

**Focused Learning Lesson**  
**Economics**  
**9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> Grade Level(s)**  
**E-1A-H3**

**Overview:**

This lesson is a review of the skills and knowledge needed in making decisions about career options. The *Social Studies Teachers' Guide to Statewide Assessment* was used to identify important concepts that are eligible for testing. There are **no** Key Concepts for this particular benchmark. Description of Test Questions that are eligible for testing, on the GEE21 Exam, are found on page H-26.

Content Limits are found on page H-26. Benchmark E-1A-H3 is reflected on every test form (i.e., tested in some way in every assessment cycle).

Due to time constraints, activities 1-9 may be modified to accommodate class periods, which range from 45 minutes to 90 minutes for block scheduling.

**Approximate Duration:**

45 minutes

**Benchmark and GLEs:**

E-1A-H3: applying the skills and knowledge necessary in making decisions about career options

GLEs:

10. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field
11. Explain the types of jobs important to meeting the needs of Louisiana industries and an information-based society
12. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction

**Objectives:**

1. Evaluate various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction.
2. Explain the skills, knowledge, talents, personal characteristics, and efforts likely to enhance prospects of success in finding a job in a particular field.

**Teacher Preparation:**

- The teacher should read the information found in Attachment 1-Teacher notes on content to prepare for the re-teaching activity
- The teacher should read and study Attachment 2- *Job Opportunities for Tomorrow* pie chart to prepare for the re-teaching activity.
- The teacher should see the directions for the bell ringer activity in Attachment 3.

- The teacher should see Attachments 5 and 6 for the directions for the Thinking Maps activity.
- The teacher should see Attachment 9 for the directions on using the Internet search engines.

**Materials/Equipment/Resources:**

- *Social Studies Teachers' Guide to Statewide Assessment pp. H-26*
- Bell ringer papers and paper clips
- Overhead projector and transparency, chalk board, or handout for bell ringer activity
- Computer with internet access
- *Occupational Outlook Handbook 2002-2003*

**Lesson Procedures:**

**Set or Opener**

Students will make flash cards by writing the career options concepts on the bell ringer cards. Begin the lesson by re-teaching the objectives that are eligible for testing. Teacher notes on content should be reviewed before introducing the lesson. See Attachment 1. Concepts that will be covered in this lesson are defined in Attachment 4.

**Body of the Lesson**

Teacher and students will review and discuss the career options objectives using the Thinking Maps. See Attachments 5 and 6.

Students will construct a chart or graph that depicts job opportunities for the future. See Attachment 2 for statistics. See Attachment 7 for directions on making charts and graphs.

Quia Internet Activity. See Attachment #8 for Internet directions for Quia Game.

Students will conduct an Internet search to learn more or reinforce knowledge of the various careers in terms of availability, educational and skill requirements, salary and benefits, and intrinsic sources of job satisfaction. See Attachment 9 for directions on using the Internet search engines. Directions also included for schools without Internet access.

**Closure**

Review by discussing the concepts and objectives that were the main focus of this lesson.

**Attachments:**

- Attachment 1: Teacher notes on content
- Attachment 2: Job Opportunities for Tomorrow
- Attachment 3: Bell ringer activity
- Attachment 4: Objectives and Concepts defined for lesson
- Attachment 5: Thinking Maps
- Attachment 6: Thinking Maps
- Attachment 7: Graph or chart activity
- Attachment 8: Quia Internet activity

## Attachment 9: Internet search engine activity

### Sample Assessment Items:

1. Identify the occupation that meets the following job description: Administer library services; provide library patrons with access to or instruction in accessing library resources, acquire, process, and organize library materials for patron use  
a-secondary school teacher  
b-medical records technician  
c-librarian
2. List three sources of career information.

### Answers for Sample Assessments:

- 1 - c-librarian
- 2 - personal contacts, public libraries, career centers, guidance offices, counselors, Career Days at school, and the Internet

### Reference Links and Technology Connections:

Dictionary of Occupational Titles (1998-1999 Edition). Indianapolis, Indiana: JIST Works

Hartley, W. and Vincent, W. (1998). *American civics*. Austin, Texas: Holt Rinehart and Winston.

