

Personal Finance and Life Skills Unit

IT-651
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Section 1: Needs Assessment

Introduction

With the start of the new academic school year, high school seniors are beginning to prepare themselves for what is to come after graduation, something that is known as the transition to adulthood. Whether it be a job, higher education, or the military, they are busy applying to college, applying for jobs, and applying for the branch they wish to serve in. In essence, graduating seniors are preparing themselves for their lives after high school. However, they are struggling with completing ‘adult’ tasks simply because they are lacking the necessary skill set to do so.

The skills that were once seen as skills deemed necessary to teach have now become skills that many students don’t learn in public schools anymore. Brian Page, a finance, economics, and business teacher at Reading High School in Ohio, states, “We can’t claim to be preparing students for the 21st century if we are not providing them with 21st century survival skills. (Pannoni, 2014).” Public school systems are teaching students necessary knowledge to complete homework and take tests. What public school systems are not doing is teaching graduating high school students the 21st century skills they need to handle their personal finances and life.

Current Situation

The opportunities to learn personal finance and the life skills needed for the transition into adulthood have dwindled down to almost nothing within the last decade. There are many different reasons for this. School districts, especially in the North Country, are facing budget cuts. In St. Lawrence in particular, several schools are facing proposed budget cuts for the current 2016-2017 academic year. In the article, “St. Lawrence County School Budgets,” published by the *Watertown Daily Times*, it states that Hermon-Dekalb Central School had a

proposed budget decrease of .63%, cutting their budget by \$58, 419. In that same article, it states that Madrid-Waddington Central School, the target school, had a proposed budget decrease of 3.49%, cutting their budget down by \$534,562 . Some St. Lawrence County Schools did see budget increases. However these increases were miniscule. This means that there is a lack of funding to pay teachers to teach specialized courses, or a lack of money to start the necessary courses. Setting aside the financial aspect, there are also instances where there is a limited amount of instructional time for faculty. It could even come down to there being a lack of resources available.

School districts also have the option to adapt or adopt specific rules, regulations, and standards in order to set their own specific goals within the school. This all could potentially affect what is instructed in a school day. Whatever it may be, learning the basic personal finance and life skills to make life easier during the transitional period after high school is simply not being done.

Being a former high school student at Madrid-Waddington Central School, I can say that I experienced a few of the above. When I was in high school, Home and Careers classes were being cut back to only being offered every other day for the year. It was very difficult to complete the necessary course work in the allotted time frame given. There was also new sets of standards being implemented at this time as well, which made teachers rework and recreate their curriculums. This lead to teachers removing content that they deemed unnecessary to meet the standards.

Identified Needs

When students graduate from high school, they enter a world full of responsibility, whether it be responsibilities at college, in the job force or in the armed forces. Julie Felshaw, an economics and financial literacy specialist, states, “The decisions they make early on are going to affect their financial

well-being as adults. They can get themselves into financial difficulties early on and it could take a very long time for them to restructure their lives and get back on track (Pannoni, 2014).” Providing high school students with a personal finance and life skills background in high school will prevent them from falling into debt early on in their lives.

I have had several one-on-one conversations with undergraduate students at SUNY Potsdam. When speaking to the students, I posed the question, “What is one skill that you wish you learned in high school that would have helped you during college?” The most common answers were how to address an envelope, and how to fill out a check. Both addressing an envelope and filling out a check are skills that are used frequently once reaching college or starting a job. A perfect example for both situations would be sending in security deposit slip for housing when starting college, or paying bills. This is also a very important skillset for students that decide to join the armed forces to have. If they aren’t able to contact family and friends using technology, then they would have to resort to using traditional form of communication, like mailing letters back and forth. If they don’t know these basic skills, they won’t be able to communicate to their loved ones.

The need to know how to compose a resume and manage time effectively is apparent as well. When applying for jobs or for college, you need to have some sort of resume prepared so employers and administrative offices can evaluate whether or you are a correct fit for the job or the school. Knowing how to manage your time effectively will help new transitioning adults. When you manage time effectively in a day, you know exactly what you need to get done, and the amount of time you will need to do it. This is a skill that many new high school graduates face because they no longer have to follow a daily schedule. For the students that decide to join the armed forces, they will need to learn how to manage their time very wisely because they will be on a strict schedule from the moment the sun comes up to the moment the sun goes down.

Pannoni (2014) explains, “While some students may not see the value in financial literacy education, experts agree that it is crucial.” In conclusion, students need to have practice with personal finances and life skills in order to transition smoothly into adulthood.

Proposed Instructional Plan

The proposed plan for instruction would be to create a hybrid Personal Finance and Life Skills Unit integrated into an Economics class. Life skills in this context would be the skills that are necessary for high school seniors to know in order to be successful adults in the upcoming years. There would be seven different lessons within this unit. The lessons and the order they will be introduced would be the following:

1. Managing Time and Money
2. Opening a Bank Account
3. Writing a Check and Money Order
4. Mailing a Check and Money Order
5. Taking Out a Loan
6. Buying a Car
7. Composing a Resume

Each lesson would begin with an introductory instructional period spent in the classroom, given that one instructional period is 40 minutes long. The purpose of this time is to familiarize the students with the online platform, and to give students an opportunity to ask questions about the lesson in person. Students would be given 20 calendar days after the initial start to complete each lesson. On day 10 of the lesson, the teacher would give formative feedback to the students on their progress and work. Each lesson would have varying materials, such as videos or short passages, depending on the goals and objectives for the lesson. On top of this, a physical manipulative will be handed in on day 20 for a portfolio. All lesson materials would be found online at www.eliademy.com.

A new lesson would be introduced and taught for the months of October, November, December, February, March, April, and May. The months were selected in order to accommodate to the anticipated public school breaks. For grades, the Economics teacher would provide the students with online rubrics for each lesson that are available to the students. It is understood that students will utilize the provided rubrics to monitor their progress and requirements for each lesson. This instructional course would be incorporated into the percentage of the final Economics grade.

Just like elementary school, parent involvement plays an important role of completing the schoolwork. While parents aren't required to complete the online personal finance lessons alongside their student, it will be encouraged that parents assist their child in completing parts of the lessons that need assistance. Ideally, if parents are unsure of some parts of the lesson their child is working on at that time, they will read through the material so that they become competent with the material themselves. However, like mentioned, it will not be a requirement for the parents.

Section 2: Learner Analysis

Area Demographic:

County: Madrid-Waddington Central School is located in St. Lawrence County. As of 2015, there was a total population of 111,007 people within the county, 10.2% of the population living with a disability (U.S. Census Bureau, n.d.). The average median income is \$44,454, with 18.9% of the population living in poverty (U.S. Census Bureau, n.d.).

