



J.L. Mann High School
Fall 2025 Lesson Plans
Teacher: Jocelyn Slaughter
Subject: Personal Finance Honors

First Semester | First Quarter

[Week 1: August 11-15](#)

[Week 2: August 18-22](#)

[Week 3: August 25-29](#)

[Week 4: September 1-5 \(September 1st - Labor Day\)](#)

[Week 5: September 8-12](#)

[Week 6: September 15-19](#)

[Week 7: September 22-26](#)

[Week 8: September 29-October 3](#)

[Week 9: October 6-October 10 \(October 10th - End of first quarter\)](#)

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: August 11-15

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
A1 I will understand the importance of learning about personal finance and taking responsibility for personal financial decisions.	A1 I will understand the importance of learning about personal finance and taking responsibility for personal financial decisions.	A2 I can learn the difference between needs versus wants and the importance of savings.	A2 I can learn the difference between needs versus wants and the importance of savings.	A6 I will learn how to safeguard financial information. (Standard A)
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I can communicate with my peers and teacher by growing my understanding of classroom procedures/expectations and sharing about myself.	I can communicate with my peers and teacher by growing my understanding of classroom procedures/expectations and sharing about myself.	The student will analyze how human behaviors impact financial decisions. (Standard A)	The student will analyze how human behaviors impact financial decisions. (Standard A)	The student will analyze how human behaviors impact financial decisions. (Standard A)

The student will analyze how human behaviors impact financial decisions. (Standard A)	The student will analyze how human behaviors impact financial decisions. (Standard A)			
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
-Existing knowledge			“Present statements about needs and wants (e.g., "A new phone is a need for everyone.") for students to agree/disagree with before and after the lesson, allowing them to reflect on their evolving understanding.”	
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
- <u>QOTD</u> handout -Expectations/procedures -Syllabus -Introduce with adjective -Get to know you activity with rotating stations including “If I had \$1000...” -Video: Money Master Intro https://classlink.discoveryeducation.com/learn/videos/b479ed22-923a-4d5f-846f-52947ca44aab/?embed=false&embed_origin=false	-QOTD: What are you grateful for today? -Safety -Needs vs wants -Get to know you activity -Spent game	-QOTD: What percent of people make purchases due to FOMO? -Video: To Buy or not to buy: https://classlink.discoveryeducation.com/learn/videos/3727e794-6fe2-4aef-80dc-1bf8ffa79e25 -Safety review -Needs vs wants review -Spent game completion and reflection incl. those out of room -Your values assignment	-QOTD: current event - <u>Needs vs. Wants case study assignment</u> -ACTIVITY: MOVE: Your Money Values part 1	-QOTD: What does it mean to be ethical? -Safeguarding information -DE Docs: Money Mastery Video https://classlink.discoveryeducation.com/learn/videos/fbe16ea0-a79b-4522-9cbd-757daab2000a/?embed=false&embed_origin=false -Examine ethical scenarios -ACTIVITY: MOVE: Your Money Values part 2 -Madoff video: https://www.youtube.com/watch?v=3wUJesUik5A
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Thumbs up / down / middle on understanding				Exit ticket

the importance of learning about personal finance.				
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input checked="" type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input checked="" type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input checked="" type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input checked="" type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input checked="" type="checkbox"/> Other: low income simulation	<input checked="" type="checkbox"/> Class Work <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Group Discussion <input checked="" type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: August 18-22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
A2 The student will analyze how human behaviors impact financial decisions.	A2 The student will analyze how human behaviors impact financial decisions.	C1 I can evaluate the services offered at various financial institutions.	C2 I can explain methods used for opening and managing checking and savings accounts.	C2 I can explain methods used for opening and managing checking and savings accounts.

LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
<p>I can learn about ethics and how to safeguard financial information. (Standard A) <i>Review</i></p> <p>I will learn how to set SMART financial goals and budgeting basics. (Standard A)</p>	<p>I will learn how to set SMART financial goals and budgeting basics. (Standard A)</p>	<p>I will learn how to set SMART financial goals and budgeting basics. (Standard A)</p> <p>I can demonstrate knowledge of banking services and procedures. (Standard C)</p>	<p>I will learn how to set SMART financial goals and budgeting basics. (Standard A)</p> <p>I can demonstrate knowledge of banking services and procedures. (Standard C)</p>	<p>I will learn how to set SMART financial goals and budgeting basics. (Standard A)</p> <p>I can demonstrate knowledge of banking services and procedures. (Standard C)</p>
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>-QOTD: Where do you see yourself in 5 years?</p> <p>-Review wants/needs, avoiding paycheck to paycheck, and safeguarding financial information</p> <p>-Intro to budgeting slides and guided notes CKM</p> <p>-Set SMART financial goals https://drive.google.com/file/d/1Bnpqb_ck8-A3VsOelsHP930r-nBI7iot/view?usp=sharing</p> <p>-Dream vacation (Major due Friday) CKM and CE</p> <p>-pre-test</p>	<p>-QOTD: 50/30/20 calculation</p> <p>-Set SMART financial goals</p> <p>-Importance of budgeting</p> <p>-Video: It's a Money Thing: Building a budget (50/30/20) https://www.youtube.com/watch?v=T5b7Bkt335o</p> <p>-Dream vacation (Major due Friday) CKM and CE</p>	<p>-QOTD: If you had an unlimited budget to go anywhere in the world where would you go? Why?</p> <p>-Comparing budgeting strategies worksheet CKM</p> <p>-Video: Pay Yourself First https://www.youtube.com/watch?v=kINhaTG2EiU</p> <p>-Intro to banks slides CKM preview</p> <p>-Dream vacation (Major due Friday) CKM and CE</p>	<p>-QOTD: current event</p> <p>-kahoot</p> <p>-fixed vs variable expenses</p> <p>-Intro to banks slides CKM w/guided notes</p> <p>Videos: Finance career cluster, Creating a Budget</p> <p>-Dream vacation (Major due Friday) CKM and CE</p> <p>-Presentations?</p>	<p>-QOTD: What is bringing you joy today? How can you spread joy to others today?</p> <p>-Dream vacation (Major due Friday) CKM and CE</p> <p>-Presentations</p> <p>-Everfi</p> <p>-Savings vs Checking</p>
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
		<p>Exit Ticket:</p> <p>What does it mean to pay</p>	<p>Exit Ticket:</p> <p>What do you think is the</p>	

		yourself first?	most important thing to remember about budgeting?	
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input checked="" type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input checked="" type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input checked="" type="checkbox"/> Other: interactive game (kahoot)	<input checked="" type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input checked="" type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: August 25-29

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
C2 I can explain methods used for opening and managing checking and savings accounts.	C2 I can explain methods used for opening and managing checking and savings accounts.	C3, C4 I can identify the components of a bank statement and reconcile a checking account	C3, C4 I can identify the components of a bank statement and reconcile a checking account	C3, C4 I can identify the components of a bank statement and reconcile a checking account
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET

I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
				What are the top 3 reasons people decide to rent (rather than buy) a home?
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
-QOTD: If your grandparent gave you \$100 today what would you do with the money? Why? -Bank ad design -Presentations -Spent Documentary Video & Questions - Part 1	-QOTD: What percent of Americans earning over \$150,000 live paycheck to paycheck? -Bank ad design -Final presentation pending -Spent Documentary Video & Questions - Part 2	-QOTD: What is the average restaurant tip for full-service and quick-service meals? -Bank ad design -Guided notes part 1: Understanding checking account CKM -Check writing	-QOTD: current event -Guided notes part 2: Understanding checking account CKM; account reconciliation -Bank ad gallery walk -Video: How much should I save? https://www.youtube.com/embed/u-gFLH3Epb0 -Everfi checking account section	-QOTD: check-in -Debate prep -Everfi checking account section -Guided notes part 2: complete account reconciliation; cover answers
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion

<input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Movement <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other: Everfi, gallery walk	<input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:
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Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: September 1-5

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
	I can demonstrate knowledge of banking services and procedures. (Standard C) I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate knowledge of banking services and procedures. (Standard C) I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate knowledge of banking services and procedures. (Standard C) I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate knowledge of banking services and procedures. (Standard C) I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)

ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
		What are some ways a savings account could benefit you now?		
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
Holiday	<p>-QOTD: <u>What is the lifetime value of a high school student getting financial education (in \$)?</u></p> <p>Question(s) for the guest speaker</p> <p>-FinLit Bingo #1 (2 rounds)</p> <p>-Intro credit card discussion</p> <p>-Debate prep</p> <p>-Everfi checking account section</p>	<p>-QOTD: Current Event</p> <p>-Guest speaker</p> <p>-Debate</p> <p>-Everfi checking account section due today</p>	<p>-QOTD : What percentage of people get financial advice from social media?</p> <p>-Major-PROJECT: Buying Your First Home</p>	<p>-QOTD: <u>Would you rather have \$1,000,000 or start with a penny and double your money every day for 30 days?</u></p> <p>-Major-PROJECT: Buying Your First Home</p> <p>-Would you rather: <u>financial edition ngpf (part 1; 1-10)</u></p>
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement: bingo, would you rather <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other: Everfi	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

Instructional Materials:

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Teacher's Name: Slaughter Course: Personal Finance Honors Dates: September 8-12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	D1 Identify types and sources of credit/debt (e.g., credit card, auto loans/leases, mortgages, student loans).	C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)
I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)	I can demonstrate an understanding of the various types of debt and methods of managing personal credit. (Standard D)
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES

<p>-QOTD: Perseverance means not giving up. When have you shown perseverance? How did not giving up make you feel?</p> <p>-Intro to Credit Cards Student Packet CKM</p> <p>-Major-PROJECT: Buying Your First Home</p> <p>-Video: It's a Money Thing - What's a Credit Score? (incl. 5 elements that build the score)</p> <p>https://www.youtube.com/watch?v=DHvawQz79e4</p>	<p>-QOTD: <u>What is the average credit card debt among those carrying a balance?</u> Ngpf</p> <p>-Video: Using your credit card</p> <p>https://www.youtube.com/watch?v=MswDrhLtU_8</p> <p>-Credit card stations 1 and 1; CKM</p> <p>-Major-PROJECT: Buying Your First Home</p>	<p>-QOTD: <u>Excluding home loans, what are the three largest debts for American consumers?</u></p> <p>-Major-PROJECT: Buying Your First Home</p> <p><u>-Would you rather: financial edition ngpf</u> (part 1; 11-20)</p> <p>-09.10.25 Classwork Assignment (ANALYZE: Should They Open a Credit Card Account?)_edited</p>	<p>-QOTD: Current Event</p> <p>-Major-PROJECT: Buying Your First Home</p> <p>-Digital wallet</p> <p>-video: credit card vs digital wallet</p> <p>https://www.youtube.com/embed/2sU2uhjoex4</p> <p>-09.10.25 Classwork Assignment (ANALYZE: Should They Open a Credit Card Account?)_edited</p>	<p>-QOTD: Happy Friday!</p> <p>Just checking in...on a scale of 1-10 with 10 being the highest, how are you doing today?</p> <p>Some people say they value complete honesty in a relationship. Do you think honesty is always the best policy? Explain, using examples from your own experience.</p> <p>-Major-PROJECT: Buying Your First Home</p> <p>-P2P and assignment</p> <p>-Vocabulary - provide words for test next week</p>
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
				<p>Exit Ticket: When sending a payment using a P2P payment account, which information is typically required for the transaction?</p> <p>a. Social security number</p> <p>b. Home address</p> <p>c. Email address or phone number</p> <p>d. Passport number</p>
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation

<input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Movement: would you rather part 2 <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other: Everfi	<input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:
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Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: September 15-19

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C7 Differentiate among types of regulations of electronic monetary transactions.
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I can demonstrate knowledge of banking services and procedures. (Standard C) I will examine the impact of taxes on personal finances. (Standard F)	I can demonstrate knowledge of banking services and procedures. (Standard C) I will examine the impact of taxes on personal finances. (Standard F)	I can demonstrate knowledge of banking services and procedures. (Standard C) I will examine the impact of taxes on personal finances. (Standard F)	I can demonstrate knowledge of banking services and procedures. (Standard C)	I can demonstrate knowledge of banking services and procedures. (Standard C)
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
-QOTD: "When the character of a man is not clear to you, look at his friends" ~ Japanese proverb	-QOTD: A prominent quote by Dr. Martin Luther King Jr. on helping others is, "Life's most persistent and urgent	-QOTD: Pretest (on vocabulary)	-QOTD: Current Event	-QOTD:

<p>What does this proverb say about the friends a person chooses? What do your current friends say about you?</p> <p>-Understanding your pay stub</p> <p>-P2P and assignment</p>	<p>question is: 'What are you doing for others?'".</p> <p>What are you doing to help others? (e.g. volunteer)</p> <p>-Understanding your pay stub - review answers</p> <p>-P2P and assignment</p> <p>-Everfi "Beginning Employment" section</p>			
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement: <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other: Everfi	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

Instructional Materials:

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*All adjustments to the teacher's lesson plans will be communicated to the students.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C8 Compare modern payment services between parties.	C7 Differentiate among types of regulations of electronic monetary transactions.
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I will examine the impact of taxes on personal finances. (Standard F)	I will examine the impact of taxes on personal finances. (Standard F)	I will examine the impact of taxes on personal finances. (Standard F)	I will examine the impact of taxes on personal finances. (Standard F)	I will examine the impact of insurance on personal finances. (Standard F)
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
				What are different types of insurance that you can name?
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>-QOTD: Welcome to the full week of Spirit Week! Please share how you show school spirit throughout the year.</p> <p>Review the Your paycheck assignment (tech issues)</p> <p>09.22.25 Complete at least these 2 tax simulations:</p> <ul style="list-style-type: none"> Lawrence Red Owl: Simulation 1: Completing Form W-4 Cicely King: Simulation 2: Using Your W-2 to File Your 1040 	<p>-QOTD: The word care appears in many phrases. List 2 things that you care about. List 2 things you care for. List 2 things that must be handled with care.</p> <p>-09.22.25 Tax simulation</p> <p>-09.23.25 Everfi Financial Literacy for High School module - filing your taxes</p>	<p>-QOTD: "If money were no object, what would your ideal life look like, and how would you spend your time?"</p> <p>-09.22.25 Tax simulations - edited due date to today</p> <p>-09.23.25 Everfi Financial Literacy for High School module - filing your taxes - edited due date to tomorrow</p> <p>-Stukent ethics scenario - due Friday</p> <p>Spirit Week Buyout</p>	<p>-QOTD: Current Event</p> <p>Pop quiz on taxes</p> <p>Video: Money personalities (Stukent), discussion and review questions (due Friday)</p>	<p>-QOTD: How much does a texting while driving ticket increase auto insurance premiums?</p> <p>09.26.25 Classwork Assignment (Insurance Scenarios)</p>

For each simulation, record 2+ insights learned. Use the Google Doc. Screenshot anything relevant and put in the Google Doc.				
Spirit Week Buyout				
CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

REPRESENTATION options for presenting content	ENGAGEMENT options for engaging student interest	EXPRESSION options for students to demonstrate learning	CULTURAL CONSIDERATIONS	ASSESSMENTS
<input type="checkbox"/> Artifacts <input type="checkbox"/> Pictures <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Video Clips <input type="checkbox"/> Audio Recordings <input type="checkbox"/> Lab <input type="checkbox"/> Lecture <input type="checkbox"/> Other:	<input type="checkbox"/> Cooperative Work <input type="checkbox"/> Partner Work <input type="checkbox"/> Manipulatives <input type="checkbox"/> Movement: <input type="checkbox"/> Debates <input type="checkbox"/> Role Plays or Simulations <input type="checkbox"/> Other: Everfi	<input type="checkbox"/> Written Response <input type="checkbox"/> Illustrated Response <input type="checkbox"/> Oral Response <input type="checkbox"/> Model Creation <input type="checkbox"/> Construction <input type="checkbox"/> Other:	<input type="checkbox"/> Nature of content & ethnicity and/or culture of students <input type="checkbox"/> Other:	<input type="checkbox"/> Class Work <input type="checkbox"/> Journals <input type="checkbox"/> Group Discussion <input type="checkbox"/> Individual Participation <input type="checkbox"/> Quiz / Test <input type="checkbox"/> Project <input type="checkbox"/> Conference <input type="checkbox"/> Essay <input type="checkbox"/> Other:

Instructional Materials: •

*All adjustments to the teacher's lesson plans will be communicated to the students.

Teacher's Name: Slaughter Course: Personal Finance Honors Dates: September 29-October 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS

B. Students will demonstrate knowledge of insurance and the basics of risk management.	B. Students will demonstrate knowledge of insurance and the basics of risk management. G. Students will develop skills to build financial security.	G. Students will develop skills to build financial security.	G. Students will develop skills to build financial security.	G. Students will develop skills to build financial security.
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
I will examine the impact of insurance on personal finances. (Standard B)	I will examine the impact of insurance on personal finances. (Standard B) I will examine the impact of investing on personal finances. (Standard G)	I will examine the impact of investing on personal finances. (Standard G)	I will examine the impact of investing on personal finances. (Standard G)	I will examine the impact of investing on personal finances. (Standard G)
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>-QOTD: How many millionaires are there in the United States?</p> <p>09.29.25 Stukent How Insurance Works; 9-1 Lesson Video & Questions</p> <p>-09.26.25 Build Insurance packages due today / presentations at end of class</p>	<p>-QOTD: Please share what you already know about the stock market and investing.</p> <p>09.26.25 Build Insurance packages final presentations</p> <p>Stukent Risk profile</p> <p>Stukent Risk vs. Reward video/questions</p> <p>Risk group activity</p>	<p>-QOTD: In your own words, what is inflation? (It's okay to look it up first.)</p> <p>VIDEO - Discovery Education: Stock Exchange: https://google.discoveryeducation.com/learn/videos/6f8185c3-7d15-4519-bec0-2e189524d506/?utm_source=6f8185c3-7d15-4519-bec0-2e189524d506&utm_medium=mycontent&utm_campaign=hublinks&embed=false&embed_origin=false</p> <p>Stukent Meme stock craze video/questions</p> <p>Risk group activity</p> <p>Investigating Investing</p>	<p>-QOTD: Current Event</p> <p>Video: It's a Money Thing: Trends in the Stock Market (bull vs bear market): https://www.youtube.com/watch?v=X88BUkiQW8k</p> <p>Risk group activity presentations</p> <p>Investigating Investing</p>	<p>-QOTD: You may hear some people say they would rather be respected than liked. What do you think of this statement? What kinds of interactions show respect for, but not fondness for, someone?</p> <p>Push out vocabulary for test (major) and major grade project</p> <p>Major-Investment Strategy & Personal Education Planning Project Due Wed 10/8</p>

CLOSURE	CLOSURE	CLOSURE	CLOSURE	CLOSURE
Important Due Dates:				

How are you utilizing UDL learning guidelines and strategies within your weekly lessons? Check the boxes or highlight :)

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Instructional Materials:

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Teacher's Name: Slaughter Course: Personal Finance Honors Dates: October 6-October 10

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
STANDARDS	STANDARDS	STANDARDS	STANDARDS	STANDARDS
G. Students will develop skills to build financial security. E. Students will demonstrate knowledge of	G. Students will develop skills to build financial security. E. Students will demonstrate knowledge of	G. Students will develop skills to build financial security. E. Students will demonstrate knowledge of	E. Students will demonstrate knowledge of how to financially prepare for post-secondary education and training.	E. Students will demonstrate knowledge of how to financially prepare for post-secondary education and training.

how to financially prepare for post-secondary education and training.	how to financially prepare for post-secondary education and training.	how to financially prepare for post-secondary education and training.		
LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET	LEARNING TARGET
<p>I will examine the impact of investing on personal finances. (Standard G)</p> <p>I will demonstrate knowledge of how to financially prepare for post-secondary education and training. (Standard E)</p>	<p>I will examine the impact of investing on personal finances. (Standard G)</p> <p>I will demonstrate knowledge of how to financially prepare for post-secondary education and training. (Standard E)</p>	<p>I will examine the impact of investing on personal finances. (Standard G)</p> <p>I will demonstrate knowledge of how to financially prepare for post-secondary education and training. (Standard E)</p>	<p>I will demonstrate knowledge of how to financially prepare for post-secondary education and training. (Standard E)</p>	<p>I will demonstrate knowledge of how to financially prepare for post-secondary education and training. (Standard E)</p>
ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY	ACTIVATING STRATEGY
LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES	LESSON ACTIVITIES
<p>-QOTD:</p> <p>Major-Investment Strategy & Personal Education Planning Project Due Thur 10/9</p>	<p>-QOTD: What is the average amount of student debt for college graduates?What factors would a person have to consider when deciding if it's worth it to graduate with tens of thousands of dollars in debt? ngpf https://www.ngpf.org/blog/question-of-the-day/question-of-the-day-what-was-the-average-amount-of-student-debt-for-2020-college-graduates/</p> <p>Major-Investment Strategy & Personal Education Planning Project Due Thur 10/9</p> <p>PSAT</p>	<p>-QOTD: Current event</p> <p>Major-Investment Strategy & Personal Education Planning Project Due Thur 10/9</p>	<p>-QOTD:</p> <p>Vocabulary test</p> <p>Major-Investment Strategy & Personal Education Planning Project Due Today</p>	<p>-QOTD:</p> <p>Bingo 2 (2 rounds)</p>
CLOSURE	CLOSURE	CLOSURE	CLOSURE	

Important Due Dates:				

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