

8th Grade Unit of Study
Sample Curriculum “B”



NEW! 8th Grade Unit of Study Curriculum Options
(Developed October 2009)

Online Career/Interest Inventory Activity (can be combined with attached Career Research Project)

- COPS, Bridges, Kuder, etc. (online inventory site)
- Discuss results of inventories (what jobs might be right for you?)
- Research education/training requirements for occupations
- Research salaries for occupations
- Also see COIN through the Wyoming State Library—it's FREE!!

Career Research Project (can be combined with Online Career/Interest Inventory Activity above)

- See the following attachments for lesson/activity:
 - “Career Research Project” (Lesson Plan)
 - “Career Research Project Preliminary Outline”

Cost-of-Living Lesson

- See attached “Cost-of-Living Lesson”
 - This is a great activity for opening students’ eyes up about how much it costs to live on their own!

How Do I Pay for School? (Informational Narrative)

- See attached “How Do I Pay for School” document
 - Many students and families are put off by the cost of getting a college education, and therefore may not even consider attending college. This brief informational narrative teaches students about financial planning for college – starting NOW – and helping them see that a college education may not be as out-of-reach as they think.

Who is Stan Hathaway?

- See attached “Who is Stan Hathaway” document which features a couple of interesting articles explaining who he was.

Occupational Outlook Handbook Activity/Report

- See attached “Occupational Outlook Handbook Activity”
 - This FREE web site, www.bls.gov/oco, is full of information about hundreds of jobs!

Adult Interview

- Have the students interview an adult about his/her life after high school. Questions can include:
 - What were your goals after high school?
 - What steps did you take to achieve those goals?
 - Why did you choose the job/career you chose?
 - How many years of college did you have to complete to do your job?
 - What were some challenges you encountered while pursuing your career?
 - How did you handle those challenges?
 - Do you think you will ever go back to college? Why or why not?

Career Research Project & Presentation

This career project is designed to teach the researcher/writer and your audience something valuable about a chosen topic; in this case something about a career you are interested in investigating. The Career Project allows you to choose your topic, take an active role in your research, and provide a step-by-step record of your discovery process.

Because you want to learn all you can about your topic, you will use several different kinds of sources: you will use information you find in the library, you will find information Internet sources, and you will also interview at least one person who knows more than you about your topic.

Your Career project will consist of four distinct parts, all written from your personal perspective using the pronoun "I". Section I (What I Know) is part of the prewriting portion of your research project; it includes a guided preliminary outline. Section II (What I Discovered) is the research portion of your paper. And, Section III (The Search) is the reflection portion of your research paper. Section IV (Presentation) You must include a visual when you share and present your findings to the class.

As with all research project papers, following a form format is important. Your present must be:

1. **Typed or Printed**, double-spaced, on one side of the paper only.
2. **Include a Reference (Works Cited) page**
3. **Use a variety of research sources** Your Career Research Project requirements are a minimum of:

- a) Interview with an expert
- b) Text source (Internet excluded)

A Secondary Source can include

- Internet resource

In order to complete this project, it is important that you stay on task and complete your process work on time. **DON'T PANIC!** This project is divided into small assignments designed to keep you organized and on track. Below, note the tasks you must complete, the point values and the due dates.

Task	Max. Points	Due
1) Section I: What I Know (including preliminary outline)	<u>50</u>	_____
2) Section II & III: What I Discovered & The Search (draft 1)	<u>50</u>	_____
3) *Revision/Final Draft	<u>100</u>	_____
4) Works Cited Page	<u>25</u>	_____
5) Presentation/Visual	<u>100</u>	_____
Total Points Possible:	<u>325</u>	

*Revision/Final draft **MUST** include the following (20 points each):

- Career description
- Education/Training requirements
- Salary, benefits & advancement opportunities
- Conclusion/reflection (see Section III)
- Proper format (citations, spelling, grammar/usage, neatness, etc.)

Getting It Together

Although you are gathering your information in sections, **do not write your research paper in sections**. Instead, let your information flow into your paper to inform your audience about your topic. Write in paragraph form and use the pronoun "I". Just like other papers you have written, you'll need an introduction, body, and conclusion to this paper.

Section I What I Know

This section is guided by the questions: **What do I already know about my topic and what do I want to know about it? Write five questions about the career you want answered as you research your topic.** Before conducting any formal research, do a quick-write about what you already know, think and assume about your topic. Include personal perspective like why you are interested in this topic or experiences that lead you to want to investigate this topic.

When pulling your research project together, use the **Career Research Project Preliminary Outline** to organize your information.

