

Unit Title: Money Matters

INSTRUCTIONAL UNIT AUTHORS

Pueblo School District #70

Greg Bradfield

Lori Fiorini

Amber Garcia

Lindsey Gomez

Brian Montez

Dianna Stanley

BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

Pueblo School District #70

Greg Bradfield

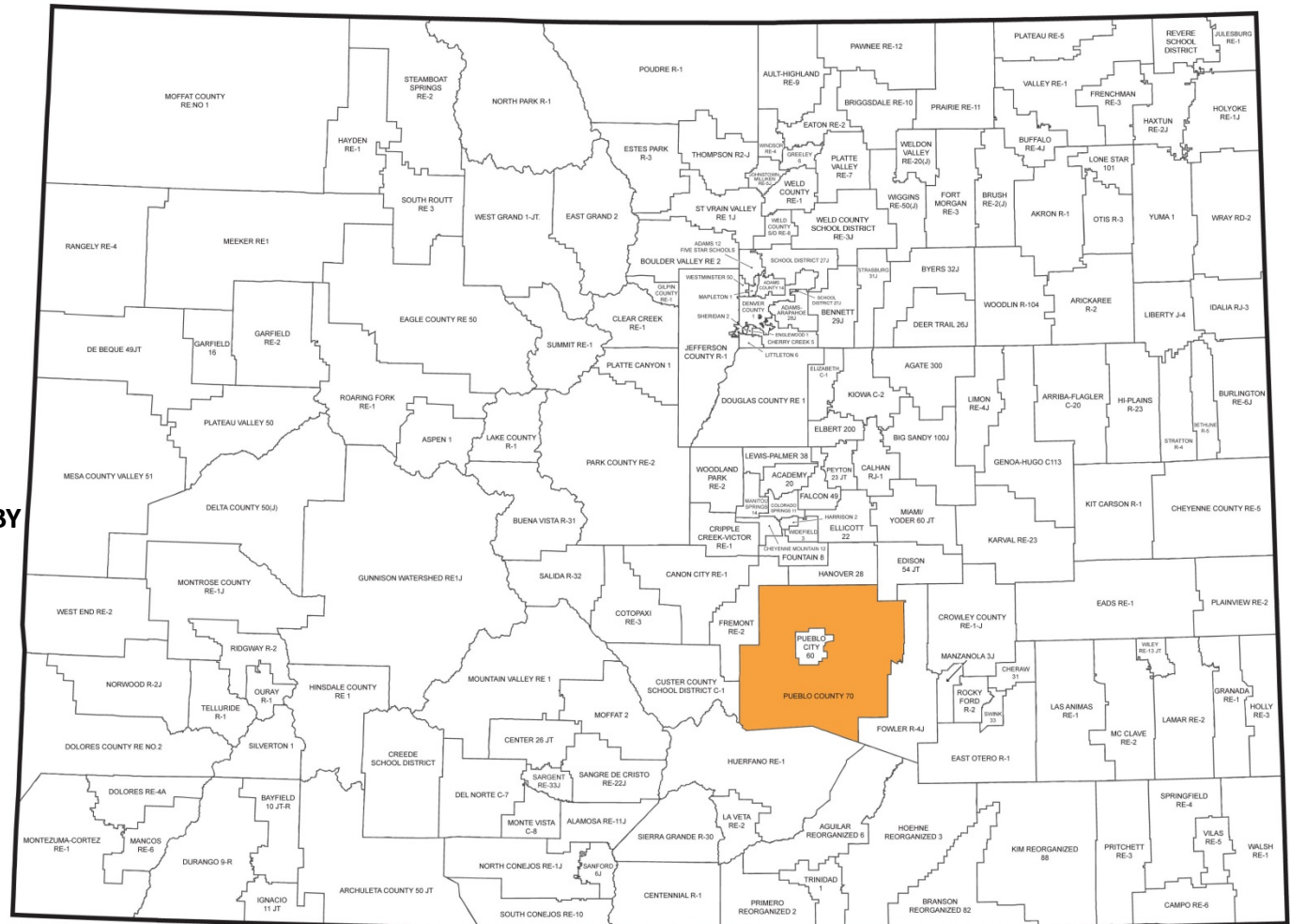
Lori Fiorini

Amber Garcia

Lindsey Gomez

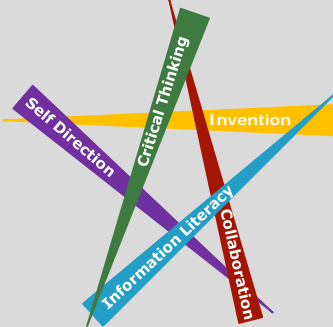
Brian Montez

Dianna Stanley



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

Colorado Teacher-Authored Sample Instructional Unit

Content Area	Social Studies	Grade Level	8 th Grade
Course Name/Course Code	8 th Grade Social Studies		
Standard	Grade Level Expectations (GLE)	GLE Code	
1. History	1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives	SS09-GR.8-S.1-GLE.1	
	2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another	SS09-GR.8-S.1-GLE.2	
2. Geography	1. Use geographic tools to analyze patterns in human and physical systems	SS09-GR.8-S.2-GLE.1	
	2. Conflict and cooperation occur over space and resources	SS09-GR.8-S.2-GLE.2	
3. Economics	1. Economic freedom, including free trade, is important for economic growth	SS09-GR.8-S.3-GLE.1	
	2. Manage personal credit and debt (PFL)	SS09-GR.8-S.3-GLE.2	
4. Civics	1. Analyze elements of continuity and change in the United States government and the role of citizens over time	SS09-GR.8-S.4-GLE.1	
	2. The place of law in a constitutional system	SS09-GR.8-S.4-GLE.2	
<p align="center">Colorado 21st Century Skills</p>  <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p align="center">Reading & Writing Standards for Literacy in History/Social Studies 6 - 12</p> <p>Reading Standards</p> <ul style="list-style-type: none"> • Key Ideas & Details • Craft And Structure • Integration of Knowledge and Ideas • Range of Reading and Levels of Text Complexity <p>Writing Standards</p> <ul style="list-style-type: none"> • Text Types & Purposes • Production and Distribution of Writing • Research to Construct and Present Knowledge • Range of Writing 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Money Matters	2-3 weeks	5	

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Money Matters		Length of Unit	2-3 weeks
