

WAMC Lab Template

Math Concept(s): Expenses, Budgeting, Exponents

Source / Text: Financial Algebra Chapter 11, **Budgeting**

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Short Description:

- Students will have done a career interest survey and will use this to choose a career they will use to create their budget. (linked below)
- They will do some research to figure out how much they will get paid as an entry level person in the job they choose.
- Based on this income, they will create a budget by finding
 - housing
 - transportation
 - household expenses
 - insurance costs
 - etc
- Once they have researched all the necessary information, they will create a budget.
- Lab can be done in the classroom if students have access to technology.(chrome books, computers, internet)

Lab Plan

Lab Title: So you're graduating from High School, Budget Activity

Prerequisite skills:

- Research skills
- Interest inventory and career pathway
- google sheets or excel proficiency

Lab objective:

- Students will define key terms related to budgeting (income, expenses, fixed costs, variable costs).
- Students will identify different categories for tracking income and expenses.
- Students will create a basic monthly budget template.
- Students will estimate their income and expenses for a hypothetical scenario.
- Students will analyze their budget and discuss strategies for responsible spending and saving.

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

[Mathematics K–12 Learning Standards:](#)

- HS.MP1 Make sense of problems and persevere in solving them.
- HS.MP2 Reason abstractly and quantitatively
- HS.MP3 Construct viable arguments and critique the reasoning of others.

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Standards for Mathematical Practice:

- HSN-RN.A Extend the properties of exponents to rational exponents.
- HSN-RN.B Use properties of rational and irrational numbers.
- HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.
- HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

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

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting.

K-12 Science Standards

- 2: Cause and effect
 - Systems can be designed to cause a desired effect.
 - Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.
 - Changes in systems may have various causes that may not have equal effects.

Technology

- Internet
- Google (Doc, Spreadsheet)
- Word (Word, Excel)

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

Communication and Collaboration

- Solve Problems
 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

Initiative and Self-Direction

- Be Flexible
 Manage Goals and Time
 Work Independently

Be Self-Directed Learners

- Be Self-Directed Learners

Social and Cross-Cultural

- Social and Cross-Cultural
 Interact Effectively with Others
 Work Effectively in Diverse Teams

Productivity and Accountability

Productivity and Accountability

- Manage Projects

Produce Results

- Produce Results

Leadership and Responsibility

- Guide and Lead Others

Be Responsible to Others

- Be Responsible to Others

Teacher Preparation:

Materials

- Computers/chromebooks
- Spreadsheet (ie; sheets, excel)
- Handouts

Set-Up Required:

- Handouts copied (or attached to online class platform)

Lab Organization Strategies:

Leadership:

- Students will be encouraged to help each other

Cooperative Learning:

- Sharing resources and information

Expectations:

- Students will work together and independently as needed to complete tasks

Timeline: 3-4 days

- Student Interest inventory Survey
- Review application of google sheets (or excel)
- Review budget basics and research strategies
- Time for research

Post Lab Follow-Up/Conclusions:

Discuss real world application of learning from lab

- Classroom discussion about the project
- What did they discover about real work finances

Career Applications

- Financial Analyst, Budget Analyst, Financial Planner/Advisor, CPA, Operations Manager

Optional or Extension Activities

NGPF (online resource www.ngpf.org)

- Next Gen Personal Finance Activity: Move Build your Budget
- Next Gen Personal Finance: Bean Game
- After student budgets are completed, we will have a class activity where they will be given some scenarios that will impact their budget, such as car breaks down, water damage in their apartment with costs and they will have to discuss how to pay these bills.

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Lesson Plan: Building Your Budget Blueprint (For High School Seniors)

Subject: Life Skills (Personal Finance)

Grade Level: 12th Grade

Time Allotment: 60 Minutes

Learning Objectives:

- Students will define key terms related to budgeting (income, expenses, fixed costs, variable costs).
- Students will identify different categories for tracking income and expenses.
- Students will create a basic monthly budget template using their chosen career.
- Students will estimate their income and expenses for a hypothetical scenario.
- Students will analyze their budget and discuss strategies for responsible spending and saving.

