

**Financial Literacy  
Revised UBD Curriculum  
Egg Harbor Township High School  
Business Department**



**Career and Technical Education**

**Created By:  
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July 2015**

**Unit Name: Module 1 Money Management**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT I**

**Subject: Money Management**

**Country: USA**

**Course/Grade: Financial Literacy (Semester)**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover goal setting, decision making, budgeting, and money management strategies. Students will learn the differences between needs and wants as well as how to spend their money in accordance with the two. Students will evaluate their spending practices in conjunction with their actual income.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

### **Internet Resource Links:**

<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>

<http://fffl.ncee.net/book-overview.php?gradeLevel=9-12>

<http://studentcenter.ja.org/Pages/default.aspx> (Junior Achievement)

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html>

<http://www.hsfpp.org/> <http://www.hsfpp.org/resources.aspx>

<http://www.fefe.arizona.edu/> New website coming soon. Sample lesson plans

[http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving Into Spending Plans Lesson Plan 2\\_15\\_1.pdf](http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving%20Into%20Spending%20Plans%20Lesson%20Plan%2015%201.pdf)

<http://consumerjungle.org/> from the University of Arizona

<http://www.econedlink.org/> videos and game-like activities, sorted by grade level

<http://www.econedlink.org/interactives/economic-interactive-search.php?type=student&gid=1>

<http://fffl.councilforeconed.org/> great breakdown of activities by grade levels

<http://studentcenter.ja.org/Pages/default.aspx>

<http://www.financialeducatorsCouncil.org/personal-finance-for-kids.html> tons of information, best practices, etc.

<http://www.practicalmoneyskills.com/games/trainingcamp/> students give these the *Student Choice Award*.

<http://www.moneyinstructor.com/skills.asp> (free only for their **limited** membership, so it's not really a go-to site)

<http://www.econcouncil.org/#!/resource/c1937> (see Youth Resources on the right side column)

**Financial institutions have a kids' page; fun, educational games:**

<http://www.ochome.com/home/diFiles/skins/default/misc/kids/kids.html>

<http://www.tdbank.com/wowzone/kids/> which has interactive games & cute animated movies

<http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf> & lesson plans

<http://themint.org/kids/writing-a-check.html> for learning how to write a check, themint.org has lots of other activities, too.

<http://ultimatemoneyskills.com/start/> from Bank of America

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=199&pageID=1> Stockton College has a very comprehensive Center for Economic and Financial Literacy.

<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will be able to differentiate between needs and wants and apply this understanding to improve their money management. They will also use this knowledge to help develop personal budgets and spending plans.*

*Students will be able to make smart economic choices including how to spend their money and time to better improve their overall quality of life.*

9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.2.12.B.4 Analyze how income and spending plans are affected by age, needs, and resources.

9.2.12.B.6 Design and utilize a simulated budget to monitor progress of financial plans.

9.2.12.E.1 Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.2.12.E.3 Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

### ENDURING UNDERSTANDINGS

*Students will understand ...*

- *Difference between needs and wants, as well as connect this to how they spend their money.*
- *Opportunity Cost and its impact on financial decision making.*
- *The importance of developing a budget in accordance with your personal goals and values.*

## ESSENTIAL QUESTIONS

*How can consumers develop skills to manage purchases of needs and wants without consuming all available income?*

*How do financial goals and personal values influence our money management practices?*

## KNOWLEDGE AND SKILLS

*Students will know...*

- *How to develop a budget plan*
- *How to identify different types of purchases and be able to categorize them based on importance*
- *How to develop a saving plan in accordance with their personal finance goals*

*Students will be able to...*

- *Create their own personal saving plan based on their income and expenses*
- *Develop a reliable personal spending budget plan*

## STAGE TWO

### PERFORMANCE TASKS

#### NEFE Performance Assessments

- Assessment 1-1: Challenge 1-A: My SMART Goals **Required Criteria** Guide students to set SMART goals.
- Assessment 1-2: Challenge 1-B: My Decision **Required Criteria** Guide students to use the DECIDE strategy for a major decision.
- Assessment 1-3: Challenge 1-C: My Spending Plan **Required Criteria**
- Assessment 1-4: Challenge 1-D: My Action Plan **Required Criteria** Guide students to create their own financial action plan.

#### Completion of Virtual Business Simulations

### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

#### NEFE High School Financial Planning Program 2012. Student Guide Unit 1

##### Exercises

- Exercise 1: Activity 1.1: My Money Habits Student Guide pages 5 and 7.
- Exercise 2: Activity 1.2: My Disappearing Dollars Student Guide, page 8
- Exercise 3: Activity 1.3: Why Wait? Student Guide, page 10
- Exercise 4: Activity 1.4: My Needs and Wants Student Guide, page 11.

