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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 Credit 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.

Emma

Decision 1:

Emma's parents wanted her to attend the local community college for two years which they felt they could afford without taking on any debt. But Emma knew where she wanted to go to school. Her dream is fashion design and that means Brookfield College – which isn't cheap.

She only asked her parents to provide the money they would have paid for the community college, and she took on the rest herself. She spent her senior year applying for grants, scholarships and student loans and working part time.

It is August and Emma will soon be leaving for Brookfield with her first semester tuition and housing paid plus a part-time student job. She has also applied for and received a Brookfield Visa credit card.

Do you think she needs the credit card?

Program Response:

Today, a credit card is almost a necessity. Emma wouldn't want to be without cash or her checkbook or debit card. Remember, a credit card is just another financial tool. The problem comes when the user abuses it.

The card from Brookfield may offer a good interest rate as well as rebates and discounts, but Emma should have compared the terms with other cards (such as her bank's credit card) to be sure she was getting the best terms she could.

Decision 2:

When Emma received her first credit card statement, she saw that she had charged only two items – a textbook and an online clothing purchase. Her balance was \$134.52. The minimum payment due was \$25 and the payment due date was the 25th of the month. On the 23rd, Emma wrote a check for \$134.52 and mailed it along with the Visa payment stub.

Do you think she handled the payment correctly?

Program Response:

Paying her balance in full was certainly a good thing to do, but she should have mailed her payment earlier.

By mailing her check on the 23rd, it is very likely that the credit card company will not receive or process her payment before the due date on the 25th. That means she could be charged a late fee plus finance charges on her unpaid balance. A late payment would have a negative effect on her credit score.

Decision 3:

In December Emma used her credit card to buy Christmas presents for her friends and family as well as textbooks for the second semester.

When she received her January statement, the balance was \$685.23 which she couldn't pay. The minimum payment was \$35. Emma decided to make a payment of \$400 which was all she could afford.

Do you think Emma made the right decision?

Program Response:

It would have been best to pay the entire balance and avoid expensive finance charges, but paying as much as she could was far better than paying only the minimum.

Decision 4:

It is spring break. Several of Emma's friends are heading for the beach, and she really wants to go. Emma has been working like a dog day and night since school started last fall and would love a vacation. But she knows it will cost her several hundred dollars for the trip.

Zoey, Emma's best friend, is going and is begging her to come along. Zoey is financing the trip with her credit card and plans to pay it off with what she earns from her summer job.

Should Emma follow Zoey's example?

Program Response:

Going on break is probably a good idea, but financing it with her credit card is not.

Spring break was certainly no secret. If Emma wanted to go, she should have planned for a better way to pay for it.

Decision 5:

Although Emma hadn't planned ahead for spring break, she couldn't resist the trip. She and her friends had a great week at the beach. She spent a lot of money on travel, motels, food and two great new swimsuits!

Emma got back to school nearly broke with over \$400 charged to her credit card.

When she got her credit card statement the next month, she decided to pay only the minimum payment of \$45. Her plan is to pay off her credit card in full during the summer.

Do you think this is a good idea?

Program Response:

Getting into the minimum payment habit with a credit card is a bad idea. Assuming that you will pay off the balance later is always dangerous. In the meantime, the balance continues to grow along with the finance charges. And who knows what will happen in the summer.

Emma needed to plan better for her trip or be adult enough not to take it. There was nothing wrong with using her credit card on the trip, but she should have had the resources to pay it off when she got her statement.

Decision 6:

Emma had planned on spending the summer working at Innovations, a women's clothing boutique near campus and taking two evening courses. Unfortunately, the economy was not good, and the job fell through. Her campus job would also not be available until the fall semester started.

Emma was able to find part-time work at another women's clothing store. But on several occasions she has taken cash advances on her credit card to help make ends meet during the summer.

Do you think the cash advances were a good idea?

Program Response:

Emma is creating a cycle of growing credit card payments fed by making only minimum payments on her debt and growing finance charges. She needs to break this cycle.

Perhaps her best solution is to ask her parents for help now and then plan better in the future so she doesn't find herself in this situation again.

Overview

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

They will meet :

- **Alex** who must buy a lawn mower on credit for his lawn mowing business.
- **Belinda** who loves to shop for clothes using her store charge cards and credit cards.
- **Dan** who must choose the best financing for his new car and then meet his payments when he is laid off.
- **Emma** who must control her credit card use will attending a private college.
- **Eric** who graduated from college with \$93,000 in student loans.
- **Estevan** and **Alicia** who want to move out of their small apartment and buy their first home.
- **Josh** who wants to borrow the money to buy a car of his own.
- **Ling** who has been making ends meet with payday loans and cash advances on her credit card.
- **Makayla** who wants to finance a used car.
- **Mia** who learns when to use layaway as a form of credit.
- **Nick** who must decide whether to finance a car or lease it.
- **Rosa** who wants to buy her aunt's resale clothing store on contract.
- **Ryan** who owns five credit cards and is being overwhelmed by his credit card debt.
- **Sara** who must decide how to buy a new computer on credit.
- **Tama** who is facing bankruptcy because her finances are a disaster.
- **Zoey** who must decide whether to buy furniture at a rent-to-own store or take out a loan.

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

When your students complete the entire program, they will have evaluated ninety-six credit 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 credit 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

Microsoft Windows XP / Vista / Windows 7

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 located on the Menu Bar.

Software Installation: Local

Windows Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive.
2. Click on the Start button. Click on Run. The Run dialog box will appear.
3. In the command line type d:\setup.air (where d is the letter that identifies your CD drive). Click on OK or press ENTER.
4. A dialog box will appear. Click on the "Install" button. The setup program will begin to run; follow the on screen prompts.
5. Run the program from the icon placed on your Desktop.

Macintosh Installation:

To install the program on your hard drive:

1. Place the program CD in your CD-ROM drive
2. Double Click the Setup.dmg file on the CD
3. Run the program installer from the mounted DMG disk.
4. A dialog box will appear. Click on the "Install" button. The setup program will begin to run; follow the on screen prompts.
5. The program icon will be added to your "Applications" folder.

For technical support email techsupport@cwpub.com