

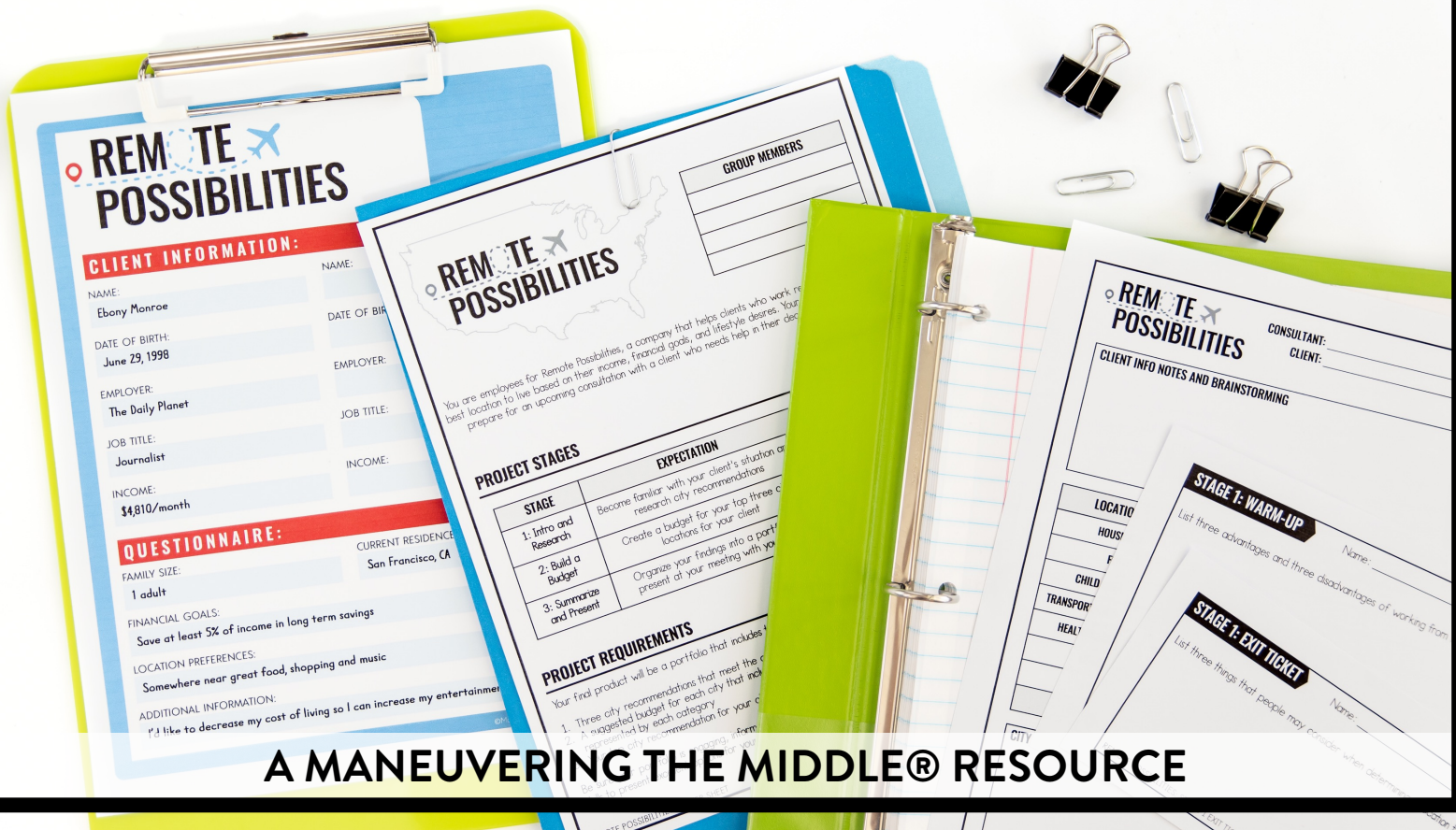
FINANCIAL LITERACY collaborative project



CCSS: MP1, MP4, 7.RP.3 | TEKS: 7.13B, 7.13D

The problem: In your job at Remote Possibilities, you help clients who work remotely determine the best location to live based on their income, financial goals, and lifestyle desires.

The investigation: Student groups will apply concepts of personal budgets and minimum household budgets and practice calculating percentages.



