

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
OFFICE OF CURRICULUM AND INSTRUCTION



Personal Finance

Length of Course:	Semester
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 9 - 12
Credit Value:	2.5 Credits
Date Approved:	December 22, 2020

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### **Course Description**

Personal Financial Literacy is a state-mandated graduation requirement for all students. This course focuses on the five separate strands of personal finance which include income and careers; money management, credit and debt management, planning, saving and investing; becoming critical consumers; citizen financial responsibility; and risk management and insurance. This course is designed to assist students in recognizing their financial responsibilities today and those they will encounter in the future. Topics include developing knowledge of banking, credit, stocks, bonds, mutual funds, and real estate. Real-life, real-time assignments and investment challenges are examples of projects designed for this course.

### **Units Of Study**

<b>Unit</b>	<b>Focus</b>
1: Financial Psychology	<ul style="list-style-type: none"> <li>● Financial Goals and Values</li> <li>● Financial Biases</li> <li>● Information Decisions</li> </ul>
2: Civic Financial Responsibility	<ul style="list-style-type: none"> <li>● Accessing Information</li> <li>● Civic Responsibility</li> </ul>
3: Financial Institutions	<ul style="list-style-type: none"> <li>● Managing Accounts</li> <li>● Selecting Institutions</li> </ul>
4: Economic and Government Influences	<ul style="list-style-type: none"> <li>● Understanding Tax Rates</li> <li>● Influencing Government Policy</li> <li>● Consumer Protection</li> </ul>
5: Planning and Budgeting	<ul style="list-style-type: none"> <li>● Aligning Investments</li> <li>● Modifying Budgets</li> <li>● Understanding Cash Flow and Business Operations</li> </ul>
6: Credit and Debit Management	<ul style="list-style-type: none"> <li>● Good and Bad Debt</li> <li>● Evaluation Loans</li> <li>● Borrower's Rights and Responsibilities</li> </ul>
7: Credit Profile	<ul style="list-style-type: none"> <li>● Credit Reports</li> <li>● Building Good Credit</li> <li>● Protecting Your Credit</li> </ul>
8: Risk Management and Insurance	<ul style="list-style-type: none"> <li>● Risk Management</li> <li>● Types of Insurance</li> </ul>

**Unit 1: Financial Psychology**

<b>Targeted Standards</b>	9.1.12.FP.1: 9.1.12.FP.2: 9.1.12.FP.1 [1] 9.1.12.FP.1 [2] 9.1.12.FP.1 [3] 9.1.12.FP.1 [4] 9.1.12.FP.2 [1] 9.1.12.FP.2 [2] 9.1.12.FP.2 [3] 9.1.12.FP.2 [4] 9.1.12.FP.3 9.1.12.FP.4 9.1.12.FP.5 9.1.12.FP.3 [1] 9.1.12.FP.3 [2] 9.1.12.FP.3 [3] 9.1.12.FP.3 [4] 9.1.12.FP.4 [1] 9.1.12.FP.4 [2] 9.1.12.FP.4 [3] 9.1.12.FP.4 [4] 9.1.12.FP.5 [1] 9.1.12.FP.5 [2] 9.1.12.FP.6 9.1.12.FP.7 9.1.12.FP.6 [1] 9.1.12.FP.6 [2] 9.1.12.FP.7 [1] 9.1.12.FP.7 [2]
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will understand that:</i> To be fiscally responsible, an individual's finances should align with one's values and goals. Biological behavioral biases, psychology and unconscious beliefs affect financial decision making. The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does an individual's values and goals help lead to fiscal financial responsibility?</li> <li>● Does a person's biological behavioral biases, psychology and unconscious beliefs affect financial decision making?</li> <li>● What are necessary skills to have to be able to make informed decisions that align to one's goals.</li> </ul>
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> <li>● Create a clear long-term financial plan that aligns with students' values and goals</li> <li>● Evaluate how behavioral bias affects decision making</li> <li>● Evaluate the relationships of family patterns, cultural traditions, and historical influences on financial practice</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Financial Goals and Values</li> <li>• Financial Biases</li> <li>• Informed Decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.</li> <li>• Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.</li> <li>• Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision making.</li> <li>• Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how your desired standard of living will be a consideration when preparing your financial plan.</li> <li>• Explain the importance of setting timelines and benchmarks (short-term goals) in achieving financial goals.</li> <li>• Explain how income and expenses will change and impact one's financial plan</li> <li>• Identify trade-offs and opportunity costs associated with meeting financial goals</li> <li>• Explain the value of building wealth early in one's adult life</li> <li>• Explain damaging money avoidance issues such as financial denial, financial rejection, underspending and excessive risk avoidance and how to avoid them in financial planning</li> </ul>	<ul style="list-style-type: none"> <li>• Create a timeline for achievement of a personal goal with benchmarks.</li> <li>• List and explain various changes that will occur in financial planning through various stages of life.</li> <li>• Compare and Contrast needs and wants and Define delayed gratification</li> <li>• List and determine the effect of various resources available for independent education in the area of financial planning (workplace resources, books, seminars/workshops, webinars/podcasts etc.)</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

