

KAPOW LESSON PLAN

Name: Eric Proctor
School: Paul L. Dunbar Elementary
Grade Level: 6th grade

Lesson Plan Title: Millionaire for a Day!

KAPOW Curriculum Level 3, KAPOW Lesson 1—Job and Career Awareness, p. 1

Lesson Objectives:

At the end of this lesson, students will be able to:

- identify various occupations within the community that involve developing budgets and balancing funds
- Identify some basic skills that the jobs entail
- Recognize connections between what people learn in school and the different jobs
- Allocate money
- Acquire and evaluate information
- Interpret and communicate information

Career Development Standards and Benchmarks:

Standard CD 1.0: The student has awareness of the interrelationships of life roles and the world of work.

Standard CD 4.0: The student develops skills to locate, understand, and use career information.

4.1 Describe the work tasks, educational requirements, related skills, and other characteristics of various occupations.

Sunshine State Standards/CBSs: MA.B. 2.3.1, SS.D.2.3.2, NETS 4a-d

School to Career Connections:

Technology Benchmarks:

Component II Objective 3 Competency B Technology Tools, Productivity, Research, Problem-solving, Decision Making

:

- To use the following technology s to research purchases and make purchasing decisions
 - Internet Explorer

Student prior knowledge:

Students should be familiar with the use of the Internet and search engines

Step-by-Step Procedures:

1. Introduce the fundamental concepts in the spending of money and budgeting of large sums of money.
2. Students should be made aware of how to write checks, properly budget, complete a balance sheet, and work cooperatively.
3. Students will use the internet to make purchasing decisions following guidelines.
4. Students will complete the balance sheet column entries for all the transactions.
5. Students will be required to write a check for the first 5 items purchased.

Required Materials: Computer with Internet Access, calculator

Assessment Based on Objective:

Students will be evaluated on their ability to budget a specific amount of money within guidelines. Their ability to make decisions, estimate, and plan accordingly.

Differentiated Instruction: technology, creativity, verbalizing

Adaptations for ESE and ESOL: hands-on, cooperative grouping, Microsoft EXCEL (or similar program)

Extensions for Gifted Students: Adapt the guidelines to increase difficulty (example: cannot purchase more than 1 of the same item).

Integration: math-logic, interpersonal, intrapersonal, verbal-linguistic

Connections to Other Subjects: Language Arts, Technology, And Social Studies

Guidelines

1. No single purchase can exceed \$300,000.
2. No more than one house or piece of property will be purchased.
3. No more than two motorized vehicles may be bought.
4. At least 25 entries must be made on the balance sheet.
5. Money may not be given away or donated.

Balance Sheet Directions:

Item A: must be sequential (1, 2, 3...)

Item B: the date you bought the item

Item C: the person or business to whom the check is written.

Item D: The initial \$1,000,000 deposit.

Item E: the amount of the purchase.

Item F: your balance