Focusing Lens(es)	Economic reasoning	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.8-S.3-GLE.2	
CCSS Reading Standards for Literacy in History/Social Studies 6-8	CCSS.RH.6-8.4; CCSS.RH.6-8.7		CCSS Writing Standards for Literacy in History/Social Studies 6-8	CCSS.WHST.6-8.7; CCSS.WHST.6-8.8
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why is understanding credit and debt important? • What if our society didn't have credit? • When (at what age) should people be allowed to have credit or to go into debt? 			
Unit Strands	Economics (PFL)			
Concepts	Credit, debt, debit, cost, credit history, economic reasoning, interest rate, finance charge, principal, consumer, loan, borrow, purchase, risk, budget, income, term			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time (SS09-GR.8-S.3-GLE.2-EO.a,b,c)*	What are the costs and benefits of credit card purchases? How are debit cards different from credit cards? How do interest rate and loan length affect the cost of credit? (SS09-GR.8-S.3-GLE.2-RA.1)* What are different types of credit?	Why is understanding credit and debt important? (SS09-GR.8-S.3-GLE.2-IQ.1)* Why is it important to know about different types of credit? (SS09-GR.8-S.3-GLE.2-IQ.3)*
Using credit results in debt that can be managed in healthy and/or unhealthy ways (SS09-GR.8-S.3-GLE.2-EO.a,b,c)*	What are some strategies for the wise use of credit? What are the connections between the cost of borrowing money and successfully managing debt? What are the risks involved with utilizing credit such as credit cards, auto loans, etc.? (SS09-GR.8-S.3-GLE.2-RA.2)*	When is debt useful? (SS09-GR.8-S.3-GLE.2-IQ.5)* When is debt harmful? How do people manage debt? (SS09-GR.8-S.3-GLE.2-IQ.2)*
Personal knowledge of credit history can inform effective decision-making for the management of credit and debt (SS09-GR.8-S.3-GLE.2-EO.d)*	What are the components of a credit history? (SS09-GR.8-S.3-GLE.2-RA.3)* What factors affect an individual's credit score? Who uses credit history information?	What does a credit score indicate about financial health? Why is it important to build a strong credit history?

