

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Personal Budgeting & Finance

Curriculum writing committee:

Audrey Dennis

Grade Level: 9-12

Date of Board Approval: 2023

Course Weighting: Personal Budgeting & Finance

Point System is used for this course	Estimated % and Points
Chapter Tests/Simulations	(40%) 30-50 points each
Classwork/Homework	(30%) 10 points each
Projects/Participation	(30%) 30-50 points each
Total	(100%)

Curriculum Map

Title of Planned Instruction: Personal Budgeting & Finance

Subject Area: Business

Grade(s): 9-12

Course Description:

Personal Budgeting & Finance is designed for the student who has an interest in obtaining an understanding and awareness of the personal finances that occur in our everyday environment after high school. Students will have the opportunity to compete and play in items such as Virtual BusinessFinance, E-Bucks, The Stock Market Game, and various FBLA competitive events. Due to the regional, state, and national competitions within the course various prizes and scholarships may be won. Topics within the course include but are not limited to personal money management, retirement, taxes, credit, and insurance.

Time/Credit for the Course: 1 Semester, ½ Credit

1. Marking Period One:

Money management and financial security.

1. Overview based on 45 days:

- Managing Careers
- Managing Banking
- Investing
- Managing Credit

2. Goals:

- Behavioral Economics
- Banking
- Investing
- Types of Credit
- Managing Credit

2. Marking Period Two:

Money management and resources

1. Overview based on 45 days:

- Managing Resources
- Providing Financial Security
- Risk Management

2. Goals:

- Paying for College
- Insurance
- Taxes
- Budgeting
- Consumer Skills

UNIT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Eligible Content (Big Idea): # 1: Business Finance and Economics:

- Finance and Economics is managing personal and business assets to make informed decisions about the acquisition, production, and consumption of goods and services.

Eligible Content (Big Idea): # 2:

- Responsible consumers use effective resource management to accomplish individual, family and community goals.

Resources:

Next Gen Personal Finance, 2022, www.ngpf.org/.

“Personal Finance.” *Knowledge Matters*, <https://vb.knowledgematters.com/>.

Ryan, Joan S., and Christie Ryan. *Managing Your Personal Finances*. 7th ed., SouthWestern CENGAGE Learning, 2016.

Curriculum Plan

Unit 1 Behavioral Economics

Marking Period 1: Days 1-9

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Saving: 9a, 9b, 9c

Investing: 9a, 9b

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Behavioral Economics 1.1-1.7

Objectives:

- Identify vocabulary based on consumer financial decisions (DOK 1)
- Practice making financial decisions (DOK 4)
- Reflect on their personal values and how they can influence their financial decisions (DOK 2)
- Explore how values differ from person to person (DOK 1)
- Experience cognitive biases through thought experiments (DOK 2)
- Identify various cognitive biases (DOK 2)
- Give examples of cognitive biases in their own lives (DOK 2)
- Explain what cognitive bias is and how it can impact their decision making (DOK 3)

- Discuss the cognitive bias of loss aversion and how it can influence our decisions (DOK 2)
- Make decisions that involve risk and the possibility of loss (DOK 3)
- Analyze how loss aversion can impact us as consumers (DOK 4)
- Learn how to overcome loss aversion (DOK 2)
- Identify how the endowment effect and sunk costs can affect our decision making (DOK 1)
- Discuss how the endowment effect and sunk costs are connected to our personal finances (DOK 2)
- Practice making decisions that are influenced by sunk costs (DOK 4) o Understand what herd mentality and FOMO are (DOK 1)
- Explain how these two cognitive biases impact our personal finances (DOK 3)
- Identify practical steps someone can take to combat the influence of herd mentality and FOMO (DOK 1)
- Understand what confirmation bias and overconfidence are (DOK 2)
- Explain how these two biases can influence their decision making (DOK 3)
- Explore strategies to avoid confirmation bias and overconfidence (DOK 3)
- Understand what hedonic adaptation is and how it influences our financial decisions (DOK 1)
- Explain why we are driven to buy more stuff (DOK 3)
- Identify steps someone can take to counteract the impact of hedonic adaptation (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to behavior economics.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities

Interactive worksheets from [Next Gen Personal Finance](#).

