Personal Finance Curriculum Document

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- Covered in the following unit(s):
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- Covered in the following unit(s):
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- Covered in the following unit(s):
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- Covered in the following unit(s):
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    - Banking & Investing
    - Consumer Purchasing

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- Covered in the following unit(s):
    - Insurance

Personal Finance Course Information	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Business	1 Term
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	CTE Eval of Program 2021 Per ACT 60, an analysis of 2023 course was conducted in 2024/25 2024 curricular document
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	August 2025
SUPPLEMENTARY RESOURCE(S) ***if applicable***	
Knowledge Matters, Everfi, NextGen Personal Finance	

Desired Results

COURSE DESCRIPTION

Do you plan to live on your own? Will you apply for a credit card or a car loan? Will you use a savings and checking account? Financial literacy among teens has been recognized as a necessity. Become financially literate by creating a budget, studying long and short term savings options, using credit wisely, exploring housing options, making wise automobile choices, buying insurance, and filing your personal income taxes. This course is one of two options for the required graduation requirement.

ENDURING UNDERSTANDINGS *These are big ideas of science, a.k.a.crosscutting concepts, that provide lenses for viewing phenomena and understanding problems in the world around us, and which transfer across all areas of science and engineering.*	ESSENTIAL QUESTIONS *In this course, students will ponder, investigate, reflect, argue, and discuss these open-ended, inquiry questions.*
FINANCIAL MINDSET *Financial mindset is a combination of the values, emotions, attitudes, behaviors, and external influences that lead to mental habits for thinking about and responding to any financial circumstances; the financial mindset offers the "why," where the other strands outline the "how." An individual's financial mindset is usually influenced by previous financial experiences; however, self-awareness of influences can play a significant role in future decisions. The increasing scope of financial choices makes it essential that students know their resources, rights, and responsibilities as consumers. This includes an understanding of the role of contextual factors in decision making as well as the role of advertising, sales techniques, consumer laws, and consumer organizations. The ability to analyze opportunity costs, value, and benefits of products and services is an essential skill for consumers. The reality and potential for building an intentional financial mindset includes the need for a sense of responsibility to the broader community.*	FINANCIAL MINDSET *How do I develop strategies to make intentional financial decisions related to my life and changes that will occur throughout?* *How will financial well being and financial psychology affect my personal mental wellness?* *How can I use digital resources to enhance my financial mindset and wellness?*
EDUCATION AND EMPLOYMENT *Education and employment is establishing short-range and long-range financial goals as an essential part of financial literacy. This process begins while a person is in school and continues throughout life. A clear understanding of the interconnectedness of educational attainment, career choice, entrepreneurial attitudes, and economic conditions will help to shape goals and increase the likelihood of reaching them.*	EDUCATION AND EMPLOYMENT *How do I compare the effect of my personal income to my financial goals?* *How do I continuously adapt my lifelong learning in order to function effectively in a diverse and changing economy?* *How do I determine my periodic net paycheck based off of gross salary related to my career?*
MONEY MANAGEMENT	MONEY MANAGEMENT

Money management is the foundation of being financially responsible. Learning how to plan, develop, use, and maintain a personal budget is the first step in being able to make quality financial choices and decisions. Proactive money management skills, setting financial goals, and understanding effective cash flow strategies are the next steps that allow students to be responsible consumers. Financial institutions and service providers play a significant role in supporting our lifelong learning about money management.	*How do I use money management skills and strategies to meet my financial goals?* *How can I choose the appropriate financial institution and service to support my financial goals?* *How do I manage my expenses in relation to my personal income to make sure that I do not incur excess debt?*
SAVING AND INVESTING *Saving and investing is the relationship among financial institutions, investment options, avenues for financial research, the economic history, performance of investments, and the appropriate application of basic economic principles. Using information from these and other sources will lead to wiser financial planning decisions for individuals and families.*	SAVING AND INVESTING *What is the correct savings vehicle to use in order to grow my assets and achieve financial security?* *What are the appropriate investment tools to use throughout all stages of my life to ensure that I achieve financial security?* *What is the difference between payroll taxes and income taxes?* *How do I file my annual federal tax return using online services?*
CREDIT AND DEBT *Credit and debt is the role and responsibility regarding how people incur debt and seek credit for major purchases such as a home, car, education, and business. The ability to choose the most advantageous sources and forms for financing has long-term benefits. It is essential to make informed decisions when incurring debt, understand the true costs of credit, and develop skills for managing existing debt.*	CREDIT AND DEBT *How do I benefit from using credit appropriately while limiting financial debt?* *How do I evaluate purchasing and lending options as an educated financial consumer?*
RISK MANAGEMENT AND INSURANCE *Risk management and insurance is how people address unexpected financial losses or needs, which can affect the financial status of an individual or family for years. In addition to avoiding unreasonable risks in saving and investing, contemporary economics also requires that insurance, including life, property, health, liability, and disability be part of financial planning for individuals and families.*	RISK MANAGEMENT AND INSURANCE *How do I evaluate different types of risks and understand how they affect my personal financial decisions?* *How can I predict possible risks and evaluate the options that I have to protect myself from them?*