Colorado Teacher-Authored Sample Instructional Unit

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • The definitions of credit and debt (SSO9-GR.8- S.3-GLE.2-EO.b)* • Different forms of credit and debt • Components of credit history • How technology allows individuals to research costs, analyze sources of credit, access personal credit scores, and track personal finances • Strategies for managing credit and debt 	<ul style="list-style-type: none"> • Analyze, compare, and describe the components of credit and credit history (SSO9-GR.8- S.3-GLE.2-EO.b,c,d)* • Compare the advantages and disadvantages of different methods of payment • Analyze the cost of borrowing for such items as buying a car (SSO9-GR.8-S.3.-GLE.2-RA.2)* • Use a financial or online calculator to determine the total cost of repaying a loan under various rates of interest and over different time periods • Analyze a credit card offer and a credit card statement

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Consumers may use credit frequently, but many struggle to manage it wisely. To make sound financial decisions, consumers need to understand their credit, assess their credit scores, and manage their budget.</i></p>
<p>Academic Vocabulary:</p>	<p>Compare/contrast, analyze, advantage, disadvantage</p>
<p>Technical Vocabulary:</p>	<p>Credit, debt, debit, cost, credit history, economic reasoning, interest rate, debit card, credit card, finance charge, principal, consumer, loan, borrow, purchase, credit score, risk, budget, term</p>

* Denotes connection to Personal Financial Literacy (PFL)

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	In this unit, the students will learn the basic concepts of credit and debt. Students will formulate strategies for making good financial decisions by investigating different types of credit, loans, and the costs associated with using credit. Students will also discover the importance of maintaining debt. The unit culminates with students demonstrating the practical application of personal financial literacy using the basic concepts of credit, debt and management skills to make educated financial decisions.
Considerations:	A new unit overview (2015) entitled, <i>Money Matters</i> was developed for the 8 th grade personal financial literacy standards. This instructional unit was created to enhance student knowledge of personal finances and enable students to make sound financial decisions using their economic reasoning skills.
Unit Generalizations	
Key Generalization:	Using credit results in debt that can be managed in healthy and/or unhealthy ways
Supporting Generalizations:	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time
	Personal knowledge of credit history can inform effective decision-making for the management of credit and debt

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Using credit results in debt that can be managed in healthy and/or unhealthy ways
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	Everyone is a consumer and is responsible for making economic choices. As an adult, decisions about credit and debt will need to be made in regards to buying a car, paying for college or trade school, owning a business, etc. You are a member of a team of financial planners who travel around Colorado giving seminars on credit resources and debt management. Your seminar focuses on the cost, risks, and benefits of using credit. The seminar is critical for consumers in their understanding of credit and debt; therefore, you should include both a visual and oral aspect to your presentation (e.g. Prezi, PowerPoint, poster board). The content of your seminar should include key terms, purchasing and/or loan options, current interest rates, and strategies for locating, obtaining, and managing credit and debt. In addition to the presentation, create a one page handout detailing the costs, risks, and benefits of your topic (e.g., auto, student loans) for your seminar participants.
Product/Evidence: (Expected product from students)	Students may work in groups of 3 – 4 to develop a financial seminar. The focus of the seminar will be different for each group. For example, a seminar may focus on credit card use/management or taking out a personal loan to pay for a trip around the world. Both the presentation and the handout should include an analysis of the costs, risks, and benefits of credit and debt for the seminar topic.
Differentiation: (Multiple modes for student expression)	Students may be grouped according to ability and topic. For example, students could be challenged through a choice of topic such as business ownership, while some students could be provided with a topic of the teacher’s choosing.

Colorado Teacher-Authored Sample Instructional Unit

Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>Andrews, C. (2008). <i>What Are Goods and Services?</i> (Economics in Action). (Grades 3 and up)</p> <p>Bateman, K. (2010). <i>The Young Investor: Projects and Activities for Making Your Money Grow.</i> (Grades 4 and Up)</p> <p>Beacham, S. (2014) <i>Official Money Guide for Teenagers.</i> (Grades 7-12)</p> <p>Butler, T. (2010). <i>The Complete Guide to Personal Finance: For Teenagers.</i> (Approximately Grade 7-12)</p> <p>Foster, J. (2009). <i>Cash, Credit, and Your Finances: The Teen Years.</i> (Approximately Grade 7-12)</p> <p>Heyman, D. (2011). <i>Money Grows on Trees!: Economics for Teens.</i> Grades 7-12)</p> <p>McGuire, K. (2014). <i>The Teen Money Manual: A Guide to Cash, Credit, Spending, Saving, Work, Wealth, and More.</i> (Grades 6-7)</p> <p>Olsen, T. (2003). <i>The Teenage Investor.</i> (Grades 7-12)</p> <p>Orman, S. (2007). <i>The Money Book for the Young, Fabulous & Broke.</i> (Grades 7-12)</p> <p>Women’s Foundation of California. (2008). <i>It’s a Money Thing!: A Girl’s Guide to Managing Money.</i> (Grades 7-12)</p>	<p>Financial Fables. http://www.kansascityfed.org/education/fables/</p> <p>Larche, M. (2011). <i>Striker Jones: Elementary Economics for Elementary Detectives,</i> Second Edition (Volume 1). (Grades 3-7)</p> <p>Larche, M. (2013). <i>Striker Jones Teacher’s Companion.</i> (Grades 3-7)</p> <p>Porter-Medley, R. (2012). <i>Financial Fables: Seven Tables to Transform Your Financial Life and More.</i> (Grades 7-12)</p> <p>Holland, L. (1987). <i>Toby the Splendid.</i> (Grades 6 and Up)</p> <p>Steinbeck, J. (1939). <i>The Grapes of Wrath.</i> Lexile: 680.</p>