School: Madrid-Waddington Central School is a rural school located in between the towns of Madrid, New York, and Waddington, New York. The school has roughly 700 students enrolled in grades Prekindergarten through twelfth grade. There are about 115 employees for the school, including bus drivers, cafeteria staff, and custodial staff (MWCS Faculty and Staff, 2016).

Target Population:

The target population for the instructional plan is high school seniors at Madrid-Waddington Central School. There are approximately fifty students each graduating class.

Age Range: 17-19

Sex Distribution: It is under the assumption that for each graduating class, there is an even sex distribution for males and females. The number of each graduating class varies between 40-60 students as the years pass.

Ethnic Status: The students participating in this unit are predominantly Caucasian, with a small percentage being of other ethnicities including African American and Hispanic.

Reasons for Taking Unit: Students will be taking this unit because it is a part of their Economics course. Economics is a social studies course that is required by New York State Public Schools to graduate.

Attitudes Towards Instruction: Because this is a required course, students are considered to be a captive audience. Captive audiences are people that have mandates to receive instruction, meaning students receiving an education from a public school (Brown and Green, 2016).

Students will be assessing their current knowledge of the content for each lesson by participating in self-evaluation quizzes. Students will also be provided with rubrics so they can personally assess themselves throughout the lessons. They will be required to turn in a rubric at the end of the lesson. By handing in the rubric with their work, this requires students to look at the rubric regardless.

Typical Hobbies and Extracurriculars: Extracurriculars play a large role in the lives of the high school students. Many participate in athletics, including soccer, basketball, softball, volleyball, baseball, cheerleading, track and field, hockey, and lacrosse. Many also participate in the fall straight play and spring musical, as well as band/vocal groups Stardust, Select Choir, and Stage Band. Some students have jobs, which could involve farming, waitressing, or working retail.

Topics to be Avoided: There are no topics, subjects, or words in particular that should be avoided.

Special Education Interventions: School wide, there are special education teachers employed at the elementary, middle school, and high school levels. In addition to that, there are various teaching assistants and teacher's aides. The number of students in the school that have Individualized Education Programs (IEP's) or 504 Plans is not determined due to confidentiality. However, according to the U.S. Census Bureau for St. Lawrence County (n.d.), the percentage of people with a disability is 10.7%. Disability on the U.S. Census Bureau site is not defined, so it is not clear what types of disabilities are included. While this information doesn't tell us directly how many people under the age of 18 have a disability, it does tell us that there is chance that students that attend Madrid-Waddington could have a classified disability.

Additionally, the North Country Migrant Education Program provides services for qualified students enrolled at Madrid-Waddington Central School by providing the school with educational tutors that visit the students at least twice a week. The North Country Migrant Education Program is located in Potsdam, New York, and has in-school tutors that provide additional academic interventions for students. A few qualifications for students to be enrolled in the program include frequent movement across school districts, low income, spanish-speaking, or farm working families. Once again, the number of students enrolled in the North Country Migrant Education Program is not determined due to confidentiality.

In relation to taking part in this course, special education students will participate. Depending on their IEP's or 504 plans, materials, rubrics, and assignments will be provided to the students in accordance to their plans. Every student, no matter what academic level they may be at, should practice personal finance skills before entering adulthood.

Prerequisite Knowledge:

In order to successfully participate in this unit, students must be able to:

- Operate a computer system
 - Logging onto their school account
 - Using a mouse and keyboard
 - Using a search engine (Google) to find their online coursework
- Read and write with twelfth grade conventions (from the NYS ELA Common Core Standards)
 - Producing clear and understandable responses (W.12.4)
 - Using the internet to produce written responses and to display information dynamically (W.12.6)
 - Drawing information from informational texts (W.12.9)

- Utilizing domain specific words and phrases (L.12.6)
- Determining the meaning of words using context clues (RI.12.4)

Section 3: Context Analysis

What is Being Instructed

Senior students will be participating in a Personal Finance and Life Skills Unit. Within this unit, students are learning those skills necessary for a successful transition into adulthood. Lessons include skills such as money and time management, buying a car, taking out a loan, composing a resume, writing and mailing a check and money order, and opening a bank account.

During senior year, students are required to take Government and Economics in order to graduate. This course will be part of the Economics curriculum and will count for part of that grade. This unit is aligned with the New York State Social Studies Framework for Grade 12 Economics. Students will find this unit to be relevant for their lives as they begin to apply for colleges and jobs for after high school. For unit standards, please see the Appendix.

This course is intended to be something that can stand alone in a curriculum. What is meant by that is that there is no content prerequisites, or anything that should be instructed after the course. The course is instructed throughout the academic year, and is something that stands separately from the rest of the content being taught in the classroom. There is one initial instructional day for the beginning of each lesson in the online course, but this initial day does not have to be aligned with what is being taught in the classroom.

Learning Environment

Students will be completing this unit on their own within twenty days from the start date. Throughout this unit, students will be exposed to a knowledge-centered learning environment. In a knowledge-centered learning environment, students develop planning and strategic thinking skills by being exposed to organized knowledge.

One can also consider this unit to be an open-ended learning environment. Open-ended learning environments give students the chance to complete specific tasks based on problems provided. In the context of this unit, the problems are considered to be the personal finance and life skills the students tend to lack during the transition period between high school and adulthood.

District: The Madrid-Waddington Central School District is located in St. Lawrence County. Students from neighboring towns other than Madrid and Waddington attend this school as well. These towns include Chase Mills, Canton, Potsdam, and Lisbon.

School Building: The physical school building is located in between the towns of Madrid and Waddington, closer to Madrid. Grades Pre-K through 12 are housed in one single building.

Administrators: Administrative staff will support this Personal Finance and Life Skills Unit because it is relevant to the students' lives as they transition into adulthood after graduating from high school. This unit will also be supported by guidance counselors, for this unit will benefit the students in applying for colleges and jobs with the composing a resume lesson.

Classroom: Each classroom at Madrid-Waddington provides enough room to house twenty students, and has enrichment opportunities, such as textbooks, to give students the most of their experience.

Classmates: In each grade, students are around the same age, give or take two years. Graduating seniors are typically between the ages of 17 and 19.

Instructional Activities and Support

This course is solely self-taught online by the students. The instructor will guide the students through the first day of each lesson. From there, students will complete the necessary materials for every part of the lessons as directed by the online unit by the time they reach day twenty.

On day ten of each lesson, students will receive formative feedback and support from the instructor on their work and progress up to that point. If the students are not on track to finish the lesson on time, they will be notified.

Some students may have an Individualized Education Program, IEP, or 504 Plan, that will require them to have modifications. This will alter the way the students participate in the course. Depending on their IEP or 503 Plan, students will have access to aides and assistants who will guide these students through the course. Due dates for lesson will vary at the instructor's discretion.

