



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title **It's All in a Day! (M-2)**
Subject **Math**

Grade Level(s) **7**

SC Content Standard – Data Analysis and Probability Grades 6-8. Standard I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them. Expectation B. Select, create, and use appropriate graphical representations of data, including histograms, box plots, and scatterplots. I-B.2 (7). Construct circle graphs and interpret the meaning.

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM2. Use a process of decision as one component of career development.

Indicator CM2.K5. Recognize that your personal priorities, culture, beliefs, and work values can affect your decision-making.

Career Development Objectives

1. Students will demonstrate an understanding of how to create a circle graph and interpret the meaning.
2. Students will demonstrate an understanding that how they decide to spend their time reflects their priorities.
3. Students will recognize that time management is an important life and employability skill.

Assessment

1. Students will create a circle graph that displays how they spend the 24 hours of a typical weekday.
2. Students will explain the relationship between how they spend their time and their priorities.
3. Students will identify time management as an important life and employability skill (observation of participation in class discussion).

Preparation

- Prior Learning—Unit on graphing
- Handouts/Worksheets—*It's All in a Day* worksheet
- Resources/Materials—writing materials, compasses, protractors
- Time Required—1- 2 class periods

Procedures

Part One

- In this activity, students will analyze how their time is spent a typical weekday and a Saturday and they will create a circle graph to display the data. They will explore decisions about priorities as they are reflected in the graphs.
- Review with students the procedures for displaying data in a circle graph.
- Give students a copy of the *It's All in a Day!* worksheet and briefly discuss it with them.
- Tell students to complete the worksheet and create the two circle graphs.

Part Two — Career Development Connections

- Begin by reviewing the concept that we all have different priorities and values. Our priorities are often reflected in the decisions we make (like how we spend our time) and they impact on future decisions.
- Have students share their graphs and explain the information on the graph. Do students feel that the graphs accurately represent their priorities right now? If the world could be any way they wanted, what changes might they make in how they spend their time? How might your choices about how you spend your time change 10 years from now? What impact will working and having other adult responsibilities make?
- Introduce the term “time management” and discuss it as an important life and employability skill. Have students give an example of when they didn’t manage their time well. What were the consequences? Have the students review their graphs again and determine if they should make some changes to better manage their time.
- Optional: have students use their graphs as an artifact for their career portfolios.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communications skills.

Competency 2.1. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve career goals.

Key Employability Skills

Thinking Skills—Critical thinking

Information Management—Acquires, interprets, and communicates information

* Adapted from *Career Development Tool Kit Grades 6-8*, Linda Kobylarz & Associates, 2000. Used with permission.

It's All in a Day!

Name_____

Date_____

Part 1

Directions: Estimate how many hours you spend on a typical weekday doing the activities listed below. Your estimates should add up to 24 hours. Then convert the hours into percentages. Complete the chart.

Time Estimates - Weekday

Activity	Estimated Hours	Percent of Day
Sleeping		
Attending School		
Studying/Homework		
Helping Out at Home		
Working at a Paying Job		
With Friends		
With Family		
Alone		
TV/Computer Games		
Eating, Personal Hygiene		
Other		

Part 2

Directions: Draw a circle graph below that displays how you spend your time on a typical weekday. Be sure to label your graph.

Part 3

Directions: Answer the questions below.

1. How does your graph reflect your priorities regarding school, friends, family, and your future?

2. How would your graph be different if you were displaying information about how you spend your time on a Saturday?

3. Are you managing your time well? _____ Yes _____ No
Explain.