

# 8

## Budgeting

### Strand

Personal Finance

### Student Text Pages

444–497

### Suggested Timing

5–10 min

### Related Resources

BLM A-4 Presentation Checklist

### Key Terms

bachelor apartment  
budget  
common fees  
condominium  
fixed expenses  
landlord  
lease  
net earnings  
property taxes  
tenant  
utilities  
variable expenses

### Curriculum Expectations

#### Renting or Owning Accommodation

In this chapter, students will

**PF2.01** gather and interpret information about the procedures and costs involved in owning and in renting accommodation (e.g., apartment, condominium, townhouse, detached home) in the local community

**PF2.02** compare renting accommodation with owning accommodation by describing the advantages and disadvantages of each

**PF2.03** solve problems, using technology (e.g., calculator, spreadsheet), that involve the fixed costs (e.g., mortgage, insurance, property tax) and variable costs (e.g., maintenance, utilities) of owning or renting accommodation

#### Designing Budgets

In this chapter, students will

**PF3.01** gather, interpret, and describe information about living costs, and estimate the living costs of different households (e.g., a family of four, including two young children; a single young person; a single parent with one child) in the local community

**PF3.02** design and present a savings plan to facilitate the achievement of a long-term goal (e.g., attending college, purchasing a car, renting or purchasing a house)

**PF3.03** design, explain, and justify a monthly budget suitable for an individual or family described in a given case study that provides the specifics of the situation (e.g., income; personal responsibilities; costs such as utilities, food, rent/mortgage, entertainment, transportation, charitable contributions; long-term savings goals), with technology (e.g., using spreadsheets, budgeting software, online tools) and without technology (e.g., using budget templates)

**PF3.04** identify and describe the factors to be considered in determining the affordability of accommodation in the local community (e.g., income, long-term savings, number of dependants, non-discretionary expenses), and consider the affordability of accommodation under given circumstances

**PF3.05** make adjustments to a budget to accommodate changes in circumstances (e.g., loss of hours at work, change of job, change in personal responsibilities, move to new accommodations, achievement of a long-term goal, major purchase), with technology (e.g., spreadsheet template, budgeting software)

**PF3.06** gather, interpret, and describe information about applications of the mathematics of personal finance in occupations (e.g., selling real estate, bookkeeping, managing a restaurant, financial planning, mortgage brokering), and about college programs that explore these applications

## Teaching Suggestions

### Chapter Opener

- Have students read the chapter opener. Ask students for the underlying message of the text.
- Determine students' prior knowledge of working within a budget.
- Determine if there are any students who are currently living on their own (or who have lived on their own). Ask students living at home if they know when they plan to be living on their own.

### Career Profile

Have students discuss what they know about a career as a certified general accountant. As an extension, have students research this career and other careers that use budgeting, and present their findings to the class. You may wish to use **BLM A-4 Presentation Checklist** to assess students' presentations.

Using their research, have students discuss:

- The duties of a certified general accountant.
- The type of education and training needed for this career.
- Other careers that use budgeting.
- The differences in the training and education required for a similar career.

You may wish to have students include their research in their Portfolios.

## Chapter 8 Planning Chart

Section Suggested Timing	Student Text Page(s)	Teacher's Resource Blackline Masters	Assessment	Tools
<b>Chapter 8 Opener</b> • 5–10 min	444–445		• BLM A-4 Presentation Checklist	
<b>Prerequisite Skills</b> • 20–40 min	446–447	• BLM 8-1 Prerequisite Skills	• BLM 8-2 Prerequisite Skills Self Assessment Checklist	• graphing calculators
<b>8.1 Savings Plans</b> • 80 min	448–453	• BLM 8-3 Section 8.1 Savings Plans	• BLM 8-4 Section 8.1 Achievement Check Rubric • BLM A-9 Communication General Scoring Rubric	• computers with Internet access • graphing calculators
<b>8.2 The Cost of Renting a Home</b> • 160–220 min	454–461	• BLM 8-5 Section 8.2 The Cost of Renting a Home	• BLM 8-6 Section 8.2 Achievement Check Rubric	• computers with Internet access and spreadsheet software • graphing calculators
<b>8.3 The Cost of Owning a Home</b> • 80–160 min	462–467	• BLM 8-7 Section 8.3 The Cost of Owning a Home		• computers with Internet access • graphing calculators <i>Optional</i> • spreadsheet software
<b>8.4 Living Expenses</b> • 80–160 min	468–477	• BLM 8-8 Section 8.4 Living Expenses • BLM 8-9 Budget Template		• computers with Internet access • graphing calculators <i>Optional</i> • spreadsheet software
<b>8.5 Case Studies</b> • 160–220 min	478–481	• BLM 8-9 Budget Template	• BLM A-12 Group Work Assessment General Scoring Rubric	• computers with Internet access and spreadsheet software • graphing calculators
<b>Chapter 8 Review</b> • 80 min	482–483	• BLM 8-10 Chapter 8 Literacy • BLM 8-11 Chapter 8 Review		• graphing calculators • computers with spreadsheet software
<b>Chapter 8 Practice Test</b> • 40–80 min	484–485	• BLM 8-9 Budget Template	• BLM 8-12 Chapter 8 Practice Test • BLM 8-13 Chapter 8 Test	• graphing calculators • computers with spreadsheet software
<b>Chapter 8 Problem Wrap-Up</b> • 20 min	485		• BLM 8-14 Chapter 8 Problem Wrap-Up Rubric	• graphing calculators
<b>Chapters 7 and 8 Review</b> • 80 min	486–487		• BLM A-13 Self-Assessment Recording Sheet • BLM A-14 Self-Assessment Checklist	• graphing calculators
<b>Chapter 8 Task</b> • 160–240 min	488–489		• BLM 8-15 Chapter 8 Task Rubric	• computers with Internet access • graphing calculators
<b>Chapters 1 to 8 Review</b> • 160–220 min	490–497	• BLM 8-9 Budget Template		• graphing calculators

