



TEACHING UNIT

General Topic: **Getting and Earning Money**
Unit Title: **Exploring Jobs and Careers**
Grade Level: **Grade 8**
Recommended Curriculum Area: **Language Arts**
Other Relevant Curriculum Area(s): **Mathematics**



The Building Futures Project is sponsored across Canada by Investors Group. CFEÉ extends our appreciation to Investors Group for their generous support.

Language Arts Curriculum Expectations

Listening

- 1.1** – identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
- 1.2** – demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including working in groups
- 1.5** – develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations
- 1.6** – extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights, to other texts, including print and visual texts, and, to the world around them

Speaking

- 2.2** – demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience

Reading

- 1.2** – identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes
- 1.4** – demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
- 1.5** – develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

Writing

- 1.2** – generate ideas about more challenging topics and identify those most appropriate to the purpose
- 1.3** – gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
- 1.5** – identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies

Relevant Mathematics Expectation

- represent, compare, and order numbers, including integers

Relevant Economic Expectations

- How people get paid for work – e.g. wages, salaries, contracts, gross vs. net pay, types of deductions, etc.
- Benefits that may be possible for people to earn from work
- Factors affecting how much money people can get from employment
- Ways people can increase their ability to earn money
- Occupations that are of personal interest
- Education and training needed for occupations of interest
- Compare life goals requiring money with others that do not
- A balanced life means considering things other than money that are important

Background Information

Students need to be aware of the different kinds of jobs and careers that exist. For example, if a building goes up in their community, there are various kinds of jobs that were needed for that building to be constructed. If there is a bank at the corner there are different jobs there. At this age, students need to start to think about what career path they might follow. They also need to think about the kinds of things that they may like to have in the future, and would be important in their lives. Some of these things relate to having money and others relate to lifestyle and quality of life.

Overview Of The Lesson

The students will learn the different ways that people get paid for work. They will also come to understand the difference between wages, salaries, and contracts. In addition, they will investigate the kinds of careers and jobs that exist in their community or city. The class will discover that deductions cause a change in the amount of a person's gross pay and net pay. During a computer class activity, they will have a chance to look at various job descriptions and make their own personal choices about possible future careers. They will complete a worksheet to be handed in for marking. The students will develop awareness that not all things in life require money. After watching a music video, "The Best Things in Life Free" by Janet Jackson and Luther Vandross, they will complete a persuasive writing assignment stating their opinion on the topic.

Estimated Time Frame: 4 periods - 60 minutes each

Suggested Implementation Strategy

Period 1- 60 minutes

- **Before the class begins**, write the following 9 headings on slips of paper: WAGES, WAGES, WAGES, SALARIES, SALARIES, SALARIES, CONTRACTS, CONTRACTS and CONTRACTS. Cut them up, and place them in a hat. (Groups will have the same word, which allows for a clearer definition of the words.)
- Divide the class into 6 groups and let each group pick a slip of paper out of the hat.
- Ask each group to take a few minutes to THINK-PAIR-SHARE what their word means in relation to a job. Dictionaries should be available if needed.
- Take up the group answers, making sure they understand the meanings of these terms.
Wages: Payment for labor or services to a worker, especially remuneration on an hourly, daily, or weekly basis or by the piece.
Salary: A fixed amount of money or compensation paid to an employee by an employer in return for work performed.
Contract: An agreement between two or more parties, especially one that is written and enforceable by law.
- Now ask the groups to think of the jobs in their community where the workers get paid in the different ways and make a list.
- Give examples for each one (e.g., wages – office worker; salary – teacher; contract – snow removal)
- Allow 10 minutes for the class to come up with a list.
- Once the time is up, ask the groups to share their lists orally with the class.
- Choose one of the examples and tell the class that this person's gross pay is \$800 a week but their net pay is \$500. What is the difference between gross and net pay? (deductions)
- Tell the class what the difference is if they can't answer that "deductions" are taken from the pay.
- Direct the groups to one of the following websites to find out what kinds of deductions are made from a person's gross earnings.
http://www.ehow.com/list_6802884_payroll-deductions-canada.html
http://wiki.answers.com/Q/What_are_some_examples_of_payroll_deduction
- Post a piece of chart paper in the room and ask the students to record their findings on the chart.