Materials:

- Whiteboard or projector
- Markers or pens
- Handout: Budgeting Worksheet (including income and expense categories)
- Optional: Calculators (if not using a budgeting app)

Procedure:

Introduction (10 minutes):

1. **Brainstorming:** Begin by asking students, "What does the word 'budget' mean to you?" Write their answers on the board.
2. **Discussion:** Facilitate a discussion about the importance of budgeting in young adulthood. Explore how budgeting can help them achieve financial goals, manage expenses, and avoid debt.

Activity 1: Budgeting Basics (15 minutes):

1. **Key Terms:** Define essential terms like income, expenses, fixed costs (rent, utilities), and variable costs (entertainment, eating out).
2. **Income & Expense Categories:** Introduce common categories for tracking income (allowance, part-time job) and expenses (housing, food, transportation, clothing, entertainment, etc.).

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3. **Handout Distribution:** Distribute the Budgeting Worksheet with income and expense categories listed.

Activity 2: Building Your Budget (20 minutes):

1. **Scenario Introduction:** Present a hypothetical scenario for students. This could involve a part-time job income and typical expenses for a young adult (rent, groceries, phone bill, etc.).
2. **Estimating Income & Expenses:** Instruct students to use the Budgeting Worksheet to estimate their income and expenses for the given scenario. Encourage them to be realistic and consider past spending habits.
3. **Calculation (Optional):** If not using a budgeting app, allow students to use calculators to find the total income and expenses.

Activity 3: Analyzing Your Budget (15 minutes):

1. **Balance Check:** Guide students to compare their total income with their total expenses. Discuss the concept of a balanced budget (income = expenses).
2. **Adjustment Strategies:** For unbalanced budgets, brainstorm ways to adjust expenses or increase income (cutting back on eating out, finding a higher-paying job, etc.)
3. **Savings Discussion:** Emphasize the importance of including a savings category in the budget for future goals (college, car, emergency fund).

Conclusion (5 minutes):

1. **Wrap-up:** Summarize the key takeaways of the lesson: importance of budgeting, income & expense categories, and strategies for managing finances.
2. **Real-Life Application:** Encourage students to use the budgeting worksheet to create a personalized budget based on their actual income and expenses.

Assessment:

- Observe student participation in discussions and activities.
- Collect completed Budgeting Worksheets and review individual progress.

Differentiation:

- Provide additional support to students who struggle with calculations by offering budgeting apps or online budgeting tools.
- Challenge advanced students to create more complex budget scenarios, including long-term saving goals (down payment for a car).

Extension Activities:

- Invite a guest speaker (financial advisor, banker) to discuss budgeting tips and financial planning for young adults.
- Have students research budgeting apps and online tools and compare their features.

- Encourage students to track their actual expenses for a week and compare it to their budgeted amounts, making adjustments as necessary.

Washington

Career Interest Survey

Career Interest Survey [Link](#)
(if unable to open, snips below)

CanGo2! Career Interest Survey

In order to choose a career that will give you personal satisfaction, you must spend some time thinking about what really interests you. This activity helps you match your interests to different types of careers. For each item, circle the letter of the activity you would rather do. It doesn't matter if you like both of them a lot or dislike both of them a lot; just pick the one you would rather do, and circle that letter.

<p>A – Operate a printing press B – Study the causes of earthquakes C – Plant and harvest crops E – Analyze reports and records F – Operate a machine G – Work in an office H – Answer customer questions D – Write reports J – Help former prison inmates find work L – Design a freeway M – Plan educational lessons N – Balance a checkbook O – Take an X-ray P – Write a computer program Q – Train animals A – Go on a charge of replanting forests C – Act in a TV show or movie D – Solve a burglary R – Check products for quality E – Build an airport H – Keep company business records F – Put together small tools P – Design a website M – Tutor students Q – Work at a zoo N – Take care of children O – Plan special diets A – Choreograph a dance K – Lobby or show support for a cause H – Sell clothes E – Work with your hands I – Work at an amusement park N – Sell insurance I – Learn about ethnic groups P – Manage an information system N – Appraise the value of a house M – File books at the library</p>	<p>E – Make three-dimensional items D – Analyze handwriting B – Design indoor sprinkler systems F – Run a factory sewing machine G – Develop personnel policies Q – Train racehorses D – Guard an office building H – Run a department store A – Write for a newspaper G – Use a calculator A – Design a book cover E – Build toys with written instructions B – Figure out why someone is sick R – Fly an airplane C – Learn how things grow and stay alive J – Sell cars I – Work as a restaurant host or hostess D – Fight fires G – Keep payroll records for a company J – Work in a nursing home G – Hire new staff O – Run ventilation/breathing machines R – Drive a taxi A – Broadcast the news K – Audit taxes for the government B – Sort and date dinosaur bones O – Give shots C – Design landscaping D – Give tech support to computer users B – Work in a courtroom C – Care for injured animals I – Serve meals to customers</p>	<p>L – Build kitchen cabinets N – Refinance a mortgage A – Sing in a concert R – Direct the takeoff/landing of planes G – Operate a cash register B – Collect rocks G – Start a business L – Draft a blueprint M – Assess student progress O – Manage a veterinary clinic K – Lead others F – Operate heavy equipment Q – Manage a fish hatchery F – Assemble cars K – Protect our borders A – Play an instrument J – Plan activities for adult day care C – Research soybean use in paint J – Provide consumer information D – Guard money in an armored car R – Study human behavior C – Fix a television set M – Run a school F – Fix a scrotal/pinal problem C – Sterilize surgical instruments B – Study soil conditions N – Play the stock market C – Protect the environment</p>
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M – Grade papers
R – Operate a train
L – Order building supplies
E – Plant motes
H – Develop new computer games
K – Buy merchandise for a store
M – Work to get someone elected
C – Identify plants in a forest
D – Guard inmates in a prison
L – Read blueprints
H – Line up concerts for a band
K – Ask people survey questions
E – Manage a factory
O – Work as a nurse in a hospital
A – Paint a portrait
K – Testify before Congress
R – Work with a microscope
I – Schedule tee times at a golf course
C – Clarify plants
O – Transcribe medical records
F – Install rivets
Q – Raise worms
N – Balance accounts
M – Develop learning games
J – Read to sick people
P – Repair computers
F – Compare sizes and shapes of objects
Q – Fish
R – Repair bicycles
D – Deliver mail
M – Teach Special Education
P – Set up a tracking system
G – Manage a store
H – Advertise goods and services
R – Distribute supplies to dorms
I – Compete in a sports event
H – Check guests into a hotel
I – Teach adults to read
L – Follow step-by-step instructions
N – Collect past due bills
R – Inspect cargo containers
F – Work in a cannery
I – Coach a school sports team
P – Update a website
P – Hunt
K – Enlist in a branch of the military
H – Sell sporting goods
J – Cut and style hair
B – Experiment to find new metals
N – Work in a bank
G – Work with computer programs
N – Loan money
L – Hang wallpaper
D – Make an arrest
O – Deliver babies
H – Persuade people to buy something
H – Stock shelves
I – Serve concession stand drinks

Career Evaluation

Count the number of times you circled each letter and record each number in the chart below.

A:	D:	G:	J:	M:	R:
B:	E:	H:	K:	N:	Q:
C:	F:	I:	L:	O:	P:

Now that you have the results from your career interest assessment, it's time to learn about specific career fields that match your interests.

Write down the two letters with the most responses. These are your top two areas of career interest. If you have a tie, list three: _____

Find and read the description of your top area of career interest on the next page. Then, record your interest area(s) here: _____

The following is the Report to the Higher Education, as compiled by Title IV and Title V of the Civil Rights Act and Title IV of the Education Amendments of 1972. It is intended to provide information to the public regarding the various occupations, professions, and educational services. This publication is intended to be used as a reference for the higher education. It is not intended to be used as a guide for the selection of a career. The publication is available through the American Council on Education. For printed copies, please contact the American Council on Education, 1200 17th Street, N.W., Washington, D.C. 20036.

Career Interest Areas

A. Arts, A/V Technology and Communications: Interest in creative or performing arts, communication or A/V technology.

B. Science, Technology, Engineering and Mathematics: Interest in problem-solving, discovering, collecting and analyzing information and applying findings to problems in science, math and engineering.