Budget

There is no budget for this course. The instructional site used, www.eliademy.com, is a free website. Users may upgrade to Premium, but it is not necessary to deliver the content for this course. Materials needed to develop the course are no cost either. Most content was found via technology and economics textbooks in the school were used.

Section 4: Task Analysis

Background

This instructional plan is derived from the NYS Grades 9-12 Social Studies Framework. For this unit, we are focusing on specifically on the framework for grade 12. The Grade 12 Framework has two different sets of standards, one targeted towards government, one targeted towards economics. In the Framework, they are noted as Participation in Government and Civics, and Economics, the Enterprise System, and Finance, respectively.

For this particular instructional plan, the objectives will specifically come from Economics, the Enterprise System, and Finance framework. The NYS Grade 12 Social Studies Framework states, “‘Economics, the Enterprise System, and Finance’ Examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices of individual and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government and address these challenges. (p. 48)”

Each lesson of the instructional plan will demonstrate standards and objectives directly related to the Grade 12 Economics statement. All of the lessons, but lesson seven, fall under key idea “12.E.1 Individual Responsibility and the Economy: Individuals should set personal financial goals, recognize their income needs and debt obligations, and know how to utilize effective budgeting, borrowing, and investment strategies to maximize well-being. (p. 48)”

Instructional Goals

For this unit, each of the seven lessons has a main goal. They are, in order:

1. To expose students to the fundamentals of managing and budgeting time and money.
2. To engage students in taking the steps to open a bank account.
3. To inform students of the differences between writing a check and money order.
4. To articulate the components of mailing a check or money order to students.
5. To engage students in taking the steps to take out a loan.
6. To explore the considerations students have when purchasing a vehicle.
7. To compose a resume so that students can use it to apply to jobs or college.

See below for lesson numbers, instructional goals, standards, objectives, measurable performances, strategies, and performance indicators.

Goals, Individual Lessons, Objectives, Task, and Standards

Please see the charts below.

Lesson One: Managing Time and Money Instructional Goal: To expose students to the fundamentals of managing and budgeting time and money. Standards: 12.E1a, 12.E1b			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to budget their money weekly using planning techniques to avoid overspending.	Defining a budget Determining weekly fixed expenses Determining weekly flexible expenses Mapping out weekly expenses using a planner	Students will: Take Self-Evaluation Quiz 1 Read Passage Set 1 Answer Quiz 1 Complete Deliverable 1	See Appendix for Lesson 1 Rubric.
The students will be able to manage their time daily using planning techniques to complete set goals.	Mapping out how time is spent daily Determining daily goals Scheduling daily goals using a weekly planner	Students will: Take Self-Evaluation Quiz 2 Read Passage Set 2 Complete Deliverable 2	See Appendix for Lesson 1 Rubric.

<p align="center">Lesson Two: Opening a Bank Account Instructional Goal: To engage students in taking the steps to open a bank account. Standards: 12.E1c</p>			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to open a bank account using the appropriate financial institution for their needs.	<p>Making sure of account eligibility</p> <p>Choosing a bank to open an account</p> <p>Deciding on opening a savings account or checking account</p> <p>Having the required identification to open an account</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Read Passage Set 1</p> <p>Take Quiz 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 2 Rubric.
The students will be able to differentiate between a checking account and a savings account using financial knowledge.	<p>Understanding that a checking account does not acquire interest</p> <p>Understanding that a savings account does acquire interest</p>	<p>Take Self-Evaluation Quiz 2</p> <p>Watch Video 1</p> <p>Take Quiz 2</p>	See Appendix for Lesson 2 Rubric.

<p align="center">Lesson Three: Writing a Check and Money Order Instructional Goal: To inform students of the differences between writing a check and money order. Standards: 12.E1a, 12.E1b</p>			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to write a check so that it can be cashed.	<p>Writing the date</p> <p>Filling out 'Pay to the Order Of' line</p> <p>Writing the total amount of cash out in cursive word form</p> <p>Writing the total amount of cash out in number form</p> <p>Filling in the 'Memo' line</p> <p>Signing their name</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Work through Tutorial 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 3 Rubric.
The students will be able to write a money order so that it can be cashed.	<p>Purchasing the money order</p> <p>Filling out 'Pay to the Order Of' line</p> <p>Filling in 'From' line</p> <p>Signing the front of the money order</p> <p>Filling in the address lines with the appropriate addresses</p> <p>Filling in the 'Memo' line</p> <p>Understanding that keeping the receipt is necessary</p>	<p>Take Self-Evaluation Quiz 2</p> <p>Work through Tutorial 2</p> <p>Complete Deliverable 2</p>	See Appendix for Lesson 3 Rubric.
The students will be able to compare and	Understanding that checks aren't prepaid	Watch Video 1	See Appendix for Lesson 2 Rubric.

contrast the uses of checks and money orders using different financial situations.	<p>Understanding that money orders are prepaid</p> <p>Understanding that checks can be bounced</p> <p>Understanding that money orders can't be bounced</p>	Take Quiz 1	
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Lesson Four: Mailing a Check and Money Order
Instructional Goal: To articulate the components of mailing a check or money order to students.
Standards: 12.E1a

Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to address an envelope in order to mail a check.	<p>All tasks from Lesson 3 Objective 1</p> <p>Writing the return address in the appropriate spot</p> <p>Writing the mailing address in the appropriate sport</p> <p>Placing the stamp on the envelope</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Work through Tutorial 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 4 Rubric.
The students will be able to address an envelope in order to mail a money order.	<p>All tasks from Lesson 3 Objective 2</p> <p>Writing the return address in the appropriate spot</p> <p>Placing the stamp on the envelope</p>	<p>Take Self-Evaluation Quiz 2</p> <p>Work through Tutorial 2</p> <p>Complete Deliverable 2</p>	See Appendix for Lesson 4 Rubric.

<p align="center">Lesson Five: Taking Out a Loan Instructional Goal: To engage students in taking the steps to take out a loan. Standards: 12.E1c, 12.E1d</p>			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to take out a loan using the appropriate paperwork.	<p>Determining the amount the loan needs to be</p> <p>Understanding that interest is going to build the longer it takes to pay it back</p> <p>Identifying what a credit score is</p> <p>Choosing the type of loan needed</p> <p>Applying for a loan</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Work through Tutorial 1</p> <p>Watch Video 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 5 Rubric.
The students will be able to understand the differences in currencies from Canada and Mexico and their value in relation to the United States dollar using financial scenarios.	<p>Understanding that making purchases in other countries help exchange rates</p> <p>Understanding that countries have different exchange rates between one another</p>	<p>Take Self-Evaluation Quiz 2</p> <p>Watch Video 2</p> <p>Take Quiz 1</p>	See Appendix for Lesson 5 Rubric.

