**Instructional Guidelines for *Financial Freedom***

**Chapter 2: Smart Saving**

Why do we save? How do we make good decisions about saving? What types of financial institutions are best for my needs? Should I have a Savings or Checking account? What is interest? What is compound interest? How do I write a check, manage an account, or participate in mobile banking? Through reading, researching, and taking notes, students learn answers to these questions and more. In the final activity, students use all of the evidence they gathered to create an argument piece (essay, blog, newspaper article, or visual presentation) about saving and financial institutions.

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

1. **Introduction (11-12):** Ask students to think about saving. Create a K-W-L about what they know and want to know. After they read the chapter, they can fill in what they learned.
   1. **Saving Money (11-12):** Students read and take notes.
   2. **Using Decision Making for Saving:** Students use the decision-making graphic organizer to consider a saving goal. Then they create an argument about why and how they could save for their goal. They should use evidence from the text in their analysis.
2. **Financial Institutions (14-15):** Students learn about government agencies and different accounts.
   1. **Government Agencies (14):** Students conduct their own research on the role government agencies play in regulating financial institutions. They record their findings.
   2. **Savings and Checking Accounts (14-**15): Students read about the different types of accounts. Project the Hands-on-Banking activity on the screen and have students compare and contrast savings and checking accounts.
3. **Interest (15-17):** Students read about interest and research various financial institutions to discover their interest rates and fees. Then they learn about compound interest. After they complete the activities about compound interest, ask them to reread the text and provide definitions and examples that explain compound interest. Why is it called the rule of 72?
4. **Mobile Banking (18):** Students read and conduct research on mobile banking. Then, using evidence from the text and their research, they discuss whether they would choose mobile banking and why.
5. **How to Write a Check (19):** Learn how to read and write a check.
6. **How to Manage an Account (19):** Although many people use mobile banking, some people still use deposit slips and registers. Project the Hands-on-Banking activities through an LCD (or have students visit these sites). Students discuss/summarize.
7. **Summary Activity (20):** (May be used as an assessment activity). Students use evidence from the text (and their research) to create an argumentative piece (essay, newspaper article, blog post, or visual representation) about saving and the use of financial institutions. They follow the graphic organizer to outline their argument.

**NGSSS Standards for Financial Literacy**

[SS.912.FL.3.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/8566)Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.

[SS.912.FL.3.4:](http://www.cpalms.org/Public/PreviewStandard/Preview/8569)Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.

[SS.912.FL.3.5:](http://www.cpalms.org/Public/PreviewStandard/Preview/8570)Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation’s banking and financial system.

**Language Arts Florida Standards**

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.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.SL.1.2: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

LAFS.1112.WHST.1.1: Write arguments focused on *discipline-specific content.*

LAFS.1112.WHST.2.6: (if using digital media to publish argument article) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.