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| **P R O J E C T O V E R V I E W** |
| **Name of Project:** Mapping Out My Future | **Duration (days):** 13 | **Written For:** [x] Period Schedule [ ] Trimester [ ] Block Schedule [ ] Semester |
| **Subject/Course:** JAG | **Teacher(s):** Jones | **State:** SC | **Grade Level(s):** [x] 7/8 [ ] Alternative Ed. [ ] 9/10 [ ] Out of School [ ] 11/12 [ ] Any |
| **Other Subject Areas to be Included:** math |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | Students will map out their future lifestyle based on career and lifestyle goals. They will have to include a budget to ensure their selected career matches their desired lifestyle. |
| **Driving Question**What problems/questions will students be learning about? | Why is financial planning so important in reaching my future goals? |
| **Entry Event**How will you introduce the topic in an engaging way? | YouTube Video: <https://www.youtube.com/watch?v=ZP57Kn9eAAQ>Students will then play The Millionaire Game: <http://www.cefe.illinois.edu/tools/Financial%20Fitness%20for%20Life/The%20Millionaire%20Game.pdf> |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** Project | **Presentation Audience**[x] Class[ ] School[x] Community[ ] Experts[ ] Web[ ] Other: Click here to enter text. |
| **Individual:** Setting a career goal |

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| **P R O J E C T O V E R V I E W** |
| **Competency Attainment**What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):L11 K109 Express needs and wantsK11K110 Listen and contribute appropriately in a group situationL11K111 Use a method of time managementL11L112 Establish long-and short-term goalsL11L113 Demonstrate organizational skillsQ128 Develop a career or educational plan which reflects personal goals, interests & skillsQ129 Describe the future, including personal and career potentialQ130 Demonstrate understanding of social and cultural diversityQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resourcesR133 Demonstrate understanding of earning, spending and savingR134 Develop a budget**What competencies will be in progress during this project?** (Level 2):K10K109 Express needs and wantsK11K110 Listen and contribute appropriately in a group situationL11L112 Establish long-and short-term goalsL11L113 Demonstrate organizational skillsQ128 Develop a career or educational plan which reflects personal goals, interests & skillsQ129 Describe the future, including personal and career potentialQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resourcesR133 Demonstrate understanding of earning, spending and savingR134 Develop a budget**What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):K10K109 Express needs and wantsK11K110 Listen and contribute appropriately in a group situationL11L112 Establish long-and short-term goalsQ128 Develop a career or educational plan which reflects personal goals, interests & skillsQ129 Describe the future, including personal and career potentialQ131 Apply concepts related to living on their own in the ‘real world”R132 Access key local resourcesR133 Demonstrate understanding of earning, spending and savingR134 Develop a budget |
| **Formative Assessments** (Check all that apply or add your own)How will you assess student learning throughout the PBL? | [ ] Checklists | [ ] Notes | [x] Plans/Outlines/Prototypes |
| [ ] Concept Maps | [ ] Online Test/Exams | [ ] Quizzes/Tests |
| [x] Journal/Learning Log | [x] Practice Presentations | [x] Rough Drafts |
| [x] Other (see PBL Library for ideas): Gallery walk |
| **Summative Assessments**(Check all that apply or add your own)How will you assess student learning at the completion of the project? | [ ] Essay | [x] Oral Presentation w/Rubric | [x] Peer Evaluation |
| [ ] Multiple Choice/Short Answer Test | [ ] Written Final w/ Rubric | [x] Self-Evaluation |
| [ ] Other (see PBL Library for ideas): Click here to enter text. |
| **Reflection Methods**(Check all that apply or add your own)How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | [x] Journal/Learning Log | [ ] Fishbowl Discussion | [ ] Survey |
| [x] Whole-Class Discussion | [ ] Focus Group |  |
| [x] Other (see PBL Library for ides): Gallery walk |

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| **P R O J E C T O V E R V I E W** |
| **Career Association**How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?** [ ] Leadership[ ] Community Service[x] Career Prep[ ] Civic Awareness[x] Social Awareness[ ] Fundraising[ ] Other: Click here to enter text. | **What roles will your officers lead in planning?**Leadership: Assist with leading activitiesCommunity Service: Click here to enter text. Career Prep: Finding a guest speaker or class mentor Civic Awareness: Research tax laws Social Awareness: Finding a guest speaker or class mentorFundraising: Click here to enter text. Other: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Leadership: Assist with leading activities Community Service: Click here to enter text. Career Prep: To promote the use of Kuder Navigator and the resources it offers Civic Awareness: Click here to enter text. Social Awareness: welcoming and thanking speakers and mentors Fundraising: Click here to enter text. Other: Click here to enter text. |
| **Which Career Pathways will be incorporated into this PBL?** | **Which employers/businesses will you work with throughout this project?**Click here to enter text. |
| [ ] Agriculture, Food & Natural Resources[ ] Architecture &Construction[ ] Arts, A/V Technology &Communications[ ] Business Management &  Administration[x] Education & Training[x] Finance[ ] Government & Public Administration[ ] Health Sciences[ ] Hospitality & Tourism | [x] Human Services[ ] Information Technology[ ] Law, Public Safety, Corrections &  Security[ ] Manufacturing[ ] Marketing[ ] Science, Technology, Engineering &  Math[ ] Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy** How will you utilize employer connections to increase relevance? | **Circle One:**[ ] Meet and Greet[x] Classroom Presentation[x] Project Observation[ ] Skype/Webinar[ ] Mock Interview[ ] Other: Click here to enter text. | **Circle Two:**[ ] Service Learning[ ] Company Tour[x] Mentoring[ ] Co-Develop PBL/Scaffolding[x] Critique of Public Product [ ] Other: Click here to enter text. | **Circle 3:**[x] Job Shadow[ ] Limited Time Work Experience[ ] Pre-Apprenticeship[ ] Internship/Apprenticeship[ ] Summer Job[ ] Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** |
| **Scaffolding***\*this is a high level overview, details can be found in the Student Learning Guide*What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content? How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**(What do you need to do to prepare for the project to begin?)* Plan the project calendar
* Make copies of all project handouts or load to online Classroom
* Arrange for business partners to speak, mentor, and critique student projects