- Exercise 5: Activity 1.5: My Values Student Guide, page 13
- Exercise 6: Activity 1.6: SMART Goal Makeover Student Guide, page 16
- Exercise 7: Activity 1.7: My Income Student Guide, page 24
- Exercise 8: Activity 1.8: My Expenses Student Guide, page 25
- Exercise 9: Activity 1.9: My Income Options Student Guide, page 34
- Exercise 10: Activity 1.10: My Spending Leaks Student Guide, page 35
- Exercise 11: Task: Maya's Spending Plan – Spreadsheet Spreadsheet for Lesson 1-4 task

### Assignments

- Assignment 1-1: Challenge 1-A: My SMART Goals **Required Criteria** Student Guide, page 19
- Assignment 1-2: Challenge 1-B: My Decision **Required Criteria** Student Guide, page 21
- Assignment 1-3: Challenge 1-C: My Spending Plan **Required Criteria** Student Guide, page 31
- Assignment 1-4: Challenge 1-D: My Action Plan **Required Criteria** Student Guide, page 39
- Assignment 1-5: Challenge 1-C: My Spending Plan (spreadsheet) **Required Criteria** Use this alternate document for Challenge 1-C:

Virtual Business Software (Lesson 3, Lesson 4, Lesson 6, Lesson 11)

Financial Fitness for Life – Student Workbook Theme 1 Ex 2.1, 3.1, 3.2, 3.3, 20.1, 20.2

FDIC Disk – Money Smart: A Financial Education Program. Building: Knowledge, Security and Confidence (Module 4 & 5)

Foster, Chad. *Financial Literacy for Teens*. 2005 (Section: Manage It)

Online activities listed above.

### ***How will progress be monitored?***

#### Formative Assesments

Classwork, homework, observation of group cooperation and interaction, participatuion in classroom discussion, and Unit Pre-Test.

#### Summative Assessments

Unit Post-Test, Quizzes, Virtual Business computer simulations, and Benchmark assessment

**Unit Name: Module 2 Borrowing**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT II**

Subject: **Borrowing – Credit and Debt Management** Country: **USA**

Course/Grade: **Financial Literacy (Semester)**

State/Group: **NJ**

School: **Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will address concerns issued with credit and debt. Students will understand how to use credit responsibly and the consequences in failing to do so. They will understand the advantages and disadvantages of using credit as a financial tool to effectively increase their purchasing power. They will demonstrate debt management strategies and recognize the consequences of not following those strategies.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

### **Internet Resource Links:**

<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>

<http://fffl.ncee.net/book-overview.php?gradeLevel=9-12>

<http://studentcenter.ja.org/Pages/default.aspx> (Junior Achievement)

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html> I ordered a class set of the CD, some Spanish versions for our ESL room and a few CDs for parents, too. The online materials are mostly the same content.

<http://www.hsfpp.org/> <http://www.hsfpp.org/resources.aspx>

<http://www.fefe.arizona.edu/> New website coming soon. Sample lesson plan

[http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving\\_Into\\_Spending\\_Plans\\_Lesson\\_Plan\\_2\\_15\\_1.pdf](http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving_Into_Spending_Plans_Lesson_Plan_2_15_1.pdf)

<http://consumerjungle.org/> from the University of Arizona, cute games

<http://www.econedlink.org/> videos and game-like activities, sorted by grade level

<http://www.econedlink.org/interactives/economic-interactive-search.php?type=student&gid=1>

<http://fffl.councilforeconed.org/> great breakdown of activities by grade levels

<http://studentcenter.ja.org/Pages/default.aspx>

<http://www.financialeducatorsCouncil.org/personal-finance-for-kids.html> tons of information, best practices, etc.

<http://www.practicalmoneyskills.com/games/trainingcamp/> students give these the *Student Choice* Award. They loved Financial

Football and Financial Soccer.

<http://www.moneyinstructor.com/skills.asp> (free only for their **limited** membership, so it's not really a go-to site)

<http://www.econcouncil.org/#!resource/c1937> (see Youth Resources on the right side column)

Financial institutions have a kids' page; fun, educational games:

<http://www.ochome.com/home/diFiles/skins/default/misc/kids/kids.html>

<http://www.tdbank.com/wowzone/kids/> which has interactive games & cute animated movies

<http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf> & lesson plans

<http://themint.org/kids/writing-a-check.html> for learning how to write a check, themint.org has lots of other activities, too.

<http://ultimatemoneyskills.com/start/> from Bank of America

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=199&pageID=1> Stockton College has a very comprehensive Center for Economic and Financial Literacy.

<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will understand how to utilize credit to increase their purchasing power while avoiding the pitfalls associated with over borrowing. They will understand how credit and debt are related, and be able to separate acceptable debt from bad debt.*

*Students will understand the advantages and disadvantages of credit. They will understand how to evaluate credit opportunities.*

9.2 Curriculum Standards:

9.2.8.C.1 Compare and contrast the financial products and services offered by different types of financial institutions.

9.2.12.C.2 Compare and compute interest and compound interest and develop an amortization table using business tools.

9.2.12.C.3 Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.

9.2.12.C.4 Compare and contrast the advantages and disadvantages of various types of mortgages.

9.2.12.C.5 Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.

9.2.12.C.6 Explain how predictive modeling determines "credit scores."

9.2.12.C.7 Explain the rights and responsibilities of buyers and sellers under consumer protection laws, and discuss common unfair or deceptive business practices.

