

Contextualized Learning Activities (CLAs)

Contact Information	
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Specialist High Skills Major	<i>Health and Wellness</i>
Course code and course title	MEL 3EW Mathematics for Work and Everyday life
Name of contextualized learning activity/activities	<i>Payroll at a Hair Salon and Spa</i>
Brief description of contextualized learning activity/activities	These are a series of activities related to Health and Wellness that require the use of math and numeracy skills.
Duration	<p><i>9 hours or 7 classes (76 minutes each)</i></p> <p>Assignment 1: Counting Hours (76 minutes)</p> <p>Assignment 2: Paying Hourly Employees</p> <p>Assignment 3: Pay Stubs of Hourly Employees (76 minutes)</p> <p>Assignment 4: Paying Commission Employees (76 minutes)</p> <p>Summative Quiz: Ways to Be Paid</p> <p>Assignment 5: Salary Employee (76 minutes)</p> <p>Assignment 6: Wages and Tips (76 minutes)</p> <p>Assignment 7: Determining the Cost</p> <p>Assignment 8: Paying for Services (76 minutes)</p> <p>Summative Quiz: Mark Up and Making Change</p> <p>Assignment 9: Making a Major Purchase (76 minutes)</p>

Overall expectations	<p>A1 Interpret information about different types of remuneration, and solve problems and make decisions involving different remuneration methods</p> <p>A2 demonstrate an understanding of payroll deductions and their impact on purchasing power;</p> <p>A3 demonstrate an understanding of the factors and methods involved in making and justifying informed purchasing decisions.</p>
Specific expectations	<p>1.1 Gather, interpret, and compare information about the components of total earnings (e.g., salary, benefits, vacation pay, profit-sharing) in different occupations</p> <p>1.2 Gather, interpret, and describe information about different remuneration methods (e.g., hourly rate, overtime rate, job or project rate, commission, salary, gratuities) and remuneration schedules (e.g., weekly, biweekly, semi-monthly, monthly)</p> <p>2.1 Gather, interpret, and describe information about government payroll deductions (i.e., CPP, EI, income tax) and other payroll deductions (e.g., contributions to pension plans other than CPP; union dues; charitable donations; benefit-plan contributions)</p> <p>2.3 Describe the relationship between gross pay, net pay, and payroll deductions (i.e., net pay is gross pay less government payroll deductions and any other payroll deductions), and estimate net pay in various situations</p> <p>3.4 calculate discounts, sale prices, and after-tax costs, using technology</p> <p>3.7 make the correct change from an amount offered to pay a charge</p> <p>3.9 describe and compare, for different types of transactions, the extra costs that may be associated with making purchases</p> <p>3.10 make and justify a decision regarding the purchase of an item, using various criteria</p>
Catholic graduate expectations (if applicable)	<p>Thinks reflectively and creatively to evaluate situations and solve problems.</p> <p>Thinks critically about the meaning and purpose of work.</p>
Essential Skills and work habits	<p>Reading Text Understanding text in the form of sentences or paragraphs</p> <p>Numeracy Use of numbers and quantities</p> <p>Writing Completing solutions of multi-step problem-solving questions</p> <p>Continuous Learning Ongoing process of learning and acquiring skills</p> <p>Thinking Skills Cognitive ability, problem solving</p> <p>Initiative Starts work with little or no prompting</p> <p>Work Habits Punctual, time effective, and able to follow directions</p> <p>Organization Written work is well laid out and neat</p> <p>Working Independently Accomplishes tasks independently</p>

Instructional/Assessment Strategies

Teacher's notes

- It is assumed that teachers have taught the lessons on mark-up, discount, after-tax costs, gross pay, net pay, deductions, and ways to pay for larger items. This activity is a way to put those expectations together in the context of owning a Salon.

- * The activity sheets should be photocopied for each student.

- * The Math teacher should communicate with the Cosmology teacher on a regular basis.

Both teachers should be kept up to date on developments that correspond to each other's courses.

- * Providing applicable real life examples from the health and wellness sectors can be beneficial for student learning.

- * Constant diagnostic and formative feedback is important for consistent learning and student development (ie. through use of student worksheets).

- * If the class is a split group (not all SHSM students) it may be advantageous to group the SHSM students together, however, this CLA has benefits for all MEL students, not just those enrolled in the SHSM program.

Context

This CLA is designed for students that plan on entering an apprenticeship or college in the Health and Wellness sectors. It gives the students some insight in operating a hair salon and spa.

Strategies

Socratic Review of key concepts: Teacher can begin each part of the activity with a reminder of pertinent definitions on the board, or a small example of the topic of the day

Teacher modelling: each of section of the assignment has one completed example

Observation and Assessment: when the assignment is handed out, the teacher will need to circulate and answer individual questions.

Pen & Pencil Assessment: Students can demonstrate their learning with the summative quizzes

Assessment and Evaluation of Student Achievement

Strategies/Tasks	Purpose
1.Counting Hours	Formative Assessment (give constant feedback on Student Progress)
2. Paying Hourly Employees Completing Pay Stubs	Formative Assessment (give constant feedback on Student Progress)
3.Commission Employees	Formative Assessment (give constant feedback on Student Progress)
4. <i>Summative Quiz: Ways to be Paid</i>	Summative Assessment
5. <i>Determining Salary Pay</i>	Formative Assessment (give constant feedback on Student Progress)
6. <i>Wages and Tips</i>	Formative Assessment (give constant feedback on Student Progress)
7. <i>Determine Costs of Items</i>	Formative Assessment (give constant feedback on Student Progress)

8. <i>Paying For Services</i>	Formative Assessment (give constant feedback on Student Progress)
9. <i>Summative Quiz: Mark up and Making Change</i>	Summative Assessment
10. <i>Making a Major Purchase</i>	Formative Assessment (give constant feedback on Student Progress)
Assessment tools See attached files 1.1 Payroll at Salon and Spa 1.2 Payroll at Salon and Spa Teacher solutions	

Additional Notes/Comments/Explanations

Pre-activity work can include worksheets that mimic the activity and can include topics covered here, especially:

- Percent mark up
- Discounts (% and fractional)
- After tax costs
- Estimating & Calculating Change
- Layaway, Rent-to-Own, Monthly Instalments, No Interest/No Payments

Resources

(List all the resources needed to support the implementation of the CLA.)

Human Resources

Teacher, and possibly a classroom EA

Print

The provided worksheets in the accompanying file

Accommodations

Individual Education Plans (IEP) should be followed at all times. Be sure to consult the SERT for additional information and suggestions;

- * additional time may be needed for diagnostic, formative and summative assignments;
- * the activities and lessons outlined in this CLA allow for flexibility in the delivery of the material. Alternating teaching strategies can help students who are not progressing at the appropriate level;
- * font can be increased for those students that have vision problems;
- * class rules, behaviours, and due dates should be posted in the classroom and talked about so that all students are aware of the expectations;
- * if possible, more individual instruction time can be allotted to students in need;

List of Attachments

1.1 Payroll at Salon and Spa

1.2 Payroll at Salon and Spa Teacher solutions