## **Unit 2: Civic Financial Responsibility**

<p><b>Targeted Standards</b></p>	<p>9.1.12.CFR.1 9.1.12.CFR.2 9.1.12.CFR.1 [1]  9.1.12.CFR.1 [2] 9.1.12.CFR.2 [1] 9.1.12.CFR.2 [2]  9.1.12.CFR.3 9.1.12.CFR.4 9.1.12.CFR.5 9.1.12.CFR.6  9.1.12.CFR.3 [1] 9.1.12.CFR.3 [2] 9.1.12.CFR.4 [1]  9.1.12.CFR.4 [2] 9.1.12.CFR.5 [1] 9.1.12.CFR.5 [2]  9.1.12.CFR.6 [1] 9.1.12.CFR.6 [2]</p>
<p><b>Unit Objectives/ Conceptual Understandings</b></p>	<p><i>Students will understand that:</i>  Philanthropic, charitable and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities. The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● Why is the ability to assess external information a necessary skill to make informed decisions aligned to one's goals?</li> <li>● How is the potential for building and using personal wealth related to an understanding of the legal rights and responsibilities of being a good citizen?</li> </ul>
<p><b>Unit Assessment</b></p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>● Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</li> <li>● Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</li> <li>● Research companies with corporate governance policies supporting the common good and human rights.</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Accessing Information</li> <li>• Civic Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the purpose and goals established by charitable organizations</li> <li>• Explain how charitable organizations improve the quality of life of those they seek to serve</li> <li>• Explain how to factor charitable giving into a personal budget</li> <li>• Describe the penalties associated with breaking financial laws</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize the purpose and importance of estate planning documents (e.g. will, durable power of attorney, living will, health care proxy, etc.).</li> <li>• Analyze how companies allocate financial resources to promote common good and human rights.</li> <li>• Explain the characteristics of specific financial crimes (e.g. tax evasion, insurance fraud, credit card fraud, money laundering, identity theft)</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</li> <li>• Identify and explain the consequences of breaking federal and/or state employment or financial laws.</li> <li>• Demonstrate understanding of the interrelationship between attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

**Unit 3: Financial Institutions**

<b>Targeted Standards</b>	9.1.12.FI.1 9.1.12.FI.2 9.1.12.FI.1 [1] 9.1.12.FI.1 [2] 9.1.12.FI.2 [1] 9.1.12.FI.2 [2] 9.1.12.FI.2 [3] 9.1.12.FI.3 9.1.12.FI.4 9.1.12.FI.3 [1] 9.1.12.FI.3 [2] 9.1.12.FI.3 [3] 9.1.12.FI.4 [1] 9.1.12.FI.4 [2] 9.1.12.FI.4 [3]
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will understand that:</i> There are ways to manage your accounts that provide you maximum benefits and protection. There are factors you can use to select financial institutions and professionals that are best suited for your needs.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are ways to manage your accounts that provide you maximum benefits and protection?</li> <li>● What are the factors you can use to select financial institutions and professionals that are best suited for your needs?</li> </ul>
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> <li>● Demonstrate ways to manage your accounts that maximize benefits and provide you with the utmost protection.</li> <li>● Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).</li> </ul>



Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>Managing Accounts</li> <li>Selecting Institutions</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to protect yourself from identity theft</li> <li>Compare and contrast List various financial accounts                             <ul style="list-style-type: none"> <li>A. CDs</li> <li>B. Savings</li> <li>C. Bonds</li> <li>D. Mutual funds</li> <li>E. Municipal bonds</li> <li>F. ETC</li> </ul> </li> <li>Identify services from various financial institutions to assist in achieving long term goals</li> </ul>	<ul style="list-style-type: none"> <li>List ways that identity theft affects an individual</li> <li>Explain ways to manage your accounts with the utmost protection, including FDIC protections</li> <li>Identify long term personal and family goals [e.g. college, retirement]</li> <li>List financial and non-financial companies [e.g. banks, credit unions, check-cashing stores, product warranty insurance]</li> <li>Research benefits and drawbacks of products offered by financial and non-financial companies</li> </ul>	<ul style="list-style-type: none"> <li>Identify ways to protect yourself from identity theft</li> <li>Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g. college, retirement).</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice <ul style="list-style-type: none"> <li><a href="#">Next Gen Personal Finance</a></li> <li><a href="#">Edutopia</a></li> <li><a href="#">Personal Finance Education</a></li> </ul>		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> <li><i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li><i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li><i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

## **Unit 4: Economics and Government Influences**

<p><b>Targeted Standards</b></p>	<p>9.1.12.EGI.1 9.1.12.EGI.2 9.1.12.EGI.1 [1] 9.1.12.EGI.1 [2] 9.1.12.EGI.2 [1] 9.1.12.EGI.2 [2] 9.1.12.EGI.3 9.1.12.EGI.4 9.1.12.EGI.5 9.1.12.EGI.3 [1] 9.1.12.EGI.3 [2] 9.1.12.EGI.3 [3] 9.1.12.EGI.4 [1] 9.1.12.EGI.4 [2] 9.1.12.EGI.5 [1] 9.1.12.EGI.5 [2] 9.1.12.EGI.5 [3] 9.1.12.EGI.6 9.1.12.EGI.6 [1] 9.1.12.EGI.6 [2] 9.1.12.EGI.6 [3]</p>
<p><b>Unit Objectives/ Conceptual Understandings</b></p>	<p><i>Students will understand that:</i> Tax rates vary based on your financial situation. There are different ways you can influence government policy to improve your financial situation. There are agencies, laws and resources to protect you as a consumer.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How do tax rates vary based on your financial situation?</li> <li>● What are the different ways you can influence government policy to improve your financial situation?</li> <li>● What are the agencies, laws, and resources to protect you as a consumer?</li> </ul>
<p><b>Unit Assessment</b></p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>● Explain why various forms of income are taxed differently.</li> <li>● Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison and achieving societal responsibilities.</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Understanding Tax Rates</li> <li>• Influencing Government Policy</li> <li>• Consumer Protection</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and compare various sources of income, and types of products and services purchased</li> <li>• Explain tax brackets and explain why various types of income are taxed differently</li> <li>• Explain the relationship between your personal financial situation and the broader economic and governmental policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison and achieving societal responsibilities.</li> <li>• Identify our own country's economic system of capitalism</li> <li>• Explain the rights and responsibilities of buyers and sellers</li> </ul>	<ul style="list-style-type: none"> <li>• Review the tax rates on different sources of income and on different types of products and services purchased.</li> <li>• Relate our country's economic system to building personal wealth and achieving societal responsibilities</li> <li>• Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