1.1 Your Values and Money, 1.2 Your Brain and Money, 1.3 Loss Aversion, 1.4 Endowment Effect and Sunk Costs, 1.5 Herd Mentality and FOMO, 1.6 Confirmation Bias and Overconfidence, 1.7 Happiness and Hedonic Adaptation

Summative:

Graded checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 2: Banking

Marking Period 1: Days 10-

19Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J, 15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Saving: 1a, 1b, 2a, 3b, 5a, 5c, 9a, 9b,

9c Spending: 1a, 1b, 1d, 3b, 9a

Managing Credit: 13a,

13b Earning Income: 5b

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See

above. Banking: 2.1-2.8

Objectives:

- Identify vocabulary based on consumer banking and checking accounts (DOK 1)
- Explain what a checking account is used for (DOK 3)
- Understand the variety of ways they can deposit and withdraw funds from their checking account (DOK 1)
- Explain the pros and cons of opening a checking account at a credit union (DOK 3)
- Understand what the various components of a bank statement mean to interpret where their money goes (DOK 1)
- Explain the difference between a checking and savings account (DOK 3)
- Compare different savings vehicles such as a savings account, CD, and money market account (DOK 2)
- Identify important criteria to consider when selecting a savings account (DOK 1)
- Identify common checking and saving account fees and how to avoid them (DOK 1)
- Explain how overdraft protection works and the impact of overdraft fees (DOK 3)
- Compare overdraft policies at major US banks (DOK 2)
- Explain who is typically unbanked and the reasons that they are unbanked (DOK 3)
- Compare payroll and prepaid cards to debit and credit cards (DOK 2)
- Explore where the unbanked typically live (DOK 1)

- Detail the consequences of being unbanked (DOK 2)
- Identify various rules of thumb and strategies to save money (DOK 1)
- Determine whether a direct deposit or manually saving is the better strategy for them(DOK 3)
- Understand how compound interest works to increase savings. (DOK 1)
- Identify everyday obstacles Americans experience when trying to save money (DOK 1)
- Recognize the impact of inflation on savings (DOK 3)
- Experience simulated challenges of living paycheck to paycheck (DOK 4)
- Understand why it is important to maintain an emergency fund (DOK 1)
- List the advantages of online and mobile banking versus traditional banking (DOK 1)
- Explain what online bill pay is and how recurring payments work (DOK 3)
- Enumerate the benefits of direct deposit for their paychecks (DOK 1)
- Compare and contrast various peer-to-peer payment apps (DOK 2)
- Explain how to bank safely online (DOK 3)
- Explore the pros and cons of a cashless society (DOK 1)
- Review account transactions (DOK 2)
- Identify fees charged to your account (DOK 1)
- Set up recurring online bill pay (DOK 3)
- Transfer funds between two bank accounts (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to banking.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters –Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

- Discussion of student’s prior knowledge
- [Question of the Day](#) / [Morning Brew](#)
- Terminology preview
- Oral responses during class discussion
- Responses to [FinCap Friday](#)
- Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities

Interactive worksheets from [Next Gen Personal Finance](#).

