



# GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

## CAREER DEVELOPMENT

**COURSE:** Career Management

**UNIT 2:** Management Skills

### INTRODUCTION

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**Annotation:**

In this unit, students will learn how management skills can improve their daily lives in both their careers and at home. They will specifically look at how minor life changes can result in large effects over all. Students will learn how to manage their time, money, and stress through different activities. Students will also analyze career options and decision-making skills.

**Grade(s):**

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

**Time:**

Seven 50 minute class periods

**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

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## **GPS Focus Standards:**

**MSCM8-2-** Students will develop management skills that lead to academic and career success.

- a) Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- b) Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.

## **GPS Academic Standards:**

**SS8E5** The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

**SS8E4** The student will identify revenue sources and services provided by state and local governments.

**M8P4** Students will make connections among mathematical ideas and to other disciplines.

## **National / Local Standards / Industry / ISTE:**

**PS2.R7** Analyze the impact of outside pressure on your behavior.

**PS3.K4** Recognize that external events often cause life changes.

**CM3.R1** Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.

**CM3.R2** Evaluate how well you integrate occupational, educational, economic and employment information into the management of your career.

**CM3.A3** Show how selected examples of career information are biased, out-of-date, incomplete, or inaccurate

**ED1.A8** Show how the ability to acquire and use information has affected your educational achievement and performance.

**PS4.R1** Assess the impact of your life roles on career goals.

**PS4.A2** Show how you are balancing your life roles.

**CM5.K2** Identify economic conditions that affect your career plans.

**PS3.R4** Assess your strategies for managing life changes caused by external events.

## UNDERSTANDING & GOALS

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### **Enduring Understandings:**

- Time, stress and money management are lifelong processes. As students move through their middle and high school years they need to determine their options and make decisions that ensure them the possibility of success in the future.
- Student's values will impact and/or limit their future choices.
- Students will have to work in the future to provide for their basic needs; therefore, they must have the appropriate money, time and stress management skills in order to be successful.
- Students will develop a basic understanding of the resources, finances, time, energy, and personal sacrifices involved in managing their behavior, work ethics, money, time and stress management in the future.

### **Essential Questions:**

- What are the advantages and disadvantages of being paid in different ways?
- Can I survive in a low paying job in the future?
- What are fringe benefits and how will those benefits impact my career choice in the future?
- What are my values and how will my values impact my career choices?
- What is stress, money and time management?
- How can I create an accurate budget?
- What would it cost a person to move away from home, taking nothing with them in the future?
- What specific life roles will I have in the future?
- How will my decision making impact my future life roles?
- What is the number one reason why people work in America?
- What are the basic needs for survival?
- How are people paid?
- What are some time management skills that I will need in the future?
- What are the basic principles of the United States economic system?
- What are some money management skills that I will need now and in the future?
- How have societal and technological changes affected work and you as an individual?
- How can I analyze my time management strategies to obtain personal and career goals?
- What are my personal work satisfiers and dissatisfiers?
- What is stress and does everyone have stress?
- How can I handle stress?
- What do I really have control over?
- What is my learning style?
- How can I analyze my stress management strategies to obtain personal and career goals?
- How can I analyze my money management strategies to obtain financial goals?
- How do I visualize myself succeeding at the work place?
- What management characteristics make a productive and responsible worker?
- What are my personal lifestyle options?
- Why do people work?

### **Knowledge from this Unit:**

Students will be able to:

- Explain effective time management.
- Explain how to prioritize their assignments to improve their grades.

- Discuss how to manage their stress at home and at school to a greater degree.
- List ways to cope or deal with stress.
- Discuss the management of money.
- Discuss the importance of starting today to save for their futures.

### Skills from this Unit:

Students will be able to:

- Manage their time and prioritize assignments to improve their grades.
- Manage their stress to improve their future.
- Manage their money to start saving for their futures.
- Eliminate some of their wasted time so that they can better manage all the activities in their lives and become a better well rounded individual.