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information

## **ENDURING UNDERSTANDINGS**

*Students will understand ...*

- *Credit is a powerful financial tool that provides extra buying power for consumers*
- *Credit must be used carefully and wisely because its use reduces future earnings*
- *What debt is and how to manage it effectively*
- *Since credit is more costly than cash, it can lead to financial disaster if misused*

## **ESSENTIAL QUESTIONS**

*What factors would(should) influence consumers to “buy now, pay later.”?*

*What are some of the advantages/disadvantages of using credit?*

*What is the cost of using credit and why it is important to maintain a good credit rating?*

*What are the consequences of using credit without planning?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *The role of credit in the economy*
- *Different types of credit*
- *Credit ratings and credit reports*
- *Why it is important to maintain a good credit rating and how to do so*

*Students will be able to...*

- *Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.*
- *Compare and compute interest and compound interest.*
- *Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit.*
- *Analyze the information contained in a credit report and explain the importance of disputing inaccurate entries.*

## **STAGE TWO**

### **PERFORMANCE TASKS**

#### Performance Assessments

- Challenge 2-A: DECIDE the Best Deal for You
- Challenge 2-A: DECIDE the Best Deal for You (Key)
- Challenge 2-B: Building Creditworthiness
- Challenge 2-B: Building Creditworthiness (Key)



- Challenge 2-C: Credit Code of Behavior
- Challenge 2-C: Credit Code of Behavior (Key)

### Knowledge Assessment

- Assessment 2-2
- Assessment 2-2

### Completion of Virtual Business Simulations

Students will be provided real life credit card offerings. They will evaluate the pros and cons of each and ultimately choose the best option for them (must justify in writing piece).

### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

***What activities, experiences, and lessons will lead to achievement of the desired results and success on assessments?***

NEFE High School Financial Planning Program 2012, Student Guide - Unit 2

#### Exercises

- Exercise 1: Activity 2.1: Borrowing Fitness Test Student Guide, page 6
- Exercise 2: Activity 2.2: What is the Reason Student Guide, page 8
- Exercise 3: Activity 2.3: Simply Tell the Total Student Guide, page 10
- Exercise 4: Activity 2.4: What is the Average Payment? Student Guide, page 11
- Exercise 5: Activity 2.5: Choose the Best Deal Student Guide, page 13
- Exercise 6: Activity 2.6: Good and Bad Uses of Credit Student Guide, page 17
- Exercise 7: Activity 2.7: Know the Limit Student Guide, page 20
- Exercise 8: Activity 2.8: Put Your Best Foot Forward Student Guide, page 26
- Exercise 9: Activity 2.9: Rights and Responsibilities of Borrowing Student Guide, page 34
- Exercise 10: Activity 2.10: Take Preventive Action Student Guide, page 36

#### Assignments

- Assignment 2-1: Challenge 2-A: DECIDE the Best Deal for You **Required Criteria** Student Guide, pg 23
- Assignment 2-2: Challenge 2-B: Building Creditworthiness **Required Criteria** Student Guide, page 31
- Assignment 2-3: Challenge 2-C: Credit Code of Behavior **Required Criteria** Student Guide, page 39

Virtual Business Software (Lesson 5, Lesson 8, Lesson 9, Lesson 17)

Financial Fitness for Life – Student Workbook Theme 4 Ex 11.1-11.3, Ex 13.1-13.2, Ex 15.1-15.2, Ex 18.1-18.3

FDIC Disk – Money Smart: A Financial Education Program. Building: Knowledge, Security and Confidence (Module 2, 7, 8, 9)

Online activities listed above.

***How will progress be monitored?***

Formative Assesments - Classwork, homework, observation of group cooperation and interaction, participatuion in classroom discussion, and Unit Pre-Test.

Summative Assessments – Unit Post-Test, quizzes, Virtual Business computer simulations, and Benchmark assessment.

**Unit Name: Module 4 Earning Power**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

### **UNIT III**

**Subject: Earning Power**

**Country: USA**

**Course/Grade: Financial Literacy (Semester)**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

Before one can spend money, one needs to earn or acquire it. A career will be a major factor in adult life and will affect other aspects of life. Students will understand how education and the career they select will impact their financial situation. They will evaluate their investment in their education in correlation with future income. Students will make a connection between their education, desired lifestyle, and subsequent earning power.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

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<http://studentcenter.ja.org/Pages/default.aspx> (Junior Achievement)

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html> I ordered a class set of the CD, some Spanish versions for our ESL room and a few CDs for parents, too. The online materials are mostly the same content.

<http://www.hsfpp.org/> <http://www.hsfpp.org/resources.aspx>

<http://www.fefe.arizona.edu/> New website coming soon. Sample lesson plan

[http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving\\_Into\\_Spending\\_Plans\\_Lesson\\_Plan\\_2\\_15\\_1.pdf](http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving_Into_Spending_Plans_Lesson_Plan_2_15_1.pdf)

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<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will understand how education will impact their future employability as well as earning power. They will determine the cost benefit of different educations for their desired career field.*

*Students will understand how their lifestyle will impact their earning power.*

*Students will understand what their earning power is (not just base salary).*

#### Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee  
CRP10. Plan education and career paths aligned to personal goals  
CRP11. Use technology to enhance productivity

#### 9.1 Personal Financial Literacy:

- 9.1.12.A.1 - Differentiate among the types of taxes and employee benefits.
- 9.1.12.A.2 - Differentiate between taxable and nontaxable income.
- 9.1.12.A.3 - Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 - Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.A.5 - Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.1.12.A.6 - Summarize the financial risks and benefits of entrepreneurship as a career choice.
- 9.1.12.A.7 - Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
- 9.1.12.A.8 - Analyze different forms of currency and how currency is used to exchange goods and services.
- 9.1.12.A.9 - Analyze how personal and cultural values impact spending and other financial decisions.
- 9.1.12.A.10 - Demonstrate how exemptions and deductions can reduce taxable income.
- 9.1.12.A.11 - Explain the relationship between government programs and services and taxation

## 9.2 Curriculum Standards:

9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.2.12.A.3 Analyze how the economic, social, and political conditions of a time period can affect starting a business and can affect a plan for establishing such an enterprise.

