

# Unit #2 Earning and Reporting Income

Content Area: **Math**  
Course(s):  
Time Period:  
Length: **4 weeks**  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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

## Earning and Reporting Income

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### Learning Objectives

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- 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 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- Objective 4 - Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
- Objective 5 - Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.
- Objective 6 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- Objective 7 - Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- Objective 8 - Identify transferable skills in career choices and design alternative career plans based on those skills.
- Objective 9 - Assess and modify a personal plan to support current interests and postsecondary plans.

### Essential Skills

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- Essential Skill 1 - Interpret parts of expressions including terms, factors, and coefficients.
- Essential Skill 10 - Identify extraneous solutions.

- Essential Skill 11 - Represent solutions of equations, inequalities, and systems to real-world applications.
- Essential Skill 12 - Interpret solutions as viable based on the constraints of the application. Example: cannot have negative time.
- Essential Skill 13 - Differentiate between earned and unearned income.
- Essential Skill 14 - Identify sources of unearned income (e.g. transfer payments and gifts).
- Essential Skill 15 - Analyze how career choice, education, and skills affect income and goal attainment.
- Essential Skill 16 - Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities.
- Essential Skill 17 - Identify various ways people earn a living.
- Essential Skill 18 - Distinguish between income and wealth.
- Essential Skill 19 - Calculate Net Pay
- Essential Skill 2 - Interpret expressions in terms of context.
- Essential Skill 20 - Explain the effect on take-home pay of changing allowances claimed on an "Employees' Withholding Allowance Certificate" (IRS Form W-4).
- Essential Skill 21 - Discuss how personal choices concerning human capital (experiences, technology, educational/training, and other factors) influence income.
- Essential Skill 22 - Analyze and prepare a federal and state income tax return.
- Essential Skill 23 - Compare and contrast compensation packages that include varying levels of wages and benefits.
- Essential Skill 3 - Create and solve equations.
- Essential Skill 4 - Create and solve inequalities.
- Essential Skill 5 - Create an equation that represents relationships between quantities.
- Essential Skill 6 - Graph equations on axes with labels and scales.
- Essential Skill 7 - Explain the steps to solving an equation.
- Essential Skill 8 - Construct a viable argument to justify a solution method.
- Essential Skill 9 - Solve simple rational and radical equations.

## Standards

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|-----------------------|---|
| 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.CED.A.2   | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.   |
| MATH.9-12.A.CED.A.3   | Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.  |
| MATH.9-12.A.REI.A.1   | Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. |
| MATH.9-12.A.REI.A.2   | Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.  |
| MATH.9-12.A.SSE.A.1.a | Interpret parts of an expression, such as terms, factors, and coefficients.   |

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|-------------------|---|
| WRK.9.2.12.CAP.5  | Assess and modify a personal plan to support current interests and post-secondary plans.  |
| WRK.9.2.12.CAP.6  | Identify transferable skills in career choices and design alternative career plans based on those skills.   |
| WRK.9.2.12.CAP.14 | Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income. |

## **Instructional Tasks/Activities**

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- <http://financeintheclassroom.org/teacher/standard2.shtml>
- [http://pbskids.org/itsmylife/games/mad\\_money\\_flash.html](http://pbskids.org/itsmylife/games/mad_money_flash.html)
- [https://www.practicalmoneyskills.com/teach/lesson\\_plans/grades\\_9\\_12](https://www.practicalmoneyskills.com/teach/lesson_plans/grades_9_12)

## **Assessment Procedure**

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- 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**

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- Appropriate Content Specific Online Resource
- Chromebook
- Gimkit
- GoGuardian

- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quizizz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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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**

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

## **Instruction/Materials**

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- 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**

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- 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**

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## **Resources**

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