2.1 Checking Accounts, 2.2 Savings Accounts, 2.3 Beware of Banking Fees,
2.4 Being Unbanked, 2.5 Strategies to Save, 2.6 Challenges to Saving,
2.7 Online and Mobile Banking, 2.8 Navigating Your Online Bank Account

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 3

Marking Period 1: Days 20-31

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J, 15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H., CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Investing: 1b, 2a, 2b, 3a, 3b, 3d, 4a, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d, 7a, 7b, 7c, 8b, 8c, 10a, 10b, 10d, 13a, 13b, 13c

Earning Income: 1d, 10c

Saving: 6a, 6b, 7a, 7c

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Investing: 3.1-3.11

Objectives:

- Identify vocabulary based on consumer investing (DOK 1)
- Define investing and distinguish it from saving and trading (DOK 1)
- Identify reasons for investing, including outpacing inflation (DOK 1)
- Analyze how compounding builds wealth over time (DOK 4)
- Experience making a variety of investment decisions through an interactive simulation (DOK 4)
- Explain what the stock market is and why companies and investors choose to participate in the stock market (DOK 3)
- Summarize long-term trends in the stock market (DOK 2)
- Experience why it can be difficult to predict trends in the stock market (DOK 2)
- Explain what stocks are and how they can make money from investing in them (DOK 3)
- Identify ways to minimize risk when investing in stocks (DOK 1)
- Read a stock quote and evaluate a stock's performance over time (DOK 4)
- Understand what a stock split is and how it impacts investors who own that stock (DOK 3)
- Explain what a bond is and the pros and cons of investing in bonds (DOK 3)
- Understand the various factors that can influence bond prices such as interest rates (DOK 1)

- Identify the differences between an individual bond and a bond fund (DOK 1)
- Read a bond fund fact sheet (DOK 1)
- Explain what risk is and its role in investing (DOK 3)
- Analyze effective strategies to manage investment risk such as investing early, diversification, and dollar cost averaging (DOK 4)
- Calculate the impact of using dollar cost averaging in hypothetical scenarios and by using the real historical performance of an index fund (DOK 4)
- Understand what a fund is and how investing in one can create a more diversified investment portfolio (DOK 2)
- Explain the difference between active investing and passive investing (DOK 3)
- Arrange companies to create a diversified mutual fund (DOK 3)
- Identify the differences between mutual funds, index funds, exchange-traded funds, and target date funds (DOK 1)
- Explain the advantages and disadvantages of investing in mutual funds, index funds, exchange-traded funds, and target date funds (DOK 3)
- Identify strategies recommended for a beginner investor and explain why these strategies may be beneficial (DOK 1)
- Experience making a variety of investment decisions through an interactive simulation (DOK 4)
- Understand what a brokerage account is and how to open one (DOK 1)
- Explain what retirement means through a financial lens (DOK 3)
- Investigate how investing can be a powerful tool to meet their retirement goals (DOK 2)
- Understand what Social Security is and why most Americans cannot rely on Social Security alone for retirement (DOK 1)
- Explore factors that can impact how much they might need in retirement and their ability to meet their retirement savings goal (DOK 2)
- Understand what a 401(k) plan is and its advantages (DOK 1)
- Explain the options available to them if an employer does not offer a 401(k) plan (DOK 3)
- Conduct research to compare different types of retirement accounts, including Roth IRAs, traditional IRAs, 401(k)s, and pensions (DOK 3)
- Discuss the function and growth of robo-advising, along with its relationship with human investment managers (DOK 1)
- Explain the function, pros, and cons of micro-investing (DOK 3)
- Compare modern investing tools (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to investing.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.

- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge
[Question of the Day](#) / [Morning Brew](#)
 Terminology preview
 Oral responses during class discussion
 Responses to [FinCap Friday](#)
 Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:
 Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.
 Participation in classroom discussions and activities
 Interactive worksheets from [Next Gen Personal Finance](#).
 3.1 Why Should I Invest, 3.2 What is the Stock Market, 3.3 What is a Stock, 3.4 What is a Bond, 3.5 Managing Risk, 3.6 Investing in Funds, 3.7 Deep Dive into Funds, 3.8 Start Investing, 3.9 The Importance of Investing for Retirement, 3.10 How to Invest for Retirement, 3.11 Modern Investing

Summative:

Graded audit checks on homework and classwork
 Graded Vocabulary Quiz
 Objective test covering theory and terminology
 Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 4

