

# **SUMMER SCHOOL TEACHER GUIDE**



## **Personal Finance**

**Summer School  
Table of Content**

<b>Day</b>	<b>Grade Results Title</b>	<b>Lesson #</b>	<b>Standard #</b>	<b>Page #</b>
1	Introduction to Personal Finance & Financial Responsibility	1	PF.1.1	4
2	Budgeting Basics & Making Wise Use of Money	2	PF.1.2	9
3	Career Planning & Money	3	PF.1.3	14
4	Housing & Transportation Decisions	4	PF.2.10, PF 2.11	20
5	Credit Cards	5	PF.2.6, PF 2.6	27
6	Insurance and Consumer Awareness	6	PF.2.12, PF.5.3	33
7	Saving and Investing	7	PF.2.8, PF.5.2	40
8	American Economy	8	PF.7.3, PF 5.1	47
9	Identity Theft and You	9	PF.16	52
10	Post-Test Review & Post-Test	10	All Summer Standards Addressed	55

## Summer School Teachers' Guide

The Summer High School Program will be **20 days** for full credit and **10 days** for semester half ( $\frac{1}{2}$ ) credit). First Semester will be **days 1-10** and Second Semester will be **days 11-20**. Breakdown of days will have the following per semester / half ( $\frac{1}{2}$ ) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4<sup>th</sup> time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

**HS Classroom Schedule** – Time below is an approximate breakdown of time.

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review\*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up**– 5 minutes
- **Total Time: 2 hours 10 minutes**

**\*Lesson Review** – Students will review lessons for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

**Graded Work** – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 1

Topic/Lesson Title & Grade Results #: Introduction to Personal Finance and Financial Responsibility - Lesson 1

Attendance in PowerSchool – 5 minutes

**Objective(s): Students will**

### Lesson A: Introduction to Personal Finance

- Define SMART goals.
- Explain the difference between a want and a need.
- Identify values and what influences values.
- Analyze how you get and spend money.
- Apply the decision-making process to create a financial plan.
- Explain why it is important to have a financial plan.

### Lesson B: Financial Responsibility

- Explain the term "Financial Plan."
- Describe the steps necessary for a financial plan.
- Evaluate the various risks in undertaking financial responsibilities.
- Identify the resources available to families when setting financial goals.
- Analyze shared decision-making and how it helps us make smart financial choices.

**Guiding Question(s):**

- What is personal finance?
- Why is personal financial planning important?

**TN Curriculum Standard(s): PF.1.1**

- Define the concept of personal finance. Consider how personal finance concepts fit into key life events or stages and explain the importance of personal financial planning using information sources such as instructional materials, news articles, blogs from reputable sources, personal narratives, and industry publications.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 14 of the Grade Results Lesson A and slide 19 of the Grade Results Lesson B)

### Lesson A: Introduction to Personal Finance Vocabulary

- Cash flow: A record that measures the money you spend and receive.
- Expense: Anything that demands cash to be paid.
- Financial planning: A process of setting goals, developing a plan to achieve them, and putting the plan into action.
- Goal: Something you aim for, something you want to be, do, or have at some time in the future.
- Income: Money that you get from earning it, gifts, and allowances.
- Interest: The profit in goods or money that is invested.

- Needs: The things required to survive.
- Opportunity cost: What you give up by making a choice.
- Resources: Time, objects, services, or abilities.
- Values: The beliefs and practices in your life that are most important to you.

### **Lesson B: Financial Responsibility Vocabulary**

- Accountant: A practitioner of accountancy.
- Annuities: Payments made at equal intervals.
- Bankruptcy: A position of not being able to pay back the debt borrowed.
- Bonds: Debt securities.
- Calculative risk: Carefully considering the chances of failures before undertaking any investment.
- Cash flow: The cash that flows in and out of a person's pocket.
- Debenture: A long-term security that would yield a fixed rate of interest.
- Emergency fund: Setting aside a specific amount to meet any contingency.
- Factors: A fact or influence that contributes to the final results.
- Gilt-edged bonds: Government bonds.
- Goal: A desired result that is to be achieved at the end of a specific period.
- Inflation: The rate at which the general level of prices rises.
- Insurance: A policy that protects an individual from losses.
- Passive income: Earnings derived from rental property or limited partnership.
- Resources: Money, materials, and men that help to finish a project successfully.
- Rigid: Not flexible; not able to bend.
- Risk: A situation that may expose you to danger.
- Securities: Negotiable financial instruments.
- Shared decision: A process in which two or more people join together and make decisions.
- Skill: Expertise.
- Stock: An ownership certificate of any company.
- Thrift: Careful usage of money.

### **Lesson Introduction (I Do) – 5 minutes**

Personal Finance is a ½ credit course. Therefore, this is a 9-day course with Day 10 set aside for Review or Makeup to complete the course. With that said, each day students will encounter a double lesson. In the Lesson Plan this is reflected in the break between the day's two sets of objectives and vocabulary words. However, the students will see Lesson A and Lesson B.

Here, we will inform students that today's lesson will introduce them to several financial basics. As the instructor, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to financial basics such as the difference between wanting something and something being a necessity. Students will have an opportunity to truly contemplate how they handle the money that they encounter be it earned on a job or given in an allowance. Here, the instructor will highlight how student values influence their financial decisions and the importance of having a solid personal financial plan.

### **Lesson Activities/Supplemental (We Do) – 60 minutes**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 5 activities and 3 videos and Lesson B includes 15 activities and no videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson A</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	2. What is Financial Planning?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	3. Resources	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	4. Wants and Needs	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson A</b>	5. Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. Setting SMART Goals	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Analyze Information	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	8. Creating a Spending Record	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss while having students complete the activities at the bottom of the slide as a whole group	Have a student volunteer read the slide Students should listen, watch the video, participate in the brief activities after the video as a whole group, discuss Sally's budget chart as a class, and make notes to prepare for posttest
<b>Lesson A</b>	9. Create a Plan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	10. Factors That Affect Decision Making	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Implementing the Plan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	14. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Video - Budgets	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	4. Financial Planning Process	Instructor should read the slide aloud and engage students with the questions provided on the slide to ensure understanding	Students should listen, participate in the brief Q&A, and make notes to prepare for posttest
<b>Lesson B</b>	5. Financial Planning Process (contd..)	Instructor should read the slide aloud including the movable up and down items and engage students to ensure understanding	Students should listen, participate in the movable up and down items and make notes to prepare for posttest
<b>Lesson B</b>	6. Video - Setting Financial Goals	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	7. Financial Planning Process (contd..)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Financial Planning Process (contd..)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Financial Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Income Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Interest Rate Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	12. Personal Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Resource Study for Setting the Financial Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	14. Video - Decision Making Methods	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	15. Factors that Influence the Income of a Person	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	16. Reaching the Financial Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	17. Shared Decision-Making	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	18. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest

<b>Lesson B</b>	19. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
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**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 13 in Lesson A and Slide 18 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 2 tomorrow.

**Total Time: 2 hours 10 minutes**



## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 2

Topic/Lesson Title & Grade Results #: Budgeting Basics & Wise Use Money - Lesson 2

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

### Lesson A: Budgeting Basics

- Identify various sources of income.
- Identify various types of expenses.
- Distinguish between fixed, variable, and periodic expenses.
- Develop a personal budget.
- Explain the purpose of pay yourself first.

