



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

BUSINESS & COMPUTER SCIENCE

COURSE: Business & Computer Science
UNIT 8: 21st CENTURY: Careers & Budgeting

INTRODUCTION

Annotation:

This unit includes lessons to help students demonstrate understanding in writing, researching and creating documents in various Microsoft Office programs (Word, Excel, and PowerPoint). Students will also demonstrate and understanding of using the Internet for research and applying algebraic formulas in Excel.

Grade(s):

<input type="checkbox"/>	6 th
<input type="checkbox"/>	7 th
<input checked="" type="checkbox"/>	8 th

Time:

10+ hours

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

FOCUS STANDARDS

GPS Focus Standards:

MSBCS-BCSI-6. Student will utilize the Internet as a resource.

- a) Model ethical use of Internet resources (piracy, plagiarism, copyright, etc.).
- b) Access and examine available Web sites on the Internet, using different search engines to find information.
- c) Copy/Save text and images from the Internet, citing references according to copyright laws.

MSBCS-BCSII-3. Student will examine educational requirements, job responsibilities, employment trends, and opportunities in the different career pathways in Business and Computer Science.

- a) Investigate the 21st Century career opportunities.
- b) Evaluate several occupational interests, based on various criteria (educational requirements, starting salaries, trends, opportunities, and career ladders.)
- c) Describe and demonstrate effective communication skills (reading, writing, speaking, and listening) in a business environment.
- d) Explain why people need to work (e.g. social contacts, make purchases for necessities) expand knowledge, develop skills to meet basic needs and for personal satisfaction and enjoyment.
- e) Construct and/or update a Career Plan as a tool to explore self-knowledge and academic aptitude and understand that career paths should related to your individual traits.

MSBCS-BCSII-4. Student will utilize word processing software.

- a) Identify uses of word processing software and careers related to word processing.
- b) Identify and explain word processing terminology.
- c) Create basic word processing documents related to business and computer science careers.
- d) Retrieve, edit, manipulate, and print documents.

MSBCS-BCSII-5. Student will utilize spreadsheet skills.

- a) Identify uses of spreadsheet software and careers related to spreadsheet.
- b) Identify and explain spreadsheet terminology.
- c) Create and save basic spreadsheets and apply formulas related to business and computer science careers.
- d) Retrieve, edit, manipulate, and print various spreadsheets.
- e) Create various charts/graphs from spreadsheets.

MSBCS-BCSII-7. Student will utilize presentation/multimedia software.

- a) Identify uses of presentation/multimedia software in today's workplace.
- b) Identify and explain presentation/multimedia terminology.
- c) Plan and design a multimedia presentation.
- d) Create, save, print, and present a multimedia presentation on a business related career.

MSBCS-BCSIII-13. Student will demonstrate and understanding of economics.

- b) Explain the concept of scarcity.
- c) Discuss elasticity of supply and demand (cause and effect).

MSBCS-BCSIII-13. Student will demonstrate an understanding of personal finance.

- a) Saving and investing.
- b) Earning a living.
- c) Budgeting, Categorizing expenses (variable and fixed). Compare and contrast budgets and zero-based budget.

GPS Academic Standards:

ELA8W2. Students will demonstrate competence in a variety of genres. The student produces a piece of writing drawn from research that:

ELA8W3. Students will use research and technology to support writing.

ELA8W4. Students will consistently use the writing process to develop, revise, and evaluate writing.

M8A1. Students will use algebra to represent, analyze, and solve problems.

M8P1. Students will solve problems (using appropriate technology).

MRC. Students will enhance reading in all curriculum areas.

S8CS3. Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations.

National / Local Standards / Industry / ISTE:

MSBCS-BCSI-6. Student will utilize the Internet as a resource.

MSBCS-BCSII-3. Student will develop and apply basic spreadsheet skills.

MSBCS-BCSII-4. Student will utilize word processing software.

MSBCS-BCSII-5. Students will utilize spreadsheet skills.

MSBCS-BCSII-7. Students will utilize presentation/multimedia software.

MSBCS-BCSIII-12. Students will demonstrate an understanding of economics. **MSBCS-BCSIII-13.** Students will demonstrate an understanding of personal finance.

