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| **Civics** | | | | | |
| **Social Studies Standards:**  SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy.  SS.8.FL.1.3 Explain that getting more education and learning new job skills can increase a person’s human capital and productivity.  SS.8.FL.1.4 Examine the fact that people with less education and fewer job skills tend to earn lower incomes than people with more education and greater job skills.  SS.8.FL.2.5 Discuss the fact that people may revise their budget based on unplanned expenses and changes in income. | | | | **Vocabulary:**  human capital; economics; education; skills; experience; training; careers; income; salary; requirements; business card; budget | |
| **Monday (“B”)** | | **Tuesday (“A”) / Wednesday (“B”)** | | **Thursday (“A”) / Friday (“B”)** | |
| **Essential Question:**  - What is human capital? | | **Essential Question:**  - What is human capital? | | **Essential Question:**  - Why is it important to have a budget? | |
| **H.O.T. Questions:**  - What is the correlation between education and income?  - How can a person increase their human capital? | | **H.O.T. Questions:**  - How can increasing your human capital help you to better get a job?  - How can you work toward a dream career? | | **H.O.T. Questions:**  - What are the necessary steps to create a budget?  - What unexpected events might create a need to revise your budget? | |
| **Bell Ringer:**  Ask students how they thought that their FSA/EOC testing went. Were they happy with their effort, or did they wish that they had studied more? Did they feel properly prepared? Why or why not? | | **Bell Ringer:**  What do you want to be when you grow up? (If you aren’t sure/don’t know, then pick something for now that interests you… you can always change it later!) | | **Bell Ringer:**  Do you have a budget? Does your household/family have a budget? What do you think are important elements of a budget? | |
| **Learner Outcome:**  Students will explore the concept of human capital. They will investigate the correlation between education and income, and they will analyze how increasing education and job skills will usually result in a higher income. | | **Learner Outcome:**  Students will connect their human capital (education, experience, skills, training) to different careers that they might wish to pursue. They will apply this concept by researching their dream careers and creating a plan for achieving this goal. | | **Learner Outcome:**  Students will explore the necessity of having a budget and the process involved in creating a S.M.A.R.T. budget. They will also come to understand that budgets often need revisions due to unplanned expenses and changes in income. | |
| **Whole Group:**  - Discuss student responses to the Bell Ringer and recap their experiences during FSA/EOC testing.  - Introduce the class to our final unit of the year: Being an Economically Responsible Citizen.  - Show a PowerPoint to students which contains slides about different employment scenarios. Ask students to pick which employee that they would rather hire.  - Explain to students that the term is referring to the assets you would present to an employer. Human capital consists of:  - Education  - Experience  - Proven Skills  - Training  Discuss how these are important to employers.  - Given the earlier scenarios, ask students to identify education, experience, skills, and training in the candidates that were presented to them.  - Ask students: Have you thought about what you might do after you graduate High School? How many of you plan to get a job and go straight to work right away? Go to a trade or training school to increase your job skills? Go to college? Discuss student responses.  - Ask students to choose a number from 1 to 5 and to type it in the meeting chat. Tell them that if they picked #1, they are representing someone who dropped out of high school; your median salary will be around $25,000. Number 2’s? You graduated High School and your median salary will be around $35,000. Number 3’s? You went to college, but didn’t finish or earn a degree; your median salary will be around $40,000. Number 4’s – You Graduated from college and earned a Bachelor’s Degree- your median income will be about $55,000. Number 5’s? You went to Graduate School after college and earned a Master’s Degree, your median income is about $91,000.  - Ask students what changed as the salary level increased (education level). Explain that as students increased their education level, their human capital increased which was reflected in their income.  - Distribute worksheet to students. Explain to students that they are to analyze and discuss the graphs on the handout on their own or in small groups. Then students should work on answering the questions that ask them to interpret the graphs and to draw conclusions from them.  **Evidence Based Writing: What are the defining characteristics of [...]? Use evidence to support your claim.**    Why is it important to receive an education? What might happen to your potential earnings if you did not complete an education? | | **Whole Group:**  - Discuss student responses to the Bell Ringer question.  - Recap the previous class and the concept of human capital. Show a PowerPoint to do this, and discuss with the class what they think education, experience, skills, and training mean. Come up with several examples of each together as a class.  - Tell the class that they are going to take their dream career that they listed in the Bell Ringer and research it to see what they might have to do – how they can increase their human capital – to achieve their dream job.  - Direct students to the assignment on Teams, and walk them through how to complete it. They will be researching their careers and may use a number of internet sites to do this; encourage them to use the U.S. Bureau of Labor Statistics government site at <https://www.bls.gov/k12/students/careers/career-exploration.htm> for the most accurate and up-to-date information.  - Students will fill out a handout that contains information about the salary for their dream job, the requirements, the education level, and the skills that they would need for this.  - Students will finish class by creating a poster or business card that would advertise them in their dream job. They should include skills that they would need for the job, as well as a job title, a slogan/catchphrase, and some sort of image or logo to represent their chosen career. Students may complete these in Word, PowerPoint, or by drawing them by hand (give students in-person index cards to do this, and let them know to bring markers or colored pencils beforehand). Print out or display the best business cards/posters around the room.  **Evidence Based Writing: Draw evidence from informational texts to support analysis, reflection, and research.**    What skills and education would you need for your dream career? | | **Whole Group:**  - Display PowerPoint titled “A Look at the Budget.” Go through slides 1-2, then ask students why they think it’s important to have a budget. Then display slide #3 and discuss their answers.  - Display slide # 4 and discuss the 6 phases of the budgeting process.  - Display slide 5 and work through the goal setting guidelines for budgeting:   * Be realistic * Be specific * Have a time frame * State the action to be taken   - Tell students that sometimes acronyms help us remember things. We are going to use the acronym S.M.A.R.T. to help us remember the components of a good budget. Display slide 6 and discuss:   * Specific - precise or exact * Measurable - something that can be measured * Attainable - capable of being accomplished * Realistic - something that is practical * Timely - goal that can be reached within a time frame   - Display slide #7 and show students how to enter income and expenses. Explain that by subtracting monthly expenses from monthly income, one can determine the amount of money saved each month.  - Distribute handouts which contain scenarios. Students may work together to complete the sample budgets. We will review and discuss the budgets once students have completed them. They may use their phones or computers in order to do the math.  - If students finish early, they may begin to brainstorm ideas about potential trip destinations for their upcoming final project. They may also work on any missing or make-up work for Civics for the 4th quarter.  **Evidence Based Writing: Why and how did [...] happen? Use evidence to support your answer.**    Why might a budget need to be revised? How might it be revised in that scenario? | |
| **Assessment:**  - The class discussion will give the teacher an opportunity to assess how well students have learned the lesson, with chances for immediate correction of any errors or deficiencies. The handouts will be collected as a classwork grade. | | **Assessment:**  The career worksheet and business card/poster will count as a grade and will give students the chance to apply what they have learned about human capital. | | **Assessment:**  - The class discussion will give the teacher an opportunity to assess how well students have learned the lesson, with chances for immediate correction of any errors or deficiencies. The handouts will be collected as a classwork grade. | |
| **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Finish any late work/missing assignments that you need to complete. | | **Home Learning:**  - Think about potential trip destinations for our vacation budgeting project. Come up with at least 3, with 1 being in Florida. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | **ESE/504 Strategies** | **Student Name** | **Gifted Strategies** |
| P1 – AC-3; AH-3; JH-3; JP-4; SS-1; ES-4; VV-4 | Technology  Demonstrations | P1 – AC-K; JD-F; JH-V;  EM-504; MP-G; AS-K/G;  JS-K; ES-F; MS-V/G | Provide positive reinforcement for following rules or directions  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P2 – CB-4; SC-4; MR-1; SV-4 | Technology  Demonstrations | P2 – CB-K/F; CT-504; JV-504; NW-K | Provide positive reinforcement for following rules or directions  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P5 – AE-4; CM-4; DR-4; JT-3; LY-3 | Technology  Demonstrations | P5 – AA-V; NA-V; GB-F;  AE-K; GH-504; CK-504;  CM-K; JR-V | Provide positive reinforcement for following rules or directions  Emphasize content rather than spelling in writing communication |  | Choose an item. |
| P8 – DB-3; CR-4; GR-4 | Technology  Demonstrations | P8 – EF-V/K; YP-K | Provide positive reinforcement for following rules or directions  Emphasize content rather than spelling in writing communication | P8 - SB | Research and Independent Study |