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| **Title:**  Dollars and $ense: Budgeting Lifestyle Goals and Career Plans | | | |
| **Teacher Name:** Tiffany Henry and Ariel Sanzo | | | **Duration (in minutes):**  40 minutes  Can be multi-day, if desired |
| **Grade Level(s):** 6-12 | **Subject/Course:** Varies   * Support Period * Resource Room * Skills & Strategies * AVID * Seminar * Public Speaking | | |
| **Resources needed:**  On-site people, facilities, tools, technology, materials, community connections | On-site people:  Facilities:   * SmartBoard/Projection Equipped Classroom   Tools:   * Laptops   Technology:   * [Career Zone](https://careerzone.labor.ny.gov/jz/views/careerzone/index.jsf) * [O\*Net Online](https://www.onetonline.org/) * [Labor Data Overview](https://dol.ny.gov/labor-data) (Occupational and Industry Data--optional) * [Career Clusters - Advance CTE (careertech.org)](https://careertech.org/what-we-do/career-clusters/) (optional) * [Digging into Dollars and $ense YouTube video](https://careerzone.labor.ny.gov/jz/views/careerzone/content_popup.jsf?id=50138) (optional)   Materials:   * [Teacher PPT Lesson](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/TEACHER%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo.pptx?d=w9e5adf57dca4418da31785c72aa7e36a&csf=1&web=1&e=aLusbT) * [Student LMS Presentation](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/STUDENT%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo%20-%20Copy.pptx?d=w76cf3adc29bb4550a11410209eaa402f&csf=1&web=1&e=Qna9vM) * [Exit Ticket](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/EXIT%20TICKET%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo.pptx?d=w255bd80480dc49a19ee06d68561db052&csf=1&web=1&e=NhMYbY) * [Bilingual Glossaries and Cognates (if needed)](https://steinhardt.nyu.edu/metrocenter/language-rbern/resources/bilingual-glossaries-and-cognates) * [Bilingual Education Resources](https://www.nysed.gov/bilingual-ed/bilingual-education-resources)   Community connections:   * DOL Speaker can be arranged, if desired | | |
| **Learning Standards:** | Standard 1: Career Development  Students will **be knowledgeable** about the world of work, **explore** career options, and **relate** personal skills, aptitudes, and abilities  to future career decisions. | | |
| **Big Idea & Authentic Purpose:**  Why does this matter to your students?  How will this be helpful to your students? | **Big Idea:** To Align Lifestyle Aspirations with Career Planning  Why does this matter to students: Foster personal fulfilment, motivation and engagement in their chosen paths  How will this be helpful to students: Helps provide stability and efficiency in skill development | | |
| **Type of Career Content**   * Career Development/Awareness * Integrated Learning * Universal Foundational Skills * Career Specific | **Career Development/Awareness**  Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. | | |
| **Relevancy:**  How does it connect to students' lives? | By ensuring that career choices reflect individual values and aspirations, individual students can achieve greater fulfillment, contribute meaningfully to society, and maintain long term engagement in their chosen paths. Also helps promote efficient skill development, and strategic decision making, laying the foundation for a balanced and purposeful life trajectory. | | |
| **Objective(s):** Students will be able to relate personal aspirations for their future lifestyles to future careers and occupations by deciding lifestyle options in “Dollars & $ense” in order to determine the amount of money they would need to earn to support the lifestyle they want and associated occupations.  **Student Facing Objective:** Students will be able to match their dream lifestyles with future jobs by using the Dollars & $ense activity. | | **Assessment(s):** Differentiated based on grade/ ability of students  Exit Ticket  Presentation Rubric (6-8)  Presentation Rubric (9-12) | |
| **Knowledge Construction:** How are students going to construct content knowledge and practice it?  **Beginning of lesson (5-10 minutes)**  **Warm-Up**  **PP Slide 2**  **-**Think-Pair-Share: Discuss with a partner what the following quote means:  If you don’t make the time to work on creating the life you want, you’re eventually going to be forced to spend a LOT of time dealing with a life you DON’T want. - Kevin Ngo  **Lesson Framing**  **PP Slide 3**  **Title: Transition to Adulthood Slide**  Possible Script:  *Understanding our dreams and what we want our lives to be like can help guide us in choosing that best career paths for ourselves.*  *As we get older, we begin thinking about to do with our lives and how are we going to get to where we ultimately want to be.*  *So the million-dollar question becomes” Where Do I Start?!?!”*  *Well today, we are going to answer that question.*  *By the end of the day, you all will have a tool and know exactly where you can start when trying to begin planning out life.*  **Launch**  **PP Slide 4**  **Title: Do Now**  Possible Facilitation:  *Open up the following tabs on your computer. Once your finished, please check your neighbor’s screen to ensure they are on the right page. If you finish early, I’m going to ask that you discuss with your partner at a Level 1,* ***what is a budget, and do you have one?***  ***Allow time for students to access websites.***  ***Utilize a “Student Teacher” to assist fellow peer is needed.***  ***Allot for possible technical issues and make sure to circulate.***  Think-Pair-Share: discuss with a partner what jobs interest you. | | | |