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think like a financially responsible citizen by making informed financial decisions	Teacher Resources:	http://www.themint.org/ (The Mint – Financial security) http://www.themint.org/teachers/budgeting-your-financial-resources.html (Budgeting Your Financial Resources)
			Student Resources:	http://www.themint.org/teens/owing.html (Information on owing money) http://www.smartaboutmoney.org/Portals/0/ResourceCenter/YourSpendingYourSavingsYourFuture.pdf (Booklet: <i>Your Spending, Your Saving, Your Future – A Beginner’s Guide to Financial Readiness</i>)
	Skills:	Research options on credit and debt before making a decision	Assessment:	Students may keep a journal of financial websites visited throughout the unit and provide an overview of the type of information provided in the source and how it can be used to inform financial decisions
2.	Description:	Think/work like a financially responsible citizen by asking and answering self-generated questions about credit and debt CCSS.WHST.6-8.7	Teacher Resources:	http://abcnews.go.com/Business/top-11-credit-debt-questions-answered/story?id=18829949 (Article: Your Top 11 Credit Questions Answered) http://www.ascd.org/publications/educational-leadership/summer08/vol65/num09/Asking-Good-Questions.aspx (Article: Asking Good Questions)
			Student Resources:	http://coe.jmu.edu/learningtoolbox/cornellnotes.html (How to take Cornell Notes)

Colorado Teacher-Authored Sample Instructional Unit

	Skills:	Conduct short research projects to inform the decision making process	Assessment:	Students may take Cornell Notes reflecting on their self-generated questions (and the subsequent answers) in order to help them prepare for their financial seminar
3.	Description:	Read like a financial planner to determine the meaning of words and phrases as they are used, including conversation and academic vocabulary related to personal finances CCSS.RH.6-8.4	Teacher Resources:	http://www.smartaboutmoney.org/Tools-Resources/Worksheets (Worksheets: Financial Planning) http://www.smartaboutmoney.org/ (Smart About Money) http://financeintheclassroom.org/student/vocabulary.shtml (Financial vocabulary)
			Student Resources:	http://www.smartaboutmoney.org/ (Smart About Money) https://www.stlouisfed.org/education/personal-finance-flash-cards (Flash Cards: Personal Finance vocabulary) http://financeintheclassroom.org/student/vocabulary.shtml (Financial vocabulary)
	Skills:	Collect vocabulary words and add to their website journal, including vocabulary word, context clues, definitions and visual support	Assessment:	Students may add vocabulary terms to their financial website journal

Prior Knowledge and Experiences

Students should have a basic knowledge of economic principles such as opportunity cost, scarcity, choice, wants, needs, etc. In addition, students should have a working knowledge of budgets and budgeting.

Learning Experience # 1	
The teacher may engage students in a brainstorm so that students can revisit basic economic principles (e.g., wants, needs, goods, services, opportunity cost).	
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways
Teacher Resources:	http://www.moneyinstructor.com/wsp/wsp0054.asp (Lesson Plan: Needs or Wants) http://tinyurl.com/o7m2wkb (Article: Teaching about Goods and Services) http://tinyurl.com/kxa7xhw (Article: Teaching about Needs and Wants)
Student Resources:	http://www.kidseconposters.com/posters/financial-literacy/basic-principles-of-economics/ (Basic Principles of Economic) http://www.socialstudiesforkids.com/articles/economics/wantsandneeds1.htm (Wants vs. Needs)
Assessment:	Students will create a poster illustrating economic principles such as wants, needs, goods, services, opportunity cost, etc.

