FOUNDATION SKILLS

PATHWAY: All Pathways

COURSE: All CTAE Courses

UNIT: Budgeting

INTRODUCTION

Annotation: Briefly describe the unit topics, tasks, methods, etc.

In this unit students will learn about the importance of budgeting. Students will complete an activity in which they will create a budget for college.

Grade(s):

X	9th
X	10th
X	11th
X	12th

Time: Two 50 minute periods.

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Additional Author(s):

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

GPS Academic Standards:

National / Local Standards / Industry / ISTE:

ESS01.03: Demonstrate mathematics knowledge and skills required to pursue the full range of post-secondary education and career opportunities.

UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will learn the importance of creating and following a budget.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is a budget necessary for planning ahead?
- Why is a budget not always exact?
- What steps are necessary in creating a budget?

Knowledge from this Unit: Factual information.

- Students will relate costs to income.
- Students will describe specific costs that relate to the assessment activity.

Skills from this Unit: Performance.

- Students will develop a budget for college.
- Students will calculate how much income will be left over for leisure activities or savings after covering costs.

✅ ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

	Pre-test
	Objective assessment - multiple-choice, true- false, etc.
	__ Quizzes/Tests
	__ Unit test
	Group project
	Individual project
	Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
	__ Self-check rubrics
	__ Self-check during writing/planning process
	__ Journal reflections on concepts, personal experiences and impact on one's life
	__ Reflect on evaluations of work from teachers, business partners, and competition judges
	__ Academic prompts
	__ Practice quizzes/tests
	Subjective assessment/Informal observations
	__ Essay tests
	__ Observe students working with partners
	__ Observe students role playing
	Peer-assessment
	__ Peer editing & commentary of products/projects/presentations using rubrics
	__ Peer editing and/or critiquing
	Dialogue and Discussion
	__ Student/teacher conferences
	__ Partner and small group discussions
	__ Whole group discussions
	__ Interaction with/feedback from community members/speakers and business partners
	Constructed Responses
	__ Chart good reading/writing/listening/speaking habits
	__ Application of skills to real-life situations/scenarios
	Post-test

Assessment(s) Title:

Assessment(s) Description/Directions:

Attachments for Assessment(s): Please list.

LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

2. Review Essential Questions.

- Why is a budget necessary for planning ahead?
- Why is a budget not always exact?
- What steps are necessary in creating a budget?

3. Identify and review the unit vocabulary.

Budget

4. Lesson

5. Performance Task

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.
Instead of giving students given costs, you can allow students with Internet access to find tuition costs of colleges they are interested in attending in the future. Have students look up various scholarships and the amount given to students per semester as well as the average cost of apartments near their chosen college. If students are able to find average utility costs, allow them to use these values as well. If not available, students may used the given utility costs.

By allowing students to look up specific colleges, you will have many different variations. Feel free to make this activity as much fun as possible. One way to add interest is to assign each student different jobs, with varying pay rates and have them attempt to fit their budget to their income.

CULMINATING PERFORMANCE TASK (Optional)

Culminating Unit Performance Task Title: Creating a Budget

Culminating Unit Performance Task Description/Directions/Differentiated Instruction:

1. Explain to the students the importance of budgets.

2. Allow students to research the costs of college.

3. All students should prepare a spreadsheet with costs and totals. (Examples of spreadsheets for both college and car purchase are available as attachments.)

4. Students may complete one or both of the assignments at the teacher's discretion. The following should be completed for each budget.

STEPS FOR COLLEGE BUDGET:

Read or create handouts with the following scenario to get students started. After reading the scenario, students should use Microsoft Excel or another computer spreadsheet program to create a spreadsheet that they will later turn in to the instructor.

You are preparing to attend college and you must plan a budget for your money while attending college. You already have a job that pays $8 per hour. During school, you will be able to work 30 hours per week.

> *1. What is your monthly income?*

> *2. What is your total semester income?*

Your college tuition costs $3,000 each semester, and books cost $275 per semester. Luckily, you had earned a scholarship which pays $2,600 of your tuition each semester and pays for $275 worth of books each semester.

> *3. How much is tuition for four years of college?*

> *4. How much are book fees for four years of college?*

> *5. How much are tuition and book fees each semester after the scholarship?*

> *6. How much are tuition and book fees after the scholarship for all four years of college?*

Any excess tuition or book fees not paid by the scholarship can be paid over the course of the semester. However, it must be paid off by the end of each semester, which is four months long.

> *7. How much are monthly payments towards tuition and fees? Note: Tuition and fees must be paid before the next semester begins.*

> *8. How much income do you have left after paying monthly towards your tuition and fees?*

While attending college, you rent an apartment, which costs $600 per month, plus utilities. Your utilities include internet, cable TV, water, and electricity and cost $130 per month.

> *9. How much income do you have left after paying rent and utilities?*

Attachments for Culminating Performance Task: Please list.

Spreadsheet Template

Example Spreadsheet - Teacher

UNIT RESOURCES

Web Resources:

Web sites that list college expenses.

Attachment(s):

Materials & Equipment:

Microsoft Excel

What 21st Century Technology was used in this unit:

☐ Slide Show Software	☐ Graphing Software	☐ Audio File(s)
☐ Interactive Whiteboard	X Calculator	☐ Graphic Organizer
☐ Student Response System	☐ Desktop Publishing	☐ Image File(s)
☐ Web Design Software	☐ Blog	☐ Video
☐ Animation Software	☐ Wiki	☐ Electronic Game or Puzzle Maker
☐ Email	X Website	