

Car-Buying Basics

Media Type: Video

Duration: 59 minutes

Goal: To describe the basic process of finding and buying or leasing a vehicle.

Description: Buying a car can be an overwhelming process to those who are unfamiliar with it. This presentation provides students a step-by-step guide to car buying. Topics discussed include: types of vehicles, transportation needs to consider, how to calculate a budget, sources of valuable vehicle information, how to examine and test-drive a vehicle and strategies for negotiation. In addition, leasing is explained as well as advantages and disadvantages of leasing versus buying are described.

Objectives:

1. To summarize the car-buying process.
2. To describe types of vehicles and the advantages and disadvantages of each type.
3. To list transportation needs which should be considered when looking for a vehicle.
4. To analyze costs associated with a car and how to determine a car-buying budget.
5. To explain leasing and its benefits and drawbacks.
6. To discuss various sources of vehicle ratings, reviews, valuations and advice.
7. To investigate methods of examining and test-driving vehicles and strategies for negotiation.

Common Core Standards

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards		
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
	9-12.1	Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	9-10.2	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	11-12.2	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

College & Career Readiness Anchor Standards for Language

Language Standards		
Vocabulary Acquisition & Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
	9-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
	9-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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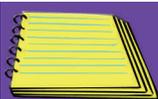
Common Core Standards

College & Career Readiness Anchor Standards for Writing

Writing Standards

Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
	9-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	9-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
Production & Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
	9-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	9-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Research to Build & Present Knowledge	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.	
	9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	9-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Lesson Plan

Class 1: Begin class by asking students if any of them have bought a vehicle. Allow students to briefly discuss their experiences. Pass out the *Car-Buying Basics Vocabulary Handout* and *Worksheet* for students to use as reference materials during the presentation. Show *Car-Buying Basics - The Process*. Follow the segment with its *Assessment*. Introduce the *Car-Buying Glossary Activity* and allow students to work on it the remainder of the class period. Instruct students to finish the *Activity* for homework.



Video
6 min.

Class 2: Begin class by having each student share one or two terms from their *Car-Buying Glossary Activity*. Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Car-Buying Basics - Meeting Your Needs*. Follow the segment with its *Assessment*. Have students complete the *My Transportation Needs Activity*.



Video
13 min.

Class 3: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Car-Buying Basics - Determining Your Budget*. Follow the segment with its *Assessment*. Introduce the *Understanding Auto Insurance Project* and have students get into groups and begin working on it. Pass out the *Auto Loan Payment Schedule Student Handout* and assign the *My Budget Activity* for homework.



Video
16 min.

Class 4: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Car-Buying Basics - Finding Your Car*. Follow the segment with its *Assessment*. Introduce the *Vehicle Search Project*. Allow students the remainder of class to work on either of the *Projects*.



Video
11 min.

Class 5: Remind students to continue using the *Vocabulary Handout* and *Worksheet*. Show *Car-Buying Basics - Negotiating*



Video
13 min.

Your Purchase. Follow the segment with its *Assessment*. Introduce the *Consumer Rights Project* and allow students to work on any of the *Projects* for the remainder of class.

Class 6: Allow students the entire class period to work on the *Projects*.

Class 7: Administer the *Car-Buying Basics Final Assessment*. Allow students to finish the *Projects*.



Lesson Links

Kelley Blue Book

- <http://www.kbb.com>

Edmunds.com

- <http://www.edmunds.com>



Career & Technical Student Organizations

DECA

- Automotive Services Marketing Series
- Financial Literacy Promotion Project

FCCLA

- Life Event Planning

FBLA

- LifeSmarts
- Personal Finance



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV51020, Mike Edwards, General Manager, Pollard Friendly Ford
- iCEV50175, Zoe Zeigler, Corporate Communications Specialist, Toyota
- iCEV50380, Julio Carillo, Technician, Pollard Friendly Ford
- iCEV50176, James Wilder, Financial & Economic Analyst, Toyota

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Lab Activities

Car-Buying Glossary

Directions:

Students will create a glossary of terms related to car buying. Each glossary should include at least 15 terms. Students should define the term and give an example of the term used in a sentence. Students should NOT include any terms listed on the *Car-Buying Basics Vocabulary Handout*. Once glossaries are complete, have each student share one or two terms with the class.

My Transportation Needs

Directions:

Students will answer the questions provided regarding their transportation needs. Then they will each create a list of must-haves, a list of preferred, but not necessary features and a list of qualities to avoid. Lastly, they will use the information to choose one to three types of vehicles best suited to their needs.

My Budget

Directions:

Students will practice calculating car-buying budgets for the provided situations. Then, they should consider and research their personal situation to determine a car-buying budget for themselves. Remind students the formula they are using is a simplified method of estimating costs and should NOT be relied upon exclusively when purchasing a car.



Projects

Understanding Auto Insurance

Directions:

Working in groups of four, students will research types of auto insurance, various auto insurance companies and estimated costs of auto insurance. They will create a Microsoft® PowerPoint® presentation including all of the information. For more details concerning *Project* requirements, see the *Understanding Auto Insurance Project* sheet.

Vehicle Search

Directions:

Students will search for vehicles fitting their needs (according to the *My Transportation Needs Activity*) and their budget (according to the *My Budget Activity*). They should be given the *Activities* to use as references. They should find at least three vehicles and fill out the provided form describing what they found and how well it fits their needs and budget. Then students should write a two-page essay describing the pros and cons of each vehicle and which one they would ultimately choose to buy. See the *Vehicle Search Project* sheet for more details regarding requirements.

Consumer Rights

Directions:

Working in groups of three, students will create a brochure intended to inform consumers about their rights when purchasing or leasing an automobile. Students should research the lemon law and other relevant consumer protection laws in their state and should include information about when they are applicable and what the complaint process is. They should also include tips for making smart vehicle purchasing decisions. Brochures should be well-organized and visually appealing.