Marking Period 1: Days 32-39

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Managing Credit: 1a, 1b, 2a, 2c, 3b, 3c, 6a, 6c, 8b, 10a, 10c, 13a, 13b, 13c

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Types of Credit: 4.1-4.7

Objectives:

- Identify vocabulary based on credit and credit cards (DOK 1)
- Identify the major types of credit and their characteristics (DOK 1)
- Understand the three basic components of lines of credit: principal, interest rate, and term (DOK 2)
- Define net worth and how it is calculated (DOK 1)
- Enumerate the differences between debit, prepaid debit, and credit cards (DOK 1)
- Identify at least 3 ways a young adult can gain access to a credit card, even before they are 21 (DOK 1)
- Read a Schumer Box (DOK 2)
- Explain why a person may need or want to use credit (DOK 2)
- Explain how a credit card works in terms of making purchases and managing payments (DOK 2)
- Understand how interest is charged and how to avoid or minimize it (DOK 2)
- Interpret data to understand what types of debt the average American household has (DOK 3)
- Differentiate between amortized installment loans and revolving credit lines (DOK 2)
- Read an amortization table and understand how the payments are structured (DOK 3)
- Describe how Buy Now, Pay Later plans work (DOK 2)
- Calculate how much an auto loan will cost given special offers as well as standard factors such as down payment, APR, and term (DOK 2)

- Compare auto loan offers and decide how they fit within your budget (DOK 3)
- Explain what a mortgage is and why most Americans require one to finance a home (DOK 2)
- Use a mortgage calculator to explore how down payment, credit score, interest rate, and term all impact the total cost of buying a home (DOK 4)
- Distinguish between fixed- and adjustable-rate mortgages (DOK 1)
- Explain what a payday loan is and how it can cause users to fall into a cycle of debt (DOK 2)
- Compare the price of borrowing money using various loan and credit products (DOK 2)
- Identify what financial need payday lenders are meeting and why consumers use payday loans (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to types of credit.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student’s prior knowledge
[Question of the Day](#) / [Morning Brew](#)
 Terminology preview
 Oral responses during class discussion
 Responses to [FinCap Friday](#)
 Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:
 Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.
 Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

4.1 Intro to Credit, 4.2 Young People & Credit Cards, 4.3 Using Credit Cards Wisely, 4.4 Loan Fundamentals, 4.5 Auto Loans, 4.6 Mortgages, 4.7 Predatory Lending

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 5

Marking Period 1: Days 40-45

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Managing Credit: 3c, 7a, 7b, 7d, 8a, 8b, 8c, 9a, 9b, 10a, 10c

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Managing Credit: 5.1-5.4 Objectives:

- Identify vocabulary based on credit reports, scores, and debt (DOK 1)
- Observe how interest-bearing credit accounts impact a person's ability to manage debt (DOK 1)
- Critique the actions of someone who found themselves in problematic debt (DOK 4)
- Assess multiple strategies to reduce or eliminate debt (DOK 3)
- Compare when late payments become troublesome and the potential consequences for late payments of different types of debt (DOK 3)
- Analyze how often credit reports are used (DOK 4)
- Summarize the content and purpose of a credit report (DOK 2)
- Analyze a credit report (DOK 4)
- Explain how to address errors on a credit report (DOK 3)
- Compare the percentage of people in different credit score bands (DOK 2)
- Explain what a credit score is and how one is calculated (DOK 3)
- Analyze the different methods available to view their credit score (DOK 4)
- Critique different credit score scenarios and formulate a plan on how to improve credit scores (DOK 4)
- Explain how long it takes to establish a credit score (DOK 2)
- Analyze reasons why it's important to establish credit early in life (DOK 4)
- Identify strategies to start building credit (DOK 1)
- Compare the impact of different credit scores when taking out different types of loans (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to managing credit.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