Occupational Outlook Handbook. (2002). (2002-2003 ed) Indianapolis, Indiana: JTST Works.

Pennington, Robert. (1999). *Economics*. Austin, Texas: Holt, Rinehart and Winston.

- <http://www.quia.com/jg/426894.html>

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## **Career Options Teacher Notes**

How do people decide on a particular career? Wages or salaries are most often the main factor in choosing an occupation. Other factors in selecting a career include skills required, working conditions, location, market trends, and intrinsic rewards. The demand for workers and the supply of workers affects the wages paid to workers. Occupations with a high demand and a low supply of workers have good-paying salaries or wages.

Skills involve abilities, education, and experience. Jobs that require particular skills or high skill levels usually pay higher wages. Jobs that require fewer skills or low-skilled occupations offer lower wages.

Hazardous occupations or jobs that are dangerous to workers sometimes pay higher wages than those that are low risks.

The location of a job also affects wages. Jobs in distant or remote locations pay higher wages. The same in a more favorable or desirable location may receive lower wages.

Workers often value certain intrinsic rewards such as pride and satisfaction in one's job. These workers often accept lower salaries working in a particular field that requires comparable skill levels and training of a higher paying job.

Market trends reflect the consumer's demand for a particular type of labor. Changes in a consumer demand reflect changes in the labor force.

### **Sources of Career Information**

Students may collect information on careers and job opportunities by making personal contacts with people in a specific occupation of interest. Students may investigate the types of training necessary, how to enter the field, prospects for advancement, and advantages and disadvantages of the job.

Other important sources of career information are public libraries, career centers, and guidance offices.

Counselors are trained professionals that help students discover career interests. They may administer interest inventories and aptitude tests. Counselors have materials and information on the job market, entry requirements, and costs of schools, colleges, or training programs.

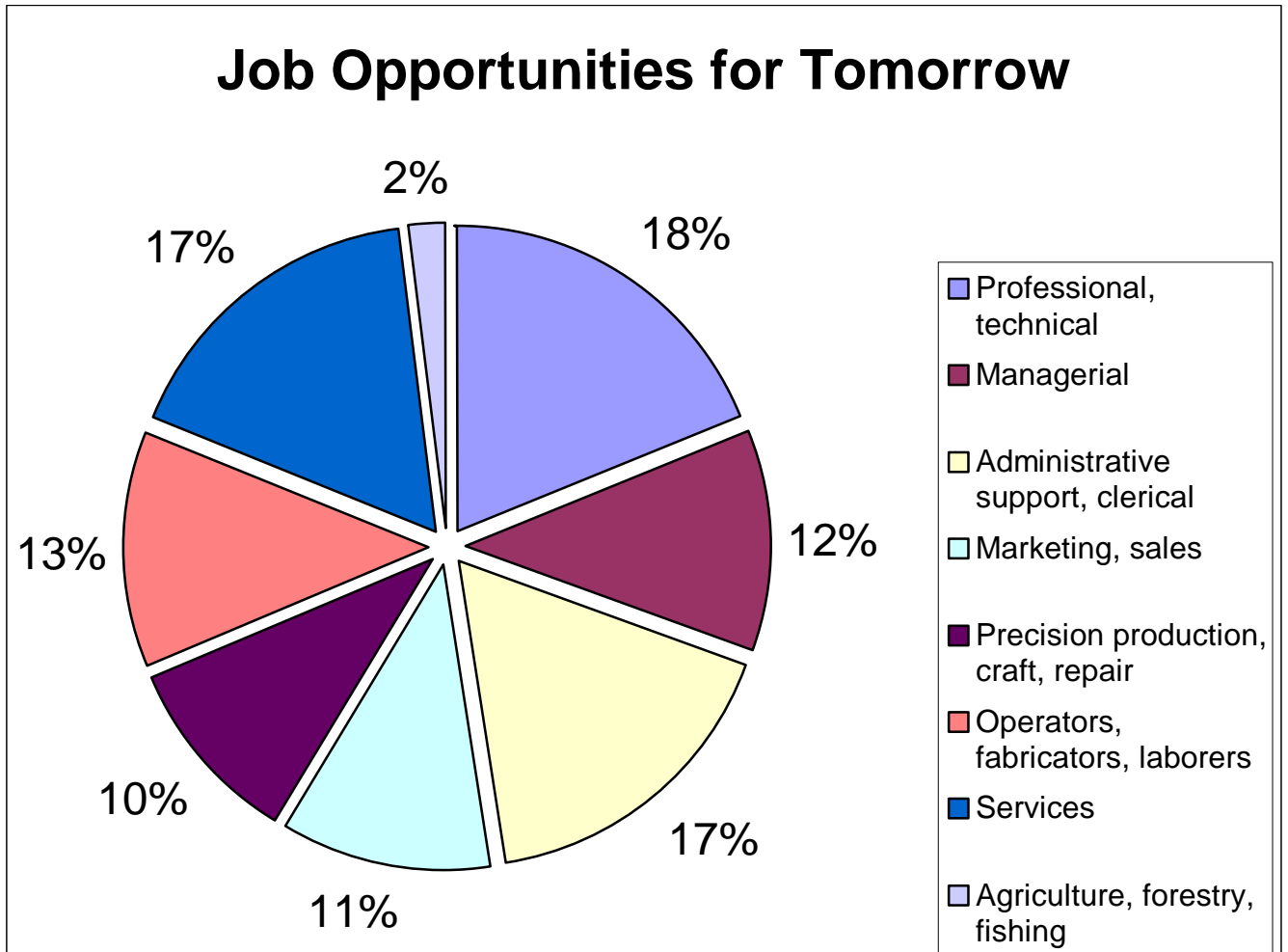
The Internet is also a very important source of career information. Career sites are excellent places to obtain job opportunities information. America's Career Info Net at