UNDERSTANDINGS & GOALS

Enduring Understandings:

- To understand how to paraphrase research materials and how to identify the important ideas and concepts while performing specific topic research.
- To understand how to document resources used to collect research materials.
- To understand how to take paraphrased materials and produce well-written reports and also being able to edit and improve word choice, grammar and punctuation.
- To understand how to create and apply algebraic equations/expressions to represent, analyze, and solve problems across the curriculum.
- To understand how to use various resources and programs to identify the same goals in different perspectives.

Essential Questions:

- Why would a business want to know the price elasticity of demand for an item?
- Why would the government want to know the price elasticity of demand for an item?
- Who is helped by price ceilings and price floors? Who is hurt by them?
- How do price ceilings and price floors 'distort' the market?
- Why do people pay different prices for the same product?

- Explain why people need to work.
- What is a budget? Explain the two categories of a budget.
- Explain the difference(s) between essential and non-essential expenses.
- Describe the five (5) steps to successful budgeting.
- List and describe benefits of budgeting.
- Explain employment trend.
- Demonstrate using the Internet for research and copying/saving images.
- Demonstrate creating an Excel spreadsheet/worksheet with algebraic formulas, conditional formatting, and comparison chart/graph.
- Demonstrate creating and formatting a Word document.
- Demonstrate creating and formatting an electronic presentation in PowerPoint.

Knowledge from this Unit:

- Understand how to use the Internet as a research tool/resource.
- Comprehend how employment trends vary from state to state and why.
- Follow how career pay can vary based on education and experience.
- Assess the difference(s) between a basic essay and a formal report.
- Illustrate how to create an outline for a report.
- Determine the type of formula needed and where it should be applied in an Excel spreadsheet/worksheet.
- Understand how to determine what type of chart/graph to best display spreadsheet/worksheet data.
- Appreciate the concept of budgeting.
- Discuss the concepts of supply and demand.
- Examine price control, price floor, price ceiling, price elasticity, and price discrimination.
- Know the difference between necessities and wants.
- Explain how electronic/multimedia presentations can be used as a resource in business.

Skills from this Unit:

- Show utilizing the Internet as a research tool/resource.
- Demonstrate utilizing research materials to write/create a formal report.
- Convey applying/inserting formulas in Excel.
- Display creating a chart/graph in Excel.
- Express creating a 'basic' budget based on researched materials.
- Exhibit distinguishing between needs and wants while creating a budget.
- Illustrate creating an electronic presentation with hyperlinks to previously created documents and Web addresses.

ASSESSMENTS

Assessment Method Type:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Pre-test |
| <input checked="" type="checkbox"/> | Objective assessment - multiple-choice, true- false, etc. |
| <input type="checkbox"/> | Quizzes/Tests |
| <input checked="" type="checkbox"/> | Unit test |
| <input type="checkbox"/> | Group project |
| <input checked="" type="checkbox"/> | Individual project |

- _____ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
- _____ ☒ Self-check rubrics
 - _____ Self-check during writing/planning process
 - _____ Journal reflections on concepts, personal experiences and impact on one's life
 - _____ Reflect on evaluations of work from teachers, business partners, and competition judges
 - _____ Academic prompts
 - _____ Practice quizzes/tests
- _____ Subjective assessment/Informal observations
 - _____ Essay tests
 - ☒ Observe students working with partners
 - _____ Observe students role playing
- _____ Peer-assessment
 - _____ Peer editing & commentary of products/projects/presentations using rubrics
 - _____ Peer editing and/or critiquing
- _____ Dialogue and Discussion
 - _____ Student/teacher conferences
 - _____ Partner and small group discussions
 - ☒ Whole group discussions
 - _____ Interaction with/feedback from community members/speakers and business partners
- _____ Constructed Responses
 - _____ Chart good reading/writing/listening/speaking habits
 - ☒ Application of skills to real-life situations/scenarios
- _____ Post-test

Assessment Attachments and / or Directions:

Project Assessment #1:	Career Research
Project Assessment #2:	Type Formal Report in Word
Project Assessment #3:	Excel Spreadsheet/Worksheet – Chart – Budget Template
Project Assessment #4:	Electronic Presentation
UNIT Assessment:	Careers & Budgeting

Project Assessment #1 consists of students being able to log on to the Internet and use Web sites and links to perform a career research. Students utilize this site and/or links to compare specific states to the United States as a whole.

Project Assessment #2 consists of students being able to take all data/information gathered from their Internet research and produce a well-written formal report – typed in Word. The report will consist of a title page, outline, 6 or more body paragraphs and cited resource(s). Students will apply other features such as copying and pasting a picture from the Internet and page numbers.

Project Assessment #3 consists of students being assessed on their ability to use spreadsheet formatting features, to create a data table with basic algebraic formulas for calculating. Upon completion of the spreadsheet/worksheet, students will be assessed on their ability to use spreadsheet/worksheet data to create the best chart for displaying a comparison. In addition to the creating the spreadsheet/worksheet data table and chart, students will demonstrate their use of Excel by utilizing a template to create a basic personal budget.

Project Assessment #4 consists of students being assessed on their ability to create a 9-slide electronic PowerPoint presentation. Students will apply various features, slide designs, animations, transitions, sounds, pictures, and hyperlinks throughout the presentation.

UNIT Assessment is designed to assess students on their understanding of (1) understanding the difference between plagiarism and paraphrasing; (2) basic employment trends; (3) difference(s) between a job, occupation and career; (3) difference(s) between supply and demand; and (4) various PowerPoint features.

LESSON PLANS

• LESSON 1: Career Research

1. Identify the standards. Standards should be posted in the classroom.

Refer to Standards on page 2.

2. Review Essential Question(s). Post Essential Questions in the classroom.

- Why would a business want to know the price elasticity of demand for an item?
- Why would the government want to know the price elasticity of demand for an item?
- Who is helped by price ceilings and price floors? Who is hurt by them?
- How do price ceilings and price floors 'distort' the market?
- Why do people pay different prices for the same product?
- Explain why people need to work.
- What is a budget? Explain the two categories of a budget.
- Explain the difference(s) between essential and non-essential expenses.
- Describe the five (5) steps to successful budgeting.
- List and describe benefits of budgeting.
- Explain employment trend.
- Demonstrate using the Internet for research and copying/saving images.
- Demonstrate creating an Excel spreadsheet/worksheet with algebraic formulas, conditional formatting, and comparison chart/graph.
- Demonstrate creating and formatting a Word document.
- Demonstrate creating and formatting an electronic presentation in PowerPoint.

3. Identify and review the unit vocabulary. Terms may be posted on word wall.

Paraphrase	plagiarism	Computation
estimation	aptitude	employment trend
personal satisfaction	Job	economics
career	trait	occupation
scarcity	supply	demand
budget	expense	essential expense
non-essential expense	income	save
employee	employer	career ladder
salary	price elasticity of supply	price elasticity of demand
earnings	price discrimination	price control
price floor	price ceiling	presentation software
slide pane	placeholder	object
slide layout	master slide	slide show view
slide timing	slide sorter view	slide transition

4. Interest approach – Mental set

Discussion: Internet Review

Review and demonstrate using the Internet going to a specific Web page and utilize the various links throughout the site to conduct a search about a business career. Students will record their findings and follow the directions from the printed worksheet.

Use worksheet in document BCS_8-8_Career Research.

• **LESSON 2: Career Research Report**

Discussion

1. Students will use the data/information gathered from the career research assignment to create/type a formal report using a word processing program.
2. Students will utilize the report template and follow the directions on the direction sheet to apply various word processing features and formats to produce a well-written and organized report.

Use documents BCS_8-8_Occupation Research (Word) and BCS_8-8_Occupation Research (Template).

• **LESSON 3: Excel Spreadsheet/ Worksheet & Chart**

Discussion

1. Students will use the data/information gathered from the career research assignment to create a spreadsheet/worksheet in Excel. Students will utilize the direction sheet to format various rows and columns. Students will apply/insert basic algebraic equations to perform various calculations in this spreadsheet/worksheet.
2. Students will use the data from the Excel spreadsheet/worksheet data table to create a chart to display comparisons between the United States and the state that the student selected. Students will format and should be able to explain why he/she selected the chart that he/she did.

Use document BCS_8-8_Example Excel SS & Chart.

• **LESSON 4: Budgeting**

Demonstrate

1. Explain and provide examples a budget and how budgets are used in our everyday lives. Also, explain the benefits of budgeting and why it is important.
2. Explain the concept of supply and demand and how it affects budgeting.
3. Have students to utilize the data/information from the Excel spreadsheet/worksheet to get the 'gross' monthly salary.