Colorado Teacher-Authored Sample Instructional Unit

Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a teacher provided list of words	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Basic economic principle: resources are scarce • The scarcity of resources means that consumers must pay a price for using them • Types of goods and services • Examples of wants and needs • Definitions of consumer, producer, opportunity cost 	
Key Skills:	<ul style="list-style-type: none"> • Differentiate between wants and needs • Identify different types of goods and services • Explain that resources are allocated by markets to provide goods and services people most want 	
Critical Language:	Wants, needs, goods, services, consumer, producer, saving, income, cost, profit, choice, opportunity cost, scarcity, human resources, capital resources, natural resources	

Learning Experience # 2		
The teacher may provide samples of financial decision making matrices and flowcharts, so that students can examine their financial decision making processes and formulate strategies for making sound financial decisions.		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	http://www.niu.edu/icee/docs/2011/greatesthitsw_paced.pdf (Lesson Plan: PACED Decision Making model) https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3TeachersGuide1.pdf (Lesson Plans: Making decisions) http://tinyurl.com/kz38pdv (Lesson plan: Savvy Spenders) http://www.councilforeconed.org/resource/economics-in-action/ (Decision making matrix – download visuals & activities – See Lesson #2) http://www.mcee.umn.edu/sites/mcee.umn.edu/files/20143msecondary1stplace-tstoll.pdf (Lesson Plan: Jordan’s Dilemma: Applying A Decision Making Model to Critical and/or Life-Changing Decisions)	
Student Resources:	https://www.youtube.com/watch?v=ElA-dZUFCA (Video: How to Complete a PACED Decision Making Grid) http://www.businessinsider.com/infographic-teens-know-more-about-money-than-you-think-2012-2 (Infographic: Teens & Money) http://visual.ly/teenage-consumer-spending-statistics (Teenage Consumer Spending Statistics) http://www.easel.ly/ (Template: How to create an Infographic)	

Colorado Teacher-Authored Sample Instructional Unit

Assessment:	Students will create an infographic illustrating their strategies for making sound financial decisions. http://www.easel.ly/ (Template: How to create an Infographic)	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be provided with a pre-designed infographic template or reduced complexity of the infographic http://www.easel.ly/blog/category/infographic-templates/ (Infographic templates - scroll down on the page)	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • The purpose(s) of decision making strategies • Strategies for making financial decisions • The elements and steps of the PACED decision making process 	
Key Skills:	<ul style="list-style-type: none"> • Explain decision-making processes in regards to personal finances • Organize priorities between wants and needs • Identify the opportunity cost of a decision 	
Critical Language:	Financial decision making, consumer, expenses, wants, needs, opportunity cost, alternatives, cost/benefit analysis, criteria, trade-offs, economic reasoning	

Learning Experience # 3		
The teacher may provide financial planning resources (e.g., sample budget, savings plan, starting salaries) so that students can determine how their financial decisions and income may satisfy their wants and needs.		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3TeachersGuide3.pdf (Lesson Plan: Art of Budgeting) https://secure.collegeincolorado.org/ (Careers with salaries) http://www.daveramsey.com/tools/budget-forms/ (Budget forms) http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf (Step-by-step instructions for how to use a checkbook) http://www.smartaboutmoney.org/Portals/0/ResourceCenter/YourSpendingYourSavingsYourFuture.pdf (Booklet: <i>Your Spending, Your Saving, Your Future – A Beginner’s Guide to Financial Readiness</i>) http://www.scholastic.com/browse/lessonplan.jsp?id=1561 (Lesson Plan: Budgeting) http://www.skinnymom.com/2013/04/11/5-tips-for-teaching-teens-about-money/?_szp=289666 (Article: Setting a budget and using a checkbook)	

Colorado Teacher-Authored Sample Instructional Unit

Student Resources:	https://secure.collegeincolorado.org/ (Careers with salaries) http://www.genirevolution.org/overview.php (<i>Why Save?</i> Scroll down to Mission 4) http://www.themint.org/teens/starting-salaries.html (Chart of starting salaries) http://www.feedthepig.org/get-started/budgeting#.VNJUR6Pn9pw (Article: <i>Planning is the New Spending</i>)	
Assessment:	Students will create a budget based upon an income and expenses either determined by the teacher or researched by the student.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student may be given income and expenses by the teacher	Student may be given a fill-in-the-blank budget by the teacher
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may research income based on a chosen careers	Students may collaborate with other students to see how their budgets compare
Critical Content:	<ul style="list-style-type: none"> • Different sources of income (e.g. allowance, cash gifts, job) • Examples of expenses (e.g. utilities, groceries, entertainment) • Strategies for developing and maintaining a budget • Goal setting guidelines 	
Key Skills:	<ul style="list-style-type: none"> • Balancing a personal budget • Monitor a checking account/debit card in accordance with your budget • Prioritize personal and financial goals 	
Critical Language:	Budget, income, expenses, checking account, checkbook, debit card, long term goals, short term goals, fixed expense, variable expense	