## **Unit 5: Planning and Budgeting**

<p><b>Targeted Standards</b></p>	<p>9.1.12.PB.1 9.1.12.PB.2 9.1.12.PB.1 [1] 9.1.12.PB.1 [2]            9.1.12.PB.1 [3] 9.1.12.PB.2 [1] 9.1.12.PB.2 [2]            9.1.12.PB.2 [3] 9.1.12.PB.3            9.1.12.PB.5 9.1.12.PB.4 9.1.12.PB.3 [1] 9.1.12.PB.3 [2]            9.1.12.PB.5 [1] 9.1.12.PB.5 [2] 9.1.12.PB.4 [1]            9.1.12.PB.4 [2] 9.1.12.PB.6            9.1.12.PB.6 [1] 9.1.12.PB.6 [2] 9.1.12.PB.6 [3]</p>
<p><b>Unit Objectives/ Conceptual Understandings</b></p>	<p><i>Students will understand that:</i>            There are ways to align your investments with your personal financial goals. A budget may need to be modified as an individual's career, financial goals and life situations change. Money management requires understanding of cash flow systems and business practices.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are ways to align your investments with your personal financial goals?</li> <li>● Why would a budget need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement) and/or other life situations change?</li> <li>● Why does money management require understanding of cash flow systems and business practices?</li> </ul>
<p><b>Unit Assessment</b></p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>● Design a personal budget that will help you reach your long-term and short-term financial goals.</li> <li>● Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>Aligning Investments</li> <li>Modifying Budgets</li> <li>Understanding Cash Flow and Business Operations</li> </ul>	<ul style="list-style-type: none"> <li>Explain the difference between saving and investing.</li> <li>Prioritize financial decisions by considering alternatives and possible consequences.</li> <li>Define saving and investing opportunities</li> <li>Describe interest and fees that are applied to various forms of spending, debt, and saving</li> </ul>	<ul style="list-style-type: none"> <li>Analyze the differences between saving and investing opportunities</li> <li>Prioritize financial decisions by considering alternatives and possible consequences.</li> <li>Define and identify forms of spending, debt, and saving</li> <li>Calculate simple interest and fees using online calculators</li> <li>Calculate compound interest and fees using online calculators</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define the components of a budget:                             <ul style="list-style-type: none"> <li>-earned and unearned income</li> <li>-variable expenses</li> <li>-fixed expenses</li> </ul> </li> <li>Design a person a personal budget; Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</li> <li>Compare various month to month budgets</li> <li>Analyze percent change on a multi-period budget</li> <li>Revise your budget to accommodate different financial circumstances</li> </ul>
<b>Resources</b> Essential materials, supplementary materials, links to best practice <ul style="list-style-type: none"> <li><a href="#">Next Gen Personal Finance</a></li> <li><a href="#">Edutopia</a></li> <li><a href="#">Personal Finance Education</a></li> </ul>		<b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings <ul style="list-style-type: none"> <li><i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li><i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li><i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

**Unit 6: Credit and Debit Management**

<p><b>Targeted Standards</b></p>	<p>9.1.12.CDM.1 9.1.12.CDM.2 9.1.12.CDM.3 9.1.12.CDM.4            9.1.12.CDM.1 [1] 9.1.12.CDM.1 [2] 9.1.12.CDM.1 [3]            9.1.12.CDM.2 [1] 9.1.12.CDM.2 [2] 9.1.12.CDM.2 [3]            9.1.12.CDM.3 [1] 9.1.12.CDM.3 [2] 9.1.12.CDM.4 [1]            9.1.12.CDM.4 [2] 9.1.12.CDM.4 [3] 9.1.12.CDM.4 [4]            9.1.12.CDM.4 [5] 9.1.12.CDM.5 9.1.12.CDM.6            9.1.12.CDM.7 9.1.12.CDM.8 9.1.12.CDM.5 [1]            9.1.12.CDM.5 [2] 9.1.12.CDM.5 [3] 9.1.12.CDM.5 [4]            9.1.12.CDM.6 [1] 9.1.12.CDM.6 [2] 9.1.12.CDM.6 [3]            9.1.12.CDM.7 [1] 9.1.12.CDM.7 [2] 9.1.12.CDM.7 [3]            9.1.12.CDM.8 [1] 9.1.12.CDM.8 [2] 9.1.12.CDM.8 [3]            9.1.12.CDM.9 9.1.12.CDM.10 9.1.12.CDM.9 [1]            9.1.12.CDM.9 [2] 9.1.12.CDM.9 [3] 9.1.12.CDM.9 [4]            9.1.12.CDM.10 [1] 9.1.12.CDM.10 [2] 9.1.12.CDM.10 [3]</p>
<p><b>Unit Objectives/ Conceptual Understandings</b></p>	<p><i>Students will understand that:</i>            There are reasons and consequences to taking on debt.            There are ways to evaluate loans and their impact on one’s            personal financial plan. Borrowers have rights and            responsibilities.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are the reasons and consequences to taking on debt?</li> <li>● How do you evaluate loans and their impact on one’s personal financial plan?</li> <li>● What are the rights and responsibilities that borrowers have?</li> </ul>
<p><b>Unit Assessment</b></p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>● Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages).</li> <li>● Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.)</li> <li>● Compare and compute interest and compound interest and develop an amortization table using business tools</li> <li>● Compare and analyze fixed versus variable interest rates and their impact on debt repayment</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Good and Bad Debt</li> <li>• Evaluating Loans</li> <li>• Borrower’s Rights and Responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the purposes, advantages and disadvantages of debt.</li> <li>• Define credit and debt</li> <li>• Explain how to make choices regarding the use and management of credit and debt.</li> <li>• Explain the differences between federal and private loan options</li> <li>• Explain the differences between subsidized and unsubsidized loans</li> <li>• Recognize the implications of non-repayment of student loans</li> <li>• Determine what causes consumers and businesses to file for bankruptcy</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast the advantages and disadvantages of various types of mortgages.</li> <li>• Differentiate the differences between "good" and "bad" debt</li> <li>• Explain simple and compound interest, its benefits to lenders, and its associated implications towards borrowers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt</li> <li>• Compare long-term effects of accepting the loan amount that you are offered versus the amount you actually need</li> <li>• Calculate a mortgage payment (using digital calculator)</li> <li>• Calculate simple and compound interest using business tools and interpret information developed in an amortization schedule [e.g. student, car]</li> <li>• Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others.</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

**Unit 7: Credit Profile**

<b>Targeted Standards</b>	9.1.12.CP.3 9.1.12.CP.4 9.1.12.CP.5 9.1.12.CP.6 9.1.12.CP.6 [1] 9.1.12.CP.6 [2] 9.1.12.CP.9 9.1.12.CP.7 9.1.12.CP.8 9.1.12.CP.9 [1] 9.1.12.CP.9 [2] 9.1.12.CP.9 [3] 9.1.12.CP.9 [4] 9.1.12.CP.7 [1] 9.1.12.CP.7 [2] 9.1.12.CP.8 [1] 9.1.12.CP.8 [2] 9.1.12.CP.8 [3] 9.1.12.CP.8 [4]
<b>Unit Objectives/ Conceptual Understandings</b>	<i>Students will understand that:</i> Negative information in credit reports can affect a person's credit score and financial options. Building and maintaining a good credit history is a process. Debt reduces net worth. There are ways to ensure that your credit is protected and information is accurate.
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can negative information in credit reports affect a person's credit score and financial options?</li> <li>● How is building and maintaining a good credit history a process?</li> <li>● What are the ways to ensure that your credit is protected, and information is accurate?</li> </ul>
<b>Unit Assessment</b>	<i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i> <ul style="list-style-type: none"> <li>● Summarize how one's credit history can affect finances, including loan terms, employment and qualifying for loans.</li> <li>● Analyze factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit.</li> <li>● Create a plan to improve and maintain an excellent credit rating.</li> </ul>



Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Credit Reports</li> <li>• Building Good Credit</li> <li>• Protecting your Credit</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the advantages of maintaining a positive credit history</li> <li>• Identify how employment and insurance rates are impacted by your credit score</li> <li>• Recognize that access to credit is impacted by your credit score</li> <li>• Explain the effect of debt on a person's net worth.</li> <li>• Identify different ways you can protect your credit.</li> <li>• Identify the credit bureaus (TransUnion, Experian, Equifax) that maintain and provide consumer credit reports</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how a credit score affects creditworthiness and the cost of credit</li> <li>• Explain the negative impact of debt on a person's net worth.</li> <li>• Summarize factors that affect a particular credit scoring system.</li> <li>• Define a credit report and identify important information it contains</li> <li>• Identify the components of a credit score and how they are calculated</li> <li>• Compare and contrast credit scoring systems (FICO score vs. Vantage score)</li> </ul>	<ul style="list-style-type: none"> <li>• List various types of short- and long-term debts</li> <li>• Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.</li> <li>• Assess strategies to avoid becoming a victim of identity theft (e.g. confidentiality of personal information)</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	

