



Park Hill School District

Building Successful Futures • Each Student • Every Day

HS Topics Personal Finance Curriculum

Course Description: This curriculum presents essential knowledge and skills to help students make informed decisions about real world financial issues. Students will learn to make educated spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
3 Weeks 5.5 Weeks	Careers and Money Management	Topic 1: Careers and Income Topic 2: Taxes and Market Forces Topic 3: Budget and Spending Topic 4: Banking
3 Weeks 2.5 Weeks	Consumer Credit and Financial Protection	Topic 1: Credit Basics Topic 2: Creditworthiness Topic 3: Cost of Using Credit Topic 4: Consumer Credit Protection Topic 5: Insurance
2 Weeks As time allows	Future Financial Planning	Topic 1: Financial Markets Topic 2: Long-Term Savings Accounts Topic 3: Investments

**This document contains the entire High School Personal Finance curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Personal Finance class.*

Curriculum Revision Tracking

Spring, 2018

All Units:

- Updated ISTE Standards
- Updated Missouri Learning Standards

Unit 1: Careers and Money Management

Subject: Personal Finance

Grade: 10-12

Name of Unit: Careers and Money Management

Length of Unit: 3 weeks

Overview of Unit: This unit combines various topics sequentially, beginning with students looking at career choices and what prospective income that will entail. Then, we move into taxes and items like market forces that will affect income amounts. Next, students will learn budgeting and how to spend wisely. Finally, the unit ends with the topic of banking - looking at the services financial institutions can offer and how this can help financially.

Priority Standards for unit:

- 9-12.PF.II.1.A Evaluate how career choices impact income and quality of life.
- 9-12.PF.II.1.B Analyze the relationship between education, skill development, and earning potential.
- 9-12.PF.II.1.C Describe how wages and salaries are determined in labor markets.
- 9-12.PF.II.1.D Analyze how changes in economic conditions and/or in labor markets can cause changes in a person's income or employment status.
- 9-12.PF.II.1.E Describe how entrepreneurs see problems as opportunities for creating new or innovative goods or services.
- 9-12.PF.II.3.A Compare gross and net income
- 9-12.PF.II.3.B Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans.
- 9-12.PF.II.3.C Explain how taxes provide public goods and services.
- 9-12.PF.IV.1.A Identify short, medium, and long-term savings goals including saving for high value purchases, postsecondary education/training, and retirement.
- 9-12.PF.IV.1.B Develop a savings plan.
- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.III.4.B Calculate an account balance by recording deposits, withdrawals, and debit transactions.
- 9-12.PF.I.2.B Explain the causal relationship between choice and opportunity cost.
- 9-12.PF.I.2.A Explain how today's choices have future consequences.
- 9-12.PF.I.2.C Analyze how choices can result in unintended consequences.
- 9-12.PF.III.4.C Analyze the costs and benefits of using or not using financial institutions and virtual exchanges.
- 9-12.PF.III.1.B Analyze spending habits to recognize current spending and saving trends.
- 9-12.PF.IV.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.

- 9-12.PF.IV.3.A Identify saving instruments such as certificate of deposit and savings accounts.
- 9-12.PF.IV.3.B Compare the liquidity, interest payment, or penalty of various savings instruments.
- 9-12.PF.III.4.A Compare the services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks.
- 9-12.PF.V.2.D Differentiate between secured and unsecured loans.

Supporting Standards for unit:

- 9-12.PF.II.2.A. Examine how workers are paid through wages, salaries, and commissions
- 9-12.PF.II.2.B. Analyze why benefits such as health insurance, paid vacation, retirement plan, family leave, tuition reimbursement, and flexible scheduling are considered forms of compensation.
- 9-12.PF.II.2.C. Identify sources for earning income in addition to wages and salaries such as rent, interest, gifts, dividends, profits, and capital gains.
- 9-12.PF.I.1.A Evaluate the role of choice in decision-making.
- 9-12.PF.III.1.A Differentiate between income and expenses.
- 9-12.PF.III.1.C Create a budget that includes savings goals, emergency funds, fixed expenses, and variable expenses.
- 9-12.PF.III.1.D Explain how budgeting for charitable giving may have tax benefits.
- 9-12.PF.III.1.E Prioritize expenses and payment due dates.
- 9-12.PF.III.3.A Evaluate substitutes when the price of goods or services exceeds your budget.
- 9-12.PF.III.3.B Compare the features, durability, and maintenance costs of goods.
- 9-12.PF.III.2.A Conduct research on product options to plan future purchases such as phone, car, home, or vacation.
- 9-12.PF.III.2.B Evaluate product information for price, quality, service, and features.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
How career choices impact income	Evaluate	Evaluate	2
How career choices impact quality of life	Evaluate	Evaluate	2
The relationship between education, skill development, and earning potential	Analyze	Analyze	3

How wages are determined in labor markets	Describe	Understand	1
How salaries are determined in labor markets	Describe	Understand	1
How changes in economic conditions and/or in labor markets can cause changes in a person's income or employment status	Analyze	Analyze	3
How entrepreneurs see problems as opportunities for creating new or innovative goods or services	Describe	Understand	1
Gross and net income	Compare	Understand	2
The purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care, and retirement savings plans	Explain	Understand	2
How taxes provide public goods and services	Explain	Understand	1
Short, medium, and long-term savings goals including saving for high value purchases, postsecondary education/training, and retirement	Identify	Understand	2
A savings plan	Develop	Apply	2
The importance of a rainy day fund for unexpected expenses	Explain	Understand	1
An account balance by recording deposits, withdrawals, and debit transactions	Calculate	Apply	2
The causal relationship between choice and opportunity cost	Explain	Understand	2
How today's choices have future consequences	Explain	Understand	2
How choices can result in unintended consequences	Explain	Understand	2
The costs and benefits of using or not using financial institutions and virtual exchanges	Analyze	Analyze	2

Spending habits to recognize current spending and saving trends	Analyze	Analyze	2
How the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making	Explain	Understand	2
Saving instruments such as certificate of deposit and savings accounts	Identify	Remember	1
Liquidity, interest payment, or penalty of various savings instruments	Compare	Understand	2
The services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks	Compare	Understand	2
Between secured and unsecured loans	Differentiate	Understand	2

Essential Questions:

1. How does your career choice affect your income?
2. How do taxes and market forces affect income?
3. How do I prepare a budget to make wise spending decisions?
4. How does maintaining an account with a financial institution contribute to my future financial success?

Enduring Understanding/Big Ideas:

1. Your career choice will involve education, training, cost of living, salary, and benefits-- all of which can increase or decrease your income. If your career requires additional education, it will be more expensive but will pay more over time.
2. Payroll taxes affect take home pay (gross pay vs. net pay). Inflation affects the cost of goods and services. Supply and demand affects the availability of goods and services. Sales taxes increases the cost of goods and services.
3. When preparing a budget, include all forms of income, all expenses (fixed and variable), savings as one of your expenses, and when determining discretionary income, make wise spending decisions.
4. Maintaining an account with a financial institution will allow you to keep up to date on your finances and let you know where you stand financially

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Compare Evaluate Analyze Define Describe Consequences	Resumes Career Net Pay Income Gross Pay Bank Reconciliation Fed Income Taxes Sales Taxes Payroll Taxes Budget Supply and Demand Opportunity Cost Fixed Expenses Inflation Discretionary/Disposable Income Variable Expenses Services Goods Checking Account Savings Account Financial Institution Certificate of Deposit Money Market Cash Flow Assets Liabilities Balance Sheet Net Worth

Resources for Vocabulary Development:

Vocabulary banks

(Shared Google docs, Quizlet sets, use of google dictionary extension)

Topic 1: Careers and Income

Engaging Experience 1

Title: Using Naviance to explore career options

Suggested Length of Time: 45 min

Standards Addressed:

Priority:

- 9-12.PF.II.1.A Evaluate how career choices impact income and quality of life.
- 9-12.PF.II.1.B Analyze the relationship between education, skill development, and earning potential.

Detailed Description/Instructions: Students will log into a program called Naviance (used through Counseling departments) to analyze different career choices, the education needed for those choices and income associated with prospective careers. The income amounts are particularly important as these will be used for future activities.

Bloom's Levels: Understand

Webb's DOK: 2

Resources for Development:

Naviance-student link for each school (students login with s# for both username and password, if it doesn't work, have student choose forgot password the first time and they will be given a temporary password)

South: www.connection.naviance.com/phshs

Park Hill: www.connection.naviance.com/parkhhs

Engaging Experience 2

Title: Analyze career options

Suggested Length of Time: 45 min

Standards Addressed:

Priority:

- 9-12.PF.II.1.A Evaluate how career choices impact income and quality of life.
- 9-12.PF.II.1.B Analyze the relationship between education, skill development, and earning potential.
- 9-12.PF.II.1.C Describe how wages and salaries are determined in labor markets.
- 9-12.PF.II.1.D Analyze how changes in economic conditions and/or in labor markets can cause changes in a person's income or employment status.

Detailed Description/Instructions: Once students go through the Naviance program and develop an idea of their chosen career; they will be asked to compare 3 similar choices and the income and educations associated with each. This activity will give students more of an idea of what career choices are available.

Bloom's Levels: Understand

Webb's DOK: 3

Engaging Experience 3

Title: Gross vs. Net Pay

Suggested Length of Time: 10-20 min

Standards Addressed:

Priority:

- 9-12.PF.II.1.A Evaluate how career choices impact income and quality of life.
- 9-12.PF.II.1.B Analyze the relationship between education, skill development, and earning potential.
- 9-12.PF.II.1.C Describe how wages and salaries are determined in labor markets.
- 9-12.PF.II.1.D Analyze how changes in economic conditions and/or in labor markets can cause changes in a person's income or employment status.

Supporting:

- 9-12.PF.II.2.A. Examine how workers are paid through wages, salaries, and commissions
- 9-12.PF.II.2.B. Analyze why benefits such as health insurance, paid vacation, retirement plan, family leave, tuition reimbursement, and flexible scheduling are considered forms of compensation.
- 9-12.PF.II.2.C. Identify sources for earning income in addition to wages and salaries such as rent, interest, gifts, dividends, profits, and capital gains.

Detailed Description/Instructions: Students will be given various careers and amounts of pay. They will then have to determine if the amounts are net pay or gross pay amounts by researching those careers are the typical pay for each. This activity could be given as an individual assignment, group assignment, or done as a whole class.

Bloom's Levels: Analyze

Webb's DOK: 1

Topic 2: Taxes and Market Forces

Engaging Experience 1

Title: Research Taxes

Suggested Length of Time: 45 minutes

Standards Addressed:

Priority:

- 9-12.PF.II.3.B Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans.
- 9-12.PF.II.3.C Explain how taxes provide public goods and services.

Supporting:

- 9-12.PF.III.1.A Differentiate between income and expenses.

Detailed Description/Instructions: Students will research different types of taxes. They will pay close attention to those not only from the federal level, but also from the state of Missouri and county as well.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Figuring net pay

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- 9-12.PF.II.3.A Compare gross and net income
- 9-12.PF.II.3.B Explain the purpose of standard deductions such as income taxes, social security (FICA), Medicare, deductions for health care and retirement savings plans.
- 9-12.PF.II.3.C Explain how taxes provide public goods and services.

Supporting:

- 9-12.PF.II.2.A. Examine how workers are paid through wages, salaries, and commissions
- 9-12.PF.II.2.B. Analyze why benefits such as health insurance, paid vacation, retirement plan, family leave, tuition reimbursement, and flexible scheduling are considered forms of compensation.
- 9-12.PF.II.2.C. Identify sources for earning income in addition to wages and salaries such as rent, interest, gifts, dividends, profits, and capital gains

Detailed Description/Instructions: Students will be given their income (gross pay) and asked to figure their net pay for monthly paycheck.

Bloom's Levels: Apply; **Webb's DOK:** 2

Engaging Experience 3

Title: Calculating real amounts

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- 9-12.PF.II.3.C Explain how taxes provide public goods and services.

Detailed Description/Instructions: Students will be given a list of items from a shopping list and asked to find the "real" amounts, figuring in sales tax for those items.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 4

Title: Examining Inflation

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- 9-12.PF.III.1.B Analyze spending habits to recognize current spending and saving trends.
- 9-12.PF.IV.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.

Detailed Description/Instructions: Students will examine supply, demand, and inflation. They will then research prices of items now and what these same items cost in the past, looking at how the rate of inflation has changed.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 5

Title: Learning about the Fed

Suggested Length of Time: 30 min

Standards Addressed:

Priority:

- 9-12.PF.III.1.B Analyze spending habits to recognize current spending and saving trends.
- 9-12.PF.IV.2.C Explain how the time value of money, i.e., money in hand today is worth more than money promised in the future, influences financial decision-making.

Supporting:

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students will learn about and take a virtual tour of the Federal Reserve System, specifically the Federal Reserve Bank in Kansas City.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Budget and Spending

Engaging Experience 1

Title: Fixed vs Variable expenses

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.III.4.B Calculate an account balance by recording deposits, withdrawals, and debit transactions.

Supporting:

- 9-12.PF.I.1.A Evaluate the role of choice in decision-making.

Detailed Description/Instructions: Students will differentiate between fixed expenses and variable expenses.

Bloom's Levels: Define

Webb's DOK: 1

Engaging Experience 2

Title: Buying strategies

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- 9-12.PF.I.2.B Explain the causal relationship between choice and opportunity cost.

Supporting:

- 9-12.PF.III.1.A Differentiate between income and expenses.
- 9-12.PF.III.1.C Create a budget that includes savings goals, emergency funds, fixed expenses, and variable expenses.
- 9-12.PF.III.1.E Prioritize expenses and payment due dates.
- 9-12.PF.III.2.A Conduct research on product options to plan future purchases such as phone, car, home, or vacation.
- 9-12.PF.III.2.B Evaluate product information for price, quality, service, and features.

Detailed Description/Instructions: Students will examine whether different times of the year when there are sales events going on (Black Friday, Back to School, Memorial Day weekend, etc.) are really good times to buy items and what items to buy at these times. Is this a good buying strategy?

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Design a budget

Suggested Length of Time: 30 minutes **(TOPICS MODIFICATION: 3 days)**

Standards Addressed:

Priority:

- 9-12.PF.IV.1.A Identify short, medium, and long-term savings goals including saving for high value purchases, postsecondary education/training, and retirement.
- 9-12.PF.IV.1.B Develop a savings plan.
- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.III.4.B Calculate an account balance by recording deposits, withdrawals, and debit transactions.

Supporting:

- 9-12.PF.III.1.A Differentiate between income and expenses.
- 9-12.PF.III.1.C Create a budget that includes savings goals, emergency funds, fixed expenses, and variable expenses.
- 9-12.PF.III.1.D Explain how budgeting for charitable giving may have tax benefits.
- 9-12.PF.III.1.E Prioritize expenses and payment due dates.
- 9-12.PF.III.3.A Evaluate substitutes when the price of goods or services exceeds your budget.
- 9-12.PF.III.3.B Compare the features, durability, and maintenance costs of goods.
- 9-12.PF.III.2.A Conduct research on product options to plan future purchases such as phone, car, home, or vacation.
- 9-12.PF.III.2.B Evaluate product information for price, quality, service, and features.

Detailed Description/Instructions: Students will prepare a budget based on the career they have chosen (see Naviance activities in topic 1)

Bloom's Levels: Create

Webb's DOK: 3

Engaging Experience 4

Title: Making financial decisions

Suggested Length of Time: 35 minutes

Standards Addressed:

Priority:

- 9-12.PF.I.2.A Explain how today's choices have future consequences.
- 9-12.PF.I.2.C Analyze how choices can result in unintended consequences.
- 9-12.PF.III.4.C Analyze the costs and benefits of using or not using financial institutions and virtual exchanges.

Supporting:

- 9-12.PF.III.3.A Evaluate substitutes when the price of goods or services exceeds your budget.
- 9-12.PF.III.3.B Compare the features, durability, and maintenance costs of goods.
- 9-12.PF.III.2.A Conduct research on product options to plan future purchases such as phone, car, home, or vacation.
- 9-12.PF.III.2.B Evaluate product information for price, quality, service, and features.

Detailed Description/Instructions: Students will be given a situation they have a budget for (move into a new apartment, going on a trip, etc.) and they must purchase items within this budget. They will have to find cheap sales on items to stay within their budget.

Bloom's Levels: Evaluate

Webb's DOK: 3

Topic 4: Banking

Engaging Experience 1

Title: Financial institutions

Suggested Length of Time: 20 min

Standards Addressed:

Priority:

- 9-12.PF.III.4.A Compare the services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks.
- 9-12.PF.V.2.D Differentiate between secured and unsecured loans.

Detailed Description/Instructions: Students will identify different types of financial institutions.

Bloom's Levels: Define

Webb's DOK: 1

Engaging Experience 2

Title: Bank accounts

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- 9-12.PF.IV.3.A Identify saving instruments such as certificate of deposit and savings accounts.
- 9-12.PF.IV.3.B Compare the liquidity, interest payment, or penalty of various savings instruments.
- 9-12.PF.III.4.A Compare the services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks.

Detailed Description/Instructions: Students will demonstrate knowledge of different types of bank accounts

Bloom's Levels: Define

Webb's DOK: 1

Engaging Experience 3

Title: Banking forms

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- 9-12.PF.IV.3.A Identify saving instruments such as certificate of deposit and savings accounts.

- 9-12.PF.IV.3.B Compare the liquidity, interest payment, or penalty of various savings instruments.
- 9-12.PF.III.4.A Compare the services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks.
- 9-12.PF.V.2.D Differentiate between secured and unsecured loans.

Detailed Description/Instructions: Students will identify the different banking forms.

Bloom's Levels: Define

Webb's DOK: 1

Engaging Experience 4

Title: E-banking

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.IV.3.A Identify saving instruments such as certificate of deposit and savings accounts.
- 9-12.PF.IV.3.B Compare the liquidity, interest payment, or penalty of various savings instruments.
- 9-12.PF.III.4.A Compare the services, service fees, and requirements of various financial institutions such as banks, savings and loans, credit unions, and virtual banks.

Detailed Description/Instructions: Students will maintain an electronic bank account.

Bloom's Levels: Create

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

You will participate in the Park Hill Game of Life. Before entering the game, you will have selected a career, prepared a budget, and opened a bank account. In the Park Hill “Game of Life”, you will be given life challenges that may affect your career, income, and/or budget. Your challenge will be to determine the manner in which you will handle each “Game of Life” event you face. We will be joined by members of the business community as we encounter these challenges, and your responses will be evaluated by these folks as well as by your teacher. Upon completion of the “Game of Life”, you will make a presentation that contains the following information: Your career, income, challenges you faced in the Park Hill “Game of Life”, if your challenges were positive or negative, and what decisions you made when faced with each challenge.

Summary of Engaging Learning Experiences by Topic

Topic	Engaging Experience Title	Description	Suggested Length of Time
Careers and Income	Using Naviance to explore career options	Students will log into a program called Naviance (used through Counseling departments) to analyze different career choices, the education needed for those choices and income associated with prospective careers. The income amounts are particularly important as these will be used for future activities.	45 minutes
Careers and Income	Analyze career options	Once students go through the Naviance program and develop an idea of their chosen career, they will be asked to compare 3 similar choices and the income and educations associated with each. This activity will give students more of an idea of what career choices are available.	45 minutes
Careers and Income	Gross vs Net Pay	Students will be given various careers and amounts of pay. They will then have to determine if the amounts are net pay or gross pay amounts by researching those careers are the typical pay for each. This activity could be given as an individual assignment, group assignment, or done as a whole class.	10-20 minutes
Taxes and Market Forces	Research Taxes	Students will research different types of taxes. They will pay close attention to those not only from the federal level, but also from the state of Missouri and county as well.	45 minutes
Taxes and Market Forces	Figuring Net pay	Students will be given their income (gross pay) and asked to figure their net pay for monthly paycheck.	30 minutes

Taxes and Market Forces	Calculating real amounts	Students will be given a list of items from a shopping list and asked to find the "real" amounts, figuring in sales tax for those items.	30 minutes
Taxes and Market Forces	Examining Inflation	Students will examine supply, demand, and inflation. They will then research prices of items now and what these same items cost in the past, looking at how the rate of inflation has changed.	30 minutes
Taxes and Market Forces	Learning about the Fed	Students will learn about and take a virtual tour of the Federal Reserve System, specifically the Federal Reserve Bank in Kansas City.	30 minutes
Budget and Spending	Fixed vs. Variable expenses	Students will differentiate between fixed expenses and variable expenses.	1 day
Budget and Spending	Buying Strategies	Students will examine whether different times of the year when there are sales events going on (Black Friday, Back to School, Memorial Day weekend, etc.) are really good times to buy items and what items to buy at these times. Is this a good buying strategy?	30 minutes
Budget and Spending	Design a budget	Students will prepare a budget based on the career they have chosen (see Naviance activities in topic 1)	30 minutes
Budget and Spending	Making Financial Decisions	Students will be given a situation they have a budget for (move into a new apartment, going on a trip, etc.) and they must purchase items within this budget. They will have to find cheap sales on items to stay within their budget.	35 minutes
Banking	Financial Institutions	Students will identify different types of financial institutions.	20 minutes
Banking	Bank accounts	Students will demonstrate knowledge of different types of bank accounts	20 minutes
Banking	Banking forms	Students will identify the different banking forms.	20 minutes
Banking	E-banking	Students will maintain an electronic bank account.	1 day

Unit 2: Consumer Credit and Financial Protection

Subject: Personal Finance

Grade: 10-12

Name of Unit: Consumer Credit and Financial Protection

Length of Unit: 3 weeks

Overview of Unit: In this unit, students will learn about the use of credit, the cost of credit, laws that protect consumers, and how insurance can protect their financial future.

Priority Standards for unit:

- 9-12.PF.III.2.D Identify payment methods.
- 9-12.PF.III.2.E Analyze the costs and benefits of different payment options.
- 9-12.PF.V.3.A Evaluate factors that affect creditworthiness, including paying on time and payment history.
- 9-12.PF.V.3.E. Evaluate a credit report to verify accuracy.
- 9-12.PF.V.2.A Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged, and fees for late or missed payments.
- 9-12.PF.V.2.B Calculate the total purchase price of a good or service, including interest paid.
- 9-12.PF.V.2.C Explain the relationship between risk and interest, including credit worthiness and down payment.
- 9-12.PF.VI.2.A Analyze federal and state regulations which provide some remedies and assistance for identity theft.
- 9-12.PF.VI.2.B Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online.
- 9-12.PF.VI.2.C Discuss current ways to counter cyber-attacks and protect personal information.
- 9-12.PF.III.2.C Describe effective responses to deceptive or fraudulent sales practices.
- 9-12.PF.V.3.G Explain the value of consumer credit protection laws.
- 9-12.PF.VI.1.A Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth, or future opportunities.
- 9-12.PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.
- 9-12.PF.VI.1.C Analyze factors people use to choose insurance coverage.
- 9-12.PF.VI.1.D Explain how personal behavior and risk impact insurance premiums.
- 9-12.PF.VI.1.E Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventative care.

Supporting Standards for unit:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.

- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.
- 9-12.PF.V.1.A Analyze the difference between a credit and a debit account.
- 9-12.PF.V.1.B Compare sources of consumer credit such as credit cards, consumer loans, rent-to-own, title, and payday loans.
- 9-12.PF.V.1.C Evaluate the options for financing higher education.
- 9-12.PF.V.1.D Analyze various terms and conditions of credit cards and consumer loans.
- 9-12.PF.V.1.E Explain the purpose, functions, and costs of a mortgage.
- 9-12.PF.V.3.C Identify ways to avoid and/or correct credit problems.
- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Between secured and unsecured loans	Differentiate	Understand	2
Payment methods	Identify	Remember	1
The costs and benefits of different payment options	Analyze	Analyze	2
Factors that affect creditworthiness, including paying on time and payment history	Evaluate	Evaluate	3
A credit report to verify accuracy	Evaluate	Evaluate	3
The cost of credit between financial institutions based on the Annual Percentage	Compare	Understand	3

Rate (APR), initial fees charged, and fees for late or missed payments			
The total purchase price of a good or service, including interest paid	Calculate	Apply	2
The relationship between risk and interest, including creditworthiness and down payment	Explain	Understand	2
Federal and state regulations which provide some remedies and assistance for identity theft	Analyze	Analyze	2
How individuals can protect themselves from others misusing personal information	Analyze	Analyze	2
Current ways to counter cyber-attacks and protect personal information	Discuss	Analyze	2
Effective responses to deceptive or fraudulent sales practices	Describe	Understand	2
The value of consumer credit protection laws	Explain	Understand	2
The personal financial risks that can occur when unexpected events damage health, home, property, wealth, or future opportunities	Analyze	Analyze	2
How insurance companies create policies and determine premiums	Explain	Understand	2
Why insurance companies create policies and determine premiums	Explain	Understand	2
Factors people use to choose insurance coverage	Analyze	Analyze	2
How personal behavior and risk impact insurance premiums	Explain	Understand	2
Health insurance options to provide funds in the event of illness and/or pay for the cost of preventative care	Analyze	Analyze	2

Essential Questions:

1. How does the use of credit affect my financial future?
2. What are the rights of consumers using credit?
3. How can you protect yourself from Identity Theft?
4. How does insurance protect me financially?

Enduring Understanding/Big Ideas:

1. Using credit impacts my financial future through bankruptcy, interest rates when applying for credit, the ability to obtain loans, rent an apartment, buy a car, etc.

2. There are several rights of consumers using credit: They cannot be discriminated against based on gender, religion, age, or race; Billing errors must be corrected; No one can view your credit records without your permission; you cannot be harassed or threatened by creditors.
3. To protect against identity theft, you should safeguard personal information (SSN, birthday), safeguard financial information (bank statements, credit card statements), check credit reports, and safeguard PINs
4. Insurance protects against loss of property, protects against loss due to injury, and protects against loss of income.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Compare	Chapter 7 bankruptcy Chapter 13 bankruptcy
Evaluate	Phishing Identity Theft HMO PPO Medicare
Analyze	Medicaid Medical Payments Auto Insurance
Define	Physical Damages Auto Insurance Liability
Describe	Insurance Principle Interest Finance Charge

Resources for Vocabulary Development:

Vocabulary banks

Topic 1: Credit Basics

Engaging Experience 1

Title: What is Credit?

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.III.2.D Identify payment methods.
- 9-12.PF.III.2.E Analyze the costs and benefits of different payment options.

Supporting:

- 9-12.PF.V.1.A Analyze the difference between a credit and a debit account.
- 9-12.PF.V.1.B Compare sources of consumer credit such as credit cards, consumer loans, rent-to-own, title, and payday loans.
- 9-12.PF.V.1.D Analyze various terms and conditions of credit cards and consumer loans.

Detailed Description/Instructions: WHAT IS CREDIT? Students will explore the different sources of consumer credit and determine which type of credit would be best for different situations.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Creditworthiness

Engaging Experience 1

Title: 5 C's of Credit--part 1

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.A Evaluate factors that affect creditworthiness, including paying on time and payment history.
- 9-12.PF.V.3.E. Evaluate a credit report to verify accuracy.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.
- 9-12.PF.V.3.C Identify ways to avoid and/or correct credit problems.

Detailed Description/Instructions: Students will identify the 5 C's of credit and describe the characteristics of each C.

Bloom's Levels: Identify

Webb's DOK: 1

Engaging Experience 2

Title: 5 C's of Credit--part 2

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.A Evaluate factors that affect creditworthiness, including paying on time and payment history.
- 9-12.PF.V.3.E. Evaluate a credit report to verify accuracy.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.

Detailed Description/Instructions: Students will be given a list of characteristics and will determine which of the 5 C's would apply to each characteristic.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: 5 C's of Credit--part 3

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.A Evaluate factors that affect creditworthiness, including paying on time and payment history.
- 9-12.PF.V.3.E. Evaluate a credit report to verify accuracy.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.
- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.
- 9-12.PF.V.3.C Identify ways to avoid and/or correct credit problems.

Detailed Description/Instructions: Students will contract and compare credit applicants and determine, based on the 5 C's, if each applicant would be a candidate for credit approval.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 4

Title: Credit reports

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.A Evaluate factors that affect creditworthiness, including paying on time and payment history.
- 9-12.PF.V.3.E. Evaluate a credit report to verify accuracy.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.

Detailed Description/Instructions: Students will identify information that can be found on a credit report.

Bloom's Levels: Remember

Webb's DOK: 1

Topic 3: Cost of Using Credit

Engaging Experience 1

Title: Cost of Using Credit

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.2.A Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged, and fees for late or missed payments.
- 9-12.PF.V.2.B Calculate the total purchase price of a good or service, including interest paid.
- 9-12.PF.V.2.C Explain the relationship between risk and interest, including credit worthiness and down payment.

Supporting:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will go to www.practicalmoneyskills.com and use the Credit Calculator to determine the cost of using credit in given scenarios.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Cost of Using Credit--payment methods

Suggested Length of Time: 45 minutes

Standards Addressed:

Priority:

- 9-12.PF.V.2.A Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged, and fees for late or missed payments.
- 9-12.PF.V.2.B Calculate the total purchase price of a good or service, including interest paid.
- 9-12.PF.V.2.C Explain the relationship between risk and interest, including credit worthiness and down payment.

Supporting:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.

Detailed Description/Instructions: After determining the cost of using credit in given scenarios, students will analyze different payment methods to reduce the cost of using credit.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Cost of Using Credit--Using Credit

Suggested Length of Time: 30 minutes

Standards Addressed:

Priority:

- 9-12.PF.V.2.A Compare the cost of credit between financial institutions based on the Annual Percentage Rate (APR), initial fees charged, and fees for late or missed payments.
- 9-12.PF.V.2.B Calculate the total purchase price of a good or service, including interest paid.
- 9-12.PF.V.2.C Explain the relationship between risk and interest, including credit worthiness and down payment.

Supporting:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.

Detailed Description/Instructions: Students will discuss advantages and disadvantages of using credit.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 4: Consumer Credit Protection

Engaging Experience 1

Title: Consumer Credit Protection Act

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.VI.2.A Analyze federal and state regulations which provide some remedies and assistance for identity theft.
- 9-12.PF.V.3.G Explain the value of consumer credit protection laws.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.

Detailed Description/Instructions: Students will identify the main components of the Consumer Credit Protection Act (AKA Truth-in-Lending), Fair Debt Collections Practices Act, Fair Credit Billing Act, and Fair Credit Reporting Act.

Bloom's Levels: Define

Webb's DOK: 1

Engaging Experience 2

Title: Credit Law Scenarios

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.G Explain the value of consumer credit protection laws.
- 9-12.PF.VI.2.A Analyze federal and state regulations which provide some remedies and assistance for identity theft.
- 9-12.PF.VI.2.B Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online.
- 9-12.PF.VI.2.C Discuss current ways to counter cyber-attacks and protect personal information.
- 9-12.PF.III.2.C Describe effective responses to deceptive or fraudulent sales practices.

Supporting:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.

Detailed Description/Instructions: Students will be given scenarios and will determine which credit law applies to the scenario.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Identity theft/fraud

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.V.3.G Explain the value of consumer credit protection laws.
- 9-12.PF.VI.2.A Analyze federal and state regulations which provide some remedies and assistance for identity theft.
- 9-12.PF.VI.2.B Analyze how individuals can protect themselves from others misusing personal information and from identity theft while online.
- 9-12.PF.VI.2.C Discuss current ways to counter cyber-attacks and protect personal information.
- 9-12.PF.III.2.C Describe effective responses to deceptive or fraudulent sales practices.

Supporting:

- 9-12.PF.V.3.B Explain the purpose and components of credit records and credit history as provided by credit bureaus.
- 9-12.PF.V.3.D Analyze why credit scores may be used by entities, such as employers, landlords, and insurance companies.

Detailed Description/Instructions: Students will determine ways to protect their identity from fraud, phishing, and scams by identifying steps needed to protect personal information.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: Better Business Bureau

Suggested Length of Time: 20 minutes

Standards Addressed:

Priority:

- 9-12.PF.III.2.C Describe effective responses to deceptive or fraudulent sales practices.
- 9-12.PF.V.3.G Explain the value of consumer credit protection laws.

Supporting:

- 9-12.PF.V.3.H Explain responsibilities associated with the use of credit.
- 9-12.PF.V.3.F Explain the importance of annually verifying one's credit report.

Detailed Description/Instructions: Students will explain the role of the Better Business Bureau.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 5: Insurance

Engaging Experience 1

Title: Auto Insurance

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.
- 9-12.PF.VI.1.C Analyze factors people use to choose insurance coverage.
- 9-12.PF.VI.1.D Explain how personal behavior and risk impact insurance premiums.

Supporting:

- 9-12.PF.V.1.B Compare sources of consumer credit such as credit cards, consumer loans, rent-to-own, title, and payday loans.

Detailed Description/Instructions: Students will identify the different components of auto insurance.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 2

Title: Types of insurance

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.VI.1.A Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth, or future opportunities.
- 9-12.PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.
- 9-12.PF.VI.1.C Analyze factors people use to choose insurance coverage.
- 9-12.PF.VI.1.D Explain how personal behavior and risk impact insurance premiums.
- 9-12.PF.VI.1.E Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventative care.

Detailed Description/Instructions: Students will identify the differences between Medicare, Medicaid, HMO, and PPO.

Bloom's Levels: Evaluate

Webb's DOK: 3

Engaging Experience 3

Title: Renter's Insurance

Suggested Length of Time: 45 minutes

Standards Addressed:

Priority:

- 9-12.PF.VI.1.A Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth, or future opportunities.
- 9-12.PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.
- 9-12.PF.VI.1.C Analyze factors people use to choose insurance coverage.
- 9-12.PF.VI.1.D Explain how personal behavior and risk impact insurance premiums.

Supporting:

- 9-12.PF.V.1.E Explain the purpose, functions, and costs of a mortgage.

Detailed Description/Instructions: Students will understand the need for renter's insurance.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 4

Title: Insurance Case Studies

Suggested Length of Time: 45 minutes

Standards Addressed:

Priority:

- 9-12.PF.VI.1.A Analyze the personal financial risks that can occur when unexpected events damage health, home, property, wealth, or future opportunities.
- 9-12.PF.VI.1.B Explain how and why insurance companies create policies and determine premiums.
- 9-12.PF.VI.1.C Analyze factors people use to choose insurance coverage.
- 9-12.PF.VI.1.D Explain how personal behavior and risk impact insurance premiums.
- 9-12.PF.VI.1.E Analyze health insurance options to provide funds in the event of illness and/or to pay for the cost of preventative care.

Supporting:

- 9-12.PF.V.1.B Compare sources of consumer credit such as credit cards, consumer loans, rent-to-own, title, and payday loans.
- 9-12.PF.V.1.D Analyze various terms and conditions of credit cards and consumer loans.
- 9-12.PF.V.1.E Explain the purpose, functions, and costs of a mortgage.

Detailed Description/Instructions: Students will be given case studies and analyze which type of insurance would apply to each case.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

Engaging Scenario

Congratulations! You are ready to purchase your first vehicle on credit and obtain automobile insurance for it. You will “draw” for your scenario information which will include your monthly net income, your credit score, a budgeted range for a car payment, and a budgeted range for automobile insurance premiums. Your challenge is to apply for/obtain a loan to purchase a vehicle and obtain insurance using this information to guide your decision. Your loan application will be reviewed and approved/declined by a Loan Officer from Platte Valley Bank. You will also prepare a presentation that contains the following information:

- Your name
- Scenario information
Information about the car you selected to purchase (make, model, year, features, mileage)
- Information about the loan you applied for (price of vehicle, amount of down payment, amount of principle, interest rate, length of loan, amount of monthly payments, total cost of the loan)
- Information about the insurance you selected (types and amount of coverage, amount of premium payments)
- If your loan application was selected or denied.
- If your loan was denied, why? (Income? One of the 5 C's? Amount of payment? Credit worthiness?)
- If creditworthiness was an issue, what can you do to improve it?

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Credit Basics	What is Credit?	WHAT IS CREDIT? Students will explore the different sources of consumer credit and determine which type of credit would be best for different situations.	1 day
Creditworthiness	5 C's of Credit--Part 1	Students will identify the 5 C's of credit and describe the characteristics of each C.	1 day
Creditworthiness	5 C's of Credit--Part 2	Students will be given a list of characteristics and will determine which of the 5 C's would apply to each characteristic.	1 day
Creditworthiness	5 C's of Credit--Part 3	Students will contract and compare credit applicants and determine, based on the 5 C's, if each applicant would be a candidate for credit approval.	1 day
Creditworthiness	Credit reports	Students will identify information that can be found on a credit report.	1 day
Cost of Using Credit	Cost of Using Credit	Students will go to www.practicalmoneyskills.com and use the Credit Calculator to determine the cost of using credit in given scenarios.	1 day
Cost of Using Credit	Cost of Using Credit--Payment Methods	After determining the cost of using credit in given scenarios, students will analyze different payment methods to reduce the cost of using credit.	45 minutes
Cost of Using Credit	Cost of Using Credit--Using Credit	Students will discuss advantages and disadvantages of using credit	30 minutes

Consumer Credit Protection	Consumer Credit Protection Act	Students will identify the main components of the Consumer Credit Protection Act (AKA Truth-in-Lending), Fair Debt Collections Practices Act, Fair Credit Billing Act, and Fair Credit Reporting Act.	1 day
Consumer Credit Protection	Credit Law Scenarios	Students will be given scenarios and will determine which credit law applies to the scenario.	1 day
Consumer Credit Protection	Identity theft/fraud	Students will determine ways to protect their identity from fraud, phishing, and scams by identifying steps needed to protect personal information.	1 day
Consumer Credit Protection	Better Business Bureau	Students will explain the role of the Better Business Bureau	20 minutes
Insurance	Auto Insurance	Students will identify the different components of auto insurance	1 day
Insurance	Types of insurance	Students will identify the differences between Medicare, Medicaid, HMO, and PPO	1 day
Insurance	Renter's Insurance	Students will understand the need for renter's insurance	45 minutes
Insurance	Insurance Case Studies	Students will be given case studies and analyze which type of insurance would apply to each case	45 minutes

Unit 3: Future Financial Planning

Subject: Personal Finance

Grade: 10-12

Name of Unit: Future Financial Planning

Length of Unit: 2 weeks

Overview of Unit: In this unit, students will look at the way our financial markets perform and the correlation between risk and return. They will also look at ways to save and invest for the future.

Priority Standards for unit:

- 9-12.PF.VII.2.D Explain the risks and rewards of short term and long-term investments.
- 9-12.PF.VII.1.B Explain the impact of capital gains, dividends, risk and stock value on corporate stock ownership.
- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.V.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.
- 9-12.PF.VII.1.A Compare various financial assets for their risk and rewards such as stocks, bonds, mutual funds, real estate, and commodities.
- 9-12.PF.VII.2.A Explain how the rate of return earned from investments will vary according to the amount of risk.
- 9-12.PF.VII.2.E Describe how diversification can lower investment risk.
- 9-12.PF.IV.2.A Compare simple and compound interest.
- 9-12.PF.IV.2.B Use the Rule of 72 to calculate how long it takes money to double.
- 9-12.PF.VII.2.C Explain why an investment with greater risk, such as a penny stock, will commonly have a lower market price, but an uncertain rate of return.

Supporting Standards for unit:

- 9-12.PF.IV.1.D Compare retirement savings options.
- 9-12.PF.VII.1.C Explain how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
- 9-12.PF.VII.2.B Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets.
- 9-12.PF.III.4.D Explain the importance of FDIC, NCUA, and other security regulations to protect one's wealth in financial institutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The risks and rewards of short term and long-term investments	Explain	Understand	2
The impact of capital gains on corporate stock ownership	Explain	Understand	2
The impact of dividends on corporate stock ownership	Explain	Understand	2
The impact of risk on corporate stock ownership	Explain	Understand	2
The impact of stock value on corporate stock ownership	Explain	Understand	2
The importance of a rainy day fund for unexpected reasons	Explain	Understand	2
How the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making	Explain	Understand	2
Various financial assets for their risk and rewards, such as stocks, bonds, mutual funds, real estate, and commodities	Compare	Analyze	2
How the rate of return earned from investments will vary according to the amount of risk	Explain	Understand	2
How diversification can lower investment risk	Describe	Understand	2
Simple and compound interest	Compare	Understand	2
The Rule of 72 to calculate how long it takes money to double	Use	Apply	2
Why an investment with greater risk, such as penny stock, will commonly have a lower market price, but an uncertain rate of return	Explain	Understand	2

Essential Questions:

1. What is the correlation between risk and return?
2. How do long-term savings accounts benefit me?

3. How are investments beneficial to me?
4. How do investments make me money?

Enduring Understanding/Big Ideas:

1. The higher the risk, the greater potential return.
2. Long-term savings accounts help save for later in life expenses.
3. Investments provide additional income, range from low to high risk and have low to high returns, provide diversification, and help build wealth.
4. Over time, the value of your investments can grow and provide you more money when you sell.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<p>Compare</p> <p>Explain</p> <p>Examine</p> <p>Evaluate</p> <p>Demonstrate</p> <p>Analyze</p> <p>Factors</p> <p>Sources of Information</p>	<p>Saving</p> <p>Investing</p> <p>Risk</p> <p>Return</p> <p>Liquidity</p> <p>Manageability</p> <p>Investment alternatives</p> <p>Tax aspects</p> <p>Rate of Return</p> <p>Financial markets</p> <p>Investors</p> <p>Advisor</p> <p>Long-term</p> <p>Savings account</p> <p>Interest Rate</p> <p>Primary/Secondary markets</p> <p>Stocks and stock market</p> <p>Bonds</p> <p>Mutual funds</p> <p>Real Estate</p> <p>Residential Property</p> <p>Commercial Property</p> <p>401(k)</p> <p>403(b)</p> <p>IRA and Roth IRA</p>

Resources for Vocabulary Development: Lotus diagram

Topic 1: Financial Markets

Engaging Experience 1

Title: Risk vs. Return

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.VII.1.A Compare various financial assets for their risk and rewards such as stocks, bonds, mutual funds, real estate, and commodities.
- 9-12.PF.VII.2.A Explain how the rate of return earned from investments will vary according to the amount of risk.
- 9-12.PF.VII.2.E Describe how diversification can lower investment risk.

Supporting:

- 9-12.PF.VII.1.C Explain how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
- 9-12.PF.VII.2.B Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will develop visual representation of the risk and return associated with each type of investment based on current market conditions. Teachers may use a chosen quality tool to do this as a class activity or have students develop a chart or other visual aid based on these parameters. Students will be able to see each type of investment's risk and return and how risk and return are connected.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Long-Term Savings Accounts

Engaging Experience 1

Title: Savings Search

Suggested Length of Time: 1-2 days

Standards Addressed:

Priority:

- 9-12.PF.VII.2.D Explain the risks and rewards of short term and long-term investments.
- 9-12.PF.VII.1.B Explain the impact of capital gains, dividends, risk and stock value on corporate stock ownership.
- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.V.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.

Supporting:

- 9-12.PF.IV.1.D Compare retirement savings options.

