



Developed with Ann F. Lamb, Ed.D.

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Time required: 2-3 class periods

Building financial literacy: Career exploration



Standards

CCSS.MATH. CONTENT.7.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. This estimate can be used as a check on the exact computation.

CCSS.MATH. CONTENT.7.EE.B.4.B

Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make and describe the solutions.

Materials list

- Career Expedition™ Board Game – Set of 5 ([WA23212](#))
- Financial literacy binders or notebooks
- Internet access

Objectives

Students will...

- Perform mental computations of income and expenses
- Solve real-life application word problems performing income and expense computations



Activity 1

1. Tell students to stand while you read the instructions for the Career Expedition™ Board Game.
2. Then, have each student participate in playing Career Expedition until they complete the game.



Activity 2

1. Have students explore their top 8–10 career choices from their personal interests on the U.S. Bureau of Labor Statistics site, including those they've recorded in their financial literacy binders, as well as their top career choices from the Career Expedition game.
2. Have students record their choices in their binders and include education requirements and income expectations in their notations.

Activity 3

1. Have students research high-demand locations for their top career choices and record them in their binders.
2. Then, have them find and notate the average monthly rent for a one-bedroom apartment, including documentation requirements and down payment costs.
3. Next, have students calculate their moving expenses from their current location to the location of their top career choice.

Extension

Have students each take two pieces of sketch paper and pencils. Tell them to sketch an image of their future self with their career goals written on the back side, the date they expect to achieve their goal, their estimated expenses, and their estimated income after achieving their goal.

Encourage creativity in the imagery of each student's future self. Tell each student it is their own personal reminder of the life-long goals their career can offer and encourage them to keep their drawings and reference them throughout their lifetime.

Tell students to periodically review their successes and add sticky note reminders of continuous progress so they can self-track. They should be proud of their success toward their career goals, and their ability to take into account expected income and expenses for their life past high school.