

Course: Transition
Academic Year: 2009/10
Hopatcong High School

Course Description:

The material in this course covers one marking period for each of four classes in the LLD/BD Program at Hopatcong High School. Students "experience" post-secondary life possibilities in that they are required to choose a career, develop a monthly budget based on their annual salary, gain money management skills, study consumer education topics, and experience the challenges of parenting. Within the framework of this course, students will visit a variety of local businesses and find out first hand what types of skills and background would be necessary to enter and succeed in that particular career. Students will also benefit from presentations by guest speakers with corresponding Q&A sessions.

Although this course simulates life challenges over a six month period, it will be completed over the span of one marking period.

Core Curriculum Content Standards:

9.1 (Career and Technical Education) All students will develop career awareness and planning, employability skills, and foundational knowledge necessary for success in the workplace.

Strands and Cumulative Progress Indicators

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.

4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - ♣ Communication
 - ♣ Punctuality
 - ♣ Time management
 - ♣ Organization
 - ♣ Decision making
 - ♣ Goal setting
 - ♣ Resources allocation
 - ♣ Fair and equitable competition
 - ♣ Safety
 - ♣ Employment application skills
 - ♣ Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

9.2 (Consumer, Family, and Life Skills) All students will demonstrate critical life skills in order to be functional members of society.

Strands and Cumulative Progress Indicators:

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis. P
5. Use comparative shopping techniques for the acquisition of goods and services.

6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

Possible Activities:

Create Real Life Challenge Portfolio- Students design a cover page based on their career choice and then organize all project papers in this portfolio which is used to calculate unit grades for the Real Life Challenge.

Name That Career game- This activity, based on a 20 questions format, challenges students to identify a variety of career choices. After attaching one career card to the back of each student, students try to identify the

"mystery career" by asking their classmates questions about the card on their backs. They are allowed to ask only those questions that would require a yes or no answer.

Career Clusters project- Students work in small groups or pairs to classify the careers listed on the "Name That Career" cards. Teams should be able to divide the cards into 5 or 6 groups. Discuss skills needed for each skill career area, education requirements, and job descriptions. Use the information to create a class display including the classification results, summary of discussion topics, and a salary list. In addition, students could be challenged to search local/regional newspapers to find articles or references to the careers in the class list.

Career Interest Survey - Students complete a career interest survey to determine careers that match their interests or skills. They use websites and other resource material to research their career and complete the information sheet (see Career Information Page in work packet).

Career Ad- Students create an advertisement related to their career choice. They must be sure to include the job title, annual salary, responsibilities, education/training required, and other important details.

After the students have chosen a career, I will provide the amount of their annual salaries. In order to make the unit challenging, salaries must be based on a standard "starting wage" or "entry wage" for our area. For example, a doctor's salary would be based on the amount a resident would earn. Students will not be allowed to choose careers in professional sports, acting, modeling, or similar fields because they may need a career option if their original plan does not materialize.

Budget proof page- Using newspapers, the web, and other resources students complete this planning page. Included are monthly costs of the apartment/house they select, reasonable estimates for utilities, phone, food, car expenses (based on a car selection they make), spending money, and other expenses (cable, cell phone, computer, clothing, entertainment). In

addition, students should plan for future expenses (education, child care). Students are required to save at least 10% of their salary over the entire challenge period. Adjustments to their budgets may be made at any time during the project, but they must be approved.

Students will become aware of the amount of their money they "lose" to taxes, social security, and other costs. At first, their monthly salary may seem like a lot of money, but they will quickly realize how quickly it disappears as they "buy" new cars, select fancy apartments, and decide if they want extra expenses such as cable, computers, and cell phones.

Extra Income- Students will be allowed to arrange part-time employment or overtime if they prove a need (for example, they have reduced costs, eliminating unnecessary ones).

Auto Loan Costs- Students will use the Auto Loan Calculator to calculate the amount of their car loan payment. They will be required to add \$50. for insurance and budget money for gas.

Calculate "best buys" (unit pricing and sale pricing)- Using information provided, students will learn to calculate unit prices and sale prices to determine the "best buys".

Amazing Ads- Students will have fun trying to identify products and/or companies based on famous slogans. Afterward, they will classify the ads into various categories (categories and detailed descriptions will be supplied) based on strategies used by the advertisers to sell their products.

"adopt" a baby and determine the costs of caring for the baby for one month- During this lesson, students "adopt" a water balloon baby (see note below) and determine the costs for caring for their child for one month. From child care to diapers, students determine the amount they need to budget which averages between \$500 - 600 per month. Students are expected to bring their children to daycare (my room) each morning and take it home each night for a period of two weeks. Points are deducted for forgetting the child at home or at school or failing to keep the child safe. In

the case of a broken water balloon, students may be given a replacement as long as they bring in the pieces from the old balloon. Points will not be deducted as long as the break was not due to poor parenting.

NOTE: To make the "babies", I fill pink and blue balloons (helium quality) with water and tie a pink or blue ribbon to the top of each one. Each student chooses a baby from the official "nursery" and completes the adoption certificate on the activity page. Students use permanent markers to draw faces on their babies and provide baskets to carry the babies to/from school. Students will be warned to keep their "babies" away from small children and pets.

Determine how to deal with various parenting situations- Students must determine how they would deal with various parenting situations by responding to a series of challenges presented to them.

Determine how to deal with random life challenges in regard to their budgets- Challenge cards will be distributed randomly to students each month.

Brainstorm list of traits and skills needed for their careers- Students will be in charge of hiring new employees for their companies. They will be required to create a checklist of skills and traits they will want their new employee to have.

Final analysis worksheet- Students will total earnings, expenses, life challenge cards, and total savings. They will then calculate their final balances. They will then calculate the percentage of their salaries that they saved. Finally, they will rate themselves, list three things they have learned from the project, and state about what they think will be their biggest challenge as an adult.

Discuss pros and cons of credit- Students will discuss the hidden costs of credit cards, interest rates, annual fees, late fees, cash advances after

completing a worksheet which demonstrates what these costs are and how they are calculated.

Take a chance at "investing" savings- Students will be given the chance to "invest" some of their savings in the stock market, CDs, and then tracking the progress of their investments.

Field trips to various local businesses

Guest speakers from various careers

Mock job interviews- (conducted by peers)

Complete job applications

Resumes- Students will write resumes based on the skills/experience they will have when they enter the work force.

Evaluate job ads from various sources

On-line saving, investing, and career games

Unit project- Students will choose from 4 options (create a menu, design a career brochure, create a poster of advertising techniques, create a display to show "best buys")and complete a final unit project.

Instructional Strategies:

Daily assignments

Independent projects

Field trips

Guest speakers

Games

Evaluation/Assessment of Students:

Students will be evaluated/assessed based on the following criteria:

Daily assignments

Independent projects

Submitted by Margaret Szczubelek

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