

Financial Well-Being

Work

Life

Learning Outcomes: Students will apply concepts and strategies for developing a financial plan based on college and career goals.

Alignment with Standards:	<p>Essential Academic Learning Requirements Grades 9/10 Grade Level Expectations: This lesson is aligned with Reading EALR 3: The student reads different materials for a variety of purposes. Component 3.2: Read to perform a task. 3.2.2 Apply understanding of complex information, including functional documents, to perform a task and Educational Technology Integration: Students use technology within all content areas to collaborate, communicate, generate innovative ideas, investigate and solve problems. 1.3 Investigate and Think Critically: Research, manage and evaluate information and solve problems using digital tools and resources.</p> <p>Common Core State Standards Grades 11-12: This lesson is aligned with College and Career Readiness Standards for Reading, Craft and Structure 4, Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</p> <p>American School Counselor Association National Standards: This lesson is aligned with ASCA Standard C: Students will understand the relationship between personal qualities, education, training and the world of work. C: C1 Acquire Knowledge to Achieve Career Goals C: C1.1 Understand the relationship between educational achievement and career success.</p> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Self-direction: Systematic and comprehensive planning, Self-instruction, Resources, Effective and sustained effort, Self-monitoring and reflection, Results are valuable • Digital Communication: Electronic environments, Responsible behavior • Problem Solving: Identifying and addressing obstacles, Identifying solutions, Solving the problem, Self-evaluation and reflection 		
Materials:	Teacher Lesson AND... <i>Intro_Checking_Savings_Teacher_Presentation</i> <i>Intro_Insurance_Teacher Presentation</i> <i>Intro_Creating_Good Credit_Teacher Presentation</i>	Copies of hand outs: <i>StudentWorksheet_Budget</i> <i>Saving_screenshots_Excel</i>	Computer/Internet Access
Implementation:	<p>Part 1: Checking & Saving Accounts</p> <ul style="list-style-type: none"> • Ask students about their prior knowledge of checking & savings accounts. <i>Are they familiar with them? Do they have one, both, unsure? If so, how do they most commonly use them?</i> • Discuss that being financially stable in the future relies on the fact that they understand how to use their checking/saving accounts effectively. • Go through the presentation to introduce checking & saving accounts; (<i>Intro_Checking_Savings_Teacher_Presentation</i>) • When finished, check for questions & clarifications. Remind students that they will be filling out a response/reflection & uploading to Moodle on all parts of <i>Financial Well-Being</i>. <p>Part 2: Insurance</p> <ul style="list-style-type: none"> • Ask students about their prior knowledge of insurance, regardless of the different types. <i>Are they familiar with</i> 		

	<p><i>them? Have students give examples of how different types of insurance work? They can provide examples or anecdotes if they are comfortable.</i></p> <ul style="list-style-type: none"> • Discuss the concept that having insurance helps prevent financial loss & it is extremely important to have in the future to ensure their financial well-being. • Go through the presentation to introduce checking & saving accounts; (<i>Intro_Insurance_Teacher Presentation</i>) • When finished, check for questions & clarifications. Remind students that they will be filling out a response/reflection & uploading to Moodle on all parts of <i>Financial Well-Being</i>. <p>Part 3: Personal Credit & Credit Cards</p> <ul style="list-style-type: none"> • Ask students about their prior knowledge of & differences between having good personal credit and the use of credit cards. <i>Are they familiar with them? Have students give examples of how different credit cards work? Can they give justification for why they would want to maintain personal good credit for the future? They can provide examples or anecdotes if they are comfortable.</i> • Discuss the concept that having good personal credit and using credit cards wisely can help them stay financially sound and achieve their financial goals if they are responsible. • Go through the presentation to introduce checking & saving accounts; (<i>Intro_Creating_Good Credit_Teacher Presentation</i>) • When finished, check for questions & clarifications. Remind students that they will be filling out a response/reflection & uploading to Moodle on all parts of <i>Financial Well-Being</i>. <p>Part 4: Budgeting & Reality Check</p> <ul style="list-style-type: none"> • Each student will need to have access to a computer. • Download the Excel spreadsheet for the student worksheet on budget. (<i>StudentWorksheet_Budget</i>) • Click on the first tab of the worksheet they will reflect on what they learned in the teacher presentations & type in their responses to the prompts on the worksheet in the space provided. • Click on the second tab of the worksheet, the students will research how much the expenses of daily life can add up. • They will need to use various websites to find the information ie. Target, Fred Meyer, Wal-Mart etc. • As they determine the price of an item on a chosen website and enter it in to the Excel worksheet. (<i>*The worksheet is formatted to automatically calculate as they enter their data.</i>) • When students finish they will continue by clicking on the third tab at the bottom of the Excel worksheet to see the instructions & enter their responses. • This tab will instruct students go to the WOIS site and <i>individually</i> log in. • As students complete the WOIS Reality Check activity(<i>*instructions in Excel worksheet</i>), they will take a screenshot of their final monthly expenses & paste it in to the respective area next to their typed response. • For instructions/review on taking screenshots in Microsoft Office 2010, see hand out. (<i>Saving_screenshots_Excel</i>) • When students have completed their student budget worksheet (<i>StudentWorksheet_Budget</i>) they will need to UPLOAD it with their name to the class Moodle site.
Additional Resources:	Consumer Jungle http://www.consumerjungle.org/

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	https://www.wois.org/
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