5.1 Debt Management, 5.2 Your Credit Report, 5.3 Your Credit Score,
5.4 Building Credit from Scratch

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 6

Marking Period 2: Days 46-52

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Earning Income: 3a, 3c,

Managing Credit: 4a, 4b, 4c, 5a, 5c, 5d

Spending: 2a, 2b

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Paying for College: 6.1-6.7 Objectives:

- Identify vocabulary based on secondary education choices (DOK 1)
- Discuss what factors are important when considering whether or not to attend college (DOK 2)
- Analyze the opportunity cost of going to college when compared to entering the workforce (DOK 4)
- Identify the most common costs associated with attending college (DOK 1)
- Explain the difference between a college's sticker price and net price (DOK 3)
- Compare the net price of different colleges (DOK 2)
- Explain the role the FAFSA plays in the financial aid process (DOK 3)
- Understand the importance of submitting the FAFSA (DOK 2)
- Read a Student Aid Report (SAR) and understand the role of their Expected Family Contribution (EFC) in paying for college (DOK 2)
- Explain why scholarships and grants should be prioritized when looking for and accepting financial aid (DOK 3)
- Explain the difference between scholarships and grants (DOK 3)
- Find scholarships and grants that they are eligible for (DOK 1)
Explain what it means to be a responsible borrower (DOK 3)
- Analyze different types of federal student loans (DOK 4)
- Compare federal and private student loans (DOK 2)

- Analyze hypothetical and personal scenarios involving college and career decisions that impact their ability to pay for college (DOK 4)
- Discuss the direct and indirect costs of attending college (DOK 2)
- Explain the important elements of a financial aid offer (DOK 3)
- Analyze different sample financial aid offers (DOK 4)
- Demonstrate the order in which different types of financial aid should be accepted (DOK 2)
- Discuss common mistakes made in repaying student loans (DOK 2)
- Explain the difference between different types of repayment plans (DOK 3)
- Identify sources of assistance if they need help with student loan repayment (DOK 1)
- Analyze different scenarios and choose the best repayment option (DOK 4)
- Evaluate how the type of college you choose to attend might impact your college experience and post-college lifestyle (DOK 3)
- Make decisions during college to minimize debt while also maximizing your academic and social-emotional college experience (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to paying for college.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student’s prior knowledge
[Question of the Day](#) / [Morning Brew](#)
 Terminology preview
 Oral responses during class discussion
 Responses to [FinCap Friday](#)
 Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

6.1 Paying for College 101, 6.2 Applying for the FAFSA, 6.3 Scholarships and Grants, 6.4 Student Loans, 6.5 Financial Aid Packages, 6.6 Student Loan Repayment, 6.7 Time for Payback

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 7

Marking Period 2: Days 53-59

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Managing Risk: 1a, 2a, 2b, 3a, 3b, 3c, 4a, 4b, 4c, 5a, 5b, 5c, 7a, 7b, 7c, 8a, 8b, 9b, 12a, 12b

Saving: 5a, 7d

Earning Income: 1d

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Insurance: 7.1-7.6 Objectives:

- Identify vocabulary based on insurance (DOK 1)
- Illustrate how everyone risks financial loss and how insurance shares that risk (DOK 2)
- Identify factors that impact insurance premiums and the relationship between premiums, deductibles, and coverage limits (DOK1)
- Explain how the insurance industry uses risk pooling and math to provide insurance coverage and make a profit (DOK 3)
- Explain a deductible, out-of-pocket expenses, and what insurance will pay for in different situations (DOK 3)
- List factors that determine auto insurance premiums (DOK1)
- Describe the main types of auto insurance policies and compare state requirements (DOK 2)
- Choose an appropriate level of car insurance coverage (DOK1)
- Distinguish the similarities and differences between renters and homeowners' insurance (DOK 2)
- Read the fine print of a rental insurance agreement (DOK1)
- Assess whether they will need renters' insurance after high school (DOK 3)
- Assess why it is valuable to have insurance, regardless of whether you own or rent a home (DOK 3)
- Enumerate what types of perils are and are not covered by standard renters and homeowners' insurance policies (DOK 1)