9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.2.12.A.6 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.A.9 Demonstrate how exemptions and deductions can reduce taxable income.

9.2.12.A.10 Explain the relationship between government programs and services and taxation

9.2.12.F.9 Assess the impact of the global economy on entrepreneurial opportunities.

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.A.4 Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations.

## **ENDURING UNDERSTANDINGS**

*Students will understand ...*

- *Evaluating your personal interests, aptitudes, abilities, values, and goals can help you form a career plan.*
- *Investment in your education will impact your future earning power in relationship to the careers you will be qualified for.*
- *The correlation between employment opportunities, qualifications, and pay.*
- *How to determine their earning power based on education and other qualifications.*
- *Their paycheck and its deductions.*

## **ESSENTIAL QUESTIONS**

*How do interests, aptitudes, and abilities apply to education and career choices?*

*What strategies will help you in obtaining employment?*

*How does government spending relate to taxation?*

*What are several risks and benefits of entrepreneurial ventures?*

*How do you make sense of your paycheck?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *Career Plans (ie. Career Clusters)*
- *The Job Market – including education and training requirements*

- *Employment trends and the impact on the money you make*
- *How to understand your paycheck*
- *Different types of business and the advantages/disadvantages of working for each*

*Students will be able to...*

- *Examine personal goals and values and their impact upon career choices*
- *Analyze the relationship between careers and personal earning goals and potential*
- *Compare and contrast potential earning ability with cost of post high school education*
- *Recognize how exemptions and deductions can reduce taxable income*
- *Explain the relationship between government programs, services, and taxation*

## STAGE TWO

### PERFORMANCE TASKS

#### Performance Assessments

- Challenge 3-A: DECIDE My Education Options
- Challenge 3-B: Thumbs Up or Thumbs Down?
- Challenge 3-C: My Accomplishments
- Challenge 3-D: Planning for My Career

#### Knowledge Assessment

- Assessment 3-2 (undergoing development summer 2013)

#### Completion of Virtual Business Simulations

#### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

***What activities, experiences, and lessons will lead to achievement of the desired results and success on assessments?***

NEFE High School Financial Planning Program 2012. Student Guide - Unit 3

#### Exercises

- Exercise 1: Activity 3.1: What Do YOU Think? Student Guide, page 4
- Exercise 2: Activity 3.2: My Interests Student Guide, page 6
- Exercise 3: Activity 3.3: Worth Checking Out Student Guide, page 7
- Exercise 4: Activity 3.4: My Investment in Me Student Guide, page 10
- Exercise 5: Activity 3.5: What is the Cost? Student Guide, page 14
- Exercise 6: Activity 3.6: Worth the Cost? Student guide, page 16
- Exercise 7: Activity 3.7: Get the W-4 Right Student Guide, page 23
- Exercise 8: Activity 3.8: Check It Out! Student Guide, page 24
- Exercise 9: Activity 3.9: Compare Employee Benefits Student Guide, page 27
- Exercise 10: Activity 3.10: The Costs of Working Student Guide, page 29

- Exercise 11: Activity 3.11: My Values at Work Student Guide, page 31
- Exercise 12: Activity 3.12: Advice for Kevin Student Guide, page 33
- Exercise 13: Activity 3.13: Downsizing My Financial Plan Student Guide, page 38

### Assignments

- Assignment 3-1: Challenge 3-A: DECIDE My Education Options **Required Criteria** Student Guide, pg 20
- Assignment 3-2: Challenge 3-B: Thumbs Up or Thumbs Down? **Required Criteria** Student Guide, pg 32
- Assignment 3-3: Challenge 3-C: My Accomplishments **Required Criteria** Student Guide, page 35
- Assignment 3-4: Challenge 3-D: Planning for My Career **Required Criteria** Student Guide, page 39

Virtual Business Software (Lesson 2, Lesson 10, Lesson 12)

Financial Fitness for Life – Student Workbook Theme 2 Ex 5.2-5.4, Ex 6.1-6.2, Ex 7.1-7.3, Ex 18.1-18.3

Online activities listed above.

### ***How will progress be monitored?***

### Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

### Summative Assessments

Unit Post-Test, quizzes, Virtual Business computer simulations, and Benchmark assessment.

**Unit Name: Module 4 Investing**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT IV**

Subject: **Investing**

Country: **USA**

Course/Grade: **Financial Literacy**

State/Group: **NJ**

School: **Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will teach students about their investment options. Students will be introduced to the correlation between risk and reward. They will understand how to select the investment option that is best for them based on current/future circumstances (acceptable risk, time horizon, etc). This unit will focus on using financial tools to help build wealth, meet financial goals, and provide sound financial security into the future.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

### **Internet Resource Links:**

<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>

<http://fffl.ncee.net/book-overview.php?gradeLevel=9-12>

<http://studentcenter.ja.org/Pages/default.aspx> (Junior Achievement)

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html> I ordered a class set of the CD, some Spanish versions for our ESL room and a few CDs for parents, too. The online materials are mostly the same content.

