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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Human Services |
| **Course Name** | Dollars and Sense |
| **Lesson/Unit Title** | Money Matters: Making Cents of It All |
| **TEKS Student Expectations** | **130.273. Knowledge and Skills.**  (2) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:  (A) analyze the economic rights and responsibilities of individuals as consumers;  (B) apply management, planning skills, and processes to organize tasks and responsibilities; and  (C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Investigate the differences between major and minor financial decisions * Understand how money management skills are important in everyday life * Compare sources and costs of credit |
| **Rationale** | Is having credit a good thing or bad thing? A decision you make regarding credit will determine whether you have money at the end of the week, month, and year. Have you ever thought about what you spend your money on or the legal consequences of using credit? Your spending choices can affect you more than you expect. Not only do you have financial responsibilities, you also have certain rights. Learning the basics of personal financial management can help people get with they need, but like Mick Jagger sings, “You can’t always get what you want”. Financial decision-making involves trade-offs. |
| **Duration of Lesson** | Four to five 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Budget:** An estimate, often itemized, of expected income and expense for a period of time in the future  **Closed-end credit:** Encompasses one-time loans for a specific time period  **Credit:** The supplying of goods, services, or money in exchange for the promise of future payment  **Compliance:** Acting according to certain accepted standards; “their financial statements follow generally accepted accounting practices”  **Consequence:** The effect, result or outcome of something occurring earlier  **Consumer:** A person who uses goods and services, usually in exchange for money  **Consumer credit:** Credit extended to consumers for personal needs, not business needs  **Decision:** The act or process of deciding; determination, as of a question or doubt, by making a judgment  **Decision-making process:** The process of selecting from several choices and acting  **Desire:** To wish or long for; to want  **Economic:** Pertaining to the production, distribution and use of income, wealth, and commodities  **Financial planning:** A tool that allows us to define our financial goals by assessing our current financial situations and then planning what we need to do to achieve those goals  **Habit:** An acquired behavior pattern regularly followed until it has become almost involuntary  **Human capital:** Skills, knowledge and experience possessed by an individual or population viewed in terms of their value or cost to an organization or country  **Open-end credit:** Refers to loans available on an ongoing basis within set credit limits  **Procrastination:** To put off doing something, especially out of constant carelessness or laziness  **Security:** Something deposited or given as assurance of the fulfillment of an obligation; a pledge  **Spontaneity:** Unplanned behavior, impulse, or movement; spur of the moment  **The Truth in Lending Act (TILA):** Protects you against inaccurate and unfair credit billing and credit card practices; it requires lenders to provide you with loan cost information so that you can comparison shop for certain types of loans  *Note: Many other terms on the slide presentation can be identified. Encourage students to include the definitions in the assignment.* |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation * Computers with Internet access (Be sure to follow district guidelines for Internet access.) * Light projector (Elmo) * Presenter/remote   **Materials:**   * Cardstock * Colored pencils * Construction paper * Magazines for cutting out pictures * Markers * Scissors   **Supplies:**   * Access to a recording of Rolling Stones “You Can’t Always Get What You Want” (chorus only, 30 seconds of playtime allowed) – optional * Credit card applications (voided) * Faux credit cards * Play money (different amounts) * Samples of credit contracts * Copies of handouts   **PowerPoint:**   * Money Matters: Making Cents of It All   **Technology:**   * Free iPad Apps:   + Level Money Level is the mobile money meter, the radically simple way to track your daily cash flow and take control of your money. [Https://itunes.apple.com/us/app/level-money/id706366965?Mt=8](https://itunes.apple.com/us/app/level-money/id706366965?mt=8) * Infographic:   + Infographic: Biggest Financial Fears Despite recent reports of uptick in consumer confidence, a recent ACCC survey finds over half of consumers are worried about money every single day, and more than thirty percent do nothing to prevent their fear from happening. [Http://www.consumercredit.com/financial-education/infographics/infographic-biggest-financial-fears.aspx](http://www.consumercredit.com/financial-education/infographics/infographic-biggest-financial-fears.aspx) * TED Talk: One