

Personal Finance Automatic Millionaire

Stage 1 Desired Results		
<p>ESTABLISHED GOALS - for life</p> <ul style="list-style-type: none"> Students will establish their own goals. Students will discover/incorporate their personal life goals with their financial skills. <p>ESTABLISHED GOALS – for finance</p> <ul style="list-style-type: none"> Students will automate decisions. Students will learn to revise their decisions. Students will learn to integrate family considerations. Students will learn to integrate “human nature”. Students will expect the unexpected. Students will be able to identify and dismiss financial distractions. 	Transfer	
	<p><i>Students will be able to independently use their learning to...</i> Connect their long and short term life goals to Personal Finance</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i> Money is a means to an end. Knowing the ‘end goal’ helps you manage money. Knowing ancillary or sub-goals helps you manage money. Money management involves both short-term and long-term goals and behaviors. Money is what you do, not what you want. No plan means you are planning to fail. Nothing is without risk, including inaction. You can control about half of what happens to you.</p>	<p>ESSENTIAL QUESTIONS – for life What are my life goals? What do I do if I don’t know my life goals or if they change?</p> <p>ESSENTIAL QUESTIONS – for finance What is my attitude about money? Does this attitude help me? How do my daily behaviors help me? What is my attitude about my own future? What are some beliefs I have never questioned? What are some beliefs I can consider?</p>
	Acquisition	
<p><i>Students will know...</i> A behavior is a choice. Doing nothing/acting impulsively/choosing what is known or the easy way...are all choices. Common knowledge is quite common. Beware the vested interest. “Who” you choose is as important as what you choose.</p>	<p><i>Students will be skilled at...</i> Writing and revising life goals. Noticing and assessing financial behaviors.</p>	

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<type here>	PERFORMANCE TASK(S): Take pre-class attitude survey: google forms: http://goo.gl/forms/vJxyOK0mQM URL is in Oncourse lesson plan and on web page. Findings go back to form.
<type here>	OTHER EVIDENCE: Students bring up and dispute specific beliefs during class.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

module online <http://conta.cc/1LWx5W8>

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