COURSE PRIORITY STANDARDS

Financial Mindset (FM)
Standard PFL.FM1: Students will develop strategies to make intentional financial decisions throughout their lifespan
Standard PFL.FM2: Students will analyze how aspects of financial psychology impact financial well-being
Standard PFL.FM3: Students will establish digital awareness to enhance their financial mindset.

Education and Employment (EE)
Standard: PFL.EE1: Students will compare the effect of personal income on their goals.
Standard: PFL.EE2: Students will evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.

Money Management (MM)
Standard PFL.MM1: Students will demonstrate their ability to use money management skills and strategies.
Standard PFL.MM2: Students will utilize financial institutions and service providers to support money management.

Saving and Investing (SI)
Standard PFL.SI1: Students will explore savings concepts and apply this knowledge to attain financial security.
Standard PFL.SI2: Students will explore investing concepts and apply this knowledge to attain financial security

Credit and Debt (CD)
Standard PFL.CD1: Students will examine the benefits and costs of using credit.
Standard: PFL.CD2: Students will interpret lending options, consumer rights, and responsibilities.

Risk Management and Insurance (RMI)
Standard PFL.RMI1: Students will contrast different types of risk and how it could affect their financial decisions.
Standard PFL.RMI2: Students will assess possible choices to protect themselves from financial risk.

CAREER CLUSTERS *most applicable to this course*	☐ Advanced Manufacturing ☐ Agriculture, Food & Natural Resources ☐ Architecture and Construction ☐ Arts, A/V Technology & Communication ☑ Business Management & Administration ☑ Digital Technology ☐ Education & Training ☑ Finance ☐ Government & Public Administration ☐ Health Science ☑ Hospitality & Tourism ☑ Human Services ☑ Law, Public Safety, Corrections & Security ☑ Marketing ☐ Science, Technology, Engineering & Mathematics ☐ Transportation, Distribution & Logistics
CAREERS *students will learn about*	Accountant, Financial Analyst, Real Estate Agent, Engineer, Manager, Entrepreneur, Auditor, Venture Capitalist, General Contractor, Plumber, Physician's Assistant, Mechanic
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☐ DUAL CREDIT OPPORTUNITIES ☐ N/A CAREER BASED LEARNING OPPORTUNITIES ☐ May include guest speakers and/or community partnerships

UNIT 1: Career & Education/Training

A career and education unit in a high school personal finance course guides students through the process of planning their professional and academic futures. It covers how to explore career interests, research job requirements, and understand educational pathways. The unit addresses the financial aspects of education, such as budgeting for college and understanding student loans. This unit helps students make informed decisions about their careers and manage the financial implications of their educational choices.

Overarching Themes: Careers, Education/Training

UNIT 1 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *What is the cost/benefit analysis of potential careers and the training needed to be financially successful in each career?*
- ➔ *How do I continuously adapt my lifelong learning in order to function effectively in a diverse and changing economy?*
- ➔ *How do I develop strategies to make intentional financial decisions related to my life and changes that will occur throughout?*
- ➔ *How will financial well being and financial psychology affect my personal mental wellness?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.FM1.a: Critical Consumer:** Summarize consumer rights, responsibilities, protections and consumer vigilance (e.g., contesting incorrect billing or registering a consumer complaint).
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.a: Values and Behavior:** Assess the impact of individual values and behaviors on financial decisions and goals.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.EE2.a: Post-Secondary Education, Skills, and Training:** Assess how people's willingness and ability to plan for the future affects their decision to increase their education or job training in a dynamic and changing labor market.
- ➔ **PFL.EE2.a: Post-Secondary Education, Skills, and Training:** Compare the employment rates of workers with different skills.
- ➔ **PFL.EE2.a: Post-Secondary Education, Skills, and Training:** Evaluate the return on investment of the preparation requirements for different career pathways.