Use document BCS_8-8_Monthly Budget Template and BCS_8-8_What is a BUDGET.

*Have students to plug the 'gross' salary into the budget.

*Explain that approximately 21% is deducted from the 'gross' pay to cover taxes, insurance, retirement, etc.

*Have students get their 'net' pay and use it to create a personal budget. Students will select 1 from each of the 14 categories in the budget – making sure NOT to exceed the 'net' monthly pay.

Students MUST select 1 from each of the 14 categories

Also explain to students that they just created a personal budget for 1 person, now imagine parents having to create a similar budget for the entire family

• LESSON 5: ELECTRONIC PRESENTATION

Demonstrate

1. Students will utilize the data/information gathered from the career research assignment to create a 9-slide presentation. Students will follow the direction sheet to apply various features such as slide transition, sound, background, animations, hyperlinks, pictures, and tables.

Use document BCS_8-8_Occupation Research Pp- Directions (07).

• ATTACHMENTS FOR LESSON PLANS

• Key Terms	[BCS_8-8_Key Terms Page]
• Project Assessment #1 – Career Research	[BCS_8-8_Career Research]
• Project Assessment #2 – Career Research Report	[BCS_8-8_Occupation Research (Word)]
• Project Assessment #2 – Report Template	[BCS_8-8_Occupation Research (Template)]
• Project Assessment #3 – Excel Spreadsheet & Chart	[BCS_8-8_Example Excel SS & Chart]
• Project Assessment #3 – Spreadsheet & Chart Template	[BCS_8-8_Example Excel SS & Chart]
• Review Notes – Budgeting/Supply & Demand	[BCS_8-8_What is a BUDGET]
• Project Assessment #3 – Budget Template	[BCS_8-8_Monthly Budget Template]
• Project Assessment #4 – Electronic Presentation	[BCS_8-8_Occupation Research Pp- Directions (07)]
• Unit Assessment	[BCS_8-8_Assessment – Careers & Budgeting]
• Unit Assessment (Answer Key)	[BCS_8-8_Assessment – Careers & Budgeting (Answer Key)]

• NOTES & REFLECTION:

Students should have prior skills with accessing and utilizing the Internet/Web sites. Have students research a business career of interest, and list some basic info about that career (educational requirements, starting salary, demand in U. S., etc...).

Students should be able to perform basic algebraic functions, such as solving equations.

Students should have prior knowledge and skills for creating and formatting an Excel spreadsheet. Including the insertion of appropriate formulas.

Students should have prior knowledge and skills for using existing Excel data to create a chart/graph.

CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Students demonstrate researching, writing, typing, applying algebra equations and creating various documents about a career of interest.

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

Students will utilize the data/information gathered with the career research assignment to create a Word document, Excel spreadsheet/worksheet, Excel chart, Excel budget, and PowerPoint presentation.

Attachments for Culminating Performance Task:

- PROJECT 'Career Research'
- PROJECT 'Career Report'
- PROJECT 'Excel Spreadsheet/Worksheet'
- PROJECT 'Excel Chart'
- PROJECT 'Budget'
- PROJECT 'PowerPoint Presentation'

UNIT RESOURCES

Web Resources:

- <http://www.bls.gov/OCO/>
- <http://www.careervoyages.gov>

Materials & Equipment:

- Computer, pencil, graph paper, Internet access, Microsoft Office software, handouts, overhead & transparency, or 'smart-board'

21st Century Technology Used:

<input checked="" type="checkbox"/>	Slide Show Software
<input checked="" type="checkbox"/>	Interactive Whiteboard
<input type="checkbox"/>	Student Response System
<input type="checkbox"/>	Web Design Software
<input checked="" type="checkbox"/>	Animation Software
<input type="checkbox"/>	Email

<input checked="" type="checkbox"/>	Graphing Software
<input checked="" type="checkbox"/>	Calculator
<input type="checkbox"/>	Desktop Publishing
<input type="checkbox"/>	Blog
<input type="checkbox"/>	Wiki
<input checked="" type="checkbox"/>	Website

<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Graphic Organizer
<input checked="" type="checkbox"/>	Image File(s)
<input checked="" type="checkbox"/>	Video
<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input checked="" type="checkbox"/>	Microsoft Excel