

# Unit 1 - Being a Critical Consumer

Content Area: **Special Education**  
Course(s):  
Time Period: **Semester**  
Length: **4-5 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### Consumer Economics

This class enables students to understand the difference between economic wants and needs, how to pursue their wants and fulfill their needs. The student will learn to prioritize their needs and manage their finances. The student will learn to categorize items as either goods or services. Students will learn that prices for goods and services vary based on the balance between supply and demand.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- being a critical consumer is essential to making sound financial decisions
- there is a difference between "wants" and "needs"; "wants" are a reflection of one's values.
- supply and demand are based off consumers intake
- scams deceive consumers into buying their products
- deceptive advertising needs to be identified in order to prevent financial losses

Essential Questions:

- How do consumers' beliefs and values affect their financial decisions?
- What are the habits of critical consumers?

## **CONTENT AREA STANDARDS**

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- 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.4: Analyze how familial and cultural values influence savings rates, spending, and other financial decisions.
- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- values and beliefs affect our financial behaviors
- producers and consumers work together
- there are not enough resources for everyone to get their needs
- everyone needs basic goods and services for life
- supply and demand regulates the economy
- scams can be very enticing but deceptive
- a "bait and switch", false promise of a free gift, deceptive pricing, and hidden catches are techniques of deceptive advertising
- deceptive advertisements negatively impact the consumer, employee and owner of the business.
- it is critical to install a "Spam" filter and anti-virus software on personal computers and beware of fake emails; both could be criminals trying to swindle money or their identity.

### **Procedural Knowledge**

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Students will be able to:

- Describe good habits used by a consumer so that they can help to avoid identity theft or financial loss.
- Compare and contrast supply and demand.
- Analyze their "wants" and understand how they prioritize items based on their values and beliefs.
- Identify and explain the type of deceptive advertising techniques used by some businesses.
- Analyze the effects of deceptive advertising.
- Explain the type of information that should not be shared in order to help prevent identity theft or financial loss.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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- observation
- one-on-one conversations and observations
- questioning
- graphic organizers
- anecdotal notes
- exit tickets

### **Summative Assessments**

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- homework
- culminating activity/project

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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[Next Gen Personal Finance](#)

All lessons and resources can be accessed via this website. "Click" Curriculum and reference the "Units."

<https://ucanr.edu/sites/consumereconomics/files/136498.pdf>

Activity to determine what students value and how that may affect their financial behaviors

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English

Technology/Multi-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

Social Studies - ethics

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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- listen to audio recordings of any text AND/OR follow along as the information is read aloud
- learn content from various sources including:
  - videos
  - audio
  - pictures
  - graphics
  - digital media
- work with text that is larger in size
- have any questions read aloud
- have any instructions in various forms (spoken aloud, written down, visually represented)
- have notes already typed out AND/OR lessons recorded and made available
- have outlines of lessons readily available
- dictate answers to a scribe AND/OR record answers on a device
- preferential seating options
- have small group settings available for students who need quiet to focus
- have sensory tools available (i.e. bands on chairs)
- allow for frequent breaks during the lesson
- use a timer to help with time management