### Lesson B: Making Wise Use of Your Money

- Define major expenditure.
- Identify the five major expenditure categories.
- Identify the benefits of comparison shopping.
- Explore product features that should be considered before making spending decisions.
- Compare the value of time when using convenience foods to making foods from scratch.
- Describe how to plan a food shopping trip

### Guiding Question(s):

- What is a Budget?
- Where does your money go?

### TN Curriculum Standard(s): PF.1.2

- Using money management tools such as online computer-based budgeting tools or hardcopy forms, create a personal balance sheet, determine assets and liabilities, and calculate net worth for an identified career.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 14 of the Grade Results Lesson A and slide 20 of the Grade Results Lesson B)

### Lesson A: Budgeting Basics Vocabulary

- **Budget:** A plan for managing your money during a given period of time.
- **Commission:** A paid percentage of the amount of an item sold.
- **Deficit:** Your expenses are greater than your income.
- **Periodic expense:** An expense that occurs from time to time, not on a regular basis.
- **Salary:** A specific amount paid to a person for regular work.
- **Surplus:** Money left over after all of your expenses have been paid.

### Lesson B: Making Wise Use of Your Money Vocabulary

- **Advocates:** Private consumer groups who speak out for consumer interests and help consumers with complaints.
- **Comparison shopping:** Shopping which includes the careful consideration and evaluation of a product's features, price, and quality.
- **Coupons:** Certificates that give you benefits such as discounts or refunds.

- **Generic items:** Goods that are similar to name-brand products, but the product and packaging may be slightly different.
- **Goods:** Products made for sale such as computer games, clothing, etc.
- **Impulse buying:** Unplanned buying where you spend little to no time considering the purchase.
- **Major expenditures:** The five largest categories in a spending plan -- saving, insurance, housing, transportation, and food.
- **Name-brand products:** Products which are advertised in the national media which gives them a lot of attention, but it also adds to the cost.
- **Rebate:** An offer which allows you to get some of the money you paid refunded to you after you buy an item.
- **Redress:** To remedy or set right an unfair situation or wrongdoing.
- **Services:** Work performed by one person for others such as repair work, tutoring, hair styling, home improvements, etc.
- **Store-brand products:** Goods that are similar to name-brand products, but the product and packaging may be slightly different.
- **Unit price:** The price per ounce, quart, pound, or other unit of measure.
- **Warranty:** A promise made by the manufacturer of a product to stand by the product.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to budgeting basics and how to make better financial decisions. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of expenses they will encounter such as fixed, variable, and/or periodic expenses. Students will discuss different types of income such as accepting gifts, receiving an allowance, or earning income through a paycheck. Students should understand that by maintaining a budget, it offers a sure-fire way to monitor one’s personal income and expenses through a detailed analysis of one’s cash inflow and outflow. Students should be made aware that budgets allow individuals an opportunity to make financial decisions with a broader view of how those decisions will impact one’s lifestyle.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 5 activities and 3 videos and Lesson B includes 13 activities and 4 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Budgets	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson A</b>	4. Life without a Budget	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	5. How to Build a Budget	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. Study Jessica's monthly budget.	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	7. Spending	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	8. Savings	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Staying on Track	Instructor should play video included on this slide & briefly discuss the questions that follow after the video viewing	Students should view the video and then participate in the class engagement activity
<b>Lesson A</b>	10. Staying on Track (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Budgeting over the Lifespan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Drag and Drop Activity	Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Student engagement activity
<b>Lesson A</b>	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	14. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Food Expenses	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson B</b>	4. Shopping for Food	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	5. Activity - Shopping for Food	Instructor should engage various students in the room to ensure proper understanding of the	Students should actively engage with the instructor to pursue that activity as a class

		activity – be certain to monitor your time here	
<b>Lesson B</b>	6. Getting the Best Value	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	7. Activity - Getting the Best Value	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson B</b>	8. Shopping Habits	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Advertising and You	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Shopping for a Sale	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Activity - Shopping for a Sale	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
<b>Lesson B</b>	12. Stretching Your Clothing Dollars	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Loans	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	14. Interest Rate Comparison	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	15. Consumer Rights and Responsibilities	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	16. Returns, Refunds, and Replacements	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	17. Complaint Letters	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	18. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity

<b>Lesson B</b>	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 13 in Lesson A and Slide 19 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 3 tomorrow.

**Total Time: 2 hours 10 minutes**

## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 3

Topic/Lesson Title & Grade Results #: Career Planning and Money - Lesson 3

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

### Lesson A: Career Planning Objectives

- Analyze skills and abilities required in a variety of career options.
- Follow a planning process, including self-assessment, personal development, and a career portfolio.
- Research potential careers

### Lesson B: Money Objectives

- Define income and list examples of various types of income.
- Differentiate between gross income and net income.
- Analyze and calculate deductions on a sample paycheck.
- Read and interpret a paycheck stub.
- Define and give examples of compulsory and voluntary payroll deductions.
- Explain what FICA is and what the money is used for.
- Describe what W-2 and W-4 forms are used for.

### Guiding Question(s):

What are your future plans?

### TN Curriculum Standard(s): PF.1.3

- Complete one or more career aptitude surveys, analyze the results, and relate how the identified career aptitudes align with the student's strengths and interests. Evaluate education and training path options to prepare for identified jobs or careers of interest.
- Using the career focus identified in standard 3, create an annotated chart, table, or graphic to evaluate:
  - Education and training including admission requirements and tuition requirements
  - Available positions
  - Salaries
  - Cost vs. benefits of educational/training
  - Potential lifetime earning
  - Employer benefits
  - Possible need for relocation to advance
- Explore and evaluate options for financing postsecondary education. Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education financial aid by completing an application. Identify strategies for reducing the overall cost of postsecondary education, including the impact of scholarships, grants, work study, and other assistance and the application process

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 24 of the Grade Results Lesson A and slide 17 of the Grade Results Lesson B)

## Lesson A: Career Planning Vocabulary

- **Apprenticeship:** A system of training for craft and trade professions.
- **Career:** The work a person does throughout their lifetime.
- **Career path:** One or more jobs in the same area of interest.
- **Cover letter:** A document that introduces and accompanies your resume.
- **Education:** The level of formal knowledge and training you have achieved.
- **Employability:** To be prepared to get and keep employment.
- **Entrepreneur:** A person who starts their own business.
- **Entry-level position:** A job that does not require a lot of training and requires minimal qualifications.
- **Equal employment opportunity laws:** Laws designed to prohibit discrimination or mistreatment based on race, color, religion, sex, national origin, age, disability, or genetic information.
- **Federal Perkins Loans:** Low-interest loans for undergraduate and graduate students who demonstrate exceptional financial needs.
- **Financial aid:** Money that helps you cover the total cost of your education.
- **Franchise:** An agreement where someone can market someone else's products or services in a specific area.
- **Grants:** Education funds awarded to students who demonstrate a financial need based on calculations set by federal and state governments or the school.
- **Hiring kiosk:** A place to fill out applications online rather than a paper application at a computer provided at the business.
- **Internship:** On-the-job training for professional careers.
- **Job:** What people do for pay.
- **Job market:** The type of jobs created and available for workers and the need for people who have the skills, training, education, and desire to fill these jobs.
- **Minimum wage:** The lowest lawful amount an employer can pay an employee.
- **Networking:** Making use of your existing or expanded list of contacts to identify potential employers and learn of jobs that may interest you.
- **Part-time jobs:** Jobs that usually pay minimum wage and are entry-level positions with few education or training requirements.
- **Scholarships:** Education funds awarded to students who demonstrate or show potential for excellence in a certain area.
- **Transferable skills:** Skills that you have learned that can be used or applied in your new career.
- **Work:** An activity directed toward a purpose or goal that produces something of value to yourself and/or society.

