Unit 2 - Planning and Budgeting

Content Area: **Special Education**
Course(s):
Time Period: **Semester**
Length: **6-8 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

<u>Consumer Economics</u>

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

Students will understand that:

- planning and saving money will help them to attain their financial goals and to achieve long-term wealth.
- budgets align with personal values
- personal goals affect your finances
- expenses need to be managed
- personal budgets take into account various aspects of your life and is different for each person

Essential Questions

- What is the importance of making a budget?

CONTENT AREA STANDARDS

- 9.1.8.PB.3: Explain how to create budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).
- 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals.
- 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management.

- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

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

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

Declarative Knowledge

Students will understand that:

- Saving early and often is best.
- When saving, it is best to save a percentage every time money is received or earned.
- Values and beliefs affect one's financial decisions.
- Saving and financial decisions can impact one's long-term wealth.
- Learning to save helps develop good financial habits.
- Savings can allow for the freedom and flexibility to fulfill one's financial goals.
- Personal goals can affect savings.
- Expenses are determined by calculated decisions.

Procedural Knowledge

Students will be able to:

- Identify why it is important to save money and explain how it contributes to one's financial well-being.
- Identify different saving options that are available.

- Compare and contrast different saving tools that are available.
- Analyze which saving tool would be the best option for oneself.
- Create a personal budget based on their own values.

EVIDENCE OF LEARNING

Formative Assessments
- observation
- one-on-one observations / conversations
- questioning
- graphic organizers
- anecdotal notes
- exit tickets

Summative Assessments
- graphic organizers
- homework
- culminating activity/project

RESOURCES (Instructional, Supplemental, Intervention Materials)

[Next Gen Personal Finance](#)

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

INTERDISCIPLINARY CONNECTIONS
English/Language Arts - implementation of conventions of Standard English

Technology/Muliti-Media - Audio/visual media analysis

Math - computations

Visual and Performing Arts - debate

Social Studies - ethics

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

- 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