<p align="center">Lesson Six: Buying a Vehicle Instructional Goal: To explore the considerations students have when purchasing a vehicle. Standards: 12.E1a, 12.E1b</p>			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to purchase a vehicle with given scenarios using financial knowledge.	<p>Determining what kind of vehicle is desired</p> <p>Determining a budget based on funds</p> <p>Finding a vehicle that is something desired and affordable</p> <p>Determining the financial rewards with buying a vehicle</p> <p>Determining the financial risks of buying a vehicle</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Read Passage Set 1</p> <p>Take Quiz 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 6 Rubric.

<p align="center">Lesson Seven: Composing a Resume Instructional Goal: To compose a resume so that students can use it to apply to jobs or college. Standards: 12.E3a</p>			
Objectives	Measurable Performances (Tasks)	Strategies	Performance Indicators (Assessments)
The students will be able to compose a resume that highlights their skills and talents in order to become part of the United States workforce.	<p>Determine desired work</p> <p>Determine the amount of money needed to be earned</p> <p>Listing past work experiences</p> <p>Listing job qualifications</p> <p>Contacting references</p>	<p>Take Self-Evaluation Quiz 1</p> <p>Work through Tutorial 1</p> <p>Complete Deliverable 1</p>	See Appendix for Lesson 7 Rubric.

Section 5: Learning Plans and Materials

Instructional Materials

- Computer with Internet Access
- www.eliademy.com
- Printer
- Writing utensils
- Classroom portfolios
- Stapler

Student Collaboration

For each lesson, students will have a discussion board on www.eliademy.com where they can post questions about any assignments they have. They can engage in discussions with their peers about the content. All of this is monitored and can be seen by the instructor. While students will have the opportunities to discuss the materials together, each student is required to submit their own work into their portfolios by the end of the lesson.

Lesson Plans

Below you will find each lesson plan and their page numbers in this document.

- ❖ **Lesson One:** Managing Time and Money **Page 19**
- ❖ **Lesson Two:** Opening a Bank Account **Page 22**
- ❖ **Lesson Three:** Writing a Check and Money Order **Page 25**
- ❖ **Lesson Four:** Mailing a Check and Money Order **Page 28**
- ❖ **Lesson Five:** Taking Out a Loan **Page 31**
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- ❖ **Lesson Seven:** Composing a Resume **Page 36**

Lesson One: Managing Time and Money

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goal: To expose students to the fundamentals of managing and budgeting time and money.

Objectives and Tasks:

- The students will be able to budget their money weekly using planning techniques to avoid overspending.
 - Defining a budget
 - Determining weekly fixed expenses
 - Determining weekly flexible expenses
 - Mapping out weekly expenses using a planner
- The students will be able to manage their time daily using planning techniques to complete set goals.
 - Mapping out how time is spent daily
 - Determining daily goals
 - Scheduling daily goals using a weekly planner

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1a. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b. Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.

2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 1.
4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 1 Self-Evaluation Quiz 1: Budgeting Money
 - b. Lesson 1 Passage Set 1: Budgeting Money
 - c. Lesson 1 Quiz 1: Budgeting Money
 - d. Lesson 1 Deliverable 1: Budgeting Money
 - e. Lesson 1 Self-Evaluation Quiz 2: Managing Time
 - f. Lesson 1 Passage Set 2: Managing Time
 - g. Lesson 1 Deliverable 2: Managing Time

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current budgeting skills are being determined
 - b. Reading through a series of informational passages about budgeting skills and terms that need to be known
 - c. Answering a series of questions referring to the informational passages just read
 - d. Completing a deliverable of a budgeting money chart to be printed and placed into a portfolio
 - e. Taking a self-evaluation quiz where current time management skills are being determined
 - f. Reading through a series of informational passages about time management skills and terms that need to be known
 - g. Completing a deliverable of a time management chart to be printed and placed into a portfolio.
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of a weekly budget chart to be placed into a portfolio.
2. Students will be assessed by completing a physical deliverable of a daily time management chart to be placed into a portfolio.
3. See Appendix for attached rubric.

Resources:

- Desktop computer / Chromebook
- Printer

- Writing utensil
- Physical portfolio in classroom
- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- The Art of Budgeting Presentation Teacher's Copy
 - Practical Money Skills for Life. (2009). *Lesson one: The art of budgeting* [PDF Document]. Retrieved from https://www.practicalmoneyskills.com/foreducators/lessonplans/lev_4/L4Presentation1.pdf
- The Art of Budgeting Teacher's Guide
 - Practical Money Skills for Life. (2009). *Lesson one: The art of budgeting* [PDF Document]. Retrieved from https://www.practicalmoneyskills.com/foreducators/lessonplans/lev_4/L4TeachersGuide1.pdf
- Time Management Success
 - Wilson, T. (2016). *Time management success: Do what matters*. Retrieved from <http://www.time-management-success.com/time-management-lesson-plan.html>

Lesson Two: Opening a Bank Account

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To engage students in taking the steps to open a bank account.

Objectives and Tasks:

- The students will be able to open a bank account using the appropriate financial institution for their needs.
 - Making sure of account eligibility
 - Choosing a bank to open an account
 - Deciding on opening a savings account or checking account
 - Having the required identification to open an account
- The students will be able to differentiate between a checking account and a savings account using financial knowledge.
 - Understanding that a checking account does not acquire interest
 - Understanding that a savings account does acquire interest

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1c. Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 2.
4. Students will complete the following self-paced components of the lesson:

- a. Lesson 2 Self-Evaluation Quiz 1: Opening a Bank Account
- b. Lesson 2 Passage Set 1: Opening a Bank Account
- c. Lesson 2 Quiz 1: Opening a Bank Account
- d. Lesson 2 Deliverable 1: Opening a Bank Account
- e. Lesson 2 Self-Evaluation Quiz 2:Savings Account VS. Banking Account
- f. Lesson 2 Video 1: Savings Account VS. Banking Account
- g. Lesson 2 Quiz 2: Savings Account VS. Banking Account

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current knowledge about opening bank accounts is being determined
 - b. Reading through a passage set on the types of banks and some history of banks
 - c. Taking a quiz based off of the passage set reading
 - d. Completing a physical deliverable of mock bank account paperwork to be printed and placed into a portfolio
 - e. Taking a self-evaluation quiz where current knowledge about the differences between savings accounts and checking accounts is being determined
 - f. Watching a video differentiating between checking accounts and savings accounts
 - g. Taking a quiz based on the video differentiating between checking accounts and savings accounts
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of mock bank account paperwork to be handed to a bank.
2. Students will be assessed by taking a quiz differentiating between savings accounts and checking accounts.
3. See Appendix for attached rubric.