## Lesson B: Show Me the Money Vocabulary

- **Allowance:** Used to determine the amount of federal taxes withheld from the paycheck.
- **Commission:** A payment made to employees based on the value of sales achieved.
- **Deduction:** Money that is taken out of your paycheck.
- **Dependent:** A person who relies on the taxpayer for financial support.
- **Direct deposit:** Allows employees to deposit their paycheck into their checking or savings account.
- **Fair Labor Standards Act of 1937 (FLSA):** Established a 40-hour workweek for certain kinds of workers and requires employers to pay workers one and one-half times the worker's normal rate of pay for any time worked above 40 hours.
- **FICA (Federal Insurance Contributions Act):** A payroll tax used to fund Social Security and Medicare.
- **Gross pay:** The total amount of money you have earned for the time you have worked before any deductions or taxes are paid.
- **Income:** The payment people receive for providing resources.
- **Income tax:** A tax on the amount of income people earn.
- **Net pay:** The amount you actually receive after taxes and deductions are taken from your check.
- **Overtime:** The amount of time someone works beyond the normal working hours.
- **Salaries:** A set amount paid monthly or bi-weekly for a specified number of hours worked.
- **Taxes:** Government fees on business and individual income, activities, products, or property.
- **Tip:** An amount of money given to someone for services he or she provides.
- **Wages:** Payment for work done.

- **W-4 form:** A federal tax form required by the Internal Revenue Service (IRS), that allows employers to determine what amount of income tax they should deduct from each employee's paycheck based on that person's situation.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the financial side of their future plans. Students often are contemplating careers. This lesson allows the learner to better understand the financial impact of one's career choice such as cost of college or training certification program. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of incomes and how their career choices impact their potential earnings in the future. Often times as young adults students may not fully grasp the concept of return on investment when considering college cost weighed against their potential earnings in the future. This lesson offers a unique way for students to gain a better understanding of that process from a financial perspective. Students will learn and understand that as the cost of higher education continues to climb, prospective students and their families might wonder: "Does it still pay to get an education?" According to the most recent data from the U.S. Bureau of Labor Statistics (BLS): Yes, it does.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 10 activities and 5 videos and Lesson B includes 21 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes. *NOTE\* Please skip all Career Portfolio Activities included in this lesson*

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Description	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Creating Your Career Portfolio	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Understanding Your Career Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Complete Career Portfolio Activity 1	Instructor should engage various students in the room to ensure proper understanding of the activity – be certain to monitor your time here	Students should actively engage with the instructor to pursue that activity as a class
Lesson A	6. Building Your Skills	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	7. Getting Educated about Education	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Opportunity Costs of Education	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Financial Aid	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. Education Loans	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest



<b>Lesson A</b>	11. Savings Plans for College & Complete Career Portfolio Activity 2	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Is Education Worth It?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	13. Job Searches	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	14. Creating a Resume	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	15. The Cover Letter	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	16. Parts of a Cover Letter (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Parts of a Cover Letter (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	18. Parts of a Cover Letter (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	19. Job Applications	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	20. Job Interviews	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	21. During the Interview	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	22. Being a Good Employee	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	23. Activity - Career Planning Drop and Drag	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	24. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	25. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest

<b>Lesson B</b>	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Overtime	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	4. Commission	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson B</b>	5. Tips	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Other Forms of Income	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	7. Understanding Your Paycheck	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Getting Paid	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Gross vs. Net	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	10. Deductions	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	11. How Much Tax to Pay	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	12. How Your Tax Rate Is Determined	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. What Is FICA?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson B</b>	14. Voluntary Deductions	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	15. Understanding a Check Stub	Instructor should call for student volunteers to assist with vocabulary	Students should volunteer to announce the vocabulary words and their definitions
<b>Lesson B</b>	16. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	17. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	18. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 23 in Lesson A and Slide 16 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 4 tomorrow.

**Total Time: 2 hours 10 minutes**

## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 4

Topic/Lesson Title & Grade Results #: Housing & Transportation Decisions - Lesson 4

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

### Lesson A: Housing Decisions Objectives

- Compare the advantages and disadvantages of renting and owning a home.
- Recognize various forms of rental agreements.
- Describe the purpose of a security deposit.
- Analyze the costs and benefits of home ownership.
- Identify the factors that affect the cost of a mortgage.

### Lesson B: Transportation Decisions Objectives

- List the duties and responsibilities of maintaining a vehicle.
- Define vocabulary frequently used when buying a vehicle.
- Assess personal transportation needs.
- Compare the different automobile options that are available.
- Estimate the total cost of owning a vehicle.
- Understand consumer rights as defined by the "lemon law."
- Compare factors that affect the cost of an auto loan.
- Explain how to calculate the cost of an auto loan.
- Compare loan and financing agreements for automobiles.
- Explain the different warranty options and service contracts.
- Understand the circumstances under which a vehicle can be repossessed.

### Guiding Question(s):

- What steps are involved in purchasing a house?
- How does my living situation impact my desire to own a vehicle?

### TN Curriculum Standard(s): PF.2.10-11

- Citing evidence found in credit applications, compare and contrast various types of credit and calculate the real cost of borrowing. Explain factors that can affect the approval process associated with each type. Identify typical information and procedures required in the credit application process. Analyze factors associated with the purchase of an automobile and defend a specific buying decision, including:
  - a. Define and understand factors most often included in negotiations (such as cash vs. financing, inclusion of trade-in, etc.).
  - b. Evaluate costs and benefits of different service contract and/or warranty options.
  - c. Compare and contrast available financing options based on consumer characteristics and size of down payment.
  - d. Discuss the differences in owning vs. leasing a car (such as down payment, terms, and contracts).

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 19 of the Grade Results Lesson A and slide 23 of the Grade Results Lesson B)

## Lesson A: Housing Decisions Vocabulary

- **Amenities:** Features that increase the attractiveness or value of a piece of real estate.
- **Application form:** A document used to determine if a person's credit history, financial stability, and references make them a good person to rent to.
- **Collateral:** An item promised to the lender if the borrower does not pay back a loan.
- **Condominiums:** Single apartments in a multiple housing structure.
- **Contingencies:** A future event or circumstance that cannot be controlled or predicted.
- **Cosigner:** Someone who will share financial responsibility for the lease.
- **Down payment:** The amount of money paid on the home at the time of purchase.
- **Duplex:** A two-family house divided in half.
- **Equity:** The difference between the amount for which you can sell your property and the amount you still owe on the mortgage.
- **Escrow:** An account separate from the mortgage account where deposit of funds occurs for payment of certain conditions that apply to the mortgage.
- **Eviction:** The legal process of having a tenant removed from a property.
- **Interest Adjustment Date (IAD):** The date on which the term of your mortgage really begins.
- **Landlords:** People who own and rent rental property.
- **Lease agreement:** A legal contract between the tenant and the landlord specifying the responsibilities and rights of both parties.
- **Mortgage:** A home loan in which the real estate is the collateral.
- **No-lease agreement:** A month to month rental agreement.
- **Oral agreement:** A verbalized agreement by the renter and the landlord or property manager.
- **Premise:** Land and the buildings on it.
- **Property Manager:** Person in charge of management duties at a rental property.
- **Rent:** The cost of using someone else's property.
- **Security deposit:** An advance payment to cover anything beyond normal wear and tear on the home.
- **Studio/Efficiency apartments:** Resemble a large room that serves multiple uses.
- **Tenants:** Person or people who rent the rental property.
- **Written agreement:** A short written format which is easier to understand than a lease.

