

Boonton School District

Course Title:	Personal Financial Literacy	Grade Level(s):	9 - 12	
Curriculum Area / Level:	Business	Credits:	2.5	
Course prerequisites and/or co-requisites:	None			
Course Description:	This semester course will satisfy the graduation requirement for personal financial literacy; topics include Money Management, Borrowing, Earning Power, Investing, Financial Services and Insurance.			
Created by:	Robert Davis	Date: 07/10/2016	BOE Approval:	9/26/16
District Equity Statement:	As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.			

Division of Umbrella & Mini Units	
Umbrella Unit 1: Income and Careers	Mini Unit(s) 1A. Setting Goals and the Need for Financial Literacy 1B. Value of Education
Umbrella Unit 2: Pay, Benefits, and Deductions	Mini Unit(s) 2A. Income, Spending, Take-home Pay 2B. Deductions, Benefits
Umbrella Unit 3: Taxes	Mini Unit(s) 3A. Types of Taxes 3B. Diving Deeper into Taxes
Umbrella Unit 4: Budgeting	Mini Unit(s) 4A. Budgeting 4B. Financial Planning
Umbrella Unit 5: Banking	Mini Unit(s) 5A. Banking and Financial Systems 5B. Financial Services 5C. Checking

Umbrella Unit 6: Savings and Investing	Mini Unit(s) 6A. Time Value of Money 6B. Saving 6C. Investments
Umbrella Unit 7: Credit	Mini Unit(s) 7A. Credit Basics 7B. Credit Cards 7C. Credit Reports, Credit Scores & Preventing Identity Theft
Umbrella Unit 8: Insurance	Mini Unit(s) 8A. Protect What Your Own 8B. Social Insurance

UMBRELLA UNIT 1	
Title:	Income and Careers
Duration:	2 weeks
Essential Questions:	<p>How is personal financial literacy important and relevant to your future?</p> <p>How will your educational choices affect your career choice and income?</p> <p>What are the financial requirements for your long-term and short-term goals?</p> <p>How will education affect your future income?</p> <p>How can self-assessments impact potential career paths?</p> <p>What is the true value of a higher education?</p>
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation:	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.12.A.3, 9.1.12.A.4, 9.1.12.B.4, 9.1.8.A.2, 9.1.8.A.3, 9.1.4.A.1, 9.1.4.A.2, 9.1.8.A.4, 9.1.8.A.5, 9.1.12.A.3, 9.1.12.A.4, 9.1.12.A.5, 9.1.12.A.6

MINI UNIT 1A	
Title:	Setting Goals and the Need for Financial Literacy
Duration:	1 week
Overview:	<p>Students need to understand why Personal Financial Literacy is important and relevant to them, not just in the future but now. They also need to have an idea of where this course is going and how all the pieces work together.</p> <p>The need for Personal Financial Literacy is compelling. Every individual will have personal, professional and financial goals, and their ability to achieve these goals will start to be influenced by decisions that will be made in the near future. A student’s educational choices will affect their career choices, which in turn will affect their income. Their disposable income and benefits will affect their spending and saving. Budgeting decisions, involving spending and savings decisions, will have a great deal to do with progressing towards these goals but the broader use of financial planning, which involves investing, credit, and insurance, will also affect their progress.</p> <p>Upon course completion, students will be able to read, analyze, manage, and talk about personal financial conditions that impact their financial well-being.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards

<p>Students will be able to recognize key issues that point towards the need for Personal Financial Literacy.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Students will be able to identify typical short-term and long-term goals and determine the financial requirements of these goals.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Essential Outcomes - Upon completion of this course students will be able to (procedural):</p>	<p>Alignment to Standards</p>
<p>Students will examine the need for planning for emergencies, their education, retirement, and handling their finances properly.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Students will examine the connection between education, career choices, income, deductions and benefits, spending, and saving in reaching their personal, professional, and financial goals.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>Students will start to recognize how the key components of Personal Financial Literacy have influence on their ability to meet their personal, professional, and financial goals.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Students will understand the need for personal financial planning and budgeting.</p>	<p>9.1.12.A.3, 9.1.12.B.4. 9.1.12.D.4</p>
<p>Resources Mini Unit 1A:</p>	<p>FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u>, 2e - Ryan, South-Western/Cengage, 2012 Internet resources</p>

