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| **Civics** | | | | | | | |
| **Civics Standards:**  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.1.3 Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the United States.  SS.7.E.1.6 Compare the national budget process to the personal budget process.  SS.7.G.1.1 Locate the fifty states and their capital cities in addition to the nation's capital on a map.  SS.7.G.2.1 Locate major cultural landmarks that are emblematic of the United States.  SS.7.G.2.2 Locate major physical landmarks that are emblematic of the United States. | | | | | | **Vocabulary:** human capital; economics; education; careers; interest; principal; simple interest; compound interest; APR; Rule of 72; banks; credit; budget; S.M.A.R.T. budget; income; expenses; opportunity cost | |
| **Monday** | | | **Tuesday/Wednesday** | | | **Thursday/Friday** | |
| **Essential Question:**  - Why is it important to have a budget? | | | **Essential Question:**  - Why is it important to have a budget? | | | **Essential Question:**  - Why is it important to have a budget? | |
| **H.O.T. Questions:**  - What are the necessary steps to create a budget?  - What unexpected events might create a need to revise your budget? | | | **H.O.T. Questions:**  - What is opportunity cost?  - How do you make difficult choices to stay under budget? | | | **H.O.T. Questions:**  - How can you plan a trip within a given budget?  - What choices might you have to make in order to keep that budget? | |
| **Bell Ringer:**  Do you have a budget? Does your household/family have a budget? What do you think are important elements of a budget? | | | **Bell Ringer:**  What are three potential places that you would like to go on vacation in the United States (or Florida)? | | | **Bell Ringer:**  Take out project worksheets and continue to work on them. | |
| **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. | | | **Learner Outcome:**  Students will identify that opportunity cost is what is given up when a choice is made. They will analyze how to make difficult choices within a budget and apply these skills by creating their own vacation budget. | | | **Learner Outcome:**  Students will create their own vacation budget by researching various expenses and applying the idea of opportunity cost to their travel decisions. | |
| **Whole Group:**  - Discuss Bell Ringer question with students.  - To review, show students the video clip at <https://bettermoneyhabits.bankofamerica.com/en/personal-banking/preparing-your-child-to-make-borrowing-decisions>. Ask students what questions should they think about before deciding to borrow money, whether as a loan or on a credit card.  - To reinforce how dangerous credit can be if not used wisely, show students the short video clip at <https://www.youtube.com/watch?v=Vz05A6cP6Iw>, which covers credit card debt and how quickly interest can build up. Ask students what can they do to avoid this negative fate?  - 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.  - If students finish early, they may begin to brainstorm ideas about potential trip destinations for their project. They may also work on any missing or make-up work for Civics for the 4th quarter.  **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? | | | **Whole Group:**  - Discuss the Bell Ringer question with students by listing their ideas on the board.  - Pass out family vacation project sheet to the class. Explain that students will be planning a vacation for themselves and their families (i.e. a family of 4) to either a state capital or an important cultural place somewhere within the United States. They will have $4500 to “spend” on their vacation, and they will be required to spend at least 3 days at their chosen location.  - Students will need to:   1. Identify a vacation spot within the United States. 2. Estimate the distance that they will travel, how they will get to their location, and the price that they will pay to travel. Students will be given several choices (car, train, and plane) and will need to research the pricing in order to make a decision. 3. Make choices about lodging, food, events and activities, ticket prices, etc. 4. Calculate the final cost of their trip and stay within budget.   - Students may use their phones and tablets to research potential options and prices. They will be asked to fill out a project sheet containing their choices and budget, as well as an explanation for their choices. They will also create a “photo” sheet which contains a map of their trip and/or a drawing of an activity or location that they will be experiencing.  - The teacher will assist any groups that are struggling with finding information or with their calculations.  **Evidence Based Writing: Take a position on... cite evidence that supports your logical thinking.**  Where should your family go on vacation, and why? How can you plan a trip that fits within a certain budget? | | | **Whole Group:**  - Students will continue to work on their family vacation budget projects. They may use the tablets and their phones to continue researching their chosen travel location, as well as prices for lodging, travel, food, activities, and so on.  - Students should start to finish their research and to finalize their budgets, making choices about what they can afford and what they might have to give up in order to stay under budget.  - They will need to finish their budget worksheets, their “photo” sheet, and answer several questions explaining their choices for their family vacation.  - As students finish their projects, they may choose to work on any missing/make-up work that they have for Civics class.  - If students finish early, devote some time at the end of class to begin student presentations about their trip. They will tell the class where they chose to go, the highlights of what they plan to do, and how they stayed under budget.  **Evidence Based Writing: What might be the best option? How might one of your options be stronger than the other? Use evidence from the text to support your choice.**  What difficult choices did you have to make in order to come in under budget? What did you choose to cut from the trip, and why? | |
| **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 project will provide a fun and interactive way for students to experience firsthand how the budgeting process works, and how difficult choices may need to be made in order to stay under a set budget. | | | **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:**  - Think about potential trip destinations for our vacation budgeting project. Come up with at least 3, with 1 being in Florida. | | | **Home Learning:**  - Work on projects. | | | **Home Learning:**  - Finish family vacation project (if not completed already). | |
| **Student Name** | **ESOL Strategies** | **Student Name** | | **ESE/504 Strategies** | **Student Name** | | **Gifted Strategies** |
| P1 – BC; ER | Discussion  Technology | P1 – SA-K; KB-K; JG-V/F/G; WG-504; DS-504 | | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P1 - | | Choose an item. |
| P2 – YM | Discussion  Technology | P2 – JD-K; AD-V; IM-P/K/G; MR-K; SH-504 | | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P2 - FV | | Research and Independent Study |
| P4 – DM; OP | Discussion  Technology | P4 – GD-K; AT-K; OW-504 | | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P4 - | | Choose an item. |
| P5 – AR; EG | Discussion  Technology  Bilingual Dictionaries | P5 – IH-K; GA-504 | | Break long assignments into small, sequential steps | P5 - | | Choose an item. |
| P6 – FB | Discussion  Technology | P6 – GN-504, LC-504 | | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P6 - | | Choose an item. |
| P7 – PA; ES | Discussion  Technology | P7 – RC-K; TM-P; ES-K; DM-504; NM-504; AM-504 | | Break long assignments into small, sequential steps  Allow extended time frames to complete assignments, projects and tests | P7 - | | Choose an item. |
| P8 AP; KS; CS | Discussion  Technology  Bilingual Dictionaries | P8 – AC-504 | | Break long assignments into small, sequential steps | P8 – DA | | Research and Independent Study |