



Teacher-to-Teacher

Video Series
for Secondary Educators

TITLE: Making Good Investments

PRIMARY SUBJECT AREAS: Mathematics

GRADE LEVELS: 9-12

OVERVIEW: This lesson is designed to introduce students to different aspects of investing money, from traditional savings accounts to money market accounts. Students will have an opportunity to research investment accounts at local banks and compare them.

APPROXIMATE DURATION: 3-4 class periods (not including out of class time)

LOUISIANA CONTENT STANDARDS:

<http://www/DOE/assessment/standards/MATH.pdf>

Number and Number Relations

- N-2-H demonstrating that a number can be expressed in many forms, and selecting an appropriate form for a given situation (e.g., fractions, decimals, percents, and scientific notation)
- N-5-H selecting and using appropriate computational methods and tools for given situations (e.g., estimation, or exact computation using mental arithmetic, calculator, symbolic manipulator, or paper and pencil)
- N-6-H applying ratios and proportional thinking in a variety of situations (e.g., finding a missing term of a proportion)

Algebra

- A-1-H demonstrating the ability to translate real-world situations (e.g., distance versus time relationships, population growth, growth functions for diseases, growth of minimum wage, auto insurance tables) into algebraic expressions, equations, and inequalities and vice versa.

GLEs Addressed

Grade 9

2. Evaluate and write numerical expressions involving integer exponents (N-2-H)
5. Demonstrate computational fluency with all rational numbers (e.g., estimation, mental math, technology, paper/pencil) (N-5-H)

11. Use equivalent forms of equations and inequalities to solve real-life problems (A-1-H)

EDUCATIONAL TECHNOLOGY GUIDELINES:

<http://www/DOE/LCET/curric/k12stand.pdf>

Technology Communication Tools (*Communication Foundation Skill*)

Technology Problem-Solving and Decision-Making Tools (*Problem-Solving Foundation Skill*)

Technology Productivity Tools (*Resource Access and Utilization Foundation Skill*)

Technology Research Tools (*Linking and Generating Knowledge Foundation Skill*)

Social, Ethical, and Human Issues (*Citizenship Foundation Skill*)

Basic Operations and Concepts

INTERDISCIPLINARY CONNECTIONS:

English Language Arts

Social Studies

Economic Standard - Students develop an understanding of fundamental economic concepts as they apply to the interdependence and decision making of individuals, households, businesses, and governments in the United States and the world.

OBJECTIVES:

1. The student will use the Internet, newspapers, and magazines to research various forms of investment plans, including traditional savings accounts, certificates of deposit, and money market accounts.
2. The student will compare interest rates of investment accounts at local banks.
3. The student will calculate the yield of an investment using account rates of a local bank.
4. The student will write a persuasive letter.

LESSON MATERIALS AND RESOURCES:

The students may use newspapers and financial magazines such as **Money** for their research. Students are also encouraged to visit local banks and speak with investment counselors to aid in their research.

TECHNOLOGY TOOLS AND MATERIALS:

- Hardware that students use includes a computer and a graphing calculator
- Students will use software comparable to Microsoft Word, Microsoft PowerPoint, and the Internet

BACKGROUND INFORMATION:

Students should be familiar with word processing software and presentation software. They also should be able to effectively surf the Internet to do research. Students should be familiar with at least one surf engine. Students are expected to be able to solve problems involving percents.

LESSON PROCEDURES:

1. In a whole group, students will be asked to brainstorm different investment plans. List the different plans mentioned on the board or overhead projector. Add any plans not mentioned by the students.
2. Divide students into groups of 3-4 students each. Assign one investment strategy to each group. Ask students to research their investment strategy using the Internet, newspaper, or magazines. Ask each group to prepare a presentation on their investment strategy. Each presentation should be done using software such as Microsoft PowerPoint. Students should be prepared to discuss the plans researched in class.
3. Ask students to gather specific information about the investment plan they researched from three local banks. Students should ask for any written information from the bank, such as brochures or flyers.
4. Based on the information gathered, have students calculate the yield on their investment for an appropriate amount of money. Students should be mindful of minimum deposit amounts and time restraints when developing their plans. Students should use information from each of the three banks for this part. Ask students to identify an algebraic equation to help them calculate the yield. What do each of the numbers in the equation represent?
5. Ask each student in the group to choose one bank and write a persuasive letter to a customer convincing them to invest in a particular plan.

ASSESSMENT PROCEDURES:

A rubric should be designed to evaluate the finished product. Each component of the assignment should be addressed in the rubric. Students should be informally assessed during project to evaluate ease of use with software and Internet search.

ACCOMMODATIONS/MODIFICATIONS:

Accommodations/Modifications to the assignment should be based on individual student's needs. Some of the accommodations that can be made include providing students with research information, allowing students to work cooperatively, or providing students with an appropriate algebraic equation to calculate yield as opposed to developing their own.

REPRODUCIBLE MATERIALS:

None

EXPLORATIONS AND EXTENSIONS:

1. Have students compare the yields of two different types of investment accounts for the same investment amount. Have students discuss any similarities/differences between the two accounts.

2. Have students define *time value of money*. How does this apply to the lesson? Why is this important to investment accounting?
3. Ask students to research loans. Do any similarities exist between investing money and borrowing money?

LESSON DEVELOPMENT RESOURCES:

www.econedlink.org

www.economicsamerica.org

www.federalreserveeducation.org

www.mathforum.org

CONTACT INFORMATION:

Robyn W. Carlin

East Iberville Elementary High School

Carlinmath30@aol.com