

# **PLANNED INSTRUCTION**

## **A PLANNED COURSE FOR:**

**Personal Financial Literacy – Math 12**

### **Curriculum writing committee:**

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### **Grade Level:**

**12**

**Date of Board Approval: \_\_\_\_\_ 2021 \_\_\_\_\_**

## Personal Financial Literacy Grading Policy Target Points

	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4	Total
<b>Total Points</b>	<b>450</b>	<b>450</b>	<b>450</b>	<b>550</b>	<b>100%</b>
<b>Tests</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>42%</b>
<b>Quizzes</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>21%</b>
<b>Projects</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>21%</b>
<b>Classwork/Homework</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>11%</b>
<b>Final Exam</b>				<b>100</b>	<b>5%</b>

## Curriculum Map

**Overview:** This course is designed to provide the student with an overview of the essential principles of personal finance and makes them accessible and applicable to today's students. Topics include financial responsibility and decision making, choosing a career that fits personal income needs, spending and credit, and saving and investing. Personal Financial Literacy takes the essential principles of personal finance and makes them accessible and applicable to today's students.

### Goals:

1. Students will be able to identify different economic systems, and the impact of supply and demand.
2. Students will be able to understand the function and role of money and the impact that the government has on the economy.
3. Students will be able to effectively manage resources to look for housing options in an area they would like to live.
4. Students will be able to analyze different insurance policies to determine what policies would best meet their needs throughout life.
5. Students will be able to understand the importance of good credit and the factors that impact your credit.
6. Students will understand the importance of protecting your identity and the steps to take if your identity has been compromised.
7. Students will be able to effectively understand and analyze the role of the stock market.
8. Students will be able to analyze data about investments.

#### Unit #1

- Economic Systems
- Supply and demand
- Financial institutions
- Role and function of money
- Federal Reserve System
- Government and the Economy
- The US Tax Systems
- Important Tax Forms

#### Unit #2

- Understanding Credit
- Understanding Credit Cards
- Understanding Loans
- Auto Loans and Leases
- Student Loans
- Mortgages
- Managing Credit
- Credit History and Reports
- Credit Scores
- Managing Debt

#### Unit #3

- Financial Pitfalls
- Scams and Fraud
- Identity Theft
- Predatory Lending
- Bankruptcy
- Understanding Insurance
- Health Insurance
- Auto Insurance
- Home and Renters Insurance
- Other Types of Insurance

#### Unit #4

- Investment Basics
- Introduction to the Stock Market
- Stock Investing
- Investment Strategies
- Investing for Retirement
- Your Values and Your Money
- Social Media and Spending
- Ethics in the workplace
- Ethics as a consumer

**Big Ideas:**

Big Idea #1: Economic systems and factors of production affect the economic climate of our local, state, and federal economies.

Big Idea #2: Money and the Federal Reserve System play an important role in the economy.

Big Idea #3: Borrowing money and the use of credit are important when planning to make financial decisions.

Big Idea #4: Identify relevant information needed to make sound financial decisions and protect your finances.

Big Idea #5: Savings and planning for investing is a plan that evolves throughout life.

Big Idea #6: Insurance plays a vital role in protecting yourself, your finances, and your possessions.

Big Idea #7: Responsible consumers use effective resource management to accomplish individual, family and community goals.

**Textbook and Supplemental Resources:**

Personal Financial Literacy 2<sup>ND</sup> Ed

Textbook Resources

Teacher Generated Worksheet

Next Gen Personal Finance Website - <https://www.ngpf.org/courses/full-year-course/>

# Curriculum Plan

Unit #1

Time/Days: 45 Days

- **Standards (by number):**

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20Mathematics%20PreK-12%20March%202014.pdf>

CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.6, CC.2.4.HS.B.3, 13.1.11., 13.2.11., 13.3.11.

- **Anchors:**

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2

- **Eligible Content:**

- Economic Systems
- Supply and demand
- Financial institutions
- Role and function of money
- Federal Reserve System
- Government and the Economy
- The US Tax Systems
- Important Tax Forms

**Objectives:**

1. Students will be able to identify types of economic systems. (DOK 1)
2. Students will be able to identify the factors of production. (DOK 1)
3. Students will be able to identify the functions and properties of money. (DOK 2)
4. Students will be able to discuss the benefits and challenges of a cashless society. (DOK 3)
5. Students will be able to identify the role that the Federal Reserve plays in the banking system. (DOK 1)
6. Students will be able to identify the role the Federal Government has in the economy. (DOK 1)
7. Students will be able to compare the Federal spending budget and revenue sources. (DOK 2)
8. Students will be able to identify the regulations, protections, and assistance the Federal government provides to citizens (DOK 1)
9. Students will be able to identify where the taxes they pay are used and what they are used for. (DOK 1)
10. Students will be able to identify and complete important tax documents. (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

1. Students will complete graphic organizers to identify the advantages and disadvantages to different economic systems.
2. Students will research the ideas and concepts surrounding supply and demand.
3. Utilize their knowledge of the functions and properties of money to create their own currency.
4. Analyze and discuss the benefits and challenges of a cashless society. Discuss affects locally and globally.
5. Identify the roles of the Federal Reserve and how it impacts the economy.
6. Compare multiple years of data in Federal spending and revenue sources
7. Research and analyze different federal assistance programs.
8. Identify and research different federal, state and local taxes that are paid in the United States.
9. Identify and fill out important tax documents.

**Assessments:**

- **Diagnostic:**  
Teacher prepared pre-test/diagnostic test  
Teacher questioning and observation
- **Formative:**  
Teacher observations, questions, discussions  
Teacher assigned homework  
Teacher prepared assessments (quizzes and graded assignments)  
Warm Ups
- **Summative:**  
Teacher prepared summative tests

## Unit #2

Time/Days: 45 Days

- **Standards (by number):**

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CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.6, CC.2.4.HS.B.3, 13.1.11., 13.2.11., 13.3.11.

- **Anchors:**

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2

- **Eligible Content:**

- Understanding Credit
- Understanding Credit Cards
- Understanding Loans
- Auto Loans and Leases
- Student Loans
- Mortgages
- Managing Credit
- Credit History and Reports
- Credit Scores
- Managing Debt

### **Objectives:**

1. Students will be able to identify situations where credit is needed. (DOK 1)
2. Students will be able to identify advantages and disadvantages to using credit cards (DOK 1)
3. Students will be able to calculate the amount of interest paid on large purchases using a credit card. (DOK 1)
4. Students will be able to compare different types of loans. (DOK 2).
5. Students will be able to compare the advantages and disadvantages to buying and leasing a car. (DOK 3)
6. Students will be able to identify the steps in applying for student loans. (DOK 1)
7. Students will be able to analyze mortgage rates and identify the process of buying a home. (DOK 3).
8. Students will be able to identify the different components of a credit score. (DOK 1)
9. Students will be able to analyze how different actions can change a credit score. (DOK 4)
10. Students will be able to make connections between credit history, credit scores, and loan approvals. (DOK 4)
11. Students will be able to identify different strategies to get out of debt. (DOK 1)

### **Core Activities and Corresponding Instructional Methods:**

1. Completion of a webquest to find information about the terms, fees, and policies used by credit card companies.
2. Completion of an activity that shows how much interest is paid over time when only making the minimum payment.

3. Comparing different auto loans to determine the impacts of the down payment, interest rate, and number of months of the loan through teacher created financial scenarios.
4. Investigate the differences between buying a car and leasing a car through teacher created financial scenarios.
5. Analyze and discuss the benefits and drawbacks of different housing options, such as renting and owning through teacher created financial scenarios.
6. Students will complete various activities and reading assignments to ensure understanding of the impacts of credit cards and their future.
7. Completion of a webquest to find information about different credit card laws.
8. Using the FICO credit score calculator, students will identify different habits that will cause a credit score to move up or down.
9. Using the FICO loan calculator, students will compare and contrast different loan rates based on credit score.
10. Investigate different strategies and tools used to help people stay out of debt and to get out of debt.

**Assessments:**

- **Diagnostic:**
  - Teacher prepared pre-test/diagnostic test
  - Teacher questioning and observation
- **Formative:**
  - Teacher observations, questions, discussions
  - Teacher assigned homework
  - Teacher prepared assessments (quizzes and graded assignments)
  - Warm Ups
- **Summative:**
  - Teacher prepared summative tests



## Unit #3

Time/Days: 45 Days

- **Standards (by number):**

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- **Anchors:**

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2

- **Eligible Content:**

- Financial Pitfalls
- Scams and Fraud
- Identity Theft
- Predatory Lending
- Bankruptcy
- Understanding Insurance
- Health Insurance
- Auto Insurance
- Home and Renters Insurance
- Other Types of Insurance

### **Objectives:**

1. Students will be able to identify different financial pitfalls that occur in the financial world. (DOK 1)
2. Students will be able to distinguish what scenarios are scams and which are not. (DOK 2)
3. Students will be able to identify different ways that identity can be stolen. (DOK 1)
4. Students will be able to develop a plan to use after graduation to prevent being a victim of identity theft. (DOK 3)
5. Students will be able to compare and contrast different types of predatory lending. (DOK 2)
6. Students will be able to identify the short term and long term impacts of bankruptcy. (DOK 1)
7. Students will be able to identify and explain how insurance companies provide coverage and make money. (DOK 1)
8. Students will be able to identify the various costs and importance of having health insurance. (DOK 2)
9. Students will be able to explain how health insurance works and the different plans that may be available to them. (DOK 2)
10. Students will be able to list the factors that determine your auto insurance premiums. (DOK 1)
11. Students will be able to identify specific events or disasters that would be covered by homeowners or renter's insurance. (DOK 1)
12. Students will be able to compare and contrast different health insurance policies. (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

1. Completion of an activity where students are given a scenario and determine if it is a scam or a legitimate activity.
2. Completion of a webquest to learn about different ways identity theft occurs.
3. Develop a list of activities to complete daily, weekly, and monthly to avoid being a victim of identity theft.
4. Completion of an activity that allows students to compare and contrast different types of predatory lending, like payday loans, auto title loans, and pawn shops.
5. Investigate and discuss the reasons for bankruptcy in the United States and what the short term and long term consequences are for filing bankruptcy.
6. Explain the fundamental ways that insurance companies provide coverage but also make money as a business through various resources and websites.
7. Recognize the relationship between insurance premiums, deductibles, and coverage limits through reviewing different insurance policies.
8. Research the role of states in providing, regulating, and enforcing insurance requirements.
9. Understand and discuss the importance of having health insurance and identify the various costs affiliated with having health insurance by reviewing different real life examples.
10. Research how health insurance works and identify the different types of plans available to them
11. Analyze the relationship between deductibles, coverage limits, and premiums for auto insurance using policy examples and websites.
12. Investigate and determine legally required and recommended coverage levels for living in Pennsylvania.
13. Identify steps to take immediately after an auto accident and successfully file a claim through teacher lead discussion.
14. Compare and contrast the similarities and differences between renters and homeowner's insurance through teacher lead discussion
15. Investigate other types of insurance, such as life insurance, long term disability, travel, extended warranties, cell phone, and pet insurance, and determine if they are worthwhile expenses and compile information into a graphic organizer.

**Assessments:**

- **Diagnostic:**  
Teacher prepared pre-test/diagnostic test  
Teacher questioning and observation
- **Formative:**  
Teacher observations, questions, discussions  
Teacher assigned homework  
Teacher prepared assessments (quizzes and graded assignments)  
Warm Ups
- **Summative:**  
Teacher prepared summative tests

## Unit #4

Time/Days: 45 Days

- **Standards (by number):**

<http://static.pdesas.org/content/documents/PA%20Core%20Standards%20Mathematics%20PreK-12%20March%202014.pdf>

CC.2.1.HS.F.1, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.3, CC.2.1.HS.F.2, CC.2.1.HS.F.3, CC.2.1.HS.F.4, CC.2.1.HS.F.6, CC.2.4.HS.B.3, 13.1.11., 13.2.11., 13.3.11.

- **Anchors:**

A1.1.2.1.1, A1.1.2.1.2, A1.1.2.1.3, A1.2.1.2.1, A1.2.1.2.2, A2.2.2.1.1, A2.2.2.1.2, A2.2.3.1.1, A2.2.3.1.2

- **Eligible Content:**

- Setting Financial Goals
- Investment Basics
- Introduction to the Stock Market
- Stock Investing
- Investment Strategies
- Investing for Retirement
- Your Values and Your Money
- Social Media and Spending
- Ethics in the workplace
- Ethics as a consumer

### **Objectives:**

1. Students will be able to compare and contrast saving and investing and when to use each strategy (DOK 2).
2. Students will be able to identify what the stock market is, the basics of how it functions, and how investors interact with a stock exchange. (DOK 1)
3. Students will be able to explain the difference between stocks, index funds, mutual funds, and other more or less risky investments and the costs and benefits associated with each. (DOK 2)
4. Students will be able to calculate the rate of return on investments using historical stock data. (DOK 1)
5. Students will be able to identify the value of young people investing early, regularly, and long-term to extract maximum earnings from their investments. (DOK 1)
6. Students will be able to identify the various types of retirement accounts and the basic pros/cons of each. (DOK 1)
7. Students will be able to assess their own personal values that shape how they make financial decisions. (DOK 3)
8. Students will be able to identify how social media can influence spending habits. (DOK 1)
9. Students will be able to analyze marketing techniques from social media and advertising that encourage spending. (DOK 2)

10. Students will be able to Identify the steps employees can take to make better ethical decisions (DOK 1)
11. Students will be able to analyze situations and recommend the best course of action to take in a handful of workplace ethical dilemmas (DOK 3)
12. Students will be able to identify misleading product labels and how they can misinform consumers. (DOK 1)

**Core Activities and Corresponding Instructional Methods:**

1. Completion of an activity that utilizes a compound interest calculator to identify the power of investing and compound interest.
2. Completion of an activity that allows students to track, monitor, and analyze growth of specific stocks.
3. Completion of a graphic organizer that compares stocks, mutual funds, and other investments.
4. Completion of an activity that teaches how to determine the return on investment.
5. Students will work together to build an investment portfolio and strategy for when they obtain full time employment.
6. Completion of a graphic organizer that compares different retirement accounts and plans.
7. Students will complete the 20 Bean game to discover what is most important to spend money on and how your personal experiences and values affect your money management decisions. (<https://www.ngpf.org/blog/budgeting/extensions-to-the-bean-game/>)
8. Research different techniques used by advertisers and social media influencers to encourage spending.
9. Identify the importance of ethics in the workplace and how to respond in situations where there are unethical actions occurring.
10. Complete a project where students analyze product labels and product claims in terms of ethical consumerism and advertising.

**Assessments:**

- **Diagnostic:**
  - Teacher prepared pre-test/diagnostic test
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  - Teacher observations, questions, discussions
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- **Summative:**
  - Teacher prepared summative tests