## ASSESSMENTS

### Assessment Method Type:

- ☒ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☒ 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 and 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(s) Title:

**Budget project**

**Stocking Apartment Project**

Money management quiz  
Stress management quiz  
Time management activity and Pie Chart  
Decision Making questions and hardest decisions  
To do lists (optional)  
Wasted time chart

### Assessment(s) Description/Directions:

Detailed instructions are found in the daily lesson and on the attachments.

### Attachments for Assessment(s):

CM 8-2 Budget project  
CM 8-2 Budget project - PowerPoint  
CM 8-2 Stocking Apartment Project  
CM 8-2 Money management quiz  
CM 8-2 Stress management quiz  
CM 8-2 Money management quiz with answers  
CM 8-2 Stress management quiz with answers  
CM 8-2 Time management activity  
CM 8-2 Decision Making questions  
CM 8-2 To do lists  
CM 8-2 To do list daily, weekly, monthly,  
CM 8-2 Time management  
CM 8-2 wasted time chart  
CM 8-2 Time management & study skills assessment  
CM 8-2 Time management assessment  
CM 8-2 Decision making - PowerPoint

## LESSON PLANS

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### Lesson Plan(s):

#### • LESSON 1: DECISION MAKING AND FUTURE CHOICES –1 DAY

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCM8-2- Students will develop management skills that lead to academic and career success.**

- a) Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
  - b) Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.
2. Review Essential Questions.
    - What are my values and how will my values impact my career choices?
    - What is stress, money and time management?
    - What specific life roles will I have in the future?

- How will my decision making impact my future life roles?
- How have societal and technological changes affected work and you as an individual?
- How can I analyze my decision making strategies to obtain personal and career goals?
- What are my personal work satisfiers and dissatisfiers?
- What will allow me visualize myself succeeding at the work place?
- What management characteristics make a productive and responsible worker?
- What are my personal lifestyle options?
- What are my personal values?

3. Identify and review the unit vocabulary.

Activities	Life roles	Social Security
Choices	Options	Work hours
Decision Making	Problem solving	Work overtime
Goals	Relationships	Work schedule
Influences	Relocation	

4. Assessment Activity.

Use the attachment **CM 8-2 Decision Making – PowerPoint** for this activity. The students will list the topic heading from the PowerPoint slides. After the class discussion the students will write what they think would be their hardest decision in the future for each of the topic items. On the slides that deal with time, the students will list how much time they would like for that topic item in a 24 hour day in the perfect world. The teacher needs to explain that the perfect world does not exist and that we have to prioritize our time. The students might like to have 6 hours for leisure time every day but in the real world most adults have very little leisure time. This list of items and decisions is to be turned in for an assessment. This PowerPoint is to show students that there are many decisions that must be made during their lives. There is not a correct answer to any of the questions. It is up to the individual or to a family to decide what the best choice is for them. Sometimes decisions are hard to make and can be life changing when made.

The slides that deal with time will take us into lesson two on time management.

## • LESSON 2: TIME MANAGEMENT –2 DAYS

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCM8-2- Students will develop management skills that lead to academic and career success.**

- Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.

2. Review Essential Questions.

- What are my values and how will my values impact my career choices?
- What is time management?
- How will effective decision making impact my future?
- What specific life roles will I have in the future?
- How will my decision making impact my future life roles?

- What are some time management skills that I will need in the future?
- How can I analyze my time management strategies to obtain personal and career goals?
- What do I really have control over?
- How can I analyze my time management strategies to obtain personal and life style goals?
- How do I visualize myself succeeding at the work place?
- What management characteristics make a productive and responsible worker?
- What are my personal lifestyle options?
- What are my personal values?

3. Identify and review the unit vocabulary.

Activities	Influences	Relationships
Choices	Life roles	Time Management
Decision Making	Options	To do lists
Goals	Problem solving	Work hours

4. The teacher will explain to the class that in real life people must manage their time in order to accomplish their goals.