Learning Experience # 4		
The teacher may provide case studies/scenarios so that students can examine the advantages and disadvantages of using various payment methods (i.e., cash, debit, credit, loans).		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	https://www.kansascityfed.org/publicat/education/teachingresources/Payment%20Parliament.pdf (Lesson Plan: Payment Parliament) http://www.vamentoring.org/images/uploads/resources/FRB_Debit_or_Credit_Lesson.pdf . (Lesson Plan: Debit or Credit – You Decide) http://www.daveramsey.com/blog/good-and-bad-carrying-cash (Article: The Good and Bad of Carrying Cash: Does it Really Pay?) https://www.moneyinstructor.com/lesson/cashvscredit.asp (Lesson Plan: Cash vs. Credit)	

Colorado Teacher-Authored Sample Instructional Unit

	http://econisok.org/wp-content/uploads/2015/04/MS-Lesson-5-Debt-Cards-vs.-Credit-Cards.pdf (Lesson Plan: Debit v. Credit)	
Student Resources:	http://www.themint.org/teens/cash-check-or-credit.html (Article: Cash, Check, or Credit?) http://www.themint.org/teens/take-the-spending-challenge.html (Interactive: The Spending Challenge)	
Assessment:	Students will complete a Venn Diagram illustrating the costs and benefits of debit and credit	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.buildbookbuzz.com/articles/HowtoWriteaTipSheet.pdf (Article: How to Write a Tip Sheet)	Students may write a “tip sheet” highlighting the costs and benefits of using debit cards and credit cards to share with their parents
Critical Content:	<ul style="list-style-type: none"> • Examples of cash, credit cards, checks, gift certificates • Cash, checks, and debit cards are forms of money (as opposed to credit which is not money, but a loan) • The factors that come into play when consumers make choices about whether to pay with cash or credit • The advantages and disadvantages of using cash and credit 	
Key Skills:	<ul style="list-style-type: none"> • Analyze the opportunity cost of using credit and various forms of cash payments • Differentiate between forms of cash payment and credit • Explain how interest is calculated 	
Critical Language:	Debt, debit card, credit card, cost and benefits, loan, interest, saving, cash, check, checkbook, ATM	

Learning Experience # 5		
The teacher may provide examples of various methods of borrowing money (e.g. credit cards, installment credit, student loans) so that students understand the rights and responsibilities of borrowing money and can make informed decisions about obtaining and establishing credit.		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	http://lesson.moneyinstructor.com/256/cars-loans-costs-responsibilities.html (Lesson Plan: Car loans & repaying car loans) http://www.econedlink.org/teacher-lesson/1211/ (Lesson Plan: How Expensive are Payday Loans?) http://moneytalks.valrc.org/pdf/Materials%20for%20Loans.pdf (Lesson Plan: Loans) http://www.econedlink.org/lessons/index.php?lid=386&type=student (Lesson plan: Car Loan Project) http://tinyurl.com/nsogekf (Lesson Plan: <i>The Power of Interest</i>) https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/paycheck/IYP_lesson8.pdf (Lesson Plan: So How	

Colorado Teacher-Authored Sample Instructional Unit

	Much are You Really Paying for that Loan?)	
Student Resources:	http://www.bankrate.com/calculators/auto/auto-loan-calculator.aspx (Online calculator that calculates final cost of loan) https://www.creditkarma.com/calculators/debtrepayment (debt repayment calculator)	
Assessment:	Students will create a chart demonstrating the costs and benefits of multiple loans options (e.g., auto loans from multiple lending institutions) using interest rates, collateral, and fees as criteria.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use resources (e.g., charts, graphic organizer) provided by the teacher Students may outline loan options	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	https://www.creditkarma.com/calculators/debtrepayment (debt repayment calculator) https://www.stlouisfed.org/legacy_assets/education_resources/assets/lesson_plans/paycheck/IYP_lesson8.pdf (calculates final cost of loan)	Students may use base interest rates to calculate repayment of loans across different loan terms Students may cite their resources
Critical Content:	<ul style="list-style-type: none"> • Definition of lender and borrower • Differences between secured and unsecured loans • Use of collateral to guarantee a loan • Terms and fees associated with loans 	
Key Skills:	<ul style="list-style-type: none"> • Compare interest rates and loan terms • Compare types of loans (e.g., student, automobile, secured, unsecured) • Calculate principal and repayment options • Evaluate the costs and benefits of borrowing money. 	
Critical Language:	Credit, debit, annual fee, APR, collateral, loans, interest, principal, fees, lender, borrower, consumer, terms, cost, benefit, debt, interest rate, minimum payment, finance charge	

