Consumer Math CP Unit 5: Budgeting Money

Unit #:	APSDO-00020125	Duration:	4.0 Week(s)	Date(s):	

Team:
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Grades:
11, 12
Subjects:
Mathematics

Unit Focus

In this unit, students will create a budget that incorporates expenditures from housing, transportation, utilities, food, savings, and cell phone. Students will compare cost of housing with and without roommates. Students will calculate transportation cost using public and private transportation. Students will compare eating at home versus eating out. Students will compare various cell phone and communication bundles. Summative assessments may include projects, labs and tests.

Stage 1: Desired Results - Key Understandings

Established Goals

Common Core
Mathematics: 12

- Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
  CCSS.MATH.CONTENT.HSA.CED.A.1
- Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
  CCSS.MATH.CONTENT.HSN.Q.A.1

Transfer

T1 (T50) Based on an understanding of any problem, initiate a plan, execute it and evaluate the reasonableness of the solution.
T2 (T53) Articulate how mathematical concepts relate to one another in the context of a problem or in the theoretical sense.
T3 (T51) Examine alternate methods to accurately and efficiently solve problems.
T4 (T52) Use appropriate tools strategically to deepen understanding of mathematical concepts.
T5 (T14) Perform operations within the real and complex number system.

Meaning

Understandings	Essential Questions
U1 (U530) Every problem belongs to a category of problems that has a similar structure and set of characteristics; which	**Q1** (Q530) Is this problem similar to a problem I have solved before? **Q2** (Q540) What tool(s) is appropriate for use

• Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. *CCSS.MATH.CONTENT.HSA.CED.A.2* • Define appropriate quantities for the purpose of descriptive modeling. *CCSS.MATH.CONTENT.HSN.Q.A.2* • Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. *CCSS.MATH.CONTENT.HSA.REI.B.3* • Model with mathematics. *CCSS.MATH.MP.4* • Use appropriate tools strategically. *CCSS.MATH.MP.5*	means it can be solved using a similar model. **U2** (U540) The choice of a mathematical tool depends upon the information you have and the information you want. **U3** (U104) Mathematics is a universal language that uses assumed and logical statements to describe the world.	with this model? **Q3** (Q102) What rule do I know OR what pattern can I recognize to help me make a prediction/solve this problem?

Acquisition of Knowledge and Skill	
Knowledge	**Skills**
	S1 Calculate specific expenditures for transportation (car payment, insurance, and gas costs) **S2** Calculate expenditures for heat and electricity **S3** Create a budget for grocery shopping within their weekly means **S4** Calculate appropriate expenditures for cable, internet, and cell phone monthly bills **S5** Find applications that relate to budgeting **S6** Writing checks **S7** Balance a checkbook (online and as a spreadsheet)

Stage 3: Learning Plan

Coding	Code	Description of Learning Activity