- ➔ **PFL.EE2.b: Emerging Employment and Education Trends:** Research and identify a job or field that may be in high demand in the future based on emerging technologies.
- ➔ **PFL.EE2.b: Emerging Employment and Education Trends:** Assess employment trends and how those will impact future career paths.
- ➔ **PFL.CD2.a: Credit Products and Services:** Compare various types of student loans, repayment options, and alternatives of paying for post-secondary education or training.

UNIT 1 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will…
  - ◆ Research different aspects of a career such as work environment, job growth rate, pay and steps to take to achieve this career. They also compare different careers while going through this process.
  - ◆ Research what education or training is required to obtain the career they research.
  - ◆ Analyze the total cost to obtain the education and training.
  - ◆ Compare and contrast a variety of educational pathways to desired career.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following:*

- ➔ Abilities, Apprenticeship, Aptitude, Benefits, Career, Career Path, Career Ladder, Cover Letter, Cooperative Education, Education, Goals, Grants, Health, Internship, Job, Nutrition, Opportunity Cost, Resume, Salary, Scholarships, Sedentary, Stress, Skills, Standard of Living, Student Loan, Time Management, University

UNIT 2: Banking & Investing

This unit introduces students to the fundamentals of managing money through banking and investment strategies. It covers topics such as the types of bank accounts, interest rates, and how to choose a bank. Students also learn about various investment options and how to build a diversified portfolio. The unit emphasizes the importance of saving, investing early, and understanding financial risks to help students make informed decisions about their money and build a solid financial foundation for the future.

Overarching Themes: Banking, Investing for Retirement

UNIT 2 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *How can I choose the appropriate financial institution and service to support my financial goals?*
- ➔ *What is the correct savings vehicle to use in order to grow my assets and achieve financial security?*
- ➔ *What are the appropriate investment tools to use throughout all stages of my life to ensure that I achieve financial security?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.FM1.a: Critical Consumer:** Analyze and apply multiple sources of information when making consumer decisions (e.g., advertisements, reviews, interest rates, applicable fees, consumer movements, or choice).
- ➔ **PFL.FM1.b: Functions and Structure of Money:** Evaluate the functions and value of money in the United States (e.g., how the value is based upon the strength and credit of the government/issuing body).
- ➔ **PFL.FM1.b: Functions and Structure of Money:** Identify the function of the foreign exchange market to establish a relative value of different currencies and the process that changes in currency values may have on purchasing power in relationship to the cost of goods and services in a global marketplace.
- ➔ **PFL.SI1.a: Saving Principles:** Demonstrate how to manage savings accounts- both manually and electronically, including reconciliation.
- ➔ **PFL.SI1.a: Saving Principles:** Determine the opportunity cost in relation to a saving plan (e.g., inflation or taxes).
- ➔ **PFL.SI1.a: Saving Principles:** Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.
- ➔ **PFL.SI1.b: Savings Types and Features:** Compare and contrast characteristics of basic savings options (e.g., savings accounts, money market accounts, or certificates of deposit).
- ➔ **PFL.SI1.b: Savings Types and Features:** Explain the impact of electronic funds transfer (EFT) services on savings accounts.
- ➔ **PFL.SI1.c: Saving Goal Planning:** Determine the best options to achieve specific short- and long-term personal saving goals.
- ➔ **PFL.SI1.c: Saving Goal Planning:** Compare and contrast financial services and products to achieve personal saving goals.

