

4 Determining Unknown Quantities

Topic 4: Financial Literacy: Accounts, Credit, and Careers

ELPS: 1.A, 1.C, 1.D, 1.E, 1.G, 2.C, 2.D, 2.G, 2.H, 2.I, 3.A, 3.B, 3.C, 3.D, 3.F, 4.A, 4.B, 4.C, 4.D, 4.G, 4.K, 5.E

Topic Pacing: 8 Days

Lesson	Lesson Title	Highlights	TEKS*	Pacing**
1	Knowledge You Can Bank On Checking Accounts	Students are exposed to a checking account. They analyze the components of a check and write checks. They interact with a checkbook register by completing the balance column. The basics of reconciling a bank statement are introduced by comparing a portion of a checkbook register to a portion of a bank statement. The terms <i>account balance</i> , <i>deposit</i> , <i>withdrawal</i> , <i>debit</i> and <i>transfer</i> are defined. The concept of an overdraft is explained and an example is provided. Students then discover the costs and possible earnings involved in having a checking account. They compare checking accounts based upon the monthly fees, APY, and required minimum average balance to decide which account would be most appropriate.	6.14A 6.14C	1
2	You Are a Real Card! Debit Cards vs. Credit Cards	Students compare and contrast the key characteristics of debit cards and credit cards. They practice methods for understanding when a characteristic is provided, and they must determine if it applies to debit cards, credit cards, or both. They investigate credit cards in more depth as they deal with the financial advantages of rewards programs and the financial disadvantages of annual fees and interest rates. Students use mathematics to see the increased cost of paying using credit cards over time. Students are introduced to the concepts of interest and interest rate. They investigate what happens if you pay only the minimum payment on your credit card balance. Students then determine the interest paid each month for given scenarios. Finally, they give advice to a customer who is looking to pay off his credit card. The lesson ends with students again completing an activity choosing a debit card, credit card, or both, but this time they are given situations rather than characteristics.	6.14A 6.14B	1
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
3	Financial Report Card Understanding Credit Reports	Students learn what a credit report is and why the credit score listed in the report is important. The credit score determines: (1) if the person qualifies for a loan, (2) the amount of money they can borrow, and (3) the interest rate for the loan. Students research what is included in a credit report. They discuss the range of credit scores, the importance of a good credit score, and how to maintain a good credit score. Students interact with a circle graph to see what factors have the most impact on a credit score. They estimate the percent of each factor from the circle graph, rather than solving for the percents mathematically. They apply this information by ranking statements about a person's credit report, connecting the data from the statements to a factor that affects a credit score, and then ranking the statements according to their importance in determining a credit score. The lesson concludes with a brief discussion of how to earn a good credit score and the importance of having a positive credit report.	6.14D 6.14E 6.14F	1

Texas Grade 6: Module 4, Topic 4 Pacing Guide

180-Day Pacing







Lesson	Lesson Title	Highlights	TEKS*	Pacing**
4	The Possibilities Are Endless Career Exploration	<p>This lesson addresses career choice primarily from an educational and financial perspective. Students begin by completing a survey reflecting upon their areas of strength and areas in need of improvement regarding study habits as a catalyst for the discussion that doing well in school is the most powerful thing they can do now to increase their career options as adults. The next activity in the lesson helps students come to the understanding that the more education or training a person receives, the greater their potential earning power. Different post-secondary education degrees are defined, and a table comparing the financial benefits of having each of the degrees is provided. Students apply the information in the table and their knowledge of percents to compare incomes of jobs requiring different levels of education.</p> <p>Students further investigate the finances of a career choice by taking into account both the potential earning power of having an increased level of education, and the cost of student loans to acquire that level of education. They are given personal scenarios and calculate the individual's total earnings over a period of years.</p>	6.14H	1
5	Student Aid 101 Paying for College	<p><i>Tuition</i> is defined, and the methods to fund tuition, such as personal savings, grants, scholarships, and work-study programs are explained. Students then research different scholarships and how to locate grant money.</p> <p>Next, students are given personal scenarios that include the cost of tuition, financial aid, scholarships, work-study opportunities, and grants. They use mathematics to determine the amount of the given financial aid packages and how each package offsets the cost of tuition in order to make financial decisions. Next, the difference in tuition costs for a private school and a public school are explained, as well as the financial benefit for attending a school in-state. Students use mathematics to make comparisons of college tuition based upon in-state and out-of-state rates.</p> <p>The lesson concludes with students putting together all that they have learned in this topic. Each student chooses the career(s) that interests them. Students use their chosen career(s) to: (1) describe the post-secondary education required, (2) estimate the cost of tuition, (3) determine a possible average salary, (4) estimate the lifetime income, and (5) determine the average starting salary. Students also address, in a general sense, how to finance a college education.</p>	6.14G	1
Suggested Placement of Learning Individually with Skills Practice or MATHia				1
End of Topic Assessment				1

Texas Grade 6: Module 4, Topic 4 Pacing Guide

180-Day Pacing

1 Day Pacing = 45-minute Session

* This activity highlights a key term or concept that is essential to the learning goals of the lesson.

Day 1	Day 2	Day 3	Day 4	Day 5
<p>TEKS: 6.14A, 6.14C</p> <p>LESSON 1 Knowledge You Can Bank On GETTING STARTED ACTIVITY 1 * ACTIVITY 2 * TALK THE TALK</p>	<p>TEKS: 6.14A, 6.14B</p> <p>LESSON 2 You Are a Real Card! GETTING STARTED ACTIVITY 1 * ACTIVITY 2 * TALK THE TALK *</p>	<p>LEARNING INDIVIDUALLY</p> <p> Skills Practice</p> <p>OR</p> <p> MATHia</p>	<p>TEKS: 6.14D, 6.14E, 6.14F</p> <p>LESSON 3 Financial Report Card GETTING STARTED * ACTIVITY 1 * ACTIVITY 2 * TALK THE TALK</p>	<p>TEKS: 6.14H</p> <p>LESSON 4 The Possibilities are Endless GETTING STARTED ACTIVITY 1 * ACTIVITY 2 * TALK THE TALK *</p>
<p>TEKS: 6.14G</p> <p>LESSON 5 Student Aid 101 GETTING STARTED ACTIVITY 1 * ACTIVITY 2 ACTIVITY 3 * TALK THE TALK *</p>	<p>LEARNING INDIVIDUALLY</p> <p> Skills Practice</p> <p>OR</p> <p> MATHia</p>	<p>Day 8</p> <p>END OF TOPIC ASSESSMENT</p>		