



JOSH MANDEL

STATE TREASURER OF OHIO

"Follow the Money." This phrase has been a part of our popular culture since the 1970's movie All the President's Men. With the rapid growth in technology and digital information, today's students have new opportunities to use real-time data in the classrooms. Ohio's Online Checkbook provides teachers and students unprecedented direct access to Ohio's finances dating back to 2008. The following teaching strategies were developed by the Treasurer's office and lifelong Ohio social studies educator, Paul LaRue, with today's classroom in mind. The strategies work for a variety of grade levels and integrate the Ohio Model Curricula for social studies. These strategies provide teachers another tool in their tool belt and can work as great "Blizzard Bag" assignments. This data can be used to develop skills or to stimulate discussions about the cost and consequences of government spending. [CLICK HERE TO DOWNLOAD TEACHING STRATEGIES](#) Want a representative from the Treasurer's office to visit your classroom to present any of these lessons to your students? Have any feedback for us on these strategies? Want to share other ways you're using OhioCheckbook.com in the classroom? Contact us at financialliteracy@tos.ohio.gov today.

Strategy #1: Ohio's Infrastructure | Past and Present Connections to Ohio Model Curriculum (Social Studies) Grade Eight (Geography): Content Statement #15 Grade Eight (Government): Content Statement #19 Grade Eight (Economics): Content Statement #22, #24 Skills: Analyzing government policy through spending, using media and communication technology to become an informed citizen. Educator Note: Presents a historical perspective of state government spending and how it relates to current issues in Ohio (e.g. Buckeye Lake Dam). [DOWNLOAD: TEACHER INSTRUCTIONS • STUDENT WORKSHEET](#)

Strategy #2: USING GRAPHS FOR BUDGETING & COMMUNICATION Connections to Ohio Model Curriculum (Social Studies) BUSINESS EDUCATION BENCHMARKS Financial reporting is a critical outcome of accounting. (page 21) Using effective written communications skills is critical to business success. (page 42) Technology provides opportunities to collaborate, solve problems, and create innovative products and solutions. (page 97) Skills: Graph reading and manipulation of data, using graphs to communicate arguments effectively, trend identification, using business analytics when budgeting. Educator Note: An innovative way to use graphs to communicate real data analysis and business analytics. [DOWNLOAD: TEACHER INSTRUCTIONS • STUDENT WORKSHEET](#)

Strategy #3: The Budget Game Connections to Model Curriculum (Social Studies) High School (Financial Literacy): Content Statement #6, #10 High School (Economics): Content Statement #8 Skills: Developing a budget, both personal and state analyzing intended and unintended consequences of government policy and spending. Educator Note: Budget Game: Living on a Twenty Square Salary ([link to page](#)) may be used as a stand-alone lesson. [DOWNLOAD: TEACHER INSTRUCTIONS • STUDENT WORKSHEET • BUDGET GAME](#)

Strategy #4: Students as Citizen Auditors Connections to Model Curriculum (Social Studies) High School (American Government): Content Statements #3, #20, #22 Skills: Analyze public policy (state government) issues using critical information, develop advocacy positions using data from public records. Educator Note: This strategy works well for culminating projects and/or project-based learning (PBL). [DOWNLOAD: TEACHER INSTRUCTIONS • STUDENT WORKSHEET](#) For more information, contact Jessica Dragar at (440) 596-7668 or email us at financialliteracy@tos.ohio.gov.

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