- ➔ **PFL.SI1.d: Saving Risk and Reward:** Compare and contrast the opportunity cost and reward of basic saving options (e.g., savings accounts, money market accounts, or certificates of deposit).
- ➔ **PFL.SI1.d: Saving Risk and Reward:** Evaluate the effect of compound interest on savings options.
- ➔ **PFL.SI1.e: Role of Government in Saving:** Explain the role that government agencies play in protecting deposits (e.g., Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA)).
- ➔ **PFL.SI2.a: Investing Principles:** Explain the role of revenue generating assets in building net worth (e.g., real estate or entrepreneurship).
- ➔ **PFL.SI2.a: Investing Principles:** Evaluate the effect of compounding earned interest on investments.
- ➔ **PFL.SI2.a: Investing Principles:** Compute time value of money (TVM) principles (e.g., compound interest or Rule of 72).
- ➔ **PFL.SI2.a: Investing Principles:** Evaluate the reliability and trustworthiness of digital investment banking.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.SI2.b: Investing Types and Features:** Describe a range of investment vehicles (short-term and long-term) for buying and selling investments.
- ➔ **PFL.SI2.b: Investing Types and Features:** Explain the concept of asset allocation, associated fees, and their effect on the rate of return.
- ➔ **PFL.SI2.b: Investing Types and Features:** Differentiate between different types of long-term retirement investments [e.g., IRA, Roth IRA, 401(k), or 403(b)].
- ➔ **PFL.SI2.c: Investing Goal Planning:** Create personal criteria for investment planning.
- ➔ **PFL.SI2.c: Investing Goal Planning:** Analyze financial investment services according to personal criteria for investment planning.
- ➔ **PFL.SI2.c: Investing Goal Planning:** Justify how paying yourself first early and often influences positive progress toward long-term financial planning goals.
- ➔ **PFL.SI2.c: Investing Goal Planning:** Evaluate factors that influence financial investment planning (e.g., age, income, liabilities, assets, goals, family size, or risk tolerance).
- ➔ **PFL.SI2.c: Investing Goal Planning:** Develop an investment plan to meet individual short- and long-term financial investment goals.
- ➔ **PFL.SI2.d: Investing Risks and Rewards:** Compare the risk, return, and liquidity of various investment alternatives contrasting a range of short-term and long-term investment strategies.
- ➔ **PFL.SI2.d: Investing Risks and Rewards:** Identify financial risks, including inflation, deflation, and recession.
- ➔ **PFL.SI2.d: Investing Risks and Rewards:** Assess the long-term investment potential associated with the stock market, focusing on fundamentals such as diversification, risk-reward, dollar cost averaging, and investor behavior.
- ➔ **PFL.SI2.e: Role of Government in Investing:** Determine information, assistance, and protection that individual investors can receive (e.g., Securities and Exchange Commission, Financial Industry Regulatory Authority, Consumer Financial Protection Bureau, or State Securities Administrators).
- ➔ **PFL.SI2.e: Role of Government in Investing:** Compare and contrast the advantages of taxable, tax deferred and tax-advantaged

investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles.

- ➔ **PFL.SI2.e: Role of Government in Investing:** Assess fiduciary responsibilities and due diligence of financial professionals.
- ➔ **PFL.MM1.b: Financial Management:** Compare and contrast different sources of active and passive income, savings, and investment vehicles.
- ➔ **PFL.MM1.b: Financial Management:** Evaluate circumstances when an individual may want to grant representation or consult for financial advice with a financial advisor, attorney, tax advisor, or financial planner.
- ➔ **PFL.MM1.b: Financial Management:** Summarize factors to consider when seeking financial advice and services.
- ➔ **PFL.MM2.a: Financial Institutions and Service Providers:** Compare financial institutions and service providers (e.g., banks, credit unions, investment and brokerage firms, mortgage brokers, payday lenders, online financial institutions, or loan agencies).
- ➔ **PFL.MM2.a: Financial Institutions and Service Providers:** Analyze the reasons for regulation and the roles of financial regulators [e.g., Federal Deposit Insurance Corporation (FDIC), National Credit Union Administration (NCUA), Consumer Finance Protection Bureau (CFPB), Federal Reserve, Office of the Comptroller of the Currency (OCC), or Wisconsin Department of Financial Institutions (WDFI), Wisconsin Office of the Commissioner of Insurance (WOCI), Wisconsin Department of Agriculture, Trade, and Consumer Protection (WDATCP)].
- ➔ **PFL.MM2.b: Payment Types:** Assess the advantages and disadvantages of digital banking (e.g., online banking, bill pay, transfers, or checking account transactions).
- ➔ **PFL.MM2.c: Alternative Financial Currency:** Compare online and mobile systems or applications used as a means of alternative currency.
- ➔ **PFL.CD1.d: Debt Resolution:** Examine how consumers apply financial coaching to various situations.

