

Jay Curriculum: Unit Cover Page

Unit title: Personal Income – Unit 3

Grade Level: 10-12

Content Area(s): Business/Tech Prep Math

Date Created:

Designed By:

**Year 1
Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

**Year 2
Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

**Year 3
Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

- Math
- C2 Predict and draw conclusions from charts, tables, and graphs that summarize data for practical situations.
- J1 Analyze situations where more than one logical conclusion can be drawn from data presented
- CP
- D4 Demonstrate on ability to manage personal resources

Unit: Personal Income – Unit 3

Brief Summary of Unit/Topic

Summary:

In this unit students will learn about employment – getting a job, pay periods, hourly pay, commissions and royalties, piece work pay, and employee insurance. Students will also learn the importance of income tax and how to figure tax returns.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Students will know:

How to search for a job. How to figure wages. The importance of income tax and how to complete a 1040EZ income tax return.

Students will be able to:

Read employment ads and know the purpose of an employment agency. Figure pay checks based on varying pay periods. Figure hourly and overtime pay net pay. Figure commission and royalties. Figure piece work pay. Know insurance available to employees and calculate the cost of each. Define and calculate Social Security Tax and its purpose. Read tax tables. Know income tax filing status allowances and deductions. Know the purpose of income tax and programs it supports. Be able to read a W2 form. Be able to complete a W4 form. Complete a 1040 EZ form. Be aware of itemized deductions.

Enduring Understanding/s:

Resources for an employment search
How to figure gross and net pay
Understand the different insurance's available to employees
Be able to complete a 1040EZ income tax return
Understand the purpose of income tax

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
Income Tax Packet	Math C2, J1; CP D4			
QUIZZES, TESTS, PROMPTS				
Daily quizzes and chapter tests	Math C2, J1; CP D4			
OTHER				
Class work and assignments (<u>Dollars and Sense</u> , South-Western 1989)				
STUDENT SELF ASSESSMENT				
Completion of the students own 1040 EZ income tax return				

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

1. Learn the various sources to find a job
2. Learn about pay periods and hourly pay
3. Figure commissions and royalties
4. Figure piece work pay
5. Identify different insurance programs available to employees
6. Complete an income tax packet

REFERENCES: