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Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for reading which is aligned with Budgeting Decisions has been marked with a **red arrow**. On pages 3 and 4 you will find a sample of the text used in the program to exemplify how the content aligns with the anchor standards.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

- ▶ 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ▶ 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ▶ 3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

- ▶ 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ▶ 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- ▶ 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- ▶ 10. Read and comprehend complex literary and informational texts independently and proficiently.

Belinda:

Decision 1:

Belinda recently graduated from community college with an associate degree in secretarial studies. While she was in school, she worked part time as a secretary at Woodlawn Arts Academy in the music department. When she graduated, they offered her the job on a full-time basis and she accepted.

She has been living with her parents which has given her a lot of disposable income but has decided that with the new full-time job, it is time to be on her own.

Program Response:

Sooner or later everyone has to make the decision to become independent, and Belinda's time has come. This will probably be both exciting and a little scary for her.

But if she works hard at her job and uses some good financial judgement, she will probably be okay.

Decision 2:

As a full-time secretary, Belinda will work 40 hours a week starting at \$10.50 an hour. Her annual gross income will be \$21,840, and her net after tax income will be \$17,784.

Belinda has decided to rent an apartment in Northland Park Apartments. They offer:

- Studios (410 sq. feet) for \$375 a month (6-month lease)
- 1 Bedroom (700 sq. feet) for \$500 a month (12-month lease)
- 2 Bedroom (870 sq. feet) for \$650 a month (12-month lease)

Belinda really wants to lease a two-bedroom apartment in case she has company stay over or decides at some point she needs a roommate to help meet expenses.

Program Response:

Belinda needs to be careful and not bite off more than she can chew. Her rent will be \$7,800 for the year. That is 44% of her take home pay.

That second bedroom is probably a luxury she can't afford right now. An overnight guest can always sleep on the couch and should she decide to have a roommate, she can change apartments.

Decision 3:

Before renting an apartment, Belinda talked with the manager about the possibility of moving from a one-bedroom to a two-bedroom apartment if she decided to have a roommate. He assured her that she could as long as a two-bedroom was available.

With that assurance, Belinda decided to lease a one-bedroom apartment for \$500 a month.

She also made three decisions concerning her utilities. She decided to save the cost of a landline and just use her cell phone. She decided to use a monthly budget plan for her electric bill so her monthly charge would be the same. And she decided to use the cable company for both her cable TV and internet service.

Program Response:

Each of these four decisions will help Belinda control her expenses as she learns to live on her own.

She will save \$1,800 a year in rent. A landline is probably unnecessary. She will know exactly what her electric bill will be each month for the year. And, finally, she will receive a discount for combining her cable TV and internet.

Decision 4:

The apartment Belinda leased is unfurnished so she will need furniture before she can move in. Her parents have offered to let her take her bedroom furniture with her, but they don't have any extra living room furniture for her to use.

What Belinda would really like to do is start out with new furniture that she picks out rather than hand-me-downs from her parents or relatives.

She knows that at the Rent-A-Center she can buy new furniture and make only a small weekly payment on both a new bedroom and a living room suite.

Program Response:

Belinda needs to realize that buying at a rent-to-own store is nothing more than a very expensive way of borrowing money. The difference between the cash price of the furniture and the total she would pay after making her small weekly payments is interest – a lot of interest.

If she is going into debt to furnish her apartment, she needs to shop around for the best interest rate on a loan.

Decision 5:

It is Saturday and moving in day for Belinda. Her mom convinced her to take her old bedroom furniture and her dad lent her the money to buy new living room furniture which she will repay at \$50 a month.

Once everything was at least "in" the apartment, Belinda and her mom made a trip to the grocery store so she could officially begin living in the apartment that day.

She paid \$165.23 for food, but her mom suggested that they stop at the Family Dollar Store for household supplies and cleaning products rather than buy them at the grocery store.

Program Response:

Belinda has been living at home where she probably takes for granted the everyday household products she uses.

