

WAMC Lab Template

Math Concept(s): Completing a 1040 form

Source / Text: Financial Algebra

Developed by: Shauna Heilman E-Mail: heilman.shauna@yakimaschools.org

Date: Summer Conference 2018

Attach the following documents:

- Lab Instructions – see attached
- Student Handout(s) – Blank 1040 attached
- Rubric and/or Assessment Tool – see attached

Short Description (Be sure to include where in your instruction this lab takes place):

This lab introduces student to the IRS website. They will navigate in the site and answer questions in regards to comprehension of a 1040 form. Financial Algebra 6-4.

Lab Plan

Lab Title: Tax Time! Where do I start?

Prerequisite skills: Know computer log in and search protocol. Have a working knowledge of a 1099 form and a W-2 form.

Lab objective: Learn to navigate in the www.irs.gov website and answer specific questions about tax forms.

Standards: (Note SPECIFIC relationship to Science, Technology, and/or Engineering)

Mathematics K–12 Learning Standards:

- A-CED Create the equations that describe numbers of relationships
- F-BF Build a function that models a relationship between two quantities.

Standards for Mathematical Practice:

- Math Practice 2—Reason abstractly and quantitatively
- Math practice 5 – Use appropriate tools strategically
- Math Practice 6 – Attend to precision

K-12 Learning Standards-ELA (Reading, Writing, Speaking & Listening):

- SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Technology:

1.3.2 Locate and organize information from a variety of sources and media.

2.1.1 Practice personal safety.

2.1.2 Practice ethical and respectful behavior.

2.2.2 Use a variety of hardware to support learning.

2.4.1 Formulate and synthesize new knowledge.

Leadership/21st Century Skills:

21st Century Interdisciplinary themes (Check those that apply to the above activity.)

- Global Awareness Financial/Economic/Business/Entrepreneurial Literacy Civic Literacy
- Health/Safety Literacy Environmental Literacy

21st Century Skills (Check those that students will demonstrate in the above activity.)

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
- Use and manage Information

Media Literacy

- Analyze Media
- Create Media Products

Information, Communications and Technology (ICT Literacy)

- Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others

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Teacher Preparation: (What materials and set-up are required for this lab?)

Materials

- Internet access required, copies of attachments

Set-Up Required:

- None

Lab Organization Strategies:

Leadership (Connect to 21st Century Skills selected):

- Reason Effectively
- Solve problems
- Manage Projects

Cooperative Learning:

- Group Learning, work well with others

Expectations:

- Complete worksheet with correct answers

Timeline:

- 2-3 days

Post Lab Follow-Up/Conclusions:

Discuss real world application of learning from lab

- Who files taxes?

Career Applications

- Accounting, Tax preparation

Optional or Extension Activities

- Discussion of joint filing, married single

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Tax Time! Where do I start?

Welcome to adulthood my young friends! You will all be filing a tax return in the future. Some of you may have already done so. It can be an intimidating process. Don't panic! We'll take baby steps. This lab is an introduction to the IRS (Internal Revenue Service) website. Here we will explore places where you can find some basic (and not so basic) information.

- Please log in to www.irs.gov
 - Take a few minutes to browse around and view the sections.
 - Answer the following questions to see if you can find some answers!
1. Where can you find the different types of forms you may need to use and what are they labeled?
 2. If your filing status is single, you are under 65 or 65 or older and your income was at least \$12,000 to \$13,600, which 1040 form should you use?
 3. What is W-4?
 4. Which form do you need if you need to request a transcript?
 5. Is there a place to track your tax refund? If so, where do you find it?

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WAMC Lesson Plan

Name(s): Shauna L. Heilman

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Lesson Title: Forms 1040EZ and 1040A

Date: 6-25-19

Text: Financial Algebra

STEM Correlation: Technology and Math

Lesson Length: 55 minutes

Big Idea (Cluster): Income Tax Forms	
A-SSE	Interpret the structure of expressions. Write expressions in equivalent forms to solve problems.
A-CED	Create the equations that describe numbers of relationships
A-REI	Understand solving equations as a process of reasoning and explain the reasoning.
F-IF	Analyze functions using different representations.
F-BF	Build a function that models a relationship between two quantities.
Mathematical Practice(s): 5 and 6	
Content Objectives: Complete Form 1040EZ and 1040A	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Vocabulary: Form 1040EZ, 1040A, 1040 Dependent, exemption, adjusted gross income, itemizing, standard deduction	Connections to Prior Learning: Lesson 6-3 Income Statements, pay stubs, W-2 forms and 1099 forms
Questions to Develop Mathematical Thinking: <ul style="list-style-type: none"> Why would it be better to have a bank savings account than a “forced savings plan”? 	Common Misconceptions: <ul style="list-style-type: none"> I don’t have to file taxes if I don’t want to. I have to have an accountant do my taxes.

Assessment (Formative and Summative):

<ul style="list-style-type: none"> Formative- Simple thumbs up or thumbs down to check for understanding Summative- See attached quiz

Materials:

<ul style="list-style-type: none"> Financial Algebra Text book Lap top with internet access

Instruction Plan:

Introduction: What is tax season?
Explore: Lab Tax Time! What do I do now?
When I observe students: Periodic formative assessments, check for understanding, discussion. Cooperative learning.
Questions to Develop Mathematical Thinking as you observe: Check for understanding page 365
Answers: A - 12,600 - 4,000E
Summarize:

WAMC Lesson Plan

Career Application(s):

- All careers as long as a paycheck involved!

Leadership/21st Century Skills:

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21st Century Skills (Check those that students will demonstrate in the above activity.)

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NAME _____ DATE _____ CLASS PERIOD _____

Washington

Summative Assessment 6-4

1. A person reported on a taxpayer's income tax form that a taxpayer supports financially is called a _____.
2. Information included on tax forms that lowers taxes and include dependents as well as the tax payer, are called _____.
3. An _____ is the sum of the gross income and any other income such as interest, dividends, royalties and alimony.

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Rubric for 6-4 Lab

Graded Criteria	Excellent 4	Good 3	Fair 2	Needs Improvement 1
Required elements 	All 5 questions completed	4 questions completed	3 questions completed	2 or less questions completed
Correctly answered 	All 5 questions answered correctly	4 questions answered correctly	3 questions answered correctly	2 or less questions answered correctly
Neatness 	Completed and legible	Legible but not completed	Mostly legible and almost completed	Not legible
TOTAL: /12				

Record the numerical score for each of the graded criteria in the boxes. Add them and write the total over the 12. Please use the rest of the available space to make comments and explain your scoring if necessary.

COMMENTS

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