Period 2 - 60 minutes

- Hand out the Careers and Jobs worksheets.
- Using computers, the class will access one of the following Canadian job websites and investigate possible jobs and careers that they might be interested in pursuing in the future. The students will read about and research careers that might interest them, while completing the Careers and Jobs worksheets. This will be handed in at the end of the period. The links are:
<http://www.vector.cfee.org/english/login.php>
<http://www5.hrsdc.gc.ca/noc/english/CH/2001/ClassificationStructure.aspx>

Period 3 - 60 minutes

- **Before the class begins**, photocopy a class set of the Goals worksheets.
- Begin the class by asking the students to think of a successful person they know. The teacher can record them on the board.
- Then ask the following questions.
 - What makes this person successful?
 - Did they have to have a lot of money to be considered successful?
 - Did they know what they wanted to do ahead of time?
 - Did they have a plan or a goal?
- Next the teacher will write the following quotes on the board:
 - GOALS THAT ARE NOT WRITTEN DOWN ARE JUST WISHES. —Anonymous
 - YOU’LL NEVER ACHIEVE YOUR DREAMS IF THEY DON’T BECOME GOALS. —Anonymous
- Tell the class that the rest of the period they will be completing their own lists of goals. Hand out the worksheets: “Creating your own list of Goals”

Period 4 - 60 minutes

- Ask the class to look at their Goals lists that were created last class.
- Get the students thinking by asking the question: “How many of the items on your list require money?”
- Show the following music video “The Best Things in Life Are Free” by Janet Jackson and Luther Vandross to the class found at: <http://www.youtube.com/watch?v=DaNNdQVB9k>
- Hand out a copy of the Persuasive Writing Rubric to each student.
- Tell the class that it will be used to assess the writing assignment that they are going to be given.
- Ask the students to complete a persuasive writing assignment, stating their opinion on the following topic:
 - Are the best things in life free? (Yes, No, or both)?
- Allow the rest of the period for the students to begin working on their assignment, and, if necessary, have it finished for homework.

Possible Evaluations

1. Group work abilities and cooperation can be tracked.
2. The Worksheets can be marked.
3. The Goal lists can be checked.
4. The Persuasive Writing assignment can be assessed using the Rubric.

Follow-Up Activities

1. Conduct an interview with a person in the community about their job.
2. Visit another website on careers, sponsored by the U.S. government at: http://www.kids.gov/6_8/6_8_careers.shtml
What is this job like? | How do you get ready? | How much does this job pay? | How many jobs are there? | What about the future? | Are there other jobs like this? | Where can you find more information?
3. Play a free internet game, called Smoothie Sailing. Kids learn about running a business to earn money to help others. It is sponsored by Oracle Thinkquest Education Foundation.
<http://tv.disney.go.com/disneychannel/suitelifeondeck/games/smoothiesailing/>
4. Read an essay that considers the topics: The Best Things in Life Are Free.
<http://www.oppapers.com/essays/Best-Things-Life-Free/115134?topic>
5. Visit another website that was designed by the family of three girls who started their own business while still in elementary school. It tells how they borrowed money to start-up, paid interest, re-paid the interest out of their profits, and even made a nice profit for themselves. There is lots of information about ways kids can make money, investing for kids, business ideas, and, teaching the value of money. <http://cash-smart-kids.com>

Modifications or Suggestions For Different Learners

1. Group activities give a variety of learners an opportunity to contribute to the discovery process. When an activity involves using a computer, different learners can be partnered with other students to help them.

Handouts

1. Careers and Jobs Worksheet
2. Creating your own list of Goals – adapted from http://www.saskschools.ca/curr_content/skills21/goals/2goallist.htm
3. Persuasive Writing Rubric

Resources

1. http://www.ehow.com/list_6802884_payroll-deductions-canada.html
2. http://wiki.answers.com/Q/What_are_some_examples_of_payroll_deduction
3. CFEE website (www.vector.cfee.org) – VECTOR resource, careers
4. YouTube video: <http://www.youtube.com/watch?v=DaNNdQVB9k>

Careers And Jobs That Interest Me

NAME _____

Job Description	Aptitudes, Interests needed for the Job	Education Necessary
1.		
2.		
3.		
4.		
5.		

Creating Your Own List Of Goals

Here are some ideas to get you thinking about your future.

- Trips I would enjoy taking
- Jobs I would love to do
- Things I would like to own
- People I would like to share my life with
- I would love to create...
- I would like to have the following skills...
- I would like to tell my grandchildren about the time I went...
- I want to try something crazy like...
- When I look back on my life I want to be able to say I...
- I want to try eating...
- Fear is not a Factor for me because I want to...
- I'll never be too old to learn...

Check off any goals that apply to you, then add your own personal goals.