Section II What I Discovered

This section is guided by the question: **What did I learn from my research?** It is the main body of your research project and contains all the information that you discovered from your primary and secondary sources. Information either quoted or paraphrased in this section must be correctly cited. Be careful NOT to [plagiarize](#) information; use it, but cite it.

When pulling your research project together, think of Section II as the body of information you have discovered and will share with the class.

Section III The Search

This section is guided by the questions: **How did I find my information? and What now?** It is always important to reflect on how you came to know what you know (that's how we become learners). The step-by-step process is important, but more important is what you think about what it is you learned.

Section IV The Presentation

This is the section where you share in a presentation what you learned with the class. A common type of presentation is a multimedia presentation using a program like PowerPoint. You may choose to use PowerPoint to create a slide show that highlights the most important information on your topic, or you may create some other **visual** to accompany your presentation.

Career Research Project Preliminary Outline

Name: _____ Date: _____

The career I am researching is _____

Rate Occupation (1=not interested through 10=very interested):

1 2 3 4 5 6 7 8 9 10

1. Description of the occupation:

a. The nature of work describes the task and duties a person is responsible for doing their job each day. Describe the nature of the work in your chosen career.

Source:

b. What is the physical setting of this occupation?

Source:

c. The working conditions refer to the type of schedule a person will have in a job. What are the working conditions like in the career you are researching?

Source:

d. What skills would someone need to possess to do this job? Skills include physical abilities, social skills, language fluency, organizational strengths, etc.

Source:

e. What are the starting and average salaries of employees in this career?

Source:

f. What would be the rewards of working at this job? Why would a person want to enter this field?

Source:

2. What type of education, training, and experience are necessary for this job? What high school subjects should a student be strong in if they were interested in this career?

Source:

Cost-of-Living Lesson

- A student has just entered his/her senior year and is thinking about what to do after high school: college? work? travel? relax?
- **Things to consider:**
 - Living options: at home (with parents) or on own (small apartment, house, or dormitories if in college)
 - Eating habits: restaurants/fast food/Starbucks, etc. OR eat from home
 - Transportation: own car, walk/bike, carpool, public transportation
 - Using credit: companies often offer credit cards to high school graduates, but they usually have very high interest fees
 - Extras/Entertainment: after paying for housing, utilities (including phone, cable & internet), gas & groceries, is there enough to have some fun too?
- The following lesson presumes that the high school graduate chose to move out on his/her own and work. Additionally, he/she has opted to buy his/her very first car. You will need paper and pencil (for items in yellow); **the teacher will dictate the following:**
 - Suppose you (the high school graduate) make \$1000 every two weeks (gross) from your new job. That means you earn \$12.50 per hour.
 - Now, reduce that amount by 20% for taxes, social security, Medicare, and other fees that will be taken away from your paycheck. You are left with \$800 every two weeks or \$1600 per month (net). **You (the teacher) may want to take this opportunity to discuss the difference between gross and net to make sure everyone is clear.**
 - Answer Y/N: Is this enough money to live on each month? Explain your answer, citing at least three reasons for your opinion.
 - Pretend you have found an apartment or small house to rent for \$500 per month. **Subtract that from \$1600: how much is left? (\$1100).**
 - Answer Y/N: Is there enough money left over to pay the rest of your bills? List all the bills you can think of that you will need to pay each month.
 - **Teacher:** after students have had time to do this, list the bills on the board together and discuss (i.e. electricity, phone, gas (for heat), water/sewer/garbage, cable (TV) & internet).
 - Suppose all of these utilities cost you approximately \$300 per month. **How much do you have left now? (\$800).**
 - Now to the car you bought: Your payment is \$200 and your insurance is \$80 each month. **How much is left for gasoline and groceries? (\$520).**
 - Plenty of money leftover right? But what about that credit card you signed up for and have been charging on? Oh, and the savings account you promised to put \$100 into each month? What happens if a major event occurs and you need a lot of cash to take care of it (i.e. your engine blows)? Will there be enough left over? (Remember you still haven't paid for gasoline and groceries this month).
 - Consider that right out of high school and with no formal training/education, you probably WON'T land a job making \$12.50/hour. Consider, also, that minimum wage is only \$6.55/hour. That means a person working a minimum wage job will only make about \$1048/month GROSS (before all the taxes are taken out). Yet the bills will all stay the same...the cost of living doesn't get cheaper just because you make less money.
 - A college student spends about 20-25 hours per week in school. **In your opinion, would you rather work 40 hours per week at minimum wage or spend 25 hours per week in a classroom? Why?**
 - A person who spends ten years at a minimum wage job could make \$10-11/hour by the end of ten years. **Based on the student who made \$12.50/hour, is that enough to live on? (Y/N)**