Resources:

- Desktop computer / Chromebook
- Printer
- Writing utensil
- Physical portfolio in classroom
- Holt Economics Annotated Teacher's Edition

- Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- Credit.Com
 - Detweiler, G. (2013). *Seven questions to ask before opening a bank account*. Retrieved from <https://www.credit.com/personal-finance/7-questions-to-ask-before-opening-bank-account/>

Lesson Three: Writing a Check and Money Order

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To inform students of the differences between writing a check and money order.

Objectives and Tasks:

- The students will be able to write a check so that it can be cashed.
 - Writing the date
 - Filling out 'Pay To The Order Of'
 - Writing the total amount of cash out in cursive word form
 - Writing the total amount of cash out in number form
 - Filling in the 'Memo' line
 - Signing their name
- The students will be able to write a money order that can be cashed.
 - Purchasing the money order
 - Filling out 'Pay To The Order Of' line
 - Filling in 'From' line
 - Signing the front of the money order
 - Filling in the address lines with the appropriate addresses
 - Filling in the 'Memo' line
 - Understanding that keeping the receipt is necessary
- The students will be able to compare and contrast the uses of checks and money order using different financial situations.
 - Understanding that checks aren't prepaid
 - Understanding that money orders are prepaid
 - Understanding that checks can be bounced
 - Understanding that money orders can't be bounced

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1a. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b. Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and

spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 3.
4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 3 Self-Evaluation Quiz 1: Writing a Check
 - b. Lesson 3 Tutorial 1: Writing a Check
 - c. Lesson 3 Deliverable 1: Writing a Check
 - d. Lesson 3 Self-Evaluation Quiz 2: Writing a Money Order
 - e. Lesson 3 Tutorial 2: Writing a Money Order
 - f. Lesson 3 Deliverable 2: Writing a Money Order
 - g. Lesson 3 Video 1: Writing a Check and Money Order
 - h. Lesson 3 Quiz 3: Writing a Check and Money Order

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current knowledge about writing a check is being determined
 - b. Reading through a tutorial on how to write a check
 - c. Completing a physical deliverable of a check to be printed and placed into a portfolio
 - d. Taking a self-evaluation quiz where current knowledge about writing a money order is being determined
 - e. Reading through a tutorial on how to write a money order
 - f. Completing a physical deliverable of a check to be printed and placed into a portfolio
 - g. Watching a video on when to use a check and when to use a money order
 - h. Taking a quiz based on the informational passages on the differences between using a check and money order
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of a check that could be cashed to be placed into a portfolio.
2. Students will be assessed by completing a physical deliverable of a money order that could be cashed to be placed into a portfolio.
3. Students will be assessed by taking a quiz differentiating between the uses of checks and money orders.
4. See Appendix for attached rubric.

Resources:

- Desktop computer / Chromebook
- Printer
- Writing utensil
- Physical portfolio in classroom
- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- Money Instructor: Learning to Write a Check Lessons
 - Money Instructor. (2016). Check Writing: How To Write A Check Lessons. Retrieved from <https://www.moneyinstructor.com/wsp/writecheck.asp>
- Money Orders
 - USPS. (2016). *Money orders*. Retrieved from <https://www.usps.com/shop/money-orders.htm>
- How to Fill Out a Money Order
 - WikiHow. (2016). *How to fill out a money order*. Retrieved from <http://www.wikihow.com/Fill-Out-a-Money-Order>

Lesson Four: Mailing a Check and Money Order

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To articulate the components of mailing a check or money order to students.

Objectives and Tasks:

- The students will be able to address an envelope in order to mail a check.
 - All tasks from Lesson 3, Objective 1
 - Writing the return address in the appropriate spot
 - Writing the mailing address in the appropriate spot
 - Placing the stamp on the envelope
- The students will be able to address an envelope in order to mail a money order.
 - All tasks from Lesson 3, Objective 2
 - Writing the return address in the appropriate spot
 - Writing the mailing address in the appropriate spot
 - Placing the stamp on the envelope

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1a. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 4.
4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 4 Self-Evaluation Quiz 1: Mailing a Check
 - b. Lesson 4 Tutorial 1: Mailing a Check

- c. Lesson 4 Deliverable 1: Mailing a Check
- d. Lesson 4 Self-Evaluation Quiz 2: Mailing a Money Order
- e. Lesson 4 Tutorial 2: Mailing a Money Order
- f. Lesson 4 Deliverable 2: Mailing a Money Order

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current knowledge about mailing a check is being determined
 - b. Reading through a tutorial on how to mail a check
 - c. Completing a physical deliverable of a check in a properly labelled envelope to be printed and placed into a portfolio
 - d. Taking a self-evaluation quiz where current knowledge about mailing a money order is being determined
 - e. Reading through a tutorial on how to mail a money order
 - f. Completing a physical deliverable of a money order in a properly labelled envelope to be printed and placed into a portfolio
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of a check that could be put into a properly labelled envelope and mailed.
2. Students will be assessed by completing a physical deliverable of a money order that could be put into a properly labelled envelope and mailed.
3. See Appendix for attached rubric.

Resources:

- Desktop computer / Chromebook
- Printer
- Writing utensil
- Physical portfolio in classroom
- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- How to Label an Envelope
 - WikiHow.(2016). *How to label an envelope*. Retrieved from <http://www.wikihow.com/Label-an-Envelope>
- Money Instructor: Learning to Write a Check Lessons
 - Money Instructor. (2016). *Check Writing: How To Write A Check Lessons*. Retrieved from <https://www.moneyinstructor.com/wsp/writecheck.asp>

- Money Orders
 - USPS. (2016). *Money orders*. Retrieved from <https://www.usps.com/shop/money-orders.htm>
- How to Fill Out a Money Order
 - WikiHow. (2016). *How to fill out a money order*. Retrieved from <http://www.wikihow.com/Fill-Out-a-Money-Order>
- How to Mail a Check Safely
 - Demand Media. (2016). *How to mail a check safely*. Retrieved from <https://www.sapling.com/7349320/mail-check-safely>

Lesson Five: Taking Out a Loan

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To engage students in taking the steps to take out a loan.

Objectives and Tasks:

- The students will be able to take out a loan using financial knowledge when given a scenario.
 - Determining the amount the loan needs to be
 - Understanding that interest is going to build the longer it takes to pay it back
 - Identifying what a credit score is
 - Choosing the type of loan needed
 - Applying for a loan
- The students will be able to understand the difference in currencies from Canada and Mexico and their value in relation to the United State dollar using financial scenarios.
 - Understanding that making purchases in other countries helps exchange rates
 - Understanding that countries have different exchange rates between one another

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1c. Managing personal finance effectively requires an understanding of the forms and purposes of financial credit, the effects of personal debt, the role and impact of interest, and the distinction between nominal and real returns. Predatory lending practices target and affect those who are least informed and can least afford such practices. Interest rates reflect perceived risk, so maintaining a healthy credit rating lowers the cost of borrowing.