**Launching the Project:**(How will you SPARK their attention?)YouTube Video: <https://www.youtube.com/watch?v=ZP57Kn9eAAQ>Students will then play The Millionaire Game: <http://www.cefe.illinois.edu/tools/Financial%20Fitness%20for%20Life/The%20Millionaire%20Game.pdf>**Introduce the Mapping Out my Future PBL:**What will your life look like 15-20 years from now? Where will you live? What career will you have? What kind of car will you drive? Will you have a family?You will create a model of your future, producing it in any way you choose. You may work with a partner or in groups of 3. First, you will each decide on a career. What steps will you have to take to reach that desired career? Will you have college? Student loans? Together you will pick out a home, car, furniture, etc. and create a monthly budget. Use your combined incomes as a starting point and then list your bills. Don’t forget things like insurance, utilities, food, Internet, cable, phone, and student loan payments. Will you need more than 1 car for everyone to be able to get to work? Take everything into consideration. Back up your decisions in your budget with research.Include a reflection on the overall experience and your choices. Did you have to make adjustments? Did you and your partner(s) have to compromise and/or make sacrifices?**Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)Millionaire game, Kuder Navigator, creating a career goal, research, budgeting exercise, reading a paycheck, understanding insurance, calculating payments, peer feedback, Mapping Out my Future project, final reflection. |
| **Accommodations**What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**How will you provide opportunities for students to review their work and provide feedback for improvement?  | Students will have time for peer and instructor review, to include a gallery walk |
| **Resources**How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project?  | **WHO will you be incorporating?**[ ] School Staff[x] Business Professionals/Employers[ ] Community Leaders/Organizations[x] Technology [ ] Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**Business professionals will serve as guest speakers, mentors, and will critique students’ projects. Students will use technology to research the components of their project. They may also incorporate technology into their projects if they choose to. |

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| **S T U D E N T L E A R N I N G G U I D E** |
| **Project Title:** Mapping out my Future |
| **Driving Question:** Why is financial planning so important in reaching my future goals? |
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| **Description of Activity/Product**What will students, specialists, guests, etc. be doing during this portion? | **Learning Outcomes/Targets**What knowledge, understanding & success skills will students need to successfully complete this portion? |
| [x] Formative[ ] Final Product | Journal: If I had a million dollars… | I can envision a successful future |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | Kuder Navigator Career Assessments | I can choose a career based on my skills, interests, and aptitudes |
| [ ] Team[x] Individual |
| [x] Formative[ ] Final Product | Paystubs | I can learn how to read and understand a paystub |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Family budget activity | I can create a monthly budget. |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Gallery walk | I can provide constructive feedback |
| [x] Team[ ] Individual |
| [ ] Formative[x] Final Product | Mapping Out my Future Project | I can plan for my future based on my wants and needs |
| [x] Team[ ] Individual |
| [x] Formative[ ] Final Product | Final project reflection | I can self-evaluate to improve my work in the future |
| [ ] Team[x] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
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| **P R O J E C T C A L E N D A R** |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** |
| Show students the entry event video.Play The Millionaire GameJounral: If I had a million dollars…Introduce the PBL | Choosing a Career: Students will use the Kuder Navigator Career assessments to help them select a career to use as a basis for their project. | What is your income? Students will research their selected career to find out what their income will be and what training will be required to get that job. | Reading a paystub: **Anatomy of a paycheck video:** <https://bettermoneyhabits.bankofamerica.com/en/taxes-income/understanding-your-paycheck?bcen=8a6b>Have students work with a partner to complete Exercises 1-3 in Paystubs PDF.Students should then create their own paystub based on the salary for the career they selected. | Family Budget Activity Students will then stay in their groups to “buy” groceries for a week. They will use store sale flyers to buy enough food that will feed their family for a week but cannot spend more than $75Role Play: Put students in groups of three. They will create a skit focusing on the need to budget, to develop a balanced budget, and to stick to it.Have students complete a project plan |
| **P R O J E C T W E E K T W O** |
| Move: What Determines Your Insurance Premium? ActivityProject work time | On a large sheet of white paper, student groups will create an outline of their project for a gallery walk. Students will use sticky notes to provide feedback on the outlines by listing one thing they like about the project and one question they have or suggestion for improvement. | Students will add to their projects using loan calculators.Student loan: <http://www.finaid.org/calculators/loanpayments.phtml>Mortgage calculator: <https://www.mortgagecalculator.org/>Car payment calculator: <https://www.cars.com/car-loan-calculator/> | Invite a guest speaker to talk to students about personal finance and budgeting. Insurance would also be an excellent topic to enhance learning. | Teachers meet with individual groups today to provide feedback on their projects. Ensure they are not leaving anything out. |

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| **P R O J E C T W E E K T H R E E** |
| Ask students if they are finding out they have to make sacrifices when creating their future budget?Play the Needs and Wants Game.Allow students to reflectProvide project work time. | Invite mentors in to assist with final project revisions | Presentations, critiques, and final reflections | Click here to enter text. | Click here to enter text. |
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