- A person who spends four years in school (1st Bachelor's degree) will make between \$45,000 and \$53,000 his/her first year out of college: that is between \$3750 and \$4400 each month!
- **Teacher:** point out that in addition to a Bachelor's degree, there are many options for high school graduates including certificate degrees that can take anywhere from 6 months to one year to complete; two-year degrees (Associates degrees); on-the-job training, etc. A student is not limited to the 4-year post-secondary education option.
- **Closing activity:** have students write about the path he/she plans to choose after high school, including the reason(s) for his/her choice. Finally, have them write down what they need to do NOW, during high school, and after graduation to make those plans happen.

How Do I Pay for School?

Did you know that you can start planning and saving for your college education now? Yes – even in junior high school! For example, there are activities you can involve yourself in now that will help make you eligible for scholarships later such as extra-curricular activities, community service, organizations outside of school such as 4-H or FFA. And, of course, the classes you take and the grades you earn will also help you get scholarships.

You can also develop a savings plan now to help cover the cost of a college in the future. Additionally, there are grants and loan programs available to help you finance your post-secondary education. The following is information that will help you start planning for your future NOW!

First, a bit of advice when getting ready to go to college:

- 1) Apply for lots of scholarships—even if you’re not sure you will get it. Apply anyway...what does it hurt? And you may be surprised to see how many you qualify for!
 - There are two main types of scholarships: merit-based and needs-based.
 - Merit-based means you earn a scholarship primarily on academic performance.
 - Needs-based means you earn a scholarship based on academic performance AND financial need.
 - Remember, with virtually any type of scholarship, extra-curricular activities both in and outside of school will boost your chances of getting a scholarship. It is also important to know that not every scholarship requires stellar grades. For example, there are quite a few scholarship programs that will award students with a GPA of 2.5.
- 2) Fill out the FAFSA (<http://www.fafsa.ed.gov>). It’s free, and filling it out doesn’t mean you HAVE to borrow money, but it may qualify you for grants or other financial aid money that you won’t have to pay back.

If you are not sure about how to apply for scholarships or how to fill out the FAFSA, ask your high school counselor for help.

Make sure you also check with the college you want to attend; they may have scholarship opportunities you are not aware of and they can also help you with the FAFSA. The best place to contact at the college is the Financial Aid office.

There is also a great web site, <http://www.collegeboard.com/student/pay/index.html>, which helps students and parents plan for college, including financial planning.

Once you are in college:

- Continue applying for scholarships and, if necessary, grants or financial aid. Colleges often have scholarships available through certain programs of study. For example, if you are a Criminal Justice major, that department usually has scholarships available specifically for students in that major.
- Colleges also offer work-study programs to help students off-set the cost of attendance. These are great because they offer flexible hours to work around a student’s class schedule, whereas a “regular” job outside of campus may not do that, which forces a student to choose between going to school or working.

Are scholarships and financial aid such as grants or loans the *only* way you can pay for college?

- Absolutely not. You can, and should if possible, start a savings plan for college. Start now while you still have a few years before paying that first tuition bill! So should you start stuffing money for college under your mattress or in your favorite piggy bank? Perhaps that is one way, but there are other ways too.

Things to consider when saving for college:

Time Is Money!! There are lots of ready-made savings vehicles that make saving for college easy. Here are some of the most popular choices:

➤ **State 529 College Savings Programs**

These programs allow you to save money for college through state-sponsored investment accounts.

- Earnings and withdrawals are federal tax-free.
- You can use the funds at any college or university, in any state.
- Funds are treated as parental assets—current financial aid formulas only count a maximum of 5.6% of parental assets when calculating a family's need figure.
- For more information, see <http://www.collegeboard.com/student/pay/add-it-up/8850.html>.

➤ **State 529 Prepaid Tuition Programs**

These programs allow you to lock into the tuition price being charged at the state's public universities in the year when you're enrolled in the program.

- Earnings are guaranteed by the state to match in-state public tuition inflation.
- Most programs allow accumulated funds to be transferred to private or out-of-state schools, but then require you to pay the difference between the prepaid tuition price and the current price of tuition at the out-of-state school.
- For more information, see <http://www.collegeboard.com/student/pay/add-it-up/8851.html>.

➤ **Roth IRA**

You may withdraw your contributions to a Roth IRA to pay for college expenses without having to pay either income tax or the ten percent early withdrawal penalty. Any investment earnings in your Roth IRA are also available for withdrawal without the ten percent penalty, but subject to regular income tax. You may withdraw investment earnings tax-free if you're over 59 1/2 and you've had your Roth IRA for at least five years.

Check it out!

➤ **Calculate your savings**

Use the online College Savings Calculator, http://apps.collegeboard.com/fincalc/college_savings.jsp, to see how your savings will grow over time.

Other options:

You can check with the college you plan to attend to see what kind of plans they offer when it comes to paying the bill. Some offer payment plans where you pay smaller amounts throughout the semester (i.e. once a month) instead of paying it all in one lump sum. Others offer a “locked-in” tuition program where your tuition costs are guaranteed to never increase while you’re pursuing your degree.

A final word:

As a review, start planning for college NOW. Check out multiple scholarship opportunities and apply for as many as you can – don’t forget to check out local scholarships from your community businesses too! Fill out the FAFSA, start a savings plan, and check out other financing options your college may offer. Finally, go to your high school counselor or contact the financial aid office for help. There are many, many resources out there that can help you finance your college education, and the return on the investment is well worth it!

Who is Stan Hathaway?

<http://www.uwyo.edu/hathaway/bio.asp>

Stanley K. Hathaway

In 1969, Governor Stan Hathaway pushed for the creation of Wyoming's first mineral severance tax, as well as a constitutional amendment creating the Permanent Mineral Trust Fund.



The Permanent Mineral Trust Fund required the legislature to impose a 1.5 percent tax on the extraction of minerals, the proceeds of which were deposited in the Trust Fund. The principal of the Trust Fund can never be spent. The Trust Fund balance is now more than \$2.25 billion. The income from the Trust goes into the State's general fund to pay for State operations.

The concept of the Permanent Mineral Trust Fund led the 2005 Wyoming Legislature to authorize the creation of a \$400 million permanent endowment that would fund scholarships for qualified Wyoming high school graduates to attend the University of Wyoming or any state community college. In recognition of Hathaway's contributions to higher education, the Fund was named the Hathaway Student Scholarship Endowment Account, and the scholarship program was named for him.

His tenure as Governor was marked by reorganization of state government and passage of environmental laws – the enactment of air and water quality standards, surface mining regulations, and the creation of the Department of Environmental Quality. Wyoming's economy was in the doldrums when he was elected governor, but Hathaway set in motion a number of initiatives which turned the economy around and saw it booming by the time he left office.

After retiring from the governor's office in 1975, Hathaway was nominated and served under President Gerald Ford as secretary of the U.S. Department of the Interior.

Stan Hathaway died in October 2005.

<http://www.madeinwyoming.net/profiles/hathaway.php>

Stan Hathaway - 'Wyoming's favorite son' **by Robin Beaver**



Heroes and great leaders rise from the most unexpected places.

The late Wyoming Gov. Stan Hathaway spent his earliest years living in a tent on a homestead near Torrington with his adoptive parents. Later, he and his family would live in a granary, until his father built a hay barn and a one-room house.

They didn't have indoor plumbing or electricity, but their riches included three milk cows, a flock of chickens, six hogs and a garden.

Cow chips, along with coal, kept the stove ablaze during the winter months.

"The Hathaways may have been poor, but Stan came from a loving home," said close friend Sally Vanderpoel, author of "Stan Hathaway: A Biography."

Following the war and college, he returned to Torrington in 1950 to start a law practice.

Hathaway's life was anything but easy.

For years after serving as a gunner in the Army Air Corps during World War II, he would relive the nightmares of those days in his dreams.

It was one of the "tragedies of all time," Vanderpoel said in a recent interview.

Hathaway's 401st Heavy Bombardment Group suffered a high casualty rate, and one of his missions ended in a crash-landing in France.

Another time, "planes were falling around him," added Vanderpoel. "A bomb got hung up in the bomb bay, and (his plane) couldn't land. Stan was selected to stand on the ledge of the bay and kick the bomb off into the English Channel. It was terrifying for the crewmembers."

Hathaway participated in 35 successful missions over France and Germany and was honored with numerous medals.

"None of us (was) born to be heroes," he once said of his years in the war. "We simply did what we had to do at the time, and God would take care of us whatever happened..."

These humble words exemplify the life and values of Wyoming's Republican governor from 1967-75.

'Sense of loyalty'

Hathaway always got things done, recalls Rep. Jim Hageman.