## Lesson B: Transportation Decisions Vocabulary

- **Automobile loan:** Borrowed money to purchase a vehicle.
- **Base price:** The price of a vehicle with standard equipment, no extra features.
- **Blue Book price:** The dollar value given to a vehicle based on its year and model.
- **Car Fax report:** A background check on a vehicle.
- **Contract:** A promise or agreement between two parties that is enforceable by law.
- **Deficiency:** Any difference between what you owe on your contract and what your creditor gets for reselling the vehicle.
- **Depreciation:** The loss of the vehicle's value due to time and use.
- **Down payment:** The amount of money paid on the vehicle at the time of the purchase.
- **Durable:** A purchase that will not be consumed.
- **Lemon:** A vehicle that is in and out of the repair shop with problems regularly.
- **Lien:** The legal right to take or sell property as a security for a debt.
- **Make:** Refers to the company that made the vehicle.
- **Manufacturer:** The company that builds the car.
- **Manufacturer's Suggested Retail Price (MSRP):** Includes the base price and the price of added features that the company installs, and the transportation charge.
- **Model:** Type or brand of car.
- **Negotiating:** The process of determining the actual terms of the purchase and agreement between the seller and the buyer.
- **Repossession:** Take back your car.
- **Salvage:** A vehicle that is damaged to more than 75 percent of its worth.

- **Service contract:** Agreement states that the dealer will repair or pay the costs for the repair for certain mechanical problems.
- **Sticker price:** The dealer's asking price.
- **Tag:** The license plate.
- **Title:** The official document of ownership that proves you are the rightful owner of the car.
- **Truth-in-Lending Act:** A federal law that requires information about the cost of credit.
- **Used Car Rule:** Requires dealers to display a warranty notice called a Buyer's Guide sticker on all used cars.
- **Vehicle identification number:** A unique serial number used to identify vehicles.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to having a mortgage or paying their own car note. Most students dream big of the day they will move out of their parents' home. However, not all students may be aware of all the steps involved in home ownership. This lesson will offer students an opportunity to really compare the difference in home ownership versus renting. Students will also have an opportunity to learn about the different types of homes that are available. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of owning their own car. There is a huge difference between owning your own car and driving Mom's car on Tuesday afternoon. This lesson allows students to think about what type of car they may want to purchase in the future such as, do you want to purchase a new car or buy a used car? This lesson offers students a unique opportunity to consider items such as gas costs, which students may not be aware of but right now gas prices are soaring. Again, this lesson offers students an opportunity to engage in several real-world conversations about their transportation needs from the financial perspective of owning a car.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 19 activities and 3 videos and Lesson B includes 20 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Renting vs. Buying	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Housing Options	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Common Classified Abbreviations	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Renting Basics	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide

<b>Lesson A</b>	7. Rental Agreements	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	8. Renter's Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Tenants' Associations	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	10. Understanding Mortgages	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	11. Economic Factors and Home Sales	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Types of Properties	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. Good Faith Deposit	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	14. Requirements for Closing	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	15. Home Sweet Home Equity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	16. Home Equity Credit Lines	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	18. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	19. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Planning Your Purchase	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	4. Planning Your Purchase (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	5. Manufacturers, Makes, and Models	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Where to Buy From	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson B</b>	7. Activity - Where to Buy From	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Making the Decision	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Carfax	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	10. Warranties and Extras	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Lemon Laws	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	12. What Affects Your Automobile Loan?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Calculating the Cost of a Loan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	14. Calculating the Cost of a Loan (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	15. Amortization Charts	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest



<b>Lesson B</b>	16. Pre-Approved Financing	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	17. Negative Equity	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	18. Additional Costs	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	19. Gas Mileage	Instructor should call for student volunteers to assist with vocabulary	Students should volunteer to announce the vocabulary words and their definitions
<b>Lesson B</b>	20. Repossession	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	21. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	22. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	23. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 18 in Lesson A and Slide 22 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to

successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 5 tomorrow.

**Total Time: 2 hours 10 minutes**

Subject/Grade: Personal Finance

Day: 5

Topic/Lesson Title & Grade Results #: Credit Cards: Credit and Debit - Lesson 5

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

**Lesson A: Credit and Debit Objectives**

- Evaluate the costs associated with borrowing money.
- Distinguish between consumer loans and buying overtime on credit cards.
- Explain the potential risks considered by a lender.
- Explain the factors that determine creditworthiness.
- Examine a borrower's creditworthiness.
- Evaluate and explain the purpose of a credit score.
- Summarize how debt can impact credit potential.
- Analyze major consumer credit laws.
- List ways to alleviate debt.
- Describe and list the components of a credit report.

**Lesson B: Understanding Credit Cards Objectives**

- Identify the purpose of a credit card.
- Define common credit card terminology.
- Assess the advantages and disadvantages of credit cards.
- Analyze credit card safety tips.
- Understand the language in credit card offers.
- Explain how to shop around for a credit card.
- List the steps to take in dealing with a billing error.

**Guiding Question(s):**

- What is credit and why is it so important?
- How do credit cards really work?

**TN Curriculum Standard(s): PF.2.6-7**

- Evaluate the various sources and types of consumer credit, such as student loans, auto loans, store credit cards, flex loans, consumer installment loans, title loans, and payday loans. Draw conclusions about the types of credit best suited for financing and/or purchasing various goods and services, defending claims with specific textual evidence. Explain how taking on debt early in life may affect financial stability and security later in life.
- Examine information from sources such as major credit reporting agencies, federal agencies, or other credible organizations to describe credit reports and credit scores. Describe the relationship between consumers and credit reports/credit scores, discussing their importance and citing specific textual evidence from research. Analyze a sample credit report and interpret how the contents may affect the credit score. Explain how the credit score may impact borrowing opportunities and the cost of credit. Summarize specific activities used to maintain a good credit score.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 20 of the Grade Results Lesson A and slide 23 of the Grade Results Lesson B)

## Lesson A: Credit and Debit Vocabulary

- **Annual percentage rate (APR):** The interest rate for an entire year.
- **Bankruptcy:** A legal process to help a person cope with a financial crisis.
- **Borrower:** A person or organization who borrows money from a lender.
- **Collateral:** Personal property like a car or home used in secured loans, which can be taken if you fail to pay a loan.
- **Co-signer:** A person who agrees to pay another person's debt if they are unable to pay it themselves.
- **Credit:** When goods, services, or money are received in exchange for a promise to pay a sum of money at a future date.
- **Credit history:** A record of transactions involving the use of credit.
- **Credit inquiry:** A request for an individual's credit report.
- **Credit report:** A record of your credit history.
- **Credit reporting agency:** An organization which keeps records of a consumer's credit transactions and creates reports.
- **Creditworthiness:** A measure of your ability to repay a loan.
- **Debt:** What someone owes someone else.
- **Default:** Not paying on a loan.
- **Installment loan:** A fixed amount loan which is repaid in fixed monthly payments over a specific period of time.
- **Interest:** The charge for borrowing money.
- **Interest rate:** The percentage of interest applied to the principal.
- **Lender:** A person or organization who has the resources to give a person a loan.
- **Principal:** The amount of a loan borrowed.
- **Revolving credit:** Credit which allows repeated transactions up to a maximum credit limit.
- **Secured loan:** A loan that involves putting up some form of collateral.
- **Unsecured loan:** A loan which does not include collateral.

