

05_ Cash Purchases

Content Area: **Math**
Course(s):
Time Period: **Full Year**
Length: **5 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards (NJSLS) are rigorous and robust. The standards emphasize not only procedural skill but also conceptual understanding to ensure students are learning and absorbing the critical information needed to succeed mathematically now and in the future. The standards encourage students to solve real-world problems and define what students should understand and be able to do in their study of mathematics. Mastery of the standards requires students to justify, in a way that is appropriate to the student's mathematical maturity, why a particular mathematical statement is true or where a mathematical rule comes from. Mathematical understanding and procedural skill are equally important, and both are accessible using mathematical tasks of sufficient richness.

In Foundations of Consumer Math, students will apply mathematical knowledge and skills to real-world math situations. Topics in this course include gross and net pay, creating a budget, checking and savings accounts, cash purchases, credit cards and loans, and vehicle and housing costs.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- Comparison shopping is the process of computing the unit price of similar items at two or more retail establishments.
- Comparison shopping is a cost-effective method for shopping.

Essential Questions:

- How is comparison shopping beneficial to consumers?
- How can a consumer get the most of their money when shopping?

CONTENT AREA STANDARDS

N.RN

A. Extend the properties of exponents to rational exponents

N.Q

A. Reason quantitatively and use units to solve problems

N.CN

A. Perform arithmetic operations with complex numbers

B. Represent complex numbers and their operations on the complex plane

C. Use complex numbers in polynomial identities and equations

MA.N-Q.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.
FIN.9-12.9.4.12.F.4	Solve mathematical problems to obtain information for decision-making in financial settings.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.1.8.FP.1: Describe the impact of personal values on various financial scenarios. • 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions. • 9.1.8.FP.3: Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.). • 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.

PFL.9.1.K12.P.2	Attend to financial well-being.
PFL.9.1.K12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Each state has its own sales tax rate, some states do not have sales tax.
- Each state determines how sales tax revenue is used.
- The benefits of comparison shopping include saving money on purchases, getting the best value for money spent, finding the best quality product for the lowest price.

Procedural Knowledge

Students will be able to:

- Calculate the sales tax on purchased goods.
- Find the better buy based on unit price.
- Compute the sale price after markdowns, coupons, rebates.
- Understand and apply contextual meaning of the terms unit price, markdown, coupon, rebate, and sale price.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Formative Assessments

- Entrance and exit tickets
- Teacher created homework and classwork
- Class discussions

- Observations/student monitoring (checklists/anecdotal records)

Summative Assessments

- Quizzes (skill based and conceptual)
- Unit Test
- Unit Projects (State sales tax research, Shopping Project)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Mathworksheetsland.com

[DCMP Videos](#)

BizKids Videos and Lesson Plans

INTERDISCIPLINARY CONNECTIONS

- Information writing (ELA)
- Researching based writing (Technology/Multimedia)
- Utilize critical thinking to make sense of problems and persevere in solving them. (Career Readiness)
- Use technology to enhance productivity. (Career Readiness)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.