

Math and Money (MONY)
Daily Outline/Detailed Syllabus

Day	Topic/Objective/Activity	Supplies
Day 1 AM	<p><i>Theme: The basics of business math and banking</i></p> <p>Getting to Know Each Other (15 min) - Learn names, personalities, establish community, rules</p> <p>Pre Test 9 (45 min) -Assess base knowledge of mathematical concepts, financial principles, and economic concepts</p> <p>Getting to Know Each Other, continued (15 min) -Learn names, personalities, create community, est. goals</p> <p>Math Review (Ch 1-3, Salzman) (1 hr) - Solidify mastery of basic mathematical concepts surrounding math of money (percents, fractions)</p> <p>Big Mac Economics (1hr) - Students learn about currency, exchange rate, PPP, and GDP as they apply ratio, proportion, and percent to Big Mac Economics</p>	<p>Copies of Pre Test and Answer Key</p> <p>Article to Read when finished re-Test</p> <p>2 Balls</p>
Day 1 PM	<p>Trade and Money - Getting what we want, producing to consumer taste, and facilitating transactions with money</p> <p>Bank Services – Checking Accounts (Ch 4, Sec 1, Salzman) (1 hr) - Through simulation, students apply checking and banking terminology to transactions and check registers.</p> <p>Bank Services – Checking Services and Credit Cards (Ch 4, sec 2) (20 Min)</p> <p>Bank Services – Bank Statement Reconciliation Ch 4, Sec 3, Salzman) (40 min)</p>	<p>Play Doh Play Money</p> <p>Sample Checks Sample Deposit Slips Sample Check Registers</p>
Day 1 Evening	<p>Jeopardy - Terms of the Day - Review terms from Big Mac Economics and Ch 4</p> <p>Silent Study – Make note cards (15 – 20 minutes)</p> <p>Quiz - Assess Chapter 4 and Big Mac/Currency Conversion</p>	<p>Jeopardy game, Computer, Projector</p> <p>Students have supplies</p> <p>Quiz</p>
Day 2 AM	<p><i>Theme: Supply and Demand - What roles do the producer, consumer, and external constraints (weather, politics, regulation, etc...) play on price determination and availability of goods/services?</i></p>	

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	<p>Marker/Restricted Supply Activity (20 min) - Using simulation, students engage in rounds of auction to acquire items necessary to complete timed tasks.</p> <p>Pizza Pricing (1 hour) -Students solidify use of $y=mx + b$ while modeling and analyzing linear representations for supply and demand scenarios in pizza pricing.</p> <p>Pizza Pricing Extension (40 min) -Students shift linear equations as they model and predict price movement in a market setting. -Students recognize that price is a dynamic mechanism that responds to changes in the market place.</p> <p>Shifts in Supply and Demand Curve (40 minutes) Lecture on Variations to the Supply and Demand Curve</p>	<p>Markers and Color Sheets Econo Bucks</p> <p>PP of $y=mx + b$ Graph paper Copies of Math/Econ Book (see lesson plan for details)</p> <p>Copies of Math/Econ Book (see lesson plan for details)</p> <p>Curve WKSTS</p>
Day 2 PM	<p>Lemonade Stand Game (30 Min) -Students simulate supply and demand on a computer model</p> <p>Production/Demand Models with Play Doh Simulation (1 hr) Students, working in teams of three, engage in the production of set items while operating under time and quality constraints. The production levels then govern price and worth is assigned to each team/company, determining ‘success’ of the company, illustrating pressures on producers.</p> <p>Summary Assessment</p>	<p>Computer Lab</p> <p>Play Doh</p> <p>Handouts of Quantity/Price/Tally Sheets</p> <p>PP to show pricing</p> <p>Quiz</p>
Day 2 Evening	<p>Case Study – The Health Care Debate -Viewing clips form John Stossel in the Classroom and Michael Moore’s Sicko and considering the current financial and political debates surrounding health care, students investigate the weighty issues of health care for all, how the issue relates to supply and demand, and what the ‘solution’ would be if they were in charge.</p>	<p>Stossel “Health Care and Profit”</p> <p>Michael Moore’s Sicko cued to Postiives of Canadian System</p> <p>Stossel “Costs of Free Health Care”</p>
Day 3 AM	<p>Developing a Concise Argument for Reformed Health Care -Student use computer lab time to develop presentations -Students present possible solutions to the health care problem in America Present Health Care solutions – product from Study Hall</p> <p><i>Theme: Payroll – How much money do I really bring home?</i> (Chapter 5, Salzman) Understand the role of taxation, types of tax, and the roles of employer and employee in paying taxes. - Students determine gross earnings: wages, salaries,</p>	<p>Computer Lab time Presentations Tips Handout</p>