## Lesson B: Understanding Credit Cards Vocabulary

- **Available credit:** The amount of unused credit available.
- **Balance:** The total of your purchases, finance charges, and credit card fees.
- **Card holder agreement:** A written statement that gives the terms and conditions of a credit card account.
- **Cash advance:** A withdrawal of cash from your credit card, up to the credit limit.
- **Charge card:** A card that provides a payment method enabling the cardholder to make purchases which are paid for by the card issuer, to whom the cardholder becomes indebted.
- **Credit application:** A form which requests information about your ability to repay and your age.
- **Credit card:** A plastic card that holds pre-approved credit which can be used for purchasing items now and paying for them later.
- **Credit card statements:** summary of important information about a credit card account.
- **Credit limit:** The maximum amount of money that can be charged on a credit card.
- **Debit card:** A plastic card which looks like a credit card, but is electronically connected to a depository institution account that holds your money.
- **Finance charge:** The charge for using a credit card, including interest costs and other fees.
- **Grace period:** The time between the statement date and the payment due date without having to pay interest.
- **Introductory interest rate:** The low rate charged by a lender for an initial period to tempt borrowers to accept the credit terms.
- **Minimum payment:** The minimum amount of your bill that you must pay each month.
- **Penalty APR:** A higher interest rate that is charged on new transactions.
- **Variable APR:** Interest rates that rise and fall according to the changes in a national index.
- **Schumer box:** Displays the main costs of a credit card.

## Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to credit and how one's credit score can be the broad difference in how individuals live. Students will understand through today's lesson that in order to earn credit you must first earn trust. This is an opportunity to engage students in the knowledge that applying for credit should include detailed research of the credit offer. This lesson is essential to the knowledge that building good credit is key to living the lifestyle one truly desires.

As the instructor, this is an opportunity for you to introduce students to the many different responsibilities that accompany having credit cards. As a young person, charging items on a credit card may seem fun but there are additional responsibilities when a credit card is swiped, pinged, or a chip inserted. This lesson will allow the instructor to express to students the pros and cons of utilizing credit cards while also offering wise tips for proper credit usage.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 31 activities and 4 videos and Lesson B includes 22 activities and 4 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. What is Debt? What is Credit?	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Loans	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Interest Rates	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. Types of Credit	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Sources of Consumer Loans and Credit	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. Matching Activity	Instructor should skip this slide to stay on track for the day’s lesson	Students should skip this slide
Lesson A	9. Creditworthiness	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson A</b>	10. Who Keeps Track of Your Credit Report?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Credit Summary	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Credit Summary (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. Credit Summary (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	14. What is Not Allowed on Your Credit Report?	Instructor should call for student volunteers to assist with vocabulary	Students should volunteer to announce the vocabulary words and their definitions
<b>Lesson A</b>	15. Factors that Influence your FICO Score	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	16. Building Your Credit History	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	17. Consumer Credit Laws	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	18. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. What are Credit Cards?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	4. Understanding Your Credit Card Offer	Instructor should allow for a student volunteer to read the	Have a student volunteer read the slide

		slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	5. The Cardholder Agreement	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Types of Credit Cards	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	7. Pros and Cons of Credit Cards	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Credit Limits and Available Credit	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	9. Grace Periods and Interest Rates	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Variable vs. Fixed Rates	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	11. How Finance Charges are Calculated?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	12. Credit Costs	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Reading Your Credit Card Statement	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	14. Reading Your Credit Card Statement (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	15. Reading Your Credit Card Statement (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	16. Reading Your Credit Card Statement (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	17. Reading Your Credit Card Statement (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson B</b>	18. Cardholder Protections and Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	19. Disputing Charges	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	20. Credit Card Safety Tips	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	21. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	22. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	23. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 19 in Lesson A and Slide 22 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 6 tomorrow.

**Total Time: 2 hours 10 minutes**



## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 6

Topic/Lesson Title & Grade Results #: Insurance & Consumer Awareness – Lesson 6

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

### Lesson A: Insurance Objectives

- Explain the relationship between risk and insurance.
- Identify how insurance is a form of income to help cover financial losses when unexpected events occur.
- Define common insurance terms.
- Evaluate the sources which provide insurance.
- Analyze the risks that each type of insurance covers.
- Identify government programs that provide benefits to people.
- Examine the role automobile insurance plays in risk management.
- Differentiate between different types of insurance coverage.

### Lesson B: Consumer Awareness Objectives

- Define consumer awareness in the wise purchase of goods and services.
- Analyze the effect of advertisements on consumer choice.
- Construe the rights of the consumers.
- Interpret laws relating to consumer protection.

### Guiding Question(s):

- Why is insurance important?
- What is an individual's responsibility when it comes to consumer awareness?

### TN Curriculum Standard(s): PF.2.12. PF.5.3

- Differentiate the benefits and costs associated with various types of insurance, such as health, life, property, and auto. Describe the risks associated with a lack of appropriate coverage in specific situations. Determine the role of insurance in personal financial planning to preserve and build wealth with financial stability and security.
- Understand the availability of consumer protection laws, agencies, and resources. Investigate the availability and reliability of resources to assist consumers in making buying decisions (include national, state, and local resources, as appropriate).

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 20 of the Grade Results Lesson A and slide 23 of the Grade Results Lesson B)

### Lesson A: Insurance Vocabulary

- **Beneficiary:** Someone who receives money if an insured person dies.
- **Co-insurance:** The dollar amount of the loss is shared between the insured and the insurance company.
- **Co-payment:** A portion of a claim or medical expense that must be paid by the policyholder.
- **Coverage:** Risks covered plus the amount of money paid for the loss.

- **Coverage limit:** The maximum amount the insurance company will pay if you file a claim.
- **Deductible:** The amount of a loss you must pay out of your own pocket before the insurance company will pay the rest.
- **Endorsement:** A special coverage for unique items or special circumstances.
- **In-kind income:** Income received by an employee indirectly by a provision of a product or service in place of cash.
- **Insurance:** An arrangement between you and an insurance company to protect you from unexpected expenses caused by accidents and illness.
- **Liability insurance:** Covers the insured person of injuries or damages are caused to other people or their property.
- **Perils:** Causes of loss.
- **Policy:** A contract which specifies what risks are covered and how much will be paid for the losses.
- **Policyholder:** Person who buys an insurance policy and is insured by the policy.
- **Premiums:** The money paid to the insurance company to purchase the policy.
- **Preventative care:** Care such as immunizations and check-ups to make sure that you do not get sick.
- **Pre-existing conditions:** Medical problems an individual has been diagnosed with before getting insurance coverage.
- **Risk:** The chance of loss from an event that cannot be completely controlled.
- **Subrogation rights:** Allows an insurance company to take legal action against the person at-fault and their insurance company.
- **Uninsured motorist:** Someone without automobile insurance.
- **Underwriting:** The process of screening applicants to see if they are a good risk.