Detailed Description/Instructions: Students will look at different long-term saving options and decide which may be best suited for them based on their predicted future. These saving options may include 401(k), 403(b), IRA, Roth IRA plans among others. Students will look at the similarities and differences of these plans to determine which a best fit is for them.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Interest Project

Suggested Length of Time: 1 day

Standards Addressed:

Priority:

- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.V.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.
- 9-12.PF.IV.2.A Compare simple and compound interest.
- 9-12.PF.IV.2.B Use the Rule of 72 to calculate how long it takes money to double.
- 9-12.PF.VII.2.C Explain why an investment with greater risk, such as a penny stock, will commonly have a lower market price, but an uncertain rate of return.

Supporting:

- 9-12.PF.IV.1.D Compare retirement savings options.

Detailed Description/Instructions: Students will calculate simple and compound interest using different long-term saving/investing scenarios. These scenarios will contain different interest rates, will compare simple and compound interest, and will begin at different times based on a person's life starting at age 18 and looking at retirement age of 65. Using their calculations, students will determine which scenario had the better return while determining the reasons for saving and the choices they have in their saving options.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: *Who gets my money?* Project

Suggested Length of Time: 1-2 days

Standards Addressed:

Priority:

- 9-12.PF.VII.2.D Explain the risks and rewards of short term and long-term investments.
- 9-12.PF.VII.1.B Explain the impact of capital gains, dividends, risk and stock value on corporate stock ownership.
- 9-12.PF.IV.1.C Explain the importance of a rainy day fund for unexpected expenses.
- 9-12.PF.V.2.C Explain how the time value of money, i.e. money in hand today is worth more than money promised in the future, influences financial decision-making.

Supporting:

- 9-12.PF.III.4.D Explain the importance of FDIC, NCUA, and other security regulations to protect one's wealth in financial institutions.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will research different financial institutions and agencies that offer long-term saving/investing options. They will review and compare what features are offered. Students will also discuss what features to look for in these professionals before selecting them.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 3: Investments

Engaging Experience 1

Title: Virtual Stock Market Game

Suggested Length of Time: 8-10 days (approximately 20 min per day)

Standards Addressed:

Priority:

- 9-12.PF.VII.1.A Compare various financial assets for their risk and rewards such as stocks, bonds, mutual funds, real estate, and commodities.
- 9-12.PF.VII.2.A Explain how the rate of return earned from investments will vary according to the amount of risk.
- 9-12.PF.VII.2.E Describe how diversification can lower investment risk.

Supporting:

- 9-12.PF.VII.1.C Explain how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
- 9-12.PF.VII.2.B Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Students will enroll and be an active participant in a virtual stock market game. They will be given a sum of pretend money to invest in stocks, bonds or mutual funds within the financial market and compete with each other using real-time prices. They will use buying and selling strategies to earn more money on their investments throughout the game.

Bloom's Levels: Evaluate

Webb's DOK: 4

Engaging Experience 2

Title: Investment Knowledge

Suggested Length of Time: 1-2 days

Standards Addressed:

Priority:

- 9-12.PF.VII.2.D Explain the risks and rewards of short term and long-term investments.
- 9-12.PF.VII.1.B Explain the impact of capital gains, dividends, risk and stock value on corporate stock ownership.
- 9-12.PF.IV.2.A Compare simple and compound interest.
- 9-12.PF.IV.2.B Use the Rule of 72 to calculate how long it takes money to double.

- 9-12.PF.VII.2.C Explain why an investment with greater risk, such as a penny stock, will commonly have a lower market price, but an uncertain rate of return.

Supporting:

- 9-12.PF.VII.1.C Explain how the price of a financial asset is determined by the interaction of buyers and sellers in a financial market.
- 9-12.PF.VII.2.B Explain how the rates of return on financial assets are influenced by buyers and sellers in financial markets.
- 9-12.PF.III.4.D Explain the importance of FDIC, NCUA, and other security regulations to protect one's wealth in financial institutions.

Detailed Description/Instructions: Students will examine and look at examples of different investment options such as stocks, bonds, mutual funds, real estate, and property.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Scenario

Engaging Scenario

You have just finished the first year in your dream career and you are looking to start investing in your future. You are earning the base salary of your chosen career and are spending approximately 60% of your monthly income for all your expenses. You will develop an investment plan based on how you want to invest your potential income given your career. You have a meeting with a professional financial advisor about your plan, but your plan must be complete and ready for review--this advisor doesn't have a lot of free time. Your task is to develop an investing plan for your future. Use today's invest prices and markets to develop a plan of action when it comes to your future investments. Research the investments you are interested in and how they have performed in the past. Be sure to include as part of your investment plan where you project your income to be in 10, 15, and 20 years given your potential investments. Your overall goal is to gain as much potential income as possible. A professional financial advisor will review your investment plan and give you feedback on whether your plan is ready to proceed.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Financial Markets	Risk vs. Return	Students will develop visual representation of the risk and return associated with each type of investment based on current market conditions. Teachers may use a chosen quality tool to do this as a class activity or have students develop a chart or other visual aid based on these parameters. Students will be able to see each type of investment's risk and return and how risk and return are connected.	1 day
Long-Term Savings Accounts	Savings Search	Students will look at different long-term saving options and decide which may be best suited for them based on their predicted future. These saving options may include 401(k), 403(b), IRA, Roth IRA plans among others. Students will look at the similarities and differences of these plans to determine which a best fit is for them.	1-2 days
Long-Term Savings Accounts	Interest Project	Students will calculate simple and compound interest using different long-term saving/investing scenarios. These scenarios will contain different interest rates, will compare simple and compound interest, and will begin at different times based on a person's life starting at age 18 and looking at retirement age of 65. Using their calculations, students will determine which scenario had the better return while determining the reasons for saving and the choices they have in their saving options.	1 day

Long-Term Savings Accounts	<i>Who gets my money?</i> Project	Students will research different financial institutions and agencies that offer long-term saving/investing options. They will review and compare what features are offered. Students will also discuss what features to look for in these professionals before selecting them.	1-2 days
Investments	Virtual Stock Market Game	Students are put into the role of investor. They have a chance to experience the stock market first-hand and compete amongst their peers.	8-10 days (approximately 20 min per day)
Investments	Investment knowledge	Students will examine and look at examples of different investment options such as stocks, bonds, mutual funds, real estate, and property.	1-2 days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.