**Unit 8: Risk Management**

<p><b>Targeted Standards</b></p>	<p>9.1.12.RMI.1 9.1.12.RMI.2 9.1.12.RMI.1 [1] 9.1.12.RMI.1 [2] 9.1.12.RMI.2 [1] 9.1.12.RMI.2 [2] 9.1.12.RMI.2 [3] 9.1.12.RMI.3 9.1.12.RMI.4 9.1.12.RMI.5 9.1.12.RMI.6 9.1.12.RMI.7 9.1.12.RMI.3 [1] 9.1.12.RMI.3 [2] 9.1.12.RMI.3 [3] 9.1.12.RMI.4 [1] 9.1.12.RMI.4 [2] 9.1.12.RMI.5 [1] 9.1.12.RMI.5 [2] 9.1.12.RMI.6 [1] 9.1.12.RMI.6 [2] 9.1.12.RMI.7 [1] 9.1.12.RMI.7 [2] 9.1.12.RMI.7 [3] 9.1.12.RMI.7 [4]</p>
<p><b>Unit Objectives/ Conceptual Understandings</b></p>	<p><i>Students will understand that:</i> A person’s tolerance for investment risk can change depending on factors such as life circumstances, financial goals and economic conditions. Different types of insurance have different costs and protections.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How does a person’s tolerance for investment risk change depending on factors such as life circumstances, financial goals and economic conditions?</li> <li>● Why do different types of insurance have different costs and protections?</li> </ul>
<p><b>Unit Assessment</b></p>	<p><i>What is the evidence that students have achieved the targeted standards/unit objectives?:</i></p> <ul style="list-style-type: none"> <li>● Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim.</li> <li>● Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.</li> </ul>

Core Content Objectives		Instructional Action	
Concepts What students will know	Skills What students will be able to do	Activities/Strategies Technology Implementation Interdisciplinary Connections	Assessment Check Points
<ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Types of Insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what self-insuring is and determine when it is appropriate.</li> <li>• Discuss and compare various types of insurance [e.g. life, homeowners, motor vehicle]</li> </ul>	<ul style="list-style-type: none"> <li>• Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry.</li> <li>• List strategies to lower the cost of the various types of insurance [i.e. deductible, coverage]</li> <li>• Explain the process for filing an insurance claim</li> <li>• Differentiate the costs, benefits and characteristics of renters' and homeowner's insurance</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate the costs, benefits and features (e.g. riders, deductibles, umbrella policies) of renters' and homeowners' insurance.</li> <li>• Describe various insurance coverage offered by the government</li> <li>• Formulate an opportunity-cost analysis based on needs</li> <li>• Evaluate amounts of insurance protection that is adequate or over-insured</li> </ul>
<p><b>Resources</b> Essential materials, supplementary materials, links to best practice</p> <ul style="list-style-type: none"> <li>• <a href="#">Next Gen Personal Finance</a></li> <li>• <a href="#">Edutopia</a></li> <li>• <a href="#">Personal Finance Education</a></li> </ul>		<p><b>Instructional Adjustments</b> Modifications, student difficulties, possible misunderstandings</p> <ul style="list-style-type: none"> <li>• <i>Struggling Students:</i> Extended time, assist w/ organization, use of computer, emphasize/highlight key concepts, recognize success, frequent check-in about progress, making sure understands directions, copy of class notes/PowerPoints, read directions aloud, modified project parameters and/or rubric of file setup, storage using appropriate line weights, scales &amp; text.</li> <li>• <i>ELL Students:</i> Ensure that students understand directions, copy of class notes/PowerPoints, read and clarify directions aloud, provide a list and definitions of vocabulary words.</li> <li>• <i>Special Education:</i> Students will be provided with all IEP accommodations and modifications.</li> </ul>	