Instructional Unit Title: Money Matters

The teacher may engage students in a brainstorm so that students can revisit basic economic principles (e.g., wants, needs, goods, services, opportunity cost).



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.



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.



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).



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.



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.



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.



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.



The teacher may provide scenarios illustrating healthy and unhealthy debt (see pg. 2a of In Trouble 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."



PERFORMANCE ASSESSMENT: 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.

This unit was authored by a team of Colorado educators. 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. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.