<http://www.hsfpp.org/> <http://www.hsfpp.org/resources.aspx>

<http://www.fefe.arizona.edu/> New website coming soon. Sample lesson plan

[http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving\\_Into\\_Spending\\_Plans\\_Lesson\\_Plan\\_2\\_15\\_1.pdf](http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving_Into_Spending_Plans_Lesson_Plan_2_15_1.pdf)

<http://consumerjungle.org/> from the University of Arizona, cute games

<http://www.econedlink.org/> videos and game-like activities, sorted by grade level

<http://www.econedlink.org/interactives/economic-interactive-search.php?type=student&gid=1>

<http://fffl.councilforeconed.org/> great breakdown of activities by grade levels

<http://studentcenter.ja.org/Pages/default.aspx>

<http://www.financialeducatorscouncil.org/personal-finance-for-kids.html> tons of information, best practices, etc.



<http://www.practicalmoneyskills.com/games/trainingcamp/> Financial Football and Soccer

<http://www.moneyinstructor.com/skills.asp> (free only for their **limited** membership, so it's not really a go-to site)

<http://www.econcouncil.org/#!resource/c1937> (see Youth Resources on the right side column)

**Financial institutions have a kids' page; fun, educational games:**

<http://www.ochome.com/home/diFiles/skins/default/misc/kids/kids.html>

<http://www.tdbank.com/wowzone/kids/> which has interactive games & cute animated movies

<http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf> & lesson plans

<http://themint.org/kids/writing-a-check.html> for learning how to write a check, themint.org has lots of other activities, too.

<http://ultimatemoneyskills.com/start/> from Bank of America

<http://intraweb.stockton.edu/eyos/page.cfm?siteID=199&pageID=1> Stockton College has a very comprehensive Center for Economic and Financial Literacy.

<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will be able to differentiate between different investment options through their understanding of the correction between risk and return. They will understand there is no such thing as free money.*

*Students will be able to make investment decisions that match their goals, risk tolerance, and time frame.*

*Students will be able to identify pros and cons of different investment vehicles.*

Career Ready Standards:

CRP6. Demonstrate creativity and innovation

CRP7. Employ valid and reliable research strategies

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity

9.1 Personal Financial Literacy:

9.1.12.E.1 - Evaluate the appropriateness of different types of monetary transactions (e.g., electronic transfer, check, certified check, money order, gift card, barter) for various situations.

9.1.12.E.2 - Analyze and apply multiple sources of financial information when prioritizing financial decisions.

9.1.12.E.3 - Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.

9.1.12.E.4 - Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

9.1.12.E.5 - Evaluate business practices and their impact on individuals, families, and societies.

9.1.12.E.6 - Evaluate written and verbal contracts for essential components and for obligations of the lender and borrower.

9.1.12.E.7 - Apply specific consumer protection laws to the issues they address.

9.1.12.E.8 - Relate consumer fraud, including online scams and theft of employee time and goods, to laws that protect consumers.

## 9.2 Curriculum Standards:

- 9.2.12.D.1 Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.
- 9.2.12.D.2 Assess factors that influence financial planning.
- 9.2.12.D.3 Justify the use of savings and investment options to meet targeted goals
- 9.2.12.D.5 Compare the risk, return, and liquidity of various savings and investment alternatives.
- 9.2.12.D.8 Differentiate among various investment products and savings vehicles and how to use them most effectively.
- 9.2.12.D.11 Determine the impact of various market events on stock market prices and on other savings and investments.
- 9.2.12.D.12 Evaluate how taxes affect the rate of return on savings and investments.
- 9.2.12.D.13 Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

## **ENDURING UNDERSTANDINGS**

*Students will understand ...*

- *A saving plan is an essential piece of an overall financial program that will assist one in reaching important goals and advance financial security.*
- *Investing is purchasing a financial product or valuable item with the goal of increasing wealth over time, in spite of possible loss.*
- *Retirement planning is a key element of financial security.*

## **ESSENTIAL QUESTIONS**

*How can establishing a savings plan lead to financial security and help to achieve financial goals?*

*How can informed investing build wealth and assist in meeting short term and long term financial goals?*

*What are the long-term benefits of proper retirement planning, considering risk vs return and investment horizon, as an element of an overall financial plan?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *How to maximize savings*
- *Different saving/investment choices focusing on the risk and reward for each*
- *How to develop a saving plan in accordance with their personal finance goals*
- *How to plan for retirement through their investment choices*

*Students will be able to...*

- *Evaluate various options for saving and investing and compare these to their financial goals.*
- *Compare the risk, return, and liquidity of various savings and investment alternatives.*
- *Relate savings and investment results to achievement of financial goals.*
- *Differentiate among various investment products and savings vehicles and how to use them most effectively*
- *Evaluate how taxes affect the rate of return on savings and investments.*
- *Assess factors that influence financial planning.*

## **STAGE TWO**

## PERFORMANCE TASKS

### Performance Assessments

- Challenge 4-A: It Pays to Shop Around
- Challenge 4-B: Set My SMART Investing Goals
- Challenge 4-C: DECIDE My Investment Plan of Action

### Knowledge Assessment

- Assessment 4-2 (under development, summer 2013)

### Completion of Virtual Business Simulations

## OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

***What activities, experiences, and lessons will lead to achievement of the desired results and success on assessments?***