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	commission. (5.1 & 5.2)	
Day 3 PM	Taxes – investigation of the historical and future demand for Social Security, how it is funded, projections, and calculation. - Students review an actual SSI update to read a statement	SSI Example
Day 3 Evening	Taxes – calculating withholdings and considerations of what taxes support (5.3 and 5.4)	
Day 4 AM	<i>What is credit and what role does it play in my life?</i> -Lecture on FICO, Credit Score, Credit Report - Students analyze credit reports to determine the successes and failures of the case study.	ABC DVD – “UnBroke”
Day 4 PM	(Chapter 11, Salzman) Determining Billing of Open Ended Credit & Charge Cards (11.1) Text Work Investigation: Given a credit card mail offer, students decipher the terms, conditions, and teaser offers. Given a list of charges and returns, students apply the terms to develop two consecutive cycles of billing statements.	
Day 4 Evening	11.2 Installment Loans 11.2 Early Payoff of Loans	
Day 5 AM	<i>How does a business determine the sales price for the products/services it sells?</i> Teacher lecture on Fixed Costs/USAIIRD, COGS, EOUS, and Variable Costs Demonstrations and Simulations to make variable costs tangible Small Business Video clips from MSNBC to support lessons within the context of current events.	
Day 5 PM	EOU/COGS -Students experience EOU through simulation via Sandwich Making; extend practice through EOU/COGS worksheet	Sandwich Making Supplies and supporting worksheets
Day 5 Evening	Business Plan Research -Students use teacher directed websites to research target market data, start up and COGS associated with starting their own small business. -Activity: Analyze select super bowl commercials to determine marketing techniques and target market segments.	Computer Lab
Day 6 AM	Business Plan Research/Completion -Students use teacher directed research to determine COGS and Fixed Costs associated with their own small business.	Computer Lab
Day 6 PM	-Students research the start up costs associated with the execution of their small business -Students use Excel to model ROI and ROS of their	

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	businesses.	
Day 6 Evening	Review -Vocabulary from Credit, Taxation, and Entrepreneurship -Calculation using $P=BR$, Bank Services, Taxation (FICA, Medicare, Federal), Payroll Written Assessment -Considers all topics on above -Open Response discussing EOU, Supply and Demand, and the relationship between employee, employer, and taxation	
Day 7 AM	<i>Where and how is simple interest applied and calculated?</i> $I=PRT$ and applicable devices (8.1 and 8.2)	
Day 7 PM	Simple Discount Notes, T-Bills, Money Markets and Notes (8.3 and 8.4) - Lecture and presentation on the money market, devices for investment, purpose, role within the economy and business	
Day 7 Evening	Jeopardy review game Assessment on Chapter 8	
Day 8 AM	<i>How are simple interest and compound interest connected?</i> <i>How does compound interest impact my short and long- term plans?</i> (9.1) Students develop compound interest models derived from simple interest. Students calculate worth of savings over time. (9.2) Investigation of interest bearing bank accounts and inflation - Students investigate PPP and CPI -Students review bank account offerings and terms	
Day 8 PM	(9.3) Present and Future Value - Students consider compound growth for long term savings as in the case of retirement and home ownership goals.	
Day 8 Evening	Practice Problem Set Case study on saving for retirement Test Chapter 9	
Day 9 AM	Small Business Plan Development -Students complete monthly sales projections, financing strategy, and monthly fixed costs in their small business plans. Loans & Amortization (Ch 11, Sec 1 & 3) -Given the text and supporting video for real world application, students calculate effective vs. stated interest rates as applied to installment loans. -Students compute finance charges and “real cost” of an item billed on an installment loan system.	Computer lab 1st half
Day 9 PM	Loans & Amortization (Ch 11, Sec 3 & 4) -Students develop the details in loan amortization to separate interest and principal PMTS within a payment and balance of	

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	a loan.	
Day 9 Evening	<p>Small Business Plan Development – 1 hour -Students complete Projected Yearly Income Statements for their Small Business plans and rehearse for presentations.</p> <p>Personal Finance/Budget Project - Students research costs of living associated with their assigned personal profile (housing, transportation, food), select a credit card, and select a bank for checking and savings transactions.</p>	Computer Lab
Day 10 AM	<p>Personal Finance/Budget Project -Students complete their budgets, including an MS Excel Pi Chart and percentages of overall income</p>	Computer lab 1st half
Day 10 PM	<p>Students Present Personal Budgets</p> <p><i>What is an annuity and what role can this device play in my long-term plans?</i> (10.1) Annuities and Retirement Accounts Types of accounts, pay offs, problem sets</p>	
Day 10 Evening	<p>MSNBC Clips on saving for retirement Debate – save for retirement, children’s college plan, both?</p>	
Day 11 AM	<p>Continuing to make money work for you: annuities and stocks 10.2 Present Value of an Ordinary Annuity</p> <p>10.4 Stocks Overview on legal structures of companies How to read stock tables an investigate companies</p>	
Day 11 PM	10.5 Bonds	
Day 11 Evening	<p>VSE Stock Market Game -Set up and introduction to the research platform</p>	
Day 12 AM	<p><i>How do financial projections indicate a stock’s value?</i> - Students consider P/E, Current Yield, EPS, industry and analyst perspective to evaluate a stock. - Stock trading on VSE</p>	
Day 12 PM	<p>Analysis of CNBC news, analysis of trends charts Presentations to state why students selected the stocks for their portfolio</p>	
Day 12 Evening	Test – Stocks, Bonds, PV and FV	
Day 13 AM	<p>What is Wall Street’s Collapse and how does it impact the financial market today?</p> <p>Frontline: Inside the Economic Meltdown Stock Market Trading</p>	
Day 13 PM	After watching, students debate Moral Hazard, the role of the	

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	FRB, and government interventions and regulation	
Day 13 Evening	Test on the collapse of wall street.	
Day 14 AM	Income Statement and Balance Sheet - How can analysis of these documents help an investor understand the health of a company? Chapter 14 (Salzman) Virtual Stock Market Trading	Computer Lab
Day 14 PM	Activity – Given Balance Sheets and Income Statements from competing companies within the same industry, determine the best investment option.	Balance Sheets and Income Statements –ATT, Verizon, Nextel
Day 14 Evening	No Study Hall – Last Dance	
Day 15 AM	Virtual Stock Market Trading Complete Video on The Economic Meltdown	
Day 15 PM	Students depart	