<p>TRAVEL</p> <input type="checkbox"/> Visit Lego World in Denmark <input type="checkbox"/> See the Grand Canyon <input type="checkbox"/> See the polar bears in Churchill, Manitoba <input type="checkbox"/> See an active volcano in Hawaii. <input type="checkbox"/> See the Athabasca Sand Dunes	<input type="checkbox"/> Do an "Anne of Green Gables" tour of Prince Edward Island <input type="checkbox"/> Drink something with an umbrella in it, on a Caribbean beach. <input type="checkbox"/> Ride a gondola in Venice, Italy <input type="checkbox"/> Go to Las Vegas with \$1,000 in gambling money <input type="checkbox"/> Go to Disney Land	<input type="checkbox"/> Visit Ottawa on Canada Day <input type="checkbox"/> Take the ferry to Vancouver Island <input type="checkbox"/> Go on an Alaskan cruise <input type="checkbox"/> Visit Grace Land <input type="checkbox"/> Swim in the Atlantic Ocean <input type="checkbox"/> Go on an Alaskan cruise	<p>ADD YOUR OWN</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>								
<p>SKILLS</p> <input type="checkbox"/> Speak a new language <input type="checkbox"/> Create a web page <input type="checkbox"/> Paint a picture <input type="checkbox"/> Learn to kayak <input type="checkbox"/> Go horseback riding <input type="checkbox"/> Build a log cabin	<input type="checkbox"/> Type 40 words per minute <input type="checkbox"/> Go down-hill skiing <input type="checkbox"/> Run a marathon <input type="checkbox"/> Write a song <input type="checkbox"/> Learn to dance the Samba <input type="checkbox"/> Learn to survive in the bush	<input type="checkbox"/> Be in a play <input type="checkbox"/> Take a public speaking course <input type="checkbox"/> Take First Aid and CPR <input type="checkbox"/> Trap a cougar <input type="checkbox"/> Publish a short story <input type="checkbox"/> Make my own wine	<p>ADD YOUR OWN</p> <table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> <tr><td style="width: 50%; height: 20px;"></td><td style="width: 50%; height: 20px;"></td></tr> </table>								

<p>EDUCATION</p> <p><input type="checkbox"/> Take an on-line course</p> <p><input type="checkbox"/> Complete my grade 10</p> <p><input type="checkbox"/> Complete my grade 11</p> <p><input type="checkbox"/> Complete my grade 12</p> <p><input type="checkbox"/> Get a university degree</p>	<p><input type="checkbox"/> Take an apprenticeship course</p> <p><input type="checkbox"/> Become a journey man</p> <p><input type="checkbox"/> Share my knowledge with my children</p> <p><input type="checkbox"/> Take a course just for the fun of it</p>	<p><input type="checkbox"/> Teach myself a new skill through internet research</p> <p><input type="checkbox"/> Get my firearm safety</p> <p><input type="checkbox"/> Get my boating license</p> <p><input type="checkbox"/> Teach or volunteer in a class</p>	<p>ADD YOUR OWN</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										
<p>FUN</p> <p><input type="checkbox"/> Have a food fight</p> <p><input type="checkbox"/> Be in a parade</p> <p><input type="checkbox"/> Be on a game show</p> <p><input type="checkbox"/> Make a funny video</p> <p><input type="checkbox"/> Sing at Karaoke</p>	<p><input type="checkbox"/> Go hot air ballooning</p> <p><input type="checkbox"/> Go sky diving</p> <p><input type="checkbox"/> Go bungee jumping</p> <p><input type="checkbox"/> Go white water rafting</p> <p><input type="checkbox"/> Go submarining</p> <p><input type="checkbox"/> Run a dog team</p>	<p><input type="checkbox"/> Go on a shopping spree</p> <p><input type="checkbox"/> Go scuba diving</p> <p><input type="checkbox"/> Watch a movie as it is being filmed</p> <p><input type="checkbox"/> Go on ghost hunt</p> <p><input type="checkbox"/> Invent a game</p>	<p>ADD YOUR OWN</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										
<p>THINGS I WANT</p> <p><input type="checkbox"/> Jet ski</p> <p><input type="checkbox"/> Hot tub</p> <p><input type="checkbox"/> Houseboat</p> <p><input type="checkbox"/> Racing skidoo</p>	<p><input type="checkbox"/> A new 4x4 truck</p> <p><input type="checkbox"/> My own cabin</p> <p><input type="checkbox"/> A beautiful piece of artwork</p> <p><input type="checkbox"/> A butler</p> <p><input type="checkbox"/> Own my own home</p>	<p><input type="checkbox"/> Motorbike</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Satellite Phone</p> <p><input type="checkbox"/> Pony</p> <p><input type="checkbox"/> Swimming pool</p> <p><input type="checkbox"/> Airplane</p>	<p>ADD YOUR OWN</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										

<p>CAREER</p> <p><input type="checkbox"/> Run my own business</p> <p><input type="checkbox"/> Work with the public</p> <p><input type="checkbox"/> Work in research</p> <p><input type="checkbox"/> Run heavy duty equipment</p>	<p><input type="checkbox"/> Work in the mine</p> <p><input type="checkbox"/> Become a teacher</p> <p><input type="checkbox"/> Take over the family business</p> <p><input type="checkbox"/> Work in a dangerous career like fire fighting</p> <p><input type="checkbox"/> Work in my home as a full time parent</p>	<p><input type="checkbox"/> Run in an election</p> <p><input type="checkbox"/> Work in a career that is outdoors</p> <p><input type="checkbox"/> Train others in safety</p> <p><input type="checkbox"/> Work out of my home on the computer</p> <p><input type="checkbox"/> Become a contractor</p>	<p>ADD YOUR OWN</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>																																								
<p>More Goals</p> <table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>											<table border="1"> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>										

6 Trait Writing Model: Persuasive Writing Rubric

NAME _____

CATEGORY	Excellent	Good	Satisfactory	Needs improvement
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Adding Personality (Voice)	The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them "his own."	The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.