NEFE High School Financial Planning Program 2012. Student Guide - Unit 4

#### Exercises

- Exercise 1: Activity 4.1: What is Wealthy Student Guide, page 5
- Exercise 2: Activity 4.2: My Windfalls Student Guide, page 7
- Exercise 3: Activity 4.3: More Money Student Guide, page 11
- Exercise 4: Activity 4.4: Getting a Late Start Student Guide, page 14
- Exercise 5: Activity 4.5: Own a Piece of the Business Student Guide, page 22
- Exercise 6: Activity 4.6: Watch the Price Student Guide, page 23
- Exercise 7: Activity 4.7: My Risk Tolerance Student Guide, page 29
- Exercise 8: Activity 4.8: Dollar Cost Averaging Student Guide, page 37

#### Assignments

- Assignment 4-1: Challenge 4-A: It Pays to Shop Around **Required Criteria** Student Guide, page 12
- Assignment 4-2: Challenge 4-B: Set My Smart Investing Goals **Required Criteria** Student Guide, pg 38
- Assignment 4-3: Challenge 4-C: Decide My Investing Action Plan **Required Criteria** Student Guide, pg 39

Virtual Business Software (Lesson 13, Lesson 14, Lesson 15, Lesson 16)

Financial Fitness for Life – Student Workbook Theme 3 Ex 8.1-8.2, 8.3, 9.1-9.2, 10.1

FDIC Disk – Money Smart: A Financial Education Program. Building: Knowledge, Security and Confidence (Module 1)

Foster, Chad. *Financial Literacy for Teens*. 2005 (Section: Multiply It)

Online activities listed above.

***How will progress be monitored?***

Formative Assesments

Classwork, homework, observation of group cooperation and interaction, participatuion in classroom discussion, and Unit Pre-Test.

Summative Assessments

Unit Post-Test, quizzes, Virtual Business computer simulations, and Benchmark assessment.

**Unit Name: Module 5 Financial Services**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT V**

**Subject: Financial Services**

**Country: USA**

**Course/Grade: Financial Literacy (Semester)**

**State/Group: NJ**

**School: Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will address concerns issued with the use of financial services. Students will be able to use financial services in a sensible and wary manner. They will be able to pick the services that best match their needs and maintain accurate records of their money, tracking deposits and withdrawals. Students will also understand technologies that may be used to facilitate these processes. Finally, students will be able to identify different financial service scams.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

### **Internet Resource Links:**

<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>

<http://fffl.ncee.net/book-overview.php?gradeLevel=9-12>

<http://studentcenter.ja.org/Pages/default.aspx> (Junior Achievement)

<http://www.fdic.gov/consumers/consumer/moneysmart/index.html>

<http://www.hsfpp.org/> <http://www.hsfpp.org/resources.aspx>

<http://www.fefe.arizona.edu/> New website coming soon. Sample lesson plan

[http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving\\_Into\\_Spending\\_Plans\\_Lesson\\_Plan\\_2\\_15\\_1.pdf](http://www.fefe.arizona.edu/sites/fefe.arizona.edu/themes/fefe2/files/Diving_Into_Spending_Plans_Lesson_Plan_2_15_1.pdf)

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<http://www.econedlink.org/interactives/economic-interactive-search.php?type=student&gid=1>

<http://fffl.councilforeconed.org/> great breakdown of activities by grade levels

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<http://www.moneyinstructor.com/skills.asp> (free only for their **limited** membership, so it's not really a go-to site)

<http://www.econcouncil.org/#!/resource/c1937> (see Youth Resources on the right side column)

**Financial institutions have a kids' page; fun, educational games:**

<http://www.ochome.com/home/diFiles/skins/default/misc/kids/kids.html>

<http://www.tdbank.com/wowzone/kids/>

<http://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf> & lesson plans

<http://themint.org/kids/writing-a-check.html> for learning how to write a check, themint.org has lots of other activities, too.

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<http://intraweb.stockton.edu/eyos/page.cfm?siteID=199&pageID=1> Stockton College has a very comprehensive Center for Economic and Financial Literacy.

<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will understand their saving options with a focus on banking offerings. They will understand how to make deposits and maintain record keeping associated with tracking deposits and withdrawals.*

*Students will understand the automation of financial services and the positive/negative implications.*

*Students will be able to identify different financial scams.*

Career and Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

9.1 Personal Financial Literacy:

9.1.12.D.13 - Determine the impact of various market events on stock market prices and on other savings and investments.

9.1.12.D.14 - Evaluate how taxes affect the rate of return on savings and investments.

9.1.12.D.15 - Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing

9.1.12.D.1 - Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).

9.1.12.D.2 - Assess the impact of inflation on economic decisions and lifestyles.

9.1.12.D.3 - Summarize how investing builds wealth and assists in meeting long- and short-term financial goals.

9.1.12.D.4 - Assess factors that influence financial planning.

9.1.12.D.5 - Justify the use of savings and investment options to meet targeted goals.

9.1.12.D.6 - Analyze processes and vehicles for buying and selling investments.

9.1.12.D.7 - Explain the risk, return, and liquidity of various savings and investment alternatives.

9.1.12.D.8 - Explain how government and independent financial services and products are used to achieve personal financial goals.

9.1.12.D.9 - Relate savings and investment results to achievement of financial goals.

9.1.12.D.10 - Differentiate among various investment products and savings vehicles and how to use them most effectively.