- The class is to pretend that they are adults with one child.
- Some may not have any children in the future and some may have two or three.
- The average family has one child so we are using that for this activity.

The students are to make a list of all the things they would need time for as an adult with one child under the age of six. They must have at least twenty items on their list. A sample list has been provided for special education students with the chart already drawn for them. Notes on time management are also included on the special education handout in the attachment **CM 8-2 Time management Handout**.

- Once the students have created their list in the item above they need to draw two lines down the page beside that list dividing their paper into three sections.(see example below) In one of the sections they are to list how much time they would like for those items. This column is fantasy time or wish/dream time. After the students have put how much time they would like they convert the hours to minutes and then add them all together. This column may be 40, 45, 50, 60 hours etc. But how much time is in a real day? (24 hours or 1440 minutes) The students will then put real time in the last column. This is where they must cut the time to equal a real day of 24 hours. The student must prioritize their list and may have to eliminate some of the items that they would not have time for as an adult.
- After they have created their real day they create a pie chart with the times and items labeled in or on the chart. The pie chart must be proportional according to the times. The pie chart will help the students to realize the two thirds of their day disappeared with work (8 hours) and sleep (8 hours). They must put all other items into the last eight hour block of time.
- Make a list of all the things that an adult with one small child would need time for in the future. This activity is to introduce you to the need for time management in adulthood. It is also to show you that you will have to prioritize your time in real life situations.

Divide your paper into three sections or use the chart provided below.

List you daily items. The previous PowerPoint should have given you	List how much time you would like to have or want for	List how much time you would actually have as an adult for
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some suggestions. (Must list at least 20 items)	each of these items. Dream/wish/fantasy time Total can be any number	each of these items. Real world/actual time Total must equal 24 hours
1.		
2.		
3.		
4.		
5.		

D. Optional activities are also included in this unit if time allows.

**To do lists**

**To do list, daily, weekly and monthly**

5. Assessment Activity.

**Time management chart and pie chart**

**To do list** (optional)

6. Culminating Activity for Time Management: - Done as homework for one week.

**Wasted time chart – culminating activity for time management**

A. A wasted time chart is provided to be the culminating activity for time management. The students are to keep up with what they do for a week. The teacher would need to have the students get the chart out each day at the beginning of class and initial it so that he/she knows that the students are working the charts daily and keeping an accurate account of their time. If the teacher does not do this some students will just write in things on the last night and they will not be an accurate listing of what the student did during the week. This chart needs to be passed out to the class on a Monday and collected the following Monday.

B. The students need to highlight the wasted time such as TV, phone, movies, texting, cartoons, playing, etc. The time will be counted as wasted unless they were doing something constructive to better themselves such as team sports, extra curricular activities, homework, school, games with parents, etc. They then need to calculate the percentage of time that they wasted during the week. This is to show the student how much time they waste and they are to reflect and write in their career notebook about how much their grades would/could improve if they didn't waste that amount of time.

The entire chart attached as **CM 8-2 Wasted Time Chart**, a sample is provided below.

Keep a record of how you waste your time for one week. When recording the wasted session, make a note of what you were doing that was wasting time. Example: watching TV, cartoons, drawing, phone, internet, games, Ipod, music etc. Wasted time includes all non constructive activities.

<b><i>Time</i></b>	<b><i>Monday</i></b>	<b><i>Tuesday</i></b>	<b><i>Wednesday</i></b>	<b><i>Thursday</i></b>	<b><i>Friday</i></b>	<b><i>Saturday</i></b>	<b><i>Sunday</i></b>
<b><i>5-6am</i></b>							
<b><i>6-7am</i></b>							
<b><i>7-8</i></b>							



Note: An online time management self-assessment activity can be found at:

<http://www.shepherd.edu/scwcweb/PlanQuiz.htm>

Student will answer five questions to see what type of planner they are.

### • LESSON 3: MONEY MANAGEMENT – 1 DAY

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCM8-2- Students will develop management skills that lead to academic and career success.**

- a) Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- b) Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.

