

Unit Title: Financial Literacy (Life beyond High School)

Grade Level: (example: 9, 10, 11, 12 or 7-8): 11th and 12th Grade

Subject Area: (example: Science, Physics; English, Short Stories): Algebra II

Duration/Length/Number of class periods: (example: 5 class periods): 50min Classes (15 classes)

Description:

In this Unit, students will begin to dive deep and look into their lives upon leaving high school.

Material covered will be differentiated to each individual student. Students will be given broad/general information and tailor that information to their own personal needs.

Summative Assessment: Students will create a personalized 6-year “plan” incorporating the information presented to them throughout the unit.

Subjects covered within this unit will be:

- Next Step (Pros/Cons)
 - Work Force (No additional schooling)
 - 2-year (Associates)
 - 4-year (Bachelors)
 - 4+ (Masters+)
- Paying for Post-Secondary Education
 - Scholarships (from University/College)
 - Scholarships (Outside sources)
 - Grants
 - Student Loans
- Creating a Budget
 - Cost of living
 - Needs vs. Wants
 - Savings Plans (50/20/30) and Credit and Debt
- Taxes
 - Filling out W-4
 - Tax Brackets (meanings)
 - Tips
 - Methods of filing taxes
- Work
 - Hourly vs. Salary
 - Resume
 - What employers look for (Communication, Work Ethic, Adaptability, etc.)
 - If student pursues Post-Secondary Education, which jobs fall under which degree

Established Goals (National, State, Local):

Unit Goals (No set standards)

- Spending and Saving: Students will learn and apply strategies to monitor income and expenses, plan for spending and save for future goals.
- Credit and Debt: Students will learn and develop strategies to control and manage credit and debt.
- Employment and Income: Students will use a career plan to develop personal income potential; as well as, look deeply into interests, degree options, and jobs which fall under their degree “umbrella.”
- Financial Decision Making: Students will learn and apply reliable information and systematic decision making to personal financial decisions.

What Enduring Understandings are desired?

Students will understand:

- How to create a financially responsible life
- Technology provides many new platforms to manage finances
- There is no “1 - set - way”/”One size fits all” Plan to become financially independent, self-sufficient, and stable
- Financial Proficiency and Stability requires time, trial and error

What Essential Questions will be considered?

- If I don’t know what I want to do right now, what would be the statistically best option for me to continue post H.S
- What choices can I make now (Savings, employment, etc.), which will benefit me after H.S
- Are there other options/methods to attain my financial goals
- How can I tailor this material to assist me NOW and AFTER H.S

Students will know / be able to:

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo rm ati ve</p>	<p>Su m ati ve</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno log y Use d</p>	<p>Teac her Tech nolo gy Use d</p>	<p>ISTE Stan dard s</p>
<p>Reality Check (iseek.org)</p>			X				
<p>Create Week Long Spending Assessment (Students will track the money they receive and spend for one week) From there they can extrapolate that</p>	X			X	X		

information to create a budget that will work for them. There are different budget templates available here: Budget 1 , Budget 2 , Budget 3							
Create Informal Resume	X			X	X	X	
Potential Jobs (requirements and expectations)	X		X	X	X		
W - 4, W - 2, Tax Form Mock "Fill" (Students will receive a blank W - 4 and practice filling it out. I.E, right out of high school or even in high school, how many exemptions should they allow themselves.) We also go over what a W - 2 is and how different tax software uses these numbers	X			X			
Final Financial Literacy Project		X					

Materials, tools and resources
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Austin LeTexier, Washburn High School, letexiermathematics@gmail.com, Website: https://sites.google.com/view/letexier-mathematics
Additional credit given to