They were fishing on a narrow creek on Hageman's ranch once, and the fish wouldn't bite for anyone - except for Hathaway, who had them lined up on the bank.

"It was just like Stan -- he was a 'doer' all of his life," Hageman said.

Brent Kunz, Hathaway's longtime law partner, concurs.

When Hathaway first became governor, "there was no revenue. We were in the red, with no money to pay bills," Kunz recalls. "Stan came in and created the state's first mineral severance tax and then the Permanent Mineral Trust Fund.

Those funds later would help the state in times as now, where the state enjoys a \$2 billion surplus.

"There were no environmental laws, and he drafted the Environmental Quality Act. ... He was very dedicated," Kunz said, adding, "the seeds of which were learned on the homestead during the Depression."

"Selfless" is a word often used to describe Hathaway.

"Stan felt his country provided him many opportunities, and because he survived (the war), he had a duty to repay. He had a deep, significant sense of loyalty," explains Kunz.



'Favorite son'

During his 1970 inauguration, Hathaway said: "Our tenure is only temporary in time. We must develop our human and spiritual values as well as our material values. We must all work together to build a better Wyoming. ..."

Hathaway has been called "Wyoming's favorite son" not only because he was a loyal friend to many, but also because he cared deeply about Wyoming and its people.

Kunz believes Hathaway was successful politically and financially, but his philosophy was this: "Be true to yourself and to your values. Success isn't measured by material wealth or political office, but by the service you provide to family, friends and country."

Timeline:

- | | |
|---------|---|
| 1950 | Established law practice in Torrington |
| 1953-62 | Goshen County Attorney |
| 1967-75 | Governor, State of Wyoming |
| 1969 | Enacted Wyoming's first mineral severance tax |
| 1974 | Enacted constitutional amendment created Permanent Mineral Trust Fund |
| 1975 | U.S. Secretary of the Interior, Washington, D.C. (one month) |
| 1975 | Established law firm of Hathaway, Speight and Kunz in Cheyenne
Areas of Practice Emphasis: Administrative Law; Environmental and Natural Resource Law; Estate Planning and Probate; and Limited Civil Litigation |
| 2005 | Wyo. Legislature created Hathaway Student Scholarship Endowment Account |

Occupational Outlook Handbook Activity/Report

For hundreds of different types of jobs—such as teacher, lawyer, and nurse—the Occupational Outlook Handbook tells you:

- ✓ the training and education needed
- ✓ earnings
- ✓ expected job prospects
- ✓ what workers do on the job
- ✓ working conditions

In addition, the Handbook gives you job search tips, links to information about the job market in each State, and more.

Go to: <http://www.bls.gov/oco/>

1. Take a few minutes and browse around this web site. Take notice of how it is set up, the different links and the information on this page.
2. Find the box that says “Ways to use the Occupational Outlook Handbook site”
3. Think about a job that really interests you, for example *teaching*, and then search for it using one of the three methods listed in this box. For this example, I am going to click on the “T” for *teaching*.
4. Once you find the job you are looking for, a new page will give you information about the job (a description), training required, average salary earned and so on. For example, I am look at a page called “Teachers – Preschool, Kindergarten, Elementary, Middle, and Secondary”
5. Read through this page and record the following information in your notebook or journal:
 - a. The “Significant Points”
 - b. Five words or short phrases to describe the “Nature of the Work”
 - c. The type(s) of training it takes to do the job (i.e. a teacher needs at least 4 years of college and a teaching license)
 - d. Skim through the “Employment” & “Job Outlook” sections, and answer whether or not the job you researched is in high demand. The “Projections Data” matrix can help you figure this out.
 - e. Now look at the “Earnings” section. How much did people in this job typically make right out of training (the first year on the job)? What are the *ranges* in salary in the median, lowest and top percentages?
 - f. Finally, play around in the “Latest Wage Information” box. Click on the different links and see if you can find out how much someone in your chosen career would make in six different states. For example, I would look up how much middle school teachers would make in six different states. Write the name of the state and the salaries down in your notebook.

Your teacher may ask you to spend more time on this web site and prepare an actual report to share with your class. Keep detailed notes! And remember, you can click on the other links provided throughout this web site to help you find more information about the job you chose to research.

Hathaway 8th Grade Unit of Study Evaluation Form

School:

Contact Person:

Phone #:

Outline the format used for your delivery of this unit of study:

When was the unit presented in your school?

What modifications did you make to the unit of study that you would recommend to others?

Which parts of the unit were very useful or well received?

Which parts of the unit need additional resources?

Please share other suggestions or comments.