

Unit Title: Money for Grades

Grade Level: Grades 11-12

Subject Area: Independent Living--FACS

Duration/Length/Number of class periods: 8 weeks, every Thursday

Description:

Students keep track of a checking account all term. Their weekly pay is based on their attendance and work completion (points on assignments/assessments). Students get paid weekly. They need to make a deposit into the checking register and transfer 10% of their income into their savings account. Every other week, students receive a set of bills to pay (rent, car payment, water bill, garbage, insurance, etc.). This is student run; bankers pay the students, a mail delivery person organizes the bills and delivers to each student, and police officers monitor the behavior of students (all are "paid" positions). At the end of the term, students can spend their leftover money in their checking account on snacks I have purchased.

Established Goals (National, State, Local):

National Framework 2.0, 2.6.1, 2.6.2, 2.4.3 ; Minnesota Framework 2.4 3.0, 3.2:

- Manage money effectively by developing a system for keeping and using financial records.(spending plan, debit card, ATM, bank statements, checking register, savings register, filing system)
- Apply the use of technology and describe its effect on income, paychecks and taxes.
(direct deposit, payroll cards, online banking, checking simulation, deposit slips)

What Enduring Understandings are desired?

- Students will understand how money works and grows.

What Essential Questions will be considered?

- I understand how to write and endorse checks.
- I understand how to fill out a deposit slip.
- I can maintain a checking/savings account register.

Students will know / be able to:

Students will be able to manage a checking register, fill out deposit slips, calculate and transfer 10% of their income into their savings account.

Description	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1–Banking Terms PowerPoint, why have a checking account, types of accounts, endorsing checks, types of endorsements			X			X	
Day 2–Balancing a Checkbook Assignment–entering activity into checking register, reading a bank statement, balancing the checking register using the balancing worksheet	X			X			
Day 3–Checking Simulation on NGPF website, https://www.ngpf.org/curriculum/checking/ ; http://obanksimulator.ngpf.org/index.php	X			X	X		1d, 2d
Day 4 (once a week for 8 weeks on Thursdays)–Money for Grades–1st payday, learn to endorse checks, fill out a deposit slip, fill out the checking register, transfers 10% of income into savings account–every other week will include bills, fill out checks to pay bills and enter into checking register (Step-by-step instructions on a PowerPoint slide and examples given by instructor)		X		X		X	
Day 5–Banking Terms /CheckingTest (test taken on Schoology)		X			X	X	1c

Materials, tools and resources: Checking/Savings Register, deposit slips, blank checks, calculators, pencil, slide with directions, bills, record keeping sheets for the bankers, attendance sheets for the bankers, sheet for “fines”

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Additional credit given to: