

Unit #1 Personal Decision Making

Content Area: **Math**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

| <u>State Mandated Topics Addressed in this Unit</u> | |
|---|-----|
| N/A | N/A |

Personal Decision Making

Learning Objectives

- Objective 1 - Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients.
- Objective 2 - 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.
- Objective 3 - Consumer decisions are influenced by the price of products or services, the price of alternatives, the consumer's budget and preferences, and potential impact on the environment, society, and economy.
- Objective 4 - When purchasing a good that is expected to be used for a long time, consumers consider the product's durability, maintenance costs, and various product features.
- Objective 5 - Consumers may be influenced by how prices of goods and services are advertised, and whether prices are fixed or negotiable.
- Objective 6 - Having an organized system for keeping track of spending, saving, and investing makes it easier to make financial decisions.
- Objective 7 - Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
- Objective 8 - Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

Essential Skills

- Essential Skill 1 - Interpret parts of expressions including terms, factors, and coefficients.
- Essential Skill 10 - List different ways retailers advertise the prices of their products.
- Essential Skill 11 - Describe how inflation affects purchase decisions and the price of goods and services.

- Essential Skill 12 - Summarize how negotiation affects consumer decisions and the price of goods and services.
- Essential Skill 13 - Explain how having a system for financial record-keeping can make it easier to make financial decisions.
- Essential Skill 14 - Develop a system for keeping track of spending, saving, and investing.
- Essential Skill 15 - Research financial technology options for financial record-keeping.
- Essential Skill 2 - Interpret expressions in terms of context.
- Essential Skill 3 - Create and solve equations.
- Essential Skill 4 - Create and solve inequalities.
- Essential Skill 5 - Select a product or service and describe the various factors that may influence a consumer's purchase decision.
- Essential Skill 6 - Describe a process for making an informed consumer decision.
- Essential Skill 7 - List the positive and negative effects of a recent consumer decision on the environment, society, and the economy.
- Essential Skill 8 - Explain the factors to evaluate when buying a durable good.
- Essential Skill 9 - Analyze the cost and features of three competing products or services.

Standards

| | |
|-----------------------|---|
| MATH.9-12.A.CED.A.1 | 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. |
| MATH.9-12.A.SSE.A.1 | Interpret expressions that represent a quantity in terms of its context. |
| MATH.9-12.A.SSE.A.1.a | Interpret parts of an expression, such as terms, factors, and coefficients. |
| PFL.9.1.12.FP.4 | Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making. |
| PFL.9.1.12.FP.6 | Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice. |

Instructional Tasks/Activities

- <http://financeintheclassroom.org/teacher/standard1.shtml>
- <http://senseanddollars.thinkport.org/>
- https://docs.education.gov.au/system/files/doc/other/thinking_wisely_-_decision_making_wheel_0.pdf

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay

- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher Observation
- Test
- Verbal Assessment
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating

- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- <https://www.ixl.com>
- <https://www.khanacademy.org/>