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Note: A Pre-Simulation Questionnaire, Supplemental Creative Activities and Post-Simulation Assessment are also available on this CD in pdf format.

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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 *On Your Own Coast-to-Coast* or with the accompanying supplemental activities has been marked with a red arrow.

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.

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



Each of the following anchor standards for writing which is aligned with *On Your Own Coast-to-Coast* or with the accompanying supplemental activities has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Writing


Text Types and Purposes

-  1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
-  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.


Production and Distribution of Writing

-  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
-  9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.









Range of Writing

-  10. Write routinely over extended time frames (time for research, reflection, and revision) and **shorter time frames** (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Common Core State Standards For Mathematics

Each of the following anchor standards for math which is aligned with *On Your Own Coast-to-Coast* or with the accompanying supplemental activities has been marked with a **red arrow**.

Standards for Mathematical Practice

-  1. Make sense of problems and persevere in solving them.
-  2. Reason abstractly and quantitatively.
-  3. Construct viable arguments and critique the reasoning of others.
-  4. Model with mathematics.
-  5. Use appropriate tools strategically.
-  6. Attend to precision.
-  7. Look for and make use of structure.
-  8. Look for and express regularity in repeated reasoning.

Introduction and General Overview

Your students are about to begin their own personal finance adventure. They will be in complete control of their finances and will have to live with the decisions they make.

To begin their adventure, they will be asked to select one of the 8 available incomes (User Choice) or let the program select an income for them (Random).

- \$18,000
- \$25,000
- \$30,000
- \$35,000
- \$40,000
- \$45,000
- \$50,000
- \$60,000

You may want to assign your students an income. Obviously, the higher their income, the easier it will be to make it on their own. Therefore, we suggest you give them the opportunity to try living on different incomes.

They will also be asked to choose where they want to live from the 12 available cities (User Choice) or let the program choose a city for them (Random).

- Atlanta, Georgia
- Casper, Wyoming
- Chicago, Illinois
- Des Moines, Iowa
- Eugene, Oregon
- Fitchburg, Massachusetts
- Fort Pierce, Florida
- Los Angeles, California
- Lubbock, Texas
- New York, New York
- Raleigh, North Carolina
- Santa Fe, New Mexico

Again, you may want to assign your students a city. Since the cost of living will vary dramatically from city to city, we suggest you give them the opportunity to live in more than one community.

Once they have determined their income and location, their goal is to make it on their own for a full year while trying to accumulate as many lifestyle points as possible.

During their adventure, they will be facing 52 individual weeks of financial and personal decisions as well as events outside of their control. The timeline at the bottom of the main work screen will always show them which week they are in during the year. Their adventure begins in June and ends the following May.

At any time during the year, if they run out of money and cannot make a payment, they will go bankrupt and their adventure is over.

Instructions for using the program's financial tools and utilities are always available by selecting **Help** in the **Program Utilities** and then selecting the appropriate topic. Remember, when they are unsure how to proceed, just go to **Help**.

Completion Time

On Your Own 2013 simulates a full year divided into 52 weeks. The timeline at the bottom of the main work screen will always show your students where they are currently in the year. The current week is highlighted in orange. Click on the current week to view the calendar for the month.

The actual time required for the simulation will depend on how many weeks you have the students complete, what activities they engage in (required and voluntary) and their own individual work speed.

Required Activities

During any week of the year, students must complete their To-Do List and make 4 selections from Life Happens. *It should only take students a few minutes to complete these required activities for the week.*

Their To-Do List can include:

- Paying for required shopping
- Paying any bills that are due
- Buying groceries
- Buying gas

Their 4 selections from Life Happens can include:

- Nothing (students simply move on to the next selection.)
- Decisions (students must make a decision which involves earning or losing lifestyle points)
- Hassles (students must make a small payment)
- Emergencies (students must deal with a serious financial cost)
- Luck (students have the opportunity to answer a financial question and either gain or lose lifestyle points.)

Voluntary Activities

During any week of the year, students can engage in a number of voluntary activities using the 12 financial categories. They can also create and edit their budget and do in depth reading in Learn More. *Each activity they choose to engage in or which you assign (such as Learn More reading) will extend the time needed to complete a week.*

The 12 financial categories include:

- Apartments (allows students to rent an apartment and choose to have a roommate or not)
- Banking (allows students to open their bank accounts, transfer funds, make loans, etc.)
- Bills (allows students to pay their bills at any time)
- Entertainment (allows students to make entertainment choices)
- Gas Station (allows students to buy gas)
- Groceries (allows students to buy groceries)
- Insurance (allows students to buy insurance)
- Investments (allows students to trade mutual funds)
- Restaurants (allows students to go out to eat)
- Shopping (allows students to do voluntary shopping)
- Transportation (allows students to trade cars, sell or donate a car or purchase public transportation)
- Utilities (allows students to select their utility services)

These 12 categories allow students to make the same types of financial decisions they would in real life. For example, when students click on Apartments, they can rent an apartment, choose the length of their lease and decide whether or not to have a roommate. When they click on Entertainment, they can choose to go to the movies or attend a concert or go to a ball game. When they click on Investments, they can buy and sell mutual funds.

Students can also create a budget to compare with their actual spending and help them make financial decisions. Their first budget can be created at any time during the simulation and can then be edited once a month. To create or edit a budget, students click on **Budget and Spending** at the top of the main work screen and then choose **Budget**.

Learn More is your students' in-depth information source about managing their money in the real world. You may choose to assign readings to your students periodically as they are working through the simulation. However, the Learn More reading is not necessary to complete the simulation. Learn More is divided into the following 10 chapters:

- Banking
- Budgeting
- Credit
- Housing
- Insurance
- Investing
- Saving
- Shopping Smart
- Taxes
- Transportation

Do not confuse Learn More with the Help option found in Program Utilities. Help is designed to explain to students how to use every aspect of the simulation. When they want directions on how to proceed, they should go to Help.

Instructional Objectives

- By completing the simulation at different income levels, your students will learn the value of having career skills that command higher income and give them a higher standard of living.
- By making their own financial decisions (good or bad), they will learn that they must live with the consequences of the decisions they make.
- By constructing a beginning budget, revising it monthly and comparing it to their actual monthly spending, they will learn to live on their income.
- By opening checking and savings accounts, they will learn the differences between financial institutions and how to select the accounts that work best for them.
- By having an available source of credit, they will learn that it is easy to get into debt, but hard to get out and perhaps not get into financial trouble with their first credit card.
- By choosing where they want to live, they will experience all the costs involved in having a place of their own including rent, deposits, utilities and everyday expenses.
- By choosing their own transportation, they will learn that owning a car is expensive when you have to make payments, buy insurance and pay for gas and maintenance.
- By making their own spending decisions (right or wrong), they will learn the necessity of meeting their financial obligations before spending on discretionary items.
- By paying their monthly bills, they will learn that they should pay their bills first and pay them on time.
- By having to deal with emergencies, large and small, they will learn that they must prepare themselves for the unexpected with insurance, savings and sources of credit.
- By trading mutual funds, they will learn the value of investments and that there is risk involved in the investment decisions they make.

Student Objectives During the Simulation

1) Don't Go Bankrupt

The first objective for your students is to make it through the simulated year without going bankrupt. Bankruptcy occurs when a student is unable to make a required payment. The most common causes of bankruptcy are:

- A low income: In some cases your students will find that no matter how frugal they are with their low income, they just can't make it - especially if they have unexpected expenses or emergencies.
- No insurance: If students fail to properly cover themselves with insurance or can't afford insurance, an emergency can wipe them out.
- Overspending before paying bills: If students decide to spend their money on discretionary items (such as voluntary shopping and entertainment) before paying their bills, they might not have enough money to meet their expenses.
- A series of emergencies: No matter how careful students are with their money, an unfortunate series of emergencies can bankrupt them.

(2) Earn Lifestyle Points

Lifestyle points are our way of measuring utility. In reality, we all spend money to meet our expenses and pay for things we enjoy. In a computer simulation there has to be another incentive since we can't really enjoy a movie or concert or use an item of clothing or furniture. Earning lifestyle points is that incentive.

Your students earn Lifestyle Points by paying bills, going shopping, paying for hassles and emergencies, increasing their savings, making investments, answering Luck questions and making the correct decisions in personal, social and work situations.

For example, they receive 1 Lifestyle Point for each dollar they spend paying bills, making required purchases or buying groceries or gasoline.

They receive 2 points for each dollar spent eating out or increasing their savings. They also receive 2 points for every dollar their investments increase in value. They receive 3 points for each dollar spent on voluntary shopping and entertainment.

