

Lesson Title: Target II Lesson

Unit: Financial Planning - Integrated Technology

Grade Level: 7th

Estimated time requirement: 6 – 10 Days

Summary (25-50 words): This is a simulation where students set up a budget, find rental property, purchase a vehicle, and explore career options. During the course of the project, different events occur that affect financial arrangements.

Objectives:

- Student sets up a typical budget with the help of parents, community members, and online resources.
- Student researches vehicles for sale online, makes a selection based on personal preference/budget constraints, and calculates auto payments based on current interest rates.
- Student searches for rental property online and makes a selection based on personal preference and budget constraints.
- Student alters financial arrangement for specific events which affect finances.
- Student prepares a report on the selected city identifying location, population, background, and landmarks.
- Student completes and analyzes a personality survey to determine which careers are possible matches.
- Student uses spreadsheet application to keep track of expenditures and income during the course of the project.
- Student creates charts and graphs using spreadsheet data.

Content Standards: Texas Essential Knowledge & Skills (TEKS)

(1) Foundations – (use of hardware components, software programs, and their connections) Student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(E) use technology terminology appropriate to the task;

(F) perform basic software application functions including, but not limited to, opening an application program and creating, modifying, printing, and saving documents;

(3) Foundations – (laws and issues regarding the use of technology in society) Student is expected to:

(B) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the Internet and intranet;

(E) demonstrate knowledge of the relevancy of technology to future careers, life-long learning, and daily living for individuals of all ages.

(4) Information acquisition – (use of strategies to acquire information) Student is

expected to:

(A) use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software; and

(B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

(6) Information acquisition – (evaluation of acquired electronic information) Student is expected to:

(A) determine and employ methods to evaluate the electronic information for accuracy and validity;

(B) resolve information conflicts and validate information through accessing, researching, and comparing data; and

(C) demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information.

(7) Solving problems – (appropriate computer-based productivity tools to create and modify solutions) Student is expected to:

(A) plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;

(B) create and edit spreadsheet documents using all data types, formulas and functions, and chart information;

(9) Solving problems – (use of technology applications to facilitate evaluation of work) Student is expected to:

(B) resolve information conflicts and validate information through research and comparison of data.

(10) Communication – (format of digital information) Student is expected to:

(C) create a variety of spreadsheet layouts containing descriptive labels and page settings;

(E) match the chart style to the data when creating and labeling charts.

(12) Communication – (use of technology applications) Student is expected to:

(B) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience, demonstrating that process and product can be evaluated using established criteria or rubrics;

(D) evaluate the product for relevance to the assignment or task.

Assessment:

- **Prior to starting project, teacher and students collectively develop project assessment criteria.**
- **Word processing and spreadsheet documents are graded individually with deductions for formatting and other errors.**
- **Daily grade issued for work habits and use of technology based on documentation and student self evaluation.**
- **Project can also be evaluated by external audience, including peers, parents, other teachers, administration, etc.**

Materials:

- **Project Printouts**
- **Folder for Project Contents (Assignment Papers, Printouts, etc.)**
- **Access to Online Resources**

Resources:

- www.bls.gov/oco/home.htm
- www.bankrate.com/brm/calculators/autos.asp
- www.texaswages.com
- www.powertochoose.org
- www.unitedstreaming.com
- www.learning4liferesources.com

Prior Knowledge/Skills: Basic Word Processing, Spreadsheet, and Electronic Online Search Strategies

Modifications:

- **GT – advanced research opportunities, presentation of project using PowerPoint, detailed graphs & charts**
- **ESL & Other – reduction of assigned tasks, assistance with calculations, website list provided for requested online searches**

Technology Infusion:

- **Word Processing**
- **Spreadsheet Calculations**
- **Charts & Graphs**
- **Online Research**

Cultural Connections: Opportunity to incorporate cultural backgrounds/beliefs in decisions regarding simulated vehicle purchase and search for residency.

Family Connection: Invitation for parent involvement in determining project expenses