



Get On The Grid!

HIGH SCHOOL LESSON PLAN OVERVIEW

Subjects: Economics; Career/Tech; STEM; other

Objective: The objective of this lesson is to provide students with knowledge about potential jobs and correlate that information with the reality of the selected jobs providing for students' basic needs and unlimited wants.

Social Studies Competencies and Objectives:

- ✓ 1. Understand that the nation's overall economy is characterized by the interaction of spending and production decisions.
 - a. Analyze the causes and effects of choices made by various sectors in the economy (e.g., households, businesses, and governments, etc.) in the production and distribution of resources. (DOK 3)
- ✓ 4. Understand that resources are limited and therefore choices must be made.
 - a. Explain why individuals and societies cannot have all the goods and services that they want and as a result, they make choices that involve costs and benefits. (DOK 2)
- ✓ 6. Understand the personal economic consequences of spending and investment decisions made by individuals, businesses, and governments.
 - b. Demonstrate why it is important to take responsibility for personal financial decisions. (DOK 3)

Trade, Technical & Engineering-Related Technology

According to the Mississippi Department of Education’s website, “the Trade and Technical Programs provide individuals with the academic and technical knowledge and skills they need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors.

These programs include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.” This lesson plan would definitely comply with the objectives set forth in this objective when taught in the Career/Technical and STEM classes currently being offered around the state.



Get On The Grid!

HIGH SCHOOL LESSON PLAN

Resources:

- ✓ Get On The Grid Website: www.getonthegridms.com
- ✓ Education and Career Budget Project
 - Optional: Use Career Comparison and Budget Worksheets if time is at a premium

Objective:

To introduce students to potential careers in the energy and advanced manufacturing fields. Students will be asked to pick two different career choices from the Choose Your Career section found on www.getonthegridms.com. Students will research their chosen fields and will answer a series of questions that will help determine which field may be right for them.

Optional:

- ✓ As a bonus option, students might use the Landing the Job 101 section and work through it as a simulation activity. Students should be grouped together and create a skit that will walk through the steps listed under the Landing the Job 101 section. Teachers and students should grade this activity to see what was done well and what could have been included to make it better.

- ✓ Once a career is chosen, students would be required to write an essay on why their chosen career is, in fact, the career for them. This option would reinforce the writing portion of the Common Core College and Career Readiness guidelines.
- ✓ Invite a local educational leader to class to discuss the different programs they offer and what tuition costs can be expected. If possible, plan a field trip for some firsthand knowledge and experience in the fields they are researching. Remember, they could be introduced to the job of their dreams, so this is an excellent option to keep in mind!
- ✓ Have students prepare for an interview with their chosen career. Students should prepare a list of questions the employer might ask as well as a list of questions they would like to ask the employer.

Lesson Plan:

1. Open up www.getonthegridms.com in class and familiarize students with the information it contains and where the information they need for the assignment is located. Teachers should familiarize themselves with the website in order to facilitate student knowledge and navigation of the information found on the website.
2. If you have the technology in class, then you may want students to work on their Education and Career Budget Project in class. If not, then you will need to assign as homework and allow for at least 1-2 weeks to complete the project depending on how much class time you will utilize.
3. Students will need to thoroughly work through the Education and Career Budget Project to make it the most effective possible resource for students to choose a potential job for their future.
4. Once students have completed the Education and Career Budget Project, it would be most helpful to discuss their findings in class. Though some career choices will overlap, it will be most beneficial for students to hear about all the potential career options that were chosen.

5. An extension of the Education and Career Budget Project would be to have students research the demand for their chosen career. To what extent are these jobs a viable option where the students currently reside? What industries are offering those jobs? Does this affect the starting pay? Would the students need to relocate in order to find a job in their chosen field where the chances for hiring are better?
6. Have students prepare for an interview with their chosen career. Students should prepare a list of questions the employer might ask as well as a list of questions they would like to ask the employer.

The Wrap Up:

1. Have students discuss what they have learned from the activity. What are their takeaways? Has this activity inspired them to consider a career that they haven't considered before?
2. End the lesson with what you hope students have learned and encourage them to follow through on the new knowledge they have gained regarding potential jobs and/or the budget activity.