- Understand the importance of having health insurance (DOK 2)
- Identify the various costs affiliated with having health insurance (DOK 1)
- Explain how health insurance works and the different types of plans available to them (DOK 3)
- Explore steps they can take to lower their medical costs (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to insurance.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student’s prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

7.1 Intro to Insurance, 7.2 Auto Insurance, 7.3 Renters & Homeowners Insurance, 7.4 How Health Insurance Works, 7.5 How to Access Health Insurance, 7.6 Other Types of Insurance

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 8

Marking Period 2: Days 60-66

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Earning Income: 6b, 6c, 7c, 7d, 8a, 9a, 11a

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Taxes: 8.1-8.5

Objectives:

- Identify vocabulary based on payroll and taxes (DOK 1)
- Read and understand a pay stub (DOK 2)
- Compare mandatory and discretionary government spending (DOK 2)
- Explain the difference between gross and net pay (DOK 3)
- Analyze the different categories of discretionary government spending (DOK 4)
- Identify important dates within the tax cycle (DOK 1)
- Compare tax forms and their purpose (DOK 2)
- Analyze a W-4 form (DOK 4)
- Identify key facts about taxes and the tax cycle (DOK 1)
- Explain who qualifies to be claimed as a dependent for tax purposes (DOK 3)
- Determine whether or not a person is required to file taxes (DOK 2)
- Identify the different forms needed to prepare their taxes (DOK 1)
- Compare different methods of preparing federal and state taxes (DOK 2)
- Analyze a W-2 form (DOK 4)
- Describe the difference between a flat and progressive tax rate (DOK 2)
- Complete a 1040 form to file their taxes (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to taxes.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:**Diagnostic:**

Discussion of student's prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

8.1 Taxes and Your Pay Stub, 8.2 The Tax Cycle and Job Paperwork,

8.3 Teens and Taxes, 8.4 How to File Your Taxes, 8.5 Completing the 1040

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 9

Marking Period 2: Days 67-77

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Earning Income: 2c, 5a, 7c, 11a

Spending: 1a, 1b, 1c, 1d, 2b, 3a, 4a, 4b, 6a, 6b

Managing Credit: 6a, 6b

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Budgeting: 9.1-9.7 Objectives:

- Identify vocabulary based on budgeting (DOK 1)
- Describe the purpose of a budget (DOK 2)
- Classify expenses as needs and wants (DOK 2)
- Explain the difference between gross pay and net pay (DOK 3)
- List the different categories of expenses (DOK 1)
- Explain how four different budgeting strategies work (DOK 3)
- Weigh the pros and cons of each budgeting strategy (DOK 2)
- Prioritize many factors when deciding where to live (DOK 2)
- List important considerations before signing a lease (DOK 1)
- Determine whether they are prepared to purchase a home (DOK 2)
- Factor in how utilities will affect their budget (DOK 2)
- Create a roommate agreement to share the costs associated with living together (DOK 4)
- Estimate the costs of buying food (DOK 3)
- Explain how to save money when shopping at a grocery store (DOK 3)
- Detail strategies for lowering a dining out budget (DOK 3)
- Explain how inflation affects one's ability to budget for food Define the gig economy (DOK 3)
- Understand the financial implications of working in the gig economy and its effect on building a budget (DOK 3)
- Acknowledge the special importance of saving when working a gig job (DOK 2)

- Weigh the pros and cons of cars and their alternatives (DOK 3)
- Explain some of the ways that cars can be expensive (DOK 3)
- Research the cost of a desired car including car payments, insurance, maintenance, fuel and registration (DOK 3)
- Create a budget on a salaried adult's income and adjust it as required (DOK 4)
- Research and choose appropriate budgeting apps to meet specific needs (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to budgeting.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student's prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities Interactive worksheets from [Next Gen Personal Finance](#).