UNIT 2 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will…
  - ◆ Learn how to write checks, make deposits and manage a checkbook register.
  - ◆ Analyze a variety of money market investment/savings accounts which meet their needs as a working adult.
  - ◆ Understand the security and risks of online banking and work through how to balance their accounts based on their monthly statements
  - ◆ Analyze various investing options, taking into account the relationship between risk and return, diversification, risk tolerance, and investing strategies

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following*

- 401K, Account Transfer, Annuity, ATM, Balancing, Banking, Bank Statement, Bond, Bouncing A Check, Check, Check Register, Credit Union, Debit Card, Direct Deposit, Diversification, Dividend, Expense Ratio, FDIC, Fees, Financial Planner, Fraud, ID Theft, Inflation, Investment Horizon, Investment Portfolio, IRA, Online Banking, Overdraft, Password, Personal Information, Phishing, Roth IRA,Savings Account, Username, Yield

UNIT 3: Paychecks & Taxes

This unit teaches students how to understand and manage their earnings. It covers the components of a paycheck, including gross vs. net income, and explains common deductions like taxes, social security, and benefits. Students learn about different types of taxes, how to file a tax return, and the impact of tax withholdings on their overall finances. This unit equips students with the knowledge to accurately interpret their paychecks and handle their tax obligations responsibly.

Overarching Themes: Paychecks, Payroll Taxes, Income Taxes

UNIT 3 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *How do I determine my periodic net paycheck based off of gross salary related to my career?*
- ➔ *What is the difference between payroll taxes and income taxes?*
- ➔ *How do I file my annual federal tax return using online services?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.SI1.a: Saving Principles:** Compare and contrast the benefits of pay yourself first and living paycheck to paycheck strategies on financial outcomes.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.a: Values and Behavior:** Assess the impact of individual values and behaviors on financial decisions and goals.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.EE1.a: Online and Account Security:** Evaluate a paycheck and how payroll taxes along with other deductions (e.g., insurance, retirement account, or flexible spending account for parking, childcare, and health) decrease net income.
- ➔ **PFL.EE1.a: Online and Account Security:** Analyze the impact of tax liability on income including potential deductions and credits that will impact state and federal income tax.
- ➔ **PFL.EE1.a: Online and Account Security:** Evaluate types of taxes (e.g., progressive or regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, or Medicaid).
- ➔ **PFL.EE1.a: Online and Account Security:** Understand and follow the requirements of filing income taxes.
- ➔ **PFL.EE1.b: Types of Compensation:** Assess ways workers are compensated in different industries and sectors (i.e., fringe benefits, wages,

pension plan, hourly or salaried).

- ➔ **PFL.EE1.b: Types of Compensation:** Evaluate types of taxes (e.g., progressive or regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, or Medicaid).
- ➔ **PFL.EE1.b: Types of Compensation:** Understand and follow the requirements of filing income taxes.
- ➔ **PFL.SI2.e: Role of Government in Investing:** Compare and contrast the advantages of taxable, tax deferred and tax-advantaged investments for new savers, including Roth IRAs and employer-sponsored retirement vehicles.
- ➔ **PFL.SI2.e: Role of Government in Investing:** Assess fiduciary responsibilities and due diligence of financial professionals.
- ➔ **PFL.MM2.b: Payment Types:** Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.

UNIT 3 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will…
  - ◆ Compare gross pay to net pay.
  - ◆ Interpret all parts of a paycheck stub including deductions, withholdings and earnings.
  - ◆ Demonstrate the difference between voluntary withholdings and a tax.
  - ◆ Understand why payroll taxes are deducted from their paycheck and what FICA taxes are used for.
  - ◆ File state and federal taxes.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following:*

- ➔ 1099, FICA, Income Tax, Itemized Deductions, Payroll Tax, Simplified 1040, Standard Deduction, Tax Deduction, Tax Refund, W-2

UNIT 4: Budgeting

This unit helps students learn how to create and manage a budget. It covers the basics of tracking income and expenses, setting financial goals, and prioritizing spending. Students practice developing budget plans, understanding the importance of savings, and making adjustments to stay on track. This unit equips students with essential skills for managing their money effectively and achieving financial stability.