Learning Experience # 6		
The teacher may provide examples of various types of credit (e.g., credit cards, installment credit, student loans) so that students can make informed decisions about obtaining and establishing credit and understand the rights and responsibilities of using credit.		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	https://www.creditreport.com/blog/different-types-of-credit/ (Article: Different types of credit)	

Colorado Teacher-Authored Sample Instructional Unit

	https://www.nerdwallet.com/blog/finance/how-to-build-credit/ (Article: How to build credit) http://lesson.moneyinstructor.com/139/in-your-interest.html (Lesson Plan: Sources of credit) http://tinyurl.com/d8amgqg (Article: 10 Healthy Ways to Build Credit) https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3TeachersGuide7.pdf (Lesson Plan: Credit) https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3Activities7.pdf (Student activities for Credit lesson plan link above) http://www.kc.frb.org/education/foreducators/commoncents/creditusage.cfm (Reading: Credit Usage)	
Student Resources:	http://www.genirevolution.org/overview.php (<i>Credit: Your Friend or Enemy?</i> Scroll down to Mission 5) http://www.themint.org/teens/cash-check-or-credit.html (Article: <i>Cash, Check or Credit?</i>) http://bizkids.com/lesson/lesson-109 (Video: Cash and Credit) http://www.noveladvice.com/how-to-write-and-advice-columns/ (How to write an advice column)	
Assessment:	Students will write an advice column for first time credit applicants explaining different types of credit. They should include pros and cons of different types of credit.	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may use a graphic organizer for developing their column http://tinyurl.com/q3vwnx3 (Advice column graphic organizer)	Students may choose two types of credit to discuss in their column
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.centerdigitaled.com/artsandhumanities/How-to-Create-the-Perfect-Public-Service-Announcement.html (How to create a public service announcement)	Students may create a digital version of a public service announcement about credit
Critical Content:	<ul style="list-style-type: none"> • Types of credit (e.g., installment credit, revolving credit, open credit) • Forms of credit (e.g., loans, credit cards, installment loans) • Ways to establish or build credit (e.g., apply for credit cards, get a co-signer, etc.) 	
Key Skills:	<ul style="list-style-type: none"> • Define different forms of credit • Evaluate credit options 	
Critical Language:	Credit, loan, finance charge, interest, interest rate, minimum payment, late fee, cash advance	

Learning Experience # 7	
The teacher may provide credit card resources (e.g., credit card statements, credit applications, data comparing interest rates) so that students can become informed consumers after investigating the different types of credit cards and credit card options.	
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time