9.1.12.D.11 - Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.

9.1.12.D.12 - Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

#### 9.2 Curriculum Standards:

9.2.12.B.1 Prioritize financial decisions by systematically considering alternatives and possible consequences.

9.2.12.B.2 Compare strategies for saving and investing and the factors that influence how much should be saved or invested to meet financial goals.

9.2.12.B.3 Construct a plan to accumulate emergency "rainy day" funds.

9.2.12.B.5 Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.

9.2.12.B.8 Describe and calculate interest and fees that are applied to various forms of spending, debt, and saving.

8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

8.1.12.D.1 Evaluate policies on unauthorized electronic access (e.g., hacking) and disclosure and on dissemination of personal information.

8.1.12.D.4 Explain the impact of cyber crimes on society.

## **ENDURING UNDERSTANDINGS**

*Students will understand ...*

- *The different bank services and how to select the one that fits their needs best*
- *Maintain a saving and checking account, as well as, keep accurate records of both*
- *How to utilize automated financial services while being cautious of possible pitfalls*
- *The importance of identifying and avoiding financial service scams in today's society*

## **ESSENTIAL QUESTIONS**

*Why is organization and good management skills essential when keeping track of your money?*

*Why should you keep track of your financial records and not simply rely on your financial institution to do so?*

*How can you identify financial services that "seem to be too good to be true", helping you avoid different financial service scams?*

## **KNOWLEDGE AND SKILLS**

*Students will know...*

- *The importance of record keeping when maintaining their savings*
- *How to maintain a check book by recording their deposits and withdrawals*
- *Things to look for when selecting different financial services and avoiding scams*

*Students will be able to...*

- *Compare and contrast the financial benefits of different products and services offered by banks*

- *Maintain an accurate account of their savings*
- *Make deposits and withdrawals, updating their records along the way*
- *Identify scams associated with financial services*
- *Identify the pros and cons of automated services in financial services*

## STAGE TWO

### PERFORMANCE TASKS

#### Performance Assessments

- Challenge 5-A: Use a Checking Account
- Challenge 5-B: Which is Best for Me?
- Challenge 5-C: Selecting My Services
- Challenge 5-D: Scam Action Plan

#### Knowledge Assessment

- Assessment 5-2 (undergoing development, Summer 2013)

### Completion of Virtual Business Simulations

### OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

***What activities, experiences, and lessons will lead to achievement of the desired results and success on assessments?***

NEFE High School Financial Planning Program 2012. Student Guide Unit 5

#### Exercises

- Exercise 1: Activity 5.1: Proof of Payment Student Guide, page 7
- Exercise 2: Activity 5.2: Check Writing 101 Student Guide, page 9
- Exercise 3: Activity 5.3: Make the Deposit Student Guide, page 17
- Exercise 4: Activity 5.4: Keeping Track Student Guide, page 20
- Exercise 5: Activity 5.5: Does It Balance? Student Guide, page 21
- Exercise 6: Activity 5.6: What Do They Offer? Student Guide, page 27
- Exercise 7: Activity 5.7: Get Jason Organized! Student Guide, page 32
- Exercise 8: Activity 5.8: Deal With Deception Student Guide, page 39

#### Assignments

- Assignment 5-1: Challenge 5-A: Use a Checking Account **Required Criteria** Student Guide, page 21
- Assignment 5-2: Challenge 5-B: Which is Best for Me? **Required Criteria** Student Guide, page 30



- Assignment 5-3: Challenge 5-C: Selecting My Services **Required Criteria** Student Guide, page 35
- Assignment 5-4: Challenge 5-D: Scam Action Plan **Required Criteria** Student guide, page 39

Virtual Business Software (Lesson 7)

Financial Fitness for Life – Student Workbook Theme 5 Ex 21.2, Illustration 21.1-21.2, Ex 21.3-21.4

FDIC Disk – Money Smart: A Financial Education Program. Building: Knowledge, Security and Confidence (Module 1, 2 & 5)

Foster, Chad. *Financial Literacy for Teens*. 2005 (Protect It)

Online activities listed above.

### ***How will progress be monitored?***

#### Formative Assesments

Classwork, homework, observation of group cooperation and interaction, participatuion in classroom discussion, and Unit Pre-Test.

#### Summative Assessments

Unit Post-Test, quizzes, Virtual Business computer simulations, and Benchmark assessment.

**Unit Name: Module 6 Insurance**

**Time Frame: 2-3 Weeks**

**Author: Egg Harbor Township High School Business Department**

## **UNIT VI**

Subject: **Insurance**

Country: **USA**

Course/Grade: **Financial Literacy (Semester)**

State/Group: **NJ**

School: **Egg Harbor Township High School**

### **UNIT SUMMARY**

This unit will cover tips and techniques to protect personal property and financial resources. Students will be introduced to different forms of insurance for a variety of products. They will learn the value of insurance in protecting their investments.

### **UNIT RESOURCES**

NEFE High School Financial Planning Program 2012 - Student Guide

Virtual Business Software

Financial Fitness for Life – Student Workbook

FDIC Disk – Money Smart: A Financial Education Program

Foster, Chad. *Financial Literacy for Teens*. 2005

### **Internet Resource Links:**

<http://www.hsfpp.org/teacher/Get-Materials/Module-1-Money-Management.aspx>

<http://fffl.ncee.net/book-overview.php?gradeLevel=9-12>

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<http://www.fdic.gov/consumers/consumer/moneysmart/index.html> I ordered a class set of the CD, some Spanish versions for our ESL room and a few CDs for parents, too. The online materials are mostly the same content.