C. Plants, Agriculture and Natural Resources: Interest in activities involving plants, usually in an outdoor setting.

D. Law, Public Safety, Corrections and Security: Interest in judicial, legal and protective services for people and property.

E. Mechanical Manufacturing: Interest in applying mechanical principles to practical situations using machines, hand tools or techniques.

F. Industrial Manufacturing: Interest in repetitive, organized activities in a factory or industrial setting.

G. Business, Management and Administration: Interest in organizing, directing and evaluating business functions.

H. Marketing, Sales and Service: Interest in bringing others to a point of view through personal persuasion, using sales or promotional techniques.

I. Hospitality and Tourism: Interest in providing services to others in travel planning and hospitality services in hotels, restaurants and recreation.

J. Human Services: Interest in helping others with their mental, spiritual, social, physical or career needs.

K. Government and Public Administration: Interest in performing government functions at the local, state or federal level.

L. Architecture, Design and Construction: Interest in designing, planning, managing, building and maintaining physical structures.

M. Education and Training: Interest in planning, managing and providing educational services, including support resources, library and information services.

N. Finance, Banking, Investments and Insurance: Interest in financial and investment planning and management, and providing banking and insurance services.

O. Health Sciences, Care and Prevention: Interest in helping others by providing diagnostic, therapeutic, informational and environmental services, including researching and developing new health care services.

P. Information Technology (IT): Interest in the design, development, support and management of hardware, software, multimedia, systems integration services and technical support.

Q. Animals, Agriculture and Natural Resources: Interest in activities involving the training, raising, feeding and caring for animals.

R. Transportation, Distribution and Logistics: Interest in the movement of people, materials and goods by road, pipeline, air, railroad or water.

Career Evaluation

Now that you know what career areas may interest you, explore some of the careers that fall in those categories below. Do you see any occupations you want to know more about? If so, those are the careers you might want to research as future occupations.

<p>Agriculture, Animals and Natural Resources</p> <p>Agricultural Engineer Agricultural Scientist Animal Trainer Conservation Scientist Farm Equipment Mechanic Fish and Game Warden Forester Veterinarian Zoologist</p> <p>Architecture and Construction</p> <p>Architect Cabinetmaker Carpenter Construction Manager Electrician Civil Engineer General Construction Worker Highway Maintenance Worker Interior Designer Sheet Metal Worker Surveying and Mapping Technician</p> <p>Arts, A/V Technology and Communications</p> <p>Actor Art Director Broadcast Technician Camera Operator Composer and Music Arranger Film and Video Editor Graphic Designer Photographer Producer and Director Set and Exhibit Designer Technical Writer Graphic Designer</p> <p>Business, Management and Administration</p> <p>Accountant Advertising Manager Computer Operator Court Reporter Management Analyst Meeting and Convention Planner Property and Real Estate Manager Shipping and Receiving Clerk Statistician</p> <p>Education and Training</p> <p>Adult/Youth Specialist Coach and Sports Instructor College/University Administrator Teacher/Professor Librarian Public Health Educator Special Education Teacher Speech Pathologist</p>	<p>Finance</p> <p>Accounting Clerk Appraiser Credit Analyst Credit Checker Economist Financial Counselor Insurance Adjuster and Examiner Insurance Agent Loan Officer Tax Preparer</p> <p>Government and Public Administration</p> <p>City Planning Aide Construction/Building Inspector Interpreter and Translator Liaison Clerk Occupational Health Specialist Tax Examiner</p> <p>Health Sciences</p> <p>Anesthesiologist Allied Health Trainer Chiropractor Dentist Emergency Medical Technician Physical Therapist Occupational Therapist Pharmacist Physician Registered Nurse</p> <p>Hospitality and Tourism</p> <p>Baggage Porter and Bellhop Chef and Dinner Cook Food Service Worker Hotel Manager Janitor/Janitress/Superior Reservation and Ticket Agent Restaurant Manager Tour Guide</p> <p>Human Services</p> <p>Child Care Worker Clergy Counselor Counselor Parole Director Marionist Professional Makeup Artist Financial Advisor</p> <p>Psychologist</p> <p>Residential Counselor Social Worker</p> <p>Information Technology (IT)</p> <p>Computer Information Systems Manager Computer Engineer Computer Programmer Computer Security Specialist Computer Support Specialist</p>	<p>Data Communications Analyst IT Mechanic Law, Public Safety, Corrections and Security Coroner Correction Officer Court Clerk Detective and Investigator Firefighter Judge Lawyer Life Guard and Ski Patrolman Police Patrol Officer</p> <p>Manufacturing (Mechanical/Industrial)</p> <p>Chemical Engineer Forklift Operator Gas and Oil Plant Operator Jeweler Luthier Metal/Plastic Processing Worker Office Machine Repairer Power Plant Operator Shoe and Leather Worker Welder</p> <p>Marketing, Sales and Service</p> <p>Advertising Salesperson Buyer and Purchasing Agent Customer Service Representative Retail Designer Market Research Analyst Public Relations Specialist Real Estate Agent Sales Manager Tobacco Retailer</p> <p>Science, Technology, Engineering and Mathematics</p> <p>Aerospace Engineer Biologist Electrical and Electronics Engineer Geographer Petroleum Engineer Mechanical Engineer Meteorologist Physicist Safety Engineer</p> <p>Transportation, Distribution and Logistics</p> <p>Air Traffic Controller Airframe Pilot Automobile Mechanic Flight Attendant Motorboat Mechanic School Bus Driver Subway and Streetcar Operator Traffic Technician Transportation Agent</p>
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Student Budget Handout 1

Instructions:

1. Open a new spreadsheet (google, excel) and name it for the month (e.g., June 2024 Budget).
2. Enter your income amounts in the designated cells.
3. Fill in your expected fixed and variable expenses for the month.
4. Update the formulas in the totals and difference sections (explained below).

Sheet Setup:

Month: June Year: 2024

Income

1. Salary:
2. Other Income:
3. **Total Income:** =SUM(B1:B2)

Expenses

Fixed Expenses

4. Housing (rent/mortgage):
5. Utilities (electricity, gas, water, internet):
6. Transportation (car payment, gas, insurance):
7. Groceries:
8. Minimum Debt Payments: Make a list of debt's, credit cards, loans,
9. Other Fixed Expenses:
10. **Total Fixed Expenses:** =SUM(B4:B9)

Variable Expenses

11. Eating Out:
12. Entertainment:
13. Clothing:
14. Personal Care:
15. Subscriptions:
16. Other Variable Expenses:
17. **Total Variable Expenses:** =SUM(B11:B16)

Savings & Debt Repayment

18. Savings Goals:
19. Additional Debt Payments:
20. **Total Savings & Debt Repayment:** =SUM(B18:B19)

Totals

- 21. **Total Income:** (reference cell B3)
- 22. **Total Expenses (Fixed + Variable):** =SUM(B10:B17)
- 23. **Total Savings & Debt Repayment:** (reference cell B20)

Difference

- 24. **Income - Expenses - Savings & Debt Repayment = \$** =B21-B22-B23

Notes:

- Add rows for additional income or expense categories as needed.
- You can customize the formatting (colors, fonts) to your preference.

Formulas Explained:

- **SUM Function:** The SUM function adds the values in a specified range of cells. For example, =SUM(B1:B2) adds the values in cells B1 and B2. Referencing cells instead of typing in numbers allows the sheet to update automatically if you change your income amounts.

This is a basic template, you can add features like:

- Conditional formatting to highlight areas where you're exceeding your budget.
- Charts to visualize your income and expenses.

Budgeting For Your Future: A Personalized

Introduction:

Congratulations! You're about to embark on an exciting journey into adulthood. Financial independence is a key part of that journey. This assignment will guide you in creating a personalized monthly budget, a powerful tool to manage your money effectively.

Task:

You are moving out of your parents' house and will need to find a place to live. Develop a realistic and detailed budget for a typical month. Here's what you need to do:

1. Gather Information:

- You have chosen your career and researched the starting salary, based on this starting salary you will build your budget. Identify your regular expenses across various categories (housing, food, transportation, clothing, entertainment, phone bill, insurance, utilities, ect.).

2. Budget Worksheet (create your own using excel or google sheets):

- List your income sources and their average monthly amounts.
- Create separate sections for different expense categories.
- Estimate the average monthly cost for each expense category based on your spending habits or research online (rent averages, phone plans, etc.).