Overarching Themes: Budgeting, Asset Allocation, Short & Long-term Goals

UNIT 4 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *How do I compare the effect of my personal income to my financial goals?*
- ➔ *How do I manage my expenses in relation to my personal income to make sure that I do not incur excess debt?*
- ➔ *How can I use digital resources to enhance my financial mindset and wellness?*
- ➔ *How do I use money management skills and strategies to meet my financial goals?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.FM1.b: Functions and Structure of Money:** Evaluate the functions and value of money in the United States (e.g., how the value is based upon the strength and credit of the government/issuing body).
- ➔ **PFL.FM2.e: Civic Engagement and Philanthropy (e.g., giving back, volunteering, donation, or charity):** Describe how to incorporate philanthropic opportunities into personal financial goals.
- ➔ **PFL.SI1.c: Saving Goal Planning:** Determine the best options to achieve specific short- and long-term personal saving goals.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.a: Values and Behavior:** Assess the impact of individual values and behaviors on financial decisions and goals.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.SI2.c: Investing Goal Planning:** Justify how paying yourself first early and often influences positive progress toward long-term financial planning goals.
- ➔ **PFL.SI2.c: Investing Goal Planning:** Evaluate factors that influence financial investment planning (e.g., age, income, liabilities, assets, goals, family size, or risk tolerance).

- ➔ **PFL.SI2.c: Investing Goal Planning:** Develop an investment plan to meet individual short- and long-term financial investment goals.
- ➔ **PFL.EE1.a: Online and Account Security:** Evaluate a paycheck and how payroll taxes along with other deductions (e.g., insurance, retirement account, or flexible spending account for parking, childcare, and health) decrease net income.
- ➔ **PFL.MM1.a: Budgeting:** Prepare a budget or spending plan that depicts varying sources of income, a planned saving strategy, taxes, and other sources of fixed and variable spending.
- ➔ **PFL.MM1.b: Financial Management:** Compare and contrast different sources of active and passive income, savings, and investment vehicles.
- ➔ **PFL.MM1.b: Financial Management:** Develop and critique short-term and long-term personal financial plans.

UNIT 4 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will….
  - ◆ Develop a balanced budget.
  - ◆ Evaluate the difference between fixed and variable expenses when understanding how to allocate money effectively.
  - ◆ Understanding how spending can help you better plan for the future.
  - ◆ Demonstrate how to adjust a budget at different stages of the adult life cycle.
  - ◆ Indicate how proper asset allocation can help them in achieving long and short-term financial goals.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following:*

- ➔ Budget, Deficit, Expenditure, Fixed Expense, Income, Irregular Income, Savings, Surplus, Take-Home Pay, Unexpected Income

UNIT 5: Consumer Purchasing

This unit teaches students how to make informed buying decisions. It covers how credit works, including the factors that affect credit scores, types of credit accounts, and responsible credit use. Students learn about interest rates, credit card management, and the impact of debt on financial health. They will understand the benefits of renting, leasing and financing. This unit equips students with the knowledge to use credit wisely and maintain a positive credit history.

Overarching Themes: Credit, Renting, Leasing, Consumer Purchasing, Vehicles, Housing

UNIT 5 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *How do I benefit from using credit appropriately while limiting financial debt?*
- ➔ *How do I evaluate purchasing and lending options as an educated financial consumer?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.FM1.a: Critical Consumer:** Analyze and apply multiple sources of information when making consumer decisions (e.g., advertisements, reviews, interest rates, applicable fees, consumer movements, or choice).
- ➔ **PFL.FM1.a: Critical Consumer:** Analyze the financial impact of advertising including techniques, potential for deception along with the influence of promotions, packaging, and placement.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.a: Values and Behavior:** Assess the impact of individual values and behaviors on financial decisions and goals.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.FM3.a: Online and Account Security:** Choose an effective means to manage and protect passwords for multiple online accounts.
- ➔ **PFL.FM3.a: Online and Account Security:** Develop strategies to guard against and respond to malicious threats including viruses, phishing, and identity theft, and recognize the importance of security protocols.
- ➔ **PFL.FM3.a: Online and Account Security:** Research ways online transactions, online banking, email scams, and telemarketing calls can make a person vulnerable to identity theft.
- ➔ **PFL.FM3.b: Digital Footprint:** Assess actions and data as beneficial or detrimental to a financial digital footprint.

- **PFL.FM3.b: Digital Footprint:** Strategize ways to optimize a financial digital footprint.
- **PFL.MM2.b: Payment Types:** Summarize the tax and legal implications that require you to maintain personal records of significant financial transactions.
- **PFL.CD1.a: Benefits of Using Credit:** Analyze uses of credit that provide financial and personal benefits.
- **PFL.CD1.a: Benefits of Using Credit:** Predict why someone would make a purchase using credit instead of cash.
- **PFL.CD1.b: Costs of Using Credit:** Assess the total cost of incurring a loan (e.g., various rates of interest, loan origination fee, early payback, or length of term).
- **PFL.CD1.c: Interest and Fees:** Evaluate options for payment on credit cards and the consequences of each option.
- **PFL.CD1.c: Interest and Fees:** Compare different debt payment methods.
- **PFL.CD1.c: Interest and Fees:** Calculate the total cost of repaying a loan under various rates of interest and over different time periods.
- **PFL.CD1.d: Debt Resolution:** Examine services that consumer credit counseling agencies offer.
- **PFL.CD1.d: Debt Resolution:** Examine how consumers apply financial coaching to various situations.
- **PFL.CD1.d: Debt Resolution:** Investigate the purpose and types of bankruptcy, including its possible negative effects on assets, employability, credit availability, cost of credit, and lenders.
- **PFL.CD1.d: Debt Resolution:** Explore strategies that may be used to avoid bankruptcy and what debt may not be discharged through bankruptcy.
- **PFL.CD1.d: Debt Resolution:** Investigate common life situations that lead to financial difficulty and bankruptcy.
- **PFL.CD1.d: Debt Resolution:** Evaluate the methods that debt collectors take in recovering collateral from borrowers.
- **PFL.CD2.a: Credit Products and Services:** Analyze the impact of using a credit card versus debit card as it relates to money management.
- **PFL.CD2.a: Credit Products and Services:** Compare various types of student loans, repayment options, and alternatives of paying for post-secondary education or training.
- **PFL.CD2.a: Credit Products and Services:** Differentiate between adjustable- and fixed-rate debt.
- **PFL.CD2.a: Credit Products and Services:** Analyze the effect of debt on a person's net worth.
- **PFL.CD2.a: Credit Products and Services:** Calculate the most cost-effective option for paying for transportation.
- **PFL.CD2.b: High-Cost Alternative Lending:** Compare and contrast advantages, disadvantages, and risks of high-cost alternative lending products and practices (e.g., refund anticipation loan, payday lending, or rent-to-own).
- **PFL.CD2.b: High-Cost Alternative Lending:** Differentiate between short-term and long-term characteristics of a rapid access loan, peer-to-peer loan, and financial institution loan.
- **PFL.CD2.c: Consumer Credit Rights and Responsibilities:** Explain the rights and responsibilities of buyers and sellers under the Fair Debt Collection Practice Act consumer protection laws.
- **PFL.CD2.c: Consumer Credit Rights and Responsibilities:** Explain the rights that people have to review and resolve credit score discrepancies under the Fair Credit Reporting Act.
- **PFL.CD2.c: Consumer Credit Rights and Responsibilities:** Compile examples of permissible uses of credit reports other than granting credit.
- **PFL.CD2.c: Consumer Credit Rights and Responsibilities:** Compose information on the primary organizations that maintain and provide consumer credit records.
- **PFL.CD2.c: Consumer Credit Rights and Responsibilities:** Analyze factors affecting a credit score and creditworthiness.

UNIT 5 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will…
  - ◆ Analyze rental, housing and vehicle purchases within their balanced budget.
  - ◆ Understand how a car payment is calculated using purchase price, loan amount, interest rate and time.
  - ◆ Analyze and understand the differences between leasing, renting and financing major consumer purchases.
  - ◆ Understand the difference between installment loans and revolving accounts.
  - ◆ Determine what interest rates are and how interest works taking into account the interest rate, amount borrowed and time.
  - ◆ Demonstrate how credit scores are calculated and how they affect your ability to borrow money.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following:*

- ➔ Adjustable-Rate Mortgage, APR, Closing Costs, Credit, Credit Card, Credit History, Credit Report, Creditor, Debit Card, Debt, Debtor, Down Payment, Equity, FICO Score, Finance Charge, Fixed-Rate Mortgage, Interest Rate, Installment Loan, Landlord, Late Fees, Lease, Minimum Payment, Notice, Principal, Rent, Security Deposit, Tenant, Term, Unit, Utilities

UNIT 6: Insurance

This unit explains the basics of different types of insurance, including health, auto, and renters and home-owners insurance. It covers how insurance works, the purpose of premiums, deductibles, and coverage options. Students learn to assess their insurance needs, compare policies, and understand the role of insurance in managing financial risk. This unit equips students with the knowledge to make informed decisions about protecting themselves and their assets.