9.1 Budgeting 101, 9.2 Budgeting Strategies, 9.3 Budgeting for your Home, 9.4 Budgeting for Transportation, 9.5 Budgeting for Food, 9.6 Budgeting in the Gig Economy, 9.7 Build Your Budget

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)

Unit 10

Marking Period 2: Days 78-90

Standard(s):

PA Academic Standards

15.6.12.A, 15.6.12.B, 15.6.12.D, 15.6.12.E, 15.6.12.F, 15.6.12.G, 15.6.12.H, 15.6.12.I, 15.6.12.J,
15.6.12.P, 15.6.12.Q, 15.6.12.R, 15.6.12.S

Common Core Standards

CC.3.6.11-12.B., CC.3.6.11-12.C., CC.3.6.11-12.E., CC.3.6.11-12.F., CC.3.6.11-12.G., CC.3.6.11-12.H.,
CC.3.5.11-12.B., CC.3.5.11-12.G.

National Standards for Personal Financial Education:

Spending: 2a, 2b, 2c, 3a, 5a, 5b, 5c, 8c, 8d, 9a, 10a

Saving: 2a, 8b, 9a, 9b, 9c

Managing Risk: 11a, 11b, 11c, 11d

Anchor(s):

R11.B.3, R11.A.2, R11.B.3

Eligible Content (Big Idea): See above.

Consumer Skills: 10.1-10.5 Objectives:

- Examine their role as a consumer and their consumer decisions (DOK 3)
- Explain how social media and influencers can impact a consumer's spending decisions (DOK 3)
- Identify steps a consumer can take to decrease the influence of social media on their spending decisions (DOK 1)
- Identify ways advertisements can influence their consumer decisions (DOK 1)
- Explain what dark patterns are and identify common types (DOK 3)
- Understand why companies may use dark patterns (DOK 2)
- Understand what comparison shopping is, how it can help consumers, and when it makes sense to comparison shop (DOK 2)
- Identify a variety of factors to consider when comparison shopping (DOK 1)
- Discuss different factors to consider when comparison shopping beyond things like price and quality, such as environmental impact (DOK 2)
- Make an informed consumer decision by using comparison shopping methods (DOK 3)
- Identify different types of identity theft, how they can occur, and the impact they can have on someone's life (DOK 1)
- Take measures to protect their personal information (DOK 1)
- Understand current trends about identity theft (DOK 2)
- Outline what steps to take if they are a victim of identity theft (DOK 1)

- Define scams and fraud (DOK 1)
- Identify red flags to look for in different types of scams and fraud (DOK 1)
- Recommend what steps someone should take if they are scammed (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Identify terminology related to consumer skills.
- Students will perform student activities for topics with Next Gen Personal Finance and Manage My Personal Finances and which include chapter vocabulary and web activities.
- Students will complete the student activity packet, key terms, video, article, case study, interactive activity, educational game, and think critically problems for each topic.
- Students will complete interactive lessons and simulations on Knowledge Matters – Finance.

Instructional Methods: Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

Assessments:

Diagnostic:

Discussion of student’s prior knowledge

[Question of the Day](#) / [Morning Brew](#)

Terminology preview

Oral responses during class discussion

Responses to [FinCap Friday](#)

Responses to [Finance Games](#)

Formative:

Successful completion of homework/class work assignments:

Vocabulary, Solve Problems, and Explore Issues questions at the end of the unit from Next Gen Personal Finance and Managing Your Personal Finances.

Participation in classroom discussions and activities

Interactive worksheets from [Next Gen Personal Finance](#).

10.1 Your Money & Social Media, 10.2 Dark Patterns, 10.3 Comparison Shopping, 10.4 Identity Theft, 10.5 Scams & Fraud

Summative:

Graded audit checks on homework and classwork

Graded Vocabulary Quiz

Objective test covering theory and terminology

Graded Virtual Business lessons and simulations. [KnowledgeMatters](#)