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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Career Development |
| **Course Name** | Applied Mathematics for Technical Professionals |
| **Lesson/Unit Title** | Creating a Lifestyle Budget |
| **TEKS Student Expectations** | **127.13. (c) Knowledge and Skills**  (5) The student uses mathematical processes with graphical and numerical techniques to study patterns and analyze data related to finance. The student is expected to:  (A) use rates and linear functions to solve problems involving finance and budgeting, including compensations and deductions |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Create a budget based on their projected lifestyle profiles |
| **Rationale** | In the previous lesson each of you developed a personal lifestyle profile and a personal lifestyle timeline.  Today we will be exploring the financial responsibility that comes with each lifestyle. You will develop a working budget based on your projected lifestyle. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Budget:** The total sum of money set aside or needed for a purpose  **Deductions:** To take away, as from a sum or amount  **Gross Pay:** The total amount of pay before deductions are taken  **Mortgage:** A deed for property as security for the repayment of money borrowed (Owner responsible for all repairs)  **Net Pay:** The pay you take home after deductions  **Overtime Pay:** Pay you get for working time before or after one’s regularly schedule working hours. Extra working time  **Rent:** a payment made by a tenant for use of land, a building, an apartment, office, or property (Owner of property is responsible for any repairs)  **Savings:** Sums of money put away for a later date  **Workforce:** The total number of workers in a specific workplace |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with Internet access for multimedia presentations (be sure to follow school district guidelines)   **Materials:**   * Extra erasers * Extra pencils * Extra copies of the My Lifestyle Monthly Budgeting sheet * Set of calculators (ask Math Department for a classroom set) * Copies for handouts   **PowerPoint:**   * Creating My Lifestyle Budget   **Graphic Organizers:**   * KWL Chart – Budgeting for My Future Lifestyle * Lifestyle Monthly Budget   **Handouts:**   * Word Cloud – Lifestyle Budget |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Before class begins:**  Shake each student’s hand and greet them as they enter the classroom.   Instruct students to retrieve the following:My Future Projections My Lifestyle Profile My Lifestyle Timeline  Inform students that in this they will see how much it will COST to live the lifestyle they have projected for themselves. Allow time for questions and comments.  If time permits, allow students to personalize their Word Cloud – Budget and place in their class folder/binder as a cover sheet for any other documents related to this lesson this lesson. |
| **Direct Instruction \*** | Teacher Note: A more detailed lesson on BUDGETING is available. The specific purpose of this lesson is to create awareness of what items and services cost.  Introduce lesson objectives, terms, and definitions.  Distribute Note taking – Lifestyle Budget. Instruct student to pay close attention and take notes on the upcoming slide presentation.  Introduce the PowerPoint Create a Lifestyle Budgeting. Discuss the content of each slide and allow for student questions comments, personal stories, and concerns.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PowerPoint presentation notes |
| **Guided Practice \*** | Introduce students to the Texas Reality Check Activity located at <http://www.texasrealitycheck.com/.> This activity will help students make a connection between their projected lifestyle and the career they select.  You may choose to walk the students through the activity as YOU navigate the site and allow them to take the reality check independently later in the course.  See Labor Market Career Information, Unit 1: World of Work for a complete Texas Reality Check lesson. <http://www.lmci.state.tx.us/news/Career_Orientation/Unit_1.pdf>  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PowerPoint presentation notes |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Distribute the Lifestyle Monthly Budget sheet, calculators, pencils, and erasers.  Scenario: You are 25 years old, living your dream life. Complete the Lifestyle Monthly Budget sheet for one month of this lifestyle.  As a class, review and discuss each line item on the sheet. so that the students are reminded how his/her money will be spent each month. This lesson will be an eye opener for many students that are unfamiliar with the concept of budgeting.  Once students have a total, explain that this total will need to be multiplied by 12 to establish their yearly gross needed to maintain this lifestyle, not including deductions for tax and social security purposes.  Refrain from correcting student estimated amounts. This budget will be reviewed and revised as students learn various careers and actual salaries.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking for understanding * providing student with a copy of PowerPoint presentation notes |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  The students are now aware of the reality of what kind of bills they will be responsible for at the age of 25. Allow students to share with the class what they discovered while doing this monthly budget sheet. Did the students experience any frustrations while doing this assignment? Discuss those frustrations to prepare them for the next lessons. |
| **Summative/End of Lesson Assessment \*** | Students will prepare a 90 second speech entitled What I learned from completing my projected lifestyle budget. Students will present the class with their Monthly Budget and reflect on what they learned. by completing this assignment.  Word cloud, monthly budget project and speech outline may be placed in Career Portfolio. |
| **References/Resources/**  **Teacher Preparation** | **Book:**   * Aric Bostick\_ I Rock Living My Dreams\_ A Success System. St. Louis, Missouri: United States. 2009 * Mindy Bingham and Sandy Stryker. \_ Career Choices: A Guide for Teens and Young Adults. Third Edition. United States, 2003 Print * M.B. Flippen.Teen *Leadership* Developing Leaders for the Future\_ College Station, Texas. United States, 2001 Print   **Websites:**   * Labor Market Career Information Career Portals Lesson Plans<http://www.lmci.state.tx.us/news/lesson_plans.asp> * Career Clusters Learning that Works for America [http://wwwcareertech.org.](https://careertech.org/) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * Add terms and definitions to personal dictionary * Utilize four corners vocabulary/word wall activity |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | * Read Local Newspaper to get articles related to topic of the day. * Collect used magazines to have on hand so students can use them for articles related to Jobs and Careers. |
| **Quotes** | Make decisions from the heart and use your head to make it work. **~Sir Girad**  If you don’t see yourself as a winner, then you cannot perform as a winner. **~Zig Zigllar**  The best way to predict the future is to create it. **~Abraham Lincoln** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * If I won $1,000 dollars today I would\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * When I think of being able to live comfortably, I think of\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Budgets are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Communication**  **90 Second Speech Topics** | * See Independent Practice of this lesson. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | Divide students into subgroups of three or four. Provide instructions for creating a six-door graphic organizer that includes ways to save money on household bills. Share with the other classes.  Six Door Graphic Organizer Instructions<http://youtu.be/zSHi7QHZLRc> |
| **Family/Community Connection** | * Compile the information from the 3 D graphic organizers (see Enrichment Activity) and have students develop a slide presentation on ways to save on household expenses. Share slide presentation with the faculty and staff and/or parents at a school event. * Encourage students to share what they have learned about budgeting with their family. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org/> |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.servicelearning.org> |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)