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| **Civics** | | | | | | | |
| **Civics Standards:**  SS.7.E.1.1 Explain how the principles of a market and mixed economy helped to develop the United States into a democratic nation.  SS.7.E.1.2 Discuss the importance of borrowing and lending in the United States, the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit.  SS.7.E.1.5 Assess how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy. | | | | | | **Vocabulary:** human capital; economics; education; careers; income; interest; principal; simple interest; compound interest; APR; Rule of 72; banks; credit; budget; S.M.A.R.T. budget | |
| **Monday/Tuesday** | | | **Wednesday/Thursday** | | | **Friday** | |
| **Essential Question:**  - What is human capital? | | | **Essential Question:**  - How do interest and loans work? | | | **Essential Question:**  - Why is it important to have a budget? | |
| **H.O.T. Questions:**  - What is the correlation between education and income?  - How can a person increase their human capital? | | | **H.O.T. Questions:**  - What is the difference between simple interest and compound interest?  - What is annual percentage rate on a loan and why is it important to know? | | | **H.O.T. Questions:**  - What are the necessary steps to create a budget?  - What unexpected events might create a need to revise your budget? | |
| **Bell Ringer:**  Show PowerPoint to students which contains slides about different employment scenarios. Ask students to pick which employee that they would rather hire. | | | **Bell Ringer:**  Show video clip on opening a savings account and interest:  <https://www.youtube.com/watch?v=HlQkZnnqjBQ>. Question: why do banks pay interest? | | | **Bell Ringer:**  Do you have a budget? Does your household/family have a budget? What do you think are important elements of a budget? | |
| **Learner Outcome:**  Students will explore the concept of human capital. They will investigate the correlation between education and income. Through simulation, examination, and analysis, students will come to understand that people with more education and job skills will earn a higher income than those without the skills and education. | | | **Learner Outcome:**  Students will identify the difference between simple and compound interest and how it relates to earnings. They will explain why people who apply for a loan are told the interest rate and calculate interest rates as both savers and borrowers. They will explore ways to use credit wisely. | | | **Learner Outcome:**  Students will explore the necessity of having a budget and the process involved in creating a S.M.A.R.T. budget. They will also come to understand that budgets often need revisions due to unplanned expenses and changes in income. | |
| **Whole Group:**  - Introduce the class to our final unit of the year: Being an Economically Responsible Citizen.  - Explain to students that the term is referring to the assets you would present to an employer. Human capital consists of:  • Education  • Experience  • Proven Skills  • Training  Discuss how these are important to employers.  - Given the BR scenarios, ask students to identify education, experience, skills, and training in the candidates that were presented to them.  - Ask students: Have you thought about what you might do after you graduate High School? How many of you plan to get a job and go straight to work right away? Go to a trade or training school to increase your job skills? Go to college? Discuss student responses.  - Pass out post-it-notes to students containing numbers on them. (Say) If your post-it note has a number 1 on it, raise your hand. The number 1’s are people who dropped out of high school; your median salary will be around $25,000. Number 2’s? You graduated High School and your median salary will be around $35,000. Number 3’s? You went to college, but didn’t finish or earn a degree; your median salary will be around $40,000. Number 4’s – You Graduated from college and earned a Bachelor’s Degree- your median income will be about $55,000. Number 5’s? Number 6’s? You went to Graduate School after college and earned a Master’s Degree, your median income is about $91,000.  - Ask students what changed as the salary level increased (education level). Explain that as students increased their education level, their human capital increased which was reflected in their income.  - Divide students into groups. Pass out Handout #1. Explain to students that they are to analyze and discuss the graphs on the handout in their groups. Then each group should develop 5 quiz questions for each graph on the handout  - Have groups exchange the quizzes they have developed and take quizzes developed by different groups.  - In the final half an hour or so in class, have students decide what they might want to be when they grow up. They will use their phones or tablets to complete a worksheet that will help them to determine what kind of experience, education, skills, and training that they will need in order to be successful at their chosen career.  **Evidence Based Writing: What would happen if...? Use text-based evidence to support your claim.**  Why is it important to receive an education? What might happen to your potential earnings if you did not complete an education? | | | **Whole Group:**  - Discuss Bell Ringer question and video. Make sure to define interest to students: *Interest is what you receive for allowing the bank to use your money. The bank pays interest because it wants to encourage people to put money in its accounts. If the bank did not pay interest to depositors, people would just keep their money at home. Because interest is expressed as a rate, how much interest you get depends on how much money you put in the bank. The more income you save, the more interest you can expect to receive.