They receive 200 points for every Luck question they answer correctly. And they can earn or lose up to 500 lifestyle points based on the decisions they make in each personal, social and work situation.

(3) Minimize Credit Usage

In this simulation, students have a credit card with a limit of \$3,000 which they can use as they please, just as they might have in the real world.

They also have the option of applying for one personal loan at their bank of up to \$5,000 during the simulation. If their loan application is denied, they can not apply again.

Instructional Environment

Independent Study

Because of the variable factors in the program, every student will have a unique experience and must make their own decisions. Getting the “answers” from students who have already completed the simulation is not a concern.

All necessary instructions for using the simulation are available to your students on screen at all times so they can work in a different location without needing you to guide them. To read instructions on how to use any part of the program, click **Program Utilities** and then click **Help**. Select a topic from the **Help Menu** and from the submenus where applicable. For example, if a student wants instructions on how to find an apartment:

- Click **Program Utilities**
- Click **Help**
- Click **Week-to-Week Living**
- Click **Financial Tools**
- Click **Categories**
- Click **Apartments**

Several printouts are available at any time to turn in so you will know what progress each student is making. These include:

- **The Summary:** This is a general overview of where they are in the simulation and how they are doing. The Summary can be viewed and printed by clicking on the down arrow located under the student's name and next to the student's avatar in the upper left hand corner of the main work screen.
- **Monthly Budgets:** Each of the monthly budgets can be viewed and printed by clicking on **Budget and Spending** at the top of the main work screen and then clicking on **Budget**.
- **Monthly Spending:** Each of the monthly spending charts can be viewed and printed by clicking on **Budget and Spending** at the top of the main work screen and then clicking on **Spending**.

Students can work at their own pace. No matter where they are in the simulation, students can stop, save their work and return to the same place in the simulation at a later time. For instructions on how students can save their work, see **Help**.

You can work with a limited number of computers since students can save their work and return to the simulation at a later time when equipment is available.

Small Groups

If you have a limited number of computers, there is no reason students can't work together. Financial decisions can be made by the group with one person making the entries.

Grading Philosophy

- ◆ **We believe** students should be rewarded for completing the simulation one or more times. A student's efforts in completing the simulation can be seen by having printouts turned in.
- ◆ **We do not believe** students should be given a letter grade based on their results (such as an "A" for having lots of lifestyles points or an "F" for going bankrupt).

Whatever result a student has, learning will have taken place. And sometimes a bad result is the best lesson. For example:

- Students starting with small amounts of money and having low incomes will see how difficult it is to make ends meet. If they go bankrupt, they will have learned something.
 - Students who think they have a lot of money but waste it on discretionary spending will learn what can happen if you don't pay your bills first.
 - Students who decide not to buy insurance will learn the financial consequences of having a car wreck or going to the hospital.
-
- ◆ **We do not believe** a comparative grade can be given by comparing one student's results with another.
- Remember, even if you determine their income, other factors out of their control will immediately put them in different financial positions. For example:
- The amount of money they have "to get started" when they leave home (this is random).
 - Other random events such as emergencies will also affect results even if students make the same decisions where they can such as living in the same apartment or driving the same car.
-
- ◆ **We believe** a student's experience with the simulation is more important than an assessment result in determining a grade for the work.

Student Printouts

The following are available for your students to print and turn in:

Summary

At any time during the simulation, a one-page summary of a student's current financial position in the simulation can be viewed and printed. The summary can be found by clicking on the down arrow located under the student's name and next to the student's avatar in the upper left hand corner of the main work screen.

This summary can be used as a basis for discussion of how income was spent and turned in to show the amount of work a student has completed. The summary includes:

- Location
- Lifestyle points earned
- Income
- Apartment rented, monthly rent and whether there is a roommate
- Transportation
- Financial accounts including:
 - * Cash
 - * Checking
 - * Savings
 - * Available credit
 - * Portfolio value
 - * Personal loan principal and payment
 - * Student loan payment
- Insurance coverage
- Current week of the simulation

Budgets

Each of the monthly budgets can be viewed and printed by clicking on **Budget and Spending** at the top of the main work screen and then clicking on **Budget**.

Spending

Each of the monthly spending charts can be viewed and printed by clicking on **Budget and Spending** at the top of the main work screen and then clicking on **Spending**.

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 located in Program Utilities.

For technical support email techsupport@cwpub.com