MINI UNIT 1B	
Title:	Value of Education
Duration:	1 week
Overview:	<p>The decisions students make today about both their current education and their higher education or career training goals will affect their future income. Young adults make important personal decisions each day about their studies, job possibilities, and use of leisure time; every decision will help determine their future incomes.</p> <p>The beginning of any career planning starts with self-assessment. Students must understand their skills, talents, interests, and values in order to start to match these with potential career paths. The job market is constantly changing and most of today’s jobs require some form of further education beyond high school. Students need to understand not only the value of further education, but its cost. While student loan debt is increasing, most students do not truly understand the cost, and many students are unaware of the alternatives that exist before them to further their education.</p> <p>The purpose of this lesson is to make the connection between education levels and income earned, as well as the necessity of self-assessment and setting realistic career goals. Finally, students will take an accurate look at the costs associated with college.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to identify the need for self-assessment and its purpose in obtaining job and career information.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Students will be able to create specific and realistic	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5

career goals.	
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to describe the components of the total cost of attending a college.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Students will be determine types of financial aid that are available in order to determine the true cost of attendance for college.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to analyze graphic data on the relationship between education levels and earnings, and between education levels and unemployment rates.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Students will be able to analyze the value of pursuing further education to meet future job market requirements.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Students will be able to analyze the value of pursuing different college majors.	9.1.8.A.2, 9.1.8.A.3, 9.1.8.A.5
Resources Mini Unit 1B:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy, 2e - Ryan, South-Western/Cengage, 2012 Internet resources

UMBRELLA UNIT 2	
Title:	Pay, Benefits, and Deductions
Duration:	1 week
Essential Questions:	Why is it important to understand the components of a paycheck? What is the purpose of required and optional benefits?
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation:	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.PC.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.8.A.7

MINI UNIT 2A	
Title:	Pay, Benefits and Deductions
Duration:	1 week
Overview:	Now that students recognize the importance of personal finance, have an understanding of long- and short-term goals, have calculated how much their future education will cost them, and their career earning potential, they should learn what is involved in their first paycheck. The purpose of the lesson is to have students understand the various methods of payment and compensation for income earned. This also includes the components of a paycheck, the required and optional deductions, the purposes they serve, and benefits that employers provide.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will describe the various types of payment methods of employee pay.	9.1.8.A.7
Students will describe the purpose of various IRS forms, including the W-4, I-9, W-2, and 1099.	9.1.8.A.7
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to describe required and optional deductions from their paycheck, and calculate both gross and net pay.	9.1.8.A.7
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to identify the various forms of	9.1.8.A.7

compensation and analyze why employers use these forms of compensation.		
Students will be able to determine the purpose behind required and optional benefits.		9.1.8.A.7
Resources Mini Unit 2A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy , 2e - Ryan, South-Western/Cengage, 2012 Internet resources	

UMBRELLA UNIT 3	
Title:	Taxes
Duration:	2 weeks
Essential Questions:	How do federal, state and local taxes impact your local community? How do progressive and flat taxes affect our income? How do the guidelines used to determine the calculation of taxable income show fairness?
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation:	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.8.A.1, 9.1.12.A.11, 9.1.12.F.6, 9.1.12.A.1, 9.1.12.A.2, 9.1.12.A.10, 9.1.12.B.7

MINI UNIT 3A	
Title:	Purpose, Impact and Types of Taxes
Duration:	1 week
Overview:	<p>Students need to have a conceptual understanding how taxes work. This includes the purpose of taxes, the different types of taxes they will have to pay throughout their lifetime, and the impact taxes have not only on their paycheck, but in their community.</p> <p>Taxes are a hot button issue. Students may have heard discussion about taxes on the news, or from their parents. Oftentimes, taxes are discussed in these mediums in a negative light. In other words, students may hear the word “taxes” and immediately think of them as bad. While students need to understand that there are a variety of taxes that they will pay, including taxes that will get taken out of their paycheck, there are uses for taxes and they are reaping the benefits of some of those uses. Finally, taxes are an important topic to tackle because students will need to have an understanding of the true price of their goods, and their net pay after taxes before they move on to topics such as budgeting and saving.</p>