2. Review Essential Questions.

- What are the advantages and disadvantages of being paid in different ways?
- Can I survive in a low paying job in the future?
- What are fringe benefits and how will those benefits impact my career choice in the future?
- What are my values and how will my values impact my career choices?
- What is money management?
- How will effective decision making impact my future?
- How will my decision making impact my future life roles?
- What is the number one reason why people work in America?
- What are the basic needs for survival?
- How are people paid?
- What are the basic principles of the United States economic system?
- What are some money management skills that I will need now and in the future?
- How have societal and technological changes affected work and you as an individual?
- What are my personal work satisfiers and dissatisfiers?
- How can I analyze my money management strategies to obtain financial goals?
- What will allow me visualize myself succeeding at the work place?
- What are my personal lifestyle options?
- Why do people work?
- What are my personal values?

3. Identify and review the unit vocabulary.

Budget	Income	Salary
By the job	Influences	Social Security
Choices	Life roles	Tips
Commission	Money Management	Wage
Decision Making	Options	
Expenses	Problem solving	
Goals	Relocation	

4. The teacher needs to have the words – salary, wage, tip, commission, and by the job already written or typed on card stock paper and laminated before this lesson. The teacher needs to ask the class for ways that people are paid. The teacher needs to give hints to help the class come up with all the ways people

are paid. The teacher needs to put the laminated card on the board. The teacher needs to give the definition of each of the ways and explain what it means along with giving an advantage and disadvantage of each way as that card is added to the board.

After all ways have been identified the teacher needs to randomly assign partners. Students will create the ways people are paid with two advantages and two disadvantages of each with a partner along with two jobs/careers that are commonly paid this way.

After a reasonable amount of time usually 15 minutes the teacher will collect the assessments and then present the PowerPoint attachment **CM 8-2 Why do people work**. The students have to think and analyze each way that people are paid before being given the information. The information is provided to make sure that all groups fully understand the different ways people are paid and the positive and negative outcomes of each. The PowerPoint also provides an opportunity for students to realize that people need to consider more than just their pay check. They need to know about their values and what fringe benefits are provided by the company before selecting a position.

#### 5. Assessment Activity.

The teacher collects the partner papers where the students identified and listed the ways people are paid with two advantages and two disadvantages of each along with two samples jobs/careers for each area.

A multiple choice quiz is available for another type of assessment for money management. Use the attachments:

**CM 8-2 Money Management Quiz**

**CM 8-2 Money Management Quiz with answers**

The last money management activity will be the culminating activity for the entire unit. The students must manage their time to complete the culminating activity. They must manage their money in the culminating activity and if they put it off or procrastinate about producing the projects then they will be under more stress as the deadline approaches.

### • **LESSON 4: STRESS MANAGEMENT –1 DAY**

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSCM8-2- Students will develop management skills that lead to academic and career success.**

- a) Analyze the impact of stress and the importance of time and money management skills for academic, social, and career success.
- b) Analyze how specific life role changes (e.g. personal, leisure, community, learner, family, and work roles) would affect the attainment of career goals.

2. Review Essential Questions.

- What are my values and how will my values impact my career choices?
- What is stress management?
- How will effective decision making impact my future?
- What specific life roles will I have in the future?
- How will my decision making impact my future life roles?
- How have societal and technological changes affected work and you as an individual?
- What are my personal work satisfiers and dissatisfiers?
- What is stress and does everyone have stress?

- How can I handle stress?
- What do I really have control over?
- How can I analyze my stress management strategies to obtain personal and career goals?
- What will allow me visualize myself succeeding at the work place?
- What management characteristics make a productive and responsible worker?
- What are my personal lifestyle options?