## Lesson B: Consumer Awareness Vocabulary

- **Advertisement:** A non-personal, public communication about the products and services.
- **Automated service:** Rendering service throughout the day.
- **Awareness:** Being aware of the situation or about the product.
- **Bandwagon:** A crowd, a parade, or a procession.
- **Conscience:** A moral sense of doing the right things.
- **Consumer choice:** The availability of a range of products and services that enable the consumer to choose the right product.
- **Consumer:** A person who purchases goods and services for his/her personal use.
- **Defraud:** Obtaining money by way of deception.
- **Express:** Written.
- **Implied:** Unwritten.
- **Information:** Facts about the product.
- **Intuition:** An ability to understand something instinctively.
- **Laws:** Rules or regulations defined by the government.
- **Misleading:** Giving a wrong idea or impression.
- **Peer:** A person of equal rank.
- **Protection:** A legal measure in safeguarding the rights of a person.
- **Rationale:** An action based on reason or logic.
- **Rights:** Entitlement.
- **Scam:** A dishonest scheme.
- **Stimulate:** Encourage and create interest.
- **Technical support:** A user-friendly assistance concerning the technical problems.
- **Traditional:** A longtime practice of custom, belief, or method.
- **Typography:** The style and appearance of printed matter.
- **Warranty:** A guaranty of the product.
- **Wise decision:** A right decision.

## Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to insurance and how having insurance guards against seen and unseen risks. Students should be made aware that there are varying types of insurance and those varying forms of insurance cover a range of needs. This is an opportunity for students to understand that not only are there varying types of insurance but also different ways to acquire insurance. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for your students to become more keenly aware of some of their everyday preferences for the purposes of understanding consumer choices. Consumer choices rely on several factors such as the income level of the consumer, the consumer’s personal taste, and/or product availability. This lesson allows learners to become familiar with basic consumer awareness, introduces students to consumer protection, and also discusses basic consumer protection laws.

**Lesson Activities/Supplemental (We Do) – 60 minutes**

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 23 activities and 4 videos and Lesson B includes 30 activities and 7 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Description	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Insurance Basics	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Choosing Insurance	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. The Insurance Process	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Sources of Insurance	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Types of Insurance	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. Health Insurance Policies	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Cafeteria Plans	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. Disability Insurance	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Automobile Insurance	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide

		Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	12. Influence on Auto Insurance Rates	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. Protecting Your Home & Types of Home Insurance	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	14. Applying for Home Insurance	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	15. Activity - Insurance	Instructor should engage various students in the room to ensure proper understanding of the activity – be certain to monitor your time here	Students should actively engage with the instructor to pursue that activity as a class
<b>Lesson A</b>	16. Life Insurance	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Activity - Life Insurance	Instructor should engage various students in the room to ensure proper understanding of the activity – be certain to monitor your time here	Students should actively engage with the instructor to pursue that activity as a class
<b>Lesson A</b>	18. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Video - Consumer Choices	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation

<b>Lesson B</b>	4. Consumer Choices – Mall of America	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	5. Video - Basic Advertising	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	6. Advertisements and Consumer Choice	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	7. Wise Purchase Decisions	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Video - Advertising Targeting	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	9. Wise Purchase Decisions (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Wise Purchase Decisions (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Video - The Influence of Buying	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	12. Consumer Awareness	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Video - Ethical choices	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	14. Consumer Awareness (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	15. Consumer Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson B</b>	16. Video - Ethics and The Consumer	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	17. Consumer Protection	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	18. Video - Consumer Protection	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	19. Consumer Protection Laws	Instructor should call for student volunteers to assist with vocabulary	Students should volunteer to announce the vocabulary words and their definitions
<b>Lesson B</b>	20. Avoiding Scams	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	21. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	22. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	23. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 19 in Lesson A and Slide 22 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have

learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 7 tomorrow.

**Total Time: 2 hours 10 minutes**

Subject/Grade: Personal Finance

Day: 7

Topic/Lesson Title & Grade Results #: Savings and Investing - Lesson 7

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

**Lesson A: Savings and Investing**

- Analyze the value of saving money.
- Assess the advantages of saving money at a depository institution.
- Interpret how to take advantage of the time value of money.
- Differentiate between saving and investing.
- Analyze the trade-offs and opportunity costs of financial goals.
- Understand the time value of money.
- Explain how interest works.
- Use financial calculators to solve present and future value problems.
- Compare the relationship between risk and return.
- Explain methods to reduce investment risks.
- Describe the different types of investment tools.
- Interpret the importance of taxation and investing.
- Apply the Rule of 72 to investment decisions.

**Lesson B: Our Economic World**

- Identify the influence of socio-economic factors on individuals.
- Analyze the individual choices on scarce resources.
- Work out the cost of free items.
- Describe fiscal policies and their impact on common man.
- Explain the functions of the stock market and its effects on individuals

**Guiding Question(s):**

- What are the options when it comes to saving money?
- How is the economy reflected in the individual?

**TN Curriculum Standard(s): PF.2.8, PF.5.2**

- Explain how saving and investing contribute to financial well-being, building wealth, and helping meet personal financial goals. Compare and contrast saving and investment strategies, such as savings accounts, certificates of deposit, stocks, bonds, mutual funds, employer sponsored savings plans, physical assets, and commodities. Design a diversified saving and investment plan that includes strategies compatible with personal goals. Include time value of money and compound interest calculations in analysis

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 25 of the Grade Results Lesson A and slide 18 of the Grade Results Lesson B)

**Lesson A: Saving and Investing Vocabulary**

- **Assets:** Everything a person or household owns with a monetary value.



- **Bond:** A form of lending to a company or the government.
- **Certificate of Deposit (CD):** An insured interest earning savings tool that allows restricted access to the funds.
- **Compound interest:** Interest that is paid on both the principal and also on any interest from past years.
- **Discretionary authority:** Allows your broker to invest your money without talking to you.
- **Dividend:** A share of the profits from a stock distributed in cash.
- **Earned interest:** The payment you receive for allowing a financial institution or corporation to use your money.
- **Index:** A group of similar stocks and bonds.
- **Inflation:** The rise in the costs of goods and services over time.
- **Inflation risk:** The danger that money will not be worth as much in the future as it is today.
- **Investing:** The purchase of assets with the goal of increasing future income.
- **Investment risk:** The possibility that an investment will fail to pay the expected return or fail to pay at all.
- **Level of living:** The amount of money you need to pay for necessities and comforts of your lifestyle.
- **Liabilities:** Total debts you owe to others.
- **Liquidity:** How quickly and easily an asset can be changed into cash.
- **Market price:** the current price that a buyer is willing to pay for a stock.
- **Maturity date:** the specified time in the future when the principal amount is repaid to the bondholder.
- **Net worth statement:** A description of your financial condition on a specific date.
- **Opportunity cost:** The value of the next best alternative that must be skipped.
- **Rate of return:** The total return on an investment as a percentage of the total amount you invested.
- **Return:** The profit or income generated by savings and investing.
- **Risk:** The uncertainty regarding the outcome of a situation or event.
- **Savings:** The portion of income not spent on expenses.
- **Savings tools:** Secure liquid accounts offered by depository institutions.
- **Simple interest:** Interest earned on the principal investment, the original amount of money invested or saved.
- **Speculative investments:** Futures, options, commercial paper, and collectibles that have the potential for variations in return over a short period of time.
- **Standard of living:** The minimum necessities, comforts, or luxuries thought to be essential.
- **Stock:** A share of ownership in a company.
- **Tax-sheltered investments:** Removes, reduces, defers, or adjusts the tax liability.
- **Tiered interest rates:** The amount of interest earned depends on the account balance.
- **Time value of money:** The money paid out or received in the future that is not equal to the money paid or received today.
- **Trade-off:** Giving up one thing for another.
- **Wealth:** A measurement of how much a person or household owns once all debts have been paid.
- **Yield:** A bond's potential return.