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TIME FRAME: 3-6 DAYS

REMOTE POSSIBILITIES

CLIENT INFORMATION:

NAME: Amir Bashir	NAME: Salma Bashir
DATE OF BIRTH: April 29, 1986	DATE OF BIRTH: February 12, 1986
EMPLOYER: BLI Programmers	EMPLOYER: Threadhunters
JOB TITLE: Computer Programmer	JOB TITLE: Fashion Designer
INCOME: \$6,340/month	INCOME: \$5,200/month

how is this project organized?

materials needed:

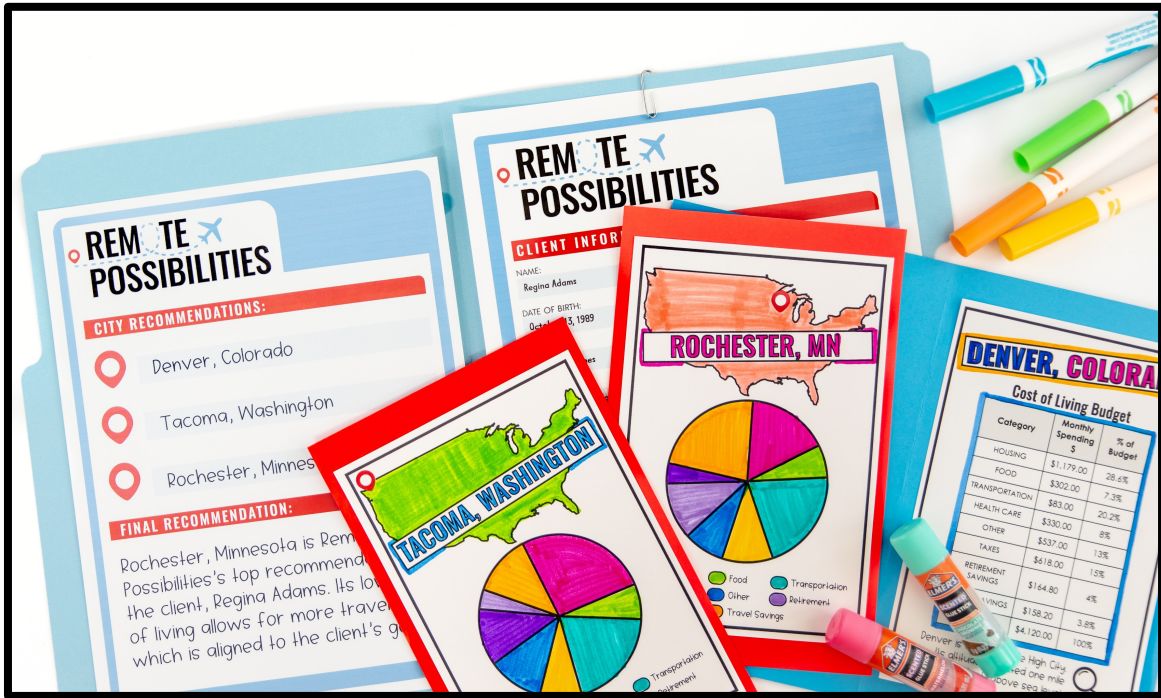
computer
+ internet access

STAGE	DESCRIPTION	TIME FRAME
1: Intro and Research	This stage will introduce students to the project scenario and allow students to become familiar with their client. Students will research city recommendations for the client.	1-2 days
2: Build a Budget	Students will use their top three city recommendations from Stage 1 to build a budget for each city for their client.	1-2 days
3: Summarize and Present	Students will organize their findings by creating a portfolio for their client that outlines the city recommendations and budgets.	1-2 days

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7th GRADE

WHAT IS THE FINISHED PRODUCT?



REMOTE POSSIBILITIES 7th GRADE PROJECT RUBRIC

	ABOVE STANDARD
MATHEMATICAL CONTENT	Builds a budget and calculates percentages without errors 40 points
MATHEMATICAL THINKING	Provides appropriate reasoning for recommendations and budget decisions 15 points
PARTICIPATION	Participates fully 15 points
FOLLOWS TEACHER INSTRUCTIONS AND PROJECT CRITERIA	Follows directions and criteria fully 15 points
FINAL PRODUCT	Final product is well organized and includes all required details 15 points