She will be shocked to find out what it costs to buy these products for the first time. By shopping at the Family Dollar Store she will be able to buy many of the essential products she needs at deep discounts.

Decision 6:

Belinda has been in her apartment a little over a month and is trying to put together a monthly budget.

Her net pay for the first month was \$1,368 and she spent over \$1,750 including a \$500 security deposit on her apartment, a \$50 security deposit for the electric company and \$102.42 for household products.

Program Response:

The \$550 Belinda paid in deposits will be one-time costs. It is also unlikely that she will have to spend nearly as much on household products in any one month. Subtracting these unusual costs, she actually spent less than her net pay.

She should be able to make it on her own if she is careful and makes good financial choices. However, she may find that having a roommate is also a good decision.

Overview

In this program, your students will meet sixteen young people who are facing critical budgeting decisions that will have a serious impact on their lives. Your students will evaluate six different budgeting decisions each one of them must make.

They will meet :

- **Alex** who must budget the money he earns from his lawn mowing business.
- **Belinda** who must budget her income as she begins living on her own.
- **Dan** who must decide how to make his car payments after being laid off.
- **Emma** who must decide how to meet the costs of attending a private college.
- **Eric** who is facing \$784 a month in student loan payments.
- **Estevan** and **Alicia** who must fit the costs of owning their first home into their budget.
- **Josh** who must budget his income from a part-time job to pay for the expenses of owning his own car.
- **Ling** who must choose the right roommate to help her meet her monthly expenses.
- **Makayla** who must adjust her budget after a family tragedy so she can keep her apartment.
- **Mia** who is a self-employed single mother who must adjust to a decrease in income.
- **Nick** who must learn to budget his limited income during his apprenticeship.
- **Rosa** who is buying a small business and must learn to budget the business income.
- **Ryan** who must learn to live on one income while paying child support after his divorce.
- **Sara** who must complete a personal finance course in college to help prepare her for life in the real world.
- **Tama** who must learn to budget her smaller income after going bankrupt.
- **Zoey** who must learn to live on her income after moving out of her parents' house.

As your students meet each of these people, read about their budget situations and evaluate their decisions, they will gain valuable knowledge that will help them make smart budgeting decisions for themselves.

When your students complete the entire program, they will have evaluated ninety-six budgeting decisions.

How The Program Works

To begin the program, students click on any of the sixteen portraits.

They will be shown the first decision this person must make. After reading the situation, they must decide if they agree or disagree with the decision by clicking **Yes** or **No**. After they make their choice, they will be given an explanation of why the decision was right or wrong.

If they are correct, \$100 will be added to their score shown in the lower left hand corner of the screen. If they are incorrect, they will receive nothing.

To move on to the next decision, they click **Next**.

When they have completed all six decisions for that person, they will be returned to the main screen so they can choose another person and learn about their particular financial situation. When they complete the decisions for each person, that portrait will be removed from the main screen.

Your students will have completed the program when they have evaluated the decisions of all sixteen young people.

Viewing and Printing Their Scores

Students can view their total score at any time by choosing **View Scores** from the menu bar.

Students can print their total score at any time by choosing **Print Scores** from the menu bar.

Saving and Loading Their Work

Save will allow students to save their work and return to the same place in the program at a later time.

1. Choose **Save** from the **File** menu.
2. Give a name to the file they want to save.
3. Select the location where they want to save their work.
4. Click **Save**.

Load will allow students to open their saved work and continue the program.

1. Choose **Load** from the **File** menu.
2. Open their saved file.

Minimum System Requirements

Adobe Air is required to install the software. If you receive a file type unknown error, you will need to install Adobe Air which is available at <http://get.adobe.com/air/>

Microsoft Windows XP / Vista / Windows 7 / Windows 8

Mac OS X 10.6 or higher

Monitor

A Color Monitor with minimum resolution of 1024 x 768 is required.

Sound Capability

The sound is optional and may be turned off by clicking on the Audio Icon.

For technical support email techsupport@cwpub.com