

Analyzing a Paycheck - Best Practices Home & Career Skills

NYS LEARNING STANDARDS	
FACS	1 _____
	2 _____
	3 <u>3.2, 3.3</u>
CDOS	1 _____
	2 _____
	3a 1.1, 7.1
	3b _____
PROCESS SKILLS	
Communication	_____ <u>X</u>
Leadership	_____
Management	_____ <u>X</u>
Thinking	_____ <u>X</u>
HOME & CAREER SKILLS	
CONTENT TOPICS	
Career Development	_____ <u>X</u>
Clothing Management	_____
Community Connections	_____
Consumer Resource Mgt.	_____
Family/ Parenting	_____
Financial Management	_____ <u>X</u>
Human Development	_____
Interpersonal Relationships	_____
Nutrition and Wellness	_____
Personal Environment Mgt.	_____
<u>Applied Academics</u>	
ELA	1 2 3 4
MST	1 2 3 4 5 6 7 (Shift #5 – Application)
Soc. St	1 2 3 4 5
The Arts	1 2 3 4
LOTE	1 2

TITLE: _____
CONTENT TOPICS: (Complete only those that apply)
Career Development (CD)
<ul style="list-style-type: none"> • <u>Performance Objective - CD</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – CD</u>
Clothing Management (CM)
<ul style="list-style-type: none"> • Performance Objective CM <ul style="list-style-type: none"> ○ Supporting Competency – CM
Community Connections (CC)
<ul style="list-style-type: none"> • <u>Performance Objective - CC</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – CC</u>
Consumer Resource Management (CRM)
<ul style="list-style-type: none"> • <u>Performance Objective - CRM</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – CRM</u>
Family / Parenting (F)
<ul style="list-style-type: none"> • <u>Performance Objective - F</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – F</u>
Financial Management (FM)
<ul style="list-style-type: none"> • <u>Performance Objective - FM</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – FM</u>
Human Development (HD)
<ul style="list-style-type: none"> • <u>Performance Objective - HD</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – HD</u>
Interpersonal Relationships (IR)
<ul style="list-style-type: none"> • <u>Performance Objective - IR</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency –IR</u>
Nutrition and Wellness (NW)
<ul style="list-style-type: none"> • <u>Performance Objective - NW</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – NW</u>
Personal Environment Management (PEM)
<ul style="list-style-type: none"> • <u>Performance Objective - PEM</u> <ul style="list-style-type: none"> ○ <u>Supporting Competency – PEM</u>

Home and Career Skills
BEST PRACTICE STRATEGY (continued)

TITLE: _____ Analyzing a Paycheck _____

GOAL: (in your own words) – For students to understand-

- the various deductions in a paycheck
- the personal decisions that are made by an employee that affects the paycheck (and their lifestyle)
- that each individual paycheck differs

For students to be able to-

- calculate the deductions
- work in co-operation so that each individual can calculate their own paycheck and understand others' as well
- Know the difference between gross and net pay

NUMBER OF DAYS: ___ 1 or 2 class period depending on length of classtime ___

MATERIALS: Dice, calculators, forms, pencils, directions posted at each table

STRATEGY:

Introduction - Since this lesson is part of a unit on Career Planning/Finances, the Intro to this lesson will need to depend on previous lessons. One possible Intro is to hand out play bills (One student gets \$10 and one gets \$100 and one gets \$500 ,etc). Ask how/why they earned that amount. (Answers vary from, "I babysat for an hour" to " I went to college and earned an architectural degree and got paid a salary.") Also should know the definition of gross and net pay. Application occurs during this lesson.

Lesson - Students roll the dice to determine their salary.

Students divide up among the stations depending on size of class, groups of 2,3,4

Students make calculations on their paycheck and stay at station for around 3 minutes. Record their info. Timer tells students to move to the next station.

(Full lesson plans and forms attached.)