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<http://www.treasury.gov/resource-center/financial-education/Pages/default.aspx> for Policy updates?

<http://www.italladdsup.org> Try the one with the roll of coins.

## STAGE ONE

### GOALS AND STANDARDS

*Students will be able to identify different forms of insurance and understand the value of protecting their investments (financial and physical).*

*Students will identify how insurance is a long term investment that provides protection to their assets.*

#### Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee

CRP3. Attend to personal health and financial well-being

CRP5. Consider the environmental, social and economic impacts of decisions

#### 9.1 Personal Financial Literacy:

9.1.12.G.1 - Analyze risks and benefits in various financial situations.

9.1.12.G.2 - Differentiate between property and liability insurance protection.

9.1.12.G.3 - Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

9.1.12.G.4 - Evaluate individual and family needs for insurance protection using opportunity-cost analysis.

9.1.12.G.5 - Differentiate the costs and benefits of renter's and homeowner's insurance.

9.1.12.G.6 - Explain how to self-insure and how to determine when self-insurance is appropriate.

9.1.12.G.7 - Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry

#### 9.2 Career Awareness, Exploration, and Preparation:

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

#### Curriculum Standards 9.2:

9.2.12.G.2 Differentiate between property and liability insurance protection.

9.2.12.G.3 Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, given different liability limits and risk factors.

9.2.12.G.4 Evaluate individual and family needs for insurance protection using opportunity-cost analysis.

- 9.2.12.G.5 Compare insurance policy coverage limits and related premiums and deductibles to minimize costs.
- 9.2.12.G.6 Differentiate the costs and benefits of renter's and homeowner's insurance.
- 9.2.12.G.7 Compare sources of health and disability coverage, including employee benefit plans, with options in another country.
- 9.2.12.G.8 Compare and contrast options for long-term healthcare insurance for home care and external care.
- 9.2.12.G.9 Explain how to self-insure and how to determine when self-insurance is appropriate.
- 9.2.12.G.10 Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.

## ENDURING UNDERSTANDINGS

*Students will understand ...*

- Insurance protects individuals from financial risk by transferring that risk to an insurance company

## ESSENTIAL QUESTIONS

*How does insurance protect individuals from financial risk?*

*How do you identify when insurance is needed and which is right for you?*

## KNOWLEDGE AND SKILLS

*Students will know...*

- How insurance increases their risk avoidance
- The different forms of insurance: Private health, Government sponsored health, life, home, & auto

*Students will be able to...*

- Explain how insurance protects individuals from financial risk
- Compare the cost of various types of insurance in regards to coverage and cost
- Evaluate individual and family needs for insurance protection using opportunity cost analysis
- Compare insurance policy coverage limits and related premiums and deductibles to minimize costs
- Differentiate the costs and benefits of renter's and homeowner's insurance
- Differentiate between property and liability insurance

## STAGE TWO

### PERFORMANCE TASKS

NEFE Performance Assessments

- Assessment 1-1: Challenge 1-A: My SMART Goals **Required Criteria** Guide students to set SMART goals.
- Assessment 1-2: Challenge 1-B: My Decision **Required Criteria** Guide students to use the DECIDE strategy for a major decision.
- Assessment 1-3: Challenge 1-C: My Spending Plan **Required Criteria**
- Assessment 1-4: Challenge 1-D: My Action Plan **Required Criteria** Guide students to create their own financial action plan.

Completion of Virtual Business Simulations

## OTHER EVIDENCE

- *Quizzes and Tests*
- *Classroom discussion participation*
- *Teacher observation of classroom assignments/activities*

## STAGE THREE

### LEARNING PLAN

NEFE High School Financial Planning Program 2012. Student Guide Unit 1

#### Exercises

- Exercise 1: Activity 6.1: Teens at Risk Student Guide, page 8
- Exercise 2: Activity 6.2: Read the Fine Print Student Guide, pages 13 and 15
- Exercise 3: Activity 6.3: From Memory Student Guide, page 17
- Exercise 4: Activity 6.4: A Lifetime of Insurance Student Guide, page 21
- Exercise 5: Activity 6.5: It's in the Numbers Student Guide, page 23
- Exercise 6: Activity 6.6: Auto Insurance Coverage Student Guide, page 26
- Exercise 7: Activity 6.7: Whoops! There's Been an Accident Student Guide, page 30
- Exercise 8: Activity 6.8: Jamie Learns a Lesson Student Guide, page 32
- Exercise 9: Activity 6.9: That's How Much a Month? Student Guide, page 38

#### Assignments

- Assignment 6-1: Challenge 6-A: Case for Insurance **Required Criteria** Student Guide, page 11

Virtual Business Software (Lesson 18)

Financial Fitness for Life – Student Workbook Theme 5 Exercise 22.1-22.2, Table 22.1

Online activities listed above.

### ***How will progress be monitored?***

#### Formative Assessments

Classwork, homework, observation of group cooperation and interaction, participation in classroom discussion, and Unit Pre-Test.

#### Summative Assessments

Unit Post-Test, Quizzes, Virtual Business computer simulations, and Benchmark assessment