Teacher Candidates Name: Miss Mueller  
Name of Lesson: Needs vs Wants  
Grade Level: 11 & 12th Grade  
Date: Fall Semester

**Needs Versus Wants**  
Adapted from TPA Lesson Plan

<table>
<thead>
<tr>
<th>Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevant Nat’l FCS Content Standards:</strong></td>
</tr>
<tr>
<td>3.3.2 Demonstrate components of a financial planning process that reflect the distinction between needs, wants, values, goals, and economic resources.</td>
</tr>
<tr>
<td><strong>Learning Objectives: Key learning objectives written in terms of the learner. (begin each objective with The Learner Will...):</strong></td>
</tr>
<tr>
<td>• The learner will recognize what wants are.</td>
</tr>
<tr>
<td>• The learner will recognize what needs are.</td>
</tr>
<tr>
<td>• The learner will describe key vocabulary in financial planning in regards to wants.</td>
</tr>
<tr>
<td>• The learner will describe key vocabulary in financial planning in regards to needs.</td>
</tr>
<tr>
<td>• The learner will detect the importance of a need.</td>
</tr>
<tr>
<td>• The learner will detect the luxury of a want.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you want your students to know?</strong> (statements of what students should be “tested on”)</td>
</tr>
<tr>
<td>• Students will know the vocabulary terms associated with financial planning, including: wants, needs, etc</td>
</tr>
<tr>
<td>• Students will know the difference between a want and a need</td>
</tr>
<tr>
<td>• Students will know what is a want and what is a need</td>
</tr>
<tr>
<td><strong>Measurable terms of what you want the learners to be able to do?</strong> – (align with learning objectives listed above)</td>
</tr>
<tr>
<td>• Students will be able to define wants</td>
</tr>
<tr>
<td>• Students will be able to define needs</td>
</tr>
<tr>
<td>• Students will be able to distinguish between a want and a need</td>
</tr>
</tbody>
</table>
**Group Accountability (Formative)**

**How will you check to see whether your class has met your learning objectives?**

- The students will engage in class discussions throughout the powerpoint presentation, which will allow them to understand the material more effectively.
- The students will be given time to ask questions and understand the concepts before moving on to another concept.
- The students will be required to participate in class discussions and give examples of wants and needs.

**Learning Plan**

**What key vocabulary/language will students need to know to meet the learning objective?**

- Wants
- Needs
- Materialism
- Consumer

**How will you teach this key vocabulary to enable students to meet the learning objective?**

- These vocabulary words will be gone over in class many times on a powerpoint that will give examples and definitions of each.
- The learner will be expected to...
Teacher Candidates Name: Miss Mueller  
Name of Lesson: Needs vs Wants  
Grade Level: 11 & 12th Grade  
Date: Fall Semester

<table>
<thead>
<tr>
<th>Method/Strategy</th>
<th>Time Allotment</th>
<th>Co-Teaching Strategy</th>
</tr>
</thead>
</table>
| **Anticipatory Set:**  
Students: Students will raise their hands and give examples of what | | |

**What is the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**
- How do you successfully differentiate between a want and a need?
- What vocabulary terms are associated with this form of financial planning?

**How will you differentiate for all the learners (ELL, Sp. Ed., poverty, gifted, etc.) in your class?**
- The assignments and instruction method will be varied on what the student needs are in the classroom.
- The powerpoints will be printed off prior to class for those who may need to see it on paper to concentrate or for those who may need letters enlarged to see properly.
- Students are welcomed to come in for extra or one-to-one help if needed.
- Additional assignments can be handed out to those students who seem to grasp the knowledge of wants and needs easily and would like more challenging work.

**Materials/Resources Required (make sure you include number amounts for each):**
- Powerpoint
- 20 Needs vs Wants worksheets
- White board (or Smart Board)
- White board markers if applicable

**SCHEDULE OF ACTIVITIES**

<table>
<thead>
<tr>
<th>Method/Strategy</th>
<th>Time Allotment</th>
<th>Co-Teaching Strategy</th>
</tr>
</thead>
</table>
| Anticipatory Set:  
Students: Students will raise their hands and give examples of what | | |
Teacher Candidates Name: Miss Mueller  
Name of Lesson: Needs vs Wants  
Grade Level: 11 & 12th Grade  
Date: Fall Semester

Teacher: Ask students what they think a need is and what they think a want is.

Learning Activities:
Students:
- The students will discuss what they think needs and wants are.
- They will then take notes on needs and wants.
- The students will discuss needs and wants that affect them.
- The students will then discuss as a class the factors that affect our buying.

Teacher:
- I will have the students discuss what they think needs and wants are.
- I will then go over a powerpoint presentation of what needs and wants are.
- We will discuss that we need food, shelter, clothing, etc.
- We will also discuss that we want certain brands of clothes, cars, going out to eat, etc.
- We will also discuss the factors that affect our buying, such as, social image, impulse buying, materialism, emotions, and personal attitudes toward money.

Closure:
Students: The Students will talk in small groups about how needs and wants can vary by social class.

Teacher: The teacher will walk around the room and ask students questions about the needs and wants of social classes.