12.E1d. To be an informed participant in the global economy, one must be aware of inflation and have an understanding of how international currencies fluctuate in value relative to the United States dollar.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 5.
4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 5 Self-Evaluation Quiz 1: Taking Out a Loan
 - b. Lesson 5 Tutorial 1: Taking Out a Loan
 - c. Lesson 5 Video 1: Taking Out a Loan
 - d. Lesson 5 Deliverable 1: Taking Out a Loan
 - e. Lesson 5 Self-Evaluation Quiz 2: Exchange Rates
 - f. Lesson 5 Video 2: Exchange Rates
 - g. Lesson 5 Quiz 3: Exchange Rates

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current knowledge about taking out a loan is being determined
 - b. Working through a tutorial on how to take out a loan
 - c. Watching a video on credit scores
 - d. Completing a physical deliverable of a mock loan application
 - e. Taking a self-evaluation quiz where current knowledge about exchange rates is being determined
 - f. Watching a video on how exchange rates work
 - g. Taking a quiz based on the video about content about the concept of exchange rates
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of mock loan paperwork to be handed in to apply for a loan.
2. Students will be assessed by taking a quiz identifying key concepts and points of exchange rates.
3. See Appendix for attached rubric.

Resources:

- Desktop computer / Chromebook
- Printer

- Writing utensil
- Physical portfolio in classroom
- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- How to Get a Loan
 - WikiHow. (2016). *How to get a loan*. Retrieved from <http://www.wikihow.com/Get-a-Loan>

Lesson Six: Buying a Vehicle

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To explore the considerations students have when purchasing a vehicle.

Objectives and Tasks:

- The students will be able to purchase a vehicle with given scenarios using financial knowledge.
 - Determining what kind of vehicle is desired
 - Determining a budget based on funds
 - Finding a vehicle that is something desired and affordable
 - Determining available finances
 - Determining the financial rewards of buying a vehicle
 - Determining the financial risks of buying a vehicle

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E1a. In making economic decisions in any role, individuals should consider the set of opportunities that they have, their resources (e.g., income and wealth), their preferences, and their ethics.

12.E1b. Sound personal financial (money management) practices take into account wealth and income, the present and the future, and risk factors when setting goals and budgeting for anticipated saving and spending. Cost-benefit analysis is an important tool for sound decision making. All financial investments carry with them varying risks and rewards that must be fully understood in order to make informed decisions. Greater rewards generally come with higher risks.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 6.

4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 6 Self-Evaluation Quiz 1: Buying a Vehicle
 - b. Lesson 6 Passage Set 1: Buying a Vehicle
 - c. Lesson 6 Quiz 1: Buying a Vehicle
 - d. Lesson 6 Deliverable 1: Buying a Vehicle

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation where current knowledge on buying a vehicle is being determined
 - b. Reading through a passage set where students are learning about what to look for when purchasing a vehicle
 - c. Taking a quiz based off of the passage set to determine what knowledge was gained about purchasing a vehicle
 - d. Completing a physical deliverable of vehicle research to help students determine which type of vehicle students will choose to purchase in the future
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.

Assessments:

1. Students will be assessed by completing a physical deliverable of vehicle research.
2. See Appendix for attached rubric.

Resources:

- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- A Guide to Buying a Car
 - National Consumer Agency. (n.d.). *Putting consumers first: A guide to buying a car* [PDF document]. Retrieved from <http://www.nca.ie/media/GuidetoBuyingaCar1.pdf>

Lesson Seven: Composing a Resume

Subject Areas: Technology, Economics, Personal Finance Skills, Life Skills

Grade Level: 12

Time Allotment: 20 Days, including the introductory lesson.

Pre-Requisites: Familiar with and ability to use Eliademy.

Goals: To provide students with basic life skills knowledge in order to smoothly transition into adulthood.

Objectives and Tasks:

- The students will be able to compose a resume that highlights their skills and talents in order to become part of the United States.
 - Determining the desired work
 - Determining the amount of money needed to be earned
 - Listing past work experiences
 - Listing job qualifications
 - Contacting references

Standards:

NYS Social Studies Framework

Grade 12: Economics, the Enterprise System, and Finance

12.E3a. As the United States has evolved from an agrarian to an industrial to an information economy, the workplace required a more highly skilled and educated work force.

Procedures:

1. Direct students to either a Chromebook or a desktop computer. Have students open up their Google accounts to find the email inviting them to join *Personal Finance and Life Skills Unit* on www.eliademy.com. Students will sign into www.eliademy.com using their Google account information.
2. From there, direct students to the overview of the course located under the 'Content' tab. All of the course information will be found on this page.
3. Read through the overview of the course with the students, then direct them to lesson 7.
4. Students will complete the following self-paced components of the lesson:
 - a. Lesson 7 Self-Evaluation Quiz 1: Composing a Resume
 - b. Lesson 7 Tutorial 1: Composing a Resume
 - c. Lesson 7 Deliverable 1: Composing a Resume

All materials for each component of the lesson are found under the 'Tasks' tab on www.eliademy.com.

5. Students will be completing the following for each component of the lesson, respectively:
 - a. Taking a self-evaluation quiz where current knowledge on resume writing is being determined
 - b. Working through a tutorial where students will learn the key components of writing a resume
 - c. Completing a physical deliverable of a resume where students can hand it in to college or jobs
6. Students will be given the remainder of class to work on the course. They will have twenty days from the starting day to complete the lesson.
7. Deliverables for this lesson are to be printed out and placed into a physical portfolio located in the classroom.
8. The final day the unit is open to students, a concluding discussion will occur in the classroom about what students thought about the course and the material they have learned throughout the duration. This discussion will be a student lead discussion with the instructor providing students with questions when needed.

Assessments:

1. Students will be assessed by completing a physical deliverable of a resume to be handed in to a college or a job.
2. See Appendix for attached rubric.

Resources:

- Holt Economics Annotated Teacher's Edition
 - Pennington, R.L. (2003). *Holt economics: Annotated teacher's edition*. Austin: A Harcourt Education Company
- Free Resume Writing Tutorial
 - Goodwill Community Foundation. (2016). *Free resume writing tutorial*. Retrieved from <http://www.gcflearnfree.org/resumewriting/>

Section 6: Formative Evaluation

Purpose of Formative Evaluation

The purpose of a formative evaluation is to determine if the quality of instruction is meeting the needs of the target population. For this particular unit, there are many factors that will need to be taken into consideration and revised after the subject-matter expert reviews the material. The twelfth grade economics class worked through different assigned lessons, and gave their feedback on the materials, set-up, and use of Eliademy as well.

