**Instructional Guidelines for *Financial Freedom***

**Chapter 4: Using Credit Wisely**

In this chapter, students learn the good, bad, and ugly about credit cards. Why use credit cards? What is a credit score? How do you improve your credit score? Why? After learning about credit cards, debit cards, and credit scores, students combine evidence to write an informational advice column on credit.

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

1. **Introduction (43):** Students read the introduction. Then they answer the Before you read: What do you know about credit? Discuss what they know and questions they have about credit. Remind them to search for and record answers to their questions as they read. They will use this evidence to write their information piece at the end of the chapter.
2. **What is Consumer Credit?** **(45):** Students read about consumer credit. As they read, tell them to underline anything new that they learned. They discuss and share in small groups.
3. **Reading a Credit Card Statement (45-**46): Students read and conduct the research comparing credit card statements. They discuss their findings. What was similar? Different? Was there anything they didn’t understand—if so they should conduct research and bring the answer back to class.
4. **What is the Difference Between Debit and Credit?** **(47-48):** 
   1. Before reading, students predict the difference between debit and credit under “What Do You Think?”
   2. They read about the advantages and disadvantages.
   3. Using the reading about the advantages and disadvantages of credit and debit cards, they fill in the chart on page 48. Discuss what they learned that was new.
5. **What if you are denied credit (48):** Students read the passage. While reading they should highlight important facts. After reading, they record ideas they would give to a friend who was denied credit. They should use evidence from the text in their answer.
6. **Paying off credit cards (49-50):** Students read and complete the activities on pages 49 & 50. Using evidence from the reading, they fill in the chart and answer the question.
7. **Credit Reports (50-**51): Students read about credit reports and conduct some research to determine what information is included. They record the information and discuss.
8. **Improving and Maintaining a Good Credit Score (51-**52): Students read about how to improve and maintain a credit score. Then they conduct online research and record the facts they discover from three sources (that they cite).
9. **Summary Activity (53):** (Assessment): Students use the evidence they have read and gathered about credit to write an advice column on credit.

**NGSSS Standards for Financial Literacy**

[SS.912.FL.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/8574)Discuss that banks and financial institutions compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.

[SS.912.FL.4.6:](http://www.cpalms.org/Public/PreviewStandard/Preview/8578)Discuss that lenders can pay to receive a borrower’s credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person’s credit risk.

[SS.912.FL.4.12:](http://www.cpalms.org/Public/PreviewStandard/Preview/8584)Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.

[SS.912.FL.4.13:](http://www.cpalms.org/Public/PreviewStandard/Preview/8585)Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

**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.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.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.1.2: 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.