Life-Changing Class You Never Took: Alexa von Tobel at TEDxWallStreet Alexa von Tobel is the founder and CEO of learnvest.com which she has been developing and growing since 2006. Learnvest is the leading personal finance and lifestyle website that brings financial literacy to women. [Http://youtu.be/8jkri0aezwq](http://youtu.be/8jkri0AeZWQ)   **Graphic Organizers:**   * KWHL Chart – Money Matters: Making Cents of It All * SIRDC Door Hanger Pass Template * Slide Presentation Notes   **Handouts:**   * Clarifying the Cost of Credit * Clarifying the Cost of Credit (Key) * Comparing Sources and Costs of Credit * Control Credit! * Cost of Credit * Credit: Open and Closed * Rubric for Credit: Open and Closed * What You Need to Know: New Credit Card Rules |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Prior to class:  Note to Teacher: More information on finances and consumers can be found in these courses:   * Personal Money Management (Dollars and Sense) for additional resources and activities. * The Impact of Technology on the Family Life Cycle (Interpersonal Studies) for additional resources and activities. * How the Media Influences Consumers (Dollars and Sense) for additional resources and activities. * Laws, Regulations and Taxes That Impact Consumers (Dollars and Sense) for additional activities, ideas, and resources.   Print the door passes from the SIRDC Door Hanger Pass Template on cardstock and cut them apart. The students will be using the door passes as a Lesson Closure activity.  Display as many of the lesson-related supplies that you have available on a table in front of the room.  Become familiar with the PowerPoint, handouts, and activities.  Before class begins:  Ask a student volunteer to read the article Control Credit! Have students draw T-charts on their notebook paper, and ask them to list advantages they can see for using credit on the left side. Ask them to list disadvantages on the right side. Allow them time to complete their T-charts, then facilitate a discussion. Point out whether credit is “good” or “bad” depending upon how effectively it is used. Have students develop guidelines for effective use of credit. Lead groups to share the guidelines.  Distribute the graphic organizer KWHL Chart – Money Matters: Making Cents of It All. Ask students to complete the chart by answering the first three sections:  K – What I know about the factors affecting credit and consumers W – What I want to learn about the factors affecting credit and consumers H – How can I learn more about the factors affecting credit and consumers?  The last section will be completed in the Lesson Closure.  Lead students to share and discuss their responses. |
| **Direct Instruction \*** | Note to teacher: Prior to beginning this lesson, please review, preview, and select the appropriate multimedia for your classes.  Introduce lesson objectives, terms, and definitions.  Distribute the handout Slide Presentation Notes. Students will be expected to take notes while viewing the slide presentation. Teacher will determine the notes to be recorded by students.  Introduce the PowerPoint Money Matters: Making Cents of It All.  Have students read the Cost of Credit handout and then complete the Clarifying the Cost of Credit handout. Use the questions to guide a discussion regarding the cost of credit.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing students with a copy of the notes or a fill-in-the-blank note sheet to follow along with instructions * pairing up students with elbow partners who can assist them with verbal and written responses to the lesson |
| **Guided Practice \*** | Have students select one item to purchase and compare credit costs and considerations from three sources. For example, if a student selects a $2,500.00 computer system, possible credit sources could be a store that sells the computer, a secured loan from a credit union or an unsecured loan from a finance company. Distribute the Comparing Sources and Costs of Credit handout.  Lead students to report and discuss their findings.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * praising students * providing the students with a copy of the slide presentations |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Scenario: You are moving into an unfurnished apartment and are going to need to purchase new furniture as well as a washer and dryer.  Distribute the Credit: Open and Closed handout. Divide the class into groups, and assign each group to research one of the five types of credit to present in greater depth to the class. Ask groups to locate and share examples of credit application forms and contracts for their assigned type (or provide students with examples you have previously collected.)  The five types of credit include:   * Installment cash credit * Installment sales credit * Regular charge accounts * Revolving charge accounts * Single-payment loan   Ask each group to cover the following in their presentations:   * A clear explanation of the type of credit * Costs, terms, and conditions associated with the type of credit * Examples of purchases (to which students can relate) that might utilize the specific type of credit * Sources where the credit might be obtained   Distribute the Rubric for Credit: Open and Closed handout so that students may understand what is expected.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * encouraging participation * reducing length of assignment * extending length of time for assignment * pairing students |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Students will complete the KWHL Chart – Money Matters: Making Cents of It All section labeled L.  Students will complete the door pass activity SIRDC Door Hanger Pass Template. This will be their pass as they exit the classroom. |
