**Our message to Teachers**

This program's objective is to have students explore the concepts of budgeting and savings while building upon concepts they see in the classroom. As there are large gaps between the second and third-grade math curriculum, this program looked to integrate shared common core standards between the grade levels. Listed in the standard sections are the common core standards that are in this program. As with any EdTech product, our focus is on making an impactful product for your students. The program was developed with the help of teachers, and we greatly value your opinion and feedback. If you have any point of feedback or feel that the program needs to change, please email your comments and concerns to finjuniorgm@statrookie.com . We will address your concerns, so your students can gain the most out of this product.

**Overview**

Students play as the general manager of a hockey team through three levels as they ultimately make their way to the top as the GM of the San Jose Sharks. They will offer players contracts based on a budget that they manage. The game stresses the importance of savings and investing, as their team could be affected by real hockey scenarios, and they must keep emergency funds for these instances. Students earn trophies for making great savings and investment choices as they assemble a team that will bring home the Stanley Cup for the Sharks!

**Financial Literacy**

*Budget*

Students develop a financial plan to manage their team. Their budget is divided into savings, money they have spent, and money left to spend. This budget is visually represented as a number line with an accompanying number sentence. Students see how their decision impact their budget.

*Savings*

The gameplay teaches students the importance of long term vs. short term savings. Students understand that their savings can cover immediate and unforeseen events if needed as a short-term strategy. For them to build a first-place team, they must make the right moves and save their money to invest in higher-ranked players as a long-term saving strategy.

*Pricing*

Students have the opportunity to explore the concept of pricing. Students can offer contracts to players based on their skill. As their budget is finite, they must choose wisely to offer contracts and not overvalue or undervalue a player's skill.

**Common Core Standards**

| Standard Number | Standard Summary | Program Relation |
|---|---|---|
| **2.NBT.B.7** | Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | The program uses visual sliders to represent and number lines to represent any addition and subtraction. |
| **2.NBT.B.8** | Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | The player ratings in level 3 are in the hundredths place and are separated by a base of ten. |
| **2.MD.D.10** | Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | The player cards use visual graphs to represent numbers. These numbers are represented by quarters of a puck. |
| **2.MD.C.8** | Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. | The dollar amounts are separated into dollar and cents and will be represented as dollar amounts with quarters, nickels, and dimes. |
| **3.NBT.A.2** | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | The player ranks on level 2 and 3 involve adding and subtracting within 1000. |
| **3.MD.B.3** | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. | The budget slider is a number line fixed into three segments: Savings, Money Spent, and Money left. There is a corresponding number sentence that aligns with the adjustment of these values. Students can see how much more or less money they need to budget appropriately. |