

COURSE: Personal Finance	GRADE(S): 12
UNIT: Credit	TIMEFRAME: 7 – 8 Days

<p>NATIONAL STANDARDS:</p> <p>Achievement Standard: Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit.</p> <p>Level 1 Performance Expectations</p> <ul style="list-style-type: none"> • Explain when and why borrowing is used for the purchase of goods and services • Describe risks and responsibilities associated with using credit • Identify the opportunity cost of credit • Identify methods of establishing and maintaining a good credit rating <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> • Determine advantages and disadvantages of credit • Define interest as a cost of credit and explain why it is charged <p>Level 3 – 4 Performance Expectations</p> <ul style="list-style-type: none"> • Analyze various sources and types of credit (e.g., short- and long-term) and related costs • Select an appropriate form of credit for a particular buying decision • Compare and contrast the various aspects of credit cards (e.g., APR, grace period, incentive buying, methods of calculating interest and fees). • Explain credit ratings and credit reports and describe why they are important to consumers • Describe the relationship between a credit rating and the cost of credit • Identify strategies for effective debt management • Analyze the source of assistance for debt management • Research rights and responsibilities of consumers according to credit legislation (e.g., truth in lending, fair credit reporting, equal credit opportunity and fair debt collection) • Identify the components listed on a credit report and explain how that information is used and how it is received by and reported from the credit reporting agencies • Identify specific steps that consumers can take to minimize their exposure to identity theft • Identify specific steps that should be taken by a victim of identity theft

<p>STATE STANDARDS:</p> <p>Family and Consumer Sciences</p> <ul style="list-style-type: none"> • 11.1.12.B: Analyze the management of financial resources across the lifespan <p>English Language Arts</p> <ul style="list-style-type: none"> • CC.1.5.11-12.C: Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems • CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling <p>Mathematics</p> <ul style="list-style-type: none"> • CC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real world or mathematical problems • CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays • M11.A.2.1.3: Identify and/or use proportional relationships in problem solving settings <p>Economics</p> <ul style="list-style-type: none"> • 6.5.12.H: Evaluate benefits and costs of changes in interest rates for individuals and 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Identify uses and misuses of credit: <ol style="list-style-type: none"> a. Factors to be considered before using credit b. Advantages and disadvantages of credit 2. Understand the use of credit for small and large purchases (a) housing (b) automobile (c) furniture 2. List and define the types of credit: installment and revolving, open and closed-ended, secured and unsecured credit 3. Research sources of credit including (a) personal loans, (b) student loans, (c) lines of credit, (d) car loans and (e) credit cards. 4. List and explain the Five C's of credit 5. Credit Reports <ol style="list-style-type: none"> a. List the 3 major credit bureaus b. Interpret a credit report c. List the components of credit history 6. Explain the purpose and the main points of credit laws: <ol style="list-style-type: none"> a. Consumer Credit Protection Act b. Fair Credit Reporting Act c. Fair Credit Billing Act
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<p>society</p>	<p>d. Fair Debt Collection Practice Act</p> <ol style="list-style-type: none"> 7. Protecting Your Credit: <ol style="list-style-type: none"> a. Billing errors and disputes b. Identity Theft c. Lost and stolen cards d. Shopping on the internet 8. Calculate interest costs (fees and interest) 9. Examine debt management strategies including (a) solving credit problems and (b) consumer credit counseling services
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice: Worksheets and online activities • Review: Terms, concepts and skills • Application: a variety of projects, simulations and research • Participation; whole class discussion <p>RESOURCES:</p> <p>Types of credit:</p> <ul style="list-style-type: none"> • http://www.nyc.gov/html/ofe/html/help/3types.shtml • https://www.ufcu.org/learning/credit/basics.php <p>Advantages and disadvantages of credit:</p> <ul style="list-style-type: none"> • http://www.mtstcil.org/skills/budget-12.html • http://www.360financialliteracy.org/Topics/Credit-and-Debt/Credit-Cards/Advantages-and-Disadvantages-of-Credit-Cards <p>Credit reports</p> <ul style="list-style-type: none"> • http://credit.about.com/od/creditreportscoring/ss/creditreports.htm • http://www.creditcards.com/credit-card-news/help/interactive-sample-credit-report-6000.php <p>Credit projection laws:</p> <ul style="list-style-type: none"> • http://www.federalreserve.gov/boarddocs/press/general/2000/20000426/default.htm • http://www.investopedia.com/university/credit-cards/ • http://www.creditcards.com/ <p>Maxed Out documentary (90 minutes):</p> <ul style="list-style-type: none"> • http://topdocumentaryfilms.com/maxed-out/Identity theft: • http://www.consumer.ftc.gov/features/feature-0014-identity-theft <p>Debt Management</p> <ul style="list-style-type: none"> • http://www.experian.com/business-services/debt-recovery.html • http://www.bankrate.com/finance/personal-finance/9-smart-debt-strategies-in-2009-1.aspx <p>Other resources:</p> <ul style="list-style-type: none"> • GENi Revolution game: http://www.genirevolution.org/ • Money Skill game: http://www.moneyskill.org • http://www.mymoney.gov/ 	<p>ASSESSMENTS :</p> <ul style="list-style-type: none"> • Teacher observation • Daily class work (worksheets/written reports) • Quizzes / End-of-Unit Test <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Assistance – Teacher/peer and Web-based tutorials • Adjustment – length/breadth • Alternative – assignments/projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> • Research and present (written or oral) on current events in credit for the past 2 years. • Research scholarship and/or internship opportunities and post-secondary schools.

COURSE: Personal Finance	GRADE(S): 12
UNIT: Taxpayer Responsibilities	TIMEFRAME: 1 – 2 DAYS

<p>NATIONAL STANDARDS: Achievement Standard: Analyze the role of government in economic systems, especially the role of government in the U.S. economy.</p> <p>Level 3 Performance Expectations</p> <ul style="list-style-type: none"> • Define and give examples of progressive, regressive, and proportional taxes and their effect on specific income groups • Explain how government's redistribution of income through taxation, spending, and assistance/entitlement programs affects the well-being of people and businesses in an economy • Identify monetary policies used by the Federal Reserve System to regulate the economy • Identify fiscal policies used by the federal government to regulate the economy • Discuss the history of banking in the United States • Investigate affects of government actions and economic conditions on personal financial planning

<p>STATE STANDARDS:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • CC.1.5.11-12.A: Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively <p>Civics and Government</p> <ul style="list-style-type: none"> • 5.2.12.A: Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments • Evaluate and demonstrate what makes competent and responsible citizens • 5.3.12.D: Evaluate the roles of political parties, interest groups, and mass media in politics and public policy • 5.3.12.E: Evaluate the fairness and effectiveness of the United States electoral processes, including the Electoral College 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Understand the purpose and functions of the Federal Reserve Bank 2. Differentiate between progressive, regressive, and proportional taxes 3. List federal entitlement programs 4. Explain the long-term impact of entitlement programs on the economy 5. Understand the processes of registering for and submitting votes in local, state, and national elections
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice: Worksheets and online activities • Review: Terms, concepts and skills • Application: a variety of projects, simulations and research • Participation; whole class discussion <p>RESOURCES:</p> <p>Federal Reserve:</p> <ul style="list-style-type: none"> • http://www.federalreserveeducation.org • http://www.cnbc.com/id/43752521 <p>History of Banking:</p> <ul style="list-style-type: none"> • http://www.history.com/topics/bank-of-the-united-states 	<p>ASSESSMENTS :</p> <ul style="list-style-type: none"> • Teacher observation • Daily class work (worksheets) • Quiz <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Assistance – Teacher/peer and Web-based tutorials • Adjustment – length/breadth • Alternative – assignments/projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> • Research and present (oral or written) the history of the Pennsylvania government. • Create a graphic display of the federal and/or

<p>Types of taxes:</p> <ul style="list-style-type: none">• http://www.econmentor.com/personal-finance-economics/ssepf3/define-progressive-regressive-and-proportional-taxes/text/1713.html#Define progressive, regressive and proportional taxes <p>Entitlement programs:</p> <ul style="list-style-type: none">• http://www.pbs.org/fmc/book/11government3.htm• http://www.pahousegop.com/NewsItem.aspx?NewsID=17953 <p>Budget deficit effect on interest rates:</p> <ul style="list-style-type: none">• http://www.ehow.com/info_7898692_impact-budget-deficit-interest-rates.html <p>National vs. State Government:</p> <ul style="list-style-type: none">• http://bensguide.gpo.gov/9-12/government/federalism.html• http://www.statelocalgov.net/state-pa.cfm <p>League of Women Voters Websites</p> <ul style="list-style-type: none">• National: http://www.lwv.org/• PA: http://www.palwv.org/• Monroe: http://www.lwvmonroecountypa.com	<p>state government structure</p>
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COURSE: Personal Finance	GRADE(S): 12
UNIT: Online and Offline Financial Resources	TIMEFRAME: 8 – 10 DAYS

NATIONAL STANDARDS:	
Achievement Standard: Evaluate services provided by financial deposit institutions to transfer funds.	
Level 1 Performance Expectations	
<ul style="list-style-type: none"> Identify various types of financial institutions List basic services provided by financial institutions 	
Level 2 Performance Expectations	
<ul style="list-style-type: none"> Compare and contrast different types of checking accounts offered by various financial institutions Differentiate among types of electronic monetary transactions (e.g., debit cards, ATM and automatic deposits/payments) offered by financial institutions 	
Level 3-4 Performance Expectations	
<ul style="list-style-type: none"> Identify other means of transferring funds (e.g., money orders and certified checks) Evaluate services and related costs associated with financial institutions in terms of personal banking needs Describe and use the steps involved in the bank reconciliation process Compare and contrast the various forms of endorsement Compare costs and benefits of online and traditional banking Analyze privacy and security issues associated with financial institutions. Identify the functions of the Federal Reserve System 	
Achievement Standard: Develop and evaluate a spending/savings plan.	
Level 3—4 Performance Expectations	
<ul style="list-style-type: none"> Describe how income and spending patterns change throughout the life cycle for the typical person and family Analyze the power of compounding interest and the importance of starting early in implementing a plan of saving and investing 	
Achievement Standard: Evaluate savings and investment options to meet short and long-term goals.	
Level 2 Performance Expectations	
<ul style="list-style-type: none"> Describe the advantages and disadvantages of various savings and investing plans 	
Level 3—4 Performance Expectations	
<ul style="list-style-type: none"> Evaluate tax incentives available for certain investments Examine the role of saving and investing in creating a financial plan to develop financial goals for the future based on one's lifestyle expectations and career choices Contrast the impact of simple interest vs. compound interest on savings 	

STATE STANDARDS:	UNIT OBJECTIVES:
Mathematics	<ol style="list-style-type: none"> Research a variety of online financial resources including banks, credit unions, savings and loans and investment companies Demonstrate the ability to fill out checks, deposit slips and a check register Identify the difference between account types such as regular savings, checking, Christmas/vacation clubs, certificates of deposit, mutual funds and IRAs Define types and identify the purpose of currency including cash, electronic, money orders, cashier's checks, certified checks, traveler's checks, and bank and pre-paid debit and credit cards Understand credit card incentives i.e. 0%
<ul style="list-style-type: none"> CC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real world or mathematical problems CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays M11.A.2.1.3: Identify and/or use proportional relationships in problem solving settings 	
Economics	
<ul style="list-style-type: none"> 6.1.12.B: Evaluate the economic reasoning behind a choice 	
Family and Consumer Sciences	
<ul style="list-style-type: none"> 11.1.12.B: Analyze the management of financial resources across the lifespan 	

<ul style="list-style-type: none"> • 11.1.12.F: Compare and contrast the selection of goods and services by applying effective consumer strategies 	<p>interest, travel rewards, cash back, etc</p> <ol style="list-style-type: none"> 6. Define other fees and terms related to finance such as bank charges, investment counselor and safe deposit box 7. Review the purpose and function of the Federal Reserve banking system and FDIC 8. Calculate simple and compound interest 9. Understand what inflation is and its impact on the economy and one's budget 10. Understand how to shop for a bank and a credit card 11. Explain the concept of "cash back" from a purchase 12. Explain how to use a credit or debit card for a purchase online and offline 13. Explain the benefit of using discount club cards and royalty programs for shopping
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice: Worksheets and online activities • Review: Terms, concepts and skills • Application: a variety of projects, simulations and research <ul style="list-style-type: none"> ◦ Choose a bank and a credit card project • Participation; whole class discussion <p>RESOURCES:</p> <p>http://www.gcflernfree.org/EVERYDAYLIFE http://www.kiplinger.com/ http://www.americasaves.org/ http://moneytalks4teens.ucdavis.edu/ http://www.moneymatterstome.com/ http://www.joe.org/joe/2008december/tt4.php</p> <p>Checks:</p> <ul style="list-style-type: none"> • http://www.moneyinstructor.com/checks.asp • http://themint.org/kids/writing-a-check.html • Writing a check (1:25) http://www.youtube.com/watch?v=dIZWqIv_fIA • Mobile check deposit (2:45) http://www.youtube.com/watch?v=6vDDCgR34oo • Endorsing a check (0:55) http://www.youtube.com/watch?v=834DEKVqXcw <p>How to use a Credit Card</p> <ul style="list-style-type: none"> • http://www.wikihow.com/Use-a-Credit-Card • http://www.credit.com <p>Video (2:03)</p> <ul style="list-style-type: none"> • http://www.youtube.com/watch?v=hCCJ7u4bzgc <p>Federal Reserve game:</p> <ul style="list-style-type: none"> • http://www.richmondfed.org/education/for_students/interactive_games_and_learning 	<p>ASSESSMENTS :</p> <ul style="list-style-type: none"> • Teacher observation • Daily class work (worksheets/written reports) • Quizzes • Course Portfolio <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Assistance – Teacher/peer and Web-based tutorials • Adjustment – length/breadth • Alternative – assignments/projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> • Research and present (written or oral) findings regarding current events in banking and investing • Create a timeline of the history of the Federal Reserve • Chart the value of the U.S. Dollar against another currency over the past 10 years • Make a list of 10 current credit card incentive programs. Include details and sources

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COURSE: Personal Finance (5.5 hours)	GRADE(S): 12
UNIT: Establishing Financial Stability	TIMEFRAME: 6 - 7 Days

<p>NATIONAL STANDARDS:</p> <p>Achievement Standard: Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>Level 3 - 4 Performance Expectation</p> <ul style="list-style-type: none"> • Demonstrate a realistic understanding of self • Compare personal skills and aptitudes with various career options • Correlate personal characteristics with the requirements of specific jobs within career clusters <p>Achievement Standard: Utilize career resources to develop a career information database that includes international career opportunities.</p> <p>Level 3 Performance Expectation</p> <ul style="list-style-type: none"> • Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities) • Use available resources for projecting career opportunities and trends <p>Achievement Standard: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>Level 3—4 Performance Expectations</p> <ul style="list-style-type: none"> • Identify types of income other than wages (e.g., interest rent and profit) that people earn from their resources • Analyze the characteristics and requirements of occupations of interest, including entrepreneurial opportunities • Assess the impact of sociological, economic and technological changes on future jobs • Analyze how career choice, education, and skills affect income and goal attainment <p>Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <p>Level 3—4 Performance Expectations</p> <ul style="list-style-type: none"> • Compare the costs and benefits of purchasing, leasing, and renting
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<p>STATE STANDARDS:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • CC.1.5.11-12.C: Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems • CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective • CC.1.4.11-12.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling • CC.1.4.11-12.V: Conduct short research projects to answer a question; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation • CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; avoid plagiarism and overreliance on any one source <p>Mathematics</p>	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Develop an understanding of personal strengths as they relate to specific careers 2. Identify careers related to personal strengths 3. Apply knowledge of self to evaluate career choices 4. Develop an understanding of current day and future job markets, national and global 5. Use Internet-based and periodical search engines to identify education and training requirements for a specific career 6. Define a variety of employment environments including working outdoors, in an office, traveling and working from home 7. List alternatives to traditional employment such as starting one's own business, part-time employment, and uncommon occupations 8. Research job outlooks for specific careers in various geographic locations 9. Evaluate personal preferences for housing, transportation, and lifestyle (own vs. rent/lease, urban vs. rural, etc.) 10. Use the Internet to search for housing in a
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<ul style="list-style-type: none"> • CC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real world or mathematical problems • CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays • M11.A.2.1.3: Identify and/or use proportional relationships in problem solving settings <p>Business, Computer and Information Technology</p> <ul style="list-style-type: none"> • 15.2.12.A: Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations • 15.2.12.B: Analyze a specific occupation within a career cluster • 15.2.12.C: Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity • 15.2.12.E: Compare and contrast career interests with post-secondary opportunities • 15.2.12.J: Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school • 15.2.12.Q: Evaluate the impact of change, work/life balance, and lifelong learning on one's life <p>Computer and Information</p> <ul style="list-style-type: none"> • 15.4.12.A: Apply the creative and productive use of emerging technologies for educational and personal success <p>Economics</p> <ul style="list-style-type: none"> • 6.1.12.B: Evaluate the economic reasoning behind a choice • 6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations • 6.5.12.A: Analyze the factors influencing wages. 	<p>specific geographical location using a variety of search criteria</p>
<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice: worksheets and online activities • Participation; whole class discussion • Review: terms, concepts and skills; small group and whole class discussions • Application: <ul style="list-style-type: none"> ○ Complete a personal strengths assessment ○ Research careers based on personal strengths assessment ○ Identify education and training requirements for a specific career ○ Identify global career opportunities <p>RESOURCES:</p>	<p>ASSESSMENTS :</p> <ul style="list-style-type: none"> • Teacher observation • Daily class work (worksheets/written reports) • Quizzes • Course Portfolio <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Assistance – Teacher/peer and Web-based tutorials • Adjustment – length/breadth • Alternative – assignments/projects <p>ENRICHMENT:</p>

Setting Financial Goals:

- <http://money.cnn.com>

VIA Strengths Profile:

- <http://www.viacharacter.org/>

Occupational Outlook handbook:

- <http://www.bls.gov/ooh/>

Monroe County Career Link

- <http://www.monroecountycareerlink.org/>
- Find Your Spot: <http://www.findyourspot.com/>
- <http://www.mymoney.gov/>
- <http://www.kiplinger.com/>

- Create an audio/visual presentation about a career, job outlooks, or other topics
- Draft a letter to a potential college or employer
- Research / explore working in physical vs. virtual spaces
- Interview a person in the career field or at a post-secondary school (may want to video)

COURSE: Personal Finance	GRADE(S): 12
UNIT: Salary, Taxes and Budgeting	TIMEFRAME: 8 - 10 Days

<p>NATIONAL STANDARDS:</p> <p>Achievement Standards: Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> • Differentiate between gross and net income • Identify benefits as a component of total income <p>Level 3 - 4 Performance Expectations</p> <ul style="list-style-type: none"> • Describe different types of taxes (progressive, regressive, proportional) • Explore potential tax deductions and credits on a tax return • Calculate personal tax liabilities for various types of taxes (e.g., property, income, sales, FICA, and Medicare) • Explain the impact of taxes on personal financial planning • Calculate net pay • Investigate employee benefits and incentives. <p>Achievement Standard: Develop and evaluate a spending/savings plan.</p> <p>Level 2 Performance Expectations</p> <ul style="list-style-type: none"> • Identify ways in which individuals and families obtain financial resources • Define fixed and variable expenses • Categorize expenses as fixed or variable • Determine discretionary income in a spending plan <p>Achievement Standard: Apply a decision-making model to maximize consumer satisfaction when buying goods and services.</p> <p>Level 3—4 Performance Expectations</p> <ul style="list-style-type: none"> • Compare costs and benefits of purchasing, leasing, and renting • Calculate costs of utilities, services, maintenance, and other expenses involved in independent living 	
<p>STATE STANDARDS:</p> <p>English Language Arts</p> <ul style="list-style-type: none"> • CC.1.4.11-12.V: Conduct short research projects to answer a question; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation • CC.1.5.11-12.C: Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems <p>Mathematics</p> <ul style="list-style-type: none"> • CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays • M11.A.2.1.3: Identify and/or use proportional relationships in problem solving settings <p>Economics</p> <ul style="list-style-type: none"> • 6.1.12.B: Evaluate the economic reasoning behind a choice. • 6.1.12.C: Analyze the opportunity cost of decisions. • 6.5.12.A: Analyze the factors influencing wages. 	<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Understand the purpose and history of taxes 2. Research and compare types of taxes: <ol style="list-style-type: none"> a. Taxes on purchases b. Taxes on property c. Taxes on wealth d. Taxes on earnings e. Progressive, regressive and proportional taxes 3. Identify a variety of income tax withholding and other pay deductions; understand the relationship to net pay 4. Convert pay rates from hourly to weekly, bi-weekly, monthly, and yearly 5. Calculate tax-withholding and net pay 6. Complete a W-2 form and a simple tax return 7. Examine a W-4 form 8. Discuss the impact of a 2-income home 9. Understand and list fixed and variable costs of living 10. Create a monthly budget based on the portfolio from Establishing Financial Stability Unit

Family and Consumer Sciences

- 11.1.12.B: Analyze the management of financial resources across the lifespan
- 11.1.12.C: Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements and maintenance responsibilities)
- 11.1.12.E: Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form)
- 11.1.12.F: Compare and contrast the selection of goods and services by applying effective consumer strategies
- 11.1.12.G: Compare the availability, costs and benefits of accessing public, non-public and for-profit services to assist the family

Business, Computer and Information Technology

- 15.2.12.F: Evaluate various methods for financing a post-secondary education
- 15.2.12.G: Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner

ACTIVITIES:

- Practice: Worksheets and online activities
- Review: Terms, concepts and skills
- Application: a variety of projects, simulations and research
 - Complete a personal budget
- Participation; whole class discussion

RESOURCES:

- <http://www.irs.gov/>
 - <http://www.fdic.gov/>
 - <http://finance.yahoo.com/>
 - <http://www.investopedia.com/>
 - <http://money.cnn.com/>
 - <http://www.kiplinger.com/>
- ADP paycheck calculator:
- <http://www.adp.com/tools-and-resources/calculators-and-tools/payroll-calculators/salary-paycheck-calculator.aspx>
- Budget calculator:
- <http://mappingyourfuture.org/money/budgetcalculator.cfm>
- Calculators:
- <http://www.bankrate.com/calculators>
- GENi Revolution game and other resources:
- <http://www.genirevolution.org/>
 - <http://www.moneyskill.org>
 - <http://www.americasaves.org/>
 - <http://www.mymoney.gov/>
 - <http://www.moneytalks4teens.uccanr.edu/>
 - <http://moneytalks4teens.ucdavis.edu/>
 - <http://www.finaid.org/>

ASSESSMENTS :

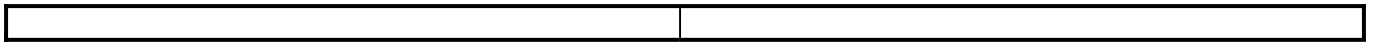
- Teacher observation
- Daily class work (worksheets/written reports)
- Quizzes / End-of-Unit Test
- Course Portfolio

REMEDIATION:

- Assistance – Teacher/peer and Web-based tutorials
- Adjustment – length/breadth
- Alternative – assignments/projects

ENRICHMENT:

- Develop a “what-if” scenario and develop a budget for a period of job loss
- Develop a state or federal tax plan
- Create a chart comparing income and sales taxes in different states



COURSE: Personal Finance	GRADE(S): 12
UNIT: Risk Management	TIMEFRAME: 6 – 7 DAYS

NATIONAL STANDARDS:

Achievement Standard: Analyze choices available to consumers for protection against risk and financial loss.

Level 1 Performance Expectation

- Identify risks in life and how to gain protection against the consequences of risk

Level 3 -4 Performance Expectations

- Identify the type of insurance associated with different types of risks (e.g., automobile, personal and professional liability, home and apartment, health, life, long-term care, disability)
- Identify various suppliers of insurance (e.g., public and private)
- Explain why insurance needs change throughout the life cycle
- Develop a plan for family financial security (e.g., secure storage of documents, cash reserve, household inventory, medical records retention) in case of a disaster

STATE STANDARDS:

English Language Arts

- CC.1.4.11-12.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

Mathematics

- CC.2.1.HS.F.2: Apply properties of rational and irrational numbers to solve real world or mathematical problems
- CC.2.1.HS.F.3: Apply quantitative reasoning to choose and interpret units and scales in formulas, graphs and data displays
- M11.A.2.1.3: Identify and/or use proportional relationships in problem solving settings

Family and Consumer Sciences

- 11.1.12.B: Analyze the management of financial resources across the lifespan
- 11.1.12.C: Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, and maintenance responsibilities)
- 11.1.12.F: Compare and contrast the selection of goods and services by applying effective consumer strategies

UNIT OBJECTIVES:

1. Home and Automobile Insurance
 - a. What is insurance?
 - b. Property and Liabilities Insurance
 - Homeowners Insurance Coverage
 - Renter's Insurance
 - c. Types of Automobile Insurance (liability, comprehensive, collision, tort and no-tort)
 - d. Planning an Insurance Program
2. Health and Disability Insurance
 - a. Health care vs. Health Insurance
 - b. Types of Health Insurance (HMO, etc.)
 - c. Types of Coverage (single, family, etc.)
 - d. Choosing an insurance plan
 - e. Government Programs
 - f. Disability Income Insurance
3. Life Insurance
 - a. Types of Life Insurance Policies (whole and term)
 - b. Choosing a plan
 - c. Annuities
4. Living wills

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> • Practice: Worksheets and online activities • Review: Terms, concepts and skills • Application: a variety of projects, simulations and research <ul style="list-style-type: none"> ◦ Create a personal risk-management plan • Participation; whole class discussion <p>RESOURCES:</p> <ul style="list-style-type: none"> • http://www.mymoney.gov/ • http://www.mypf.swep.com/4e/index.html <p>Home Insurance</p> <ul style="list-style-type: none"> • http://www.wikihow.com/Choose-a-Home-Insurance-Company • http://www.rentalinsurance.org/Resources/What-is-Rental-Insurance <p>Car insurance</p> <ul style="list-style-type: none"> • http://auto.howstuffworks.com/buying-selling/car-insurance.htm • http://moneying.com/budgeting/7-types-of-car-insurance-which-ones-do-you-really-need/ • http://www.edmunds.com/auto-insurance/how-to-choose-the-right-insurance-company.html <p>Health Insurance</p> <ul style="list-style-type: none"> • https://www.healthcare.gov/what-are-the-different-types-of-health-insurance/ <p>Living Wills</p> <ul style="list-style-type: none"> • http://moneyfor20s.about.com/od/otherinsurance/f/living_will.htm 	<p>ASSESSMENTS :</p> <ul style="list-style-type: none"> • Teacher observation • Daily class work (worksheets/written reports) • Quizzes • Course Portfolio <p>REMEDIATION:</p> <ul style="list-style-type: none"> • Assistance – Teacher/peer and Web-based tutorials • Adjustment – length/breadth • Alternative – assignments/projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> • Contact an insurance company and request an insurance quote based on the housing you selected for your portfolio
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