| **Summative/End of Lesson Assessment \*** | Team presentations will be assessed with the previously provided rubric and personal reflection assignment.  Students will each write a one-page personal reflection on what they learned from this lesson and how they plan to use the information now and in the future.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * allowing extra time for responses * prompting, if necessary |
| **References/Resources/**  **Teacher Preparation** | **Images:**   * Microsoft Clip Art: Used with permission from Microsoft. * Photos obtained through a license with Shutterstock.com.   **Textbooks:**   * Campbell, S. R. (2010). *Foundations of personal finance*. Tinley Park, IL: Goodheart-Willcox. * Madura, Jeff, K. Casey Michael, and Sherry Roberts J. (2010). *Annotated teacher’s edition to personal financial literacy*. Saddle River, NJ: Pearson Education.   **Websites:**   * Business and Money Source: The Wall Street Journal, Classroom Edition Articles on money and economics.<http://classroom.wsj.com/business?mod=CRE_topnav_business_main> * Decision-Making Skills and Techniques  Source: Time Management Guide We use our decision-making skills to solve problems by selecting one course of action from several possible alternatives. <http://www.time-management-guide.com/decision-making-skills.html> * Decision-Making Skills Source: Mind Tools A systematic approach to decision making will help you address the critical elements that result in a good decision. <http://www.mindtools.com/pages/article/newTED_00.htm> * Economy 101: What’s It All About Source: Practical Money Skills Understanding money and the economy.  [http://www.practicalmoneyskills.com](http://www.practicalmoneyskills.com/) * MyCreditUnion.gov Pocket cents resources for individuals from youth to seniors.<http://www.mycreditunion.gov/Pages/pocket-cents-landing-young-adults.aspx> * MyMoney.gov Good resources for finances throughout the life cycle.<http://www.mymoney.gov/lifeevents/Pages/lifeevents.aspx> * Six Thinking Hats Source: Mind Tools Looks at a decision from all points of view.<http://www.mindtools.com/pages/article/newTED_07.htm> * TheMint.org Tips and tools for managing money for teens.<http://www.themint.org/teens>   **Videos:**   * Minimum Payments on Credit Cards This video shows what happens when someone makes just the minimum payment on a credit card balance.<http://youtu.be/8jkri0AeZWQ> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Ask students to repeat your instructions back to you to be sure they know what is expected of them before each new phase of the lesson. * Discuss vocabulary in detail, and make sure everyone has a firm grasp on it before moving forward with the lesson. * Use graphic organizers and visuals to explain the lesson in detail. * Utilize the Four Corners Vocabulary / Word Wall Activity * Have students say and write the vocabulary words in their primary languages. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Current Events Assign students to read about the importance of understanding financial issues. Information can be found in newspaper articles, magazines, journals, and online print. Suggestions:   * Consumer Expenditures in 2012<http://www.bls.gov/cex/csxann12.pdf> * Do different groups invest differently in higher education?<http://www.bls.gov/opub/btn/volume-3/pdf/do-different-groups-invest-differently-in-higher-education.pdf> * Parents Projected to Spend $245,340.00 to Raise a Child Born in 2013<http://cnpp.usda.gov/Publications/CRC/2013CRCPressRelease.pdf> * Tips for Being a Savvy Consumer<http://www.usa.gov/topics/consumer/smart-shopping/tips.shtml> * What You Need to Know: New Credit Card Rules   Encourage students to connect reading to their life experiences or prior knowledge. |
| **Quotes** | What I’m always trying to say to the consumer is: buy less, choose well, make it last.  **-Vivienne Westwood**  Every man is a consumer, and ought to be a producer. He is by constitution expensive, and needs to be rich. **-Ralph Waldo Emerson**  Obviously, we’re a consumer nation and you have the power to influence these big corporations who are running the world right now through what you chose to, or not to purchase.  **-Daryl Hannah**  Are these things really better than the things I already have? Or am I just trained to be dissatisfied with what I have now? **-Chuck Palahniuk, Lullaby**  Never spend your money before you have earned it.  **-Thomas Jefferson**  Money has never made man happy, nor will it, there is nothing in its nature to produce happiness. The more of it one has the more one wants.  **-Benjamin Franklin** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * One of the best financial decisions I’ve ever made was … * How does the decision-making process effect you on a daily basis? * One of the worst financial decisions I’ve ever made was … * Why is it important to spend your money wisely? * What is a major decision you’ve had to make regarding money?   **Writing Strategy:**  RAFT Writing Strategy   * + Role – Parent   + Audience – Children   + Format – Letter   + Topic – It is important to think about what you’re going to spend your money on before you buy something because … |