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will identify various services that tax dollars help fund.	9.1.8.A.1, 9.1.12.A.11, 9.1.12.F.6
Students will distinguish between different types of taxes at local, state and federal levels.	9.1.8.A.1, 9.1.12.A.11, 9.1.12.F.6
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will analyze where tax revenue comes from, and the spending priorities at the federal, state and local levels of government.	9.1.8.A.1, 9.1.12.A.11, 9.1.12.F.6
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will explain the importance of taxes.	9.1.8.A.1, 9.1.12.A.11, 9.1.12.F.6
Resources Mini Unit 3A:	<u>FitKit™</u> Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 3B	
Title:	Diving Deeper into Taxes
Duration:	1 week
Overview:	Now that students have increased their background knowledge regarding taxes, it is important for them to dive deeper into tax issues. Students will likely hear terms like “progressive tax” and “flat tax.” Part of being financially literate is understanding what these terms mean and how these tax

	<p>policies affect their net income. Students will also have opportunities to consider what is a “fair” method of taxation. They will begin to see more of the nuts and bolts of taxes, as they calculate the amount of taxable income different individuals and families have, and differentiate between income that is and is not taxable. In this lesson, students will continue to look at taxation from a broader perspective, and consider the government’s role in collecting and allocating tax dollars. By this stage of the lesson, students should have moved past the misconception that all taxes are bad, and understand why they are important to society.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will differentiate between taxable and non-taxable income.	9.1.12.A.2
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will compare and contrast the differences between progressive, regressive and proportional taxes.	9.1.12.A.1
Students will determine the amount of taxable income for different income and family scenarios.	9.1.12.B.7, 9.1.12.A.10
Students will be able to calculate federal income taxes.	9.1.12.B.7, 9.1.12.A.10
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will create tax collection and spending decisions for a simulation country.	9.1.12.A.11
Resources Mini Unit 3B:	<p>FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy, 2e - Ryan, South-Western/Cengage, 2012 Internet resources</p>

UMBRELLA UNIT 4	
Title:	Budgeting
Duration:	2 weeks
Essential Questions:	What is the purpose of budgeting and managing available income and expenses? How can learning to budget affect your long-term and short-term goals in life? What factors influence your financial planning? How do your goals and values impact your spending?
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation:	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.4.B.1, 9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7

MINI UNIT 4A	
Title:	Why Budget?
Duration:	1 week
Overview:	<p>Steps in managing money include identifying the amount of income available and the expenses which need to be covered, and prioritizing short- and long-term goals. Individuals, households, government, businesses, and other organizations all budget with these ideas in mind. Most budgets are developed for a set period of time. A family might develop a monthly household budget; a high school student, a weekly budget based on an allowance. Businesses routinely do quarterly budgets; school districts are mandated to prepare annual budgets.</p> <p>Making a budget for spending and saving can help people reach their goals. This lesson will focus students on the ins and outs of managing money by learning how to budget. High school students do make decisions each day, although not always consciously, on how to spend or save the income they have. By keeping a simple daily or weekly budget, students become aware of how they might cut an expense and save for something they really want.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to define and provide examples of needs and wants.	9.1.4.B.1
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to analyze earnings data and apply that data to what it means to live within one's means.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7

Students will be able to categorize expenses in a budget as fixed and variable (or occasional).	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to determine the opportunity cost of their decisions.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Students will be able to evaluate decision-making scenarios based on scarcity and opportunity cost.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Resources Mini Unit 4A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 4B	
Title:	Goal Setting and Budgeting Decisions
Duration:	1 week
Overview:	<p>Goals, values, and attitudes affect financial decisions and are integral (but not always stated) parts of budgeting. Budgets on paper may be limited to income and fixed and variable expenses, but they also reflect the goals and values held by an individual or a family. Values, for example, will influence a person's charitable giving — the amount given to a religious group, an AIDS charity, an environmental cause, or a family member in need. Values a family holds about education influence the amount saved and spent for education costs, preschool through college. And values influence the amount saved and spent for special expenses, like annual vacations, cosmetic surgery, graduation gifts, weddings, or monthly checks mailed to relatives living far away.</p> <p><u>More than Money in and Money out</u></p>

Students in the previous lesson identified and compared their own needs and wants. They also identified variable and fixed expenses and applied this information to a list of items in a typical household budget. They discussed how the short- and long-term goals are reflected in a monthly budget (e.g., paying down credit card debt, saving for a down payment on a car or a home, investing in a college plan).