Colorado Teacher-Authored Sample Instructional Unit

	Using credit results in debt that can be managed in healthy and/or unhealthy ways	
Teacher Resources:	https://www.creditkarma.com/shop/creditcards/searchcc (A comparison of credit card options) http://www.credit.com/credit-cards/ (Article: How to Pick the Right Credit Card) http://www.practicalmoneyskills.com/personalfinance/creditdebt/cards/ (Article: Tips on Selecting Best Credit Options) http://www.comparecards.com/education/basics-of-building-credit (Lesson Plan: The Basics of Building Credit) https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3TeachersGuide8.pdf (Lesson Plan: Credit Cards) http://financeintheclassroom.org/downloads/CreditScenarioCards.pdf (Credit card scenarios)	
Student Resources:	https://www.practicalmoneyskills.com/foreducators/lesson_plans/lev_3/L3Activities8.pdf (Student Activity for credit cards lesson – listed above) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Venn diagram for comparison) https://www.creditkarma.com/shop/creditcards/searchcc (Comparison of credit card options) http://www.credit.com/credit-cards/ (Article: how to Pick the Right Credit Card) http://www.comparecards.com/education-center (Compare credit card options) http://www.themint.org/teens/credit-card-facts.html (Article: Credit Card Facts)	
Assessment:	Students will create a print advertisement to persuade consumers to select a particular credit card option	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.google.com/ads/displaynetwork/build-your-ads/display-ad-builder.html (Digital ad creator)	Students may create a digital commercial or print advertisement
Critical Content:	<ul style="list-style-type: none"> • Types of credit cards (e.g., department store cards, gas cards) • Definition of credit union, bank • Examples of fees (e.g. annual, late, hidden) • Types of interest rates 	
Key Skills:	<ul style="list-style-type: none"> • Review a credit card statement • Compare and contrast credit card options 	
Critical Language:	Credit union, banks, finance charge, annual percentage rate (APR), grace period, balance, minimum monthly payment, lender, cash advance	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 8		
The teacher may provide examples of credit reports and histories so that students can begin to understand the importance of maintaining a healthy credit history.		
Generalization Connection(s):	Using credit results in debt that can be managed in healthy and/or unhealthy ways Personal knowledge of credit history can inform effective decision-making for the management of credit and debt	
Teacher Resources:	http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf (Sample credit report) http://www.themint.org/kids/your-credit-history.html (Reading: Your Credit History) http://www.thirteen.org/finance/educators/lesson3.html (Lesson Plan: Paying Credit When Credit is Due) http://tinyurl.com/lrluzt4 (Article: 7 Ways to Build Good Credit) http://tinyurl.com/ly4j5w4 (Article: Why Good Credit Matters)	
Student Resources:	http://www.experian.com/credit_report_basics/pdf/samplecreditreport.pdf (Sample credit report) http://www.themint.org/kids/your-credit-history.html (Reading: Your Credit History) http://www.myfico.com/crediteducation/improveyourscore.aspx (How to improve credit score)	
Assessment:	Students will write a brief report summarizing the events that led to a particular FICO score, after analyzing a sample credit history	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf (Scroll down for graphic organizer on summarizing)	Students may use graphic organizer to plan and write a report
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.myfico.com/crediteducation/improveyourscore.aspx (How to improve credit score)	Students may write an action plan for restoring bad credit
Critical Content:	<ul style="list-style-type: none"> • Definition of credit, credit bureau, credit report, and credit history • The importance of paying debt on time • The cost of defaulting on a loan • Strategies for restoring damaged credit 	
Key Skills:	<ul style="list-style-type: none"> • Analyze examples of credit history • Identify threats to credit score • Determine the importance of a FICO score and how it affects credit 	
Critical Language:	Credit, credit bureau, credit report, credit score (FICO), default	

Colorado Teacher-Authored Sample Instructional Unit

Learning Experience # 9		
The teacher may provide scenarios illustrating healthy and unhealthy debt (see pg. 2a of <i>In Trouble</i> student activity guide for scenarios) so that students can explain the importance of having a healthy debt to income ratio and what to do if that “healthy” ratio becomes “unhealthy.”		
Generalization Connection(s):	Different forms of credit (e.g., mortgage, auto loan, credit cards) can provide individuals with opportunities to obtain goods and services based on a promise of repayment over time Using credit results in debt that can be managed in healthy and/or unhealthy ways Personal knowledge of credit history can inform effective decision-making for the management of credit and debt	
Teacher Resources:	http://tinyurl.com/kh2zbku (Lesson Plan: In Trouble) http://bizkids.com/lesson/lesson-402 (Lesson Plan: Debt – The Good, the Bad, & the Ugly) http://www.daveramsey.com/new/baby-steps/ (Article: The 7 Baby Steps of Financial Peace) http://www.nolo.com/legal-encyclopedia/trouble-paying-bills-debts-tips-32215.html (Article: When You Can’t Pay Your Bills – 10 Things to Know)	
Student Resources:	https://www.incharge.org/docs/default-source/education-library/t-sg-l13.pdf?sfvrsn=3 (In Trouble Student Activity Guide) http://bizkids.com/lesson/lesson-402 (Video: Debt - The Good, the Bad and the Ugly) http://credit.about.com/od/reducingdebt/tp/How-To-Manage-Your-Debt.htm (Article: How to Manage Your Debt) http://credit.about.com/od/creditrepair/ss/creditrepair.htm (Article: How to Repair Your Credit)	
Assessment:	Students will create an infomercial for their peers on healthy/unhealthy habits of debt management	
Differentiation: (Multiple means for students to access content and multiple modes for students to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://freeology.com/wp-content/files/storyboard.pdf (graphic organizer for storyboard)	Students may produce a storyboard of the infomercial
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may use a program such as iMovie to create an infomercial
Critical Content:	<ul style="list-style-type: none"> • The impact and consequences of too much debt • Strategies for staying out of debt • Strategies for getting out of debt • The warning signs of financial trouble 	
Key Skills:	<ul style="list-style-type: none"> • Research healthy and unhealthy debt (DTI) 	
Critical Language:	Debt to income ratio (DTI), repayment, risk, default, bankruptcy, infomercial, wage garnishment, credit repair, creditor	