| **Communication**  **90 Second Speech Topics** | * A decision I have made with positive results was … * If I could spend my money any way I wanted, I would … * Financial money management is important because … |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Have the students conduct an Internet search (use the search phrase “calculating interest charges”) to locate an online interest-rate calculator, or provide students with access to interest-calculating software. Instruct the students to experiment with varying the amount financed, APR and term/number of payments. Have them record and compare monthly payments and total interest charges. For additional emphasis, students can prepare a chart or graph depicting comparisons. * Students will create a game about economic decision-making strategies, for example buying a car, buying a house, or going to college. The game can be based on the Game of Life. * Students will keep a list of all the economic decisions they make for the week. They are to make a chart for each day of the week and total their spending each day and a grand total for the week. * Students can develop a personal budget based on actual income/expenses for themselves. * TED Talk: TEDx is a program of local, self-organized events that bring people together to share a TED-like experience. At a TEDx event, TEDTalks videos and live speakers combine to spark deep discussion and connection in a small group. These local, self-organized events are branded TEDx, where x = independently organized TED event. The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk.   + One Life-Changing Class You Never Took: Alexa von Tobel at TEDxWallStreet Alexa von Tobel is the founder and CEO of LearnVest.com which she has been developing and growing since 2006. LearnVest is the leading personal finance and lifestyle website that brings financial literacy to women.<http://youtu.be/8jkri0AeZWQ> |
| **Family/Community Connection** | * Family finances interview: Have students interview family members about their attitudes toward finances. * Arrange for a Certified Financial Planner to speak to the class. * Invite a local banker to come and talk to the class about different types of accounts available, such as a checking account, savings account, and other ways to save and invest money. Have students create a phone list of local banks and credit unions that can be distributed to the school and local community. * Students will keep a list of their families’ economic decisions made for a week. The students will discuss the results with their parents concerning family money expenditure. At the end of the week the students will write a summary of how their family spends money. |
| **CTSO connection(s)** | **Family Career and Community Leaders of America (FCCLA)**  [http://texasfccla.org](http://texasfccla.org/)  National Programs: FCCLA Family First Project –<http://www.fcclainc.org/content/families-first>  The FCCLA Families First Project is a national peer education program through which youth gain a better understanding of how families work and learn skills to become strong family members. Its goals are to help youth become strong family members and leaders for today and tomorrow and strengthen the family as the basic unit of society. To help members focus their projects, Families First offers five units. Members may complete projects in one or several units. There is no particular order to them; however, “Families Today” might be a good place to start. This unit covers topics that provide a general overview of families and related issues. The topics are:   * Families Today: Understand and celebrate families * You-Me-Us: Strengthen family relationships * Meet the Challenge: Overcome obstacles together * Balancing Family and Career: Manage multiple responsibilities * Parent Practice: Learn to nurture children   National Program: The FCCLA Financial Fitness national peer education program involves youth teaching one another how to make, save and spend money wisely. Through FCCLA’s Financial Fitness program, youth plan and carry out projects that help them and their peers learn to become wise financial managers and smart consumers. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to the lesson. [http://www.ysa.org](http://www.ysa.org/)   * Possible idea: Organize a local walk-a-thon to raise money, and donate the money to the community for the renovation of a park, to provide help with minor housing repair needs, or to help a family in need. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)