Planning for the Future — Goal Setting

This lesson will focus on how individuals and families who set clear future goals have a “framework” for saving and spending decisions. The *future*, in terms of budgeting, can be as short-term as saving for a summer vacation or as long-term as saving for a new home in ten years or a child’s college education in 15 years. In this lesson students will apply budgeting information from Lesson 4 to assist a young adult (Jessica) fulfill her short-term, six-month goal of “moving out” from her family home.

Students will discuss the tradeoffs of this decision and plan a budget for the six months that the 18-year-old is living at home and an estimated budget for the time she lives with a roommate.

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to identify goals and values that affect financial decisions.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to develop and compare two budgets for the same person (i.e., living at home and living on one’s own).	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Students will be able to analyze the tradeoffs of an economic decision (i.e., decision to move from home).	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Students will be able to identify the budgeted amount vs. actual amount spent.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Students will be able to calculate net worth and create a Personal Balance Sheet.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to evaluate how goals and values (and pressures) influence their own spending and saving decisions.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Students will identify how financial planning extends beyond budgeting as a plan for earning, spending, saving, investing, borrowing, and managing risk.	9.1.12.B.1, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.B.4, 9.1.12.B.5, 9.1.12.B.6, 9.1.12.B.7
Resources Mini Unit 4B:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

UMBRELLA UNIT 5	
Title:	Banking
Duration:	3 weeks
Essential Questions:	<p>What roles does the banking system serve in our everyday life?</p> <p>How do different banking systems affect the way we make decisions about our finances?</p> <p>How can the services provided by financial institutions be beneficial?</p> <p>What are the most effective ways to utilize financial advisors for banking needs?</p> <p>What are the essential differences between a checking and a savings account?</p> <p>How can efficiently utilizing a checking and savings account impact your life?</p>
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.12.B.9, 9.1.12.D.12, 9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8, 9.1.8.B.9

MINI UNIT 5A	
Title:	The Banking System
Duration:	1 week
Overview:	<p>Students need to understand why the banking system is a necessary part of everyday life. The banking system is the foundation for commerce to work effectively. It would be difficult for people to keep money safe or make simple purchases without the banking system. Banks make their money by offering credit to borrowers and serve as the intermediary between depositors and borrowers.</p> <p>Students should understand the United States did not have a unified currency until the the Federal Reserve was created in 1913. Individual banks and even stores offered their own promissory notes (currency). The need for the central banking system was made necessary by panics, and runs on the banks that left many depositors penniless. The Federal Reserve not only created a unified currency system but more importantly an assurance in the banking system. The Federal Government understood confidence in banking needed to be restored in order for the country to move forward. The new central banking system was effective in its goals until the Great Depression in October 1929. The Federal Government also created The Federal Deposit Insurance Corporation (FDIC) which provided an insurance policy against the money deposited in banks. Deposited money now had a guarantee of replacement. Finally, the Federal Reserve played a critical role in rescuing failing banks and financial institutions during the Great Recession that began in 2008 by providing the financial backing to save some of the institutions from going into bankruptcy and deepening the financial crisis. This act was called</p>

	<p>the Emergency Economic Stabilization Act of 2008 (EESA) and it allowed the US Treasury to provide up to \$700 billion in funding and assistance to banks and other financial institutions.</p> <p>Students should understand the different types of banks including commercial banks, savings & loans, and credit unions, and should identify how they are similar and different. Also, non-deposit financial institutions such as investment banks, mutual fund companies, life insurance companies, consumer finance companies, and mortgage companies provide financial services.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to describe the purpose of using a bank.	9.1.12.B.9, 9.1.12.D.12
Students will be able to describe why the Federal Reserve was created and what its primary role is.	9.1.12.B.9, 9.1.12.D.12
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to identify depository and nondepository financial institutions, and list the differences and commonalities between commercial banks and credit unions.	9.1.12.B.9, 9.1.12.D.12
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to explain the role the Federal Reserve played in the banking crisis of 2008.	9.1.12.B.9, 9.1.12.D.12
Resources Mini Unit 5A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 5B	
Title:	Financial Services
Duration:	1 week
Overview:	<p>In this lesson, the basic services of a bank (deposit institution) will be introduced. Concepts such as making deposits, transferring funds, loaning money, storing valuables, and giving financial advice will be included. Additionally, other services such as investment services, and managing individual trusts will be included.</p> <p>The positive aspects of utilizing the banking system include a safe way to keep money, gain interest on money to safeguard against the negative effects of inflation, help establish credit, and help manage money. There are services provided for people who choose not to use traditional banks (check cashing stores/borrow until payday loans). The people who choose not to use financial institutions are known as the Unbanked. There is also a sector of the population who minimally use financial institutions and they are known as the Underbanked. It is important to note the negative effects of being Unbanked/Underbanked. Some of the negative effects are the high cost of using other services like check cashing services, not establishing credit or having credit, and not being able to make certain purchases that are available to those using banking services (car rental).</p> <p>Banks provide other important services to the consumer including financial planning tools or financial advice. The banking consumer should be aware of all the services provided, fees associated with using the services, and the need to shop around for the bank that meets the needs of the consumer best.</p>

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to identify the basic functions a bank performs.	9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8
Students will be able to list the benefits of various banking services.	9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8
Students will be able to identify the types of financial advisors.	9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8
Students will be able to identify typical banking fees across different deposit institutions.	9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to explain what it means to be unbanked/underbanked as well as the costs/disadvantages involved in not using the banking system (being unbanked).	9.1.12.B.10, 9.1.12.C.1, 9.1.12.D.8
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Resources Mini Unit 5B:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy, 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 5C	
Title:	Checking
Duration:	1 week
Overview:	<p>In this lesson we will build on their knowledge of the banking system to learn about the process of opening, correctly using, and maintaining a checking account. The basic differences between a checking and a savings account, debit and withdrawal, and debit and credit will be discussed. Students should be reminded from the previous lesson of the safety in using banks as a means of storing and transferring money, and the convenience as a payment mechanism.</p> <p>In this lesson students will identify the types of checking accounts available and how to match their needs with the correct type of account. Checking accounts such as minimum balance, interest earning, and joint checking will be discussed.</p> <p>Tools associated with using a checking account will be introduced in the lesson. Understanding the difference between using a debit card and a credit card will be examined. Students will understand typical transactions in a checking account, check writing, using debit cards, and how all of these are processed through checking accounts using an Automated Clearing House. Students will be able to identify the parts of a check and effectively fill out a personal check and deposit slip. The procedure of reconciling a checking account will be introduced and exercised. The importance of keeping up with your check book and the problems avoided by doing so will be underscored.</p> <p>The use of Online banking will overviewed including using online money transfers, and paying bills online. Finally, important tips for using online banking safely will be explained.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to differentiate between a checking and a savings account, and list the types	9.1.8.B.9

of checking accounts available.	
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to explain how to open a checking account and what one would need to bring to open an account.	9.1.8.B.9
Students will be able to identify the parts of and fill out a check and deposit slip, as well as how checks are cleared through an Automated Clearing House (ACH).	9.1.8.B.9
Students will be able to reconcile a monthly checking statement and discuss the importance of doing so.	9.1.8.B.9
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be explain what online banking consists of and the what measures should be taken to bank safely online.	9.1.8.B.9
Resources Mini Unit 5C:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

UMBRELLA UNIT 6	
Title:	Saving and Investing
Duration:	2 weeks
Essential Questions:	<p>How does understanding the time value of money support a promising future?</p> <p>How do simple interest and compound interest work together to create a greater dollar amount?</p> <p>What are the benefits of strategically understanding the importance of saving money?</p> <p>How does saving your money impact your financial goals?</p> <p>How do we use the main types of investments to attain certain investment goals?</p> <p>What strategies do we use to categorize investments to better understand risks?</p>
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1

21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.12.C.2, 9.1.12.B.2, 9.1.12.B.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10, 9.1.12.A.7, 9.1.12.D.6, 9.1.12.D.13

MINI UNIT 6A	
Title:	Time Value of Money
Duration:	1 week
Overview:	<p>You are constantly making choices among various financial decisions. In making those choices, you must consider the time value of money, the increases in an amount of money as a result of interest earned. Saving or investing a dollar instead of spending it today results in a future amount greater than a dollar. Every time you spend, save, invest, or borrow money, you should consider the time value of that money as an opportunity cost. The time value of money refers to the fact that a dollar today is worth more than a dollar promised at some future time.</p> <p>But how can that be? A dollar is a dollar, isn't it? Yes, but a dollar in hand today can be invested in an interest-bearing account that would grow in value over time.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to explain the time value of money.	9.1.12.C.2
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to explain and make calculations using simple interest.	9.1.12.C.2

Students will be able to explain and make calculations using compound interest.	9.1.12.C.2
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Resources Mini Unit 6A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy, 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 6B	
Title:	Savings Accounts
Duration:	1 week
Overview:	<p>The words savings and investments are often used interchangeably; both involve costs and benefits, and both are ways to grow wealth and help ensure that you meet your financial goals. Savings involves taking a part of one's income and not spending it on goods and services by putting it away. Saving money is an important step toward financial well-being. Investing, on the other hand, is taking those savings and putting them to work in order to try to earn more money. In this section, students recognize the purpose of savings accounts, how to make deposits and withdrawals, and how to manage a savings account.</p> <p>Saving just 35 cents a day will result in more than \$125 in one year. Small amounts saved and invested can easily grow into larger sums. However, a person must start to save.</p>

Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
Students will be able to identify the main types of savings alternatives.		9.1.12.B.2, 9.1.12.B.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10
Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Students will be able to identify possible areas of overspending and areas of potential savings.		9.1.12.B.2, 9.1.12.B.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
Students will be able to recognize the benefits of keeping their money in savings accounts.		9.1.12.B.2, 9.1.12.B.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10
Students will be able to understand the amount of interest people earn depends on a number of factors, including the type of savings account they have, which financial institution has the account, and how long they keep their money in the account.		9.1.12.B.2, 9.1.12.B.3, 9.1.12.D.1, 9.1.12.D.3, 9.1.12.D.10
Resources Mini Unit 6B:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy , 2e - Ryan, South-Western/Cengage, 2012 Internet resources	

MINI UNIT 6C	
Title:	Investments
Duration:	1 week
Overview:	<p>The details of investment strategies and various financial instruments might escape a young adult who is presently more interested in getting a job, college admission, student loans, or just finding a direction. However, an understanding of basic investing concepts can help grow their money and provide a foundation for reaching their goals over their lifespan. Having good knowledge about the range of investments and knowing how to research and obtain information about specific investment options are an integral part of financial literacy.</p> <p>Investing occurs when people use money they have saved and buy, for example, real estate, stocks, corporate bonds, or mutual funds. These investments make it possible for people to put savings to work and to increase personal wealth through interest, dividends and growth in value. With each investment comes both rewards and risks.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to identify the main types of investment alternatives.	9.1.12.A.7, 9.1.12.D.6, 9.1.12.D.13
Students will be able to define stocks, the stock market, and other related market vocabulary.	9.1.12.A.7, 9.1.12.D.6, 9.1.12.D.13
Students will be able to describe different types of bonds and mutual funds.	9.1.12.A.7, 9.1.12.D.6, 9.1.12.D.13
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to analyze and explain the information found on a stock table.	9.1.12.A.7, 9.1.12.D.6, 9.1.12.D.13

Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Resources Mini Unit 6C:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

UMBRELLA UNIT 7	
Title:	Credit
Duration:	3 weeks
Essential Questions:	What influences does credit have on following the American dream? What are the most effective ways to use credit? What can we learn from effectively using credit and debit cards? What are the essential components of understanding the advantages and disadvantages of debit and credit cards? How does your credit score affect your life beyond just getting a loan? What influences does credit have on your future?
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides

Differentiation	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.12.C.3, 9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10

MINI UNIT 7A	
Title:	Credit Basics
Duration:	1 week
Overview:	<p>Credit is an extremely important topic for students that will have an increased level of independence after they leave high school. Credit can be a topic with very strong positive aspects to it, but also very negative aspects. Without credit, individuals would find it very hard to follow the American dreams of home ownership, buying cars, or paying for college. Without credit, businesses wouldn't be able to expand their businesses or hire as many workers, and governments wouldn't be able to provide the level of services that society desires.</p> <p>But credit can also create problems if it isn't used prudently or is used excessively. Individuals can get themselves into substantial debt, or may have to file for bankruptcy if they can't meet their obligations.</p> <p>The purpose of this first lesson is to describe what credit is, the role of credit in our economy, the types of credit, the advantages and disadvantages of credit, and also how lenders determine creditworthiness (the 3 C's).</p>

Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to define what credit is and the roles of the creditor and debtor.	9.1.12.C.3
Students will be able to describe the different types of credit.	9.1.12.C.3
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to provide examples of how credit is used by individuals, businesses, and the government.	9.1.12.C.3
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to describe the advantages and disadvantages of credit.	9.1.12.C.3
Students will be able to describe the 3 C's of credit, how they are used by lenders to determine creditworthiness, and how students can start to build their credit history.	9.1.12.C.3
Resources Mini Unit 7A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 7B	
Title:	Credit Cards and the Cost of Credit
Duration:	1 week
Overview:	<p>Charge accounts have existed long before credit cards were created. Individuals were able to get services provided by doctors, dentists, landscapers, plumbers, etc and were able to be billed later. Individuals or businesses like contractors were able to rub a tab at a local store and be billed later. Individuals and businesses had access to lines of credit, a form of revolving credit, that allowed them to essentially have a loan set up in advance and use all or a portion of that loan when needed.</p> <p>Credit cards have increasingly become a part of our life. Like other forms of credit, credit cards can offer many advantages but also can lead to trouble if they are not used appropriately. Other forms of electronic payment, from ATM cards to debit cards to prepaid cards have also been created along with their costs and benefits compared to other forms of payment.</p> <p>Among the top reasons for students dropping out of college are financial stresses. These include trying to pay for education with balancing work and education, the strain of student loans, and unfortunately, the irresponsible use of credit cards.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to distinguish between different types of charge accounts.	9.1.12.C.3
Students will be able to distinguish between the different types of credit cards.	9.1.12.C.3
Students will be able to distinguish between debit cards and credit cards.	9.1.12.C.3
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

Students will identify advantages and disadvantages of debit and credit cards.	9.1.12.C.3
Students will be able to determine the costs of credit card usage.	9.1.12.C.3
Students will be able to identify and calculate appropriate debt-to-income ratios.	9.1.12.C.3
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Resources Mini Unit 7B:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation Personal Financial Literacy , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 7C	
Title:	Credit Reports, Credit Scores and Preventing Identity Theft
Duration:	1 week
Overview:	<p>Students have previously learned about the 3 C's, Character, Capacity, and Capital, and how they are used to determine creditworthiness when a lender is considering granting credit. Students need to understand that data is collected, even before they enter the working world, and their future behavior can influence whether they will be granted credit and the cost of that credit. Credit reports are also used by others including landlords and potential employers so an individual's credit history can affect their lives beyond just getting a loan.</p> <p>Identity theft is a growing concern. Identity theft can occur in many ways and the media is increasingly reporting of hacking breaches on company and government websites that is exposing individuals' personal information that could be used to commit identity theft. It is important for students to know what personal information should be safeguarded as much as</p>

	<p>possible and how to protect this information.</p> <p>Students should also be aware of the various Consumer Credit protection laws which protect their rights.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to describe the various types of information collected by credit reporting agencies and the effects on their credit score.	9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10
Students will be able to identify key pieces of personal information that must be protected to protect against identity theft.	9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10
Students will be able to identify key provisions of consumer credit protection laws.	9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will predict the effect of their credit score on the availability and cost of credit.	9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Students will be able to describe future behaviors that can influence their credit score.	9.1.12.C.5, 9.1.12.C.6, 9.1.12.C.7, 9.1.12.C.8, 9.1.12.E.7, 9.1.12.E.8, 9.1.12.E.9, 9.1.12.E.10
Resources Mini Unit 7C:	<p>FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation</p> <p>Personal Financial Literacy, 2e - Ryan, South-Western/Cengage, 2012</p> <p>Internet resources</p>

UMBRELLA UNIT 8	
Title:	Insurance
Duration:	2 weeks
Essential Questions:	<p>What are the most effective ways to determine the advantages and disadvantages of insurance policies?</p> <p>How can insurance policies be useful in protecting and securing your finances?</p> <p>How does the role of the government impact a person's financial well-being?</p> <p>What role does social insurance play in protecting you?</p>
Summative Assessments: (Assessment at the end the learning period)	Unit Exam
Formative Assessments: (Ongoing assessments during the learning period)	Discussion, questioning, exit slips, graphic organizers, presentations, blogging, collaborative activities, study guides
Differentiation	Pre-/Post-tests, Blogs, FitKit Game, FitKit Extension activities, study guides
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	8.1.8.A.1, 8.1.8.A.2, 8.1.12.A.3, 8.1.8.B.1, 8.1.P.C.1, 8.1.12.C.1, 8.1.12.D.2, 8.1.12.E.1, 8.1.8.F.1
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
	9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4, 9.1.12.G.5, 9.1.12.G.7, 9.1.12.A.12

MINI UNIT 8A	
Title:	Protecting What You Own
Duration:	1 week
Overview:	<p>Students need to have an understanding of how insurance works, and why it is extremely important. Throughout one’s life, a person will own a multitude of assets, which, due to the risks that will/could be faced, likely should be protected with an insurance policy. Students will gain an understanding of various types of insurance, including; health, life, auto, homeowners, renters, and disability. Students will also gain an understanding of how insurance needs will change over time. It is very important for students to understand that most insurance coverage policies are optional, but some are mandatory; like auto insurance and, now, health insurance. Students will need to understand that, with optional types of insurance, one should weigh the opportunity cost of enrolling or not enrolling in insurance coverage, including a focus on how insurance premiums will affect monthly budgets.</p> <p>When learning about insurance premiums, students may question how a relatively ‘low’ monthly premium could result in very large sums of money being paid by insurance companies, should a significant hardship be faced. In response, it is important for the teacher to explain the fact that major insurance companies sometimes have millions of policyholders who pay monthly premiums, but only a small percentage of policyholders will receive payment for a significant hardship, leaving the insurance companies to generally make annual profits.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Students will be able to identify the types of risk that are encountered by people on a daily basis, and how insurance can be utilized to protect one against the consequences of these risks.	9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4,9.1.12.G.5

Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to examine/analyze characteristics of insurance, and how it can protect a person's income or earning power.	9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4,9.1.12.G.5
Students will be able to examine/analyze various types of insurance.	9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4,9.1.12.G.5
Students will be able to examine/analyze the various types/aspects of auto insurance and the factors that can affect auto insurance premiums.	9.1.12.G.1, 9.1.12.G.2, 9.1.12.G.3, 9.1.12.G.4,9.1.12.G.5
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Resources Mini Unit 8A:	FitKit™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u> , 2e - Ryan, South-Western/Cengage, 2012 Internet resources

MINI UNIT 8B	
Title:	Social Insurance: Role of Government
Duration:	1 week
Overview:	<p>Students need to develop an understanding of the role of government provided social insurance. Social insurance is associated with a set of government programs that protect individuals against risks that are generally considered to be beyond their control (i.e., unemployment, disabilities, retirement, health care costs, etc.). Social insurances include unemployment insurance, Social Security, Medicare, Medicaid, etc.</p> <p>Students will gain an understanding of the types of decisions made by governments, when it comes to the types of, and extent of, social insurance programs. Societies must decide who will shoulder some, all, or none of the risks associated with funding these types of ‘safety net’ programs.</p>
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Students will be able to examine/analyze the role of the government and social insurance programs in the United States.	9.1.12.G.7, 9.1.12.A.12
Students will be able to summarize how insurance can contribute to a person’s financial well-being.	9.1.12.G.7, 9.1.12.A.12
Students will be able to examine/analyze specific characteristics of Social Security.	9.1.12.G.7, 9.1.12.A.12

<p>Students will be able to further examine/analyze the pros and cons of the Affordable Care Act, privatizing Social Security and various proposed solutions to make Social Security more sustainable.</p>	<p>9.1.12.G.7, 9.1.12.A.12</p>
<p>Essential Outcomes - Upon completion of this course students will understand (conceptual):</p>	<p>Alignment to Standards</p>
<p>Resources Mini Unit 8B:</p>	<p><u>FitKit</u>™ Personal Financial Literacy curriculum, DoughMain Education Foundation <u>Personal Financial Literacy</u>, 2e - Ryan, South-Western/Cengage, 2012 Internet resources</p>

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