Overarching Themes: Vehicle, Reuter's, Home-owners, Health/Dental, Life Insurance

UNIT 6 DESIRED RESULTS

ESSENTIAL QUESTIONS: *Students will keep considering…*

- ➔ *How do I evaluate different types of risks and understand how they affect my personal financial decisions?*
- ➔ *How can I predict possible risks and evaluate the options that I have to protect myself from them?*

UNIT PRIORITY STANDARDS & LEARNING TARGETS: *Students will know and be able to…*

- ➔ **PFL.FM1.a: Critical Consumer:** Analyze the financial impact of advertising including techniques, potential for deception along with the influence of promotions, packaging, and placement.
- ➔ **PFL.FM1.c: Opportunity Costs:** Perform a cost-benefit analysis on a real-world situation.
- ➔ **PFL.FM2.a: Values and Behavior:** Assess the impact of individual values and behaviors on financial decisions and goals.
- ➔ **PFL.FM2.b: Emotional Influences:** Evaluate strategies individuals use to manage emotions impacting financial decisions.
- ➔ **PFL.FM2.c: External Influences:** Critique a financial plan and identify areas that may have been influenced by external sources.
- ➔ **PFL.FM2.d: Financial Goals:** Distinguish how an investment plan that incorporates a goal development strategy reflects various life factors (e.g., age, personal values, income, liabilities, assets, goals, family size, risk tolerance, or net worth).
- ➔ **PFL.FM3.c: Digital Resources:** Appraise a user agreement for common financial websites and applications.
- ➔ **PFL.RMI1.a: Risk:** Determine different perceptions of risk based on age, culture, and social status.
- ➔ **PFL.RMI1.a: Risk:** Analyze the financial cost of taking a risk versus outsourcing the risk (e.g., contract for services, insurance, or utilization of technology).
- ➔ **PFL.RMI1.b: Consequences of Financial Risk:** Evaluate examples of personal financial decisions that prevent consumers from acquiring necessary goods and services (e.g., ability to acquire with cash or credit based upon credit score).
- ➔ **PFL.RMI2.a: Purpose of Insurance:** Evaluate why some types of insurance are required by law.
- ➔ **PFL.RMI2.a: Purpose of Insurance:** Compare the different types of insurance and the level of protection they provide including options provided by a person, an employer, and the government.
- ➔ **PFL.RMI2.a: Purpose of Insurance:** Summarize insurance and the amount of coverage mandated by various government regulations.

- ➔ **PFL.RMI2.c: Factors of Insurance:** Analyze insurance coverage needs that can increase or decrease insurance costs.
- ➔ **PFL.RMI2.c: Factors of Insurance:** Compare insurance policies, rates, premiums, and deductibles to minimize costs.
- ➔ **PFL.RMI2.c: Factors of Insurance:** Examine the conditions under which it is appropriate and necessary for young adults to have life, auto, health, and disability insurance.
- ➔ **PFL.RMI2.d: Meaning of Insurance Contracts:** Determine when and why insurance contracts are used.
- ➔ **PFL.RMI2.d: Meaning of Insurance Contracts:** Evaluate the components of insurance contracts and their common terms and conditions.
- ➔ **PFL.RMI2.d: Meaning of Insurance Contracts:** Interpret the responsibilities and rights provided by common insurance contracts.
- ➔ **PFL.RMI2.e: Loss Prevention Plan:** Predict what happens when someone underestimates, or overestimates a protection level, and justify an appropriate level of insurance coverage.
- ➔ **PFL.RMI2.e: Loss Prevention Plan:** Evaluate insurance professionals and companies to determine whether they meet different insurance needs.

UNIT 6 ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance Task Description:

- ➔ Students will…
  - ◆ Describe what insurance is and explain the benefits of having insurance and the risks of not having it.
  - ◆ Differentiate between a premium and deductible when filing a claim
  - ◆ Understand the various ways to select the appropriate renters, auto and home-owners insurance
  - ◆ Analyze what is covered by various types of insurance policies.
  - ◆ Explain how insurance of all types helps mitigate risk and ensure long-term financial stability.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Feedback & Assessment Strategies:

- ➔ Knowledge Matters
- ➔ Everfi
- ➔ Personal Financial Plan (Website/Presentation)
- ➔ Formative and Summative Exams

Key Academic Vocabulary *Will include, but are not limited to the following:*

- ➔ Auto Insurance, Behavior, Collision Insurance, Comprehensive Insurance, Deductible, Financial Stability, Health Insurance, Homeowner's Insurance, Insurance, Lease, Loan, Premium, Renter's Insurance