## Lesson B: Our Economic World Vocabulary

- **Demand:** The quantities of goods and services required by the people.
- **Equilibrium:** It is the point wherein the economic forces of supply and demand meet.
- **Fiscal policies:** Adjustments of revenues and expenditure by the government to correct the economy.
- **Freebies:** Free samples or free products or free services given to increase the sales.
- **Grocery shop:** A retail shop that sells non-perishable food items in packages.
- **Higher strata:** High status.
- **Indebtedness:** The state of being in a debt.
- **Infra-structures:** Basic facilities like transportation and dams for the development of the economy.
- **Public works:** Infrastructure projects.
- **Scarce resources:** Limited resources.
- **Shares:** Parts of the capital of a company.
- **Skilled worker:** A worker who has specialized knowledge and ability.
- **Stock:** A share in the ownership of a company.
- **Technician:** A person who is well-versed in technology.
- **The discretionary income:** The balance of income after deducting the taxes, social security charges, and basic living charges.
- **The disposable income:** The balance of income after deducting the taxes and the social security charges.

- **Unskilled workers:** Workers with limited skills and have minimal economic value.
- **Vocational training:** It is a training that gives the specific technical training.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to the idea of accumulating wealth over time. For most students, the idea of saving money is a foreign concept! Saving money and investing funds can be a worthwhile opportunity in growing your current financial situation. Inform students that people save for various reasons but two of the most important reasons is for financial security and to have a rainy-day fund. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of investing. Inform students that the majority of people do not become millionaires overnight by investing in the stock market. This is also a unique opportunity to inform students of the fact that with investing **a)** it takes money to make money and **b)** you will probably experience some form of financial loss when you invest in the market because the market is volatile and not guaranteed. However, this simply means you must be wise with your investment choices and be certain to research your return-on-investment potential carefully before you invest.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 39 activities and 5 videos and Lesson B includes 13 activities and 3 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Description	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Net Worth & How Much Should You Save?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Interest Rates	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Formula for Compounding Interest	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Time	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. Quiz Me: Quick Check	Instructor should engage various students in the room to ensure proper understanding of the	Students should actively engage with the instructor to pursue that activity as a class

		activity – be certain to monitor your time here	
<b>Lesson A</b>	8. The Amount of Money You Invest	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	9. Savings Tools	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	10. Choosing the Right Savings Tool	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Investing & Rate of Return	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	12. Risk vs. Return	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson A</b>	13. Types of Investment Tools	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
<b>Lesson A</b>	14. Quiz Me: Types of Investment Tools	Instructor should engage various students in the room to ensure proper understanding of the activity – be certain to monitor your time here	Students should actively engage with the instructor to pursue that activity as a class
<b>Lesson A</b>	15. Bonds	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	16. Real Estate and Speculative Investments	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	17. Do You Need an Investment Professional?	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	18. Opening a Brokerage Account	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	19. Taxation and Investing/Saving for the Future	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson A</b>	20. 401 (k) Plans	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	21. Rule of 72	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	22. Avoiding Investment Fraud	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	23. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	24. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	25. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Socio-Economic Factors and the Financial Capability	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	4. Video - Economic Factors	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	5. The Lower-Income Class	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. The Working Class	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	7. The Middle-Income Class	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. The Upper-Class	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

<b>Lesson B</b>	9. Scarce Resources and the Individual Choices	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Economic Resources	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. The Cost of Free Items	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	12. Fiscal Policies and the Common Man	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Video - Fiscal Policy	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	14. Stock Market and the Common Man	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	15. Video - Understanding the Stock Market	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
<b>Lesson B</b>	16. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson B</b>	17. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	18. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 24 in Lesson A and Slide 17 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 8 tomorrow.

**Total Time: 2 hours 10 minutes**

Subject/Grade: Personal Finance

Day: 8

Topic/Lesson Title & Grade Results #: American Economy: Personal Taxation - Lesson 8

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

**Lesson A: Personal Taxation**

- Define the meaning of personal taxation.
- Describe the principles of the US tax system.
- Explain the various types of taxes and their benefits.
- Prepare and file tax returns.
- Analyze the penalties for non-payment of taxes.

**Lesson B: American Economy and the Common Man**

- Describe the nature of the American economy.
- Analyze the different types of economies.
- Discuss the development of small businesses.
- Evaluate the government's role in providing various benefits and facilities to a common man.
- Explain the American standard of living.

**Guiding Question(s):**

- What are taxes? Why do I have to pay and how much will it cost me?
- Where do I fit in and what does it have to do with the economy?

**TN Curriculum Standard(s): PF.7.3, PF.5.1**

- Describe factors affecting take-home pay such as tax withholdings, benefits (e.g., insurance, 401k), and plan payroll deductions. Complete a 1040 and a W-4 Employee's Withholding Allowance paperwork and analyze the W-2 Wage and Tax Statement for federal income tax purposes.
- Understand the availability of consumer protection laws, agencies, and resources. Investigate the availability and reliability of resources to assist consumers in making buying decisions (include national, state, and local resources, as appropriate).

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Key Vocabulary/Terms:**

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 15 of the Grade Results Lesson A and slide 19 of the Grade Results Lesson B)

**Lesson A: Personal Taxation Vocabulary**

- **Certainty:** Definite in the payment of tax.
- **Corporations:** A separate business entity.
- **Federal tax:** The tax levied by the federal government.
- **Filing status:** The status of the person filing the return.
- **Legal entities:** The business entities that are legally recognized.
- **Neutrality:** Impartiality, fair-mindedness, and detachment in any conflict.
- **Penalties:** The punishment in the form of fees for the violation of tax laws.
- **Progressive:** Gradual increase.

- **Proportionate:** Being in due proportion.
- **Regressive:** Collecting more tax proportionately from the lower-income people.
- **Simplicity:** Easily understandable.
- **Tax credits:** The amount of money that taxpayers would deduct from taxes payable by them to the government.
- **Tax return:** A form filed with IRS authorities.
- **Taxation:** The money paid to the government by the people.
- **Transparency:** The condition of being visible.
- **Trusts:** It refers to the relationship that exists between the trustor and the trustee who would act in good faith.