*  - Display PowerPoint slides with the following definitions for students to take notes on:   * Principal: The original amount of money invested or put into a savings account * Simple interest: Interest paid on the initial investment (the principal) only. Calculated by multiplying the investment principal times the annual rate of return times the number of years involved. * Compound Interest: Interest that is earned not only on the principal but also on the interest already earned   - Distribute handout that shows the difference between simple and compound interest. Have students work on the example problems. They may use their phones or tablets to do the math. Discuss student answers.  - Introduce the Rule of 72 as a way to calculate the number of years it will take to double your money. Show students the following video clip: <https://www.youtube.com/watch?v=12FsjiVzTMA>.  - Show students the following PowerPoint slide about how banks make money by charging interest on money that it loans out. The interest on money that is loaned is higher than the interest paid on money saved. The difference is how a bank can make money on interest.  - Explain that borrowers must repay principal plus interest. This makes the cost of owning something a lot more than the original price of the item. For example if you bought a cell phone for $500 and borrowed the money to pay for it at a 19% annual interest rate for 1 year, the phone would actually cost you $595. ($500 borrowed plus $95 interest to borrow the money).  - Watch the video: Helping your child understand how loans work. (until 1:47)  <https://www.bettermoneyhabits.com/teaching-kids-money/credit-basics-for-kids/help-your-child-understand-how-loans-work.html>  - Work on handout #2 which covers how to calculate interest on a loan, as well as questions to get students to think about whether a loan is necessary.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  What questions should you ask yourself when taking out a loan?   * *Is it necessary?* * *Can you afford the monthly payments?* * *Can you save for it instead of borrowing to get it?* * *Is it worth the additional cost (interest payment)?* | | | **Whole Group:**  - Discuss Bell Ringer question with students.  - Display PowerPoint titled “A Look at the Budget.” Go through slides 1-2, then ask students why they think it’s important to have a budget. Write answers on the board, then display slide #3 and discuss their answers.  - Display slide # 4 and discuss the 6 phases of the budgeting process.  - Display slide 5 and work through the goal setting guidelines for budgeting:   * Be realistic * Be specific * Have a time frame * State the action to be taken   - Tell students that sometimes acronyms help us remember things. We are going to use the acronym S.M.A.R.T. to help us remember the components of a good budget. Display slide 6 and discuss:   * Specific - precise or exact * Measurable - something that can be measured * Attainable - capable of being accomplished * Realistic - something that is practical * Timely - goal that can be reached within a time frame   - Display slide #7 and show students how to enter income and expenses. Explain that by subtracting monthly expenses from monthly income, one can determine the amount of money saved each month.  - Distribute handouts which contain scenarios. Students may work together to complete the sample budgets. We will review and discuss the budgets once students have completed them. They may use their phones or tablets in order to do the math.  - Toward the end of class, distribute family trip budget project handouts/rubrics. We will begin working on this in class, as well as during the next class.  **Evidence Based Writing: Why and how did....happen? Use evidence to support your answer.**  Why might a budget need to be revised? How might it be revised in that scenario? | |
| **Assessment:**  - The class discussion will give the teacher an opportunity to assess how well students have learned the lesson, with chances for immediate correction of any errors or deficiencies. The handouts will be collected as a classwork grade. | | | **Assessment:**  - The worksheets/handouts will be graded as a classwork grade and will give the teacher a chance to assess how well students have learned the day’s lesson about interest and loans. | | | **Assessment:**  - The handout will be collected as a classwork grade and will give students necessary practice for budgeting. The start of the family trip project will give students a way to apply what they have learned in a creative way. | |
| **Home Learning:**  - None (finish any make-up work). | | | **Home Learning:**  - Finish worksheets. | | | **Home Learning:**  - Work on family trip project. | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Role Playing  Demonstrations | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Preferential seating with proximity control  Present information through multisensory approach | P1 - | | Choose an item. |
| P2 – YM | Role Playing  Demonstrations | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Preferential seating with proximity control  Present information through multisensory approach | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Role Playing  Demonstrations | P4 – GD-K; AT-K; OW-504 | | Preferential seating with proximity control  Present information through multisensory approach | P4 - | | Choose an item. |
| P5 – AR; EG | Role Playing  Demonstrations  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Preferential seating with proximity control | P5 - | | Choose an item. |
| P6 – FB | Role Playing  Demonstrations | P6 – GN-504, LC-504 | | Preferential seating with proximity control  Present information through multisensory approach | P6 - | | Choose an item. |
| P7 – PA; ES | Role Playing  Demonstrations | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Preferential seating with proximity control  Present information through multisensory approach | P7 - | | Choose an item. |
| P8 AP; KS; CS | Role Playing  Demonstrations  Bilingual Dictionaries | P8 – AC-504 | | Preferential seating with proximity control | P8 – DA | | Research and Independent Study |