3. Calculations:

- Total your monthly income from all sources.
- Total your monthly expenses for each category.
- Calculate the difference between your total income and total expenses.

4. Analysis and Adjustments:

- Analyze your budget. Is it balanced (income = expenses) or unbalanced?
- If unbalanced, identify areas where you can cut back on spending (eating out less, using public transport).
- Consider strategies to increase income (freelance work, side hustles).
- Allocate a portion of your income to savings for future goals (college, car, emergency fund).

5. Reflection :

- Write a short paragraph reflecting on the budgeting process.
- Did you find it challenging?
- What surprised you about your spending habits?
- How will you use this budget to manage your finances in the future?

Grading Rubric:

● Completeness (50 points):

- Did you include all income sources and expense categories?
- Are your calculations accurate?

- Did you complete all sections of the worksheet?
- **Accuracy & Realism (25 points):**
 - Are your income estimates realistic based on your situation?
 - Are your expense estimates reasonable for each category?
- **Analysis & Adjustments (15 points):**
 - Did you analyze your budget balance?
 - Did you propose strategies for unbalanced budgets?
 - Did you include a savings category?
- **Reflection (10 points):**
 - Did you demonstrate thoughtful reflection on the budgeting process?
 - Did you explain the challenges and takeaways?

Submission:

- Submit your completed budget worksheet (physical or digital) by the due date.

Tips:

- Be honest and realistic with your income and expense estimates.
- Use online budgeting tools or apps for assistance if needed.
- Remember, your budget is a flexible tool. Review and adjust it as needed over time.

By creating your own budget, you're taking a giant leap toward financial responsibility and a secure future. Good luck!

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Finding Your Nest: Housing Exploration for Young Adults

Introduction:

Congratulations on your graduation! As you take on new adventures, finding a place to live becomes an important next step. This assignment will equip you with the knowledge and tools to navigate the housing search effectively.

Learning Objectives:

- Identify different types of housing options available to young adults.
- Explore factors to consider when choosing a living situation (location, budget, amenities, roommates).
- Develop a plan for researching and comparing potential housing options.

Task:

Imagine yourself as a young adult about to start a new career you have chosen for yourself. You need to find a place to live within the next few months. Here's what you need to do:

- 1. Housing Options:**
 - Research and list different types of housing options commonly available to young adults (apartment rentals, shared housing, roommates).
- 2. Needs & Priorities:**
 - Consider your individual needs and priorities for your living situation. This could include factors like:
 - Location (proximity to school, work, transportation)
 - Budget (monthly rent and utilities)
 - Amenities (laundry, parking, internet)
 - Roommate preferences (shared vs. private room, number of roommates)
 - Safety and security
- 3. Research Plan:**
 - Develop a plan for researching potential housing options. This could involve:
 - Utilizing online listing platforms (Apartments.com, Zillow)
 - Contacting local rental agencies
 - Reaching out to friends, family, or classmates for recommendations
- 4. Comparison Chart:**
 - Create a chart to compare at least three potential housing options you find in your research. Include categories like:
 - Location
 - Rent & utilities
 - Amenities
 - Roommate situation
 - Pros & Cons (list the positive and negative aspects of each option)
- 5. Decision Making:**

- Analyze your comparison chart and consider which option best aligns with your needs and priorities.
- Briefly explain your choice and the factors that influenced your decision.

6. Research average rental costs in your target location.

- Investigate the application process for renting an apartment, including documents and fees required.
- If considering roommates, explore strategies for finding compatible roommates.
 - What problems might arise with having roommates
 - Will you have a roommate contract? What will be in it?
 - If you go with the roommate situation, pick your roommates from this class and discuss the living arrangements.

Submission:

- Submit your completed assignment (including housing options list, needs & priorities, research plan, comparison chart, and decision explanation) by the due date.
- Extra credit: If you want to earn 15 extra credit points, you can get up and do a presentation of your project for the entire class.

This assignment encourages critical thinking and planning for a crucial life skill. Through research and self-reflection, you'll be well-equipped to find the perfect place to call home as you embark on your journey as a young adult!

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