<http://www.acinet.org/acinet> and America's Job Bank at <http://www.ajb.dni.us> provides information for exploring different careers and job opportunities.

Organizations such as labor unions, trade associations, professional societies, and educational institutions are excellent sources of a variety of free or inexpensive career information and material.

The Federal Government offers information on employment with the Federal Government. Information is available from the Office of Personnel Management at <http://www.usajobs.opm.gov>.

### Career Options





## Career Options Continued

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Personal contacts, public libraries, career centers,  
guidance offices, counselors, Internet, and the federal  
government

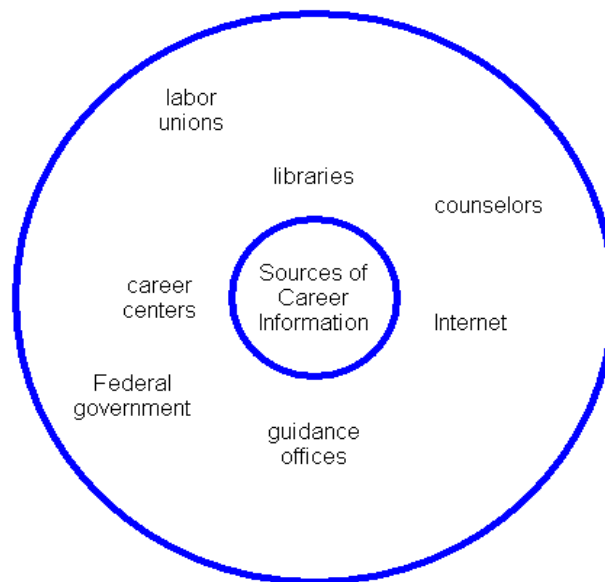
## Career Options Thinking Maps

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Thinking Maps directions:

- The term, “Sources of Career Information,” is written in the center circle.
- Students will brainstorm facts and concepts relating to sources used to find information on a particular job in the center circle. Students will write these facts and concepts in the outside circle.
- Students will write a short paragraph using the information from the map.

