

**Course: Consumer Math**  
**Unit 3 - Taxes**

**Year of Implementation: 2021-2022**

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### **Stage One - Desired Results**

**Link(s) to New Jersey Student Learning Standards for this course:**

<https://www.state.nj.us/education/cccs/2020/>

**Unit Standards:**

- 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
- 9.1.12.EG.2: Explain why various forms of income are taxed differently
- 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
- 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

**Transfer Goal:** Students will be able to independently use their learning to *{complete sentence here}*

**As aligned with LRHSD Long Term Learning Goal(s):**

1. Utilize and integrate essential communication and technical skills significant to 21st century life, work, and community.
2. Understand financial literacy and responsibility as personal and professional members of society.
3. Evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions.
4. Create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career.
5. Problem-Solving: apply and transfer autonomously and collaboratively mathematical concepts and problem-solving techniques to unfamiliar, varied and real-world situations

6. Structure: use multiple representations, critical thinking skills, and prior knowledge to solve problems in new situations
7. Habits of Mind: approach new situations with curiosity, persistence, resourcefulness, and confidence; take risks, monitor their progress, accept and learn from setbacks, make adjustments, and reflect on their performance.

Enduring Understandings

Students will understand that. . .

EU 1

taxes fund government spending and programs.

EU 2

taxes are collected on a variety of goods and services at the local, state, and federal levels.

EU 3

tax rates vary based on your financial situation?  
taxes affect personal finances?

Essential Questions

EU 1

- Where do taxes come from?
- Why pay taxes?

EU 2

- What is taxed and why?
- Where does your local, state and federal taxes go?
- How do taxes influence your life?

EU 3

- How do you file taxes?
- What's the purpose of the IRS?
- How can two people with the same taxable income pay different taxes?

Knowledge

Students will know . . .

EU 1 (9.1.12.EG.3)

Skills

Students will be able to. . .

EU 1 (9.1.12.EG.3)

- why taxes were created and what they fund.
- how they can affect tax legislation.

EU 2 (9.1.12.EG.4)

- local, state and federal governments use taxes to fund public activities and initiatives.

EU 3 (9.1.12.EG.1)

- taxes influence the way people spend their money.
- why various sources of income are taxed differently (9.1.12.EG.2)
- people are responsible for filing their own taxes in accordance with the law.

- describe the benefits of taxes.
- describe the process of tax legislation.

EU 2 (9.1.12.EG.4)

- describe local and state tax expenditures.
- describe federal tax expenditures.
- understand where tax monies are allocated.

EU 3 (9.1.12.EG.1)

- fill out a W-4 form.
- list the advantages and disadvantages of filing taxes with an accountant and also online.
- find your taxable income. (9.1.12.EG.2)
- find your tax liability. (9.1.12.EG.2)

## Stage Two - Assessment

Other Evidence: Test, quizzes and other activities to demonstrate knowledge of federal, state and local taxes, forms needed to file taxes, and calculating taxable income and tax liability.

Activities include:

- Vocabulary Quiz on Tax Terms
- Project describing the services provided by local taxes (slide show, Poster, etc.)
- Calculate sample taxable incomes and tax liability.

## Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Activity #1 Complete Fill in the blank WS on vocabulary. [Biz Kids WS](#) (A,M,EU1)
- Activity #2 Decide how much \$ to allocate from the local government to local services. Biz Kids WS (M,T EU2)
- [Activity #3](#) Fill out a Sample Income Tax form with a sample of income and deductions, NGPF.org  
<https://docs.google.com/document/d/1IsoNCqUjD0VnIJuWC6FAeXt3jyS8lQVxrrFI7wPIDB0/edit?usp=sharing>  
(A,M,T EU3)

**The following is the suggested sequence of learning activities and number of days for the Consumer Math class.**

- Activity 1 (A,M,EU1)
- Describe the benefits of taxes.(A,M,EU1)
- Describe the process of tax legislation.(A,M,EU1)
- Describe local and state tax expenditures. (A,M,EU2)
- Describe federal tax expenditures. (A,M,EU2)
- Understand where tax monies are allocated. (M,T, EU2)
- Activity 2 (M,T EU2)
- Fill out a W-4 form. (A, EU3)
- Activity 3(A,M,T EU3)
- List the advantages and disadvantages of filing taxes with an accountant and also online. (A,M, EU3)
- Find your taxable income. (A, M, EU3)
- Find your tax liability. (A, M, EU3)

Resources:

NGPF.org <https://www.ngpf.org/curriculum/taxes/>

IRS website with lesson plans - <https://apps.irs.gov/app/understandingTaxes/teacher/>

US Debt clock - <https://www.usdebtclock.org/>

Better Money Habits - Taxes - Videos and articles - <https://bettermoneyhabits.bankofamerica.com/en/taxes-income>

Bizkids Taxes - deductions etc. video -<https://bizkids.com/clip/life-guards>

Tax Dollar visual - Where does it go? [tax Dollar](#)

Federal Spending - <https://www.nationalpriorities.org/budget-basics/federal-budget-101/spending/>

Federal Tax Revenue with % circle graph - [https://media.nationalpriorities.org/uploads/revenue\\_pie%2C\\_2015\\_enacted.png](https://media.nationalpriorities.org/uploads/revenue_pie%2C_2015_enacted.png)

Federal Spending Circle graph w % - [https://media.nationalpriorities.org/uploads/total\\_spending\\_pie%2C\\_2015\\_enacted.png](https://media.nationalpriorities.org/uploads/total_spending_pie%2C_2015_enacted.png)