3. Identify and review the unit vocabulary.

Activities	Goals	Productive workers
Adolescence	Influences	Prioritize
Choices	Life roles	Relationships
Decision Making	Mental	Stress
Emotional	Options	Stressful
Fix it	Physical	Stressor
Forget it	Problem solving	

4. The teacher will present the attached PowerPoint **CM 8-2 Stress Management Power Point**. There is also an oral pre-test in the PowerPoint. Discuss the word wall in the PowerPoint as vocabulary. After the PowerPoint the teacher will randomly assign partners. Each group of two will compile a list of ways to deal or cope with stress. The teacher needs to set the time limit at ten minutes for this group activity. That way they are under some stress themselves to compile the list with time restraints.

5. Assessment Activity.

The students will work with a partner to create a list of ways to deal or cope with stress in class. Use the attachment **CM 8-2 Peer Evaluations**. If time allows, some of these can be role played when presented to the class. The teacher will compile a complete list that is the combination of all group's presentation for the class. A completed list is attached (**CM 8-2 Stress – ways to cope**) as a sample for the teacher to use the first nine weeks.

The teacher needs to collect each group's list after they have presented it to the class for the assessment grade on stress management.

A multiple choice stress management quiz is available in the handouts for another type of assessment. Use the attachments:

- **CM 8-2 Stress management quiz**
- **CM 8-2 Stress management quiz with answers**

Note: For teacher use there is an additional attachment, **CM 8-2 Stress Fact Sheet**, which can be used to supplement this lesson.

• **ATTACHMENTS FOR LESSON PLANS**

**CM 8-2 Essential Questions**

**CM 8-2 Word wall**

**CM 8-2 Decision making - PowerPoint**

**CM 8-2 Time management handout**

**CM 8-2 Hourly Wage Pay Chart**

**CM 8-2 Time Management Percent Chart**

**CM 8-2 Time Management and Study Skills**

CM 8-2 Time Management Pie Chart  
CM 8-2 To do lists  
CM 8-2 To do list daily, weekly, monthly  
CM 8-2 Wasted Time Chart  
CM 8-2 Why do people work - PowerPoint  
CM 8-2 Money management quiz  
CM 8-2 Money management quiz with answers  
CM 8-2 Stress Management Power Point  
CM 8-2 Peer evaluations  
CM 8-2 Stress - ways to cope  
CM 8-2 Stress management quiz  
CM 8-2 Stress management quiz with answers  
CM 8-2 Stress Fact Sheet  
CM 8-2 Budget Project - PowerPoint  
CM 8-2 Budget Project  
CM 8-2 Stocking apartment project  
CM 8-2 Rubric - Budget Project  
CM 8-2 Budget Project-Culminating Math Problem  
CM 8-2 Budget Project-Math Inequalities  
CM 8-2 Jeopardy Review

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• **NOTES & REFLECTION:**

If funds are available install a time clock in the classroom for the eighth grade students to clock in every day as they arrive to class.

Additional References of this unit can be found at <http://fefe.arizona.edu>

FEFE -Family Economics and Financial Education has a complete unit for “Major Expenditures – Housing” “Major Expenditures – Transportation” “Major Expenditures – Food” “ Spending Plans & Savings” “ Electronic Banking” “ Financial Institutions” “Savings” “Paychecks and Spending” “Does Money Grow on Trees” that go along with this unit. It is a free site but the teacher has to register with them and they will confirm that you are an educator before allowing your access. This is a Great Resource! FEFE includes teacher instruction sheets with every handout, overhead transparency and PowerPoint for each of their units.



## CULMINATING PERFORMANCE TASK

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### **Culminating Unit Performance Task Title:**

Requires two class periods and one week as homework to complete these activities:

- Budget Project
- Stocking Apartment Project

### **Culminating Unit Performance Task Directions:**

The students need to be told earlier in the nine weeks to start collecting store ads or sales papers from local department, grocery, drug stores for these projects. The teacher might send out an email to the school faculty for them to bring in all of their recycle papers too.

The two projects are done at the same time since the same type of sale papers or store ads can be used in each of them. The budget is to see what life would be like if the student dropped out of school or got stuck in a low paying job. This will give the students a realistic view of the real world. Remind them that millions of people have to live like this in America today. The students will be making \$7.25 and \$7.50 per hour. The teacher is to go over the attachment **CM 8-2 Budget Project PowerPoint** with the class before assigning the projects. The teacher has already gone over the **CM 8-2 Why Do People Work PowerPoint** and introduced the ways people are paid along with why someone takes one job over another. These two money management activities are to be the culminating activities for the entire unit. The students must manage their time to complete these two activities. They must manage their money in the activity and if they put it off or procrastinate about producing the activities then they will be under more stress as the deadline approaches.

After the teacher has presented the PowerPoint on Budgeting then the students should be given the two handout attachments:

- **CM 8-2 Budget Project**
- **CM 8-2 Stocking Apartment Project**

The student should bring in the junk mail they have been collecting for a homework grade and be allowed to cut out the ads for the projects for an entire class period.

The students should be allowed to work on these projects for one class period during class so the teacher can answer any questions that come up. The student should be given one full week after the class day to complete the projects at home and turn them in for a grade. Let the students know that they can go to a store online and put the stocking apartment ads into a shopping cart and the shopping cart with total the items for them. The students then print the items in the cart and then close out of the site without buying the items. To grade this project use the attachment **CM 8-2 Rubric – Budget Project**.

### **Attachments for Culminating Performance Task:**

**CM 8-2 Budget Project**  
**CM 8-2 Budget Project - PowerPoint**  
**CM 8-2 Stocking apartment project**  
**CM 8-2 Rubric – Budget Project**

## UNIT RESOURCES

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### **Web Resources:**

<http://www.mindtools.com/index.html>  
[http://www.managementhelp.org/prsn\\_prd/prb\\_bsc.htm](http://www.managementhelp.org/prsn_prd/prb_bsc.htm)  
<http://www.virtualsalt.com/crebook5.htm>  
<http://www.scu.edu/ethics/practicing/decision/>  
<http://www.businessballs.com/problemsolving.htm>  
[www.wordle.net](http://www.wordle.net)  
<http://fefe.arizona.edu>  
[America's Career Resource Network \(ACRN\)](#)  
[GACollege411](#)  
[Georgia Department of Labor](#)  
[Occupation Supply and Demand](#)  
[Bureau of Statistics](#)  
[http://swz.salary.com/salarywizard/layouthtmls/swzl\\_salaryrangenarrow\\_20.html](http://swz.salary.com/salarywizard/layouthtmls/swzl_salaryrangenarrow_20.html)

<http://www.bls.gov/oco/oco1002.htm>  
[http://swz.salary.com/salarywizard/layouthtmls/swzl\\_salaryrangenarrow\\_20.html](http://swz.salary.com/salarywizard/layouthtmls/swzl_salaryrangenarrow_20.html)  
[Ga Jobs and Growth Projections](#)  
[Georgia New Emerging Industries](#)  
<http://www.careeroverview.com/professional-careers.html>  
<http://www.bls.gov/oco/oco1002.htm>  
[Ga Jobs and Growth Projections](#)  
[Georgia New Emerging Industries](#)  
<http://www.careeroverview.com/professional-careers.html>  
[Georgia New Emerging Industries](#)  
[www.homefair.com](http://www.homefair.com)  
[www.bankrate.com/brm/movecalc.asp](http://www.bankrate.com/brm/movecalc.asp)  
 Cost of living: [Compare prices in two cities - CNNMoney.com](#)  
 Cost of Living [Comparison](#)  
[Kiplinger's Complete City Rankings for 2009: See How Your City ...](#)

### Materials & Equipment:

Overhead projector and transparencies  
 Computer  
 Internet access  
 Note cards or card stock paper  
 PowerPoint Presentations  
 Calculators  
 Poster of word wall  
 Time Clock and time cards (optional)  
 Scissors  
 Glue  
 Glue sticks  
 Store ads / junk mail  
 Newspapers – for apartment and car ads

### What 21st Century Technology was used in this unit?

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input checked="" type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		