For the next time the course is utilized, the following will need to be taken into consideration as students progress:

❖ *Navigating the Program*

- Navigating the program may be difficult for some students because they are not familiar with using www.eliademy.com. Students are familiar with using Google Classroom for most of their classes. A day or two might need to be set aside just for students to familiarize themselves with this new media platform.

❖ *Technology Availability*

- The available technology opportunities might become a problem for some students. While students will have full access to the internet in their school environment, some students may not have access to the internet at home. However, if they have transportation to the local libraries in Madrid and Waddington, they will have access to both computers and printers.

❖ *Printer Availability*

- For each lesson, students will need to print the deliverables and rubrics out. Students will have access to a printer in the

library for use during their free periods. There will also be a printer available to the students in the classroom. If the students have a printer at home, they are allowed to use that. Students will have access to computers and printers at the local libraries in Madrid and Waddington as well.

❖ ***Gamify Unit***

- When creating the unit, the whole notion of making the unit like a game of life was definitely kept in mind. The unit was developed as if the students were adults, having to complete each deliverable from that perspective. A few lessons were developed where students had to use a supplemental sheet, giving themselves jobs, deciding on vehicles, and paying fixed and flexible expenses. However, to redevelop the course for the next users, I would make the entire unit like that. Students would be participating in the unit as if they are playing the board game of LIFE.

❖ ***Presence in the Classroom***

- One of the difficulties with implementing this course with a focus group of seniors was the fact that I wasn't their regular Economics classroom teacher. My availability in the school was limited to a few days a week, so if the students had any questions, they would have to wait for a day that I was in the school. Another difficulty with me not being their regular instructor was that some students didn't treat this as seriously as I would have liked them to. While some students gave me great feedback for the created content, some students gave me none.

❖ ***Communication Between Instructor and Students***

- The main pathway for communication between the students and myself was online through email. Students were informed that this was going to be my way of contacting them throughout the duration of the course. I had students write down their email addresses so I could keep note of them in case I had to contact them. The emails they used to register for the course were also listed on www.eliademy.com. However, some students informed me that they were not receiving my emails about the course. To ensure that this is fixed in the future, an email exchange can be done in the first instructional period the students have to work on the project in class.

Individual Lesson Evaluation

For each lesson within the unit, students will be given a rubric defining exactly what is going to be asked of them during the lesson. The rubric can be found under the overview section for that particular lesson. Students will also be required to print out the rubric and turn it into the portfolio along with their deliverable.

Appendices

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Appendix A

Name: _____

Lesson 1: Managing Time and Money Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Quiz 1: Opening a Bank Account	~define budget ~identify financial planning components ~identify core of financial planning ~identify first phase of budgeting ~differentiate flexible expenses and fixed expenses ~identifying budget prevention ~identify second phase of budgeting ~determine example flexible expenses ~determine example fixed expenses ~determine outcome of budgeting	_____ / 10
Deliverable 1: Opening a Bank Account	Part 1: Determining Your Goals ~2 financial goals ~2 social goals ~2 recreational goals ~2 physical goals ~2 high priority goals	_____ / 10
	Part 2: Working With Your Goals ~identify goal 1 ~identify what needs to be done to reach the goal ~identify the resources needed ~identify goal 2 ~identify what needs to be done to reach the goal ~identify the resources needed	_____ / 6
	Part 3: Determining Your Budget ~determine weekly income ~determine fixed expenses ~determine flexible expenses	_____ / 3
	Part 4: Maintaining a Budget ~identify planned income ~identify planned fixed expenses ~identify planned flexible expenses ~identify actual income ~identify actual fixed expenses ~identify actual flexible expenses ~identify differences	_____ / 7
Deliverable 2: Managing Time	Part 1: Tracking Your Time ~establish how time was spent for 24 hours ~conclude amount of time spent on tasks ~determine if goals were accomplished	_____ / 3
	Part 2: Managing Your Time ~establish how time will be spent for 24 hours ~conclude how time will be spent on tasks ~determine if goals will be accomplished ~determine adjustments	_____ / 4

Lesson 1: Budgeting Time and Money
_____ / 43

Total:

Comments:

Name: _____

Lesson 2: Opening a Bank Account Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Quiz 1: Opening a Bank Account	<ul style="list-style-type: none">~recall when the first banks date back to~identify the purpose of the Federal Reserve Act~state what FDIC stands for~restate the purpose of small banks~recall that banks are also known as financial institutions~recall characteristics of commercial banks~recall characteristics of credit unions~recall characteristics of mutual savings banks~recall characteristics of savings and loan associations~determine personal banking needs	_____ / 10
Deliverable 1: Opening a Bank Account	Part 1: Determining Bank Type <ul style="list-style-type: none">~3 aspects that need to be considered before opening a bank account~4 personal aspects of why to open a bank account	_____ / 7
	Part 2: Applying for a Bank Account <ul style="list-style-type: none">~identify account type~identify that individual bank account is being opened~complete primary applicant information~decide bank account purposes~sign the document	_____ / 5
Quiz 2: Savings Account VS. Checking Account	<ul style="list-style-type: none">~recall that savings accounts and checking accounts have similar, but different characteristics~recall which account you would open for easy money access~recollect with what account you get a debit card~differentiate which account acquires interest (2)~recall which account you would open for quick transactions~identify when you can spend money in a savings account~determine what will happen when you overdraw money from your checking account~determine which account you can write checks from~determine which account is used for loans	_____ / 10
Lesson 2: Opening a Bank Account		Total: _____ / 32
Comments:		

Name: _____

Lesson 3: Writing a Check and Money Order Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Deliverable 1: Writing a Check	Part 1: Writing a Check ~identify date line ~identify 'Pay to the Order Of' line ~identify money amount box ~identify written number line ~identify 'Memo' line ~identify signature line	____ / 6
	Part 2: Filling in Your Checkbook ~determine where beginning dollar amount goes ~determine where transaction goes ~determine end balance	____ / 3
	Part 3: Endorsing a Check ~identify endorsement line ~sign endorsement line	____ / 2
Deliverable 2: Writing a Money Order	Part 1: Writing a Money Order ~identify date line ~identify money amount section ~identify written number line ~identify sender name line ~identify sender address line ~identify sendee name line ~identify sendee address line ~identify 'Memo' line	____ / 8
Quiz 1: Writing a Check and Money Order	~recollect cost of money order ~determine where check are accepted ~determine where money orders are accepted ~recall if checks can be bounced ~recall if money orders can be bounced ~distinguish the limits of checks and money orders ~identify which situations you would use a check to send money ~identify which situations you would use a money order to send money ~determine where money orders can be purchased	____ / 10
Lesson 3: Writing a Check and Money Order		Total: ____ / 29

Comments:

Name: _____

Lesson 4: Mailing a Check and Money Order Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Deliverable 1: Mailing a Check	Part 1: Writing a Check ~identify date line ~identify 'Pay to the Order Of' line ~identify money amount box ~identify written number line ~identify 'Memo' line ~identify signature line	_____ / 6
	Part 2: Filling in Your Checkbook ~determine where beginning dollar amount goes ~determine where transaction goes ~determine end balance	_____ / 3
	Part 3: Mailing a Check ~identify 2 locations for return address ~identify location for mailing address ~draw a stamp in its proper location ~determine one precaution that can be taken when mailing a check	_____ / 5
Deliverable 2: Mailing a Money Order	Part 1: Writing a Money Order ~identify date line ~identify money amount section ~identify written number line ~identify sender name line ~identify sender address line ~identify sendee name line ~identify sendee address line ~identify 'Memo' line	_____ / 8
	Part 2: Mailing a Money Order ~identify 2 locations for return address ~identify location for mailing address ~draw a stamp in its proper location ~determine one precaution that can be taken when mailing a money order	_____ / 5
Lesson 4: Mailing a Check and Money Order _____ / 27		Total:

Comments:

Name: _____

Lesson 5: Taking Out a Loan Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Deliverable 1: Taking Out a Loan	Part 1: Determining Loan Type ~determine interest rate of high credit score/low credit score (2) ~distinguish between secured and unsecured loans	_____ / 4
	Part 2: Applying for a Loan ~identify loan amount ~identify purpose of loan ~identify loan details ~determine contact details ~determine contact details ~determine income details ~identify financial position ~state friend or family member ~sign loan	_____ / 17
Quiz 2: Savings Account VS. Checking Account	~recollect that factors influence exchange rates ~recollect that you're buying currency from one country when buying in that country ~identify the Gold Standard System ~determine the type of exchange rate in the US ~determine the type of exchange rate in Canada ~define what a free floating exchange rate is ~differentiate between a flexible exchange rate and a fixed exchange rate (2) ~define what a managed exchange rate system is ~determine what happens when you spend money in another country.	_____ / 10
Lesson 5: Taking Out a Loan		Total: _____ / 31
Comments:		

Name: _____

Lesson 6: Buying a Vehicle Rubric

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Quiz 1: Buying a Vehicle	~recall that checking for visible signs of damage is important when buying a vehicle ~~distinguish the purpose of a VIN number ~determine if you are allowed to test drive a vehicle before purchasing it ~identify what it means to 'clock' a car ~recollect that you should look at cars when it isn't raining ~determine other names for used cars ~determine if it is important to know car dealers before purchasing cars ~determine the importance of checking the functions of cars before purchasing it ~determine if it is important for the VIN number and paperwork for the car matches ~state what VIN stands for	_____ / 10
Deliverable 1: Taking Out a Loan	Part 1: Determining Vehicle Type ~determine type of vehicle ~determine if looking for new or used ~identify 3 things that are being looked for in a vehicle ~determine if loan will have to be taken out and price	_____ / 6
	Part 2: Researching a Vehicle ~search for 2 vehicles ~determine year for both ~determine MPG range for both ~identify VIN number for both ~identify 3 things that the VIN states for vehicle 1 ~identify 3 things that the VIN states for vehicle 2	_____ / 13
	Part 3: Choosing a Vehicle ~select one of the two vehicles from part 2 ~state if it is new or used ~identify price range ~determine if a loan had to be taken out ~state 3 things that you were looking for with that vehicle ~state any information found with the VIN that made that vehicle a better fit for you ~utilize size 12 font ~utilize Times New Roman style ~utilize 1.5 spacing	

	~composed paragraphs on a separate sheet of paper	_____ / 12
<div> <div>Lesson 6: Buying a Vehicle</div> <div>_____ / 41</div> <div>Total:</div> </div>		
Comments:		

Name: _____
 Lesson 7: Composing a Resume

****Please staple this rubric to the front of your deliverable.****

Component	Tasks	Total
Deliverable 1: Composing a Resume	Part 1: Gathering Resume Information ~identify at least 1 work or volunteer experience ~identify 5 positive characteristics ~determine 3 references	_____ / 9
	Part 2: Determining Resume Purpose ~distinguish resume purpose ~distinguish 3 characteristics that are best fit for resume ~identify 3 academic and personal achievements	_____ / 7
	Part 3: Composing a Resume ~include name on resume ~include address on resume ~include email on resume ~include telephone number on resume ~identify objective ~decide on positive characteristics ~list current education ~determine academic and personal achievements ~list 3 references with names, emails, and phone numbers	_____ / 18
Lesson 7: Composing a Resume		Total: _____ / 34
Comments:		

Appendix B

To view the NYS Grades 9-12 Social Studies Framework, [click here](#).

Appendix C

How to Use Eliademy FAQ Sheet

How do I become enrolled in a course?

For this course, you will receive an invitation through your Google account. To access the course, you will have to accept the invitation through your email. Once you click 'Accept Invitation' in the email, you will be brought to a sign-up page. Here, you have to enter your first and last name, and create a password in order to log in and out of the course.

Which part of the course should I do first?

The very first thing you should read is the 'Overview' for the course. This will tell you how many lessons there are, and the topics of each. For your assigned lesson, click on the link that has your lesson title underneath where it says 'Overview'.

Okay, I read all of the lesson information. Where do I find each task?

Underneath the title of the course, you will find a tab that says 'Content'. Next to that, you will see a tab that is titled 'Tasks'. Here is where you will find each and every task for all of the lessons in this course. Search through the list to find the task you need to complete.

What if I have a question for one of my classmates?

There are two answers to this question. The first answer is that you can click on the 'Participants' tab. Here, you can email the instructor or one of your fellow classmates a question pertaining to the course. The second answer is that you can click on the 'Discussions' tab. On this tab, you can begin a discussion about the content of one of the courses, or ask questions to all of your classmates.

Where do I find the lesson deliverables?

To find the lesson deliverables, click on the 'Content' tab. Under the content tab, you will see the 'Overview' and all of the lessons listed below. When you click on the lesson you are working on, it will bring you to the lesson overview page where it lists all of the tasks you need to complete for that lesson. If you scroll to the bottom of this information, you will see each deliverable for the lesson attached as a PDF file. You will need to print each deliverable out and hand in a physical copy at the conclusion of the lesson.

I've finished the deliverable. Where do I turn it in?

Once the deliverable is finished, you will need to place your work into the manila folder with your name on it in the classroom.

I want to make sure that I've completed everything for the lesson.**What can I use to be sure of myself?**

Under the place where you found the lesson deliverable, you will see a rubric for that particular lesson. The rubric lists every task that you will be completing for that lesson, down to the material you will need to know to be successful.

If you have any questions pertaining to the course set up, lesson topics, site navigation, etc., please email:

Meghan Gabri
gabrime196@potssdam.edu

Appendix D

Resources (APA Format)

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