### Lesson B: American Economy and the Common Man Vocabulary

- **Accountant:** A practitioner of accountancy.
- **Annuities:** Payments made at equal intervals.
- **Bankruptcy:** A position of not being able to pay back the debt borrowed.
- **Bonds:** Debt securities.
- **Calculative risk:** Carefully considering the chances of failures before undertaking any investment.
- **Cash flow:** The cash that flows in and out of a person's pocket.
- **Debenture:** A long-term security that would yield a fixed rate of interest.
- **Emergency fund:** Setting aside a specific amount to meet any contingency.
- **Factors:** A fact or influence that contributes to the final results.
- **Gilt-edged bonds:** Government bonds.
- **Goal:** A desired result that is to be achieved at the end of a specific period.
- **Inflation:** The rate at which the general level of prices rises.
- **Insurance:** A policy that protects an individual from losses.
- **Passive income:** Earnings derived from rental property or limited partnership.
- **Resources:** Money, materials, and men that help to finish a project successfully.
- **Rigid:** Not flexible; not able to bend.
- **Risk:** A situation that may expose to danger.
- **Securities:** Negotiable financial instruments.
- **Shared decision:** A process in which two or more people join together and make decisions.
- **Skill:** Expertise.
- **Stock:** An ownership certificate of any company.
- **Thrift:** Careful usage of money.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the world of taxes. As an American citizen, we will all pay taxes at some point in our life. Typically, students hear the word taxes and one of two things come to mind; someone receiving a refund check and/or the extra money that one pays on goods/services along with the original price. In this lesson, we will inform students that taxes are more than just these two initiatives. Inform students that many people have a certain portion of funding withdrawn from our paychecks that goes directly to the federal government. These funds are a part of our American tax system. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the American economy and our role in the economy as individuals. Inform students of the idea of capitalism and how each individual has the right to become an entrepreneur if they so choose. Students tend to think that all money is disposable income and can be utilized at their discretion. This is an opportunity to inform students that although you have free will with your money because of our economy we all share in a wealth of responsibilities.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 14 activities and no videos and Lesson B includes 15 activities



and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

<b>Lesson</b>	<b>Slide Title</b>	<b>Instructor Action</b>	<b>Student Action</b>
<b>Lesson A</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	3. Federal Income Tax Rate - 2018	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	4. Taxation and its Importance	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	5. The US Tax System	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	6. Principles of the US Tax System	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	7. Principles of the US Tax System (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	8. Different Types of Taxes	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	9. Other Taxes	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
<b>Lesson A</b>	10. Tax Structure: Regressive, Progressive, and Proportionate Taxes	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	11. Filing of Tax Returns	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	12. Penalties	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson A</b>	13. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
<b>Lesson A</b>	14. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	15. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

<b>Lesson B</b>	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	3. Video - Budgets	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	4. Financial Planning Process	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	5. Financial Planning Process cont'd	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	6. Video – Setting Financial Goals	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
<b>Lesson B</b>	7. Financial Planning Process cont'd	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	8. Financial Planning Process cont'd	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	9. Financial Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	10. Income Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	11. Interest Rate Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	12. Personal Risk	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	13. Resource Study for Setting the Financial Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	14. Video – Decision Making Methods	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

<b>Lesson B</b>	15. Factors that Influence the Income of a Person	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	16. Reaching the Financial Goals	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	17. Shared Decision Making	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
<b>Lesson B</b>	18. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson B</b>	19. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 14 in Lesson A and Slide 18 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move towards class closure tomorrow.

**Total Time: 2 hours 10 minutes**

## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 9

Topic/Lesson Title & Grade Results # Identity Theft and You - Lesson 9

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

### Lesson A: Personal Taxation

- Define identity theft.
- Explain different types of identity thefts.
- Describe methods of safeguarding against identity theft.
- Illustrate the steps to be taken by the victim.

### Guiding Question(s):

- What is identity theft?
- What should I do if I think that I have been a victim of identity theft?

### TN Curriculum Standard(s): PF.16

- Conduct assessments of various types of identity theft situations and scams, then determine strategies and present a plan to safeguard and protect against identity theft. Design and present a plan to significantly lower and protect against risks. Determine steps that should be taken by a victim of identity theft to report the incident and re-establish identity.

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

### Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 12 of the Grade Results Lesson A)

### Lesson A: Identity Theft Vocabulary

- **Deterrence:** The action of discouraging an action or event through instilling doubt or fear of the consequences.
- **Felony:** The act of committing a serious crime.
- **Fraud:** An act of cheating.
- **Identity cloning:** Posing as another person.
- **Identity theft:** Stealing of personal identity information of another person.
- **Imposter:** A person who pretends to be somebody else in order to trick other people.
- **Redressal:** Remedy or compensation for a wrong committed.
- **Spam:** The irrelevant or unsolicited messages sent over the internet.
- **Synthetic identity theft:** It is a combination of real and fake information to create a new identity.
- **Violation:** An action against something like law, rules and regulations or principles.

### Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the world of taxes. As an American citizen, we will all pay taxes at some point in our life. Typically, students hear the word taxes and one of two things come to mind; someone receiving a refund check and/or the extra money that one pays on goods/services along with the original price. In this lesson, we will inform students that taxes are more than just these two initiatives. Inform students that many people have a certain portion of funding withdrawn from our paychecks that goes directly to the federal government. These funds are a part of our American tax system. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the American economy and our role in the economy as individuals. Inform students of the idea of capitalism and how each individual has the right to become an entrepreneur if they so choose. Students tend to think that all money is disposable income and can be utilized at their discretion. This is an opportunity to inform students that although you have free will with your money because of our economy we all share in a wealth of responsibilities.

### Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 1 activity and 1 video. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Video – Identity Theft	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. Real Life Story	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Identity Theft	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Examples of Identity Theft Crimes	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Quiz Me: Personal Identity Information (PII)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Different Types of Identity Theft	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Steps for Protecting Your Personal Identity Information	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Re-establishment of Identity	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. Scam	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Types of Financial Scam	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest

		Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Student engagement activity
<b>Lesson A</b>	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
<b>Lesson A</b>	14. Lesson Vocabulary	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Lesson Review – 5 minutes:**

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 11 in Lesson A. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities.

**Independent Work – Posttest (They Do): 40 mins**

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

**Closing/Wrap Up/Notes Review: 5 mins**

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move towards class closure.

**Total Time: 2 hours 10 minutes**

## Summer School Lesson Plan

Subject/Grade: Personal Finance

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Attendance in PowerSchool – 5 minutes

Objective(s):

- Students will review lessons to prepare for final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

**Materials/Resources Needed:** Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

**Technology:** Computer, Whiteboard, TEAMS meeting (if applicable)

**Lesson Introduction (I Do) – 5 minutes**

Identify the purpose of the course

Connect the course to missing or future coursework and Post-test

**Lesson Activities/Supplemental (We Do) – 60 minutes**

- Lesson Activities and Review (We Do):
- Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

**Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)

**Independent Work – Final Posttest (They Do): 40 mins**

- Students will review and complete Final Posttest

**Closing/Wrap Up/Notes Review: 5 mins**

Students should utilize any additional time to ensure that all activities and post-tests have been completed with a passing score. Any items that remain should be completed at this time in preparation for the end of the course. Lastly, review all previous post-test to ensure success and mastery of the course final exam. Do your best!

**Total Time: 2 hours 10 minutes**