| **Middle of lesson (15 minutes)**  **Step 1: Launch Page**  **PP Slide 5**  **Title: Career Zone: Introduction**  Directions on PP Slide:   * Go to the Career Zone Website * Click Dollars & $ense * Click "Add New Budget" * You DO NOT need to make an account   **Step 2: Location Selection**  **PP Slide 6**  **Title: Career Zone: Location**  Directions on PP Slide:   * Select a "County" from the options * Select a "ZIP Code" * Click "Next"   **Step 3: Budget Selection**  **PP Slide 7**  **Title: Career Zone: Budget**  Directions on PP Slide:   * Think about how much money you want to spend on certain items. * The first category is "Housing." * Select what kind of housing you imagine living in. * The cost will automatically appear. * Click "Next" until ALL 9 categories are completed   **Step 4: Summary**  **PP Slide 8**  **Title: Career Zone: Summary**  Directions on PP Slide:   * Under the "Summary" tab, you will see approximately how much money you need to earn every **MONTH** and salary for the **YEAR** to maintain the lifestyle you want to live. * In this example: the person needs to earn $4,341.75 per month for an overall salary of $52,101.00 a year. * Click "Next" to see corresponding Occupations.   **Step 5: Occupations**  **PP Slide 8**  **Title: Career Zone: Occupations**  Directions on PP Slide:   * Under the "Occupations" tab, you will see recommended jobs that will match the life you want to live ranging in life and work experience. * Take time to look at the careers that were recommended for you.   Possible Script:  *When looking at the summary page, it can be a bit overwhelming at first. So let me explain each Job Zone level so you understand.*  \*\*\*Read the following chart in using the following format\*\*\*  ***Job Zone Number [read number] Means it requires [read work experience].***  ***For these jobs you’d need to [read requirements].***  ***An example occupation would be a [read the occupation] because [read the reason].***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Job Zone... | Means it Requires... | For these jobs you’d need to... | An Example Job would be a... | Because... | | 1 | Little or no previous work-related skill, knowledge, or experience is needed for these occupations. | Be 18 | Waiter/Waitress | a person can become a waiter or waitress even if he/she has never worked before. | | 2 | Some previous work-related skill, knowledge, or experience is usually needed. | Be 18  Previously held a job | Teller | a teller would benefit from experience working directly with the public. | | 3 | Previous work-related skill, knowledge, or experience is required for these occupations. For example, | Apprenticeship or Vocational Training | Electrician | an electrician must have completed three or four years of apprenticeship or several years of vocational training, and often must have passed a licensing exam, in order to perform the job. | | 4 | A considerable amount of work-related skill, knowledge, or experience is needed for these occupations. | College | Accountant | an accountant must complete four years of college and work for several years in accounting to be considered qualified. | | 5 | Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, | College  Masters or Doctorates | Surgeons | surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job. | | | | |
| **End of lesson (5-10 minutes)**   |  |  |  | | --- | --- | --- | | **1 Day Version: Grades 6-12**  **Exit Ticket**  Announce to students that they will gather information about their selected occupation for their Exit Ticket:  Possible Script:  *For your Exit Ticket, you are going to identify one potential occupation for yourself and identify some key information about it.*  **Career**  **PP Slide 10**  **Title: Career Zone: Occupations**  Possible Script:  *Review the list of occupations and decide which occupation you think you would be interested in.*   * *Identify what your occupation’s annual salary is* * *Identify what your budget is* * *Calculate the difference (if any) between the 2 values*   **>** Instruct students to click on occupation for Occupation Details  **Career**  **PP Slide 11**  **Title: Career Zone: Occupations**  Possible Script:  *Review the list of occupations details and identify 2 skills required for your selected occupation.*  *Once you have all the information, please complete your Exit Ticket.*  [Exit Ticket](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/EXIT%20TICKET%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo.pptx?d=w255bd80480dc49a19ee06d68561db052&csf=1&web=1&e=NhMYbY) | **Multi-Day Version: Grades 6-8**  **O\*NET**  **PP Slide 12**  **Title: O\*Net**  Directions:   * Pick ONE career that piqued your interest from Career Zone. * Enter the job title in the "Search" bar in the top-right corner in O\*NET * Read the background and details about the job (tasks, technology skills, works activities, etc.)   Explain to students they will be translating all the information they are learning about for heir selected occupation to a presentation.  Possible Script:  *Over the next few classes, you will be putting together your own presentations for your selected occupations. The reason I would like you all to put all this information in a presentation is so that all that all this important information for you lives somewhere.*  Present Template presentation to scholars:   * [Student LMS Presentation](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/STUDENT%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo%20-%20Copy.pptx?d=w76cf3adc29bb4550a11410209eaa402f&csf=1&web=1&e=Qna9vM)   Teacher has the choice to adjust/scaffold/modify presentation template, appropriate for grade and ability  **\*\*\*Teacher will decide if students will be working individually or in groups of similar occupation selection\*\*\***  Provide students work time on the task.  Teacher will decide if students are to present their research   * [Next Generation Standards: Speaking and Listening](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf) | **Multi-Day Version: Grades 9-12**  **Student LMS Presentation**   * [Student LMS Presentation](https://nysemail.sharepoint.com/:p:/r/teams/DOL.365.TeacherAmbassador/Shared%20Documents/2024%20Lesson%20Plans%20and%20Presentations/SpEd%20Career%20Awareness%201/STUDENT%20Career%20Zone%20Career%20Awareness%20by%20Slidesgo%20-%20Copy.pptx?d=w76cf3adc29bb4550a11410209eaa402f&csf=1&web=1&e=Qna9vM)   Teacher has the choice to adjust/scaffold/modify presentation template, appropriate for grade and ability  **\*\*\*Teacher will decide if students will be working individually or in groups of similar occupation selection\*\*\***  **Extension Exercise: Digital Skills - AI Assistance**  Possible Script  *In an effort to push and exercise our digital skills, I would like to encourage those who feel comfortable using AI in order to assist you in the creation of your presentation.*  Encourage [Canva](https://www.canva.com/) for students to explore AI assistance  Teacher will decide if students are to present their research   * [Next Generation Standards: Speaking and Listening](https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf) | | | | |