Technology Integration Workshop 2021

Unit Title: Financial basics for future adults

Grade Level: *11*

Subject Area: *Frameworks- Financial Awareness*

Duration/Length/Number of class periods: *8-10 class periods*

Description:

In this unit students will have a range of topics they can pick from. Lessons will include videos, worksheets, activities, and reflection. Topics will include budgeting, Reality Check activity, basic tax information, banking, and options for students who also want to explore common methods for paying for college.

Students will be given 4-5 days of work time to explore topics depending on their own interests and plans for the future. The summative assignment will require them to document which resources they focused on, what they learned from those resources and how they will make use of the resource and the information in the future.

This document will focus on the budgeting part of the unit (2-3 days)

Established Goals (National, State, Local):

- Local: Students should have formal education in a range of aspects of financial awareness.
- Local: Students should study the common expenses of living independently
- Local: Students should explore their values when it comes to figuring out how to budgets and spend money looking at aspects like needs vs wants and opportunity costs

What Enduring Understandings are desired?

- Understanding how to balance money coming in and out can lead to informed spending and saving habits in the future.
- A clear understanding of how to be financially independent and how to make smart decisions with money can have long term and far reaching impacts on the students, their families, their communities and into the bigger world
- Seeing the connection between future careers and salary and training and education needed will help save time and save money in the future.

What Essential Questions will be considered?

- What are my values toward money?
- When I think about spending and saving money, do I think in terms of needs/wants or opportunity costs?
- Give some reasons to explore financial understanding at my current age and situation.
- Why would making budgets, now or in the future, be helpful to me? How can it lead to me being more responsible in money management?
- Give some careers or areas of occupation that would make enough to cover future expenses

Students be able to:

- Understand common household expenses
- Use reasoning skills to make mature decisions about the pros and cons of spending money
- Explore careers that might meet or exceed financial responsibilities for the future

Description	Formative	Summative	Intro Activity	Learning Activity	Student Tech Used	Teacher Tech Used	ISTE Standards
Common household expenses, needs vs wants and opportunity costs (**using Pear Deck slideshow to be created in 2021**) Students start with an opportunity to guess/estimate how much common expenses might be for a month (rent, utilities, personal hygiene, transportation, food, etc) Then an average budget example is presented. Students are able to offer explanations about why or why not this budget might be accurate for them. Remind them that 1 example is NOT a good representation of "normal" or "average" it is just one example and how different lifestyles, family situations, locations, minimum wage, etc. can all greatly impact expenses. (**Will need to frequently update this information. one place to look HERE**) Information about different ways people make informed decisions about how to budget and spend money like, needs/wants, 50/30/20 and or opportunity costs. Students reflect on how they value money, how they currently spend, save, budget and make decisions about their money handling. 2020 google slides 2020 worksheet	X		X		X	X	3B, 3D

Reality Check activity- imaginary budget and career exploration This web based activity walks students through common expenses (follow up from the previous day) digitally and allows students to play with expenses with the computer keeping track and doing all the math. At the end of the activity students have the option to add in their plan for any training or education after high school or plans for career areas. They are given an interactive list of careers with salaries that would cover the costs of their budget. 2021 Reality Check Worksheet	X			X	X		1C, 3A
Essential Questions/Reflection on Schoology Students will submit feedback though short paragraph answers to the guiding questions, reflection and a summary of what they learned from this activity. Students can give a variety of answers to the essential question as they explain their own reasoning, plans for the future and ideas about future money handling and budgeting. They will summarize their learning and reflect and have a chance to ask questions.		X			X	X	5C

Materials, tools and resources:

MN State Careerwise: Reality Check activity

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