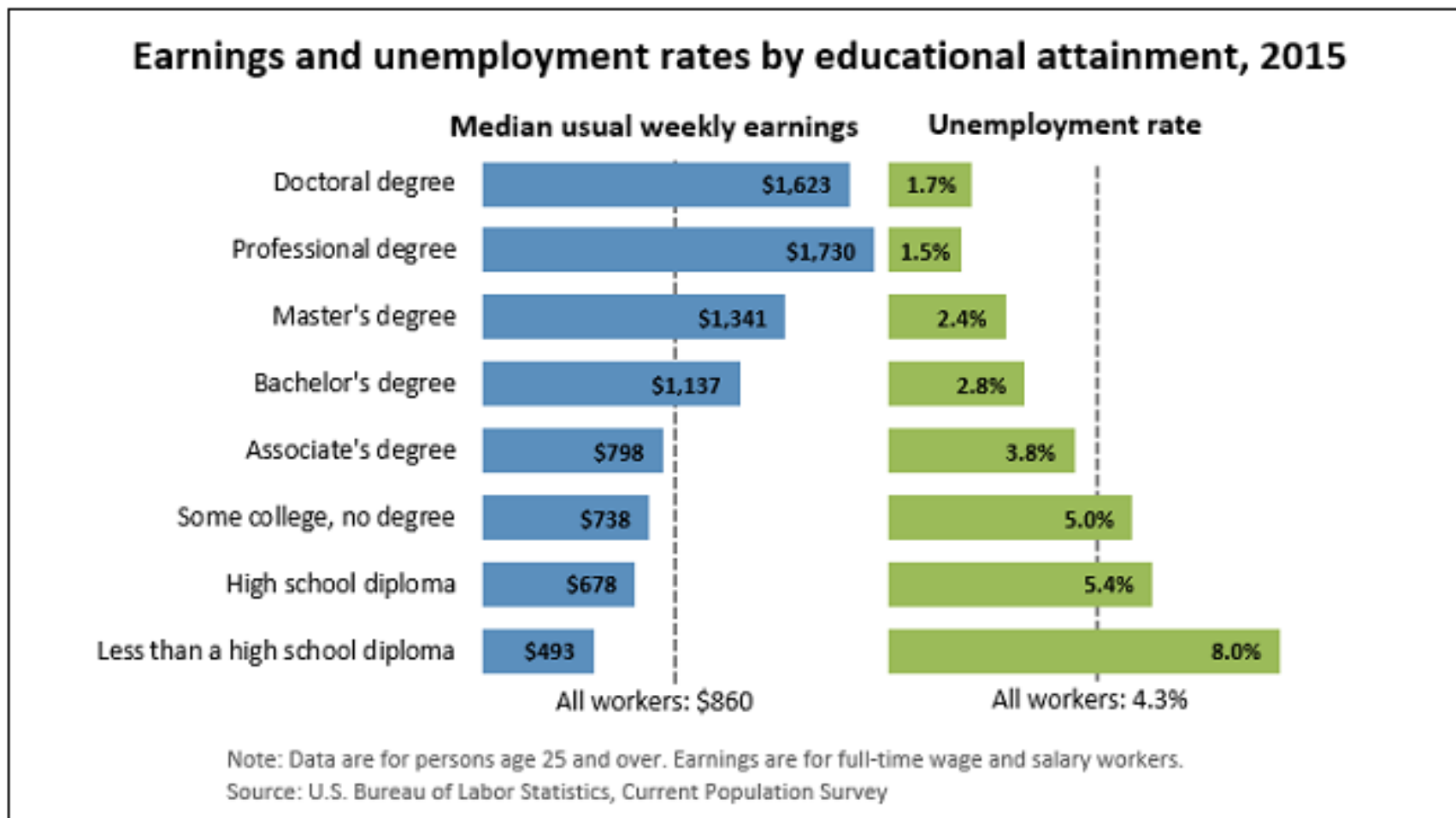






## Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity

**Directions:** Use the graph below to answer the questions on the following page.



Graph taken from the following web site: [https://www.bls.gov/emp/ep\\_chart\\_001.htm](https://www.bls.gov/emp/ep_chart_001.htm)

1. What two degree attainment levels have the lowest median earnings?
2. On average, how much more money does an individual with an Associate degree make than someone with less than a high school diploma?
3. What level(s) of education have a higher unemployment rate than the average for all workers?
4. What assumptions can you make about level of education and unemployment by looking at this graph?
5. What assumptions can you make about level of education and weekly earnings?

## **Earnings and Unemployment Rates by Educational Attainment for 2015: Bar Graph Activity Answer Key**

1. Less than a high school diploma and high school diploma
2. \$305 a week
3. Some college, no degree; high school diploma; less than high school diploma
4. Individuals with higher levels of education have lower rates of unemployment
5. Individuals with higher levels of education tend to earn more than those with less education

## PA Career Zone Career Comparison Chart

**Directions:** In the space below, write the yearly income needed to support your lifestyle choices. Click on the list of careers provided that would support your lifestyle choices. Select two careers from the list that are of interest to you and complete the chart below.

Yearly Annual Income to Support Lifestyle Choices: \_\_\_\_\_

Career #1:	Career #2:
Identify three things a person does in this career: 1. 2. 3.	Identify three things a person does in this career: 1. 2. 3.
Identify three things a person needs to know in this career. 1. 2. 3.	Identify three things a person needs to know in this career. 1. 2. 3.
Identify three things a person needs to be able to do in this career. 1. 2. 3.	Identify three things a person needs to be able to do in this career. 1. 2. 3.
What level of education does a person need for this career?	What level of education does a person need for this career?
What is the job outlook for this career?	What is the job outlook for this career?

Based on what you learned, do you think this a career you would enjoy? Why or why not? (Please write in complete sentences.)

Based on what you learned, do you think this a career you would enjoy? Why or why not? (Please write in complete sentences.)