PROJECT RUBRIC

	ABOVE STANDARD	MET STANDARD	BELOW STANDARD
MATHEMATICAL CONTENT	Builds a budget and calculates percentages without errors 40 points	Builds a budget and calculates percentages with few errors 30 points	Builds a budget and calculates percentages with multiple errors 20 points
MATHEMATICAL THINKING	Provides appropriate reasoning for recommendations and budget decisions 15 points	Provides some reasoning for recommendations and budget decisions 10 points	Does not provide reasoning for recommendations and budget decisions 5 points
PARTICIPATION	Participates fully 15 points	Participates with minor redirects from teacher 10 points	Participates with major redirects from teacher 5 points
FOLLOWS TEACHER INSTRUCTIONS AND PROJECT CRITERIA	Follows directions and criteria fully 15 points	Follows directions and criteria with few errors 10 points	Follows directions and criteria with multiple errors 5 points
FINAL PRODUCT	Final product is well organized and includes all required details 15 points	Final product is somewhat organized and includes most required details 10 points	Final product lacks organization and is missing several required details 5 points
TEACHER NOTES:		TOTAL POINTS:	

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rubrics are provided to streamline grading



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PLANNING IS DONE FOR YOU

STAGE 2 - BUILD A BUDGET TEACHER INSTRUCTIONS

7th
GRADE

STAGE OUTLINE

The table below provides a suggested outline for this project stage. The accompanying slide deck follows the outline shown.

STAGE 2 - BUILD A BUDGET (Estimated time: 1-2 days)	
WARM-UP	<ol style="list-style-type: none">1. Give each student a Stage 2 - Warm-up handout to answer the following: "When building a budget, should a person's "needs" or "wants" be considered first? Explain and give an example of a "need" and a "want"."2. Watch this "Budgeting" clip to intro the topic: https://www.youtube.com/watch?v=61b-bdko5cE
MINI-LESSON	<ol style="list-style-type: none">3. Give each student a copy of Stage 2: Recording Sheet.4. Tell students that as part of their job training, they will attend a brief "Budgeting Training". Use the examples on the slide deck to discuss concepts of budgeting and calculating the percentage of a budget represented by certain categories.
STAGE 2: STEPS	<ol style="list-style-type: none">5. On their recording living information back to https://www.youtube.com/watch?v=61b-bdko5cE about the minimum amount and the percentage of the budget for each category and amount and the percentage of the budget for each category and amount and the percentage of the budget for each category and amount.6. Students should take notes on the categories and amount and the percentage of the budget for each category and amount and the percentage of the budget for each category and amount.7. After creating a budget recommendation. <i>Note: Due to the type of budgeting, consider allowing students to use a calculator.</i>
EXIT TICKET	<ol style="list-style-type: none">8. Give each student a handout to answer the following: "How did you determine the factors influenced your budgeting?"

each of the
three stages
includes teacher
lesson plans



BUILD YOUR BUDGETS

STAGE 2

For each of your three city recommendations, create a monthly budget for your client that includes:

- Each budget category
- The amount of money in the category
- The percentage of the budget that the category represents

Be sure to consider your client's goals and lifestyle.



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and a slide deck to
present the material



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EVERYTHING YOU NEED TO KEEP STUDENTS ON TRACK

STAGE 2: EXIT TICKET Name: _____ Date: _____

How did you determine the categories to include in your client's budget? What factors influenced your choice for the top city recommendation for your client?

REMOTE POSSIBILITIES: STAGE 2 EXIT TICKET ©Maneuvering the Middle LLC, 2022

- ✓ student materials
- ✓ warm-ups
- ✓ exit tickets

STAGE 2: EXIT TICKET Name: _____ Date: _____

How did you determine the categories to include in your client's budget? What factors influenced your choice for the top city recommendation for your client?

REMOTE POSSIBILITIES: STAGE 2 EXIT TICKET

STAGE 2: WARM-UP Name: _____ Date: _____

When building a budget, should a person's "needs" or "wants" be considered first? Explain and give an example of a "need" and an example of a "want".

STAGE 2: EXIT TICKET Name: _____ Date: _____

How did you determine the categories to include in your client's budget? What factors influenced your choice for the top city recommendation for your client?

REMOTE POSSIBILITIES: STAGE 2 EXIT TICKET

STAGE 2: WARM-UP Name: _____ Date: _____

When building a budget, should a person's "needs" or "wants" be considered first? Explain and give an example of a "need" and an example of a "want".

STAGE 2: WARM-UP Name: _____ Date: _____

When building a budget, should a person's "needs" or "wants" be considered first? Explain and give an example of a "need" and an example of a "want".

REMOTE POSSIBILITIES CONSULTANT: _____ CLIENT: _____ **STAGE 2 RECORDING SHEET**

BUDGET TRAINING 101: NOTES

CLIENT NOTES (INCOME AND INTERESTS)

CITY, STATE: _____

CATEGORY	MONTHLY \$	% OF INCOME	WORK
TOTAL			

REMOTE POSSIBILITIES: STAGE 2 RECORDING SHEET ©Maneuvering the Middle LLC, 2022