

CAREER PREPAREDNESS

Unit	Personal Decision Making	Time on Task: 180 minutes
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Course Content Standard(s)	<p>1. Demonstrate knowledge of a systematic approach to a decision-making process (specifically, opportunity costs and trade-offs), including factors regarding academic planning and career development, financial literacy, and technology. Example: decision-making process steps – define the problem, brainstorm, list alternatives, evaluate alternatives and identify consequences, propose a solution</p>
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College and Career Readiness Standards

(Teachers should select the appropriate grade span standard(s) as it pertains to reading and writing.)

Reading Standards for Literacy in Science and Technical Subjects 6-12 <u>or</u> Reading Standards for Literacy in History/Social Studies 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Standards for Mathematical Practice
4, 5, 7	1, 7	3

Learning Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of opportunity costs. 2. Demonstrate knowledge of trade-offs. 3. Demonstrate knowledge of a systematic approach to decision making.
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21st Century Competencies	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Communication <input type="checkbox"/> Collaboration <input type="checkbox"/> Creativity Source: Partnership for 21st Century Skills (www.p21.org/)
Essential Question(s)	<p>How can you determine the opportunity costs of a decision? How can you determine the trade-offs of a decision? What is the best way to solve a problem that doesn't have an obvious answer?</p>

Content Knowledge	Suggested Instructional Activities	Suggested Materials, Equipment, and Technology Resources
<p>I. Important Terms</p> <p>A. Opportunity Cost – the value of the benefits of the next best alternative that could have been chosen, but was not.</p> <p>B. Trade-offs – what you give up when you choose one alternative over another.</p> <p>C. Instant Gratification – An unwillingness to give up something now in return for something later.</p> <p>D. Delayed Gratification – A willingness to give up something now in return for something later.</p>	<p>Engage the students in to the concepts being discussed. Watch the six minute video “Ted Talk: Joachim de Posada: Don’t Eat the Marshmallow!”</p> <p>Point out the Marshmallow Study and define instant and delayed gratification.</p> <p>Class discussion: Discuss what obstacles people face when they make choices. You could either use examples related to spending money, or career and academic planning.</p> <p>Introduce the concept of opportunity cost to students by developing the following example in a large-group, interactive lecture-discussion: When your alarm went off, or your mother called you, what choice did you face this morning? Accept a variety of answers and list them on the board. Then, ask students to reduce the choice to the two best alternatives. Essentially, these are: to get up or not get up. <i>What are the opportunity cost of the choice you did not make?</i></p> <p>Determining the difference between opportunity cost and trade-offs: (Class discussion) Have students brainstorm possible activities for Friday night and place the answers on the board. Accept a wide variety of answers. (Going on a date, reading a novel, dinner with your family, watch TV, play video games, hang out with friends, etc.)</p> <p>When deciding what to do, students may only choose one activity. For example, if a student chooses to go on a date, then all the other possible choices are <i>trade-</i></p>	<p>Ted Talk: Joachim de Posada: Don't eat the marshmallow!</p> <p>EconEdLink: http://www.econedlink.org/lessons/index.php?lid=1057&type=educator</p>

	<p><i>offs.</i> To determine the opportunity cost, eliminate all other options except the top two choices (going on a date and ???). The choice <i>not</i> chosen is the opportunity cost.</p> <p>Allow students to develop a chart that depicts their options after graduating high school. The chart ideally will have 4 columns and 4 rows, although it could have additional rows for additional choices. (This can either be created on paper or by using Word Processing software). Across row 1 will be column headers (choice, benefits, tradeoffs, opportunity cost). In column 1, students will list their choices: (College, Work, Travel, Military, etc.). Each choice will be on a separate row.</p> <p>Once the choices have been made, students will fill in the table with benefits and tradeoff of each choice. Keep in mind that there can only be one opportunity cost for each choice, but there will be many trade-offs and benefits.</p>	
<p>II. Decision Making Process</p> <p>A. There are many versions of a decision making process. One version is the following:</p> <ol style="list-style-type: none"> 1) Define the problem 2) Brainstorm possible alternatives <ol style="list-style-type: none"> a. Develop alternatives b. Evaluate alternatives 3) Propose and defend a solution 	<p>Choose a scenario that reflects the values held by you and your students and apply a decision-making process. All students should easily understand the situation you choose. It could be the example described above (what to do on Friday night). With the situation you select, go through each step of the process in detail.</p> <p>Give a students a scenario to apply the decision making process. Ideally the scenario will relate to academic and career planning, financial literacy, or technology skill applications. This can be done either individually, with a partner, or in a group.</p> <p>Sample scenarios:</p>	<p>Handout that includes the scenario, as well as each step in the process. Students will fill in the handout during the discussion. This could also be achieved with an LCD projector or whiteboard.</p> <p>Handout of the scenario.</p>

	<p>Technology skill applications: After working all night on an important project, Allen gets ready to print, but his printer does not print the document. He comes to you for help. (See Content Standard 8)</p> <p>Financial literacy: Marina has been given \$10,000 as a graduation gift. She wants advice on what to do with her money. (See Content Standard 17)</p> <p>Career and academic planning: Danielle is having trouble deciding where to go to college. She can't make her mind up between a large state university, a small local private college, an elite college out of state or a local community college then transferring to a 4-year college or university.</p> <p>Suggested ways for students to demonstrate mastery:</p> <ul style="list-style-type: none"> • Present their scenario to the class • Use presentation software • Write a reflection of their scenario on paper • Type a reflection of their scenario into Moodle or Edmodo • Use a discussion forum on Moodle or Edmodo 	<p>Internet access or presentation software</p> <p>Internet access to use Moodle or Edmodo</p>
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Assessment of Learning	<p style="text-align: center;">Formative Assessments (AQTS 2.8)</p> <ul style="list-style-type: none"> • Observation • Questioning • Discussion • Graphic Organizer 	<p style="text-align: center;">Summative Assessments (AQTS 2.9)</p> <ul style="list-style-type: none"> • Performance (presentation of group's scenario)
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Sample Career Options	Financial Planner, Financial Advisor, Guidance Counselor
Online Experience	Does this lesson address the required online experience? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please indicate length of time in minutes. Click here to enter text.

Unit/Course CTSO Activity <i>(if applicable)</i>	The problem solving process is used by many Career and Technical Student Organizations presentation based competitive events. Prior to competitions, participants can practice solving problems.
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Culminating Product	Students could be given a more complicated and involved scenario. This process can be used throughout the course in a variety of content standards.
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Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Other:
