



# KIDS COUNT<sup>®</sup>

## ONLINE CLASSROOM

# Teacher's Manual





# Teacher's Manual

[www.nfikidscount.org](http://www.nfikidscount.org)

# Table of Contents

|                                                     |    |
|-----------------------------------------------------|----|
| Introduction.....                                   | 1  |
| <b>Part I Nickelsburg Modules</b>                   |    |
| Module 1 Goals and Priorities .....                 | 2  |
| Objectives and Activities                           |    |
| Module 2 Budgeting.....                             | 3  |
| Objectives and Activities                           |    |
| Module 3 Family Financial Literacy.....             | 4  |
| Objectives and Activities                           |    |
| Module 4 Giving.....                                | 5  |
| Objectives and Activities                           |    |
| Module 5 Banking Transactions.....                  | 6  |
| Objectives and Activities                           |    |
| <b>Part II How to Use the Teacher Control Panel</b> |    |
| Review Student Results.....                         | 8  |
| Pacing Activities                                   |    |
| Show Answers                                        |    |
| Create Teacher Profile.....                         | 11 |
| Create Student List.....                            | 12 |
| Forgotten Passwords                                 |    |
| Completion Date                                     |    |
| Manage Tests.....                                   | 14 |
| Computer Requirements .....                         | 15 |
| <b>Appendix A</b> ..... 16                          |    |
| Common Core State Standards                         |    |
| National K-12 Personal Finance Standards            |    |
| Indiana Academic State Standards                    |    |
| <b>Appendix B</b> ..... 21                          |    |
| Pre-Post Test                                       |    |

# Introduction

Welcome to the *Kids Count® Online Classroom!*

*Kids Count®* is filled with engaging activities for third through fifth grade students to help them learn basic financial concepts like earning, budgeting, saving, spending wisely, and sharing.

Students take a virtual field trip to the community of *Nickelsburg™* where they move around the town earning and managing money while applying important financial concepts like goal setting, differentiating between wants/needs as well as personal/family budgets, delayed gratification, and basic banking transactions. Students explore different ways to help others and learn about philanthropy.

This manual contains a description of each of the *Nickelsburg™* modules and directions for setting up your own online classroom. There is a control panel with tools to make it easy for you to set up a classroom, enter your students, track their progress in *Nickelsburg™* and measure their learning.

Created by Networks Financial Institute at Indiana State University, this comprehensive financial literacy program offers teacher-friendly lessons mapped to standards in math, reading, and economics for all 50 states.

Download free lesson plans and teaching materials at [www.nfikidscount.org](http://www.nfikidscount.org).

Simply register and enter the appropriate grade level and state.

*Kids Count® on the Road to Financial Literacy* curriculum forms the core of the program with 15 units that contain free teacher-friendly lesson plans and activity sheets.

*My Family Counts™* is a free downloadable activity book that takes learning home with fun tools for families to teach and practice responsible money management.

*Kids Count® The Fun Game of Dollars and Sense* is a hands-on board game that reinforces lessons and builds better understanding of financial basics.

# Part I Nickelsburg™ Online Classroom Modules

## Module 1: Goals & Priorities

Module 1 in *Nickelsburg, Goals and Priorities*, helps students apply lessons learned in **Unit 2 Goals and Priorities** of the *Kids Count® The Road to Financial Literacy* curriculum (KC 2).

See Appendix A for **Educational Standards** related to Module 1.

### Objectives

- Understand the terms: *budget, goal, long-term, need, priorities, short-term, want*.
- Compare needs and wants. (KC 2)
- Compare short-term and long-term goals. (KC 2)
- Prioritize goals, needs and wants. (KC 2)

### Online Nickelsburg™ Activities

- Starting with the tour of Nickelsburg™, there are 7 activities with this module.
- **Term Mastery** - Learn and review terms at the Community Center and begin making money.
- **Ty at the Mall** - Help Ty learn what to do with his money and understand the difference between *wants and needs*.
- **Diary with Lexi** – Lexi is trying to determine how long she has to wait for her short-term and long-term goals. She really wants a certain pair of shoes, but has to be patient while she earns money.
- **Goals Entry** – Develop and enter long-term and short-term goals. These answers are available to print and are also saved in the **Teacher Panel**.
- **Soo Lee at the Park** – Soo Lee would like a donation for her cause, and is trying to determine which brother to ask based on their priorities and past spending.
- **Taka Chase Game** – Nicole has asked you to dog-sit for her while she is out of town. Earn some extra money by taking good care of Taka in this end of Module 1 game!

## Module 2: Budgeting

Module 2 in *Nickelsburg*, **Budgeting**, helps students apply lessons learned in **Unit 3 Personal Spending and Budgets** of the *Kids Count® The Road to Financial Literacy* curriculum (KC 3).

See Appendix A for **Educational Standards** related to Module 2.

### Objectives

- Understand the terms: *budget, cost, expense, impulse, income, purchase, save, spend.*
- Evaluate personal spending habits. (KC 3)

### Online Nickelsburg™ Activities

- **Term Mastery** – Return to the Community Center to learn and review terms used in this module and continue making money.
- **Is a Free Puppy Really Free?** - Taka has had puppies. One named Peso is available to take home as a new pet. Explore the costs associated with having a pet. Visit a pet store and select needed supplies while staying within a budget. Through this activity, watch the puppy grow and see how the costs of a “free” puppy quickly add up.
- **Recycle Drive**- There was an event around town, and the streets have become littered with trash. Using a bike to drive around town, take the job of helping to recycle the trash to earn some extra money in this fun end of Module 2 **Recycle Drive** game!

## Module 3: Family Financial Literacy

Module 3 in *Nickelsburg, Family Financial Literacy*, helps students apply lessons learned in **Unit 4 Family Budget** of the *Kids Count® The Road to Financial Literacy* curriculum (KC 4).

See Appendix A for **Educational Standards** related to Module 3.

### Objectives

- Understand the terms: *earn, expense, fixed, mortgage, utilities, and variable*.
- Identify fixed and variable expenses. (KC 4)
- Explain how daily functions affect a family (KC 4)

### Online Nickelsburg™ Activities

- **Term Mastery** - Learn and review terms. This module takes place in the family home, and terms are reviewed in the family kitchen.
- **Staycation Game Show** - Participate in an exciting game show that creates the opportunity to win a staycation for the family! Learn about **fixed and variable expenses** within a **family budget** and **plan a fun three-day staycation** while staying within a budget. Decide whether to eat out at the expense of a fun trip, or pack lunches so they can afford to go to the zoo!

## Module 4: Giving

Module 4 in *Nickelsburg, Giving*, helps students apply lessons learned in **Unit 14 Giving** of the *Kids Count® The Road to Financial Literacy* curriculum (KC 14).

See Appendix A for **Educational Standards** related to Module 4.

### Objectives

- Understand the terms: *advocate, cause, common good, donation, fundraising, mission, nonprofit organization, philanthropy, talent, time, treasure, and volunteer.*
- Understand philanthropic activities. (KC 14)
- Explore causes important to students. (KC 14)

### Online Nickelsburg™ Activities

- **Philanthropy Town Visit** - Learn about *philanthropy* by interviewing several people around town. Learn what sorts of help are needed for several different types of causes- i.e., book drive, animal shelter, recycling.
- **Volunteer Application** - Make decisions about which place is the best fit for volunteering in a community. This writing activity can be printed out and is also saved in the **Teacher Panel** for later viewing.

# Module 5: Banking Transactions

Module 5 in *Nickelsburg, Banking Transactions*, helps students apply lessons learned in the following units of *Kids Count® The Road to Financial Literacy* curriculum:

- Unit 3** Personal Spending and Budgets (KC 3)
- Unit 5** Savings Accounts (KC 5)
- Unit 6** Checking Accounts (KC 6)
- Unit 7** Deposits (KC 7)
- Unit 8** Withdrawals (KC 8)
- Unit 9** Bank Statements (KC 9)
- Unit 15** Your Personal Budget (KC 15)

See Appendix A for **Educational Standards** related to Module 5.

## Objectives

- Understand the terms: *bank, check, deposit, deposit slip, endorsement, receipt, savings account, signature, statement, teller, withdrawal* and *transaction*.
- Create and utilize a budget (KC 15)
- Determine spending costs and evaluate their affects on a budget (KC 3)
- Evaluate savings options (KC 5)
- Endorse a check (KC 6)
- Determine the right amount of money to deposit (KC 7)
- Fill in a deposit slip and determine deposit total (KC 7)
- Use a withdrawal slip to withdraw money from a savings account (KC 8)
- Use a register to track account balances. (KC 8)
- Identify parts of a bank statement. (KC 9)

## **Online Nickelsburg Activities**

- **Budget Building** - Receive help from Mayor Dinero's mother, Granny D. Practice creating a budget for the money earned and won while in *Nickelsburg* and develop a self-created spending plan for participation in the culminating activity, the *Nickelsburg™ Community Celebration*.
- **Transactions**- Be taken through the steps of depositing, donating money to a charity or cause, and withdrawing money for the *Nickelsburg™ Community Celebration*.
- **Bank Statement Review** - Go to a virtual home to receive a first bank statement. Walk through how to read one and gain a better understanding of how they are used.
- **Nickelsburg™ Community Celebration** - At the park, a community celebration is underway! Many of the people met through the town are there to help celebrate all the hard work done in *Nickelsburg™*.

## Part II How to Use the Teacher Control Panel

The *Kids Count*® *Online Classroom* contains a control panel with tools to make it easy for you to set up a classroom, enter your students, track their progress in *Nickelsburg*™ and measure their learning. There are four tabs in the **Teacher Control Panel**:



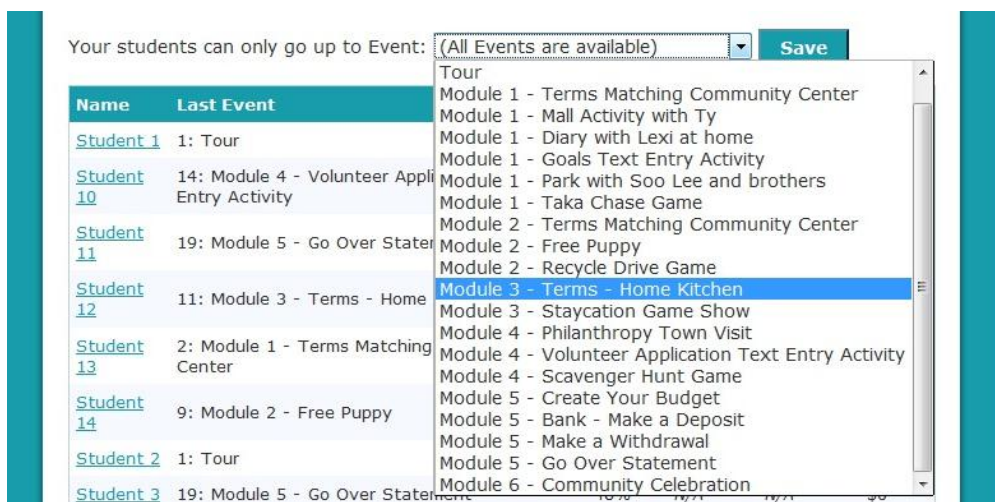
### Review Student Results

The **Review Student Results** tab is the first tab you see (on the left) when entering the teacher control panel. This is where most of the excitement takes place!

### Pacing Activities

You may prefer to allow your students to move ahead before the accompanying Kids Count® lessons are taught, or you may want to pace the Nickelsburg™ modules with the Kids Count® lessons as you teach them.

The **Event** drop down menu allows you to control the pace of instruction by selecting the stopping point for the students in your classroom. Once saved, if a student completes that activity, he/she will not be allowed to go any farther until you give additional access.



Your students can only go up to Event: (All Events are available) Save

| Name                       | Last Event                                          |
|----------------------------|-----------------------------------------------------|
| <a href="#">Student 1</a>  | 1: Tour                                             |
| <a href="#">Student 10</a> | 14: Module 4 - Volunteer Application Entry Activity |
| <a href="#">Student 11</a> | 19: Module 5 - Go Over Statement                    |
| <a href="#">Student 12</a> | 11: Module 3 - Terms - Home Kitchen                 |
| <a href="#">Student 13</a> | 2: Module 1 - Terms Matching Community Center       |
| <a href="#">Student 14</a> | 9: Module 2 - Free Puppy                            |
| <a href="#">Student 2</a>  | 1: Tour                                             |
| <a href="#">Student 3</a>  | 19: Module 5 - Go Over Statement                    |

- Tour
- Module 1 - Terms Matching Community Center
- Module 1 - Mall Activity with Ty
- Module 1 - Diary with Lexi at home
- Module 1 - Goals Text Entry Activity
- Module 1 - Park with Soo Lee and brothers
- Module 1 - Taka Chase Game
- Module 2 - Terms Matching Community Center
- Module 2 - Free Puppy
- Module 2 - Recycle Drive Game
- Module 3 - Terms - Home Kitchen**
- Module 3 - Staycation Game Show
- Module 4 - Philanthropy Town Visit
- Module 4 - Volunteer Application Text Entry Activity
- Module 4 - Scavenger Hunt Game
- Module 5 - Create Your Budget
- Module 5 - Bank - Make a Deposit
- Module 5 - Make a Withdrawal
- Module 5 - Go Over Statement
- Module 6 - Community Celebration

Once students begin activities within the town of *Nickelsburg™*, their progress will appear in the **Review Students Results** tab. With once glance, you will be able to see the last event that each student has completed within the modules.

**Your Students**

Your students can only go up to Event:  [Save](#)

| Name                     | Last Event                                    | Pretest | Posttest | Posttest2 | Money  |
|--------------------------|-----------------------------------------------|---------|----------|-----------|--------|
| <a href="#">estarov</a>  | 2: Module 1 - Terms Matching Community Center | 32%     | N/A      | N/A       | \$0    |
| <a href="#">eugene</a>   | 5: Module 1 - Goals Text Entry Activity       | 20%     | N/A      | N/A       | \$0    |
| <a href="#">LexiO</a>    | 6: Module 1 - Park with Soo Lee and brothers  | 32%     | N/A      | N/A       | \$6.5  |
| <a href="#">natasha3</a> | 17: Module 5 - Park Finale                    | 28%     | N/A      | N/A       | \$9.75 |

By clicking on a student’s username, a more detailed explanation will be shown. A check mark indicates that the student has completed an activity.

**Student Results**

| Event                                                                             | Response                     |
|-----------------------------------------------------------------------------------|------------------------------|
| <input checked="" type="checkbox"/> 1. Tour                                       |                              |
| <input checked="" type="checkbox"/> 2. Module 1 - Terms Matching Community Center |                              |
| <input checked="" type="checkbox"/> 3. Module 1 - Mall Activity with Ty           |                              |
| <input checked="" type="checkbox"/> 4. Module 1 - Diary with Lexi at home         |                              |
| <input checked="" type="checkbox"/> 5. Module 1 - Goals Text Entry Activity       | <a href="#">Show Answers</a> |
| <input type="checkbox"/> 6. Module 1 - Park with Soo Lee and brothers             |                              |

## Show Answers

Students are required to answer free-form questions in several of the activities. It is important that they answer these questions carefully and thoughtfully because they will see the answers show up later when they create their budgets in Module 5: Banking Transactions. From this detailed view of the student's individual progress, you can select **Show Answers** to see their responses to the questions.

### Student Answer

[<< Back to Student Record](#)

**Short Term Goals:** Go rollerskating next week - \$6  
Buy new shoes - \$20

**Long Term Goals:** Buy new DS game - \$50  
Get new DSi XL - \$120

Please feel free to look around and get comfortable with all four of the tabs within the control panel. We think you will find it easy to add your students, track their progress and test knowledge gains. Have fun!

# Create Teacher Profile

Click on the **Create Teacher Profile** tab. If you ever need to edit or update any information to your profile, you would do that here.

The screenshot shows a web application interface with a navigation bar at the top containing four buttons: 'Review Student Results', 'Create Teacher Profile' (highlighted in yellow), 'Create Student List', and 'Manage Tests'. Below the navigation bar is the 'Edit Profile Details' form. The form contains the following fields and values:

| Field     | Value           |
|-----------|-----------------|
| Username: | bgreene         |
| Password: | nicole1234      |
| Name:     | Brittany Greene |
| School:   | Spencer-Owen    |
| City:     | Spencer         |
| State:    | IN              |
| District: |                 |
| Grade:    | 4               |

An 'Edit' button is located at the bottom left of the form. A link for 'Demo Manual Log Out' is visible in the top right corner of the form area.

Once you have checked to be sure that your teacher profile is up-to-date, it is time to start entering student data.

# Create Student List

Begin by adding students to your classroom. This is a quick process:

1. **Assign a unique username.** This could be their last name and a number or your last name and their initials. It is up to you, but just be sure to make it something that the student will remember. However, we advise, for your security and the security of your students, that you do not include your name or easily identifiable information in your username.
2. **Give the student a password.** We highly recommend giving all the students a similar password that is easy to remember, like, their student ID number, dog4, or something along those lines.
3. **Select Add to List.** Once added to the list, you will be able to track their progress.



The screenshot shows a web interface for adding a student. At the top right, there are links for [Demo Manual](#) and [Log Out](#). The main heading is **Add a Student**. Below this, there are two input fields: "Student Username:" and "Student Password:". Below the password field is a blue button labeled "Add to List". To the right of the input fields, there is a dashed box containing the text: "To add a student to your list, fill out a username and password for them, then click *Add to List*."

## Forgotten Passwords

If a student forgets or requests a change to his/her password, you can easily see and/or change their password under the **Create Student List** tab. Once students are added to the list, by clicking on their name, you can change their password and then select **Save**.

[Demo Manual](#) [Log Out](#)

**Edit Student: psw**

[<< Back to Students](#)

Username:

Password:

Completion Date:

[Cancel](#)

## Completion Date

By clicking on the student's name, you access their information, including a place where you can record a completion date for the activities. Type in the date of completion for the student and select **Save**. This will help you track student progress on the main screen and make it easier for you to see who is still working and who has finished all of the activities.

# Manage Tests

You can activate a 25-item multiple choice test to use as both a pre and post-test measure (see Appendix B for test items). We highly recommend that prior to teaching any of the *Kids Count*® lessons and beginning the *Nickelsburg*™ activities, students are given the pre-test to establish a baseline of prior knowledge.

[Demo Manual Log Out](#)

### Manage Tests

You may activate the pre-test below.

Please be aware that once you turn the Post-Test ON, all students will be taken to the Post-Test. We recommend you wait to activate the Post-Test until after all the students have completed all the activities.

|             |             |                          |                         |
|-------------|-------------|--------------------------|-------------------------|
| Pre-Test    | Status: Off | <input type="checkbox"/> | <a href="#">Turn On</a> |
| Post-Test   | Status: Off | <input type="checkbox"/> |                         |
| Post-Test 2 | Status: Off | <input type="checkbox"/> |                         |

[« Back to Student Results](#)

Once each of the students in your class has completed all of the *Nickelsburg*™ activities, you can assign the post-test. **Be aware that once you select Assign Post-Test, all students signing in from your classroom will be taken straight to the Post-Test.** Therefore, we recommend that you **wait to activate the post-test until after all** the students in your classroom have completed **all** of the activities.

[Demo Manual Log Out](#)

### Manage Tests

The Pre-Test has been activated for your students. You may activate the post-test below.

Please be aware that once you select Assign Post-Test, all students will be taken to the Post-Test. We recommend you wait to activate the Post-Test until after all the students have completed all the activities.

|             |             |                                     |                          |
|-------------|-------------|-------------------------------------|--------------------------|
| Pre-Test    | Status: Off | <input type="checkbox"/>            | <a href="#">Turn On</a>  |
| Post-Test   | Status: On  | <input checked="" type="checkbox"/> | <a href="#">Turn Off</a> |
| Post-Test 2 | Status: Off | <input type="checkbox"/>            | <a href="#">Turn On</a>  |

[« Back to Student Results](#)

There is an option to assign a second post-test, usually given between two to three weeks after taking the first post-test. Used as a repeated measure, this will allow you to examine retention.

Through the **Manage Tests** tab, you can easily assign tests by selecting the “Turn On” link next to each test title. If you happen to assign a post-test accidentally, you can click the “Turn Off” link to allow your students back into the *Nickelsburg*™ program.

All three of the test scores can be seen on the **Student Results** tab.

# Computer Requirements

Flash 9.0 Player is required

## **Recommended Hardware and Software Components:**

### Windows:

- Windows 2000, XP, Vista, or 7
- Processor of 500 MHz or faster (1 GHz recommended)
- 128 MB RAM (512 MB RAM recommended)
- Browsers: Internet Explorer 5.0 or above; Netscape 4.75 or above; Firefox 3 or above

### Macintosh:

- Macintosh OS 9 or above
- 500 MHz or faster processor (1 GHz recommended)
- 128 MB RAM (512 MB RAM recommended)
- Browsers: Internet Explorer 5.0 or above; Netscape 7 or above, Safari 1.0 and above

# Appendix A

## Common Core State Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in life and careers. The activities in Nicklesburg™ cover seven of these standards. (<http://www.corestandards.org/>)

## National Standards in K-12 Personal Finance Education

The National Standards in K-12 Personal Finance Education, created and maintained by the Jump\$tart Coalition® for Personal Financial Literacy, delineate the personal finance knowledge and skills that K-12 students should possess. The Jump\$tart Coalition intends for the National Standards in K-12 Personal Finance Education to serve as a model. These standards contain benchmark grades of 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup>. The standards present in Nickelsburg cover standards benchmarked for mastery for students 4<sup>th</sup> grade and younger. (<http://www.jumpstart.org/>)

## Indiana Academic State Standards

Indiana established academic standards that clearly outline what students should know and be able to do at each grade level and subject area. Indiana has its own financial literacy education standards that are organized around six areas of study. Skills for thinking, inquiry, and application of these standards are integrated throughout. The activities in Nickelsburg fulfill many mathematics, English/language arts, economic, and financial literacy standards. (<http://www.doe.in.gov/standards/>)

## Common Core State Standards

The Common Core State Standards\* provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

| Grade    | Standard                                                                                                                                                                        | Module <sup>1</sup> |   |   |   |   |   |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---|---|---|---|---|
|          |                                                                                                                                                                                 | 1                   | 2 | 3 | 4 | 5 | C |
| <b>3</b> | <b>Mathematics</b>                                                                                                                                                              |                     |   |   |   |   |   |
|          | <i>3.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic</i>                                                                       |                     |   |   |   |   |   |
|          | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |                     | • | • |   | • | • |
|          | <b>English Language Arts – Reading</b>                                                                                                                                          |                     |   |   |   |   |   |
|          | <b>Fluency</b> Read with sufficient accuracy and fluency to support comprehension.                                                                                              | •                   | • | • | • | • | • |
| <b>4</b> | <b>Mathematics</b>                                                                                                                                                              |                     |   |   |   |   |   |
|          | <i>4.NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>                                                                      |                     |   |   |   |   |   |
|          | Fluently add and subtract multi-digit whole numbers using the standard algorithm.                                                                                               |                     | • | • |   | • | • |
|          | <i>4.NF Understand decimal notation for fractions, and compare decimal fractions.</i>                                                                                           |                     |   |   |   |   |   |
|          | Use decimal notation for fractions with denominators 10 or 100.                                                                                                                 |                     |   |   |   |   | • |
|          | <b>English Language Arts – Reading</b>                                                                                                                                          |                     |   |   |   |   |   |
|          | <b>Fluency</b> Read with sufficient accuracy and fluency to support comprehension.                                                                                              | •                   | • | • | • | • | • |
| <b>5</b> | <b>Mathematics</b>                                                                                                                                                              |                     |   |   |   |   |   |
|          | <i>5.NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</i>                                                           |                     |   |   |   |   |   |
|          | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.                                                                |                     |   |   |   |   | • |
|          | <b>English Language Arts – Reading</b>                                                                                                                                          |                     |   |   |   |   |   |
|          | <b>Fluency</b> Read with sufficient accuracy and fluency to support comprehension.                                                                                              | •                   | • | • | • | • | • |

\* The full list of Common Core State Standards can be found at: <http://www.corestandards.org/>

<sup>1</sup> Module C is the culminating activity: the Nickelsburg™ Community Celebration

# National Standards in K-12 Personal Finance Education

The National Standards in K-12 Personal Finance Education\* describe the minimum requirements for functional financial literacy.

| Grade                                                                          | Standard                                                                                                  | Module <sup>1</sup> |   |   |   |   |   |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------|---|---|---|---|---|
|                                                                                |                                                                                                           | 1                   | 2 | 3 | 4 | 5 | C |
| 4                                                                              | <b>Financial Responsibility and Decision Making</b>                                                       |                     |   |   |   |   |   |
|                                                                                | <i>Standard 1 – Take responsibility for personal financial decisions.</i>                                 |                     |   |   |   |   |   |
|                                                                                | S.1. List examples of financial decisions and their possible consequences.                                |                     |   |   |   | • |   |
|                                                                                | S.1. Identify ways to be a financially responsible youth.                                                 | •                   |   |   | • |   |   |
|                                                                                | <i>Standard 2 – Find and evaluate financial information from a variety of sources.</i>                    |                     |   |   |   |   |   |
|                                                                                | S.2. Give examples of situations in which financial information would lead to better decisions.           |                     | • | • |   |   |   |
|                                                                                | S.2. Identify sources of financial information.                                                           |                     |   |   |   | • |   |
|                                                                                | <i>Standard 4 – Make financial decisions by systematically considering alternatives and consequences.</i> |                     |   |   |   |   |   |
|                                                                                | S.4. Explain how limited personal financial resources affect the choices people make.                     |                     |   |   |   | • |   |
|                                                                                | S.4. Rank personal wants/needs in order of importance.                                                    | •                   |   |   |   |   |   |
|                                                                                | S.4. Set measurable short-term financial goals.                                                           | •                   |   |   |   |   |   |
|                                                                                | S.4. Outline steps in systematically evaluating alternatives and making a decision.                       |                     |   | • |   | • |   |
|                                                                                | S.4. Apply systematic decision making to a short-term goal.                                               | •                   |   |   |   | • |   |
|                                                                                | <b>Income and Careers</b>                                                                                 |                     |   |   |   |   |   |
|                                                                                | <i>Standard 1 – Explore career options.</i>                                                               |                     |   |   |   |   |   |
|                                                                                | S.1. Give an example of how an individual’s interests, knowledge, and abilities can affect job choice.    |                     |   |   | • |   |   |
|                                                                                | <i>Standard 2 – Identify sources of personal income.</i>                                                  |                     |   |   |   |   |   |
|                                                                                | S.2. Identify jobs children can do to earn money.                                                         |                     |   |   | • |   |   |
|                                                                                | <b>Planning and Money Management</b>                                                                      |                     |   |   |   |   |   |
|                                                                                | <i>Standard 1 – Develop a plan for spending and saving.</i>                                               |                     |   |   |   |   |   |
|                                                                                | S.1. Give examples of household expense categories and sources of income.                                 |                     | • |   |   | • |   |
|                                                                                | S.1. Describe how to allocate a weekly allowance among financial goals of spending, saving & sharing.     |                     |   |   |   | • |   |
|                                                                                | <i>Standard 2 – Develop a system for keeping and using financial records.</i>                             |                     |   |   |   |   |   |
|                                                                                | S.2. Prepare a personal property inventory, including locations and estimates of value                    |                     | • |   |   |   | • |
|                                                                                | <i>Standard 4 – Apply consumer skills to purchase decisions.</i>                                          |                     |   |   |   |   |   |
|                                                                                | S.4. Compare prices for the same item at two different stores.                                            |                     |   |   |   |   | • |
|                                                                                | S.4. Apply systematic decision making to a personal age-appropriate purchase.                             |                     | • |   |   |   | • |
|                                                                                | S.4. Explain how peer pressure can affect spending decisions.                                             |                     | • |   |   |   |   |
|                                                                                | <i>Standard 5 – Consider charitable giving</i>                                                            |                     |   |   |   |   |   |
|                                                                                | S.5. Identify a private charitable organization and the people it serves.                                 |                     |   |   | • |   |   |
|                                                                                | <b>Saving and Investing</b>                                                                               |                     |   |   |   |   |   |
|                                                                                | <i>Standard 1 – Discuss how saving contributes to financial well-being.</i>                               |                     |   |   |   |   |   |
|                                                                                | S.1. Describe the advantages and disadvantages of saving for a short-term goal.                           | •                   | • |   |   |   |   |
| S.1. Describe ways that people can cut expenses to save more of their incomes. |                                                                                                           |                     | • |   |   |   |   |

\* The full list of National K-12 Personal Finance Education Standards can be found at: <http://www.jumpstart.org/>

<sup>1</sup> Module C is the culminating activity: the Nickelsburg™ Community Celebration

# Indiana Academic State Standards\*

| Grade | Standard                                                        | Module <sup>1</sup>                                                                                                                                           |   |   |   |   |   |   |
|-------|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|
|       |                                                                 | 1                                                                                                                                                             | 2 | 3 | 4 | 5 | C |   |
| 3     | <b>Mathematics</b>                                              |                                                                                                                                                               |   |   |   |   |   |   |
|       | 3.5.10                                                          | Find the value of any collection of coins and bills.                                                                                                          |   |   | • | • | • |   |
|       | 3.5.11                                                          | Use play or real money to decide whether there is enough money to make a purchase.                                                                            |   | • |   |   | • | • |
|       | 3.6.1                                                           | Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. |   | • |   |   |   | • |
|       | 3.6.7                                                           | Make precise calculations and check the validity of the results in the context of the problem.                                                                | • | • | • | • | • | • |
|       | 3.6.8                                                           | Decide whether a solution is reasonable in the context of the original situation.                                                                             | • | • | • | • | • | • |
|       | 3.6.9                                                           | Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.                                        |   | • |   |   |   |   |
|       | <b>Economics</b>                                                |                                                                                                                                                               |   |   |   |   |   |   |
|       | 3.4.2                                                           | Give examples of goods and services provided by local business and industry.                                                                                  |   |   |   | • |   |   |
|       | 3.4.6                                                           | Identify different ways people save their income and explain advantages and disadvantages of each.                                                            |   | • |   |   | • |   |
|       | 3.4.8                                                           | Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.                                                |   | • | • |   |   | • |
|       | <b>English/Language Arts – Reading</b>                          |                                                                                                                                                               |   |   |   |   |   |   |
|       | 3.2.3                                                           | Show understanding by identifying answers in the text.                                                                                                        | • | • | • | • | • | • |
|       | 3.2.6                                                           | Locate appropriate and significant information from the text, including problems and solutions.                                                               | • | • | • | • | • |   |
|       | 3.2.7                                                           | Follow simple multiple-step written instructions                                                                                                              | • | • | • | • | • | • |
| 3.7.3 | Answer questions completely and appropriately.                  | •                                                                                                                                                             | • | • | • | • | • |   |
| 4     | <b>Mathematics</b>                                              |                                                                                                                                                               |   |   |   |   |   |   |
|       | 4.2.1                                                           | Understand and use standard algorithms for addition and subtraction.                                                                                          |   |   | • | • | • | • |
|       | 4.2.10                                                          | Use a standard algorithm to add and subtract decimals (to hundredths).                                                                                        |   |   | • |   | • | • |
|       | 4.6.2                                                           | Interpret data graphs to answer questions about a situation.                                                                                                  |   |   | • |   |   |   |
|       | 4.3.7                                                           | Relate problem situations to number sentences involving multiplication and division.                                                                          |   | • |   |   |   |   |
|       | 4.7.1                                                           | Analyze problems by identifying relationships, telling relevant from irrelevant information, sequencing and prioritizing information, and observing patterns. |   | • |   |   |   | • |
|       | 4.7.3                                                           | Apply strategies and results from simpler problems to solve more complex problems.                                                                            |   | • |   |   | • | • |
|       | 4.7.8                                                           | Make precise calculations and check the validity of the results in the context of the problem.                                                                | • | • | • | • | • | • |
|       | 4.7.9                                                           | Decide whether a solution is reasonable in the context of the original situation.                                                                             | • | • | • | • | • | • |
|       | 4.7.10                                                          | Note the method of finding the solution and show a conceptual understanding of the method by solving similar problems.                                        |   | • |   |   | • |   |
|       | <b>Economics</b>                                                |                                                                                                                                                               |   |   |   |   |   |   |
|       | 4.4.10                                                          | Explain how people save, and develop a savings plan in order to make a future purchase.                                                                       |   | • | • |   | • |   |
|       | <b>English/Language Arts – Reading</b>                          |                                                                                                                                                               |   |   |   |   |   |   |
| 4.2.2 | Use appropriate strategies when reading for different purposes. | •                                                                                                                                                             | • | • | • | • | • |   |

| Grade                                                                                                                                                                             | Standard                                                                                                                      | Module <sup>1</sup>                                                    |   |   |   |   |   |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---|---|---|---|---|--|
|                                                                                                                                                                                   |                                                                                                                               | 1                                                                      | 2 | 3 | 4 | 5 | C |  |
| 5                                                                                                                                                                                 | <b>Mathematics</b>                                                                                                            |                                                                        |   |   |   |   |   |  |
|                                                                                                                                                                                   | 5.2.5 Add and subtract decimals and verify the reasonableness of the results.                                                 |                                                                        | • | • |   |   |   |  |
|                                                                                                                                                                                   | 5.5.7 Add and subtract with money in decimal notation.                                                                        |                                                                        |   | • | • | • | • |  |
|                                                                                                                                                                                   | 5.7.7 Make precise calculations and check the validity of the results in the context of the problem.                          | •                                                                      | • | • | • | • | • |  |
|                                                                                                                                                                                   | 5.7.8 Decide whether a solution is reasonable in the context of the original situation.                                       | •                                                                      | • | • | • | • | • |  |
|                                                                                                                                                                                   | <b>Economics</b>                                                                                                              |                                                                        |   |   |   |   |   |  |
|                                                                                                                                                                                   | 5.4.9 Identify the elements of a personal budget and explain why personal spending and saving decisions are important.        |                                                                        | • |   |   |   |   |  |
|                                                                                                                                                                                   | <b>English/Language Arts – Reading</b>                                                                                        |                                                                        |   |   |   |   |   |  |
|                                                                                                                                                                                   | 5.2.2 Analyze text that is organized in sequential or chronological order.                                                    |                                                                        | • | • |   |   |   |  |
|                                                                                                                                                                                   | 5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. |                                                                        | • | • | • | • | • |  |
|                                                                                                                                                                                   | 5.2.5 Distinguish among facts, supported inferences, evidence, and opinions in text.                                          | •                                                                      | • | • | • | • | • |  |
|                                                                                                                                                                                   | 8                                                                                                                             | <b>Financial Literacy – Mastery by the end of 8<sup>th</sup> grade</b> |   |   |   |   |   |  |
|                                                                                                                                                                                   |                                                                                                                               | 8-1.4.1 Set measurable short-term and medium-term financial goals.     | • |   |   |   |   |  |
| 8-1.4.2 Evaluate the results of financial decisions.                                                                                                                              |                                                                                                                               |                                                                        |   | • |   |   | • |  |
| 8-1.4.3 Apply systematic decision making to short-term and medium-term goals.                                                                                                     |                                                                                                                               | •                                                                      |   |   |   | • | • |  |
| 8-2.2.1 Identify jobs children and youth can do to earn money.                                                                                                                    |                                                                                                                               | •                                                                      | • |   | • |   | • |  |
| 8-3.1.1 Explain basic budget categories, including income, taxes, planned savings, and fixed and variable expenses.                                                               |                                                                                                                               |                                                                        | • | • |   | • |   |  |
| 8-3.3.2 Demonstrate steps in establishing and maintaining financial accounts including checking and savings accounts, on-line banking, investments, and other financial services. |                                                                                                                               |                                                                        |   |   |   | • |   |  |
| 8-3.4.1 Analyze how external factors, such as marketing and advertising techniques, influence spending decisions for different individuals.                                       |                                                                                                                               |                                                                        | • |   |   |   | • |  |
| 8-3.4.2 Use reliable consumer resources and practices to make buying decisions.                                                                                                   |                                                                                                                               |                                                                        | • |   |   |   | • |  |
| 8-3.4.3 Apply systematic decision making to choose among courses of action that include a range of spending, delayed spending, and non-spending alternatives.                     |                                                                                                                               | •                                                                      | • |   |   |   | • |  |
| 8-3.5.1 Determine how charitable giving can fit into a personal budget and appropriate percentages for giving.                                                                    |                                                                                                                               |                                                                        |   |   | • | • |   |  |
| 8-3.6.2 Illustrate allocation of a weekly allowance among the financial goals of spending, saving/investing, and sharing/giving.                                                  |                                                                                                                               |                                                                        |   |   |   | • |   |  |
| 8-6.1.1 Describe the advantages and disadvantages of saving for short-term and medium-term financial goals.                                                                       | •                                                                                                                             | •                                                                      |   |   |   |   |   |  |

\* The full list of Indiana Academic State Standards can be found at: <http://www.doe.in.gov/standards/>

<sup>1</sup> Module C is the culminating activity: the Nickelsburg™ Community Celebration

# Appendix B

## Assessment Tool

Networks Financial Institute created a twenty-five item multiple choice test to assess each student's:

- previous experience with money management and basic math skills,
- achieved understanding of the materials, and
- retention weeks after the lessons have been completed.

The teacher can also utilize the results of the test to find a starting point with financial literacy education in the classroom, as well as, evaluate the adequate coverage of the material and standards. If several students are having problems with or excelling at specific questions, the teacher can choose the instruction necessary for improvement or extension.

See the Pre/Post Test on the next three pages.

\*\* denotes the correct answer to the multiple choice question

# Pre-Test/Post-Test

**Directions: Read each question carefully and choose the best answer.**

1. What do you call a business where you can deposit, withdraw, save or borrow money?

- A. trading post
- B. charity
- C. bank \*\*
- D. all of the above

2. Which word describes something a person wants to do or achieve?

- A. deposit
- B. goal \*\*
- C. checking account
- D. donation

3. When you cash a check, or deposit it into your account you need to \_\_\_\_\_.

- A. find out where it was minted.
- B. use your credit card.
- C. endorse or sign it first. \*\*
- D. all of the above

4. What are basic services, such as electricity, gas, water, and telephone called?

- A. fixed expenses
- B. utilities \*\*
- C. wants
- D. all of the above

5. True or False: If someone gives you a free puppy, you won't have any expenses to keep the puppy as your pet.

- A. True
- B. False \*\*

6. When you take money out of your checking or savings account, you are making a \_\_\_\_\_.

- A. donation
- B. deposit
- C. check
- D. withdrawal \*\*

7. A family budget is different than a personal budget because it plans how to spend, save, and share income for the \_\_\_\_\_.

- A. parents and adults
- B. household \*\*
- C. kids
- D. none of the above

8. Which word describes the money you earn from working?

- A. income \*\*
- B. interest
- C. savings
- D. none of the above

9. Which word describes someone who tries to raise support for something he or she cares about?
- A. trader
  - B. advocate \*\*
  - C. worker
  - D. planner
10. Money borrowed to buy a home is called a \_\_\_\_\_.
- A. savings
  - B. mortgage \*\*
  - C. service
  - D. all of the above
11. When you keep your money in a savings account the bank will pay you \_\_\_\_\_.
- A. income
  - B. allowance
  - C. interest \*\*
  - D. none of the above
12. Which term describes someone who gives of their time, talent, or treasure for the common good?
- A. hunter
  - B. worker
  - C. customer
  - D. philanthropist \*\*
13. What type of monthly expenses are a mortgage, a car payment, and car insurance?
- A. fixed \*\*
  - B. variable
  - C. short-term
  - D. none of the above
14. True or False: When you withdraw money from your account you are making a transaction.
- A. True \*\*
  - B. False
15. What is an expense that changes each month called?
- A. savings expense
  - B. fixed expense
  - C. variable expense \*\*
  - D. none of the above
16. The best way to save and deposit more money is to \_\_\_\_\_ less money.
- A. earn
  - B. spend \*\*
  - C. donate
  - D. all of the above
17. When you put your money in the bank to save for a long-term goal, which type of account should you open?
- A. savings \*\*
  - B. checking
  - C. business
  - D. all of the above

18. What is a "need"?

- A. something a person wants
- B. something that your teacher gives you
- C. something that makes a person hungry
- D. something a person must have \*\*

19. To put money in your account, what must you first fill out?

- A. deposit slip \*\*
- B. endorsement
- C. check
- D. none of the above

20. When you withdraw money from the bank, will the teller add or subtract the amount from your account?

- A. add
- B. subtract \*\*

21. When you are saving for a long-term goal, where is the best place to put your money?

- A. In your locker
- B. In a bank \*\*
- C. In your room
- D. all of the above

22. True or False: When planning a budget, the things you want should come first.

- A. True
- B. False \*\*

23. What is the sum of all the money in a bank account called?

- A. The endorsement
- B. The bank number
- C. The income
- D. The balance \*\*

24. Some purchases you make are long-term goals. Which one of the following is a long-term goal?

- A. to go to the mall
- B. to go to the movie theater
- C. to go to college \*\*
- D. to go for a walk

25. Priorities are things you put in \_\_\_\_\_.

- A. the piggy bank
- B. your savings account
- C. the order of importance to you \*\*
- D. all of the above