## Chapter 8 Blackline Masters Checklist

	Title	Purpose
<b>Chapter 8 Opener</b>		
	BLM A-4	Presentation Checklist Assessment
<b>Prerequisite Skills</b>		
	BLM 8-1	Prerequisite Skills Practice
	BLM 8-2	Prerequisite Skills Self-Assessment Checklist Self-Assessment
<b>8.1 Savings Plans</b>		
	BLM 8-3	Section 8.1 Savings Plans Practice
	BLM 8-4	Section 8.1 Achievement Check Rubric Assessment
	BLM A-9	Communication General Scoring Rubric Assessment
<b>8.2 The Cost of Renting a Home</b>		
	BLM 8-5	Section 8.2 The Cost of Renting a Home Practice
	BLM 8-6	Section 8.2 Achievement Check Rubric Assessment
<b>8.3 The Cost of Owning a Home</b>		
	BLM 8-7	Section 8.3 The Cost of Owning a Home Practice
<b>8.4 Living Expenses</b>		
	BLM 8-8	Section 8.4 Living Expenses Practice
	BLM 8-9	Budget Template Student Support
<b>8.5 Case Studies</b>		
	BLM 8-9	Budget Template Student Support
	BLM A-12	Group Work Assessment General Scoring Rubric Assessment
<b>Chapter 8 Review</b>		
	BLM 8-10	Chapter 8 Literacy Student Support
	BLM 8-11	Chapter 8 Review Review
<b>Chapter 8 Practice Test</b>		
	BLM 8-12	Chapter 8 Practice Test Diagnostic Assessment
	BLM 8-13	Chapter 8 Test Summative Assessment
	BLM 8-9	Budget Template Student Support
<b>Chapter 8 Problem Wrap-Up</b>		
	BLM 8-14	Chapter 8 Problem Wrap-Up Rubric Summative Assessment
<b>Chapters 7 and 8 Review</b>		
	BLM A-13	Self-Assessment Recording Sheet Assessment
	BLM A-14	Self-Assessment Checklist Assessment
<b>Chapter 8 Task</b>		
	BLM 8-15	Chapter 8 Task Rubric Summative Assessment
<b>Chapters 1 to 8 Review</b>		
	BLM 8-9	Budget Template Student Support
	BLM 8-16	Chapter 8 BLM Answers

# Prerequisite Skills

## Student Text Pages

446–447

## Suggested Timing

20–40 min

## Tools

- graphing calculators

## Related Resources

BLM 8-1 Prerequisite Skills  
BLM 8-2 Prerequisite Skills Self-Assessment Checklist

## Accommodations

**Perceptual**—construct a timeline on large chart paper to demonstrate how many bi-monthly, monthly, quarterly, and semi-annual payments are made in one year, two years, and five years

**Memory**—post the formulas for simple interest, compound interest, and annuities

**ESL**—ask students to record unfamiliar terms in their personal math dictionaries. Students should use diagrams, symbols, their first language, or other means to record and understand the meaning of the unfamiliar word. Pair them with a classmate who can help them understand the meanings of the new terms.

## Teaching Suggestions

- Challenge students to solve **questions 6 to 9, 12, and 13** using formulas, without using the TVM Solver. Some students may not need to solve every question.
- All BLMs referred to throughout this chapter can be found on the *Foundations for College Mathematics 12: Teacher’s Resource CD ROM*.

## Assessment

- Assess student readiness to proceed by informal observation as students are working on the questions. A formal test is inappropriate since this material is not part of the grade 12 curriculum for this chapter.
- Student self-assessment is also an effective technique; students can place a checkmark beside topics in the Prerequisite Skills in which they feel confident with the necessary skills. Use **BLM 8-2 Prerequisite Skills Self-Assessment Checklist** as a self-assessment tool for students.
- Remedial action can be taken in small groups or with a whole class tool skills review.

## Extra Practice

- Use **BLM 8-1 Prerequisite Skills** for extra practice or remediation.

## Chapter Problem

- The Chapter Problem is introduced on page 447. Have students discuss their understanding of the topic. How many students are in a similar position as Paul? Can they relate to Paul’s situation? How much planning have students done for their own post-secondary education? You may wish to have students complete the Chapter Problem revisits that occur throughout the chapter. These questions are designed to help students move toward the Chapter 8 Problem Wrap-Up on page 485.
- Alternatively, you may wish to assign the Chapter Problem questions and Chapter Problem Wrap-Up when students have completed the chapter, as part of a summative assessment.