**Instructional Guidelines for *Financial Freedom***

**Chapter 1: Managing Money**

Managing money is very difficult for many people. In this chapter, students learn about money management, cash flow, opportunity cost, and conducting a cost/benefit analysis. Students create budgets, track spending, conduct consumer research, and use decision-making to think about purchases.

**Lesson Instructions (***Financial Freedom* page numbers are in parentheses)

1. **Introduction (p. 1):** Students read the paragraph closely.
	1. **First read:** After reading, ask students what chapter is about.
	2. **Second read:** Have students reread, focusing on the concept of ***opportunity cost*.** Make a word web as students provide the definition and examples of opportunity cost. Keep this web going throughout the chapter. As students provide definitions, ask them to show evidence from the text or other strategies they used to define the meaning of the words.
2. **How Do You Manage Money (p. 2)**: Before reading, students create a cartoon that illustrates what they know about managing money (use 1-3 frames). They return to this activity at the end of the lesson as a before and after self-assessment. They share this comic with another individual and add more frames as they gain ideas.
3. **Learning to Manage Money (pp. 2-3):** One of the keys to money management is to understand cash flow. This activity helps student understand cash flow as they record and analyze their last ten purchases. During this activity, students track their spending habits and try to understand the opportunity cost of impulse shopping. You may want to have students create a bar graph to represent their spending.
4. **Maximizing your Purchasing Power by Being an Informed Consumer (4-7):** This section begins with a before reading activity where students write what they know about being a good consumer. Then they read through the following sections, taking notes in the available spaces. The notes are important for the activity on page 7, where they use what they learned to participate in Decision-making about planning for purchases.
	1. **Seasonal Shopping and Sales:** Students read a calendar/chart about seasonal shopping. Then they write how this relates to their own personal shopping. For example, ask: If you want to buy a computer, what is the best time of year to purchase it? They check the calendar and notice that computers are listed in January.
	2. **Comparison Shopping:** Students read, discuss and take notes.
	3. **Coupons:** Students read about coupons and take notes.
	4. **Deals, Special Events, and Reward or Loyalty Cards:** Students read and take notes.
	5. **Buying Used:** Students read and take notes.
	6. **Activity:** Students use their notes to complete the 3-step Decision-Making Activity: planning and goal setting, making the decision, and assessing outcomes. (These decision-making activities are essential for the application and evaluation of knowledge. They are located in most chapters, where applicable).
5. **Setting a Realistic Budget (8):** Taking spending habits and what they learned in the chapter into consideration, students set up a realistic budget. Encourage them to discuss their results.
6. **Putting it All Together (9):** (May be used as assessment activity) Ask student to go back to the comic at the beginning of the chapter. Now have them create a new comic. Do they have any of the same frames? What have they learned new about managing money? After they create the comic, they can use the information to create an informational money management column. This can be a general or specific column. For example, a student may wish to write a persuasive column about the joys of couponing.

**NGSSS Standards for Financial Literacy**

[SS.912.FL.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/8559) Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences.

[SS.912.FL.2.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/8560) Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.

[SS.912.FL.2.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/8561) Discuss that when buying a good, consumers may consider various aspects of the product including the product’s features. Explain why for goods that last for a longer period of time, the consumer should consider the product’s durability and maintenance costs.

[SS.912.FL.2.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/8562) Describe ways that consumers may be influenced by how the price of a good is expressed.

[SS.912.FL.2.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/8563) Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.

**Language Arts Florida Standards**

LAFS.1112.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

LAFS.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LAFS.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

LAFS.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

LAFS.1112.SL.1.1: (If using discussion) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.