Sources of Career Information Circle Map



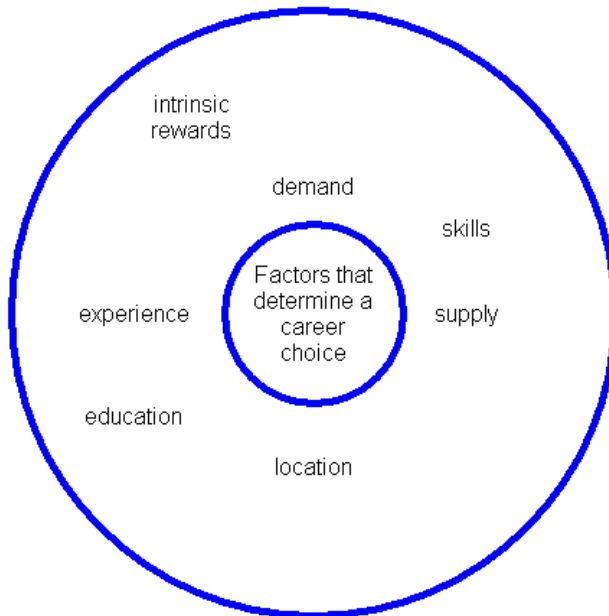
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Thinking Maps directions:

- The term, Factors that Determine a Career Choice, is written in the center circle.
- Students will brainstorm facts and concepts relating to factors that are used to determine a particular career choice in the center circle. Students will write these facts and concepts in the outside circle.
- Students will write a short paragraph using the information from the map.

Factors That Determine a Career Choice  
Circle Map



## **Career Options Graph or Chart Activity/Graffiti Activity**

Job Opportunities for Tomorrow graph activity

Newspaper offices are happy to give teachers the ends of newsprint rolls. These are excellent for making time lines, charts, graphic organizers, etc.

Directions for creating graphs/charts relating to job opportunities for tomorrow:

Use the statistical information that is provided in this lesson (Attachment #2) to construct graphs (pie charts, table graphs, etc). Different colored markers may be used to depict the different occupations.

These graphs will be displayed in the classroom for further review and discussion.

Career options graffiti wall activity:

Place the newsprint or posters on a wall. Allow the students to write, scribble, draw, etc. facts that they have learned concerning the different types of occupations that will be in great demand in the future on the newsprint or posters. Display student work for further review, reinforcement, and discussion.

## Career Options Quia Internet Game Directions

Directions:

- 1-Enter <http://www.quia.com/jg/426894.html> in the address box, and click,
- 2-the Taxation games will appear on the screen.
- 3-Students should first review the flashcards that contain the key concepts for this benchmark.

Directions for reviewing the flashcards:

- 1-Click on the flashcard game,
- 2-view the first Key Concept, then
- 3-click “Other Side” to view the definition of the key concept,
- 4-click “Remove card”,
- 5-continue this process until all Key Concepts have been reviewed.
- 6-In the box on right side of the game, click “Start over” to play another game.

Directions for matching game:

- 1-Click on the matching game,
- 2-click on the cards that are a match, if the match is correct, a symbol will cover the correct matches. If the match is not correct, nothing will happen. When no boxes are left the game is finished.
- 3-In the box on right side of the game, click “Start over” to play another game.

Directions for the concentration game:

- 1-Click on the concentration game,
- 2-students should try to match the Key Concept with the proper definition.
- 3-In the box on right side of the game, click “Start over” to play another game.

Directions for word search game:

- 1-Click on the word search game,
- 2-students should locate the Key Concepts that are listed under the word search.
- 3-When a Key Concept is located the student will hold the curser down and highlight the Key Concept.

## Career Options Internet Activity

### Internet Search Engine Activity

Students will go to their favorite search engines, (<http://www.ask.com> and <http://www.google.com> are excellent sources of information). Students will type in career information and the search engine will provide a number of links to investigate. The students will click on various links to find information concerning the Key Concepts that are being studied. Students will then write a paragraph about their findings.

\*\*\*\*\* If computers and Internet access are not available, students may use encyclopedias or career handbooks that are found in guidance offices and libraries to research careers of interest.